

# Instruction Manual for Braille Transcribing

**Fifth Edition, 2009**

Constance Risjord  
Literary Braille Transcriber

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Physically Handicapped***

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# General Course Instructions

## Purpose and Scope

This manual is designed for use in the correspondence course in English braille transcribing conducted by the Library of Congress, National Library Service for the Blind and Physically Handicapped (NLS), and for use by instructors of braille classes. The course is intended to familiarize the student with the braille system, with braille contractions and their usage, and with the rules of braille transcribing. Rules are set forth by the Braille Authority of North America (BANA) and published in *English Braille American Edition (EBAE)*. *EBAE* became the authorized braille code for use in the United States as of January 1, 1959, and it contains all the rules of braille for general literature.

A source citation appears in brackets following each main heading in this manual. Citations that begin with a Roman numeral (e.g., XII.47) refer to the official code *English Braille American Edition 1994* (revised 2002, 2007). Citations that begin with *BF* refer to *Braille Formats: Principles of Print to Braille Transcription*. *See* and *see also* references refer to sections within this book. Occasionally the *EBAE* rules used for preparing general literature differ from those in *Braille Formats* that are required for the preparation of textbooks. The indicator [*diff.*] following a section heading notes such a difference.

Great care has been taken to ensure that none of the sentences in the drills and exercises in this manual contains words that require the use of contractions not yet studied. While greatly restricting the choice of words and types of sentences in the earlier lessons, this practice helps prevent the student from acquiring the habit of brailleing words incorrectly.

Throughout this manual examples are presented in simulated braille (dots reproduced in print). The student is directed to study them carefully. They show how the rules work in practice and also peculiar situations where a rule is inapplicable. When simulated braille is not used in examples, contractions are shown enclosed within parentheses.

Appendixes at the back of this manual contain materials useful as references throughout the course. [Appendix A](#) gives the correct print for the simulated braille reading exercises that appear at the end of the first eleven lessons. [Appendix B](#) is an alphabetical index of braille signs showing two ways in which braille configurations may appear: (1) when produced on a braillewriter or embosser where the dots are impressed from the under side of the page and appear as they will be read, and (2) when produced on a slate and stylus where the slate user creates the dots "in reverse" by pushing down on the paper with a stylus, working from right to left and then turning the paper over to read. [Appendix C](#) is a list of typical and problem words that shows print words broken into syllables and the same words in simulated braille using the correct contractions.

Most of the problems that are likely to be found in the transcription of general literature are presented and discussed in this manual, and upon successful completion of the course, the student should be competent to deal with these problems. However, no attempt is made here to train the student in the transcription of specialized materials. Therefore, before attempting to braille a textbook of any kind, the transcriber must be thoroughly familiar with the rules provided in the latest revision of the *Braille Formats: Principles of Print to Braille Transcription*. If called upon to braille technical material on mathematics or science, the transcriber first must study the

latest revision of *The Nemeth Braille Code for Mathematics and Science Notation*. The transcription of music must be in accordance with provisions set forth in the most recent edition of the *Braille Music Code*. Materials requiring the translation of computer symbols and notations are done according to the rules in the *Computer Braille Code*. These publications may be purchased from the American Printing House for the Blind, 1839 Frankfort Avenue, P.O. Box 6085, Louisville, KY 40206.

As the language grows and changes, so too must the rules that govern the production of braille. BANA meets regularly to review the rules and make periodic changes. When rule changes are approved, they will be incorporated into this instruction manual by means of replacement pages. Students taking the course by correspondence will automatically receive up-to-date material. Teachers of braille transcription classes should request copies of replacement pages for their students.

The National Federation of the Blind currently administers the braille certification courses under contract with the National Library for the Blind and Physically Handicapped. All persons using this manual are invited to submit comments, criticisms, or suggestions regarding it to the Braille Certification Training Program, National Federation of the Blind, 1800 Johnson Street, Baltimore, MD 21230. These will be studied carefully and given serious consideration in the preparation of any revision.

## How to Enroll

Please visit <http://www.nfb.org/transcribers> or call (410) 659-9314 (ext. 2510) to obtain an information packet explaining the braille transcription course and an application form.

## Equipment

The following equipment and supplies will be required for use by the student:

- The latest editions of *Instruction Manual for Braille Transcribing* and *Drills Reproduced in Braille*, provided free of charge to U.S. citizens and residents enrolled in the course.
- The latest edition of *English Braille American Edition*, also provided free of charge from the NLS to U.S. citizens and residents enrolled in the course. At this writing, the latest revision is dated 1994 (revised 2002, with update 2007).
- A collegiate edition of any reputable dictionary less than ten years old. Online dictionaries such as [www.dictionary.com](http://www.dictionary.com) are also permissible.
- Braille transcription paper measuring 11 x 11½ inches. A good source for braille paper is the American Printing House for the Blind, 1839 Frankfort Avenue, P.O. Box 6085, Louisville, KY 40206. If paper is ordered locally, specify 90-lb. card stock with the grain running along the 11-inch dimension. (Note that braille paper is not necessary if lessons will be submitted electronically. However, the manuscript must be submitted on paper—see Lesson 20 for more information).
- A braille eraser, available from the American Printing House or from Howe Press, 175 North Beacon Street, Watertown, MA 02472. (An eraser is not necessary if lessons will be submitted electronically).

- A braillewriter, a 40-cell braille slate and stylus, or a computer using a direct-input braille program. Direct-input programs require the user to braille using only six keys, much in the same manner as when using a braillewriter. Translation programs, where the user types in the material on a standard keyboard and the type is then translated into braille, are not allowed for use in this course. Exercises must be submitted in hard copy (embossed) braille, or by e-mail with the electronic file as an attachment. Simulated braille (dots reproduced in print on paper) will not be accepted.

**Computer Program.** A six-key computer program called Perky Duck can be downloaded free of charge from <http://www.duxburysystems.com>. Instructions for use of Perky Duck can be obtained from its distributor or from the National Federation of the Blind. Other computer programs provide for the use of six-key entry, but if the program provides any automatic features such as running heads or page numbers, these must be disabled. All spacing, centering, and line breaks must be performed manually.

**Braillewriter.** While there are a number of braillewriters on the market, the Perkins brailier has been found to be an eminently satisfactory machine. Purchase information and instructions for its operation are available from the distributor, Howe Press, 175 N. Beacon Street, Watertown, MA 02472.

**Slate and Stylus.** If a braille slate and stylus are to be used, we recommend the 40-cell board slate that is available from Howe Press. This braille slate consists of two pieces, a hinged metal guide and a flat wooden board. The bottom portion of the metal guide has four rows of indented braille cells. The top portion has four rows of cutouts that fit exactly over the indented cells and serve as a template for the stylus. Two pegs on the underside of the guide fit into regularly spaced holes at the left and right sides of the wooden board.

Insert the guide into the set of holes nearest the top of the board, with the hinged side at your left. Before inserting the paper, open the metal guide as you would a book. At the top of the board there is a metal clasp with two prongs on the lower piece. Place the paper well up over the prongs, with its left edge against the hinge of the guide and the 11½-inch dimension of the paper running from left to right. To make sure that the paper is inserted straight, keep the bottom of the paper exactly parallel to the lower edge of the board. Snap the clasp shut and close the metal guide over the paper. The prongs of the clasp hold the paper in place, and the holes made by the prongs make it possible to replace the paper in exactly the same position when necessary.

The point of the stylus is used to press the paper into the indented cells, thus forming the desired dots. In doing so, hold the stylus in a vertical position, rather than at a slant, in order to ensure a clear, firm dot. Four lines of braille can be written with the guide in the first position. When these lines have been written, move the guide down into the next set of holes without removing the paper. Continue in this manner until the entire page has been completed.

## Use and Preparation of Drills, Reading Practices, and Exercises

**Drills and reading practice.** Material in this manual is divided into twenty lessons. Lessons 1–16 each contain one or more drills, and the first eleven lessons each have a reading practice.

These are designed solely to give the student practice in applying the rules covered in the preceding section. Students enrolled in the Library of Congress correspondence course should *not* submit these drills to the instructor. The braille supplement, *Drills Reproduced in Braille*, which accompanies this manual, contains correct transcriptions of all drills. In order to derive maximum benefit from them, it is imperative that the student first braille the drill and then compare the results with the corresponding drill in the supplement. The reading exercises should be written out in longhand before comparing them to the printed versions found in [Appendix A](#). For further practice, the print version of the reading exercise can be brailled and then compared with the simulated braille in the lesson.

**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 must be submitted to the instructor for examination and correction. Students enrolled in the correspondence course must submit *each* exercise to the instructor on braille paper or in an electronic file via e-mail. Exercises submitted on thermoform paper or in simulated braille printed on paper will not be accepted. Only one exercise at a time should be submitted. Those students who are taking instruction elsewhere need submit only the trial manuscript, as described in [Lesson 20](#), to the National Federation of the Blind for certification by the Library of Congress.

Some of the lessons can be divided into two parts. Where this is possible, a note has been added indicating the proper breaking point. The exercise has then been arranged so that the first half of the exercise contains only items that have been studied in the first part of the lesson.

**Braille page margins and line length.** The Library of Congress requires that books produced under its sponsorship be transcribed on pages measuring 11½ inches wide and 11 inches long. This also applies to students of the transcription course when submitting exercises and/or the trial manuscript. Volumes with insufficient margins at the left side present serious binding problems; therefore, the Library of Congress requires a left-hand margin of *at least* one inch. The right-hand, top, and bottom margins should measure at least one-half inch. *These measurements allow for a page of twenty-five lines with 40 cells per line.*

In order to ensure proper margins and a clear copy of the entire braille page by thermoform duplication, the margins on a Perkins braillewriter, which has a 42-cell per line capability, should be set so that it is not possible to braille in the first cell at the left margin or in the last cell of the line.

All references to cell numbers (for example: Start in cell 1 ...) refer to the margin in effect. Therefore, when using a 40-cell line, cell 1 will be the second cell on the machine. A good way to set the margins in the braillewriter is to insert a piece of paper into the machine; push the margin release tabs (located at the rear of the machine) open as far as possible, and, by pushing all six keys at the same time, braille a line of full cells. There should be 42 cells. This practice allows the cells to be seen or felt and the margin tabs to be set in the appropriate places.

**Centering a heading.** With the exception of the exercise in Lesson 1, the first line of every page of an exercise should carry a fully capitalized centered heading, called a "running head." To center a heading, first count the number of cells that the heading will occupy. Subtract that number from 40 (the number of cells on a line). Divide your answer in half and that will tell you

how many blank cells should precede and follow the 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 contractions, spaces, punctuation signs, and composition signs. Also, remember that contractions take fewer cells than the letters they replace.

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 on the first line and the exercise continuing on the second line.

**Page numbering.** Beginning with the exercise in Lesson 2, consecutive braille page numbers should be shown at the right margin on the first line of each page (on the same line as the heading).

**Erasures.** Erasures should be resorted to only rarely, and then they should be made with the greatest care. In order to execute a neat erasure, place the paper on a smooth, hard surface such as a piece of glass or a mirror. Place the tip of the eraser on the dot to be erased and gently but firmly press straight down. Then move the eraser in a circular motion until the dot has been completely leveled. Do not scrub the paper. Be certain that no adjacent dots have been lowered and, if so, reinforce them with the point of the stylus or with the braillewriter.

Because even good erasures are often detectable and confusing to the braille reader, *an erasure should not be made if it would result in a blank cell. Do not erase more than one dot in a cell. Do not erase at the end of a line or in a page number. If the grader can feel an erasure, it will be counted as an error.*

**Proofreading.** Careful proofreading is the key to becoming a successful transcriber. At first, a sighted student may encounter some difficulty in reading the braille that he or she produces. This situation can be helped by reading what has been brailled, letter-by-letter, and writing it out in longhand. This procedure will not be necessary for long. Soon the eyes will start recognizing clusters of dots as individual characters.

As an exercise is being done, proofread each sentence on the computer screen or while the paper is still in the machine. The exercise should be proofread again when it is complete. And finally, after letting the material rest for several days, the entire exercise should be proofread again. *The pages with errors should be redone so that the exercise, when presented to the instructor, is as perfect as the student can make it.*

## Grading

After the instructor has examined each exercise, the student will receive a detailed report pointing out errors and making helpful comments and suggestions. Grading is up to the instructor's discretion. Depending upon the number and type of errors made, the student will be asked to resubmit sentences in which errors occurred, or the entire exercise may have to be repeated. When the instructor is satisfied that the student has mastered the material, a new assignment is made. In general, with the practice provided by the drills and the assistance of the

instructor's reports, it should be possible for students to submit an acceptable exercise on the first or second attempt.

## **Certification**

After finishing the lessons in this manual, certification as a braille transcriber is achieved by submission of a thirty-five braille-page manuscript. Details for preparing the manuscript, and information about the grading process, are located in [Lesson 20](#).

## **Mailing Materials**

**Submitting exercises.** All exercises brailled on paper should be mailed to: National Federation of the Blind, Braille Certification Training Program, 1800 Johnson Street, Baltimore, MD 21230. The braille pages should never be folded or rolled. 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. Electronic submissions should be e-mailed as an attachment to [transcribers@nfb.org](mailto:transcribers@nfb.org).

**Mailing the trial manuscript. The trial manuscript must be submitted on paper.** In preparing the trial manuscript for mailing, be sure that the pages are assembled in proper sequential order with the embossed side facing up. Then bind them securely together. A print copy of *all* of the front matter from the book chosen for the manuscript, a copy of all of the print pages that were transcribed, the letter to the grader (as described in [Lesson 20](#)), and the braille manuscript should be placed in a box or adequately wrapped to protect them from damage. Photocopies of the print are acceptable

# Lesson 1

## The Braille Alphabet and Numbers

### 1.1 In General

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

1 ● ● 4  
2 ● ● 5  
3 ● ● 6

Braillewriter

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

### 1.2 Braillewriters, Computer Braille Programs, and Braille Slates

There are three methods of braille transcription—braillewriter, computer using a special braille program, and slate and stylus. The braillewriter and the computer work in much the same way in that they use six keys corresponding to the braille cell as shown above.

When a braille slate is used, the embossing appears on the underside of the paper. Therefore, the writing is done from right to left, so that when the page is turned over it can be read from left to right. For this reason dots 1, 2, and 3 are brailled at the right-hand side of the braille cell on the slate; dots 4, 5, and 6 at the left-hand side, as shown in the alphabetical index of braille signs in [Appendix B](#).

There are also computer programs that translate print into braille. Only persons thoroughly trained in reading and writing braille should use these programs.

### 1.3 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, and they are the foundation of the braille system.

Memorize the following letters by their dot numbers and configurations.

a	b	c	d	e	f	g	h	i	j
1 ● 2 ● 3 ●	1 ● 2 ● 3 ●	1 ● ● 4 2 ● ● 5 3 ● ● 6	1 ● ● 4 2 ● ● 5 3 ● ● 6	1 ● 2 ● 3 ●	1 ● ● 4 2 ● ● 5 3 ● ● 6	1 ● ● 4 2 ● ● 5 3 ● ● 6	1 ● ● 4 2 ● ● 5 3 ● ● 6	2 ● ● 4 3 ● ● 5 1 ● ● 6	2 ● ● 4 3 ● ● 5 1 ● ● 6



### Drill 1

Thoroughly familiarize yourself with the first ten letters of the alphabet by brailleing the following words. Reading across, start each line in the first cell. Leave one blank cell (space) 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 the accompanying supplement, *Drills Reproduced in Braille*.

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

## 1.4 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 *a*, *l* by adding dot 3 to *b*, and so on.

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 brailleing 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

## 1.5 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 first five letters. Thus, *u* is formed by adding dots 3 and 6 to *a*, 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

When you have learned the final six letters of the alphabet, braille the following words for practice.

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

## 1.6 Numbers [VII.28]

There are no special braille symbols for cardinal numbers. Instead, the numbers 1 through 0 are expressed by the letters *a* through *j* preceded by the *number indicator*, dots 3456 (⠼).

The number indicator is known as a *composition sign*. Composition signs, which are peculiar to braille, are configurations that, when placed before a braille character, give it a special meaning or designate a change in print typeface. They are necessary because the dots, or bumps, that represent braille letters cannot be enlarged like print capitals or altered like print italics. You will learn other composition signs as the course progresses.

Examples:

1	2	3	4	5	6	7	8	9
⠼⠁	⠼⠃	⠼⠉	⠼⠑	⠼⠑	⠼⠋	⠼⠎	⠼⠈	⠼⠊
10	14	59	87	103	965			
⠼⠁⠠	⠼⠁⠠⠃	⠼⠑⠠⠑	⠼⠈⠠⠑	⠼⠁⠠⠠⠃	⠼⠊⠠⠠⠑			



## EXERCISE

Prepare the following exercise and submit it to the instructor for correction. *Read down the columns.* Starting on line 1, begin each phrase in the first cell of a new braille line. Do not skip lines; you should have 25 phrases on each page. If you are using a braillewriter, be sure that you position every page correctly by pushing down on the line-space key (farthest key to the left) one time before you start to braille. Add your name in braille at the end of the exercise or as your teacher directs. (Correspondence students: For the convenience of our braille-reading instructors and non-braille-reading clerical staff, if you are submitting your lessons on paper or as an electronic file, add your name in braille and print at the end of each exercise.)

jazz tunes	olives or onions	quizzes puzzle me
he prays daily	vivid pictures	3 labor battalions
feigns surprise	icicles drip	unbelievably calm
a frisky poodle	dull adjectives	home sweet home
fidgety filly	bridle a pony	fireflies flit
59 raw recruits	wise philosophy	brass knuckles
quixotic exploits	126 wet pets	mimic a madman
electric elevator	six textbooks	angry gangs
queue up	lovely velvet	12 pretty rosebuds
64 zany zebras	yuletide joy	prompt appraisal
build a wigwam	pretty anemone	bacon smells salty
9 gigantic gorillas	true blue	10 nocturnal birds
attractive tie	blood circulates	extra axe
lovely lullaby	mutual respect	big felt yurt
wry wit	80 hot dogs	78 brass bassoons
jubilant hallelujahs	a brook murmurs	
gooseneck lamp	weird spectacle	
	xiphoid process	



## Lesson 2

### Capitalization, Paragraphing

#### Punctuation: Period, Question Mark, Exclamation Point, Comma, Semicolon, Colon, Hyphen, Dash

#### Numbers with punctuation

### 2.1 Capital Letters and Fully Capitalized Words [II.9]

In braille, there is no separate alphabet of capital letters. Instead, capitalization is indicated by placing the capital indicator (dot 6) immediately before the letter affected.

New York ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

When all of the letters in a word or letter grouping are capitals, the double capital indicator (dot 6 placed in two consecutive cells immediately before the word) is used. Like the number indicator, the capital indicators are *composition signs*. Examples:

NEW YORK ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

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

DeLeon ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

#### Drill 5

Practice braille the following to familiarize yourself with the use of the capital indicator. Reading down the columns, place each name on a separate line.

Anita	OKLAHOMA	Faye
MY FAIR LADY	McWilliams	DUNE BOY
Adriatic	Claude	Leon
RADIO GUIDE	MOBY DICK	MacDANIEL

### 2.2 Paragraphing [III.18.a] [diff.]

*Rules taught in this manual are for material that is brailled without print page numbers (non-textbooks). The abbreviation [diff.] signals rules that are different from those used for preparing textbooks. See page xi.*

Paragraphs in general reading material 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 start at the margin. This rule applies even if the text is printed in block form (no paragraph indentions) with blank lines between the paragraphs. Never leave a blank line 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 Period, Question Mark, Exclamation Point, Comma, Semicolon, Colon [I.1]

The use, order, and spacing of braille punctuation should follow print practice except in specific instances to be covered later in this manual. As in print, only one space (cell) is left empty following commas and semicolons. However, unlike print that often leaves two blank spaces following a colon and between sentences, only one empty cell is left in braille.

Learn the following punctuation signs:

period	.	⠆	(dots 256)
question mark	?	⠏	(dots 236)
exclamation point	!	⠗	(dots 235)
comma	,	⠂	(dot 2)
semicolon	;	⠒	(dots 23)
colon	:	⠒	(dots 25)

### Drill 6

Practice braille the following sentences. In this, and all future drills, treat each sentence as a paragraph (starting each one in cell 3). Be sure to include the number and its period at the beginning of each paragraph. Leave one empty cell between the period and the beginning of the sentence.

Numbers in a printed listing are usually arranged so that the periods are in alignment. This is not so in braille. In braille, the number indicator is placed in cell 3, followed immediately by the number—regardless of the number of digits in the number.

1. I want six items: saw, nails, nuts, bolts, screws, tacks.
2. Miss Flynn, take a memo: Call Mr. Phelps at twelve noon; see Mr. Gray at six.
3. Is Mr. Dale a college graduate?
4. Ralph is sick; hail a cab!
5. My prophecy: victory!
6. Take my book; hold my coat! Hang up my umbrella!
7. Turn on a radio or TV 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.





**2.4a(2) Long and short vowels.** In general, when a vowel is given a long sound in pronunciation, the vowel comes at the end of the syllable; but when a vowel has a short sound, the syllable includes the following consonant. Examples:

Long Vowels:	de- grade	fa- mous	fi- ber	pro- fess	pu- nitive
Short Vowels:	def- inite	fam- ine	fil- ial	prof- it	pun- ish

There are some outstanding exceptions to this practice, as with short vowels followed by *tion*, *sion*, or *cial*, where the short vowel ends the syllable. Examples:

ambi- tion	revi- sion	spe- cial
---------------	---------------	--------------

**2.4a(3) Parts of speech.** Some words are pronounced and divided in two different ways, depending on whether they are used as nouns, adjectives, or verbs. Therefore, it may be necessary to determine from context which part of speech is involved. Examples:

Long Sound:	pre- sent [verb]	re- cord [verb]	pro- gress [verb]	pre- cedent [adjective]
Short Sound:	pres- ent [noun]	rec- ord [noun]	prog- ress [noun]	prec- edent [noun]

Unfortunately, some dictionaries show only one entry for most of these words, and bury the alternative use(s) within the definition paragraph, so it is important to note the part of speech and the pronunciation when dividing them between lines.

**2.4a(4) Plurals.** It should be observed that plurals of nouns are not given in the dictionary if they are formed regularly. In order to divide words correctly it is necessary to know that when a plural is formed by adding *s* or *es* to a word ending in the sound of *ch*, *sh*, *j*, *s*, *x*, or *z* the *es* becomes a separate syllable. Examples:

match- es	bush- es	hedg- es	dress- es	box- es	maz- es
--------------	-------------	-------------	--------------	------------	------------

When an *s* is added to a word ending in *e* but does not form a new syllable, the word cannot be further divided. Examples:

miles	rhymes	tames	mis/takes	dis/likes
en/cores	com/mit/tees	hopes	likes	schemes

Word division is discussed further in [Lesson 6](#).



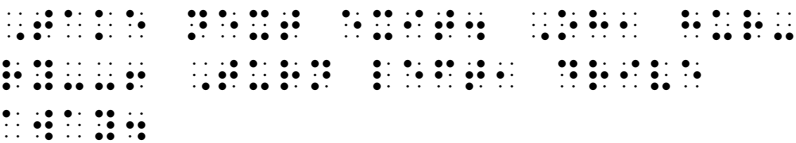


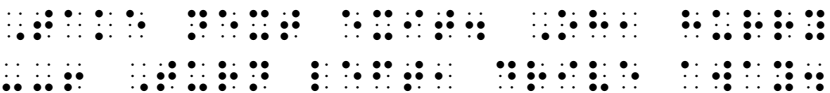


Braille signs that are formed in the lower part of the cell (dots 2, 3, 5, 6) are called lower signs. Signs of punctuation are considered lower signs for they are all formed in the lower part of the cell. Unless a lower sign is in contact with another configuration that has a dot in the upper part of the cell (dots 1 or 4), the braille reader has difficulty determining upper dots from lower dots. It is for this reason that a rule was written that prevents lower signs from following one another without being in touch with a sign containing a dot 1 or 4. (This rule will be studied further in [Lesson 7](#).)

When a dash is followed by punctuation and a space, it cannot start a new braille line—for to do so would violate the rule mentioned above. If there is not room at the end of the braille line for the dash and the following punctuation, the last syllable of the preceding word must be carried to the next line. Example (for the sake of this example, assume that only twenty-seven cells can be used on a line):

Take next exit. Oh, hurry—! Turn left, drive away.

[Correct] 

[Incorrect] 




### Drill 8

Practice brailleing the following sentences, treating each as a paragraph.

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.

## 2.6 Numbers with punctuation [V.28]

**2.6a The effect of the number indicator.** The effect of the number indicator is not terminated by intervening commas, colons, or hyphens (or slashes, fraction lines, or decimal points, which will be studied later). Examples:

1,000,000	8:30	1850-57
		





# READING PRACTICE

Read the following sentences and write them out in longhand. Compare your work with the print version in [Appendix A](#).

1. The first sentence is written in Braille.

2. The second sentence is written in Braille.

3. The third sentence is written in Braille.

4. The fourth sentence is written in Braille.

5. The fifth sentence is written in Braille.

6. The sixth sentence is written in Braille.

7. The seventh sentence is written in Braille.

8. The eighth sentence is written in Braille.

9. The ninth sentence is written in Braille.

10. The tenth sentence is written in Braille.

11. The eleventh sentence is written in Braille.

12. The twelfth sentence is written in Braille.

13. The thirteenth sentence is written in Braille.

14. The fourteenth sentence is written in Braille.

15. The fifteenth sentence is written in Braille.

16. The sixteenth sentence is written in Braille.

17. The seventeenth sentence is written in Braille.

18. The eighteenth sentence is written in Braille.

19. The nineteenth sentence is written in Braille.

20. The twentieth sentence is written in Braille.



## EXERCISE

Prepare the following exercise for submission to the instructor. Treat each sentence as a paragraph; that is, starting each in cell 3 with runover lines starting in cell 1 of the next line. On the first line of each page, center the heading **LESSON 2** in full capital letters. Refer to *General Course Instructions*, page xiv, for help in centering. On the same line place the page number (without a period) at the extreme right-hand margin—do not include the word "page." A blank line should follow the heading on the first page *only*. Words should be divided at the end of a line using proper syllable division.

### 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- or 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.











## Reading Practice

Practice your braille reading skills by reading the following sentences and writing them out in longhand. Compare your work with the print version in [Appendix A](#).

1. The first sentence is in Braille. It contains 10 words: "The first sentence is in Braille. It contains 10 words." This sentence is repeated multiple times throughout the page.

2. The second sentence is in Braille. It contains 10 words: "The second sentence is in Braille. It contains 10 words." This sentence is repeated multiple times throughout the page.

3. The third sentence is in Braille. It contains 10 words: "The third sentence is in Braille. It contains 10 words." This sentence is repeated multiple times throughout the page.

4. The fourth sentence is in Braille. It contains 10 words: "The fourth sentence is in Braille. It contains 10 words." This sentence is repeated multiple times throughout the page.

5. The fifth sentence is in Braille. It contains 10 words: "The fifth sentence is in Braille. It contains 10 words." This sentence is repeated multiple times throughout the page.

6. The sixth sentence is in Braille. It contains 10 words: "The sixth sentence is in Braille. It contains 10 words." This sentence is repeated multiple times throughout the page.

7. The seventh sentence is in Braille. It contains 10 words: "The seventh sentence is in Braille. It contains 10 words." This sentence is repeated multiple times throughout the page.

8. The eighth sentence is in Braille. It contains 10 words: "The eighth sentence is in Braille. It contains 10 words." This sentence is repeated multiple times throughout the page.

9. The ninth sentence is in Braille. It contains 10 words: "The ninth sentence is in Braille. It contains 10 words." This sentence is repeated multiple times throughout the page.

10. The tenth sentence is in Braille. It contains 10 words: "The tenth sentence is in Braille. It contains 10 words." This sentence is repeated multiple times throughout the page.

## 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, is on a five- or six-week trip abroad.
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. I hate a mid-April or -May cold spell.
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. Dad says 1960's hippies reject society.
22. (Dudley left home prematurely. He wrote: my aunt's ideosyncrasies [sic] drove me nuts!)
23. "We'll visit Alaska next July; Memphis is too hot," agrees Danielle.
24. 18,000,079 plus 6,956 plus 3,721 equals \_\_\_\_\_.
25. Look at my '38 antique Buick.



## Lesson 4

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

#### 4.1 Contractions in General

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

Contractions that have the same or similar rules governing them are grouped together and given a name, as in the following section that discusses *one-cell whole-word contractions*. It is important that the names of these groupings be remembered because they will be referred to throughout the course.

#### 4.2 One-Cell Whole-Word Contractions (Alphabet Contractions) [XI.36]

The first type of contraction to be discussed is the one-cell whole-word sign that is represented by a single letter of the alphabet. Following is a complete list of these contractions, which should be thoroughly 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	l	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. Because the letters *a*, *i*, and *o* are also single-letter words in themselves, they cannot be used as contractions for other words.

Use these contractions to represent the words for which they stand, regardless of the part of speech involved. They are also used to represent whole proper names, such as “*Will Rogers*” and “*Thomas More*.” There is an exception to this rule: when the words *do* and *so* refer to the notes in the musical scale, the contractions *d* and *s* are not used.

It must be emphasized that these contractions can be used to represent *whole words only*. Thus, *c* standing alone reads *can*; but *c* cannot be used as a part word to represent *can* in *canopy* because this would 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 contractions to form the plural. Thus, the plural of *will* is brailled *wills*, not *ws*.









## 4.5 Rules for All Part-Word Contractions [X.34]

In future lessons you will learn many contractions like *and*, *for*, *of*, *the*, and *with* that can be used as parts of words. The following rules apply to *all* part-word contractions.

**4.5a When letters of a contraction all fall into the same syllable.** A part-word contraction is always used when all of the letters of the contraction fall into the same syllable, as in *profligate*, *profit*, and *formula*.

**4.5b Syllable divisions.** There are special rules regarding the use of contractions that bridge over syllable divisions. For purposes of clarity, the terms *major* and *minor* are used in this manual to explain the different types of syllable division. These divisions may also be referred to as primary and incidental syllable divisions.

**4.5b(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 *of* contraction is not used in *professor*, *profane* or *profile*. Note that the letters *pro* are not always prefixes—as in *profit* and *product*, for example.

(2) Between a suffix and a base or root word. There are no examples using the contractions you have learned so far to demonstrate this rule, but you will become acquainted with some in [Lesson 6](#).

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

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

**4.5b(2) Minor syllable divisions.** Part-word contractions are used when they overlap minor, or incidental, syllable divisions, regardless of pronunciation, as in *sofa* (⠠⠠⠠⠠⠠⠠⠠⠠), *Sofia* (⠠⠠⠠⠠⠠⠠⠠⠠⠠), and *scandal* (⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠). A few exceptions to this rule will be discussed later.

**4.5c 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*.

**4.5d Word division.** When dividing words at the end of a line, caution must be taken to ensure that the word is properly divided between syllables, even if this means sacrificing a contraction. Therefore, *Andrew* is divided *An-drew*, not *(And)-rew*, and *forum* is divided *fo-rum*, not *(for)-um*. (In these examples braille contractions are shown enclosed in parentheses.)

A good dictionary includes 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. The *Typical and Problem Words* list in Appendix C at the back of this book is also a helpful tool. It lists over 2,500 words showing proper syllable division and contraction usage. An even more comprehensive source is the *Braille Enthusiast's Dictionary* (compiled and edited by Alan J. Koenig and M. Cay Holbrook, ISBN 0-9634229-7-9, SCALARS Publishing, P.O. Box 382834, Germantown, TN, 38183-2824, 1-901-737-0001. [www.scalarspublishing.com](http://www.scalarspublishing.com)).

### Drill 15

Practice brailleing the following sentences.

1. The man 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 Holland 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. The first sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

2. The second sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

3. The third sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

4. The fourth sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

5. The fifth sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

6. The sixth sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

7. The seventh sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

8. The eighth sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

9. The ninth sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

10. The tenth sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

11. The eleventh sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

12. The twelfth sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

13. The thirteenth sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

14. The fourteenth sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

15. The fifteenth sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

16. The sixteenth sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

17. The seventeenth sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

18. The eighteenth sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

19. The nineteenth sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.

20. The twentieth sentence is written in Braille. It consists of several words and punctuation marks arranged in a single line.



## EXERCISE

Prepare the following sentences 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.

(continued)

29. The nosy visitor draws: “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 feet—a safe altitude for that region.
39. The blue- and gray-clad forces met at the crossroads.

## Lesson 5

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

#### 5.1 In General

Like the contractions *and, for, of, the, and with*, the contractions to be studied in this lesson represent certain letter combinations that can represent a whole word or part of a word. When standing alone they represent a whole word beginning with those letter combinations. However, when they are connected to other letters they take on their letter meaning and become part of a word. These contractions and their meanings are as follows:

<u>Contraction</u>	<u>Whole-Word Meaning</u>	<u>Part-Word Meaning</u>
⠠⠠⠠	child	ch
⠠⠠⠠	shall	sh
⠠⠠⠠	this	th
⠠⠠⠠	which	wh
⠠⠠⠠	out	ou
⠠⠠⠠	still	st

#### 5.2 Whole-Word Contractions for *child, shall, this, which, out, still* [XI]

When these contractions stand alone they represent whole words. Example:

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

⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

**5.2a With an apostrophe.** The only instances in which these whole-word contractions may be used with the apostrophe are in the words *child's* and *still's*. Thus, the whole-word contraction for *this* is not used in *this'll* and the whole-word contraction for *which* is not used in *which'll*.

**5.2b In hyphenated compound words.** These whole-word contractions are joined to other words by the hyphen to form hyphenated compound words, whether such words are written on one line or divided between lines. Examples:

still-life                      out-and-                      ⠠⠠⠠⠠⠠                      child-of-                      ⠠⠠⠠⠠⠠⠠⠠  
⠠⠠⠠⠠⠠⠠⠠⠠⠠                      out lie                      ⠠⠠⠠⠠⠠                      the-dawn                      ⠠⠠⠠⠠⠠⠠⠠⠠⠠

**5.2c As proper names.** Like other whole-word contractions, these signs are used to represent proper names, such as *(Still), Morris (and) Associates*.

## Drill 16

Practice brailleing 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*, and *st* [X.34, XII.38]

In general, these signs are used as part-word contractions whenever the letters they represent occur within a word, even if they overlap a minor syllable division (see [Lesson 4, 4.5b\(2\)](#)). Thus, the sign for *ch* is used in *Chicago* and *scratch*; 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 the signs for *wh* and *st* in *whitest*.

Whenever these contractions are joined to other letters they take on their part-word meaning and lose their whole-word status. This rule applies even if a word is divided between lines and the letters of a contraction stand on a line alone. Examples:

grandchild	⠠⠠⠠⠠⠠⠠⠠⠠	grand-	⠠⠠⠠⠠
		child	⠠⠠⠠⠠
outside	⠠⠠⠠⠠⠠⠠	out-	⠠⠠⠠
		side	⠠⠠⠠⠠

**5.3a Prefixes.** As stated in the previous lesson, a contraction should not 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*.

**5.3b Solid (unhyphenated) compound words.** Nor are part-word contractions 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*.



## Drill 17

Practice brailleing 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 April, 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. Hey, Guys! Which'll eat this banana?

## Reading Practice

Write the following sentences in longhand. Compare your work with the print version in [Appendix A](#).

Shhh! That shrill whistle annoys me.  
The churlish dog chases the mischievous child off the grass.  
Uncle Jonathan still has the shoe store on 21st St.  
He came out from St. Louis, Missouri, only two months ago.  
The ship, which will dock at Southampton on the 22d or 23d of April, will return on the 31st.  
What d'you expect for Christmas from Uncle Nathaniel?  
Whether you like it or not—I won't make another mistake like this.  
Did Mr. Whitney mishandle the school funds?  
I shall choose another restaurant, for my family simply will not eat any hothouse tomatoes.  
We shall/shall not go with you.  
Our van can hold Mom's wheelchair.  
Meg just loves the out-of-doors; she is a happy child and, I admit, my favorite grandchild.  
Hey, Guys! Which'll eat this banana?

Braille text consisting of multiple lines of characters.

**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.

(continued)

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 two- or 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

#### 6.1 In General [XII.38]

The following contractions are part-word contractions only; they have no whole-word meanings.

<u>Contraction</u>	<u>Part-Word Meaning</u>
⠠⠠	ar
⠠⠠⠠	ed
⠠⠠⠠⠠	er
⠠⠠⠠⠠⠠	gh
⠠⠠⠠⠠⠠⠠	ow
⠠⠠⠠⠠⠠⠠⠠	ble
⠠⠠⠠⠠⠠⠠⠠⠠	ing

Except where specific rules limit their use, these contractions are used as parts of words wherever the letters they represent occur. 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)*, Bible *Bi(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*

When, at the end of a braille line, a one-cell part-word contraction forms the last syllable of a word, there is no need to carry that syllable over to a new line because it could be inserted in the same space that is occupied by the hyphen. However, if such a final syllable is followed by punctuation, the contraction and punctuation must be carried to the next line. Examples:

chart-  
ed.

⠠⠠⠠⠠⠠⠠⠠  
⠠⠠

flatter-  
ing!

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
⠠⠠

**6.1a Prefixes.** Like the contractions previously studied, these contractions are not used where part of the letters of the contraction fall into a prefix and the rest into a root or base word. Thus, the sign for *ed* is not used in *reduce*, *deduce*, *edict*, *predict*, or *predate*. Similarly, 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*.

In a few words, the beginning letters *se* constitute a prefix meaning "apart." When that prefix is followed by the letter *d*, as in *seduce* and *seditions*, the *ed* contraction cannot be used because it would overlap between the prefix and the root word. An exception occurs in the case of the word *sedate*, where the sign for *ed* is not used even though *se* is not a prefix.

Another exception to this rule occurs in a few familiar words that begin with the letters *ar*. In the easily read words *around*, *arise*, and *arose* the *ar* contraction is used, even though in these cases the *a* is a prefix. [X.34.c]

- Note: Remember the very strong rule that says that when all of the letters of a contraction fall into the same syllable, the contraction is used. Although the *er* contraction cannot be used in *derive* because *de* is a prefix, it is used in *derivation* because both the *e* and the *r* fall into the same syllable.

**6.1b Suffixes.** These contractions are not used where part 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*.

Use caution when transcribing words that end in *ry* and *ery*. When the suffix *ry* is added to words such as *image*, *rifle*, and *savage*, creating *imagery* (*im/age/ry*), *riflery* (*ri/fle/ry*), and *savagery* (*sav/age/ry*), the *er* contraction cannot be used. However, when *ry* is added to *slave* and *bake* to create *slavery* (*slav/er/y*) and *bakery* (*bak/er/y*), the *er* contraction is used because all the letters of the contraction fall within the same syllable—a rule that takes precedence over the suffix rule.

**6.1c Solid Compound Words.** As has been stated previously, contractions are not used where they fall partly into one component of a solid compound word and partly into another. Thus, the sign for *ed* is not used in *kettledrum*, the sign for *er* is not used in *stateroom*, the sign for *th* is not used in *sweetheart*, and the sign for *gh* is not used in *foghorn*. Nor is the *st* contracted in proper names such as *Johnstown* or *Charlestown*. (Note, however, that when such names are shortened to *Johnston* or *Charleston*, the *st* contraction is used.)

**6.1d Digraphs (Diphthongs) and Trigraphs .** In order to preserve proper pronunciation, the letters of a digraph or a trigraph must not be separated. There are exceptions to this rule that will be discussed in later lessons.

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

A DIPHTHONG is a digraph composed of two adjoining vowels that make one sound, e.g., the *oi* in *coil*.

A TRIGRAPH is three letters combining to make one sound, e.g., the *eau* in *bureau*.



## Drill 18

Practice brailleing 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.

### 6.2 *Ing* or *ble* at the Beginning of a Word [XII.38.a]

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*. Even when such a word comes after the hyphen in a hyphenated compound word, as in *once-blemished*, the contraction cannot be used. However, unless other rules prevent it, these contractions are used at the beginning of a line in a divided word. Examples:

em-  
(ble)m

morn-  
(ing).

Wa(sh)-  
(ing)ton

Bi-  
(ble).



## 6.6 Syllabication [I.5.a.]

As with the plurals of nouns discussed in [Lesson 2](#), the past tense and the past and present participles of regular verbs cannot be found in the dictionary. Therefore, the inexperienced transcriber may have some difficulty in deciding how to divide these words into syllables.

**6.6a Verbs.** In general, adding *ed* or *d* to the verb to form the past tense does not add a new syllable. Thus such words as *raced*, *shaved*, *brushed*, *caused*, *passed*, and *slipped* remain one syllable and may not be divided. However, when *ed* is added to a verb ending in *d*, *t*, *dd*, or *tt*, it is pronounced separately and constitutes a new syllable. Examples:

braid-	suspend-	test-	supplant-	add-	butt-
ed,	ed,	ed,	ed,	ed,	ed,

When a verb ends in a *t* or *d* that is doubled before the addition of *ed*, a new syllable is formed and the division is then made between the doubled consonants. Examples:

nod-	plot-
ded	ted

**6.6b Adjectives.** The foregoing practices apply to verbs only. Take care to distinguish adjectives ending in *ed*—such as *crooked* and *wicked*—where the *ed* does constitute a separate syllable, even though it is not preceded by a *t* or *d*.

When *er* or *est* is added to adjectives to form the comparative or superlative, this always results in an additional syllable. Examples:

bold-	steady-	long-	muddi-
er,	er,	est	est

When the base word ends in *ee*, the double vowel is divided; one *e* stays with the base word, and the other goes with the *st* or *r* to make the final syllable. Examples:

fre-	fre-
er,	est

When a final consonant is doubled before adding the *er* or *est*, the added consonant belongs in the syllable with the *er* or *est*. Examples:

big-	mad-
ger	dest

**6.6c Participles.** When *ing* is added to a verb to form the present participle, it always results in an additional syllable. Examples:

obey-	suffic-	hid-	form-
ing,	ing,	ing,	ing,

When the letters *ing* are added to a base word they become a syllable; however, when a final consonant is doubled before adding the *ing*, the added consonant belongs in the syllable with the *ing*. Examples:

grab-	run-
bing	ning

### Drill 19

Practice brailleing 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. The first sentence is written in Braille. It contains several words and punctuation marks.

2. The second sentence is written in Braille. It contains several words and punctuation marks.

3. The third sentence is written in Braille. It contains several words and punctuation marks.

4. The fourth sentence is written in Braille. It contains several words and punctuation marks.

5. The fifth sentence is written in Braille. It contains several words and punctuation marks.

6. The sixth sentence is written in Braille. It contains several words and punctuation marks.

7. The seventh sentence is written in Braille. It contains several words and punctuation marks.

8. The eighth sentence is written in Braille. It contains several words and punctuation marks.

9. The ninth sentence is written in Braille. It contains several words and punctuation marks.

10. The tenth sentence is written in Braille. It contains several words and punctuation marks.

11. The eleventh sentence is written in Braille. It contains several words and punctuation marks.

12. The twelfth sentence is written in Braille. It contains several words and punctuation marks.

13. The thirteenth sentence is written in Braille. It contains several words and punctuation marks.

14. The fourteenth sentence is written in Braille. It contains several words and punctuation marks.

15. The fifteenth sentence is written in Braille. It contains several words and punctuation marks.

16. The sixteenth sentence is written in Braille. It contains several words and punctuation marks.

17. The seventeenth sentence is written in Braille. It contains several words and punctuation marks.

18. The eighteenth sentence is written in Braille. It contains several words and punctuation marks.

19. The nineteenth sentence is written in Braille. It contains several words and punctuation marks.

20. The twentieth sentence is written in Braille. It contains several words and punctuation marks.



## 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 neighborhood 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 overnight trip?
27. On arriving at Singapore, Edmond cabled the Chicago office for further orders.

(continued)

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.



C. *Child, shall, this, which, out, still*

1. These whole-word contractions are used in hyphenated compound words, whether written on one line or divided between lines.

out-and-out ⠠⠠⠠⠠⠠⠠ out-and- ⠠⠠⠠⠠⠠  
out ⠠⠠

2. May be followed by an apostrophe only in *child's* ⠠⠠⠠⠠⠠⠠⠠ 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. Part-Word Contractions

- A. Rule for all part-word contractions (*and, for, of, the, with, ch, sh, th, wh, ou, st, ar, ed, er, gh, ow, ble, ing* and all part-word contractions yet to be learned)

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. When *sh* is used as an admonition to silence, the contraction IS NOT used, however, the contraction IS used in *shhh*.
- C. When *St.* (with the period) is used as the abbreviation for *Street* or *Saint*, the contraction is used.
- D. The contractions for *st* and *th* are used in ordinal numbers. *1st* ⠠⠠⠠⠠ *4th* ⠠⠠⠠⠠
- E. The contractions *ed, er,* and *ow* are used for *Ed* (name), *Ed.* (editor), *er* (vocal sound) and *ow* (exclamation).
- F. The contractions for *ing* and *ble* are not used to begin a word but may begin a line in a divided word. *bleeding* ⠠⠠⠠⠠⠠⠠⠠⠠ *bleed-* ⠠⠠⠠⠠⠠⠠  
*ing.* ⠠⠠





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.

### 7.3 Part-Word Lower Signs [XIII.39]

**7.3a *In* and *En*.** The same braille configurations that represent the whole words *in* and *enough* are also used to represent the letters *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 *in* sign is used in *instant*, *main*, *pine*, *minor*, and *Carolina*. The *en* sign is used in *enforce*, *often*, *senior*, and *Gene*. Note that their use does not depend on whether the vowel is long or short.

It should also be borne in mind that where the *ing* contraction cannot be used because the letters occur at the beginning of the word, as in *ingredient*, or where the *ing* contraction would cause difficulty in pronunciation, as in the word *lingerie*, the *in* contraction is used.

( ⠠⠊⠍⠗⠠⠥⠑⠏⠗⠋⠠⠁⠏⠇⠊⠏⠊⠑ ) Also, in the word *dinghy*, where the *n* and *g* are pronounced as two sounds and the *g* and *h* are pronounced as one sound, the *in* and *gh* contractions are used in preference to the *ing* contraction. ( ⠠⠊⠗⠠⠑⠒⠠⠅⠒ )

**7.3b Prefixes.** The *in* sign is not used in *binomial* or *trinodal*, and the *en* sign is not used in *denominator* or *prenatal* because one of the letters of the contraction falls into a prefix and the other into another syllable that constitutes part of a root or base word.

The contraction for *en* is used in *coenzyme* and *gastroenteritis* where a prefix that ends in an *o* is added to a base word starting with an *e* because all of the letters of the contraction fall into the same syllable.

**7.3c Compound words.** Contractions cannot be used if they overlap the elements of a solid compound word; consequently the *en* sign is not used in  *toenail* or  *treenail*.

**7.3d Diphthongs.** In words like *Phoenix* and *subpoenaed*, the *en* sign is not used because the *e* is part of the diphthong *oe* and may not be separated from the *o* to form part of a contraction. On the other hand, the contraction for *in* is used in easily read words like *join*, *point* and *coin* even though *oi* is a diphthong.











## Drill 22

Practice brailleing 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!"

### 7.7 Preserving the Usual Form of the Base Word [X.34.b(1)]

Be alert to base or root words that have more than one prefix. When words such as *disturb*, *distinguish*, or *distinct* take on a second prefix, as in *undisturbed*, *indistinguishable*, and *indistinct*, the *dis* is no longer the first syllable of the word and cannot be contracted. And, to ensure easy recognition of the word, the *st* is not contracted either. Example:

distinct ⠠⠠⠠⠠⠠⠠      indistinct ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

The same applies to *ingenuous*, where the *ing* contraction cannot be used because the letters occur at the beginning of the word. When the prefix *dis* is added to create *disingenuous* the *ing* contraction is still not used. This preserves the original form of the base word and ensures proper pronunciation. Example:

ingenuous ⠠⠠⠠⠠⠠⠠⠠⠠      disingenuous ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

incongruous ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠



### Drill 23

Practice brailleing 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, Conn.
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](#).

1. The first sentence is in Braille.

2. The second sentence is in Braille.

3. The third sentence is in Braille.

4. The fourth sentence is in Braille.

5. The fifth sentence is in Braille.

6. The sixth sentence is in Braille.

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15. The fifteenth sentence is in Braille.

16. The sixteenth sentence is in Braille.

17. The seventeenth sentence is in Braille.

18. The eighteenth sentence is in Braille.

19. The nineteenth sentence is in Braille.

20. The twentieth sentence is in Braille.

## EXERCISE

Prepare the following exercise for submission to the instructor. Correspondence students: Submit the entire exercise at one time and ignore the line of asterisks between sentences #16 and #17.

### 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 chiefly concerned with considering the new budget.
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 yer hands up," said the sheriff, "or I'm comin' in and git yuh."
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 swaggering 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 Dist. 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 next lesson practice Mozart's Con. 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.









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 The Double-Letter Signs and *ea* Sign [XIII.42]

Contraction	Meaning
⠠⠃⠃	bb
⠠⠉⠉	cc
⠠⠔⠔	dd
⠠⠋⠋	ff
⠠⠒⠒	gg
⠠⠑⠁	ea

**8.2a Used only within words.** Note that, in addition to the meanings given above, each of these characters is also used to represent some other contraction or punctuation. Some represent whole words, others act as contractions at the beginning of words, and some appear at the end of words as punctuation. To prevent confusion, a rule has been adopted that when these characters are used to represent the double-letter signs or the *ea* sign, they are used *only* between letters and/or contractions within a word. For that reason they are sometimes called the "sandwich contractions." Examples:

Bobby      occupy      added      puffy      eggs      tease  
 ⠠⠃⠔⠃⠃⠃      ⠠⠔⠉⠉⠔⠃⠃⠃      ⠠⠁⠔⠔⠔      ⠠⠏⠔⠋⠋⠃⠃      ⠠⠑⠒⠒⠑⠑⠑      ⠠⠑⠁⠑⠑⠑

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 composition signs. Examples:

easy      tea      sheriff's      SeaCliff Apts.      ebb-tide  
 ⠠⠑⠑⠑⠑⠑      ⠠⠑⠑⠑⠑      ⠠⠑⠑⠒⠒⠑⠑⠑⠑⠑⠑⠑⠑      ⠠⠑⠑⠉⠏⠒⠒⠁⠑⠑⠑⠑⠑⠑⠑⠑      ⠠⠑⠃⠃⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑

- Keep in mind: Although the *ea* sign is used in a word like *feature*, where such a word is divided between lines (*fea/ture*), the contraction is not used because it would then be in contact with a hyphen.

**8.2b Preserving the usual form of a base word beginning with *ea*.** When a word beginning with *ea* is preceded by a prefix or another word resulting in the formation of a different word, the *ea* contraction is not used because it would change the usual braille form of the base word. Thus, the *ea* contraction is not used in *uneasy*, *anteater*, or *northeast* because it would not be used in *easy*, *eater*, or *east*.

**8.2c Base word and a prefix.** Many words that originally were formed from a base or root plus a prefix have become so common that most dictionaries no longer recognize the prefix. In easily recognized words such as *abbreviate*, *accept*, *accent*, *address*, *addict*, *affect*, *aggrieved*, and *disease*, the old prefix is ignored and the *ea* or double letter contractions are used. Examples:

address ⠠⠠⠠⠠⠠⠠⠠⠠      affect ⠠⠠⠠⠠⠠⠠⠠⠠      disease ⠠⠠⠠⠠⠠⠠⠠⠠

As with other contractions, where the prefix is noted as such in the dictionary and the use of an overlapping contraction would clearly have an adverse affect on pronunciation, the contraction is not used. Examples:

preamble ⠠⠠⠠⠠⠠⠠⠠⠠      readjust ⠠⠠⠠⠠⠠⠠⠠⠠      subbase ⠠⠠⠠⠠⠠⠠⠠⠠

**8.2d Base word and a 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*, or *ebb*, they are used in *stiffly*, *puffed*, and *ebbing*.

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 ⠠⠠⠠⠠⠠⠠⠠⠠

Where a contraction would overlap the letters of a root/base word and a suffix, however, the contraction cannot be used. Examples:

permeable ⠠⠠⠠⠠⠠⠠⠠⠠⠠      mileage ⠠⠠⠠⠠⠠⠠⠠⠠⠠      oleaginous ⠠⠠⠠⠠⠠⠠⠠⠠⠠

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

permeate ⠠⠏⠑⠗⠑⠓⠑⠗⠑⠗⠑⠗⠑	delineate ⠠⠔⠑⠗⠑⠗⠑⠗⠑⠗⠑⠗⠑	gigantean ⠠⠒⠒⠒⠑⠗⠑⠗⠑⠗⠑⠗⠑
venereal ⠠⠑⠗⠑⠗⠑⠗⠑	European ⠠⠑⠗⠑⠗⠑⠗⠑⠗⠑⠗⠑⠗⠑	subterranean ⠠⠗⠑⠗⠑⠗⠑⠗⠑⠗⠑⠗⠑⠗⠑

Transcribers should take care to look up words that they are not sure of, for some can be deceptive. For example, *lineage* (lin/e/age), referring to ancestry, appears to have the suffix *age*. But this is not the case as the origin of *lineage* is the Old French word *lignage*. Because this is a base word that has no suffix, the *ea* contraction is used. When the word *linage* is spelled *lineage* (line/age) and refers to the alignment of lines on a page, *age* is a suffix and the *ea* contraction is not used.

**8.2e 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 ⠠⠑⠑⠑⠗⠑⠗⠑⠗⠑⠗⠑
-----------------------------	---------------------------	-----------------------------	------------------------

**8.2f Causing difficulty in 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 dieresis (two adjacent vowels pronounced separately). Example:

genealogy ⠠⠒⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑ [not] ⠠⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑

**8.2g In trigraphs and diphthongs.** In the trigraph *eau* the *ea* sign is used because both letters of the contraction fall within the same syllable. Examples:

tableau ⠠⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑ beau ⠠⠑⠑⠑⠑⠑⠑

When two adjacent vowels combine to create one sound (a diphthong), as in *paean* (pae/an), they must not be separated by the use of a contraction. ⠠⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑

**8.2h Contraction preferences.** The contractions for *bb*, *cc*, *dd*, *ff*, *gg*, and *ea* are the least favored of all one-cell contractions because syllable division usually occurs between double consonants. By using other contractions, proper pronunciation is more likely to be preserved. When a choice must be made between contractions, *any other one-cell contraction is preferred over them*. Examples:





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](#).

1. The first sentence is in Braille.

2. The second sentence is in Braille.

3. The third sentence is in Braille.

4. The fourth sentence is in Braille.

5. The fifth sentence is in Braille.

6. The sixth sentence is in Braille.

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34. The thirty-fourth sentence is in Braille.

35. The thirty-fifth sentence is in Braille.

36. The thirty-sixth sentence is in Braille.

37. The thirty-seventh sentence is in Braille.

38. The thirty-eighth sentence is in Braille.

39. The thirty-ninth sentence is in Braille.

40. The fortieth sentence is in Braille.

41. The forty-first sentence is in Braille.

42. The forty-second sentence is in Braille.

43. The forty-third sentence is in Braille.

44. The forty-fourth sentence is in Braille.

45. The forty-fifth sentence is in Braille.

46. The forty-sixth sentence is in Braille.

47. The forty-seventh sentence is in Braille.

48. The forty-eighth sentence is in Braille.

49. The forty-ninth sentence is in Braille.

50. The fiftieth sentence is in Braille.

## EXERCISE

Prepare the following exercise for submission to the instructor. Correspondence students: Submit the entire exercise at one time and ignore the line of asterisks between sentences #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. The ship hove to a few miles outside the harbor.
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."

**SUMMARY OF CONTRACTION USAGE**  
**Lower Signs**

**III. Lower Signs In Succession Rule**

- 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     ⠠⠠⠠⠠⠠⠠⠠⠠

- B. When a series of lower signs is not in contact with a dot 1 or 4, the last possible contraction is spelled out.

to disen-     ⠠⠠⠠⠠⠠⠠⠠⠠  
gage     ⠠⠠⠠⠠⠠⠠⠠⠠

**IV. Whole-Word Contractions** (*in, enough, be, his, was, were, to, into, by*)

A. *In, enough, be, his, was, were*

1. Must stand alone. Cannot be in contact with a letter, word, contraction, or punctuation that either precedes or follows it.

Let it be enough for now.     ⠠⠠⠠⠠⠠⠠⠠⠠     ⠠⠠     ⠠⠠     ⠠⠠     ⠠⠠     ⠠⠠⠠⠠⠠⠠

"Were you?"     ⠠⠠⠠⠠⠠⠠⠠⠠     ⠠⠠⠠⠠⠠⠠     Go in.     ⠠⠠⠠⠠     ⠠⠠⠠⠠⠠⠠

his/hers     ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

break-in     ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠     break-     ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
in     ⠠⠠

2. May be preceded by composition signs. Were you?     ⠠⠠⠠⠠     ⠠⠠⠠⠠

B. *To, into, by*

1. These contractions cannot stand alone. They must be joined to the *following* word, contraction, number, or composition sign.

by train     ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠     9 to 5     ⠠⠠⠠⠠     ⠠⠠⠠⠠⠠⠠     to this spot     ⠠⠠⠠⠠     ⠠⠠⠠⠠⠠⠠⠠

2. These contractions cannot be used in hyphenated compound words.

by-and-by     ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

3. With punctuation

a) Can be preceded by punctuation. "by now"     ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

b) Cannot be followed by punctuation.

I'll drop by.     ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠     ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠     ⠠⠠⠠⠠⠠⠠

into/out of     ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠     ⠠⠠









## Lesson 9

### *Initial-Letter Contractions, More Short-Form Words*

#### 9.1 In General [XIV.45]

Like the contraction for *into*, the contractions about to be studied are all two-cell configurations. Initial-letter contractions are formed by preceding the initial letter or initial contraction of the word by dot 5, dots 45, or dots 456. So, for instance, the letter *d* standing alone is the word *do*, but when *d* is immediately preceded by dot 5 the word becomes *day*—which can be used for the whole word *day* or as part of the word *yesterday*.

<u>Dot 5</u>	<u>Dots 45</u>	<u>Dots 456</u>
-----	-----	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      ⠠⠠⠠



**9.2b Ought.** The contraction for *ought* is used whether the word is pronounced *ôt* as in *bought*, or *out* as in *doughty*. It is also used in *drought* whether pronounced *drout* or *drouth*. However, the contraction should not be used in *Houghton* when the letter combination is pronounced like a long *o*, as in *Houghton Mifflin* or *Houghton, Michigan*.

**9.2c One.** In most cases the contraction for *one* is used when *o* and *n* are in the same syllable, even though the combination does not have the sound of *one*. Thus, the contraction is used in words like *gone*, *phone*, *honest*, *money*, and *monetary*.

The *one* contraction 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*.

**9.2d Some.** The contraction for *some* is used only where the letters it represents retain their original sound *and 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.

**9.2e 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 26

Practice by brailleing 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.

(continued)

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 [X.35.b]

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

(st)on(ed)	[not]	(st)(one)d	adh(er)(er)	[not]	ad(her)e(r)
adh(er)(ed)	[not]	ad(her)e(d)	coh(er)(en)t	[not]	co(her)en(t)
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			

EXCEPTIONS:

*Apartheid.* The two-cell contraction for *part* is used in *apartheid* to indicate proper pronunciation, even though it uses more space. ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

*Haddock.* The *dd* contraction is preferred over the *had* contraction in *haddock*. However, when the word is divided between braille lines, the *had* contraction is used.

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

### 9.4 Digraphs [X.34.b.(5)]

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]	atmosph(her)e	Boone	[not]	Bo(one)
--------------	-------	---------------	-------	-------	---------



## Drill 27

Practice by brailleing 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.

stone stoned stoning phone phoned coherent sphere atmosphere hemisphere  
heretic 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](#).

1. The first sentence is in Braille.

2. The second sentence is in Braille.

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30. The thirtieth sentence is in Braille.

31. The thirty-first sentence is in Braille.

32. The thirty-second sentence is in Braille.

33. The thirty-third sentence is in Braille.

34. The thirty-fourth sentence is in Braille.

35. The thirty-fifth sentence is in Braille.

36. The thirty-sixth sentence is in Braille.

37. The thirty-seventh sentence is in Braille.

38. The thirty-eighth sentence is in Braille.

39. The thirty-ninth sentence is in Braille.

40. The fortieth sentence is in Braille.

41. The forty-first sentence is in Braille.

42. The forty-second sentence is in Braille.

43. The forty-third sentence is in Braille.

44. The forty-fourth sentence is in Braille.

45. The forty-fifth sentence is in Braille.

46. The forty-sixth sentence is in Braille.

47. The forty-seventh sentence is in Braille.

48. The forty-eighth sentence is in Braille.

49. The forty-ninth sentence is in Braille.

50. The fiftieth sentence is in Braille.



## 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 Hedda, 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 [XV.46]

**10.1a In general.** Final-letter contractions are two-cell contractions that are formed by preceding the final letter of common letter combinations by dots 46, dots 56, or dot 6. The following is a complete list of these contractions. Note that in each column the contractions are listed alphabetically using the last letter of the letter grouping.

<u>Dots 46</u>		<u>Dots 56</u>		<u>Dot 6</u>	
-ound	⋮⋮	-----		-----	
-ance	⋮⋮	-ence	⋮⋮	-----	
-----		-ong	⋮⋮	-----	
-----		-ful	⋮⋮	-----	
-sion	⋮⋮	-tion	⋮⋮	-ation	⋮⋮
-less	⋮⋮	-ness	⋮⋮	-----	
-ount	⋮⋮	-ment	⋮⋮	-----	
-----		-ity	⋮⋮	-ally	⋮⋮

Dots 46 also form the emphasis indicator, dots 56 the letter indicator (both to be studied later), and dot 6 the capital indicator. These composition signs nearly always appear at the beginning of a word. To avoid confusion with these composition signs, final-letter contractions are used *only in the middle or at the end* of a word or name. Examples:

(ar)(ound)	b(ound)(ary)	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)	p(ity)(ing)
(st)(ation)(ar)y	n(ation)	re(ally)	r(ally)(ing)
L(ance)	Fr(ance)s	Sp(ence)r	S(ally)

They are also used when they appear at the beginning of a line in a divided word. Thus:

reli-	vital-	hope-	funda-	proposi-
(ance)	(ity)	(less)(ness)	(ment)al	(tion)

However, final-letter contractions are never used in words such as *ancestor*, *lesson*, *encephalitis*, *fulfill*, *mental*, and other words where the letters of the contractions occur at the beginning of the word.

**10.1b Part words only.** Use final-letter contractions for parts of words only. They cannot be used for whole words such as *less*, *ally*, or *Sion*.

**10.1c Base word and 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, even if it is divided between braille lines, for to do so would change the usual appearance of the base word. Examples:

lesson      unlesson(ed)      un-lesson(ed)      fulfill      unfulfill(ed)      un-fulfill(ed)

As you learned 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 the *con* contraction is not used, the contraction for *ong* is not used either. Thus:

(con)gru(ou)s      (in)congru(ou)s      (con)g(ea)l(ed)      uncong(ea)l(ed)

- Note: Some words, such as the word *unless*, are deceptive. Although this word might appear to be a base word plus a prefix, it is not. The origin of *unless* is the Middle English word *onlesse*, which is one word and therefore the contraction for *less* is used.

(∴ ∴ ∴ ∴)

**10.1d Base word and a suffix.** When a contraction would overlap a root/base word and a suffix, a final-letter contraction cannot be used. Examples:

fruity                    squally                    (ch)iefta(in)ess                    citiz(en)ess

- Note that when a suffix is added to *chieftain* and *citizen* the retention of the final contraction in the base word preserves the usual braille form of the word.

EXCEPTION: Some easily read words do not follow this rule and use the final-letter contraction even though it overlaps the base word and the suffix. Examples:

equ(ally)                  tot(ally)                  actu(ally)                  visu(ally)  
re(ally)                  b(ar)o(ness)                  lio(ness)                  gov(er)(ness)





## Drill 28

Practice brailleing 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 Gawd! 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.





## 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.

(continued)

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

### Short-Form Words Proper Names

#### 11.1 In General [XVI.47]

Following is a list of all the short-form words used in braille including the twenty-four studied in earlier lessons (in italics). The words in this list have been grouped together in order to facilitate learning through association. A complete alphabetical list of all short-form words can be found in Rule XVI of the official literary code, *English Braille American Edition 1994*.

\* Starred words have special rules.

<u>Short-Form</u>	<u>Meaning</u>	<u>Short-form</u>	<u>Meaning</u>	<u>Short-form</u>	<u>Meaning</u>
<i>ab</i>	<i>about</i>	*fr	friend	hm	him
<i>abv</i>	<i>above</i>	<i>gd</i>	<i>good</i>	hmf	himself
<i>ac</i>	<i>according</i>	<i>grt</i>	<i>great</i>	xs	its
<i>acr</i>	<i>across</i>	<i>imm</i>	<i>immediate</i>	xf	itself
*af	after	<i>lr</i>	<i>letter</i>	yr	your
afn	afternoon	<i>ll</i>	<i>little</i>	yrf	yourself
afw	afterward	<i>m(st)</i>	<i>must</i>	yrvs	yourselves
ag	again	<i>nec</i>	<i>necessary</i>	h(er)f	herself
ag(st)	against	<i>o'c</i>	<i>o'clock or o'clock</i>	myf	myself
<i>alm</i>	<i>almost</i>	<i>pd</i>	<i>paid</i>	(one)f	oneself
alr	already	<i>p(er)h</i>	<i>perhaps</i>	(ou)rvs	ourselves
<i>al</i>	<i>also</i>	<i>qk</i>	<i>quick</i>	(the)mvs	themselves
al(th)	although	<i>sd</i>	<i>said</i>	(th)yf	thysf
alt	altogether	tgr	together	dcl	declare
<i>alw</i>	<i>always</i>	cd	could	dclg	declaring
(be)c	because	(sh)d	should	rjc	rejoice
(be)f	before	wd	would	rjcg	rejoicing
(be)h	behind	ei	either	(con)cv	conceive
(be)l	below	nei	neither	(con)cvg	conceiving
(be)n	beneath	m(ch)	much	dcv	deceive
(be)s	beside	s(ch)	such	dcvg	deceiving
(be)t	between	td	today or to-day	p(er)cv	perceive
(be)y	beyond	tn	tonight or to-night	p(er)cvg	perceiving
*bl	blind	tm	tomorrow or to-morrow	rcv	receive
<i>brl</i>	<i>braille</i>			rcvg	receiving
(ch)n	children				
<i>f(st)</i>	<i>first</i>				

The short-form words learned to this point have been used only as whole words, but, with a few exceptions, *short forms can be used as both whole words and parts of words.*

## 11.2 As Whole Words [XVI.47]

Use short-form words to represent all the meanings of a word. Thus, use the short form for *quick* in expressions like *a quick recovery*, *the quick and the dead*, and *hurt to the quick*. The short form for *must* is used in *he must go*, *the must of the grape*, and *the closet smelled of must*.

The contractions *to*, *into*, and *by* should be joined to short-form words, just as they are to any other word.

The capitalization of short-form words should follow print. Example:

Please Come to Afternoon Tea at 5 O'Clock  
 ⠠⠏⠗⠑⠗⠑⠘⠠⠎⠑⠎⠑⠠⠎⠕⠎⠑⠠⠎⠏⠑⠠⠎⠑⠠⠎⠑⠠⠎⠏⠠⠎⠑⠠⠎⠑⠠⠎⠑⠠⠎⠑⠠⠎⠏⠠⠎⠑⠠⠎⠑⠠⠎⠏⠠⠎⠑

## 11.3 As Part Words [XVI.47, 47.e]

Use short-form words as parts of words so long as they do not result in a misspelling or obscure recognition of the word. Examples:

besides	quicken	musty	would've	littler
⠠⠃⠑⠎⠑⠎	⠠⠒⠗⠒⠑⠒	⠠⠓⠗⠎	⠠⠔⠗⠔⠎⠑⠘⠠⠎⠑	⠠⠕⠗⠗⠑⠗

As parts of words, short-form words must also maintain their original meaning, therefore:

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

**11.3a Short-form words in conflict with 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 the *con* sign does not occur at the beginning of the word. However, where such words are divided between lines, as shown in the following examples, the short-form words are used because then the *be* and *con* signs occur at the beginning of a new line. Examples:

before	⠠⠃⠑⠎⠑⠒	hereinbefore	⠠⠕⠒⠑⠒⠒⠑⠒⠠⠃⠑⠎⠑⠒	herein-	⠠⠕⠒⠑⠒⠒⠑⠒
				before	⠠⠃⠑⠎⠑⠒
conceive	⠠⠎⠔⠎⠑⠎⠑⠒	misconceive	⠠⠓⠑⠎⠔⠎⠑⠎⠑⠒⠠⠎⠔⠎⠑⠎⠑⠒	mis-	⠠⠎⠔⠎⠑⠎⠑⠒
				conceive	⠠⠎⠔⠎⠑⠎⠑⠒

**11.3b Short-form words with a prefix.** In general, prefixes can be added to short-form words. Examples:

necessary	unnecessary	friend	befriend	paid	unpaid
⠠⠨⠠⠸⠠⠸⠠⠸	⠠⠨⠠⠸⠠⠸⠠⠸⠠⠸⠠⠸	⠠⠋⠠⠢⠠⠢	⠠⠋⠠⠸⠠⠸⠠⠸	⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠

**11.3c Short-form words with a suffix.** In some words, in order to add a suffix, the final *e* is dropped or the final *y* is changed to an *i*. When this happens to a word that has a short form in braille, the short-form word is not used—to do so would result in a misspelling. Examples:

declare	⠠⠠⠠⠠⠠	declaration	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	[not] dcl(ation)
conceive	⠠⠠⠠⠠⠠	conceivable	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	[not] (con)cva(ble)
necessary	⠠⠠⠠⠠⠠	necessarily	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	[not] necly

When a word ending in an *e* is changed by the addition of *d* or *r*, as in *received* or *receiver*, the short-form word is used as it keeps its original meaning. To prevent doubling the *e* in such words, be certain that only the single letter, *d* or *r* is added—not the *ed* or *er* contraction. Examples:

braille	⠠⠠⠠⠠⠠	brailer	⠠⠠⠠⠠⠠⠠	[not] brl(er)
declare	⠠⠠⠠⠠⠠	declared	⠠⠠⠠⠠⠠⠠	[not] dcl(ed)

When in print *ing* is added to words that have a short form, there may be a temptation in braille to simply add the *ing* contraction to the short form, but to do so may result in a misspelling. Note that there are special short forms for *declare*, *rejoice*, *conceive*, *deceive*, *perceive*, or *receive* when they end in *ing*. Examples:

braille	⠠⠠⠠⠠⠠	brailing	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	[not] brl(ing)
rejoice	⠠⠠⠠⠠⠠	rejoicing	⠠⠠⠠⠠⠠⠠	[not] rjc(ing)

## 11.4 In Compound Words [XVI]

Use short-form words when the words they represent are joined with other words to form solid and hyphenated compound words. Examples:

roundabout	⠠⠠⠠⠠⠠⠠⠠⠠	aforesaid	⠠⠠⠠⠠⠠⠠⠠
grandchildren	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	hereafter	⠠⠠⠠⠠⠠⠠
inasmuch	⠠⠠⠠⠠⠠⠠⠠	in-between	⠠⠠⠠⠠⠠⠠⠠
do-gooder	⠠⠠⠠⠠⠠⠠⠠	do-it-yourselfer	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

## 11.5 Special Rule for *after*, *blind*, and *friend* as Part Words [XVI.47.f]

These three words, when used as parts of words, are governed by the same rules as all the other short-form words *only* if a consonant or a hyphen follows them. Examples:

afterbirth    ⠠⠠⠠⠠⠠⠠⠠    after-shave    ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 blindness    ⠠⠠⠠⠠    friendship    ⠠⠠⠠⠠⠠⠠

When the words *after*, *blind* or *friend* are followed by a vowel, the short forms cannot be used because they then take on the appearance of another word. For instance, if the short form for *blind* were used in *blinded* the result would be *bled*. If, however, such a word is divided between lines and the vowel falls on a new line, the short form is used.

Examples:

blinded    ⠠⠠⠠⠠⠠⠠    befriending    ⠠⠠⠠⠠⠠⠠⠠⠠    aftereffects    ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 blind-    ⠠⠠⠠    befriend-    ⠠⠠⠠⠠    after-    ⠠⠠⠠  
 ed.    ⠠⠠    ing,    ⠠⠠    effects    ⠠⠠⠠⠠⠠⠠⠠

## 11.6 Dividing Short-Form Words Between Lines [XVI.47.a]

Never divide a short form of a word between lines. A division can be made only between a short form and a syllable addition. Never spell out a word that can be represented by a short form, even though it might be possible to write a portion of such a spelled out word on one line and the remainder on the next. Such division rarely saves space and it is preferable to preserve the normal braille appearance of the word. Examples:

imm-    [not]    im-    un-    [not]    unp(er)-    dclg    [not]    de-  
 ly                    mly                    p(er)cvd                    cvd                    cl(ar)(ing)

## 11.7 In Unusual Words [XVI.47.g]

Do not use a short-form word if it would cause confusion in pronunciation or difficulty in the recognition of an unusual word. Thus, the short form for *about* is not used in *stirabout* (a porridge), nor is the short form for *said* used in *Port Said* (Sä/eed). However, words like *hereabouts*, *thereabout*, *gadabout*, and *roustabout* are not considered to be unusual words and the short forms are used.

- Note: What may be unusual to one person may be very common to another. Many of these words have simply developed a traditional braille usage that is familiar to the braille reader.





10. because before beforehand behind become beneath hereinbefore befit  
befuddle between beside hereinbefore began besides begin in-between behold  
beyond
11. blind braille blindness brailist blinded? blinders brailled Louis Braille  
brailer braillewriter blindfold
12. children child childlike children's grandchildren childless
13. conceive conceiving preconceive misconceived conceivable
14. could would would've should shoulder could've shouldn't
15. deceive deceiving deceived deceptively deceiver deceives
16. declare declaring declared declaration declares declarer declarable
17. first first-born firstly firsthand first-class
18. friend friendly befriending friends befriended! friendship friendless  
befriend 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 necessities
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 rejoice rejoicing rejoiced receivership rejoiceful
38. said aforesaid Port Said unsaid
39. today tomorrow tonight tomorrow-night today's

## 11.9 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 general, all of the rules that you have learned in the preceding lessons apply to the use of contractions in proper names. 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. Same Syllable Rule [X.34.a(1)]. Use a contraction when all of the letters of the contraction fall in the same syllable. Examples:

Wright     ⠠⠠⠠⠠⠠⠠⠠⠠     Go/tham     ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
Ben/tham   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠     Cor/inth   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

- B. Minor Syllable Division Rule [X.34.a(2)]. Use contractions when they overlap a minor syllable division. Examples:

Mac/e/do/nia   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠     Dun/e/din   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠     Re/no   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
Van/der/bilt   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠     Swe/den   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠     I/o/wa   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

- C. Prefix with Base/Root Word Rule [X.34.b(2)(3)]. Do not use a contraction when it would overlap a major syllable division between a prefix and a base or root word. Examples:

Ben/e/dict   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠     Van/dyke   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

- D. Suffix with Base/Root Word Rule [X.34.b(2)]. Do not use a contraction when it would overlap a major syllable division between a suffix and a base or root word. Examples:

Len/in/grad   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠     Stal/in/grad   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
Bun/des/tag   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠     Kungs/holm   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
Rud/is/heim   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠     Her/ges/heim/er   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
Reichs/tag   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠     Wil/helms/haven   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

- E. Solid (Unhyphenated) Compound Word Rule [X.34.b(4)]. 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   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠





Q. *be, con, dis* Rule [XIII.43, 43.b]. Use these contractions as the first syllable of a name, and when following a prefix such as Mac or Mc. They are also used following an apostrophe so long as they constitute a syllable. Examples:

O'Con/nor	Bel/la
MacCon/nell	Ber/ing Sea
O'Be/mis	Dis/rae/li
Beh/ring	Be/a/trice

R. *com* Rule [XIII.44]. When *com* is capitalized, use the contraction in a name following Mac or Mc. The letters *com* need not form a syllable. Do not use the contraction following an apostrophe. Examples:

MacCommack	Sam McComb
Comp/ton	O'Comby

S. Initial-Letter Contraction Rule [XIV.45, 45.a]. Use these contractions in names only when they retain their original pronunciation and follow all other rules for initial-letter contractions. Examples:

Everett	Mortimer	Ca/pone
Beverly	Houghton	Germany
Dayton	Her/mi/o/ne	Mo/net
Herefordshire		Ma/ho/ne

T. Final-Letter Contraction Rule [XV.46]. Use these contractions only in the middle or at the end of a name. Do not use them for a whole name. Examples:

Lawrence	Frances	Sally
Tennessee	Loch Ness	

U. Short-Form Word Rule [XVI.47.b, 47.g, 47.i]. Within proper names, short-form words are used only for whole words. Examples:

Great Britain	Jo Goodwin
Bisquick	Little Bighorn

A letter indicator (to be studied in the [next lesson](#)) is necessary if a name could be misread as a short-form word. Examples:

El Al	Al-Furat
-------	----------

• Note: For readability, it is recommended that short-form words not be used in hyphenated compound proper names. Example:

Mary Good-Friend
------------------

## Reading Practice

Write the following sentences in longhand. Compare your work with the print version in [Appendix A](#).

Dear Mother,  
I received your letter of the 15th and was  
glad to hear from you. I am well and  
hope these few lines will find you the same.  
I have not much news to write at present.  
The weather here is very warm now.  
I have not seen any of the children  
since they left for school. I hope they  
are all getting on well. I have not  
heard from you since you left for  
the city. I hope you are all well.  
I have not much news to write at  
present. I have not seen any of the  
children since they left for school.  
I have not heard from you since you  
left for the city. I hope you are  
all well. I have not much news to  
write at present. I have not seen  
any of the children since they left  
for school. I have not heard from  
you since you left for the city. I  
hope you are all well.

[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 kidnapers.
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! We will read a story about a little girl whose name was Little Goody Two Shoes, immediately after lunch," 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 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 stirabout and 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.





**SUMMARY OF CONTRACTION USAGE**  
**Initial- and Final-Letter Contractions**  
**Short-Form Words**

**VI. Whole-Word Contractions** (Initial- and final-letter contractions)

A. Initial-letter contractions are used for whole words when they retain their original sound. They can be followed by punctuation.

Mother's ⠠⠏⠢⠞⠑⠗⠛⠊⠑⠗⠑⠑⠗⠑ here'll ⠠⠏⠢⠞⠑⠗⠛⠊⠑⠗⠑⠑⠗⠑

B. Final-letter contractions are never used for whole words.

**VII. Part-Word Contractions** (Initial- and final-letter 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 ⠠⠏⠢⠞⠑⠗⠛⠊⠑⠗⠑⠑⠗⠑

*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 ⠠⠏⠢⠞⠑⠗⠛⠊⠑⠗⠑⠑⠗⠑

bless ⠠⠏⠢⠞⠑⠗⠛⠊⠑⠗⠑⠑⠗⠑ lesson ⠠⠏⠢⠞⠑⠗⠛⠊⠑⠗⠑⠑⠗⠑

2. Are used at the beginning of a line in a divided word.

tempera- ⠠⠏⠢⠞⠑⠗⠛⠊⠑⠗⠑⠑⠗⠑  
 mental ⠠⠏⠢⠞⠑⠗⠛⠊⠑⠗⠑⠑⠗⠑

3. Are not used if they overlap a major syllable division.

fruity ⠠⠏⠢⠞⠑⠗⠛⠊⠑⠗⠑⠑⠗⠑ citizenship ⠠⠏⠢⠞⠑⠗⠛⠊⠑⠗⠑⠑⠗⠑

SOME EXCEPTIONS:

equally ⠠⠏⠢⠞⠑⠗⠛⠊⠑⠗⠑⠑⠗⠑ totally ⠠⠏⠢⠞⠑⠗⠛⠊⠑⠗⠑⠑⠗⠑

lioness ⠠⠏⠢⠞⠑⠗⠛⠊⠑⠗⠑⠑⠗⠑ baroness ⠠⠏⠢⠞⠑⠗⠛⠊⠑⠗⠑⠑⠗⠑

4. Cannot follow an apostrophe or hyphen.

'ounds ⠠⠏⠢⠞⠑⠗⠛⠊⠑⠗⠑⠑⠗⠑ re-ally ⠠⠏⠢⠞⠑⠗⠛⠊⠑⠗⠑⠑⠗⠑

- C. 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(her)e(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)l(ed)    dear— de(ar) [*not*] d(ea)r  
 really— re(ally) [*not*] r(ea)lly

- E. 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  
 recreation— recre(ation) [*not*] recr(ea)(tion)

- F. 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)

- G. Use the *ation* contraction in preference to *a* or *ea* and *tion*.

delineation— del(in)e(ation) [*not*] del(in)(ea)(tion)  
 creation— cre(ation) [*not*] cr(ea)(tion)





## Lesson 12

### **Letter Indicator, Speech/Number Combinations, Speech Mannerisms: Stammering, Speech Hesitation or Elongation, Sound Imitations, Lisped Words, Dialect Syllabicated and Spelled Out Words Transcriber's Notes**

Note: In this and future lessons there will necessarily be references to rules in *Braille Formats: Principles of Print to Braille Transcription* on subjects not addressed in *EBAE*. While studying *Braille Formats* you may encounter inconsistencies between rules in the two books. These inconsistencies are under study by BANA technical committees. Unless otherwise stated, when in doubt follow the rules as set forth in *EBAE* and this manual when preparing lessons or a certification manuscript.

#### **12.1 Letter Indicator [II.12]**

The letter indicator (dots 56) is another composition sign like the capital and the number indicators. It is used to indicate that a letter or letter grouping *has a letter meaning*, and is not a whole-word contraction or a short-form word. Thus, the letter *d* standing alone has the whole word meaning *do*, but if a letter indicator precedes it, it is read as the letter *d*. The letter indicator is also used to differentiate between letters and numbers and with roman numerals (to be studied in [Lesson 14](#)).

**12.1a Letters that mean letters.** Place a letter indicator immediately before a single letter that stands alone and is not followed by a period indicating an abbreviation. If the letter is capitalized, place the letter indicator before the capital indicator. Examples:

Make an x.

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

X marks the spot.

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

**12.1b Letters that mean words.** Place a letter indicator before the letters *a*, *i*, and *o* when they stand for letters, even though these letters have no contracted meaning. Do not use the letter indicator before the words *a*, *I*, and *O*. Examples:

Say the vowels, a, e, i, o, u.

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

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

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

**12.1c Contractions with single letters.** [diff.] Use the contractions for *to*, *into*, and *by* before a single letter. Example:

A is to B as C is to D.

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠









### Drill 30

Practice brailleing the following sentences.

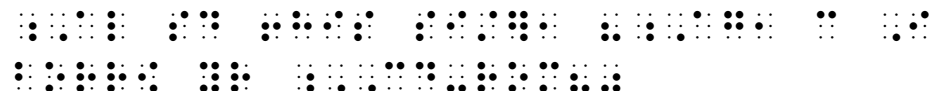
1. Little Timmy usually remembers to dot an i, but forgets to cross his t's.
2. The person failed the test because s/he made too many errors.
3. Walt Whitman wrote "O Captain, My Captain!"
4. In the word "siege," I can never remember which comes first, the "i" or the "e."
5. D Day, June 6, 1944, was the day set for the landing of Allied forces on the Normandy beaches.
6. The Flying-J Ranch raises triple-A horses.
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."
10. Jason **S**ed down the ski hill.
11. Line AB is parallel to CD and intersects EF at O.

## 12.2 Distinguishing Names and Other Words from Short-Form Words

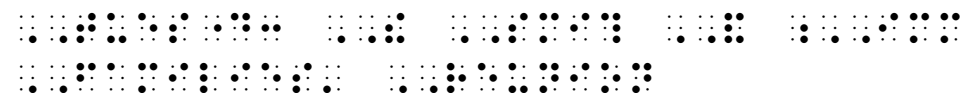
### [II.12.a(3)]

Use a letter indicator before names, such as *Al* and *Ab*, and words that have the same spelling as short-form words when they fall at the beginning of a sentence, quotation, or line of poetry, or in fully capitalized text. A letter indicator is also used for letter groupings, such as vocal expressions, plurals of letters, and abbreviations, when they could be confused with short-form words or contractions. Examples:

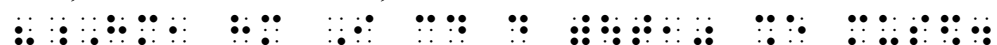
Al said to his sister, "Ag, can I borrow your CD-ROM?"



TUESDAY: THE SMITH AND IMM FAMILIES' REUNION



"Hm, him I could do without," she mused.



NOTE: XS MARK STOPPING POINTS







**12.3d Letters followed by numbers.** When a single letter is followed immediately by a number, or a slash and a number, a letter indicator is not required. However, a single letter followed by a hyphen and a number needs a letter indicator so that the letter will not be misread as a whole-word contraction. (Remember that whole-word contractions are not used next to a slash, but they are used in hyphenated-compound words.)

Examples:

T19    ⠠⠠⠠⠠⠠⠠⠠    T/19    ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠    T-19    ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

- Note: See Lesson 14 for letters followed by roman numerals.

When a letter grouping is followed by a number, or a hyphen and a number, use a letter indicator only if such letters could be mistaken for a number or a short-form word.

Examples:

RCV90	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	lr-14	⠠⠠⠠⠠⠠⠠⠠⠠⠠
TX48	⠠⠠⠠⠠⠠⠠⠠⠠⠠	gyv-72	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
ES-18	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	W-2GS	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
17C4-6	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	C22A	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

[Reference citations, such as *II.12.a(4)*, that include numbers and letters separated by periods and decimal points will be studied in [Lesson 17](#).]

## 12.4 Summary

The rules governing the use of the letter indicator may be summarized as follows:

### Use the Letter Indicator

1. With all single letters that mean letters, not words. [Class B]
2. With single letters followed by 's. [p's and q's]
3. Before s in plural numbers. [1800s]
4. With letters that represent shapes. [a Ved formation]
5. With single letters joined to words by a hyphen or dash. [x-ray]
6. With single letters joined to other single letters by a hyphen or dash. [a-j A-J]
7. With single enclosed letters in regular text (drop enclosure symbols). [(a) "b"]
8. With unpunctuated letters in outlines and lists.
9. With names, words, or letter groupings that could be mistaken for short-form words.
10. With letters that follow a number and a slash. [35/B]
11. With any single letter connected to a number by a hyphen. [c-4 4-C]
12. With a letter or letter grouping immediately following a number, or following a number and a hyphen. [6MG 6-mg]
13. With letter groupings joined to a number by a hyphen that could be mistaken for a short-form word. [Fr-10 6-ab]
14. With single-letter abbreviations or initials that are not followed by a period or colon.
15. With lowercase roman numerals and foreign ordinal numbers (to be studied later).

## Do Not Use the Letter Indicator

1. With the words *a*, *I*, and *O*.
2. With letters that are followed or preceded by an apostrophe, hyphen, or dash indicating omitted letters. [Fish 'n' Chips d--n]
3. With letters in contact with a slash and other letters. [s/he]
4. With letters designating topics in outlines or listings if they are followed by or enclosed in punctuation.
5. With letter groupings that could not be mistaken for a short-form word. [XYZ]
6. With words, names, or letter groupings that correspond to short-form words, but, because of context, could not be mistaken for one.
7. With a contraction that immediately follows a number, as in ordinal numbers. [1st 4th]
8. With any letter that is immediately followed by a number, or a slash and a number. [M6]
9. With letter groupings followed immediately by a number, or by a hyphen and a number, that will not be confused with a short-form word. [TY60 ty-60]
10. With words following a number and a hyphen, unless all of the letters of the word could be misread as a number. [6-pack]
11. In numbers followed by a lettered suffix. [911ed]
12. In stammered words. [b-b-boy]
13. With initials and abbreviations followed by periods or a slash (to be studied later).
14. With italicized single-letter foreign words (to be studied in [Lesson 16](#).)

### Drill 31

Practice brailleing 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. During the Cold War U-2 planes were shot down deep inside Soviet territory.
8. She is taking a series of vitamin b12 shots.
9. The medical examination showed that he was in A1 condition.
10. I save money by buying V-8 juice in either a 6-can case or a 4-case lot.
11. We read about Haroun-al-Raschid in the Arabian Nights Tales.
12. In the 1980s women joined the work force in large numbers.

## 12.5 Speech Mannerisms [II.13]

In the preceding section you learned that when a letter is joined to a word by a hyphen, the letter indicator should precede the letter. In speech mannerisms such as stammering, speech hesitation, and vocal sounds, where letters are separated by hyphens but they are actually part of the word itself, the letter indicator is not used.

**12.5a Stammering.** When brailleing stammered words, the letter or contraction preceding and following the hyphen must be identical. Therefore, contractions cannot always be used. Examples:

m-m-m-mine	⠠⠄⠠⠄⠠⠄⠠⠄⠠⠄⠠⠄	s-s-say	⠠⠎⠠⠎⠠⠎⠠⠎
g-ghost	⠠⠒⠠⠒⠠⠒⠠⠒	wh-which	⠠⠺⠠⠺⠠⠺⠠⠺
f-f-father	⠠⠋⠠⠋⠠⠋⠠⠋	wh-where	⠠⠺⠠⠺⠠⠺⠠⠺
b-by	⠠⠃⠠⠃	st-st-stop	⠠⠎⠠⠎⠠⠎⠠⠎
th-the way	⠠⠞⠠⠞⠠⠞⠠⠞⠠⠞		

EXCEPTION: When a word that can be represented by a one-cell whole-word contraction is stammered, such as *c-c-can* or *d-d-do*, the contraction is not used even though the letters are the same before and after the hyphen (⠠⠉⠠⠉⠠⠉⠠⠉⠠⠉⠠⠉⠠⠉⠠⠉⠠⠉). The use of the contractions would render the words in braille as *can-can-can* and *do-do-do*.

*To, into, and by* should be contracted and joined to a stammered word. Examples:

into th-these	to d-do	by th-the way
⠠⠋⠠⠞⠠⠞⠠⠞⠠⠞⠠⠞	⠠⠞⠠⠞⠠⠞⠠⠞	⠠⠃⠠⠞⠠⠞⠠⠞⠠⠞⠠⠞

Short-form words may be used in stammered words only if the short-form begins with the same letter or contraction as the stammered portion. Examples:

g-(good)	(ch)-(ch)-(children)	q-q-(quick)
m-(myself)	d-d-(deceive)	qu-quick
c-conceive	(th)-(th)emselves	b-b-betwe(en)

When it is necessary to divide a stammered word between lines, the stammered portion should not be separated from the rest of the word. However, such words may be divided after any syllable in the unstammered portion. Examples:

b-before	⠠⠃⠠⠃⠠⠃⠠⠃	[not]	⠠⠃⠠⠃
	⠠⠃⠠⠃		⠠⠃⠠⠃
s-s-sometime	⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎	[not]	⠠⠎⠠⠎⠠⠎⠠⠎
	⠠⠎⠠⠎		⠠⠎⠠⠎
d-d-d-do	[cannot divide]		
th-th-think	[cannot divide]		



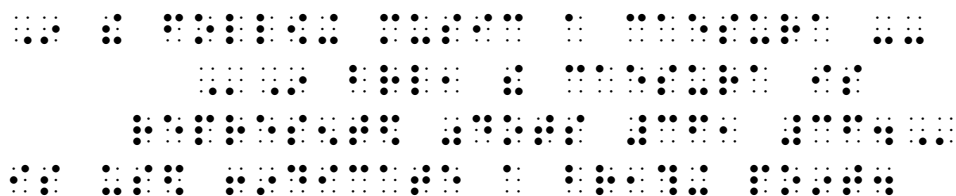






If a term or print sign needs identification or description, place the TN immediately *following* it. Example:

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



When a special situation that needs explanation occurs more than once within a particular section of a text, only one transcriber's note 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 (to be studied in [Lesson 19](#)).

### Drill 32

Practice brailleing the following sentences. Note: 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-tomorrow?" he asked, shivering.
3. "Wh-where did th-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 l-l-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 l-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 thenth, 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 pather 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.

Remember to number your pages, and do not divide words between lines.

Reminder: When room permits, hyphenated-compound words may be divided between lines, but only following the hyphen. Whether to divide spelled-out words or not is left to the transcriber's discretion. If a great deal of space would be left on a line, or if space is at a premium, spelled-out words may be divided at a syllable break.

## 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 w-warn't t-t-time for 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-f-folks oughta l-look out for th-theirselves 'steada b-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

(continued)

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-grade 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 spell-down — 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 schoolteacher 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.



**13.1b Print symbols that have distinctive braille equivalents.** Use these equivalents and follow print order whenever the following print symbols are encountered. List symbols not commonly used on the Special Symbols page (to be studied in [Lesson 19](#)).

<u>Print Symbol</u>	<u>Braille</u>	<u>Meaning</u>	<u>Print Symbol</u>	<u>Braille</u>	<u>Meaning</u>
\$	⠠	dollar(s)	&	⠠	ampersand
£	⠠	pound(s) (sterling)	@	⠠	at
§	⠠	section	#	⠠	crosshatch ("number" or "pounds")
¢	⠠	cent(s)	©	⠠	copyright
%	⠠	percent	™	⠠	trademark
"	⠠	inch(es)	®	⠠	registered trademark
¥	⠠	yen	€	⠠	euro

Examples:

\$36	£25	§3	16¢
⠠⠠⠠⠠	⠠⠠⠠⠠	⠠⠠⠠	⠠⠠⠠⠠
5%	6"	21¥	TC&R
⠠⠠⠠⠠	⠠⠠⠠	⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠

Melons @ \$1 each    ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

10# of apples    ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Apt. #6    ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠    Apt. #D    ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠    [note: no letter indicator]

Press the # key.    ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

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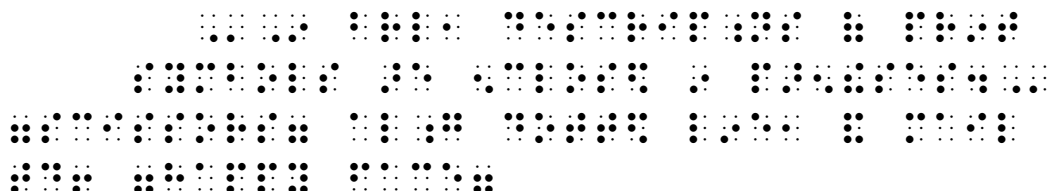
€16    ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠    43 €    ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠





**13.1h Print symbols that have no braille equivalents.** The appropriate uncapitalized word(s) should be used for print symbols that have no braille provision, such as ☺ or ✂. It is suggested that the words be enclosed in parentheses or other symbols of enclosure not otherwise used and explained in a transcriber's note. Example:

✂ along dotted line, and mail today! ☺



### Drill 33

Practice braille 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 item #13-B62 from the invoice.
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 approximately 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 for this coat in Spain.

## 13.2 Abbreviations in General [VI.27]

The short-form or abbreviated words studied in [Lesson 11](#) are peculiar to braille. Standard abbreviations, however, are commonly used in print and are represented in braille according to specific rules.

Brailled abbreviations, like brailled symbols, should follow print capitalization, punctuation, order, and spacing except in certain circumstances that will be mentioned later. Do not use a letter indicator with a single-letter abbreviation that is followed by a period. Do not use a letter indicator with an abbreviation unless it could be confused with a word or a short-form word. Unspaced abbreviations and abbreviations that represent a unit such as *sq. ft.* and *W. Va.* should not be separated between braille lines. Examples:

a.m. ⠠⠠⠠⠠⠠	Mrs. ⠠⠠⠠⠠⠠⠠	Dr. ⠠⠠⠠⠠	viz. ⠠⠠⠠⠠
Ph.D. ⠠⠠⠠⠠⠠⠠⠠	27 sq.ft. ⠠⠠⠠⠠⠠⠠⠠⠠		5 KW ⠠⠠⠠⠠⠠⠠
N.W.T. ⠠⠠⠠⠠⠠⠠⠠⠠	ASAP ⠠⠠⠠⠠⠠⠠		q.i.d. ⠠⠠⠠⠠⠠⠠

When an abbreviation is unspaced from the preceding number, insert a letter indicator before the abbreviation. Examples:

5mL ⠠⠠⠠⠠⠠⠠⠠	2yds, 4ft ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	7a.m. ⠠⠠⠠⠠⠠⠠⠠
----------------	-------------------------	------------------

In order to make a clear distinction between a symbol that is represented in braille by letters and a letter that *immediately* follows it, a letter indicator is placed before the letters of the symbol and before the following letter. Example:

34°C. ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

- Note: Plural abbreviations and other abbreviations that have suffixes will be studied in [Lesson 15](#).

**13.2a Capitalization in abbreviations.** The double capital indicator is used only where two or more capital letters in an abbreviation follow one another with no intervening periods. Following a period the appropriate capital or double capital indicator is repeated. In abbreviations that contain both upper and lower case letters, it is suggested that each upper case letter be capitalized individually. Examples:

NATO ⠠⠠⠠⠠⠠⠠	Y.W.C.A. ⠠⠠⠠⠠⠠⠠⠠⠠	LL.D. ⠠⠠⠠⠠⠠⠠
MHz ⠠⠠⠠⠠⠠	USAir ⠠⠠⠠⠠⠠⠠⠠	B.Sc. ⠠⠠⠠⠠⠠

NYU-Albany

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

[Although a hyphen does not terminate the effect of the double capital indicator, in a case such as this the single capital indicator tells the reader that the rest of the word is in lower case.]

As in the case of a hyphenated compound word, the double capital indicator placed before a hyphenated compound abbreviation indicates that all the letters of the abbreviation are capitals, and the capital indicator is not repeated after the hyphen. Such a compound abbreviation may be divided at the end of a line after the hyphen. Examples:

AFL-CIO

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠

**13.2b Connecting words in abbreviations.** Use contractions for lowercase connecting words and suffixes that are part of abbreviations. If a capital letter or letters follows the contraction, repeat the appropriate capital or double capital indicator. Follow print spacing. Examples:

AFOFL	AT&T	4-Hers	[or]	4-H'ers
⠠⠋⠋⠠⠋⠠⠋⠠⠋⠠⠋	⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠

- Fully capitalized abbreviations followed by lower case endings, such as YMCAers, will be studied in [Lesson 15](#).

**13.2c Contractions in abbreviations.** As a general rule contractions are used in abbreviations that represent a single word regardless of whether or not they could have been used in the complete word. Do not contract capital letters that stand for different words in abbreviations. Examples:

St. Paul, Minn.	Little Rock, Ark.	
⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	
Prof. Smith	first ed. [edition]	Ted Mead, Ed. [editor]
⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠
Phys. Ed. Dept.	ch. 7, pg. 3	
⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠	
OFOFW [Ohio Federation of Workers]		
⠠⠠⠠⠠⠠⠠⠠⠠⠠		

- Note: When the abbreviation for chapter (ch) is followed by a period, the *ch* contraction is used. The contraction cannot be used if there is no period because it would be read as *child*.

EXCEPTIONS:

Do not use the *in* contraction in the abbreviation for *inch (in)* or *inches (ins)*. [VIII.31.a]

Examples:

8 ins.	3ft, 6in	8-in. dia.
⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠

As noted earlier, the *in* contraction is used when brailleing the symbol (") for *inch(es)*. Example:

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

⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠	⠠	⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠
⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠					

Do not use contractions for two-letter postal abbreviations such as AR [Arkansas] and IN [Indiana].    AR [Arkansas]    IN [Indiana]

Do not use the contractions for *be*, *con*, or *dis* in an abbreviation if they do not constitute the first syllable in the complete word. [XIII.43.a]

Examples: Belg. [Belgium]    (Con)n. [Connecticut]

Do not use the contractions for *be*, *con*, or *dis* if they comprise the entire abbreviation.

Examples: Dis. [District]    Be [beryllium]  
Con. [Consolidated]

Do not use a one-cell, whole-word contraction for an abbreviation.

Examples: Can [Canada]    IT [Italy]    do [ditto]

**13.2d Avoiding confusion between whole-word contractions or short-form words and abbreviations.** Place a letter indicator before a freestanding, single-letter abbreviation not followed by a period or any abbreviation that could be confused with a whole-word contraction or a short-form word. Examples:

c 1850    c. 1850

c1850    c.1850

We are going to Memphis, TN.

Memphis, TN

CD-ROM

100 volts AC

A Fr equals 100 centimes.

A Fr equals 100 centimes

When context makes the meaning of an abbreviation without a period perfectly clear (see 12.2), as in *2 am* or *6 pm*, a letter indicator is not needed.

**13.2e Spacing in abbreviations.** In abbreviations where each capitalized letter represents a word, the entire abbreviation should be brailled on one line without spaces between the letters. Examples:

K. U. (Kansas University)

U. of K.

If, however, an abbreviation contains a symbol, follow print spacing. Example:

V & A Museum

B&O Railroad

**13.2f Slash with single letter abbreviations.** Where context makes the meaning clear, single letter abbreviations that are separated by a slash do not require a letter indicator. These expressions should not be divided between braille lines. Examples:

c/o Sam Jones ⠠c⠛⠠S⠠a⠠m⠠J⠠o⠠n⠠e⠠s  
b/w TV set ⠠b⠛⠠T⠠V⠠s⠠e⠠t

In situations where a single letter could be misread, as in (*w/copy*) where the *w* is an abbreviation for *with*, not *will*, use a letter indicator for clarity.

**13.2g Enclosed abbreviations.** Unlike an enclosed letter that has a letter meaning (see [12.1g\(1\)](#)), when a single-letter abbreviation is enclosed in parenthesis, quotation marks, or brackets, the punctuation is retained. A letter indicator is not required if context makes perfectly clear the meaning of a single-letter abbreviation not followed by a period. If the meaning is not clear, use a letter indicator. Examples:

sizes: [s] [m] [l] ⠠s⠠m⠠l ⠠H⠠ ⠠O  
Two atoms of hydrogen (H) joined to one atom of oxygen (O) yield water.  
⠠H⠠ ⠠H⠠ ⠠O⠠

**13.2h Non-Latin letters in abbreviations.** Greek or other non-Latin letters occurring in abbreviations, as in  $\mu$ sec (microsecond), are brailled according to the braille rules for that language and preceded by a non-Latin letter indicator (to be studied in [Lesson 16](#)).

### 13.3 Personal Initials [VI.27.c]

The initials of a person's name are capitalized, punctuated, and spaced as they appear in print. Like abbreviations in general, they should not be divided between braille lines if they appear in print unspaced. In the following example, because there is no space between the *R.* and the *C.*, *R.C. Cooper* could only be divided after the *R.C.* A division could be made at any space in *Mrs. P. G. Hall*. Examples:

R.C. Cooper ⠠R⠠C⠠ ⠠C⠠o⠠o⠠p⠠e⠠r  
Mrs. P. G. Hall ⠠M⠠r⠠s⠠ ⠠P⠠ ⠠G⠠ ⠠H⠠a⠠l⠠l

Initials that are used for an entire name, as in J.F.K., should not be divided between braille lines whether they are spaced in print or not. Examples:

L.B.J. ⠠L⠠B⠠J⠠ ⠠F⠠D⠠R⠠ ⠠J⠠F⠠K⠠

Place a letter indicator before an initial that is not followed by a period so that it will not be read as a whole-word contraction. Example:

Harry S Truman ⠠⠏⠢⠠⠠ ⠠⠏⠢⠠⠠ ⠠⠏⠢⠠⠠ ⠠⠏⠢⠠⠠⠠⠠⠠⠠

Initials followed by a period do not require a letter indicator. Therefore, in the sentence *Ms. M. called today* a letter indicator is not needed. However, if the period is missing from the initial, a letter indicator is needed to prevent it from being read as *Ms. More*. In the sentence "*Let us call on Ms. M.*" it will not be clear to a braille reader whether the period denotes just the end of the sentence and is to be read as *Ms. More* or if it denotes an initial and is to be read as *Ms. M*. Thus, if the first time *Ms. M.* is mentioned the name occurs at the end of a sentence, use the letter indicator to clarify the situation. When it is clear that the author uses the period with *Ms. M.*, whether or not it occurs at the end of a sentence, the letter indicator may be dropped.

### 13.4 Initialisms and Acronyms [VI.27.a(2)]

Initialisms are abbreviations that consist of the first letters of several words and are *pronounced as letters*. In braille, contractions and letter indicators are not used in initialisms, whether they are written unspaced or separated by hyphens. Examples:

D-A-R [Daughters of the American Revolution] ⠠⠠⠠⠠⠠⠠⠠  
EST [Eastern Standard Time] ⠠⠠⠠⠠⠠⠠

An acronym is an abbreviation that uses the first letter or letters of each of the successive parts of a compound term and is *pronounced as a word*. Contractions are used in acronyms if all the letters of the contraction fall within a syllable of the acronym—and for clarity, it is suggested that all of the letters that comprise the contraction should come from the same word. If the meaning of an acronym cannot be determined, do not use contractions. Examples:

MEDICO [Medical Insurance Company] ⠠⠠⠠⠠⠠⠠⠠⠠⠠	MEDICO [Maine Development & Investing Company] ⠠⠠⠠⠠⠠⠠⠠⠠⠠
FORTRAN [formula translation] ⠠⠠⠠⠠⠠⠠⠠	FORTRAN [Federal Organization for Rural Transport] ⠠⠠⠠⠠⠠⠠⠠⠠⠠
CINC [Commander in Chief] ⠠⠠⠠⠠⠠	SEATO [Southeast Asia Treaty Organization] ⠠⠠⠠⠠⠠⠠⠠⠠
WHO [World Health Organization] ⠠⠠⠠⠠⠠⠠	NOW [National Organization for Women] ⠠⠠⠠⠠⠠⠠

### 13.5 Ditto Sign [VIII.31.e]

The print ditto sign is represented in braille by the dots 5, 2 ( ⠠⠗⠑⠗ )—a two-cell symbol. Always leave a space before and after a braille ditto sign. When multiple ditto signs are shown in print, only one ditto sign is used in braille. List this sign on the special symbols page (to be studied in Lesson 19). Example:

Tues: exam 2:00 ⠠⠗⠑⠗⠗⠑⠗⠗⠑⠗⠒⠒⠐⠐  
Weds: " " ⠠⠗⠑⠗⠗⠑⠗⠒⠒⠑⠑

### 13.6 Telephone Numbers [VI.27.f]

Follow print spacing for telephone numbers consisting of all numbers. Telephone numbers composed of both letters and numbers are brailled without spaces or contractions, regardless of print.

In lists of telephone numbers for actual use, it is best not to divide seven-digit numbers or letter/number combinations between lines. Long distance numbers may be divided at any point at which a hyphen or space occurs before the seven-digit local number. A telephone number mentioned in a story situation may be divided between lines at any print hyphen. Examples:

(738) 657-9688 ⠠⠋⠗⠒⠒⠒⠒⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑  
CH 6-1234 ⠠⠕⠒⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑  
1-800-STOP ⠠⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑  
1-956-347-9005 ⠠⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑  
⠠⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑

- Notice that the *st* contraction is not used in 1-800-STOP. This is because STOP is to be read as individual letters, each letter representing a number to be dialed. This also applies to radio call letters, such as *WERN-FM*, and any random combination of numbers and letters such as model numbers.

### 13.7 Postal Codes [VI.27.d]

Postal districts and ZIP codes are spaced in braille as they appear in print. Do not use contractions in postal codes or divide them between lines. Examples:

S.W.1 ⠠⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑  
SW2 ⠠⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑  
M4G 3E8 ⠠⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑  
RR#1 ⠠⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑  
53581-0439 ⠠⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑  
W2N 6CH ⠠⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑

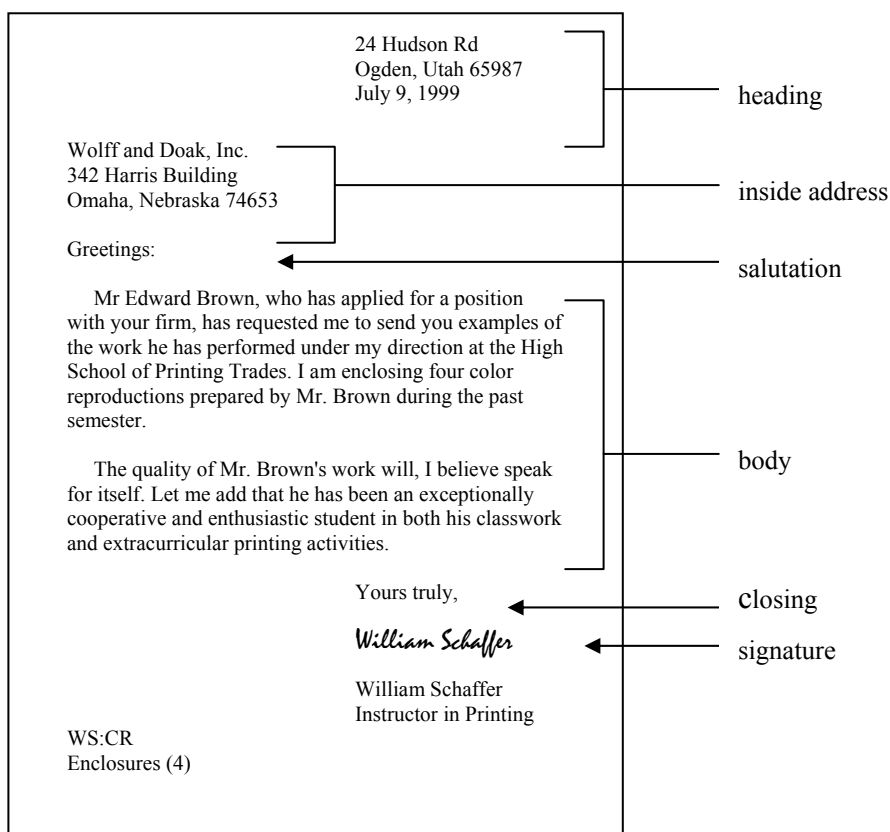




## 13.9 Format for Letters (correspondence)

No rules are given in *EBAE* or *Braille Formats: Principles of Print to Braille Transcription* for brailleing letters of correspondence. Following are some general guidelines.

**13.9a In general.** Follow print copy as to the location of headings, inside addresses, closings, and signatures, indenting in braille as they appear in print. Indented paragraphs in the body of the letter should start in the third cell, as all braille paragraphs do.



To block a heading, count the number of cells needed for the longest line. This line should end at the extreme right-hand margin. All other lines of the heading start in the same numbered 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 brailleed following the rules for attributions (see 17.5)—i.e., start each line in cell 5.

**13.9b Blank lines in letters.** Blank lines are left in braille letters between segments that are not distinguished by margin indentions. 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* (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 segments of the letter, leave a blank line is left 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** and the page number, as usual. 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 W2N 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.Litt 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., W. Palm Beach, FL 33401. Telephone no.: 305-743-6262.

Cordially yours,  
Ed Goodman

EKG/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° (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, Fractions, Mixed Numbers, Decimals, Mathematical Signs of Operation, Superscripts and Subscripts, Clock Time, Sports Scores and Votes, Electronic Addresses*

#### 14.1 Roman Numerals [VII.30]

**14.1a In general.** Use the braille letters, just as in print, when transcribing roman numerals. If roman numerals are printed in capital letters, in braille those consisting of a single letter are preceded by a single capital indicator, and those consisting of more than one letter are preceded by the double capital indicator. If roman numerals are printed in lowercase letters, a single letter indicator is placed before the corresponding braille letter or letters. Examples:

V	XL	x	iii
⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠	⠠⠠⠠	⠠⠠⠠⠠

• Note: For roman numerals representing the number 500 and higher, see *EBAE* VII.30.c.

**14.1b With hyphen, dash, or colon.** When roman numerals are separated by a hyphen, dash, or colon, the appropriate capital indicator, double capital indicator, or letter indicator is repeated after the punctuation. For readability, these units should not be divided between braille lines. Examples:

VI-X	vi-x	V—X	v:x
⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠

**14.1c In reference or page numbers.** Follow print when roman numerals are used in references to outlines, page numbers, or full citations. Examples:


pages ix - xii	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
see §VII	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

• Note: For other reference numbers containing roman and arabic numerals see [17.5a](#).

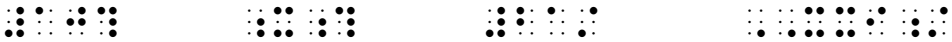

**14.1d When preceded by letters.** The same rule applies to roman numerals preceded by letters that applies to arabic numbers preceded by letters (see [12.3d](#)). Example:


aVII	⠠⠠⠠⠠⠠⠠⠠⠠	avii	⠠⠠⠠⠠⠠⠠⠠
------	----------	------	---------

**14.1e When followed by letters or ordinal endings.** When roman numerals are followed by a letter or letters, including ordinal endings, the letter indicator precedes these additions. Do not divide these units between braille lines. Examples:

XXVa                            xxA                            VI.A  


As with arabic numbers, contractions can be used in English ordinal endings only. [VII.30.b] Examples:

10th                            xth                            21st                            XXIst  
  
 Ier                            VI° (French ordinal endings)                            5sten (German ordinal ending)  


**14.1f Confusion with contractions.** When a roman numeral could be mistaken for a one-cell, whole-word contraction, or vice versa, as in the sentence, "*Charles Very wrote a biography of Charles V.*" the contraction must be sacrificed, and, in this case, the name spelled out. ()


### Drill 35

Practice brailleing 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.

## 14.2 Fractions and Similar Number Combinations [VII.28.c]

**14.2a Printed on different levels of type.** The line separating the numerator and the denominator in a fraction is called the fraction line. When the numbers of a fraction are printed on different levels of type, whether directly above one another or offset diagonally, the fraction line is represented in braille by dots 34. The number indicator is not repeated following the fraction line. Do not divide a fraction between braille lines. Example:

$\frac{1}{2}$  [or]  $\frac{1}{2}$       











### Drill 36

Practice brailleing the following sentences.

1.  $1/2 \times 6 \frac{2}{3} = 3 \frac{1}{3}$ .
2. The young ballistics expert determined that death had been caused by a .32-caliber automatic.
3. He bought the stock at 85  $\frac{5}{16}$  and sold it at 88  $\frac{15}{16}$ .
4. A rod equals  $5\frac{1}{2}$  yd., or  $16\frac{1}{2}$  ft.
5. The length of the astronomical year is about  $365\frac{1}{4}$  days, or 365 da., 5 hr., 48 min., 45.51 sec.
6. After deducting withholding tax,  $6\frac{1}{2}\%$  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  $2\frac{1}{2}$ -3 cups of sugar.
12. The board he cut was  $\frac{1}{2}$  -  $\frac{3}{4}$  in. too long.
13. The rug measured 9' x 12', but the room was 8'  $\frac{1}{2}$ " x 11'  $\frac{3}{4}$ ".
14.  $E = mc^2$  expresses the theory of relativity.
15. Internet users can travel to <http://www.zkware~/12hm.org> for more details.
16. The 1<sup>st</sup> Battalion - 64<sup>th</sup> Armor Regiment is often referred to as the 1/64.

### EXERCISE

Prepare the following exercise for submission to the instructor. Transcriber's notes need not be added to this exercise material.

### LESSON 14

1. The high jump was won by Samuel Speed III, who cleared the bar at 6 ft.,  $10\frac{3}{4}$  in.— $\frac{1}{4}$  in. higher than the previous school record.
2. At  $6\frac{1}{2}\%$  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  $C = 2 \times R \times 3.1416$  (or  $3 \frac{1}{7}$ ).

(continued)

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 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  $\frac{2}{3}$  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 ATandT stock closed at  $36 \frac{3}{4}$ , up  $\frac{5}{8}$ .
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 i-xix and 1-79.
16. Pope John XXIIIrd did much to promote the ecumenical movement.
17. King Louis XVth of France is supposed to have said, "After me, the deluge."
18. Many cities were demolished by the end of World War II—III will probably see the destruction of civilization.
19. Charles I (1600-1649) was beheaded by the Parliamentary faction in England.
20. The mysterious crate measured 6'H x 9'W x 2'D.
21. Move all of the little girls' dresses, sizes  $4\frac{1}{2}$ -6, to the next rack.
22. Barber, please trim my hair  $\frac{1}{4}$  -  $\frac{1}{2}$  inch.
23. You need not worry; a person's temperature is normal when it falls in the 98.4 – 99.2 range.
24. Add a hydrogen ion to H<sub>2</sub>O to get heavy water, D<sub>2</sub>O.
25. More than  $\frac{1}{3}$  of our staff will be on vacation from 6/14 to 7/1.
26. Visit our Web site at: [http://www4.rigley\\_13/sim~/office.org](http://www4.rigley_13/sim~/office.org).
27. Dad still has 20/20 vision, but he doesn't hear very well.

## Lesson 15

### *Emphasis Indicator, Small Capital Letters, Ellipsis, Print Signs of Omission, Quoted Material, Termination Symbol, Order of Punctuation Marks and Composition Signs, Portions of Words in Different Typeface, Enclosed Portions of Words, Punctuation Marks Standing Alone or Enclosed*

#### 15.1 The Emphasis Indicator [II.10]

In addition to the composition signs already studied (the capital indicator, the number indicator, the letter indicator, and the transcriber's note symbol), another composition sign, the *emphasis indicator*, plays an important role in braille reading. In print, when special typefaces such as italics, boldface, small capital letters, or underlining are used to emphasize or to make distinct a word or passage, these changes must be so indicated in braille. In literary braille, nearly all special typefaces are indicated by the same composition sign, the *emphasis indicator* (dots 46). This configuration is sometimes referred to as the "italic sign." Since it represents all special typefaces, it is more accurate to call it the "emphasis indicator."

Foreign words, titles and proper nouns such as names of ships, subject headings at the beginning of paragraphs, silent thought, and quoted material that is printed in a special typeface all must be distinguished in braille using the emphasis indicator. Sometimes, however, print typeface changes are used merely to make the production more visually appealing, such as when titles are printed in huge letters or script, in which case they are ignored in braille.

- 15.1a Single emphasis indicator.** To indicate that only one word, hyphenated compound word or expression, abbreviation, or number is in a special typeface, a single emphasis indicator is placed before it. The effect of the emphasis indicator continues until the reader encounters a blank cell, a dash, or a slash. For that reason, do not repeat the emphasis indicator after the hyphen in a compound word, after an apostrophe, or after the first period in an unspaced abbreviation. Do repeat it after a space, dash, or slash. Note that the emphasis indicator is placed *before* the capital indicator. Examples:

*March*

⠠⠠⠠⠠⠠⠠⠠⠠

*A.M.*

⠠⠠⠠⠠⠠⠠⠠⠠

LT. COL.

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

*and/or*

⠠⠠⠠⠠⠠⠠⠠⠠

**blue-eyed**

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

1914-18

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

o'clock

⠠⠠⠠⠠⠠⠠⠠⠠

*and/or*

⠠⠠⠠⠠⠠⠠⠠⠠

*bride-to-be*

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

*a priori*

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

*l'orange*

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

*Stop — Now!*

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

**15.1a(1) In divided words.** The emphasis indicator is not repeated at the beginning of a new line in a divided word or number. Examples:

<i>re-</i>		<i>4,000,-</i>	
<i>peated</i>		<i>000</i>	
<i>un-</i>		<i>out-of-</i>	
<i>American</i>		<i>doors</i>	

**15.1a(2) With punctuation.** The emphasis indicator is placed after opening punctuation such as a quotation mark, bracket, parenthesis, or dash. (See 15.7 for order of punctuation and composition signs.) Examples:

"*Help!*" —*Help!*

**15.1a(3) Change in type size.** A change in type size is not considered a change in typeface and should be ignored in braille—unless the change of type size has been used as a form of emphasis. Example:

Tiny Tim was very *small.*

**15.1b Double emphasis indicator.** When no more than three consecutive words are printed in a typeface different from the surrounding text, the single emphasis indicator is placed before each word. When more than three consecutive words (or a combination of words and numbers) are in a special typeface, the first word is preceded by the double, or opening, emphasis indicator (dots 46, 46) and the last word is preceded by the single, or closing, emphasis indicator. Punctuation and composition signs do not terminate the effect of the double emphasis indicator. Examples:

*Hold the bus!*

*Please! Hold the bus!*

Wow! *Look at page 3.*

If the last word of an emphasized passage of four or more words is a hyphenated compound word, the closing single emphasis indicator precedes the beginning of the compound word. Note that an emphasized hyphenated compound word or phrase counts as one whole emphasized word. If a print emphasized passage begins or ends with a dash, the dash is not included within the braille emphasis indicators. Examples:

—*a happy home-coming*—

*What a happy home-coming!*

*Two-thirds of nine* is six.



**15.1c(3) Emphasis indicator with *and, for, of, the, with* and *a*.** [XI.37] These words should not be joined if punctuation or composition signs intervene. This applies to the emphasis indicator, which is a composition sign. Examples:

We get *The Times* and *The Post*.

Just *for the fun* of it.

Just *for the fun of it!*

The single emphasis indicator affects only a single word; therefore, if only the first word of any of these conjunctions or articles that are normally joined in braille is emphasized, it should be joined to the following word as usual. Example:

We are *for* the people.

**15.1d Unemphasized connecting words.** Follow print when a series of words, all emphasized for the same reason, is connected by an unemphasized incidental word such as *and, for,* or *but*. Example:

The *Thrush, Phoebe, Vireo, Blue Jay* and *Chickadee* are birds of the northern forest.

**15.1e Consecutive items emphasized for different reasons.** Consecutive items that are emphasized for different reasons are not treated as a single emphasized passage; each item is emphasized individually. Examples:

This paragraph heading is followed by an emphasized term:

**Types of Homicide.** *Murder in the first degree* is a killing with malice aforethought.

Here an emphasized term is followed by a title:

A story centering on a single dramatic incident is called a *short story*. *The Necklace* is a perfect example.





"Help!" the boy yelled.

"Is he going *too*?"

"Will you please play '*Moonlight Sonata*'?"

He thought to himself, *I remember so well when she said, "I do."*

**15.1i Italicized passages of more than one paragraph.** When an italicized (or otherwise emphasized) passage consists of more than one paragraph, the double emphasis indicator is placed at the beginning of each new paragraph regardless of its length or content (even if the paragraph consists of just one word). The single emphasis indicator, indicating the end of the emphasized material, precedes the *last word* of the *last paragraph*.

#### 15.1j Summary: Use of the Emphasis Indicator

The emphasis indicator is used in braille only when words are printed in a different typeface to indicate *emphasis* or *distinction*. Remember that special typefaces employed by printers for visual enhancement are ignored in braille (such as ornate letters or titles printed in script, italics or boldface), but, with only certain exceptions explained below, when an author or publisher chooses to highlight certain parts of text their wishes must be respected and print must be followed. The rules governing the use of the emphasis indicator may be summarized as follows.

### Use the Emphasis Indicator

1. To indicate *emphasis*. Use the emphasis indicator when print emphasizes a word or phrase by placing it in a different typeface. [Jump! Now!]
2. To show *distinction* when indicated by a special typeface in print for:
  - Foreign words or phrases [Lesson 16]
  - Proper nouns such as names of ships, books, pictures, etc.
  - Subject headings at the beginning of paragraphs [Lesson 19]
  - Silent thought as distinguished from conversation
  - Passages not enclosed in quotation marks that are printed in a type different from that of adjacent text—even when separated from the text by blank lines and/or change of margins [15.5]



THE OUT-OF-THE-WAY INN

*Gainsborough* painted BLUE BOY.

THE OUT-OF-THE-WAY INN

When two distinct typefaces must be maintained, the words or letters in small capital letters are indicated by use of the double capital indicator. Examples:

Have you read ERIK WEIHENMAYER'S *Touch the Top of the World*?

Have you read ERIK WEIHENMAYER'S *Touch the Top of the World*?

Capt. Jones of the HMS *Shanghai* said the ship sails at 8 P.M.

Capt. Jones of the HMS *Shanghai* said the ship sails at 8 P.M.

- Note: Unless needed for emphasis, when brailleing abbreviations, as in 8 P.M. above, ignore the change of typeface and use only the appropriate capital indicator(s).

### Drill 37

Practice brailleing 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*, *Neptune*, and *Pluto*.
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. Little Tonya sang clearly, "*a, b, c, d, e, f, g.*"
13. *What can it be?* he wondered, as he examined the odd-looking package.
14. It is usually easier to get *into* the state of matrimony than to get *out* of it.
15. Mark is on the "*A*" team and Brian is on the "*B*" team.

If it is desirable to divide this lesson into two sections, the first 18 sentences in the Exercise may be assigned at this time, as they relate only to the material that has been studied to this point.

### 15.3 The Ellipsis [I.7]

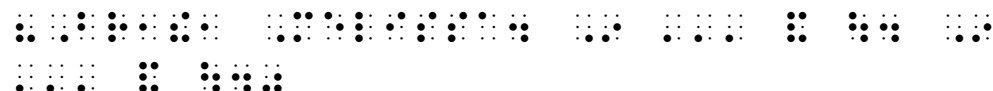
In print, the ellipsis is usually shown as three dots or asterisks used to indicate the omission of a word or words or as a pause between words. In braille, it is represented by dots 3, 3, 3. Space and punctuate this symbol as a word. Examples:

"Fools rush in . . ." 

"\* \* \* for they shall inherit the earth."



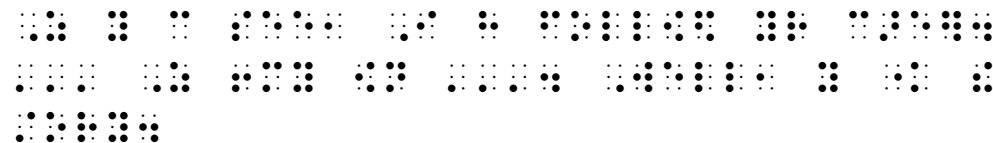
"Breathe, Melissa. In . . . and out. In . . . and out."



**15.3a Ellipsis with a period.** Sometimes an ellipsis appears to be four dots rather than three. This is because the ellipsis is either preceded or followed by a period. Since the braille period is not the same as the dots of an ellipsis, it must be determined which of the four dots is the period.

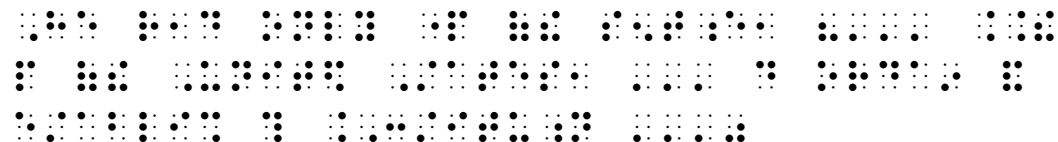
If the sentence is incomplete, *i.e.*, does not contain a subject and a verb and express a complete thought, then the ellipsis is taking the place of missing words within the sentence—in which case the period immediately follows the ellipsis, just as it would a word. If a sentence is grammatically complete, the first dot represents the period and the ellipsis represents a following missing sentence or sentences. In this case, 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.



**15.3b Ellipses and emphasis indicators.** Like the dash, an ellipsis shown at the beginning or end of an emphasized passage is not included within the emphasis indicators. Example:

He read only part of the sentence, ". . . *the people of the United States, . . . do ordain and establish this Constitution . . .*"



- Note that the ellipsis in the middle of an emphasized passage does not terminate the effect of the double emphasis indicator.











## Drill 38

Practice brailleing 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*, as used in the Social Security Act, is meant "inability to engage in substantial gainful activity. . . ."
4. Look at the map on page *s4*.
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 *dispatch* or *despatch*.
7. It was the *one*-o'clock, not the *two*-o'clock news report, that stated the plane was missing.
8. If she will only permit me to *announce* our engagement, I will *renounce* all my bad habits and *denounce* 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 was extremely proud of his former connection with the FBI ("G-men are the world's greatest detectives," he was fond of saying).

## EXERCISE

Prepare the following exercise for submission to the instructor. Correspondence students: Submit the entire exercise at one time and ignore the line of asterisks between sentences #18 and #19.

## 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. This new remote control can program the *CD-ROM* drive to play a music *CD*.
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 *descriptive* dictionary; WEBSTER'S NEW WORLD DICTIONARY is a *prescriptive* dictionary.

(continued)

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: *proficient*, *reunify*, *visionary*, *unlikely*, *proviso*, *discord*, *pretend*.
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, 1957's Hurricane Carrie that, 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 I'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

### *Accent Symbol, Foreign Words in English Text, Anglicized Words, Corrupted Words, Coined Words, Specialized Terminology, Non-Latin Alphabets, Old and Middle English, Foreign Punctuation*

#### 16.1 Accent Symbol [V.24.c]

The next braille composition sign to be studied is the *accent symbol* (dot 4). In braille, this symbol is placed *immediately* before a letter that, in general literature, is printed with an accent or diacritical mark. In literary braille, where only a few words or sentences are in a foreign language, no distinction is made between different kinds of accent marks.\*

Examples:

garçon    ⠠⠠⠠⠠⠠⠠⠠      São Paulo    ⠠⠠⠠⠠⠠⠠⠠    ⠠⠠⠠⠠⠠⠠⠠

When brailleing foreign words printed in regular typeface in English text, accented letters must not form part of a contraction. Examples:

barrière (French)    ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠      fiancé (French)    ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
årstid (Swedish)    ⠠⠠⠠⠠⠠⠠⠠      färben (German)    ⠠⠠⠠⠠⠠⠠⠠

An accent mark in an English word indicates an entire stressed syllable—not just a letter—and contractions are used. Examples:

blessèd    ⠠⠠⠠⠠⠠⠠⠠      reënforce    ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
coéducation    ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠      wingèd    ⠠⠠⠠⠠⠠⠠

When an accent mark is used, it must be listed on a special symbols page (to be studied later).

\* The distinction between the various accent marks is made when brailleing textbooks in which diacritic markings are used to study pronunciation, or when brailleing whole foreign language texts, such as those used in foreign-language instruction. Braille configurations for special characters found in French, Italian, Spanish, German, and Greek are listed in Appendix B of *English Braille American Edition*. Braille codes for other languages can be found in *World Braille Usage* (available through the National Library Service for the Blind and Physically Handicapped). Transcribers unfamiliar with the rules of *Braille Formats* and those prescribed by the Braille Authority of North America's (BANA) Foreign Language Technical Committee should not attempt to transcribe diacritics or foreign language books.

New rules for brailleing foreign language texts are now under production at BANA. Until they are available, questions should be directed to the foreign language experts at the National Braille Association (NBA), 95 Allens Creek Road, Rochester, NY 14618 or the California Transcribers and Educators of the Visually Handicapped (CTEVH), 741 North Vermont Ave., Los Angeles, CA 90029.



**16.3a(1) Foreign names in English text.** When, in English text, a foreign name is printed in a distinctive typeface such as italics, the italics have been used to distinguish it both as foreign and as a proper noun. Contractions are not used in these names. Example:

During the Battle of Jutland, the German *Derfflinger* sank the *Queen Mary*.

**16.3a(2) English names in foreign phrases.** Contractions are not used in English names when they appear within foreign phrases that are set off in a distinctive typeface. Example:

Mother reminisced about *le bon President Kennedy*.

**16.3b Foreign words in *regular* typeface.** When foreign words and names are printed in regular typeface, contractions and letter indicators are used. Examples:

Nicole is très chic.  
 "Adiós, Mariá y José," said Father.

However, the following rules must be observed:

**16.3b(1) Foreign and English words spelled alike.** Sometimes a foreign word has the same spelling as an English word, or a braille contraction for an English word, but the meaning, pronunciation, and/or syllable division is different. Where the use of a contraction could cause difficulty in the recognition of such a word, the contraction is not used. Examples:

al fine (äl fe'ne)      centime (sän teem)  
 mare nostrum (mer'e nostrum)  
 Was ist das?  
 Får jag be om notan!  
 tae kwon do  
 Erin go bragh  
 en la tarde      in aeternum

**16.3b(2) Single foreign letters or letter combinations.** Use a letter indicator before any free-standing, accented or unaccented, single foreign letter in regular typeface. A letter indicator should also be placed before any letter combination that could be mistaken for a short-form word. Examples:

e pluribus unum    ⠠⠑   ⠠⠠⠏⠗⠗⠁⠃⠗⠗   ⠠⠠⠤⠁   ⠠⠠⠠⠤⠠⠠⠠

We shall sing a Reel à Bouche.

⠠⠠⠠⠠⠠⠠⠠   ⠠⠠   ⠠⠠⠠⠠   ⠠   ⠠⠠⠠⠠⠠⠠⠠⠠   ⠠⠠⠠⠠⠠   ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

honi soit qui mal y pense

⠠⠠⠠⠠⠠⠠   ⠠⠠⠠⠠⠠⠠   ⠠⠠⠠⠠⠠   ⠠⠠⠠⠠⠠   ⠠⠠⠠   ⠠⠠⠠⠠⠠⠠

al dente    ⠠⠠⠠⠠⠠   ⠠⠠⠠⠠⠠⠠

ab initio    ⠠⠠⠠⠠⠠   ⠠⠠⠠⠠⠠⠠⠠⠠

**16.3c Dividing foreign words.** A good rule of thumb to use when dividing foreign words is to keep prefixes and suffixes intact and divide compound words into their component parts. This practice, however, can be troublesome for a transcriber who is not familiar with the language. For instance, Spanish words never divide between double *ll*'s, *rr*'s, or between *c* and *h*. If, after consulting all available resources, proper division still cannot be determined, do not divide the word. Examples:

La Jo/lla    Ca/bri/llo    co/rrer    mu/cho

## 16.4 Foreign Punctuation Marks [V.24.d]

Punctuation used in foreign languages generally follows that used in English. However, the differences that are pointed out below should be observed when transcribing such material found in English text.

**16.4a Foreign quotation marks.** When French uses guillemets (« ») or German uses inverted quotation marks („ “) to enclose conversation, these are represented in braille by the appropriate English inner or outer quotation mark symbols. This usage should be explained on a transcriber's notes page (to be studied later).

When dashes are used to enclose foreign-language dialogue instead of quotation marks, in braille they are spaced in the same way as quotation marks. That is, the opening conversation dash, preceded by a space, must be in conjunction with the following word or composition sign(s) preceding the word. And the closing dash, which follows the preceding word or mark of punctuation immediately and cannot be separated from it, is followed by a space.

When a dash is used in braille to introduce foreign conversation, this usage must be explained on a special symbols page (to be studied later). Example:

When asked if he had enough money, Pedro said, —*Tengo mas de veinte pesos.*—

⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

**16.4b 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 braille, both the opening and closing question marks are represented by dots 26, different from the English question mark. Similarly, Spanish exclamations begin with an inverted exclamation mark. The exclamation marks are represented by dots 235—just as in English braille. Spanish punctuation marks must be explained on a special symbols page (to be studied later). Examples:

*¿Es éste el camino a Puebla?*

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

— *¡Es demasiado!* — Ana shouted.

⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

- Note that the emphasis indicator is placed before the opening punctuation—but following the opening dash.

## 16.5 Anglicized Words

Many words that were once considered foreign have been anglicized. When anglicized words such as *carte blanche*, *enfant terrible*, *vis-à-vis*, *coup d'état*, or *sans serif*, which are no longer designated as foreign in the dictionary, are printed in italics, we must assume that the author has chosen to italicize them for emphasis or distinction—in which case the italics are kept and contractions are used. When in doubt consult a reputable dictionary less than ten years old. See 16.2, and refer to §4.5d for suggestions on dictionaries.

### Drill 39

Practice braille the following sentences.

1. The attractive divorcée and her distingué protégé created a sensation at the lawn fête.
2. Louis XIV stated the position of all dictators when he said, "*L'état c'est moi.*"
3. The François family with their entire ménage had already departed for Florida.
4. ‘And opening his mouth he taugth them saying, “Blessèd are the poor in spirit for theirs is the kingdom of heaven. . . .”’
5. The newest trend in German politics is Parteiverdrossenheit, or PV for short.

(continued)



6. *"Vive la France!"* defiantly shouted the young patriot as he was led off to face the firing squad.
7. José de San Martín was one of the leading liberators of South America.
8. Signorina Puccini is auditioning with the Metropolitan Opera Company.
9. Étienne professed to be *enchanté* to meet *la belle Mademoiselle Andersen*.
10. The original German title of Erich Remarque's famous book *All Quiet on the Western Front* was *Im Westen Nichts Neues*.
11. Egypt is fine, but if we have to go to Port Said again, we're finished — al fine!
12. My family comes from a small town in Italy called Giovanni a Piro.
13. We can keep this little *cherub* here, but that little *enfant terrible* will have to go home.
14. *"E molto bene di ritornare a casa,"* said the old woman as she stepped off the train.
15. "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?* —

## 16.6 Corrupted Words, Coined Words, Specialized Terminology [X.34.d]

**16.6a English interspersed with foreign or corrupted foreign words.** When transcribing dialect that is a hybrid of English and some foreign language, those emphasized (usually italicized) sentences or phrases that are purely foreign are brailled uncontracted. When unemphasized foreign or corrupted foreign words are interspersed with English, these words are treated as dialect and contractions are used. (See §12.5b(3)) Example:

"Rink the bell, Hans. I vant Ernst *und* Konrad, now—zupper is ready."

"*Ja, Mutter.*"

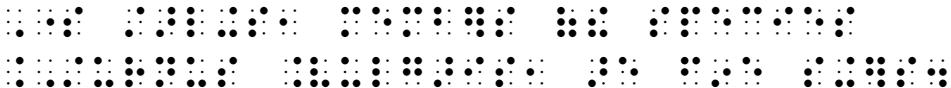
"Hurry now. *Das ist gut.*"

⠠  
 ⠠  
 ⠠  
 ⠠

**16.6b Made-up, or coined, words.** A somewhat similar problem arises in the case of made-up words such as those often found in science fiction and verse. These words cannot be regarded as foreign; therefore, they are contracted in the same manner as English words. It is suggested, however, that a contraction or short-form not be used if the letter combination bridges two words in a coined word. Examples:

Use Youthair Cream   ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠  
 Firstar Bank   ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

**16.6c Specialized terminology.** Foreign words are frequently used in specialized material, such as books on law, medicine, music, and cooking, and for scientific classifications in fields such as botany and zoology. If the meanings are explained in the text or in a glossary, such terms are contracted like English words, even though some of them may not be found in the dictionary. Example:

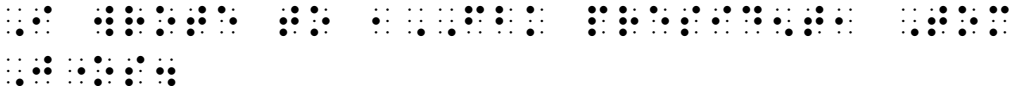
Some starlings, members of the species *Sturnus vulgaris*, are fine singers.  


## 16.7 Non-Latin Alphabets [V.24.e, V.26.b] [diff.]

**16.7a Non-Latin letter indicator.** When letters from non-Latin languages such as Greek, Russian, or Hebrew (the only non-Latin languages for which there are official BANA codes) appear in English text, the braille equivalents of these letters are used and they are preceded by dot 2, the *non-Latin letter indicator*.

When a non-Latin letter indicator and braille equivalents for non-Latin letters are used, they must be listed on a special symbols page (to be studied later).

**16.7b Greek letters.** The braille equivalents of Greek letters are listed in Appendix B of *English Braille American Edition 1994*. Note that in braille many Greek letters are the same as their English counterparts (A and B, for instance), while others have unique configurations (H, P, Y, etc.). A non-Latin letter indicator (dot 2) must precede each Greek letter or letter grouping that stands for letters, not a word. The appropriate single or double capital indicator is used before uppercase Greek letters. Emphasis indicators and letter indicators are not used. *To*, *into*, and *by* cannot be contracted when they precede a foreign letter indicator. Example:

I wrote to ΦBK president, Tom Jones.  


**16.7c Greek and other non-Latin words.** In general literature, the *letter indicator* (dots 56) precedes each word of a passage consisting of three or fewer Greek or other non-Latin words. In passages of more than three such words, a double letter indicator is used before the first word and a single letter indicator is used before the last word. Print emphasis should be ignored. When a single or double letter indicator is used before such words, this usage must be explained in a transcriber's note or on a special symbols page (to be studied later).

## 16.8 Old and Middle English, Archaic Spelling [V.26.c]

Old and Middle English employing letters not used in modern English, such as the edh (ð) or thorn (Þ), should be considered as foreign and transcribed in uncontracted braille. For rules regarding letters no longer in use, refer to *Braille Formats: Principles of Print to Braille Transcription*. Contractions should be used in archaic spellings found in later writings unless their use would cause difficulty in the recognition of a word. For instance, if the *ity* contraction is used in the archaic spelling of *city* (*citye*), it would be read as *city-e*.

### Drill 40

Practice brailleing the following sentences.

1. The circumference of a circle is equal to  $\pi \times d$ .
2. "*Écoutez bien*," said Professor Moreau, as he launched into his lecture.
3. *The Chimbley Sweep* is sung by the folk-rock group, *THE DECEMBERISTS*.
4. "Geh!" she said. "*Mach schnell!*"
5. During his senior year at college ('90-91) he lived in the ΠΚΑ house.
6. In music, *diminuendo* means to play softer by degrees.
7. ΔΕΛΦΟΙ (Delphi) was called the navel of the earth.
8. Goody Thatcher hoped to see her grandchildren become "polished stons" in the church.  
"Them i do hertili inbrace," she wrote.
9. The Greek letters *O* and *Ω* are 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 Jacques 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 geehrtes Fräulein Mary Smith: . . .*"
12. —*¡Qué 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 ΣΧ.
14. "'69!" he said emphatically, "that was the year I was born!"
15. The first half of Julia's program closed with Chopin's *Étude in E Major*.
16. The memory of her insult still rankled in his mind ("*gros cochon*" she had called him).
17. The motto of the United States is "*E pluribus unum*."
18. "The situation has been getting rather unhealthy," Filatov told the mass-circulation weekly *Argumenty i Fakty*.
19. I would like *Pasta e Fagioli* and a salad, please.
20. I came home from our trip with German marks, French centimes, and Spanish pesos.
21. "Schmidt," she said. "Tomorrow Sunday ist. Der mass in Piedras iss nine by der clock."
22. *Serous otitis media* is a medical term for fluid in the ear.
23. Winthrop considered his colony to be a model to others; "Wee must Consider that wee shall be as a Citye upon a hill."
24. The priest said he hoped Father hadn't had a *faihtectomy*, since he hasn't seen him in church for months.



## *Lesson 17*

### ***Headings, Reference Symbols (Asterisk), Notes, Source References, Credit Lines, Pagination***

Note: In order to prepare the student for unknown situations that may occur in the certification manuscript and future transcriptions, from this point on some topics are explained that may not be tested in the exercises.

#### **17.1 Headings.** [*BF* Rule 4]

Nearly all print headings, whether titles of books, chapters, sections, or subsections are formatted in braille as *centered* or *cell-5* headings. Follow print capitalization for headings. With the exception of paragraph headings (see below), ignore italics or other typeface styles unless they are necessary to show emphasis or distinction.

**17.1a Centered headings.** As a general rule, centered headings are used in braille to represent the major section headings, such as titles of parts of a book and of chapters. Just as its name implies, a centered heading is centered on one or more lines, *preceded and followed by a blank line*. Leave a minimum of three blank cells at the beginning and at the end of each line of a centered heading. Long headings may require multiple lines. When a centered heading starts a new braille page, leave a blank line between the running head and the centered heading. (For further instruction on centering refer to page [xiv](#). See [19.6](#) for the format of chapter headings.)

**17.1b Cell-5 headings.** When a book 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.

**17.1c Paragraph headings.** Paragraph headings are words at the beginning of a paragraph—printed in full capitals or in a typeface different from the continuing text—that serve to highlight the important issue of the paragraph. Such headings are emphasized in braille and print capitalization is followed. Do not confuse paragraph headings with purely stylistic letters at the beginning of a chapter or unit, which are not italicized in braille (see [2.2](#)).

**17.1d Running head.** [*BF* Rule 1§12b] The Library of Congress and many other agencies require that the title of the book (or a portion of it) be placed at the top of the page as a *running head* for convenience in collating braille books. You have been using a running head on the pages of each exercise in this course.

When required, the running head must appear consistently on all braille pages of the transcription with two exceptions. The fully capitalized title, rather than a portion of it, is used: (1) on the title page ([19.2b\(4\)](#)) and, (2) on the first page of text ([19.3b](#)) in each

volume. If the book being transcribed is part of a series, use the title of the book, not the title of the series, for the running head.

Only one braille line is used for the centered running head. After centering, 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 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. It is preferred that the full, capitalized book title be used as the running head. If this takes up too much room, observe the following in the order given:

- Capitalize only the first letter of the first word and the first letter of principal words in the title. For example, the title *GARDEN ISLANDS OF THE GREAT EAST* cannot be brailled in full capitals and still leave the required margins, but it will fit as *Garden Islands of the Great East*.
- Condense the title by omitting minor words or by abbreviating longer words. The title *THE CASE OF THE HESITANT HOSTESS* cannot be brailled either in full capitals or with just the major words capitalized and still leave the required margins and room for a typical braille page number; therefore, it should be condensed to *THE HESITANT HOSTESS*. If space permits, use full capitals for a condensed running head.

Do not leave a blank line between a running head and the continuation of text unless a break in context occurs at this point. A blank line is always left between a running head and a centered heading (such as a chapter title) or cell-5 heading.

When an agency chooses not to use a running head, the text continues on line 1 leaving room for three blank cells and the page number at the far right.

- *Note: All of the instructions in this lesson are written with the assumption that a running head will be used—as it must be for the certification manuscript.*

## 17.2 Reference Citations in General [IV]

Authors often add explanatory comments to the text by the use of a reference marker and a note. 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. A note, preceded by the same reference marker is then placed somewhere else on the page—or sometimes at the end of the chapter or even the end of the book.

\*Textbooks and other scholarly works often use several different types of reference indicators within the same text. This course gives instructions for brailing the asterisk and dagger reference indicators only. Students are strongly advised to avoid using materials containing more complicated indicators, such as superscripted numbers or letters, for their literary certification manuscripts.

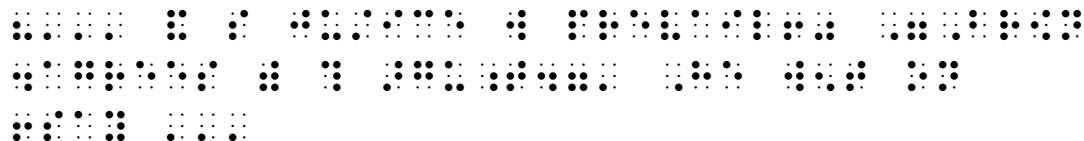




If a print reference marker that refers to a short note is located within parenthesis or quotation marks, in braille the short note follows the closing punctuation. Example:

"... and so justice will prevail!\*" He went on to say ...

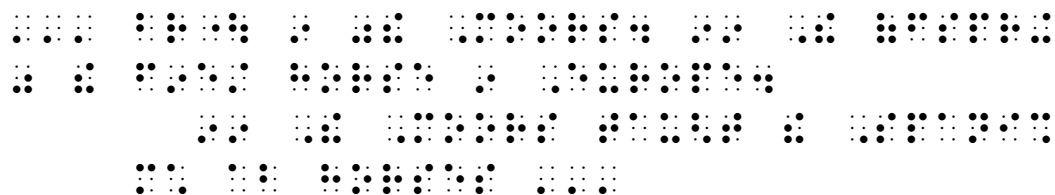
\*Brown disagrees with this argument.

The image shows the Braille equivalent of the example above. It consists of three lines of Braille. The first line contains the main text, ending with a Braille asterisk. The second and third lines are indented and contain the Braille for the note: "\*Brown disagrees with this argument."

**17.4b Long notes.** Notes of more than seven words should be inserted immediately below the paragraph in which the reference occurs. Each note, preceded by its identifying braille reference indicator, is brailled in paragraph form starting in cell 7 with runover lines starting in cell 5. If a note contains several paragraphs, each one is indented to cell 7. The indentation of the note clearly distinguishes it from the text and therefore a blank line is not left either before or after the note. Example:

... brought in by the Moors.\* The offspring was the finest horse in Europe.

\* The Moors taught the Spanish much about horses ...

The image shows the Braille equivalent of the example above. The main text is on the first line, ending with a Braille asterisk. The long note is indented and starts on the second line. The note is followed by a blank line and then the rest of the main text on the third line.

A paragraph may contain several indicators referring to notes, some short and some long. The short notes are inserted into the text as explained above. If there is only one long note in a paragraph, use only the braille asterisk for the reference indicator, regardless of the print symbol, number, or letter.

**17.4c Paragraphs containing multiple reference markers.** When there is reference to more than one long note in a paragraph, regardless of the print symbols, numbers, or letters, insert the braille asterisk followed by the unspaced number 1 (⠠⠠) at the first point of reference, number 2 (⠠⠠) at the second, and so on. At the end of the paragraph each note, preceded by its identifying numbered asterisk and a space (do not include a period) is brailled as a separate paragraph. Begin each in cell 7 with runover lines starting in cell 5.







## 17.7 Pagination

A book that is brailled without any indication of the print page numbers is said to be brailled using *literary-style* pagination. This is the method generally used for magazines, craft instructions, menus, novels, and other recreational reading where it is not important to the braille reader to know where a print page starts or ends.

Interpoint is braille that is embossed on both sides of the page. Agencies that have equipment to produce interpoint should specify the placement of braille and print page numbers.

Pagination of preliminary pages (table of contents, dedications, prefaces, etc.) will be discussed in [Lesson 19](#).

**17.7a Literary-style pagination.** In literary-style pagination, consecutive page numbers are placed so that they end at the right margin of line 1 on every page of a braille edition. This is the method that you have been using in past lessons. *All certification manuscripts must be prepared using literary-style pagination.*

**17.7b Textbook-style pagination.** [BF Rule 1§13]

*The following information is intended to serve simply as an introduction to the world of braille textbook production and has no application to the exercises or certification manuscript required by this course.*

*It is suggested that any book that has an index, will be used in a classroom, or serves as a reference be brailled in textbook style; i.e., the beginning of every print page clearly delineated and the print page number noted on the braille page. Because books brailled in textbook style must be prepared using all of the rules outlined in Braille Formats, some of which differ quite significantly from literary rules, it is suggested that students not undertake textbook-style formatting until after achieving literary certification and taking time to thoroughly study textbook rules. A course and certification in braille textbook formatting is available through the National Braille Association.*

When a book is brailled in literary style, the braille page numbers are placed at the *top*, right-hand corner of the page. When a book is brailled in textbook style, the braille page numbers are placed at the *bottom*, right-hand corner of the page—and the print page numbers are placed in the top right-hand corner of the page.

When a new print page is started at the top of a braille page, the print page number is brailled in the last cells of the first line, with no fewer than three blank cells left between the page number and the running head.

Consecutive braille page numbers are placed in the last cells of the last line on every page, again leaving room for at least three blank cells between the last word and the page number.

As an example, suppose the book you want to braille starts on print page 1. Using textbook-style pagination, the first braille page will have the print page number 1 at the end on line 1 and the braille page number 1 at the end of the 25<sup>th</sup> line.

You will not be able to complete the first print page on the first braille page. To indicate to the reader that the first print page continues on to subsequent braille pages, the same print page number is placed on the first line of the next braille page preceded by the



## LESSON 17

1. Excerpt based on liner notes accompanying a musical recording.

### FRANZ ELLISON, pianist

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.

2. Excerpt 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]).

3. Excerpt 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.

(continued)



4. "Render unto Caesar the things that are Caesar's, and unto God the things that are God's." (Matt., xxii, 21.)
5. In a letter to the Thessalonians (1 Thess. 4:11), Paul urges the faithful . . .
6. "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
7. "A real page-turner. A classic thriller." — *Publishers Weekly*
8. "Adds new meaning to the word RIVETING."  
—Atlanta Journal and Constitution
9. "Masterfully plotted and brilliantly told. The suspense is unrelenting and its satisfaction is guaranteed."  
John Winston  
author of *Helpless!*

# Lesson 18

## *Special Formats: Poetry, Columns, Tables, Outlines* *Suggested Formats: Menus, Recipes*

Note: Following are directions for some special formats. For a few there are definite literary code rules. Others are brailled according to the rules in *Braille Formats: Principles of Print to Braille Transcription*. And there are some for which there are only *suggested* formats.

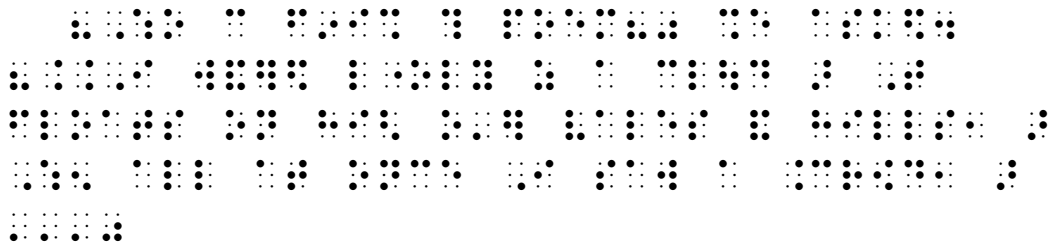
### 18.1 In General

Print employs many different styles to produce the myriad of magazines, newsletters, catalogs, instruction manuals, patterns, menus, etc., that are available to the print reader. Transcribers are often asked to braille recipes, playing cards, words to music, transportation schedules, bank statements, and utility bills. For these, there are no set codes or rules. A sound knowledge of the basic literary braille code and a thorough familiarity with *Braille Formats: Principles of Print to Braille Transcription* is the best preparation a brailist can have for transcribing such materials. Two national organizations that offer help with special formats are the National Braille Association, Inc., 3 Townline Circle, Rochester, NY 14623, and the California Transcribers and Educators for the Visually Handicapped, 741 N. Vermont Ave., Los Angeles, CA 90029.

### 18.2 Poetry [*BF* Rule 10]

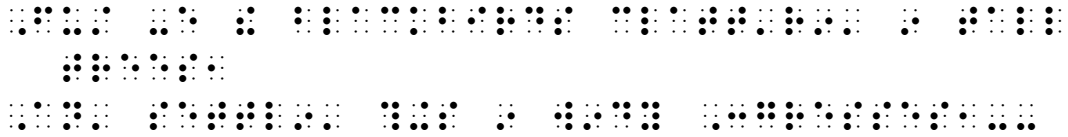
**18.2a Poetry in prose form.** When poetry is written in the form of prose with a mark of punctuation, such as a slash or colon, indicating the end of each poetic line, in braille use the *line symbol* (dots 345) to represent the print punctuation mark. Leave one blank cell before and after the line symbol. The line symbol may begin or end a braille line, but it may not stand alone on a line. When this symbol is used, list it on the special symbols page (to be studied later). Retain quotation marks and/or 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/. . .*"



**18.2b Standard poetry format.** When transcribing poetry that is printed with each poetic line starting at the left margin, 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, —



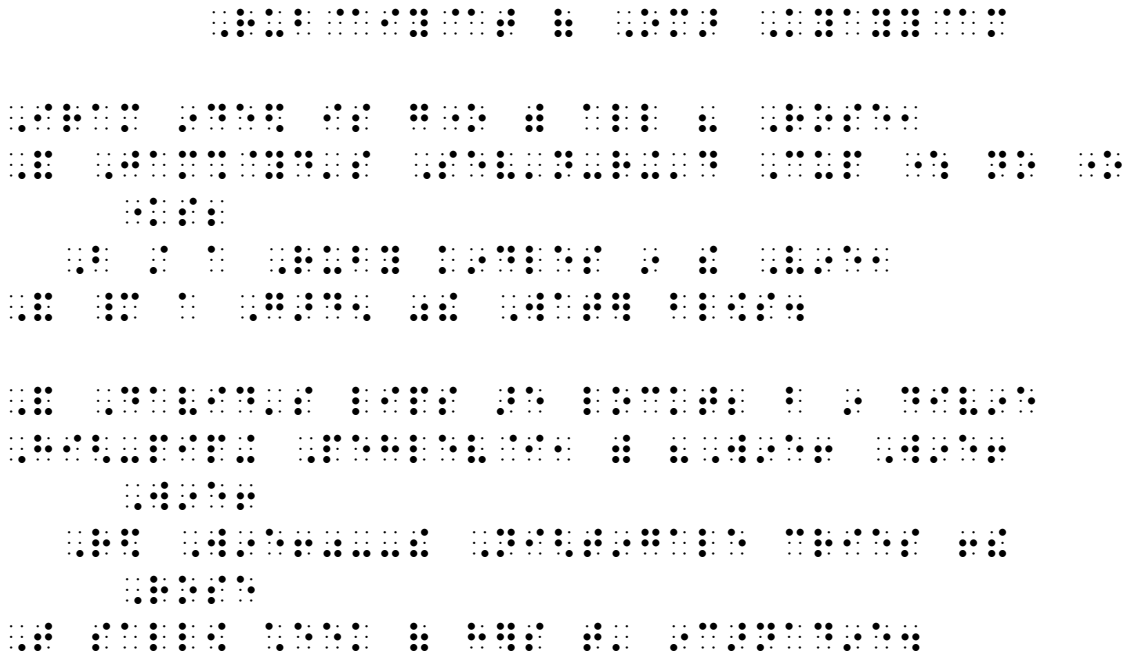
When poetry shows an indented pattern, braille should follow print. Print poetic lines shown at the farthest left position start in cell 1. The first indented line starts in cell 3. Each further indention starts two cells to the right. Runovers of *all* lines in the *entire* poem start two cells to the right of the beginning of the farthest indented line.

A blank line should precede and follow each stanza. Italics are not used in poetry unless they are needed for emphasis or distinction. 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 Pehleví, with "Wine! Wine! Wine!  
Red Wine!"—the Nightingale cries to the Rose  
That sallow cheek of hers t' incarnadine.*



When a stanza ends on line 24 or 25 of a braille page, on the next page, start the next stanza on line three (following the running head and a blank line).

When a poem occurs in the middle of text and there is not 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 entire poem should be taken to 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.

- Note: Poems with footnotes, irregular indentation patterns, unusual spatial arrangements, numbered lines, or containing scansion and/or stress marks should be transcribed according to the rules in Rule 10 of *Braille Formats*.

### 18.3 Columns [*BF* Rule 7]

Capitalization and punctuation of items in columns should be the same in braille as they are in print. Emphasis indicators for words printed in italics are used in braille only if they are needed for emphasis or distinction. 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 star, a dark dot, or a check mark, in braille these *bullets* are ignored. If only certain items are marked or the columns have headings, see Rule 3§5 and Rule 7§1.c of *Braille Formats*.

**18.3a Lists (single columns).** When in print items are listed in vertical form, i.e., a single column, they should also be brailled vertically. Each item starts in cell 1 with runover lines starting in cell 3. Example:

You could tell from looking at Dan's gift list that he held stock in a confectionery company:

- ✓ *Mother* - 1# chocolate covered maple creams, 1# peanut brittle
- ✓ *Aunt Elizabeth* - 2# chocolate assortment
- ✓ *Harry* - 2# gum drops

But, he couldn't think of a thing to get Dad.

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When lists, such as the one above, have no heading, they can be divided between braille pages only if there is room for at least three items on the first page. Lists with headings are brailled according to the rules in *Braille Formats*.

- 18.3b 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, begin the first column at the left margin. Leave two blank cells between the end of the longest item in the first column and the left-hand margin of the next column. (For columns consisting of numbers see *BF* Rule 7§1e(2)(b).) If necessary, 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 though there may be a runover in some lines. Example:

Study the list of botanical and common plant names.

<i>Aster ericoides</i>	Heath Aster
<i>Iris shrevei</i>	Wild Iris or Rainbow
<i>Rosa blanda</i>	Meadow Rose

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- Note: Although Latin, contractions are used in scientific names. [See 16.6c]

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. If there are too many related columns for a braille page, follow Rule 7§1f(2), and 1f(3) in *Braille Formats*.

## 18.4 Tables [*BF* Rule 8]

A table—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—should be transcribed according to the rules in *Braille Formats*.

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.  
Example:

MONTHLY INDICATORS

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

When preparing the above table you must first determine how many cells in the 40-cell braille line should be allotted for each column. There are four columns in this table—one wide column at the left followed by three narrow columns. Each of the narrow columns will require 6 cells; therefore, 18 cells are needed for the three columns. Next, you must allow 2 blank cells between the columns, or 6 cells in all. You now have a total of 24 cells—18 for brailleing the three columns and 6 for spacing between columns. Finally, subtracting 24 from 40 leaves 16 cells to be used for brailleing the first column.

A blank line is left preceding, but not following the title of the table. A row of dots 2356, extending across the full width of the page, is used to represent the top heavy horizontal line (known as the top table line), shown in the print table. Dots 1245 represent the heavy bottom line (or bottom table line). Do not leave a blank line before the top table line or after the bottom table line.

In braille, a horizontal line (dots 25) is used to separate each column heading from the material below. This *separation line* begins with dot 5 at the left margin of each column, followed by an unspaced series of dots 25 extending across the full width of the column.

The column headings and their runovers are left justified above their respective columns. All column headings must *end* on the same braille line.

Note that in the first column it is necessary to use two braille lines for each of the items, and that these runovers are indented two cells to the right of the left-hand margin of the column. Figures in the other three columns are placed on the same line as the *last* line of the first column.

Note also the use of *guide dots* (dot 5) after runovers of two of the items in the first column. These guide dots are very helpful to the reader in following the braille line across from column to column. They should be used whenever four or more blank cells are left after a short item in a column that is followed on the same braille line by entries in other columns. Leave one blank cell before inserting a series of at least three unspaced guide dots *within* the column. There still must be two blank cells between the end of the guide dots and the beginning of the next column.

## 18.5 Outlines [BF Rule 7§3]

When an outline is short (occupying not more than a few print pages), use the following format:

- Begin each main outline division (usually *I, II*, etc.) at the margin, with runover lines starting in cell 5.
- Start subdivisions of the first order (usually *A, B*, etc.) in cell 3 with runover lines starting in cell 7.
- Indent two cells to the right for the beginning of each lesser subdivision with runover lines also moving two cells to the right. (1/5, 3/7, 5/9, 7/11, etc.)

When transcribing entire texts (such as this manual) or entire sections of texts printed in outline form, follow the rules as set forth in *Braille Formats*.

## 18.6 Menus

Many agencies have developed their own formats for items that have no set of rules. Following is one suggested method of brailleing a menu.

- Use a forty-cell line. Starting with page one, number each page at the right margin on the first line using arabic numbers.
- 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, for the running head on each following page.
- Leave the line following the title blank. 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. Such "cell-5 headings" should always be preceded by a blank line but never followed by one.
- 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 (see §18.3a), starting each item in cell 1 with runovers in cell 3.
- If there are only names of menu items (without descriptions) and prices, the item starts in cell 1 with runovers in cell 3. If the name is followed by a description, start each menu item in cell 1 with runovers in cell 5.
- Place the price at the right margin following the end of the name of the menu item. Insert a line of unspaced guide dots (dot 5) between the end of the 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, do not use any guide dots.
- Descriptions of menu items should start on the line following the price, blocked in cell 3. When a description requires more than one braille line, divide it so that at least six blank cells are left empty at the end of each line. Do not leave a blank line between a description and the following menu item.
- Place any information related to restaurant service, such as sales tax and charge card acceptance, at the end of the menu.
- For some lengthy menus, a contents page may be helpful.

## 18.7 Recipes

The most important ingredient in a brailled recipe is accuracy. An error in the baking time can turn a chef's delight into an abysmal failure. Like menus, there are no hard and fast rules for recipes. The following instructions are given *merely as a guideline*.

- If the recipe starts on a new braille page, center the fully capitalized title on line 3 following the running head and a blank line. 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, take the recipe to the next page.
- When information, such as the number of servings or preparation time, appears along with the title, in braille this material is placed at the margin with runover lines starting in cell 3. Follow with a blank line. (Note that this information is not treated as a cell-5 heading.)
- 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. Cell-5 headings should always be preceded by a blank line but never followed by one.
- The ingredients are then brailled in list format (start in cell 1 with runover lines starting in cell 3).
- Do not use abbreviations in braille when they are not used in print. Abbreviations are transcribed as they appear in print with one exception. To avoid confusion between *can* and *cup*, whenever the abbreviation *c* is used for *cup*, the word should be spelled out in braille.
- Braille the directions in paragraph 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 the running head LESSON 18 on each page. Instead, start each selection on a new page and place the title of the selection on line one. If a selection has more than one page, use the title as the running head in the usual manner. Number the pages consecutively throughout the exercise. The following source information is included for copyright purposes only and is not to be included in the exercises.

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 in 1.5 to 2 inches.
- Compress for a 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 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.

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[Braille the following recipe according to the suggested guidelines given in section 18.7. Remember that these are only guidelines, not Code rules. Other agencies may use a different format.]

### PECAN CHICKEN SALAD

serves 8

3 lbs. chicken breasts	½ cup chopped green onions
3 cups chicken broth (approx.)	1½ cups sour cream
1 lb. seedless green grapes	1½ cups low fat mayonnaise
1½ cups pecan halves	½ teas. salt
1 cup diced celery	½ teas. pepper
½ cup chopped fresh dill	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***

### ***Literary Braille Book Format***

Note: In anticipation of rule changes, the BANA board of directors has granted permission for preliminary pages to be prepared according to the rules as set forth in *Braille Formats: Principles of Print to Braille Transcription*. Therefore, the rules in this lesson follow those of Braille Formats rather than EBAE. Prepare the preliminary pages of your certification manuscript according to the following rules.

#### **19.1 Format in General**

The layout of a braille book should follow that of the print book as closely as possible.

- 19.1a Illustrations, maps, pictures, and diagrams.** [*BF* Rule 17§1g] It is often necessary to omit illustrations and diagrams and the 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 (see 19.2e). The omission of pictures on the front of a book or other pictures not related to the text need not be noted.
- 19.1b Captions.** [*BF* Rule 17§2a] 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. Following 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.
- 19.1c Blank lines and breaks in text.** [*BF* Rule 1§16c] Only one blank line is left in braille when in print one or more blank lines are used to indicate a break in thought or a change of time or place. If, in braille, there is not room on the page for such a blank line and one line of continuing text, leave line 25 blank. On the next page, start the text on line 3—leaving the line following the running head blank.
- If a series of dots, stars, or other symbols, is used in print to indicate a break in text, 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 (see 19.2d). 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 or displayed matter, such as letters, stanzas of a poem, etc., are always preceded and followed by one blank line. If such matter ends on line 24 or 25 of the braille page, on the next page leave the line following the running head blank.
- A blank line is always left in braille before a centered or cell-5 heading. 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).

## 19.2 Preliminary Pages [*BF* Rule 2]

For the purposes of braille the following items are considered preliminary pages and are given special page numbers (see [19.2a below](#)). These items are always placed first in a braille volume, and always in the following order:

- title page
- dedication (in volume 1 only)
- special symbols page (if needed)
- transcriber's notes page (if needed)
- table of contents (if any)
- cover/jacket material (if any—in volume 1 only)

Braille only what appears in print. Do not create a contents page, for example, if there isn't one in print. Other front matter that may be included in the braille preliminary pages is discussed in [19.2h](#).

Braille preliminary pages are followed by text pages, which will be studied in [19.3](#). A summary to help determine the order of preliminary pages and text pages is located in [19.4](#).

**19.2a Page numbering of preliminary pages.** When using *literary-style* pagination (see [17.7a](#)), as required in Exercise 19 and the trial manuscript, the numbers on the print pages are ignored. Braille preliminary pages are numbered consecutively. The braille page number is placed at the end of line 1—each number preceded by the letter *p* without the letter indicator. Therefore, in every volume the title page will always be numbered *p1*.  
(⠠⠏⠠)

• Note: For future reference, when, after certification, material is transcribed using textbook-style pagination (see [17.7b](#)), instructions for preliminary page preparation as stated in Rule 2 of *Braille Formats* should be carefully studied. The transcriber should be aware that when using textbook pagination, (1) every page must be accounted for—even blank ones, (2) braille preliminary pages do not reflect the print page numbers; they carry only the running braille page number (placed at the end of line 25—each preceded by the letter *p* without the letter indicator), (3) all authors, with their degrees and affiliations, and all copyright owners and dates are included on the title page. This requirement often necessitates a *supplemental title page* (see *BF* Rule 2§3), (4) inclusive preliminary and text braille page numbers, and inclusive print page numbers (both roman and arabic) are listed on the title page, and, (5) the page numbers on the contents page reflect the *print* page numbers.

**19.2b Title page.** Information for a braille title page is gleaned from the print title page and the page that is usually on the back of the title page that contains cataloging, copyright, and other publication data. Most braille books will consist of more than one volume. *Every volume must have a title page.* The order and form of presenting the information needed for a title page may vary with the particular publisher, library, or transcribing group. The Library of Congress requires that the certification manuscript be brailled using literary-style pagination and that the title page contain the following information listed in the following order:

- the book title (fully capitalized)
- subtitle and/or series name (if any)
- author (fully capitalized)
- publisher with first or principal address, city and state only (if given)
- copyright and reproduction notices
- ISBN
- year of braille transcription
- name of transcriber, organization affiliation and address (city and state only)
- total number of braille volumes (in arabic numbers)
- number of the particular volume (in arabic numbers)
- inclusive braille pages (both preliminary and text)

Usually all of the above mentioned items can be listed on one braille page. Following are two model title pages, formatted as they should appear in braille, that illustrate the form *required by the Library of Congress for trial manuscripts*; other agencies may have different requirements. The first example shows a book with a 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 is in ten volumes—thus requiring many more lines than the second example. If there is more information than can fit on one page, the rules as stated in *Braille Formats* Rule 2§3 must be followed.

<p>CROSSING OVER TO THE p1  GOLDEN LAND—CALIFORNIA  Traversing the Donner Pass  New World Series</p> <p>By  BRET WOLTHAN  SUSAN FIELDS  GEORGE STIENMETZ</p> <p>Published by  Melbourn and Trimble, Inc., New York  © Copyright 1995 by Bret Wolthan,  Susan Fields, and George Stienmetz  Further reproduction or distribution in other  than a specialized format is prohibited.  Transcription of ISBN: 0-7987-4411-8</p> <p>Transcribed 2008 by  Harry Hiram  Volunteer Braille Services  New York, NY  In 10 Volumes  Volume 2  Braille pages p1-p3 and 83-164</p>
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<p>TIME OF TERROR p1</p> <p>STEVEN LOGAN</p> <p>Published by  John H. Townsend &amp; Sons, Inc.  Fredericksville, Ohio  Copyright© 1990 by  Steven Logan</p> <p>Further reproduction or distribution in other  than a specialized format is prohibited.  Transcription of ISBN 0-19-569876-4</p> <p>Transcribed 2008  By  Harry Hiram  Volunteer Braille Services  New York, New York</p> <p>In 1 Volume  Braille pages p1-p6 and 1-79</p>
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[The brailled versions of the two title pages shown on the previous page can be found at the back of *Drills Reproduced in Braille*.]

**19.2b(1) Centering lines (title page).** The Library of Congress requires that each line be centered on the title page of the certification manuscript. Other agencies may ask that all items on a title page start at the left margin. When centering, if any line fills an odd number of cells, the extra blank cell should be placed on the right side of the information, thus making more room for a long title and the page number. With the exception of the first line, all the cells on a line may be used if necessary.

**19.2b(2) Blank lines (title page).** Ideally, the items on a title page should be grouped into the following units with a blank line between each:

- 1) title, subtitle, series name
- 2) author's name
- 3) publisher, copyright information, reproduction notice, ISBN
- 4) embossing date, transcriber's name, group affiliation and its address
- 5) volume number and page numbers

The title of the book is always listed on line 1 and the page numbers on line 25. If there is not enough information to fill out the page in this way, with one blank line between groupings, place the word *By* on the line above the transcriber's name. If necessary two blank lines may be left between groupings, starting at the bottom of the page. In other words, if you had five extra lines, you would leave one blank line between groups 1 and 2, 2 and 3, 3 and 4, and 2 blank lines between groups 4 and 5.

When there is more information than will allow for blank lines between each of the groupings mentioned above, condense the information by placing the word *by* on the same line as the date of the transcription. Another line can be saved, if space permits, by combining the publisher's information (see [19.2b\(6\) below](#)). If even more lines are needed, some of the blank lines that separate the groupings may be deleted, starting at the bottom of the page.

All lines on a title page may be utilized except two. There must be a blank line left between the title (and subtitle if there is one) and the author's name, and another between the author's name and the following publishing information.

When books (usually textbooks) have more authors or editors than can fit on one title page, follow the rules in *Braille Formats* (Rule 2§3) for formatting a supplemental title page.

**19.2b(3) Capitalization (title page).** Only the title (not the subtitle) and the author's name are brailled in full capitals. To fully capitalize compound names, such as McMillian, see [2.1](#).

**19.2b(4) Title and subtitle (title page).** The title and subtitle should be brailled on consecutive lines. Fully capitalize the title, but not the subtitle. 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, in single capitals.

**19.2b(5) Authors (title page).** If a book has two or more authors, the name of each author should be brailled in full capitals on consecutive lines. If a title page is very full, authors' names can be joined by the word *and* and placed on the same line. If space will not permit the listing of all the authors on the title page, see *Braille Formats* Rule 2§3. 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.

- Note: You were told in 8.1e that when the word *by* occurs at the end of a braille line and there is room to spell it out, it is preferable to contract it and join it to the next word on the next line. On a title page, however, when the lines are centered, it is often clearer to spell out the word *by*. Whether you choose to contract and join or to spell it out, treat the word in the same way wherever it occurs on the title page (with publisher, copyright and transcriber information).

**19.2b(6) Publishers (title page).** 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. If space permits, all of this information may be placed on one line. Example:

Published by Random House, Inc., New York

**19.2b(7) Permission from publishers (title page).** 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. When permission is not sought, 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.** This statement must appear on the title page of the trial manuscript since students enrolled in this course are working under the auspices of the National Library Service.

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 NLS (see p. xii) and is available at [www.loc.gov/nls/reference/facts-cop.html](http://www.loc.gov/nls/reference/facts-cop.html). Further information on how to transcribe copyright and reproduction notices can be found in *Braille Formats*, Rule 2§2c(5).

**19.2b(8) Copyright (title page).** For books prepared using literary-style pagination 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. Ignore expressions of reservation of rights such as *All rights reserved*.

If the copyright symbol (©) occurs on the print title page use the braille symbol (⠠⠨⠠), placed and spaced as in print. Follow print if both the word and the symbol are shown.

**19.2b(9) ISBN (title page).** When shown in print, the ISBN (International Standard Book Number), the SBN (Standard Book Number), or the ISSN (International Standard Serial Number), is placed on the line immediately 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. Example:

Transcription of  
ISBN-10: 0-4583-6578-8  
ISBN-13: 654-0-4583-6578-8

**19.2b(10) Transcriber's group affiliation (title page).** List the year that the transcription was completed and the transcriber's name 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 only the transcriber's city and state if there is no group affiliation.

**19.2b(11) State abbreviations (title page).** Follow print for the publisher's state (if given) whether abbreviated or spelled out. Spell out or use the same kind of abbreviation (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. Use the two-letter state abbreviations for the others.

**19.2b(12) Volume and page numbers (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 1 Volume** (instead of "Volume 1").

The numbers of the braille pages contained in the volume are brailled on the last line of the page, preceded by the words **Braille pages**. The numbers of the preliminary pages, each preceded by the letter *p* without the letter indicator, are followed by the arabic numbered pages. Of course, these page numbers cannot be filled in until the volume is completed and the page numbers known.

**19.2c Dedication page.** If the print text includes a dedication, it should be centered vertically on a new braille page in the *first volume only*. The lines may be centered, indented as a paragraph, or blocked at the left margin in accordance with print placement. Do not braille the word *Dedication* as a title if it is not shown in print. Ignore special typefaces unless needed for emphasis or distinction.

**19.2d 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 in the text. This list is partial and suggestive. The transcriber should use 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 located following the title page and the dedication (if there is one). (Note that composition signs are not listed on the Special Symbols page.)

- Symbols used in foreign words and phrases such as: *the accent symbol, Spanish punctuation marks, non-Latin letter indicator, the letter indicator used with non-Latin alphabets, and special symbols for accented letters*
- *asterisk*
- *ditto mark*
- *page number repetition or omission symbols*
- *symbols used for poetic scansion*
- *pronunciation symbols*
- *print symbol indicator*
- *termination symbol*
- *transcriber's note symbol* (only when the termination symbol is used in the same volume)
- *symbols from other codes such as Computer Braille Code symbols used in electronic addresses*
- *any symbols especially devised or assigned special usage by the transcriber*
- *symbols for crosshatch, copyright, ampersand, and other infrequently used symbols (familiar symbols such as the dollar sign need not be listed)*

Follow these steps when preparing a special symbols page:

- Begin a new braille page and center the heading **SPECIAL SYMBOLS USED IN THIS VOLUME** on lines 3 and 4, followed by a blank line.
- If more than one page is required, start a second page with the heading **SPECIAL SYMBOLS (cont.)** centered on line 2 *without a blank line following*.
- List the symbols in the order found in that volume.
- When three or more symbols fall into a category, group them together under an appropriate cell-5 heading and place them first on the page. Miscellaneous symbols are then grouped together under the heading **Other Symbols**. Note that this differs from the brailled version of a special symbols page in Appendix A of *EBAE*, where the categories "Greek" and "Computer Braille Code" are listed after the other symbols.
- 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.
- When a listed symbol contains only right-hand dots or only dots in the middle and/or lowest rows of the cell (such as the accent or termination symbols) enclose the dot numbers in parenthesis following the symbol and a space. Multiple-celled symbols, such as the symbol for "inches" (⠠⠠⠠⠠⠠⠠), are considered as whole units. Since there is an upper dot in the first cell, the symbol does not need to be described in dot numbers.

Example: [Note that, except for proper nouns, capital letters and periods are not used for listed items. The brailled version of the following Special Symbols page can be found at the back of *Drills Reproduced in Braille.*]

RUNNING HEAD	p2
<b>SPECIAL SYMBOLS USED IN THIS VOLUME</b>	
Computer Braille Code Symbols	
⠠⠠⠠	beginning computer code symbol
⠠⠠⠠	ending computer code symbol
⠠⠠	colon
⠠⠠	slash
Greek	
⠠⠠	(2) non-Latin letter indicator; precedes a Greek letter
⠠⠠	(56) letter indicator; precedes a Greek word or ends a Greek passage
⠠⠠⠠	(56, 56) double letter indicator; precedes a Greek passage of more than three words
Other Symbols	
⠠⠠⠠	copyright symbol
⠠⠠⠠	slash between words
⠠⠠⠠	inch
⠠⠠⠠	(6, 3) termination symbol
⠠⠠⠠	(6, 3) transcriber's note symbol

**19.2e 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.

Follow these steps to prepare a transcriber's notes page:

- Beginning on a new braille page, center the heading **TRANSCRIBER'S NOTES** on line 3.
- 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 symbols to enclose notes on a transcriber's notes page.

**19.2f 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. Each subsequent volume then includes only that portion of the print contents that is contained in that particular volume.

When using *literary-style pagination*, substitute the appropriate braille page number for the page number shown in the print table of contents. Thus, the transcriber will have to wait until the transcription is complete to fill in the page numbers.

Do not create a contents page for a book that does not have one. Do not add items to the contents page that do not appear in print.

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 have not been included in the braille edition, omit them from the braille contents page. These 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.

If material that is mentioned on the print contents page has been rearranged in the braille text, the braille table of contents must reflect the new arrangement. For contents pages that have a very complex format, consult Rule 2 in *Braille Formats*.

Following is a typical contents page.

<i>Contents</i>	
FOREWORD	iii
PREFACE	vi
<i>I. Where Am I? .....</i>	3
<i>II. Is This Really Kansas? .....</i>	22
<i>III. The Last Great Days On the Prairie .....</i>	48
<i>IV. Never Again! .....</i>	74
<i>Author's Note .....</i>	122

**19.2f(1) Contents page for the first volume of a multivolume braille edition.** Following is the same contents page as it would appear in braille in the first braille volume. Note that braille page numbers have been substituted for print page numbers. (Instructions for proper volume division are in [19.7](#).)



names, that heading should be placed at the left margin on the same line. If no such heading occurs in print, do not add one in braille.

- Line 7. Begin listing the content items (follow print) at the left margin with the braille page numbers 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 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.

**Major divisions.** 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.

**Guide dots.** 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 (see line 16). If there is not room for one blank cell between the end of the title and the page number, the title must be continued on the following line(s).

**Runover lines.** When a chapter heading takes more than one line, the runover lines are blocked in cell 3. The page number and guide dots (if used) 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.

**Listed contents.** When a main entry is followed by a subentry, all main entries start in cell 1 with runover lines starting in cell 5. The subentries start in cell 3 with runover lines in cell 7.

If it is necessary to end a volume within a chapter, when listing the contents for the next volume repeat the continuing chapter heading followed by the word **(cont.)**.

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.

**19.2f(2) Contents page for succeeding volumes.** The volume number is not included on this page. Using the model on the previous page:

- Line 1. Same
- Line 2. Same
- Line 3. Same
- Line 4. Same as line 6
- Line 5. Same as line 13 for Volume 2.  
Same as lines 16 - 18 for Volume 3.  
Same as lines 21 - 23 for Volume 4.  
Same as lines 4 - 6 (second page) for Volume 5.



**19.2g 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** 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.

**19.2h Other front matter.** The preliminary items listed in 19.2 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 19.3.

**19.2h(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*.

**19.2h(2) Accolades and reviews by other authors, newspapers, or journals.** Accolades (see 17.6c) and short reviews of the book are brailled in paragraph format with a blank line between each 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 19.9) 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.

**19.2h(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.

**19.2h(4) Acknowledgment of materials borrowed.** 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.

Do not confuse acknowledgments of borrowed materials with an author's personal words of thanks, which are also often entitled *Acknowledgments*. (See [19.3c](#))

**19.2h(5) Poetry and epigraphs.** When in print such items 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 rules in [18.2](#).

An *epigraph* is a short introductory statement, often a quotation or motto placed at the beginning of a book, 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 note italics unless needed for emphasis or distinction. For epigraphs at the beginning of each chapter see [19.5](#).

Poetry, epigraphs, quotations, and the like should be paginated as a preliminary page if they fall before the table of contents or before the beginning of text pages (see below). If they occur after the beginning of the text pages, they are paginated as text pages.

### **19.3 Text Pages [*BF* Rule 1§14.b, Rule 2§1]**

Preliminary pages, numbered as "p" pages, must come first in a braille volume. Text pages, with arabic numbering, follow. They start with the first page upon which narrative text is found. This may be a preface, introduction, foreword, author's note, etc.

A summary to help determine the order of preliminary pages and text pages is located in [19.4](#)

**19.3a Page numbering of text pages.** In literary-style pagination, arabic numbering starts on the first page of text and continues throughout all volumes, including any end matter such as an epilogue or information about the author. Therefore, in the first volume following the preliminary pages, the first page of text will be numbered arabic 1 (⠠⠑) placed at the end of line 1.

**19.3b First page of text.** Following the braille preliminary pages, the text pages are brailled *in the order in which they appear in print*. So, the first page of text may be the first page of an introduction, acknowledgments, a preface—or it might be the first page of the first chapter. If there is both an introduction and a preface, for instance, braille them in the print order. There is one exception to this rule: if a narrative piece, such as a preface, 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*.

*There are only two pages in a braille volume that do not carry a running head—the title page and the first page of text.*

In every braille volume, starting on a new braille page, instead of a running head on the first page of text, place the complete book title, subtitle (if any), and series name (if any). The unabbreviated book title is brailled in full capitals and centered on the first line or lines. If the book has a subtitle, it is placed on the next line with only the first letter of the first word and other principal words capitalized. Leave at least three blank cells at the beginning and end of each 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 heading or the text that follows.

### **19.3c Preface, foreword, prologue, introduction, author's personal acknowledgments.**

When such items are shown in print, 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.

## **19.4 Summary: Order of Preliminary and Text Pages**

To determine the order of braille preliminary and text pages follow these steps:

- Look carefully at all of the print pages that precede the start of the first chapter and determine which should be considered the beginning of "text" pages in braille. (See [19.3b](#))
- Note which of the items in the list in [19.2](#) are pertinent to your book and list them on a sheet of paper in the order prescribed.
- Note all other print preliminary pages (see [19.2h](#)) prior to the beginning of text (if any), and continue listing each of those in the order in which they appear in the print book.
- If a narrative piece, such as a preface, is located before a table of contents, transpose the two, but do not add to or change the contents page. The preface then becomes the first page of text. Only narrative pieces 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.
- Consecutively number all items that follow the beginning of text in arabic numbers, including poetry, epigraphs, etc.
- Ignore print pages that simply repeat the title.

## 19.5 Book Broken into Units [*BF* Rule 1§13c(3)]

Whenever print uses an entire page for a unit heading (such as *Part I*), this page should be omitted in braille. Such a 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 or foreign.

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.

## 19.6 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. Formatting must be consistent throughout a book. If any chapter heading in a book is too long to be placed on the same line with the chapter number, then all chapters should have the chapter number centered on one line and the chapter title centered on the next.

Start the first chapter of a book on a new braille page. When following chapters end in the middle of a braille page, the next chapter should start on that same page as long as there is room for the chapter heading with its preceding and following blank lines and *at least one line* of braille text. When a new chapter starts at the top of a braille page, a blank line is left between the running head and the chapter heading.

When a braille volume ends in the middle of a chapter, the first page of text in the following volume should carry, first, the full title of the book (no running head), followed by a blank line and the centered chapter heading followed by the word **(cont.)**.

Example:

[Assume that the following example is the first page of text, and that in print "Part I" is on a page by itself.]

**PART I**

**RAW WINDS AND UNSTEADY SEAS  
The Story of Marvin Steele**

Chapter 1  
THE JOURNEY HOME

*"Home is the place where when you have  
to go there They have to take you in."*

Marvin Steele was a man much like his name, hard, cunning, crafty when dealing with others. Still it was . . .

Braille representation of the text above, including the quote and the paragraph about Marvin Steele.

**19.7 Volume Size and Division**

The ideal place for a volume division is at the end of a chapter or other unit of the text. When this is not possible, division should be made at a point where there is a logical break in context or thought. Do not divide in the middle of a paragraph, no matter how long that paragraph may be.

The optimal size of a braille volume is one hundred pages, but may vary between approximately ninety and one hundred and ten pages (a page, in this instance, refers to an actual piece of paper, not to braille page numbers). If the total number of pages exceeds a hundred and fifteen, divide the book into two volumes. Because of the bulk of a braille volume, division should always favor smaller volumes. The variation between any two volumes in the same book should not exceed fifteen pages. Remember to include the preliminary pages in the count.

To determine in advance the number and length of braille volumes, use the following formula:

- a) Braille 50 full pages of braille. Include preliminary pages in this count only if they are full, or nearly so.
- b) 50 braille pages equal \_\_\_\_ print pages.
- c) The total number of print pages in the book is \_\_\_\_.
- d) Divide the total number of print pages by the answer in line (b). This will determine the number of braille half-volumes.
- e) For an estimate of the number of full braille volumes, divide the answer in (d) by 2.

## 19.8 Appendixes, Glossaries, Bibliographies, Indexes, Etc.

When such items are shown in print they should be reproduced in braille unless the sponsoring agency directs otherwise. Each one begins a new braille page with the heading as shown in print centered on the third line. Leave a blank line to separate the heading from the following text.

Consult *Braille Formats* for the correct braille formats to be used for glossaries and indexes. Books containing such end matter are transcribed using textbook-style pagination.

## 19.9 End-of-Volume and End-of-Book Indication

The Library of Congress requires an end-of-volume indication on the certification manuscript. Other agencies may not have this requirement.

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 volume number (such as END OF VOLUME 4) are centered below the last line of braille on the last page of each volume except the final one. In the final volume, only the words **THE END** are used.

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 another page.

### 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 (not LESSON 19). *Use literary-style pagination.*

When preparing the title page, assume that this book will consist of four volumes, and that Volume 1 will end with braille page 74.

A special symbols page will be required for this transcription. There is no need for a transcriber's notes page.

On the braille contents page, under Volume 1, you will only be able to list braille page numbers for the author's note and the first chapter. Therefore, following Chapter 1, instead of brailleing Volume 2, use the heading **Following Volumes**. Then list the remaining chapters. Use guide dots following the chapter names but leave the place for the page numbers blank.

You can tell by the print page numbers on the table of contents page that the braille page numbers will require three cells and you should choose the running head accordingly.

Since this is only a portion of a book, do not use an end-of-volume or end-of-book indicator on the last page.

*In the Shadow of a Rainbow*

*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*

*By Robert Franklin Leslie:*

READ THE WILD WATER

HIGH TRAILS WEST

THE BEARS AND I

WILD PETS

*For younger readers:*

WILD BURRO RESCUE

WILD COURAGE



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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

AUTHOR'S NOTE

drive to find the wolf and her pack before trappers and bounty hunters could destroy them reached unique proportions. 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*

**A**long 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,

## IN THE SHADOW OF A RAINBOW

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

*Náhani of Nakinilerak*

—and smaller—along bedrock riffles beneath everything from a two-foot overburden of glacial mica up to mountainous 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

IN THE SHADOW OF A RAINBOW

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 *Náhani*?” Greg asked.

Charley spat into the fire. “You say *Náhani*,” he said. “Accent on the *Ná*.”

“I don’t give a rusty damn how you say it. Who the devil is *Náhani*?”

“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 expression for a reaction.

*Náhani of Nakinilerak*

“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



## IN THE SHADOW OF A RAINBOW

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.

## ***Lesson 20***

### ***The Trial Manuscript and Certification***

Upon completion of Lesson 19 the student has been introduced to all of the rules of literary braille. In order to demonstrate that the rules have been mastered and to achieve national certification, the student is now asked to prepare and submit a manuscript to the Library of Congress.

#### **20.1 In General**

The certification manuscript must consist of at least thirty-five full braille pages, including preliminary pages, taken from a general reading book. Several partial pages adding up to twenty-five braille lines count as one page. If a transcription includes a dedication page that contains less than twenty-five braille lines but all other pages are full, thirty-six braille pages must be submitted.

Just as with the lessons in this instruction manual, the manuscript must be prepared using a braillewriter, a slate and stylus, or a computer using a direct-input braille program. Manuscripts prepared using translation programs, where the print material is scanned and converted to braille, are not permitted.

This is a test of the rules of literary braille format. Consequently, a manuscript prepared using textbook-style pagination will not be accepted.

All manuscripts must be submitted in single-sided embossed form. Interpoint (braille on both sides of the page) will not be accepted, nor will computer disks or simulated braille. If the copy has been produced on a computer and embossed, remove all sprocket strips, separate and collate the pages, and remove all blank pages. The manuscript should be submitted so that it is ready to read. It is not necessary, but it may be bound with a spiral binding. Thermoformed copies of the manuscript will not be accepted. It is highly recommended that, if possible, the student keep a thermoformed copy of a manuscript that was prepared on a braillewriter.

A copy of the print book used for the certification manuscript, or photocopies of the pages transcribed including all of the preliminary pages contained in the print copy, should accompany the manuscript. The print copy will be returned along with the evaluation report and the original braille pages.

#### **20.2 Choosing a Book for the Manuscript**

The book selected for the manuscript should not be so technical in nature that the student must concentrate on technicalities rather than on producing neat and accurate braille. On the other hand, it must not be so rudimentary that it does not present average vocabulary and sentence structure. The book chosen for the manuscript *must contain a table of contents* and use a level of vocabulary approximately equal to a high school text.

The manuscript should resemble a complete braille book as closely as possible. It should be transcribed using a 40-cell braille line and a running head. When the required number of pages have been transcribed, end at a logical place such as at the end of a

paragraph. Points will be deducted if the manuscript ends in the middle of a sentence. The words **THE END** should be placed on the last page in the prescribed manner.

### 20.3 Formatting the Book

Formatting or structuring are terms used for carefully perusing and making decisions as to how to handle the basic braille layout of the book. It is very important that this be done for every book before starting to braille. Structuring ensures consistency throughout a braille version. When structuring the book that you have chosen for the manuscript, look for such things as dialect, special typefaces, foreign words and phrases, quoted material, preliminary page setup, headings, graphs, tables, etc. Decide how you are going to handle each item *before* you start to braille. Also decide upon the running head and centered or cell-5 headings. If there are items in the book that you are not comfortable with, such as maps or flowcharts, choose a different book for the manuscript.

### 20.4 Beginning Pages

All pages at the beginning of a book, such as a dedication, acknowledgments, preface, author's note, foreword, table of contents, introduction or prologue, should be included in the braille transcription—with one exception. None of the items discussed under [19.2\(g\) Cover/Jacket Material](#) are to be included in the manuscript.

The title page should be prepared following the instructions in Lesson 19 with each line centered. After certification, future title pages should be prepared at the direction of the agency for which the transcriber works.

If the student is affiliated with a transcribing group, that group's name is listed on the title page, as shown in the example in [19.2b](#). If the student has no group affiliation, only the transcriber's city and state are listed.

Because the manuscript is a facsimile of a complete book, place the words **In 1 Volume** instead of Volume 1 on the title page. The contents page should contain only the chapters and pages that actually appear in the thirty-five pages of the manuscript. Do not braille the entire table of contents.

A special symbols page and a transcriber's notes page should be included if appropriate.

Start the first chapter on a new braille page, and do not divide words between lines.

### 20.5 Accuracy and Neatness

A high degree of accuracy and neatness is expected of the student in the preparation of the certification manuscript. Accuracy includes a thorough and exact reproduction of the print text with respect to wording, spelling, punctuation, the correct formation of braille characters, the proper use of contractions, the correct application of all rules of braille transcribing, the proper division of words, and the use of correct braille formats. Neatness includes uniformly clear dots, evenly spaced lines, and the absence of extensive or poorly made erasures. If an error has been made in page numbering, the appropriate pages must be repeated. Manuscripts containing a repetition or omission sign will not be accepted.

Omission or repetition of part of the text is undoubtedly the most serious error that can occur because it results in material that is often incomprehensible to the reader. As

such an error is most likely to occur when the same word or words appear on two consecutive print lines, you are cautioned to guard against losing your place in the print copy, thereby either omitting the second line or repeating the first line.

## 20.6 Erasures

If the grader of the manuscript can feel an erasure, it will be counted as an error. Therefore, erasures should be resorted to only rarely. Follow the directions for erasing as presented in the *General Course Instructions* at the beginning of this book.

## 20.7 Editing

It is the job of the transcriber to duplicate the print copy as faithfully as possible. The transcriber is in no sense an editor and should not seek to substitute his or her judgment for that of the author as to what constitutes correct usage. This is especially true for capitalization, punctuation, and hyphenation — where there is wide variation in practice among writers and publishers. The author must be permitted his idiosyncrasies in such matters. George Bernard Shaw often used simplified spelling and omitted periods after many abbreviations.

There are occasions in print (just as in braille) when errors do occur, and these the transcriber should correct; however, this should be done with great circumspection. In correcting spelling, for example, be sure that what is shown is not simply an alternate or archaic spelling. For example, in the sentence, *Teh farmer sold his milch cows*, it is clear that the *e* and *h* in the word *the* have been reversed and should be corrected. However, although the word *milch* is archaic, it was the author's choice and should not be changed to *milk*.

## 20.8 Proofreading

The certification manuscript should be the work of the student and no one else. While preparing the manuscript, the pages should be proofread as they are brailled. After brailing seven to ten pages they should be proofread again. When the manuscript is finished, it is suggested that it be left alone for at least a week. The final proofreading, after the student has had a rest from the material, should expose any remaining errors. If the manuscript is generated by a computer, the pages should be carefully proofread *after* embossing.

The work *should not* be proofread by anyone other than the student. The trial manuscript is a test of the student's knowledge and ability, not of anyone else's proofreading skills.

## 20.9 A Letter to the Grader

A letter, in braille, to the grader from the student should accompany every manuscript. In the letter tell the grader what dictionary was used as well as anything unusual that was encountered in print such as format irregularities, dialect, or unusual foreign names. If any editing (see [Editing](#), above) was done, this too should also be explained. Do not

include these explanations on a transcriber's notes page. The letter is not to be counted as part of the thirty-five-page manuscript. Points will not be deducted for errors in the letter.

## 20.10 Mailing the Manuscript

Instructions for mailing the manuscript are on [page xvi](#) of the General Course Instructions.

## 20.11 Grading

The following system for grading manuscripts has been adopted. A perfect manuscript will be given a grade of 100. A grade of 80 is required for certification. The list below shows how points will be deducted for errors. If the same error in the use or omission of contractions occurs consistently with respect to the same word, it will be counted only once. Format errors may sometimes be counted together as a single error. Otherwise, each error will be counted separately.

### Errors and Points

Contractions omitted or misused:	2
Characters misformed (including added or omitted dots):	1
Incorrect division of words:	2
Letters inserted or omitted:	2
Text omitted or repeated:	3
Spacing errors:	2
Format irregularities:	2
Omitted or inserted punctuation or composition signs:	2
Erasures, if detected:	2

If the score on the first manuscript is between 75 and 79, the student will be asked to submit a second manuscript of twenty-five pages. If a successful score has still not been reached after a third try, the student is directed to wait twelve months and retake the transcribing course before submitting a final fourth manuscript.

## 20.12 Appealing the Test Results

If a student feels that points were deducted erroneously, a print or braille letter should be sent to: Manager of Braille Programs, National Federation of the Blind, 1800 Johnson Street, Baltimore, MD 21230. Along with the letter, send the pertinent braille pages of the manuscript and the corresponding print pages.

## 20.13 Certification

Upon successful completion of the manuscript, a *Certificate of Proficiency in Braille Transcribing* signed by the Librarian of Congress and the Director of the National Library Service for the Blind and Physically Handicapped will be awarded. Library of Congress certification is a symbol recognized worldwide and something to be very proud of. GOOD LUCK!

# Appendix A

## Reading Practice

### LESSON ONE

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

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- or six-act play.

### LESSON 3

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 onomatopoeic.

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 6-week-old puppy.

Dragonflies dazzle visitors at New York's Natural Museum [exhibit July 19-27].

## LESSON 4

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

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

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. I am surprised that you are still planning that trip.
15. This is terrible! How will we get out?
16. "Shall we waltz?" he asked softly.
17. People who are overweight need light diets and lots of exercise.
18. Following the dynamite blast, the mud oozed down the hillside.

## LESSON 7

### 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

### 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 a la Gregory."

## LESSON 9

### 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

### 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. Downstairs 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

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

## Alphabetic Index of Braille Symbols

### Alphabet and Numbers

#### For Braillewriter

1 a ⠁	2 b ⠃	3 c ⠉	4 d ⠙	5 e ⠑	6 f ⠋	7 g ⠎	8 h ⠊	9 i ⠊	0 j ⠏
k ⠅	l ⠇	m ⠍	n ⠝	o ⠕	p ⠏	q ⠒	r ⠗	s ⠎	t ⠞
u ⠥	v ⠺	w ⠺	x ⠭	y ⠽	z ⠵				

#### For Slate

In the following chart, dot configurations for the slate appear as they are produced, and are thus a mirror image of the dots as they are read or produced on a braillewriter.

1 a ⠁	2 b ⠃	3 c ⠉	4 d ⠙	5 e ⠑	6 f ⠋	7 g ⠎	8 h ⠊	9 i ⠊	0 j ⠏
k ⠅	l ⠇	m ⠍	n ⠝	o ⠕	p ⠏	q ⠒	r ⠗	s ⠎	t ⠞
u ⠥	v ⠺	w ⠺	x ⠭	y ⠽	z ⠵				

### Contractions, Word Signs, and Short-Form Words

	Writer	Slate		Writer	Slate
about	⠁⠃⠕⠗⠏	⠁⠃⠕⠗⠏	again	⠁⠗⠁⠎	⠁⠗⠁⠎
above	⠁⠃⠕⠑	⠁⠃⠕⠑	against	⠁⠗⠁⠎⠗	⠁⠗⠁⠎⠗
according	⠁⠃⠇⠔⠗⠊⠑	⠁⠃⠇⠔⠗⠊⠑	ally	⠁⠗⠗⠏	⠁⠗⠗⠏
across	⠁⠃⠗⠔⠑	⠁⠃⠗⠔⠑	almost	⠁⠗⠇⠔⠑	⠁⠗⠇⠔⠑
after	⠁⠗⠞⠑	⠁⠗⠞⠑	already	⠁⠗⠗⠁⠗⠇⠏	⠁⠗⠗⠁⠗⠇⠏
afternoon	⠁⠗⠞⠔⠗⠏	⠁⠗⠞⠔⠗⠏	also	⠁⠗⠔⠑	⠁⠗⠔⠑
afterward	⠁⠗⠞⠔⠗⠔⠗⠔	⠁⠗⠞⠔⠗⠔⠗⠔	although	⠁⠗⠗⠔⠗⠔⠗⠔	⠁⠗⠗⠔⠗⠔⠗⠔

	Writer	Slate
altogether	⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠
always	⠠⠠⠠⠠	⠠⠠⠠⠠
ance	⠠⠠⠠	⠠⠠⠠
and	⠠⠠	⠠⠠
ar	⠠⠠	⠠⠠
as	⠠⠠	⠠⠠
ation	⠠⠠⠠	⠠⠠⠠
<hr/>		
bb	⠠⠠	⠠⠠
be	⠠⠠	⠠⠠
because	⠠⠠⠠	⠠⠠⠠
before	⠠⠠⠠	⠠⠠⠠
behind	⠠⠠⠠	⠠⠠⠠
below	⠠⠠⠠	⠠⠠⠠
beneath	⠠⠠⠠	⠠⠠⠠
beside	⠠⠠⠠	⠠⠠⠠
between	⠠⠠⠠	⠠⠠⠠
beyond	⠠⠠⠠	⠠⠠⠠
ble	⠠⠠	⠠⠠
blind	⠠⠠⠠	⠠⠠⠠
braille	⠠⠠⠠⠠	⠠⠠⠠⠠
but	⠠⠠	⠠⠠
by	⠠⠠	⠠⠠
<hr/>		
can	⠠⠠	⠠⠠
cannot	⠠⠠⠠	⠠⠠⠠
cc	⠠⠠	⠠⠠

	Writer	Slate
ch	⠠⠠	⠠⠠
character	⠠⠠⠠	⠠⠠⠠
child	⠠⠠	⠠⠠
children	⠠⠠⠠	⠠⠠⠠
com	⠠⠠	⠠⠠
con	⠠⠠	⠠⠠
conceive	⠠⠠⠠⠠	⠠⠠⠠⠠
conceiving	⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠
could	⠠⠠⠠	⠠⠠⠠
<hr/>		
day	⠠⠠⠠	⠠⠠⠠
dd	⠠⠠	⠠⠠
deceive	⠠⠠⠠⠠	⠠⠠⠠⠠
deceiving	⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠
declare	⠠⠠⠠⠠	⠠⠠⠠⠠
declaring	⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠
dis	⠠⠠	⠠⠠
do	⠠⠠	⠠⠠
<hr/>		
ea	⠠⠠	⠠⠠
ed	⠠⠠	⠠⠠
either	⠠⠠⠠	⠠⠠⠠
en	⠠⠠	⠠⠠
ence	⠠⠠⠠	⠠⠠⠠
enough	⠠⠠	⠠⠠
er	⠠⠠	⠠⠠
ever	⠠⠠⠠	⠠⠠⠠

	Writer	Slate
every	⠠⠑⠚⠞⠞⠞	⠠⠑⠚⠞⠞⠞
father	⠠⠋⠁⠞⠊⠞⠑⠗	⠠⠋⠁⠞⠊⠞⠑⠗
ff	⠠⠋⠋	⠠⠋⠋
first	⠠⠋⠊⠞⠎⠞	⠠⠋⠊⠞⠎⠞
for	⠠⠋⠑⠗	⠠⠋⠑⠗
friend	⠠⠋⠗⠊⠎⠞⠊⠞	⠠⠋⠗⠊⠎⠞⠊⠞
from	⠠⠋⠗⠑⠞	⠠⠋⠗⠑⠞
ful	⠠⠋⠞⠊⠞	⠠⠋⠞⠊⠞
gg	⠠⠋⠋	⠠⠋⠋
gh	⠠⠋⠞	⠠⠋⠞
go	⠠⠋⠑	⠠⠋⠑
good	⠠⠋⠑⠔⠗	⠠⠋⠑⠔⠗
great	⠠⠋⠗⠊⠞⠞⠑⠞	⠠⠋⠗⠊⠞⠞⠑⠞
had	⠠⠋⠁⠔	⠠⠋⠁⠔
have	⠠⠋⠑⠑	⠠⠋⠑⠑
here	⠠⠋⠑⠗⠑	⠠⠋⠑⠗⠑
herself	⠠⠋⠑⠗⠎⠊⠞	⠠⠋⠑⠗⠎⠊⠞
him	⠠⠋⠊⠞	⠠⠋⠊⠞
himself	⠠⠋⠊⠞⠎⠊⠞	⠠⠋⠊⠞⠎⠊⠞
his	⠠⠋⠊⠎	⠠⠋⠊⠎
immediate	⠠⠋⠊⠞⠊⠞⠊⠞⠊⠞	⠠⠋⠊⠞⠊⠞⠊⠞⠊⠞
in	⠠⠋⠊	⠠⠋⠊
ing	⠠⠋⠊⠞	⠠⠋⠊⠞
into	⠠⠋⠊⠞⠞	⠠⠋⠊⠞⠞
it	⠠⠋⠞	⠠⠋⠞

	Writer	Slate
its	⠠⠊⠞⠎	⠠⠊⠞⠎
itself	⠠⠊⠞⠎⠊⠞	⠠⠊⠞⠎⠊⠞
ity	⠠⠊⠞⠞⠊⠞	⠠⠊⠞⠞⠊⠞
just	⠠⠊⠞⠎	⠠⠊⠞⠎
know	⠠⠊⠞⠞⠑	⠠⠊⠞⠞⠑
knowledge	⠠⠊⠞⠞⠑⠞⠞⠊⠞	⠠⠊⠞⠞⠑⠞⠞⠊⠞
less	⠠⠊⠞⠎⠎	⠠⠊⠞⠎⠎
letter	⠠⠊⠞⠞⠑⠞	⠠⠊⠞⠞⠑⠞
like	⠠⠊⠞⠊	⠠⠊⠞⠊
little	⠠⠊⠞⠞⠊⠞	⠠⠊⠞⠞⠊⠞
lord	⠠⠊⠞⠞⠗	⠠⠊⠞⠞⠗
many	⠠⠊⠞⠞⠊	⠠⠊⠞⠞⠊
ment	⠠⠊⠞⠞⠞	⠠⠊⠞⠞⠞
more	⠠⠊⠞⠞	⠠⠊⠞⠞
mother	⠠⠊⠞⠞⠑⠞	⠠⠊⠞⠞⠑⠞
much	⠠⠊⠞⠞⠞	⠠⠊⠞⠞⠞
must	⠠⠊⠞⠞⠞	⠠⠊⠞⠞⠞
myself	⠠⠊⠞⠞⠞⠞	⠠⠊⠞⠞⠞⠞
name	⠠⠊⠞⠞⠞	⠠⠊⠞⠞⠞
necessary	⠠⠊⠞⠞⠞⠞⠞	⠠⠊⠞⠞⠞⠞⠞
neither	⠠⠊⠞⠞⠞⠞	⠠⠊⠞⠞⠞⠞
ness	⠠⠊⠞⠞⠞	⠠⠊⠞⠞⠞
not	⠠⠊⠞⠞	⠠⠊⠞⠞
o'clock	⠠⠊⠞⠞⠞⠞	⠠⠊⠞⠞⠞⠞
of	⠠⠊⠞⠞	⠠⠊⠞⠞

	Writer	Slate
one	⠠⠠	⠠⠠
oneself	⠠⠠⠠	⠠⠠⠠
ong	⠠⠠	⠠⠠
ou	⠠	⠠
ought	⠠⠠	⠠⠠
ound	⠠⠠	⠠⠠
ourselves	⠠⠠⠠⠠	⠠⠠⠠⠠
ount	⠠⠠	⠠⠠
out	⠠	⠠
ow	⠠	⠠
paid	⠠⠠	⠠⠠
part	⠠⠠	⠠⠠
people	⠠	⠠
perceive	⠠⠠⠠	⠠⠠⠠
perceiving	⠠⠠⠠⠠	⠠⠠⠠⠠
perhaps	⠠⠠⠠	⠠⠠⠠
question	⠠⠠	⠠⠠
quick	⠠⠠	⠠⠠
quite	⠠	⠠
rather	⠠	⠠
receive	⠠⠠	⠠⠠
receiving	⠠⠠⠠	⠠⠠⠠
rejoice	⠠⠠	⠠⠠
rejoicing	⠠⠠⠠	⠠⠠⠠
right	⠠⠠	⠠⠠

	Writer	Slate
said	⠠⠠	⠠⠠
sh	⠠	⠠
shall	⠠	⠠
should	⠠⠠	⠠⠠
sion	⠠⠠	⠠⠠
so	⠠	⠠
some	⠠⠠	⠠⠠
spirit	⠠⠠	⠠⠠
st	⠠	⠠
still	⠠	⠠
such	⠠⠠	⠠⠠
th	⠠	⠠
that	⠠	⠠
the	⠠	⠠
their	⠠⠠	⠠⠠
themselves	⠠⠠⠠	⠠⠠⠠
there	⠠⠠	⠠⠠
these	⠠⠠	⠠⠠
this	⠠	⠠
those	⠠⠠	⠠⠠
through	⠠⠠	⠠⠠
thyslf	⠠⠠⠠	⠠⠠⠠
time	⠠⠠	⠠⠠
tion	⠠⠠	⠠⠠
to	⠠	⠠

	Writer	Slate
today	⠠⠏⠗⠏⠗	⠠⠏⠗⠏⠗
together	⠠⠏⠗⠏⠗⠠⠒⠁⠑⠏⠑	⠠⠏⠗⠏⠗⠠⠒⠁⠑⠏⠑
tomorrow	⠠⠏⠗⠏⠗	⠠⠏⠗⠏⠗
tonight	⠠⠏⠗⠏⠗	⠠⠏⠗⠏⠗
under	⠠⠏⠗⠏⠗	⠠⠏⠗⠏⠗
upon	⠠⠏⠗⠏⠗	⠠⠏⠗⠏⠗
us	⠠⠏⠗	⠠⠏⠗
very	⠠⠏⠗	⠠⠏⠗
was	⠠⠏⠗	⠠⠏⠗
were	⠠⠏⠗	⠠⠏⠗
wh	⠠⠏⠗	⠠⠏⠗
where	⠠⠏⠗⠏⠗	⠠⠏⠗⠏⠗
which	⠠⠏⠗	⠠⠏⠗
whose	⠠⠏⠗⠏⠗	⠠⠏⠗⠏⠗
will	⠠⠏⠗	⠠⠏⠗
with	⠠⠏⠗	⠠⠏⠗
word	⠠⠏⠗⠏⠗	⠠⠏⠗⠏⠗
work	⠠⠏⠗⠏⠗	⠠⠏⠗⠏⠗
world	⠠⠏⠗⠏⠗	⠠⠏⠗⠏⠗
would	⠠⠏⠗⠏⠗	⠠⠏⠗⠏⠗
you	⠠⠏⠗	⠠⠏⠗
young	⠠⠏⠗⠏⠗	⠠⠏⠗⠏⠗
your	⠠⠏⠗⠏⠗	⠠⠏⠗⠏⠗
yourself	⠠⠏⠗⠏⠗⠏⠗	⠠⠏⠗⠏⠗⠏⠗
yourselves	⠠⠏⠗⠏⠗⠏⠗⠏⠗	⠠⠏⠗⠏⠗⠏⠗⠏⠗

## Punctuation and Composition Signs

	Writer	Slate		Writer	Slate
accent symbol	⠠	⠠	non-Latin letter indicator	⠠	⠠
apostrophe	⠠	⠠	number indicator	⠠	⠠
asterisk	⠠	⠠	omission sign	⠠	⠠
bracket, opening	⠠	⠠	parenthesis, opening	⠠	⠠
bracket, closing	⠠	⠠	parenthesis, closing	⠠	⠠
capital indicator	⠠	⠠	period	⠠	⠠
capital indicator, double	⠠	⠠	print symbol indicator	⠠	⠠
colon	⠠	⠠	question mark	⠠	⠠
comma	⠠	⠠	quotation mark, double opening	⠠	⠠
dash	⠠	⠠	quotation mark, double closing	⠠	⠠
dash, omission	⠠	⠠	quotation mark, single opening	⠠	⠠
ditto sign	⠠	⠠	quotation mark, single closing	⠠	⠠
ellipsis	⠠	⠠	repetition sign	⠠	⠠
emphasis indicator	⠠	⠠	slash	⠠	⠠
emphasis indicator, double	⠠	⠠	semicolon	⠠	⠠
exclamation point	⠠	⠠	termination symbol	⠠	⠠
guide dot	⠠	⠠	transcriber's note symbol, open and close	⠠	⠠
hyphen	⠠	⠠			
letter indicator	⠠	⠠			
line sign	⠠	⠠			

## QUICK REFERENCE CHART

### ALPHABET & NUMBERS

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

### PUNCTUATION

:	apostrophe
:	asterisk
:	bracket, open
:	bracket, close
:	colon
:	comma
:	dash
:	omission dash
:	ellipsis
:	exclamation point
:	hyphen
:	line sign
:	slash
:	parentheses, open & close
:	period
:	question mark

quotation marks:

:	double, open
:	double, close
:	single, open
:	single, close
:	semicolon

### COMPOSITION SIGNS

:	capital indicator
:	number indicator
:	letter indicator
:	emphasis indicator
:	accent symbol
:	termination symbol

### ALPHABET CT'NS

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

### WHOLE-WORD CT'NS

:	child	:	which
:	shall	:	out
:	this	:	still

### **OK with apostrophe**

can's    can't  
child's  
it's    it'd    it'll  
people's  
so's  
still's  
that's    that'd    that'll  
you'd    you'll  
you're    you've  
will's

### PART & WHOLE-WORD CT'NS

:	and	:	the
:	for	:	with
:	of		

### PART-WORD CT'NS

:	ar	:	ing
:	ble	:	ou
:	ch	:	ow
:	ed	:	sh
:	en	:	st
:	er	:	th
:	gh	:	wh
:	in		

### WHOLE-WORD LOWER SIGNS

:	in
:	enough
:	be
:	his
:	was
:	were

:	to
:	into
:	by

### PART-WORD LOWER SIGNS

:	be
:	con
:	dis
:	com
:	en
:	in

:	ea
:	bb
:	cc
:	dd
:	ff
:	gg

## INITIAL-LR CT'NS

\* *Special rules apply.*

cannot	*some
character	spirit
day	their
ever	there
father	these
had	those
here	through
know	time
lord	under
many	upon
mother	where
name	whose
*one	word
ought	work
*part	world
question	young
right	

## FINAL-LR CT'NS

ally
ance
ation
ence
ful
ity
less
ment
ness
ong
ound
ount
sion
tion

## SHORT-FORM WORDS

\* *Special rules apply.*

about ab
above abv
according ac
across acr
* after af
afternoon afn
afterward afw
again ag
against agst
almost alm
already alr
also al
although alth
altogether alt
always alw
because bec
before bef
behind beh
below bel
beneath ben
beside bes
between bet
beyond bey
* blind bl
braille brl
children chn
conceive concv
conceiving concvg
could cd
deceive dcv
deceiving dcvg
declare del
declaring delg
either ei
first fst
* friend fr
good gd
great grt
herself herf
him hm
himself hmf
immediate imm
its xs
itself xf
letter lr
little ll
much mch
must mst
myself myf
necessary nec
neither nei
o'clock o'c
oneself onef

ourselves ourvs
paid pd
perceive percv
perceiving percvg
perhaps perh
quick qk
receive rcv
receiving rcvg
rejoice rjc
rejoicing rjcg
said sd
should shd
such sch
themselves themvs
thymself thyf
today td
together tgr
tomorrow tm
tonight tn
would wd
your yr
yourself yrf
yourselves yrvs

## SYMBOLS

cent(s) ¢
degree(s) °
ditto sign ”
dollar(s) \$
foot, feet '
fraction line /
inch(es) "
inch - abbreviation
minute(s) '
number #
paragraph ¶
percent %
pound(s) sterling £
pound(s) weight #
second(s) "
section §
transcriber's note symbol, open & close
yen ¥



# ASCII Braille Chart

⠁	a			⠉	9	in		
⠃	b	but		⠼	96	into		
⠉	c	can		⠐	0	was	by	"(closing)
⠉	d	do		⠒	/	st	still	fraction line
⠑	e	every		⠏	#	ble	#	
⠑	f	from		⠐	-	com	-	
⠑	g	go		⠼	&	and		
⠑	h	have		⠼	=	for		
⠑	i			⠼	(	of		
⠑	j	just		⠼	!	the		
⠑	k	knowledge		⠼	)	with		
⠑	l	like						
⠑	m	more		⠼	*	ch	child	
⠑	n	not		⠼	<	gh		
⠑	o			⠼	%	sh	shall	
⠑	p	people		⠼	?	th	this	
⠑	q	quite		⠼	:	wh	which	
⠑	r	rather		⠼	+	ing		
⠑	s	so		⠼	>	ar		
⠑	t	that		⠼	\$	ed		
⠑	u	us		⠼	] or }	er		
⠑	v	very		⠼	\ or	ou	out	
⠑	w	will		⠼	[ or {	ow		
⠑	x	it						
⠑	y	you		⠼	"d	day		
⠑	z	as		⠼	"e	ever		
	,	capital indicator		⠼	"f	father		
⠼	,7	[		⠼	"h	here		
⠼	,8	'(opening)		⠼	"k	know		
⠼	99	*(asterisk)		⠼	"l	lord		
⠼	"	... (ellipsis)		⠼	"m	mother		
⠼	--	(dash)		⠼	"n	name		
⠼	.	italic indicator decimal point		⠼	"o	one		
⠼	;	letter indicator		⠼	"p	part		
⠼	,1	ditto (5,1)		⠼	"q	question		
⠼	,,	double capital indicator		⠼	"r	right		
⠼	7'	]		⠼	"s	some		
⠼	0'	'(closing)		⠼	"t	time		
⠼	'	(apostrophe)		⠼	"u	under		
⠼	@	(accent symbol)		⠼	"w	work		
⠼	----	(omission dash)		⠼	"y	young		
⠼	..	double italic indicator						
⠼	,	termination symbol		⠼	"!	5the	there	
				⠼	"*	5ch	character	
⠼	1	ea	,	⠼	"?	5th	through	
⠼	2	be	bb ;	⠼	":	5wh	where	
⠼	3	con	cc :	⠼	"\	5ou	ought	
⠼	4	dis	dd . \$	⠼	^u	4-5u	upon	
⠼	5	en	enough	⠼	^w	4-5w	word	
⠼	6	to	ff !	⠼	^!	4-5the	these	
⠼	7	were	gg ( )	⠼	^?	4-5th	those	
⠼	8	his	" ?	⠼	^:	4-5wh	whose	

⠠⠠	_c	4-5-6c	cannot	⠠⠠⠠⠠⠠	3cvg	conceiving
⠠⠠	_h	4-5-6h	had	⠠⠠	cd	could
⠠⠠	_m	4-5-6m	many	⠠⠠⠠	dcv	deceive
⠠⠠	_s	4-5-6s	spirit	⠠⠠⠠⠠	dcvg	deceiving
⠠⠠	_w	4-5-6w	world	⠠⠠⠠	dcl	declare
⠠⠠	_!	4-5-6the	their	⠠⠠⠠⠠	dclg	declaring
				⠠⠠	ei	either
⠠⠠	.d	4-6d	ound	⠠⠠⠠	f/	first
⠠⠠	.e	4-6e	ance	⠠⠠	fr	friend
⠠⠠	.n	4-6n	sion	⠠⠠	gd	good
⠠⠠	.s	4-6s	less	⠠⠠⠠	grt	great
⠠⠠	.t	4-6t	ount	⠠⠠⠠⠠	h]self	herself
⠠⠠	;e	5-6e	ence	⠠⠠	hm	him
⠠⠠	;g	5-6g	ong	⠠⠠⠠	hmf	himself
⠠⠠	;l	5-6l	ful	⠠⠠⠠	imm	immediate
⠠⠠	;n	5-6n	tion	⠠⠠⠠	xs	its
⠠⠠	;s	5-6s	ness	⠠⠠⠠⠠	xsf	itself
⠠⠠	;t	5-6t	ment	⠠⠠	lr	letter
⠠⠠	;y	5-6y	ity	⠠⠠	ll	little
⠠⠠	,n	6n	ation	⠠⠠⠠	m*	much
⠠⠠	,y	6y	ally	⠠⠠⠠	m/	must
				⠠⠠⠠	myf	myself
⠠⠠	ab	about		⠠⠠⠠	nec	necessary
⠠⠠⠠	ab	above		⠠⠠⠠	nei	neither
⠠⠠	ac	according		⠠⠠⠠	o'c	o'clock
⠠⠠⠠	acr	across		⠠⠠⠠⠠	"o	oneself
⠠⠠	af	after		⠠⠠⠠⠠⠠	\rvs	ourselves
⠠⠠⠠	afn	afternoon		⠠⠠	pd	paid
⠠⠠⠠	afn	afterward		⠠⠠⠠⠠⠠	p]cv	perceive
⠠⠠	ag	again		⠠⠠⠠⠠⠠	p[cvg	perceiving
⠠⠠⠠⠠	ag/	against		⠠⠠⠠⠠	p]h	perhaps
⠠⠠⠠	alm	almost		⠠⠠	qk	quick
⠠⠠⠠	alr	already		⠠⠠⠠	rcv	receive
⠠⠠	al	also		⠠⠠⠠⠠	rcvg	receiving
⠠⠠⠠⠠	al?	although		⠠⠠⠠	rjc	rejoice
⠠⠠⠠	alt	altogether		⠠⠠⠠⠠	rjcg	rejoicing
⠠⠠⠠	alw	always		⠠⠠	sd	said
⠠⠠⠠	2c	because		⠠⠠⠠	%d	should
⠠⠠⠠	2f	before		⠠⠠⠠	s*	such
⠠⠠⠠	2h	behind		⠠⠠⠠⠠⠠	!mvs	themselves
⠠⠠⠠	2l	below		⠠⠠⠠⠠	?yf	thymself
⠠⠠⠠	2n	beneath		⠠⠠	td	today, to-day
⠠⠠⠠	2s	beside		⠠⠠⠠	tgr	together
⠠⠠⠠	2t	between		⠠⠠	tm	tomorrow, to-morrow
⠠⠠⠠	2y	beyond		⠠⠠	tn	tonight, to-night
⠠⠠	bl	blind		⠠⠠	wd	would
⠠⠠⠠	brl	braille		⠠⠠	yr	your
⠠⠠⠠	*n	children		⠠⠠⠠	yrf	yourself
⠠⠠⠠⠠⠠	3cv	conceive		⠠⠠⠠⠠	yrvs	yourselves

# Appendix C

## Typical and Problem Words

Syllable division is not shown for one-letter beginning or ending syllables, words that have a short form, words that reflect dialect, or multi-syllable words that are represented by whole-word contractions. In addition, the student is reminded that word division in braille is often dependent upon whether or not the word is followed by punctuation. See [2.4a\(1\)](#) for comments on dictionaries. Not all dictionaries will use the word divisions that are contained in this list.

### A

Aar/on ⠠⠠⠠⠠⠠  
ab/a/lo/ne ⠠⠠⠠⠠⠠⠠⠠  
aban/doned ⠠⠠⠠⠠⠠⠠  
ab/bé ⠠⠠⠠⠠  
ab/bre/vi/a/tion ⠠⠠⠠⠠⠠⠠⠠⠠  
ab in/i/tio ⠠⠠⠠⠠⠠⠠⠠  
able ⠠⠠⠠  
about ⠠⠠⠠  
about-/face ⠠⠠⠠⠠⠠⠠⠠  
above ⠠⠠⠠  
above/board ⠠⠠⠠⠠⠠⠠⠠  
ab/sinthe ⠠⠠⠠⠠⠠  
ac/cede ⠠⠠⠠⠠  
ac/cle/ma/tion ⠠⠠⠠⠠⠠⠠⠠  
ac/com/pa/ni/ment ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
ac/cord/ance ⠠⠠⠠⠠⠠⠠  
according ⠠⠠  
according/ly ⠠⠠⠠⠠  
ac/count ⠠⠠⠠⠠  
ac/e/toné ⠠⠠⠠⠠⠠  
ac/knowl/edg/ment ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
acous/tic ⠠⠠⠠⠠⠠⠠  
acre/age ⠠⠠⠠⠠⠠⠠⠠  
across ⠠⠠⠠  
ac/tu/al/ly ⠠⠠⠠⠠⠠⠠  
add ⠠⠠⠠  
add/ed ⠠⠠⠠⠠  
ad/den/dum ⠠⠠⠠⠠⠠⠠  
ad/dict/ed ⠠⠠⠠⠠⠠⠠  
ad/di/tion/al/ly ⠠⠠⠠⠠⠠⠠⠠⠠  
ad/dress ⠠⠠⠠⠠⠠⠠  
ad/e/noid ⠠⠠⠠⠠⠠⠠

ad/here ⠠⠠⠠⠠  
ad/hered ⠠⠠⠠⠠⠠  
ad/her/ence ⠠⠠⠠⠠⠠⠠  
ad/her/ent ⠠⠠⠠⠠⠠⠠  
ad in/fi/ni/tum ⠠⠠⠠⠠⠠⠠⠠⠠  
ad/just ⠠⠠⠠⠠⠠  
ad nau/se/am ⠠⠠⠠⠠⠠⠠⠠  
ado ⠠⠠⠠  
ad/vanced ⠠⠠⠠⠠⠠  
ad/vanc/ing ⠠⠠⠠⠠⠠⠠  
ae/dile ⠠⠠⠠⠠⠠  
Ae/ge/an ⠠⠠⠠⠠⠠⠠  
Ae/ne/id ⠠⠠⠠⠠⠠⠠  
aer/i/al ⠠⠠⠠⠠⠠  
aer/o/dy/nam/ics ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
aer/o/plane ⠠⠠⠠⠠⠠⠠⠠⠠  
aes/thet/i/cal/ly ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
af/fa/ble ⠠⠠⠠⠠  
af/fil/i/a/tion ⠠⠠⠠⠠⠠⠠⠠  
af/fin/i/ty ⠠⠠⠠⠠⠠  
af/firm ⠠⠠⠠⠠⠠  
af/ford/ed ⠠⠠⠠⠠⠠  
af/fright/ed ⠠⠠⠠⠠⠠⠠  
af/ghan ⠠⠠⠠⠠⠠  
afore/said ⠠⠠⠠⠠⠠  
afore/time ⠠⠠⠠⠠⠠  
after ⠠⠠⠠  
after-/din/ner ⠠⠠⠠⠠⠠⠠⠠  
af/ter/ef/fect ⠠⠠⠠⠠⠠⠠⠠⠠  
after/math ⠠⠠⠠⠠⠠  
afternoon ⠠⠠⠠⠠  
afternoons ⠠⠠⠠⠠⠠

after/thought ⠠⠠⠠⠠⠠⠠⠠  
 afterward ⠠⠠⠠⠠  
 afterwards ⠠⠠⠠⠠⠠  
 again ⠠⠠⠠  
 against ⠠⠠⠠⠠  
 ag/gra/va/tion ⠠⠠⠠⠠⠠⠠⠠⠠  
 ag/grieved ⠠⠠⠠⠠⠠⠠⠠  
 agil/i/ty ⠠⠠⠠⠠⠠⠠⠠  
 agree/a/ble ⠠⠠⠠⠠⠠⠠⠠  
 ain't ⠠⠠⠠⠠⠠  
 air-con/di/tioned ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Aire/dale ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 à la carte ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Alad/din ⠠⠠⠠⠠⠠⠠⠠  
 al/be/it ⠠⠠⠠⠠⠠⠠⠠  
 al/bi/no ⠠⠠⠠⠠⠠⠠  
 Al/ex/an/der ⠠⠠⠠⠠⠠⠠⠠⠠  
 al/ien/a/tion ⠠⠠⠠⠠⠠⠠⠠⠠  
 alike ⠠⠠⠠⠠⠠  
 Al/le/ghe/ny ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 al/ly ⠠⠠⠠⠠⠠  
 Al/ly/son ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 alm/on/er ⠠⠠⠠⠠⠠⠠⠠  
 almost ⠠⠠⠠⠠  
 alms/house ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 along ⠠⠠⠠⠠⠠  
 already ⠠⠠⠠⠠  
 also ⠠⠠⠠  
 also-rans ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 alt/horn ⠠⠠⠠⠠⠠⠠⠠⠠  
 although ⠠⠠⠠⠠  
 al/tim/e/ter ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 altogether ⠠⠠⠠⠠  
 always ⠠⠠⠠⠠  
 ame/na/ble ⠠⠠⠠⠠⠠⠠⠠  
 am/e/thyst ⠠⠠⠠⠠⠠⠠⠠⠠  
 among ⠠⠠⠠⠠⠠  
 an/aer/o/bic ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 anath/e/ma ⠠⠠⠠⠠⠠⠠⠠  
 an/ces/tral ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 an/dan/te ⠠⠠⠠⠠⠠⠠⠠  
 An/des ⠠⠠⠠⠠⠠  
 An/dré ⠠⠠⠠⠠⠠⠠  
 anem/o/ne ⠠⠠⠠⠠⠠⠠⠠⠠  
 an/es/the/sia ⠠⠠⠠⠠⠠⠠⠠⠠⠠

ant/eat/er ⠠⠠⠠⠠⠠⠠⠠⠠  
 an/te/date ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 an/te/ri/or ⠠⠠⠠⠠⠠⠠⠠⠠  
 an/te/room ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 ant/hill ⠠⠠⠠⠠⠠⠠⠠  
 An/tig/o/ne ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 an/tith/e/sis ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 apart/heid ⠠⠠⠠⠠⠠⠠⠠  
 apart/ment ⠠⠠⠠⠠⠠⠠  
 apoth/e/cary ⠠⠠⠠⠠⠠⠠⠠⠠  
 ap/pear/ance ⠠⠠⠠⠠⠠⠠⠠⠠  
 ap/per/ceive ⠠⠠⠠⠠⠠⠠⠠  
 aq/ue/duct ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Ara/bia ⠠⠠⠠⠠⠠⠠⠠  
 ar/bo/re/al ⠠⠠⠠⠠⠠⠠⠠  
 ar/cha/ic ⠠⠠⠠⠠⠠⠠  
 ar/ea ⠠⠠⠠⠠  
 ar/e/a/way ⠠⠠⠠⠠⠠⠠⠠  
 are/na ⠠⠠⠠⠠  
 aren't ⠠⠠⠠⠠⠠  
 aright ⠠⠠⠠⠠  
 aris/en ⠠⠠⠠⠠⠠  
 aris/to/crat ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 arith/me/tic ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Ar/ma/ged/don ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 aro/ma ⠠⠠⠠⠠⠠  
 around ⠠⠠⠠⠠  
 arouse ⠠⠠⠠⠠⠠  
 ar/peg/gio ⠠⠠⠠⠠⠠⠠⠠⠠  
 ar/ri/vé ⠠⠠⠠⠠⠠⠠⠠  
 ar/row/head ⠠⠠⠠⠠⠠⠠⠠⠠  
 ar/til/ler/y ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 as/sem/bled ⠠⠠⠠⠠⠠⠠⠠⠠  
 as/sev/er/ate ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 asth/ma ⠠⠠⠠⠠⠠⠠  
 as/ton/ish/ing ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 as/tound ⠠⠠⠠⠠⠠  
 as/trin/gent ⠠⠠⠠⠠⠠⠠⠠⠠  
 asun/der ⠠⠠⠠⠠⠠  
 ath/e/ne/um ⠠⠠⠠⠠⠠⠠⠠⠠  
 Ath/ens ⠠⠠⠠⠠⠠⠠  
 at/mo/sphere ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 atoned ⠠⠠⠠⠠⠠⠠  
 atone/ment ⠠⠠⠠⠠⠠⠠⠠  
 auc/tion/eer ⠠⠠⠠⠠⠠⠠⠠⠠

auf Wie/der/seh/en  
 Au/ge/an  
 au grat/in  
 aunt/hood  
 au/re/ate  
 au/ro/ra bo/re/al/is  
 au/then/tic  
 av/e/nue

**B**

bab/bled  
 Ba/bine  
 bac/ca/lau/re/ate  
 Baer  
 bag/ging  
 bak/ery  
 bal/anced  
 bal/le/ri/na  
 bal/ly/hoo  
 ba/lo/ney  
 ban/dan/na  
 bar/bar/i/ty  
 ba/rom/e/ter  
 bar/on/ess  
 bar/on/et  
 bas/tion  
 bathed  
 bat/tle/dore  
 bay/o/net  
 beach  
 bea/con  
 bead/work  
 bear/a/ble  
 be/at/i/tude  
 Be/a/trice  
 beau geste  
 beau/ti/ful/ly  
 because  
 beck/oned  
 be/com/ing  
 bed/ding  
 be/drag/gled  
 bed/rid/den

bee  
 Be/el/ze/bub  
 been  
 before  
 before/hand  
 be/friend  
 be/friend/ing  
 be/friends  
 be/gin/ning  
 be/gon/ia  
 be/have  
 behind  
 bein'  
 be/liev/er  
 be/lit/tle  
 be/lit/tled  
 be/lit/tling  
 bel/lig/er/ent  
 be/long/ing  
 below  
 below/ground  
 beneath  
 Ben/e/dict  
 ben/e/dic/tion  
 be/nef/i/cent  
 ben/e/fi/ci/ary  
 Be/ne/lux  
 Be/nét  
 be/nev/o/lence  
 Be/o/wulf  
 be/queathed  
 be/rate  
 be/ret  
 beside  
 besides  
 bes/tial  
 be/stowed  
 be/ta  
 be/tel  
 beth/el  
 be/trothed  
 between  
 bev/er/age  
 bevy  
 beyond

Bi/ble ⠠⠠⠠⠠⠠  
 big/horn ⠠⠠⠠⠠⠠⠠⠠⠠  
 bi/na/ry ⠠⠠⠠⠠⠠⠠  
 bin/go ⠠⠠⠠⠠  
 bin/oc/u/lar ⠠⠠⠠⠠⠠⠠⠠⠠  
 bi/no/mi/al ⠠⠠⠠⠠⠠⠠⠠⠠  
 bi/par/ti/san ⠠⠠⠠⠠⠠⠠⠠⠠  
 birth/right ⠠⠠⠠⠠⠠⠠  
 bis/tro ⠠⠠⠠⠠⠠  
 blan/dish/ment ⠠⠠⠠⠠⠠⠠⠠⠠  
 bleed/ing ⠠⠠⠠⠠⠠  
 blem/ish ⠠⠠⠠⠠⠠⠠  
 blend ⠠⠠⠠⠠  
 bless ⠠⠠⠠  
 bless/ed ⠠⠠⠠⠠⠠  
 blessed ⠠⠠⠠⠠  
 blew ⠠⠠⠠⠠  
 blind ⠠⠠  
 blind/ed ⠠⠠⠠⠠⠠  
 blind/fold ⠠⠠⠠⠠⠠⠠  
 Blind/heim ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 blind/ing ⠠⠠⠠⠠⠠  
 blind/ly ⠠⠠⠠⠠  
 blind/ness ⠠⠠⠠⠠  
 blinds ⠠⠠⠠  
 blithe/some ⠠⠠⠠⠠⠠⠠  
 blood/let/ter ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 blos/somed ⠠⠠⠠⠠⠠⠠⠠⠠  
 blun/der ⠠⠠⠠⠠  
 Boer ⠠⠠⠠⠠⠠  
 Bo/na/parte ⠠⠠⠠⠠⠠⠠⠠⠠  
 bon/er ⠠⠠⠠⠠  
 bon/go ⠠⠠⠠⠠  
 Boone ⠠⠠⠠⠠⠠  
 bo/re/al ⠠⠠⠠⠠⠠  
 bore/dom ⠠⠠⠠⠠⠠⠠⠠  
 bos/omed ⠠⠠⠠⠠⠠⠠  
 Bos/ton ⠠⠠⠠⠠⠠⠠  
 both/ered ⠠⠠⠠⠠⠠  
 bought ⠠⠠⠠⠠  
 bound/a/ry ⠠⠠⠠⠠⠠⠠  
 bound/less ⠠⠠⠠⠠⠠  
 boun/ti/ful ⠠⠠⠠⠠⠠⠠⠠  
 bou/ton/niere ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 bou/ton/nière ⠠⠠⠠⠠⠠⠠⠠⠠⠠

braille ⠠⠠⠠⠠  
 braille/writ/er ⠠⠠⠠⠠⠠⠠⠠⠠  
 braill/ing ⠠⠠⠠⠠⠠⠠⠠  
 braill/ist ⠠⠠⠠⠠⠠⠠⠠⠠  
 breathed ⠠⠠⠠⠠⠠  
 bride-to-be ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Brig/ham ⠠⠠⠠⠠⠠⠠⠠  
 bright/ened ⠠⠠⠠⠠⠠  
 Bright/on ⠠⠠⠠⠠⠠⠠  
 brim/ful ⠠⠠⠠⠠⠠⠠  
 brim/full ⠠⠠⠠⠠⠠⠠⠠  
 broth/er-in-law ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 brough/am ⠠⠠⠠⠠⠠⠠  
 bub/bled ⠠⠠⠠⠠⠠  
 bur/den/some ⠠⠠⠠⠠⠠⠠⠠  
 bu/reau ⠠⠠⠠⠠⠠  
 Bur/lin/game ⠠⠠⠠⠠⠠⠠⠠⠠  
 busi/ness ⠠⠠⠠⠠⠠⠠  
 but/toned ⠠⠠⠠⠠⠠⠠⠠  
 by and by ⠠⠠⠠ ⠠⠠⠠  
 by-and-by ⠠⠠⠠⠠⠠⠠⠠  
 by/gone ⠠⠠⠠⠠⠠  
 by/stand/ers ⠠⠠⠠⠠⠠⠠⠠

C

cab/a/ret ⠠⠠⠠⠠⠠⠠  
 ca/bled ⠠⠠⠠⠠  
 Caen ⠠⠠⠠⠠⠠  
 cae/sar/e/an ⠠⠠⠠⠠⠠⠠⠠⠠  
 cal/is/then/ics ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Cal/lo/way ⠠⠠⠠⠠⠠⠠⠠  
 ca/ma/ra/de/rie ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 can/cel/la/tion ⠠⠠⠠⠠⠠⠠⠠  
 can/cer ⠠⠠⠠⠠  
 can/di/date ⠠⠠⠠⠠⠠⠠⠠  
 cannot ⠠⠠  
 ca/noed ⠠⠠⠠⠠⠠  
 cans ⠠⠠⠠⠠  
 can't ⠠⠠⠠  
 ca/reer ⠠⠠⠠⠠  
 Car/ib/be/an ⠠⠠⠠⠠⠠⠠⠠  
 car/na/tion ⠠⠠⠠⠠⠠  
 carte blanche ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 ca/si/no ⠠⠠⠠⠠⠠



com/e/dy    ⠠⠏⠗⠗⠗⠗  
 com/'ere    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗  
 com/in'    ⠠⠏⠗⠗⠗⠗  
 com/man/deer    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 com/mand/er-in-chief  
           ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 com/menced    ⠠⠏⠗⠗⠗⠗⠗  
 com/ment    ⠠⠏⠗⠗⠗⠗  
 com/men/tary    ⠠⠏⠗⠗⠗⠗⠗⠗⠗  
 com/min/gle    ⠠⠏⠗⠗⠗⠗⠗⠗  
 com/mon/er    ⠠⠏⠗⠗⠗⠗⠗⠗  
 com/mon/est    ⠠⠏⠗⠗⠗⠗⠗⠗⠗  
 com/pa/ra/ble    ⠠⠏⠗⠗⠗⠗⠗⠗⠗  
 com/part/ment    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗  
 com/pen/sa/tion    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 com/pli/men/ta/ry    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 com/po/nent    ⠠⠏⠗⠗⠗⠗⠗⠗⠗  
 com/pound    ⠠⠏⠗⠗⠗⠗⠗  
 comp/trol/ler    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 com/rad/ery    ⠠⠏⠗⠗⠗⠗⠗⠗⠗  
 con    ⠠⠏⠗⠗⠗⠗  
 con/a/tive    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗  
 con/ced/ed    ⠠⠏⠗⠗⠗⠗⠗⠗  
 con/ceiv/a/ble    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 conceive    ⠠⠏⠗⠗⠗⠗⠗  
 conceived    ⠠⠏⠗⠗⠗⠗⠗⠗⠗  
 conceiving    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗  
 con/cer/ti/na    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 conch    ⠠⠏⠗⠗⠗⠗⠗⠗  
 con/cierge    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 con/di/ment    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 con/done    ⠠⠏⠗⠗⠗⠗⠗⠗⠗  
 con/doned    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗  
 cone    ⠠⠏⠗⠗⠗⠗⠗  
 coned    ⠠⠏⠗⠗⠗⠗⠗⠗⠗  
 Con/es/to/ga    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 co/ney    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗  
 con/fed/er/a/tion    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 con/ga    ⠠⠏⠗⠗⠗⠗⠗⠗⠗  
 con/gé    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗  
 con/gealed    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 cong/er    ⠠⠏⠗⠗⠗⠗⠗⠗⠗  
 Con/go    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗  
 Con/gress    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 con/gru/ous    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗

con/ic    ⠠⠏⠗⠗⠗⠗⠗  
 co/nif/er/ous    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 Conn.    ⠠⠏⠗⠗⠗⠗⠗⠗⠗  
 Con/nect/i/cut    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 con/ning    ⠠⠏⠗⠗⠗⠗⠗⠗  
 con/science    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 con/ster/na/tion    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 cont.    ⠠⠏⠗⠗⠗⠗⠗⠗  
 conte    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗  
 con/ti/nent    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 con/tin/gent    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 con/ti/nu/i/ty    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 co/nun/drum    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 con/ven/ience    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 con/ven/tion/al/i/ty    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 co/op/er/a/tion    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 co/or/di/na/tion    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 cop/y/right    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 cor/o/ner    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 cor/o/net    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 cor/po/re/al    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 cor/ti/sone    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 cos/tum/er    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 co/te/rie    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 could    ⠠⠏⠗⠗⠗⠗⠗⠗  
 coulda    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗  
 couldn't    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 couldst    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗  
 coun/te/nance    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 coun/ter/part    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 coun/tess    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 count/less    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 coun/try    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 coun/ty    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 cou/pon    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 court/house    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 cou/tu/ri/er    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 cow/ard    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 cow/hide    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 co/work/er    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 crabbed    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 cre/ate    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 cre/a/tion    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 cre/a/tor    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 crea/ture    ⠠⠏⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗



cre/dence ⠠⠠⠠⠠⠠⠠⠠  
cre/den/tials ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
cre/do ⠠⠠⠠⠠⠠  
cre/du/li/ty ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
crème de menthe ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
Cri/me/an ⠠⠠⠠⠠⠠⠠⠠⠠  
crim/i/nol/o/gist ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
cringed ⠠⠠⠠⠠⠠  
cring/ing ⠠⠠⠠⠠⠠  
crone ⠠⠠⠠⠠⠠  
croon/er ⠠⠠⠠⠠⠠⠠⠠  
crop-eared ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
cross/trees ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
crum/bled ⠠⠠⠠⠠⠠⠠⠠⠠  
crys/tal ⠠⠠⠠⠠⠠⠠⠠  
cu/li/nary ⠠⠠⠠⠠⠠⠠⠠  
cush/ioned ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
cus/tom/er ⠠⠠⠠⠠⠠⠠⠠⠠  
cy/clone ⠠⠠⠠⠠⠠⠠⠠  
Cy/clo/pe/an ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
cza/ri/na ⠠⠠⠠⠠⠠⠠⠠  
Czech/o/slo/va/ki/a  
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

## D

dab/bing ⠠⠠⠠⠠⠠  
dab/bled ⠠⠠⠠⠠⠠  
dachs/hund ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
dal/ly/ing ⠠⠠⠠⠠⠠  
danced ⠠⠠⠠⠠⠠  
danc/er ⠠⠠⠠⠠⠠  
dan/de/li/on ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
dare/dev/il ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
daugh/ter-in-law ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
day-by-day ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
day/time ⠠⠠⠠⠠⠠  
Day/to/na ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
dea/con/ess ⠠⠠⠠⠠⠠⠠⠠⠠  
deaf/en/ing ⠠⠠⠠⠠⠠⠠⠠  
dear/est ⠠⠠⠠⠠⠠⠠  
death/like ⠠⠠⠠⠠⠠⠠⠠⠠  
de/ce/dent ⠠⠠⠠⠠⠠⠠⠠⠠  
de/ceiv/a/ble ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
deceive ⠠⠠⠠⠠  
deceived ⠠⠠⠠⠠⠠

deceiver ⠠⠠⠠⠠⠠  
deceiving ⠠⠠⠠⠠⠠  
dec/la/ra/tion ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
declare ⠠⠠⠠⠠  
declared ⠠⠠⠠⠠⠠  
declarer ⠠⠠⠠⠠⠠  
declaring ⠠⠠⠠⠠⠠  
dec/li/na/tion ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
ded/i/ca/tion ⠠⠠⠠⠠⠠⠠⠠⠠  
de/duced ⠠⠠⠠⠠⠠⠠⠠  
de/duc/tion ⠠⠠⠠⠠⠠⠠⠠⠠  
def/i/ni/tion ⠠⠠⠠⠠⠠⠠⠠⠠  
de/i/ty ⠠⠠⠠⠠⠠  
de/lin/e/ate ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
de/men/tia ⠠⠠⠠⠠⠠⠠⠠  
de/mon/e/ti/za/tion ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
De/mos/the/nes ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
de/na/tion/al/ize ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
de/na/tured ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
de/ni/al ⠠⠠⠠⠠⠠⠠  
den/im ⠠⠠⠠⠠⠠  
den/i/zen ⠠⠠⠠⠠⠠⠠⠠  
de/nom/i/na/tion ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
de/note ⠠⠠⠠⠠⠠⠠⠠  
de/noue/ment ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
de/nounce ⠠⠠⠠⠠⠠⠠⠠⠠  
de/nu/da/tion ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
de/nude ⠠⠠⠠⠠⠠⠠⠠  
de/nun/ci/a/tion ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
de/ny ⠠⠠⠠⠠  
de/part/ment ⠠⠠⠠⠠⠠⠠⠠⠠  
dep/re/da/tion ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
de/rail/ment ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
de/range ⠠⠠⠠⠠⠠⠠⠠⠠  
der/e/lic/tion ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
de/ride ⠠⠠⠠⠠⠠⠠⠠  
de/ri/sion ⠠⠠⠠⠠⠠⠠⠠  
de/ri/sive ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
der/i/va/tion ⠠⠠⠠⠠⠠⠠⠠⠠  
de/riv/a/tive ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
de/rive ⠠⠠⠠⠠⠠⠠⠠  
der/o/gate ⠠⠠⠠⠠⠠⠠⠠⠠  
de/rog/a/to/ry ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
der/ring-do ⠠⠠⠠⠠⠠⠠⠠  
der/rin/ger ⠠⠠⠠⠠⠠⠠⠠

des/ha/bille ⠠⠑⠠⠗⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑  
 des/ic/ca/tion ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠗⠠⠑  
 des/ti/na/tion ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 des/ti/tu/tion ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 det/ri/men/tal ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑⠠⠒⠠⠑  
 di/aer/e/sis ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 di/er/e/sis ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dif/fer/ence ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dif/fu/sion ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dil/ly/dal/ly ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 di/min/u/en/do ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dim/i/nu/tion ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 din/ghy ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 din/gy ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 di/no/saur ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 diph/the/ri/a ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/a/bled ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/as/ter ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/be/lief ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 disc ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/ci/pli/nar/i/an ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/com/fort/ing ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/con/cert/ing ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/con/nect/ed ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/con/tent ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/con/tin/ued ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/count ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/cus ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/cuss ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/cus/sion ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/ease ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/en/gage ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/ha/bille ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dish/cloth ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 di/shev/eled ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/hon/es/ty ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/in/gen/u/ous ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/in/ter/est/ed ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 disk ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/like ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/mal/ly ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/o/be/di/ent ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/pen/sa/tion ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/perse ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/pir/it/ed ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑

Dis/rae/li ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/ser/ta/tion ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dist. ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/taff ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/taffs ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/tain ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/tance ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/tend ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/till/ery ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/tin/gué ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/tin/guish ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/traught ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/trict ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dis/turbed ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 di/sul/phide ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dith/er ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 div/i/na/tion ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 di/vi/sion ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 do [*musical note*] ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dob/bin ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 doc/u/ment/ed ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dod/der/ing ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 do/do ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 do/er ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 doffed ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dog-eared ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dog/ger/el ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dog/gone ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dog/house ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dom/i/neer ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 done ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 do/nee ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 Don/e/gal ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 Don/el/son ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 Doo/lit/tle ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 Dor/o/the/a ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 Dos/to/ev/ski ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 Dos/to/yev/ski ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 Dos/to/yev/sky ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dou/ble-en/ten/dre ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dou/ble-quick ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dou/blet ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 dough/ty ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 doughy ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑  
 down/right ⠠⠑⠠⠎⠠⠗⠠⠑⠠⠒⠠⠑⠠⠗⠠⠑⠠⠒⠠⠑





fine/ness ⠠⠋⠢⠨⠠⠨⠠⠎⠠⠎⠠⠎⠠  
 fin/ery ⠠⠋⠢⠨⠠⠠⠠⠠⠠  
 fi/nesse ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠  
 fin/ger ⠠⠋⠢⠨⠠⠠⠠⠠  
 fin/is ⠠⠋⠢⠨⠠⠠⠠⠠  
 fi/nite ⠠⠋⠢⠨⠠⠠⠠⠠⠠  
 fin/nan had/die ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 fire/arms ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠  
 fire/works ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 first ⠠⠋⠢⠨⠠⠠  
 first-be/got/ten ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 first/hand ⠠⠋⠢⠨⠠⠠⠠⠠⠠  
 flab/bi/ness ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 flac/cid/i/ty ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 fla/min/go ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠  
 flea ⠠⠋⠢⠨⠠⠠⠠⠠⠠  
 fleas ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠  
 floun/dered ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Flor/ence ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 fod/der ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠  
 fog/horn ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 fol/de/rol ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Fon/tain/bleau ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 foot/hill ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 for/bid/ding ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 fore/arm ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠  
 fore/doomed ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 fore/fa/ther ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠  
 fore/know ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠  
 fore/named ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠  
 fore/noon ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠  
 fo/ren/si/cal/ly ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 fore/run/ner ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 fore/thought ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 for/ever/more ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 forg/ery ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠  
 forth/with ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠  
 fo/rum ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠  
 fought ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠  
 foun/da/tion ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 foun/tain ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠  
 Fran/cene ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Fran/ces ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠  
 free/dom ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 free/ness ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠

fre/net/i/cal/ly ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Fri/day ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠  
 friend ⠠⠋⠢⠨⠠⠠⠠⠠⠠  
 friend/less ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠  
 Friend/ly Is/lands  
 ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 friends ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠  
 friend/ship ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 fright/ened ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 fringed ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠  
 fruity ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠  
 ful/fill/ment ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 ful/ly ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠  
 ful/some/ness ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 fun/da/men/tal/ly ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 fu/ne/re/al ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 fur/ther/more ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 fur/thest ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 fu/sion ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠

**G**

gab/bled ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠  
 gad/about ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠  
 Gal/a/had ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Gal/lo/way ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 gam/bled ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠  
 ga/rage ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠  
 gar/bled ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠  
 gar/çon ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 gas/om/e/ter ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 gas/tro/en/ter/i/tis ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 gath/ered ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 gau/che/rie ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Gay/lord ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 ge/ne/al/o/gy ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 gen/er/al/ly ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 ge/net/ics ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 gen/ial/ly ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 gen/ius ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Gen-Xer ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Ger/ma/ny ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 ges/tic/u/la/tion ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 ghas/li/ness ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Ghent ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 ghost/like ⠠⠋⠢⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

gib/ber/ish ⠠⠠⠠⠠⠠⠠  
gib/let ⠠⠠⠠⠠⠠  
gid/di/ness ⠠⠠⠠⠠⠠⠠⠠  
gi/gan/te/an ⠠⠠⠠⠠⠠⠠⠠⠠  
gin/ger ⠠⠠⠠⠠  
ging/ham ⠠⠠⠠⠠⠠  
give/a/way ⠠⠠⠠⠠⠠⠠⠠⠠  
glad/dened ⠠⠠⠠⠠⠠⠠⠠  
glanced ⠠⠠⠠⠠⠠  
glass/work ⠠⠠⠠⠠⠠⠠⠠  
glis/ten/ing ⠠⠠⠠⠠⠠⠠⠠  
glu/ten/ous ⠠⠠⠠⠠⠠⠠⠠  
gob/bled ⠠⠠⠠⠠⠠  
gob/ble/dy/gook ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
gob/bler ⠠⠠⠠⠠⠠  
go-between ⠠⠠⠠⠠⠠  
gob/let ⠠⠠⠠⠠⠠  
go-by ⠠⠠⠠⠠⠠  
god/damn ⠠⠠⠠⠠⠠⠠⠠  
god/dess ⠠⠠⠠⠠⠠⠠⠠  
god/father ⠠⠠⠠⠠⠠⠠⠠  
Goe/ring ⠠⠠⠠⠠⠠⠠⠠  
Goe/the ⠠⠠⠠⠠⠠⠠⠠  
go/ing ⠠⠠⠠⠠⠠  
gone ⠠⠠⠠⠠  
good ⠠⠠⠠⠠  
good-by ⠠⠠⠠⠠⠠  
Good Hope, Cape of  
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
good/ness ⠠⠠⠠⠠⠠  
goods ⠠⠠⠠⠠⠠  
good/will ⠠⠠⠠⠠⠠⠠⠠  
Goody [title] ⠠⠠⠠⠠⠠⠠⠠  
good/y-goody ⠠⠠⠠⠠⠠⠠⠠⠠  
Good/year ⠠⠠⠠⠠⠠⠠⠠⠠  
Goody Two Shoes  
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
goose/neck ⠠⠠⠠⠠⠠⠠⠠⠠  
gos/hawk ⠠⠠⠠⠠⠠⠠⠠⠠  
Goth/am ⠠⠠⠠⠠⠠⠠⠠  
Göt/ter/däm/mer/ung  
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
gov/ern/ess ⠠⠠⠠⠠⠠⠠⠠  
gran/dame ⠠⠠⠠⠠⠠⠠⠠  
grand/child ⠠⠠⠠⠠⠠⠠⠠⠠  
grand/children ⠠⠠⠠⠠⠠⠠⠠

gran/dee ⠠⠠⠠⠠⠠⠠  
grand/father ⠠⠠⠠⠠⠠⠠⠠  
gran/dil/o/quence ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
grand/mother ⠠⠠⠠⠠⠠⠠⠠  
Grantham ⠠⠠⠠⠠⠠⠠⠠⠠  
grass/hop/per ⠠⠠⠠⠠⠠⠠⠠⠠  
great ⠠⠠⠠⠠  
Great Brit/ain ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
great/ness ⠠⠠⠠⠠⠠⠠  
gre/nade ⠠⠠⠠⠠⠠⠠⠠  
grey/hound ⠠⠠⠠⠠⠠⠠⠠⠠  
grey/'ound ⠠⠠⠠⠠⠠⠠⠠⠠  
grid/dle ⠠⠠⠠⠠⠠⠠⠠  
grif/fin ⠠⠠⠠⠠⠠⠠  
ground/work ⠠⠠⠠⠠⠠⠠⠠  
grub/bi/ness ⠠⠠⠠⠠⠠⠠⠠⠠  
grue/some/ness ⠠⠠⠠⠠⠠⠠⠠⠠  
guin/ea ⠠⠠⠠⠠⠠⠠  
guin/eas ⠠⠠⠠⠠⠠⠠

## H

ha/be/as cor/pus ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
had/dock ⠠⠠⠠⠠⠠⠠⠠  
Ha/des ⠠⠠⠠⠠⠠⠠⠠  
hadji ⠠⠠⠠⠠⠠  
Had/ley ⠠⠠⠠⠠⠠⠠⠠  
hadn't ⠠⠠⠠⠠⠠⠠  
Ha/dri/an ⠠⠠⠠⠠⠠⠠⠠⠠  
Ha/gers/town ⠠⠠⠠⠠⠠⠠⠠⠠  
hag/gard ⠠⠠⠠⠠⠠⠠⠠  
Hal/low/e'en ⠠⠠⠠⠠⠠⠠⠠⠠  
hand/i/work ⠠⠠⠠⠠⠠⠠⠠  
han/dled ⠠⠠⠠⠠⠠  
hand/somer ⠠⠠⠠⠠⠠  
hand/somest ⠠⠠⠠⠠⠠  
hand-to-hand ⠠⠠⠠⠠⠠⠠⠠  
handy ⠠⠠⠠⠠  
Hanseatic ⠠⠠⠠⠠⠠⠠⠠⠠  
Hap/good ⠠⠠⠠⠠⠠⠠⠠  
hap/py-go-lucky ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
har/bin/ger ⠠⠠⠠⠠⠠⠠⠠  
hard-earned ⠠⠠⠠⠠⠠⠠⠠⠠  
harm/ful/ly ⠠⠠⠠⠠⠠⠠⠠  
har/nessed ⠠⠠⠠⠠⠠

haven't ⠠⠠⠠⠠⠠⠠⠠  
 head/dress ⠠⠠⠠⠠⠠⠠⠠⠠  
 heard ⠠⠠⠠⠠  
 Hed/da ⠠⠠⠠⠠⠠  
 hedge/row ⠠⠠⠠⠠⠠⠠  
 hei/nous ⠠⠠⠠⠠⠠  
 hem/i/sphere ⠠⠠⠠⠠⠠⠠⠠⠠  
 hence/forth ⠠⠠⠠⠠  
 Hen/ness/ey ⠠⠠⠠⠠⠠⠠⠠  
 Her/cu/le/an ⠠⠠⠠⠠⠠⠠⠠  
 here/about ⠠⠠⠠⠠  
 here/after ⠠⠠⠠⠠  
 he/red/i/ty ⠠⠠⠠⠠⠠  
 Her/e/ford ⠠⠠⠠⠠⠠  
 here/in/to ⠠⠠⠠⠠⠠  
 her/e/sy ⠠⠠⠠⠠⠠  
 her/e/tic ⠠⠠⠠⠠⠠  
 here/to/fore ⠠⠠⠠⠠⠠  
 here/upon ⠠⠠⠠⠠  
 here/with ⠠⠠⠠  
 Her/ges/heim/er ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Her/mi/o/ne ⠠⠠⠠⠠⠠⠠⠠  
 he/ro/i/cal/ly ⠠⠠⠠⠠⠠⠠⠠  
 her/o/ism ⠠⠠⠠⠠⠠  
 herself ⠠⠠⠠  
 hic/cup ⠠⠠⠠⠠  
 hid/den ⠠⠠⠠⠠  
 hide/a/way ⠠⠠⠠⠠⠠⠠  
 hi/er/ar/chy ⠠⠠⠠⠠⠠  
 hig/gle/dy-pig/gle/dy  
 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 him ⠠⠠  
 himself ⠠⠠⠠  
 hinged ⠠⠠⠠  
 hing/ing ⠠⠠⠠  
 his/her ⠠⠠⠠⠠⠠  
 his/to/ry ⠠⠠⠠⠠⠠  
 hob/bled ⠠⠠⠠⠠  
 hob/ble/de/hoy ⠠⠠⠠⠠⠠⠠⠠  
 hob/by ⠠⠠⠠⠠  
 hogs/head ⠠⠠⠠⠠⠠  
 hoi/ty-toi/ty ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Hol/lins/hed ⠠⠠⠠⠠⠠⠠⠠⠠  
 ho/mo/ge/ne/i/ty ⠠⠠⠠⠠⠠⠠⠠⠠  
 hon/es/ty ⠠⠠⠠⠠⠠

hon/ey ⠠⠠⠠⠠  
 horse/rad/ish ⠠⠠⠠⠠⠠⠠⠠⠠  
 hos/til/i/ty ⠠⠠⠠⠠⠠⠠  
 hot/house ⠠⠠⠠⠠⠠  
 Hough/ton ⠠⠠⠠⠠⠠⠠  
 how/be/it ⠠⠠⠠⠠⠠  
 how/ev/er ⠠⠠⠠⠠  
 hub/bub ⠠⠠⠠⠠  
 Hu/gue/not ⠠⠠⠠⠠⠠⠠  
 hy/e/na ⠠⠠⠠⠠  
 hy/pot/e/nuse ⠠⠠⠠⠠⠠⠠⠠  
 hy/poth/e/cary ⠠⠠⠠⠠⠠⠠  
 hy/poth/e/ses ⠠⠠⠠⠠⠠⠠  
 hys/ter/ics ⠠⠠⠠⠠⠠

## I

idea ⠠⠠⠠⠠  
 ide/al/is/tic ⠠⠠⠠⠠⠠⠠⠠  
 ide/al/ly ⠠⠠⠠⠠⠠  
 ide/as ⠠⠠⠠⠠  
 iden/ti/ty ⠠⠠⠠⠠⠠  
 Il/li/nois ⠠⠠⠠⠠⠠⠠  
 il/lus/tra/tion ⠠⠠⠠⠠⠠⠠⠠  
 im/age/ry ⠠⠠⠠⠠⠠  
 im/ag/i/na/tion ⠠⠠⠠⠠⠠⠠  
 im/bed/ded ⠠⠠⠠⠠⠠  
 immediate ⠠⠠⠠  
 immediate/ly ⠠⠠⠠⠠  
 immediate/ness ⠠⠠⠠⠠  
 im/mi/nence ⠠⠠⠠⠠  
 im/par/ti/al/i/ty ⠠⠠⠠⠠⠠⠠⠠  
 im/pas/sioned ⠠⠠⠠⠠⠠⠠  
 im/per/me/a/ble ⠠⠠⠠⠠⠠⠠  
 im/pinge/ment ⠠⠠⠠⠠⠠  
 im/pound/ed ⠠⠠⠠⠠⠠  
 im/pres/sion/able ⠠⠠⠠⠠⠠⠠⠠  
 im/pris/oned ⠠⠠⠠⠠⠠⠠  
 in/ac/ces/si/ble ⠠⠠⠠⠠⠠⠠  
 in/as/much ⠠⠠⠠⠠  
 in-between ⠠⠠⠠⠠  
 in/bound ⠠⠠⠠⠠  
 in/can/des/cent ⠠⠠⠠⠠⠠⠠  
 in/clem/ent ⠠⠠⠠⠠  
 in/cli/na/tion ⠠⠠⠠⠠⠠  
 in/co/her/ence ⠠⠠⠠⠠⠠

in/co/her/ent ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/come ⠠⠊⠗⠎⠗⠗⠗⠗  
 in/com/pa/ra/ble ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/con/ceiv/a/ble ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/con/gru/i/ty ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/con/gru/ous ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/con/ven/ient ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/def/i/nite ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/dif/fer/ence ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/dis/tinct ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/dis/tin/guish/a/ble ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 In/do/ne/sia ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/dus/try ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/erad/i/ca/ble ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/ex/pe/ri/enced ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/fi/nite ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/flu/enced ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/fra/red ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/fringe/ment ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 In/ge ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/gen/i/ous ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/gé/nue ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/ge/nu/i/ty ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/gle/nook ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/got ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/gre/di/ent ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/her/ent ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/her/it/ance ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in-law ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/of/fen/sive ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in-pa/tient ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/sep/a/ra/ble ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/so/much ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/still ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/stru/men/tal ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/sur/mount/a/ble ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/ten/tion/al/ly ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/ter/com/mu/ni/ca/tion  
 ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/ter/me/di/ate ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/tes/ti/nal ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/toned ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 in/tra/ve/nous ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 Io/wa ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 Ire/dell ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗

ironed ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 ir/ra/tion/al/ly ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 ir/re/deem/a/ble ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 ir/re/place/a/ble ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 ir/rev/er/ence ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 is/in/glass ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 isom/e/try ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 isth/mus ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 it'd ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 it'll ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 its ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 it's ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 itself ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗

**J**

jack-in-the-pul/pit  
 ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 Jac/o/be/an ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 jag/ged ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 James/town ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 jar/di/niere ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 Je/ru/sa/lem ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 jif/fy ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 jig/gling ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 ji/had ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 jin/gled ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 Jones ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 jon/gleur ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 joy/ful/ness ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 Ju/de/an ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 jum/bled ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 jus/tice ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 just/ly ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 ju/ve/nile ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗

**K**

kan/ga/roo ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 ke/no ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 ket/tle/drum ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 kil/o/watt ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 kin/es/thet/ic ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 Kness/et ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 knight/hood ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
 knock/about ⠠⠊⠗⠎⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗



knock/out ⠠⠎⠗⠔⠎⠎⠕⠗⠏⠏⠗⠔⠗⠕⠗⠏  
knock-out ⠠⠎⠗⠔⠎⠎⠕⠗⠏⠏⠗⠔⠗⠕⠗⠏  
knot/hole ⠠⠎⠗⠔⠎⠔⠗⠕⠗⠎⠔⠗⠕⠗⠎⠔⠗⠕⠗⠎  
know/ing ⠠⠎⠗⠔⠎⠔⠗⠕⠗⠎  
knowl/edge/a/ble ⠠⠎⠗⠔⠎⠔⠗⠕⠗⠎⠔⠗⠕⠗⠎⠔⠗⠕⠗⠎⠔⠗⠕⠗⠎  
known ⠠⠎⠗⠔⠎⠔⠗⠕⠗⠎  
kro/ne ⠠⠎⠗⠔⠎⠔⠗⠕⠗⠎

## L

lac/er/a/tion ⠠⠕⠗⠁⠎⠎⠁⠗  
lack/a/day ⠠⠕⠗⠁⠎⠎⠁⠗  
lad/der ⠠⠕⠗⠁⠎⠎  
la/dy-in-wait/ing ⠠⠕⠗⠁⠎⠎⠁⠗⠔⠗⠕⠗⠎⠔⠗⠕⠗⠎⠔⠗⠕⠗⠎  
lag/gard ⠠⠕⠗⠁⠎⠎  
la/i/ty ⠠⠕⠗⠁⠎⠎  
lam/en/ta/tion ⠠⠕⠗⠁⠎⠎⠁⠗  
lanced ⠠⠕⠗⠁⠎⠎  
Lan/ce/lot ⠠⠕⠗⠁⠎⠎⠁⠗  
lanc/er ⠠⠕⠗⠁⠎⠎  
land/lord ⠠⠕⠗⠁⠎⠎  
land/lub/ber ⠠⠕⠗⠁⠎⠎  
lar/ce/ny ⠠⠕⠗⠁⠎⠎  
la/ryn/ge/al ⠠⠕⠗⠁⠎⠎  
lath/ered ⠠⠕⠗⠁⠎⠎  
lath/work ⠠⠕⠗⠁⠎⠎  
laun/der/ing ⠠⠕⠗⠁⠎⠎  
lau/re/ate ⠠⠕⠗⠁⠎⠎  
Law/rence ⠠⠕⠗⠁⠎⠎  
lay/out ⠠⠕⠗⠁⠎⠎  
lead/en ⠠⠕⠗⠁⠎⠎  
lea/guer ⠠⠕⠗⠁⠎⠎  
Le/an/der ⠠⠕⠗⠁⠎⠎  
lean-to ⠠⠕⠗⠁⠎⠎  
learned ⠠⠕⠗⠁⠎⠎  
leath/er ⠠⠕⠗⠁⠎⠎  
leav/en/ing ⠠⠕⠗⠁⠎⠎  
leg/ging ⠠⠕⠗⠁⠎⠎  
length/en ⠠⠕⠗⠁⠎⠎  
le/ni/ence ⠠⠕⠗⠁⠎⠎  
Len/in/grad ⠠⠕⠗⠁⠎⠎  
Leroy ⠠⠕⠗⠁⠎⠎  
less ⠠⠕⠗⠁⠎⠎  
les/see ⠠⠕⠗⠁⠎⠎

les/son ⠠⠕⠗⠁⠎⠎  
Lethe ⠠⠕⠗⠁⠎⠎  
letter ⠠⠕⠗⠁⠎⠎  
lettered ⠠⠕⠗⠁⠎⠎  
letter/head ⠠⠕⠗⠁⠎⠎  
letter/ing ⠠⠕⠗⠁⠎⠎  
letter/press ⠠⠕⠗⠁⠎⠎  
letters ⠠⠕⠗⠁⠎⠎  
lev/er ⠠⠕⠗⠁⠎⠎  
lev/er/age ⠠⠕⠗⠁⠎⠎  
Le/ver Broth/ers ⠠⠕⠗⠁⠎⠎  
Lew/is/ton ⠠⠕⠗⠁⠎⠎  
Li/be/ri/an ⠠⠕⠗⠁⠎⠎  
lied ⠠⠕⠗⠁⠎⠎  
life/like ⠠⠕⠗⠁⠎⠎  
life/time ⠠⠕⠗⠁⠎⠎  
li/geance ⠠⠕⠗⠁⠎⠎  
light/head/ed ⠠⠕⠗⠁⠎⠎  
like/a/ble ⠠⠕⠗⠁⠎⠎  
likes ⠠⠕⠗⠁⠎⠎  
lime/ade ⠠⠕⠗⠁⠎⠎  
line/age [*alignment*] ⠠⠕⠗⠁⠎⠎  
lin/e/age [*ancestry*] ⠠⠕⠗⠁⠎⠎  
lin/e/al ⠠⠕⠗⠁⠎⠎  
lin/e/a/ment ⠠⠕⠗⠁⠎⠎  
lin/e/ar ⠠⠕⠗⠁⠎⠎  
lin/en ⠠⠕⠗⠁⠎⠎  
lin/ger ⠠⠕⠗⠁⠎⠎  
lin/ge/rie ⠠⠕⠗⠁⠎⠎  
lin/guist ⠠⠕⠗⠁⠎⠎  
li/on/ess ⠠⠕⠗⠁⠎⠎  
li/on/et ⠠⠕⠗⠁⠎⠎  
lis/some/ness ⠠⠕⠗⠁⠎⠎  
lis/ten/er ⠠⠕⠗⠁⠎⠎  
lithe/some/ness ⠠⠕⠗⠁⠎⠎  
little ⠠⠕⠗⠁⠎⠎  
little/ness ⠠⠕⠗⠁⠎⠎  
littler ⠠⠕⠗⠁⠎⠎  
Little Rock ⠠⠕⠗⠁⠎⠎  
littlest ⠠⠕⠗⠁⠎⠎  
Lit/tle/ton ⠠⠕⠗⠁⠎⠎  
live/a/ble ⠠⠕⠗⠁⠎⠎  
liv/ery ⠠⠕⠗⠁⠎⠎  
loathed ⠠⠕⠗⠁⠎⠎  
Loch Ness ⠠⠕⠗⠁⠎⠎

lo/co/weed ⠠⠏⠠⠙⠠⠙⠠⠗⠠⠑⠑⠠⠙  
 loft/i/ness ⠠⠏⠠⠗⠠⠙⠠⠙⠠⠗⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑  
 log/a/rithm ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗⠠⠑⠠⠗⠠⠑  
 log/ger ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 Lon/don/er ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗⠠⠑⠠⠗  
 lone/some ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 lone/som/est ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗⠠⠑⠠⠗  
 lon/gev/i/ty ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗⠠⠑⠠⠗  
 long/hand ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 lon/gi/tude ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 look/out ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 lord/ing ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 lord/ship ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 Lou/is Braille ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗⠠⠑⠠⠗  
 low-spir/it/ed ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 Luft/waf/fe ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 lug/gage ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 lunch/eon/ette ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 ly/ing-in ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗

**M**

mac/a/ro/ni ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 Mac/ca/be/an ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 Mac/e/do/ni/a ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 ma/chin/ery ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mack/i/naw ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mad/dened ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mae/nad ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mag/got ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mag/is/te/ri/al ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 ma/ha/ra/jah ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 ma/ha/ra/ni ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mah-jongg ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 main/stay ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 main/te/nance ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 make-be/lieve ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mal/e/dic/tion ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mal/in/ger/er ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mal/le/a/ble ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 man/age/a/ble ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 man/da/rin ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 man/date ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 man/drake ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 man-eat/er ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗

man/like ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 many/fold ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 many-sid/ed ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mar/a/schi/no ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 ma/raud/er ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mar/bled ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mar/ble/ized ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mar/chion/ess ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 Mar/gue/rite ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 Ma/rie ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 ma/rine ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mar/i/on/ette ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mar/i/time ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 ma/rooned ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mar/riage/a/ble ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mar/tin/gale ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mast/head ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 math/e/mat/ics ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mat/i/nee ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 Mat/thew ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 Maugham ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 maun/der/ing ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 may/be ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 Mc/Com/mack ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 Mc/Con/nell ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 me/an/der/ing ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mean/time ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mecca ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 me/dal/lion ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 med/dle/some ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 me/di/a/tion ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 me/dic/i/nal ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 me/di/oc/ri/ty ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 Med/i/ter/ra/ne/an ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 meg/a/phone ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 meg/a/phoned ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 me/men/to ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mem/o/ran/dum ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 mé/nage ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 me/nag/er/ie ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 me/ni/al ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 men/in/gi/tis ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 men/tal/i/ty ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 men/tal/ly ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗  
 men/tioned ⠠⠏⠠⠗⠠⠙⠠⠗⠠⠑⠠⠗

mer/ce/nary ⠠⠍⠑⠗⠒⠎⠑⠗⠑⠗⠑⠗⠑⠗  
 mer/chan/dis/ing ⠠⠍⠑⠗⠒⠎⠑⠗⠑⠗⠑⠗⠑⠗⠑⠗  
 Mer/e/dith ⠠⠍⠑⠗⠑⠗⠑⠗⠑⠗  
 me/rid/i/an ⠠⠍⠑⠗⠑⠗⠑⠗⠑⠗  
 me/ringue ⠠⠍⠑⠗⠑⠗⠑⠗  
 mer/i/ted ⠠⠍⠑⠗⠑⠗⠑⠗  
 mer/ry-go-round ⠠⠍⠑⠗⠑⠗⠑⠗⠑⠗⠑⠗⠑⠗  
 mi/cro/film ⠠⠍⠑⠗⠑⠗⠑⠗⠑⠗  
 Mi/cro/ne/sian ⠠⠍⠑⠗⠑⠗⠑⠗⠑⠗⠑⠗⠑⠗  
 mi/cro/wave ⠠⠍⠑⠗⠑⠗⠑⠗⠑⠗  
 mid/afternoon ⠠⠍⠑⠗⠑⠗⠑⠗  
 mid/day ⠠⠍⠑⠗⠑⠗  
 mid/dling ⠠⠍⠑⠗⠑⠗  
 mid/wife/ry ⠠⠍⠑⠗⠑⠗⠑⠗⠑⠗  
 mi/gnon/ette ⠠⠍⠑⠗⠑⠗⠑⠗⠑⠗  
 mile/age ⠠⠍⠑⠗⠑⠗⠑⠗  
 mil/li/nery ⠠⠍⠑⠗⠑⠗⠑⠗  
 mill/wright ⠠⠍⠑⠗⠑⠗⠑⠗  
 mi/lord ⠠⠍⠑⠗⠑⠗  
 min/a/ret ⠠⠍⠑⠗⠑⠗  
 min/e/stro/ne ⠠⠍⠑⠗⠑⠗⠑⠗⠑⠗  
 min/gled ⠠⠍⠑⠗⠑⠗  
 Min/ne/ap/o/lis ⠠⠍⠑⠗⠑⠗⠑⠗⠑⠗⠑⠗  
 mi/nor/i/ty ⠠⠍⠑⠗⠑⠗⠑⠗  
 mi/nute/ness ⠠⠍⠑⠗⠑⠗⠑⠗  
 mis/con/ceived ⠠⠍⠑⠗⠑⠗⠑⠗⠑⠗⠑⠗  
 mis/con/duct ⠠⠍⠑⠗⠑⠗⠑⠗⠑⠗  
 mis/cre/ance ⠠⠍⠑⠗⠑⠗⠑⠗  
 mis/cre/ant ⠠⠍⠑⠗⠑⠗⠑⠗  
 mis/han/dled ⠠⠍⠑⠗⠑⠗⠑⠗  
 mis/hap ⠠⠍⠑⠗⠑⠗  
 mis/heard ⠠⠍⠑⠗⠑⠗⠑⠗  
 mis/named ⠠⠍⠑⠗⠑⠗⠑⠗  
 mis/sion/ary ⠠⠍⠑⠗⠑⠗⠑⠗  
 mis/step ⠠⠍⠑⠗⠑⠗  
 mis/take ⠠⠍⠑⠗⠑⠗⠑⠗  
 mis/tell ⠠⠍⠑⠗⠑⠗⠑⠗  
 mis/ter ⠠⠍⠑⠗⠑⠗  
 mis/timed ⠠⠍⠑⠗⠑⠗⠑⠗  
 mist/i/ness ⠠⠍⠑⠗⠑⠗⠑⠗  
 mis/tle/toe ⠠⠍⠑⠗⠑⠗⠑⠗  
 mis/took ⠠⠍⠑⠗⠑⠗⠑⠗  
 mis/tral ⠠⠍⠑⠗⠑⠗  
 mis/tress ⠠⠍⠑⠗⠑⠗⠑⠗  
 mis/tri/al ⠠⠍⠑⠗⠑⠗⠑⠗

mis/trust/ful ⠠⠍⠑⠗⠑⠗⠑⠗⠑⠗  
 mis/un/der/stand/ing ⠠⠍⠑⠗⠑⠗⠑⠗⠑⠗⠑⠗  
 mis/word/ed ⠠⠍⠑⠗⠑⠗⠑⠗  
 m'lord ⠠⠍⠑⠗⠑⠗  
 moc/ca/sin ⠠⠍⠑⠗⠑⠗  
 Mo/ham/med/an ⠠⠍⠑⠗⠑⠗⠑⠗⠑⠗  
 moist/ened ⠠⠍⠑⠗⠑⠗  
 mo/les/ta/tion ⠠⠍⠑⠗⠑⠗  
 mo/men/tary ⠠⠍⠑⠗⠑⠗  
 mo/men/tum ⠠⠍⠑⠗⠑⠗  
 Mo/net ⠠⠍⠑⠗⠑⠗  
 mon/e/tary ⠠⠍⠑⠗⠑⠗  
 mon/ey ⠠⠍⠑⠗⠑⠗  
 mon/ger ⠠⠍⠑⠗⠑⠗  
 Mon/go/li/an ⠠⠍⠑⠗⠑⠗⠑⠗  
 mon/goose ⠠⠍⠑⠗⠑⠗  
 mon/grel ⠠⠍⠑⠗⠑⠗  
 monks/hood ⠠⠍⠑⠗⠑⠗  
 Mo/non/ga/he/la ⠠⠍⠑⠗⠑⠗⠑⠗  
 mon/o/tone ⠠⠍⠑⠗⠑⠗  
 Mon/te/ne/gro ⠠⠍⠑⠗⠑⠗⠑⠗  
 Mon/te/re/y ⠠⠍⠑⠗⠑⠗  
 Mont/re/al ⠠⠍⠑⠗⠑⠗  
 mooned ⠠⠍⠑⠗⠑⠗  
 more'n ⠠⠍⠑⠗⠑⠗  
 Mo/roc/co ⠠⠍⠑⠗⠑⠗  
 Mor/tim/er ⠠⠍⠑⠗⠑⠗  
 moth-eat/en ⠠⠍⠑⠗⠑⠗  
 mother-in-law ⠠⠍⠑⠗⠑⠗  
 mother/less ⠠⠍⠑⠗⠑⠗  
 mother-of-pearl ⠠⠍⠑⠗⠑⠗  
 mo/tion/less ⠠⠍⠑⠗⠑⠗  
 mound ⠠⠍⠑⠗⠑⠗  
 moun/tain/er ⠠⠍⠑⠗⠑⠗  
 Mount/ie ⠠⠍⠑⠗⠑⠗  
 mourn/ful/ly ⠠⠍⠑⠗⠑⠗  
 mouthed ⠠⠍⠑⠗⠑⠗  
 much ⠠⠍⠑⠗⠑⠗  
 mud/dled ⠠⠍⠑⠗⠑⠗  
 muf/fin ⠠⠍⠑⠗⠑⠗  
 mum/bled ⠠⠍⠑⠗⠑⠗  
 must ⠠⠍⠑⠗⠑⠗  
 mus/tache ⠠⠍⠑⠗⠑⠗  
 mus/tang ⠠⠍⠑⠗⠑⠗  
 mus/ter/ing ⠠⠍⠑⠗⠑⠗

mustn't    ⠠⠍⠗⠗⠗⠗⠗⠗  
must've    ⠠⠍⠗⠗⠗⠗⠗⠗⠗  
musty      ⠠⠍⠗⠗⠗⠗  
mu/ti/neer    ⠠⠍⠗⠗⠗⠗⠗⠗⠗  
myself     ⠠⠍⠗⠗⠗⠗  
mys/te/ri/ous    ⠠⠍⠗⠗⠗⠗⠗⠗⠗⠗

## N

Ná/ha/ni    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗  
Na/kin/i/ler/ak    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
name/a/ble    ⠠⠠⠗⠗⠗⠗⠗  
named       ⠠⠠⠗⠗⠗⠗  
name/sake    ⠠⠠⠗⠗⠗⠗⠗⠗  
nam/ing      ⠠⠠⠗⠗⠗⠗  
nas/cence    ⠠⠠⠗⠗⠗⠗⠗  
nas/ti/ness    ⠠⠠⠗⠗⠗⠗⠗⠗  
na/tion       ⠠⠠⠗⠗⠗⠗  
na/tion/al/i/ty    ⠠⠠⠗⠗⠗⠗⠗⠗⠗  
nat/u/ral/ly    ⠠⠠⠗⠗⠗⠗⠗⠗⠗  
nau/se/at/ing    ⠠⠠⠗⠗⠗⠗⠗⠗⠗  
Naz/a/rene    ⠠⠠⠗⠗⠗⠗⠗⠗  
Ne/an/der/thal    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗  
Ne/a/pol/i/tan    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗⠗  
near/by       ⠠⠠⠗⠗⠗⠗  
near/est      ⠠⠠⠗⠗⠗⠗  
nec/es/sar/i/ly    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗⠗  
necessary     ⠠⠠⠗⠗⠗  
nee/dling     ⠠⠠⠗⠗⠗⠗  
ne'er-do-well    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗⠗  
neither       ⠠⠠⠗⠗⠗  
Ne/ro        ⠠⠠⠗⠗⠗  
Nes/sel/rode    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗⠗  
neth/er/most    ⠠⠠⠗⠗⠗⠗⠗⠗  
nev/er/the/less    ⠠⠠⠗⠗⠗⠗⠗  
nev/er-to-be-for/got/ten    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗⠗  
new/com/er     ⠠⠠⠗⠗⠗⠗⠗  
New/found/land    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗  
New Or/le/ans    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗⠗  
news/letter    ⠠⠠⠗⠗⠗⠗⠗  
nib/bled      ⠠⠠⠗⠗⠗⠗  
nick/name     ⠠⠠⠗⠗⠗⠗⠗  
nig/gard/li/ness    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗  
night/hawk    ⠠⠠⠗⠗⠗⠗⠗⠗  
night/in/gale    ⠠⠠⠗⠗⠗⠗⠗⠗⠗

nim/ble/ness    ⠠⠠⠗⠗⠗⠗⠗⠗  
Nip/pon/ese    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗  
no/bler       ⠠⠠⠗⠗⠗⠗  
no/blesse     ⠠⠠⠗⠗⠗⠗⠗  
no/blest      ⠠⠠⠗⠗⠗⠗  
nog/gin       ⠠⠠⠗⠗⠗⠗  
noi/some       ⠠⠠⠗⠗⠗⠗  
nom/i/na/tive    ⠠⠠⠗⠗⠗⠗⠗⠗⠗  
non/be/liev/er    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗  
non/cha/lance    ⠠⠠⠗⠗⠗⠗⠗⠗⠗  
non-com/mis/sioned    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗⠗  
non/con/form/ist    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗  
none           ⠠⠠⠗⠗⠗  
non/en/ti/ty    ⠠⠠⠗⠗⠗⠗⠗  
non/es/sen/tial    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗  
none/such      ⠠⠠⠗⠗⠗⠗  
non/ful/fill/ment    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗⠗  
non/par/tic/i/pat/ing    ⠠⠠⠗⠗⠗⠗⠗⠗⠗⠗  
noon/time      ⠠⠠⠗⠗⠗⠗  
Nor/man/dy     ⠠⠠⠗⠗⠗⠗⠗  
north/east     ⠠⠠⠗⠗⠗⠗⠗  
north/ern      ⠠⠠⠗⠗⠗⠗  
nose/bleed     ⠠⠠⠗⠗⠗⠗⠗⠗  
nos/tal/gic    ⠠⠠⠗⠗⠗⠗⠗  
no/tice/a/ble    ⠠⠠⠗⠗⠗⠗⠗  
Not/ting/ham    ⠠⠠⠗⠗⠗⠗⠗⠗  
not/with/stand/ing    ⠠⠠⠗⠗⠗⠗⠗⠗  
nought        ⠠⠠⠗⠗⠗  
nou/veau riche    ⠠⠠⠗⠗⠗⠗⠗⠗⠗  
now/a/days     ⠠⠠⠗⠗⠗⠗  
no/way        ⠠⠠⠗⠗⠗⠗  
no/where       ⠠⠠⠗⠗⠗  
nu/cle/ar      ⠠⠠⠗⠗⠗⠗  
nu/cle/ate     ⠠⠠⠗⠗⠗⠗⠗  
nut/hatch      ⠠⠠⠗⠗⠗⠗

## O

obe/di/ence    ⠠⠠⠗⠗⠗⠗⠗  
oc/ca/sion/al/ly    ⠠⠠⠗⠗⠗⠗⠗⠗  
oce/an/ic       ⠠⠠⠗⠗⠗⠗  
o'clock        ⠠⠠⠗⠗⠗  
O'Con/nor     ⠠⠠⠗⠗⠗⠗⠗  
odd            ⠠⠠⠗⠗⠗

odd/i/ty ⠠⠠⠠⠠⠠  
 odd-looking ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 odds ⠠⠠⠠  
 oe/de/ma ⠠⠠⠠⠠⠠  
 Oed/i/pus ⠠⠠⠠⠠⠠⠠⠠  
 o'er ⠠⠠⠠  
 of/fen/sive ⠠⠠⠠⠠⠠⠠  
 of/fi/cial/ly ⠠⠠⠠⠠⠠⠠⠠  
 of/ten/times ⠠⠠⠠⠠⠠  
 ole/ag/i/nous ⠠⠠⠠⠠⠠⠠⠠  
 ole/an/der ⠠⠠⠠⠠  
 om/i/nous ⠠⠠⠠⠠  
 on/com/ing ⠠⠠⠠⠠⠠  
 Onei/da ⠠⠠⠠⠠⠠  
 one/ness ⠠⠠⠠⠠  
 on/er/ous ⠠⠠⠠⠠  
 oneself ⠠⠠⠠  
 one-sided ⠠⠠⠠⠠⠠⠠  
 op/po/nent ⠠⠠⠠⠠⠠⠠  
 or/ange/ade ⠠⠠⠠⠠⠠⠠⠠  
 or/ches/tra/tion ⠠⠠⠠⠠⠠⠠⠠⠠  
 or/di/nar/i/ly ⠠⠠⠠⠠⠠⠠⠠  
 or/gan/dy ⠠⠠⠠⠠  
 orig/i/nal/ly ⠠⠠⠠⠠⠠⠠  
 or/na/men/ta/tion ⠠⠠⠠⠠⠠⠠⠠⠠  
 O'Shaugh/nessy ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 os/te/o/path ⠠⠠⠠⠠⠠⠠  
 oth/er ⠠⠠⠠  
 ought ⠠⠠⠠  
 ourselves ⠠⠠⠠⠠  
 oust/er ⠠⠠⠠  
 out-and-out ⠠⠠⠠⠠⠠  
 out/bound ⠠⠠⠠⠠  
 out/come ⠠⠠⠠⠠  
 out/do ⠠⠠⠠⠠  
 out/house ⠠⠠⠠⠠⠠  
 out-of-the-way ⠠⠠⠠⠠⠠⠠⠠⠠  
 out-pa/tient ⠠⠠⠠⠠⠠⠠⠠  
 out/pa/tient ⠠⠠⠠⠠⠠⠠⠠  
 out/right ⠠⠠⠠⠠  
 out/stand/ing ⠠⠠⠠⠠⠠  
 over/come ⠠⠠⠠⠠⠠⠠  
 over/eat ⠠⠠⠠⠠⠠  
 over/full ⠠⠠⠠⠠⠠  
 over/lord ⠠⠠⠠⠠

over/much ⠠⠠⠠⠠⠠  
 ow! ⠠⠠⠠  
 ozone ⠠⠠⠠⠠

## P

pad/ding ⠠⠠⠠⠠  
 pa/dro/ne ⠠⠠⠠⠠⠠⠠  
 pae/an ⠠⠠⠠⠠  
 pag/eant ⠠⠠⠠⠠⠠  
 paid ⠠⠠⠠  
 paid-in-full ⠠⠠⠠⠠⠠⠠⠠⠠  
 pain/ful/ness ⠠⠠⠠⠠⠠⠠⠠  
 pains/tak/ing ⠠⠠⠠⠠⠠⠠⠠⠠  
 Pal/es/tine ⠠⠠⠠⠠⠠⠠⠠  
 pan/cre/as ⠠⠠⠠⠠⠠⠠  
 pan/cre/at/ic ⠠⠠⠠⠠⠠⠠⠠⠠  
 pandemonism ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Pan/de/mo/ni/um ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 pan/der/ing ⠠⠠⠠⠠  
 Pan/do/ra ⠠⠠⠠⠠⠠  
 pan/dow/dy ⠠⠠⠠⠠  
 pan/the/on ⠠⠠⠠⠠⠠  
 pa/rad/ing ⠠⠠⠠⠠  
 par/af/fin ⠠⠠⠠⠠  
 par/doned ⠠⠠⠠⠠⠠  
 pa/ren/tal ⠠⠠⠠⠠⠠  
 pa/ren/the/ses ⠠⠠⠠⠠⠠⠠⠠  
 pa/rent/hood ⠠⠠⠠⠠⠠⠠⠠  
 pa/rish/ion/er ⠠⠠⠠⠠⠠⠠⠠  
 Pa/ri/sian ⠠⠠⠠⠠⠠⠠⠠  
 par/lia/men/ta/ry ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 pa/ro/chi/al ⠠⠠⠠⠠⠠⠠  
 pa/roled ⠠⠠⠠⠠  
 par/take ⠠⠠⠠⠠  
 par/tak/en ⠠⠠⠠⠠⠠  
 par/terre ⠠⠠⠠⠠⠠  
 Par/the/non ⠠⠠⠠⠠⠠⠠  
 Par/thia ⠠⠠⠠⠠⠠  
 par/tial/i/ty ⠠⠠⠠⠠⠠⠠  
 par/tial/ly ⠠⠠⠠⠠  
 par/tic/i/pa/tion ⠠⠠⠠⠠⠠⠠⠠⠠  
 par/ti/ci/ple ⠠⠠⠠⠠⠠⠠⠠  
 par/tic/u/lar/i/ty ⠠⠠⠠⠠⠠⠠⠠⠠  
 par/ti/san ⠠⠠⠠⠠⠠



play/time ⠠⠠⠠⠠⠠⠠  
 play/wright ⠠⠠⠠⠠⠠⠠⠠  
 pledg/er ⠠⠠⠠⠠⠠  
 plen/ti/ful/ly ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 plow/share ⠠⠠⠠⠠⠠  
 plun/dered ⠠⠠⠠⠠⠠  
 poi/soned ⠠⠠⠠⠠⠠⠠  
 poi/son/er ⠠⠠⠠⠠⠠⠠  
 pole/ax ⠠⠠⠠⠠⠠  
 pon/gee ⠠⠠⠠⠠⠠  
 pope/dom ⠠⠠⠠⠠⠠⠠  
 pop/ery ⠠⠠⠠⠠⠠  
 por/rin/ger ⠠⠠⠠⠠⠠⠠  
 port/hole ⠠⠠⠠⠠⠠⠠⠠  
 Port Sa/id ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 pos/te/ri/or ⠠⠠⠠⠠⠠⠠⠠  
 pos/ter/i/ty ⠠⠠⠠⠠⠠⠠  
 post/haste ⠠⠠⠠⠠⠠⠠  
 post/hu/mous ⠠⠠⠠⠠⠠⠠⠠⠠  
 post/paid ⠠⠠⠠⠠⠠  
 post/poned ⠠⠠⠠⠠⠠⠠  
 post/pone/ment ⠠⠠⠠⠠⠠⠠⠠⠠  
 pot/hole ⠠⠠⠠⠠⠠⠠⠠  
 pot/sherd ⠠⠠⠠⠠⠠⠠  
 pound/ing ⠠⠠⠠⠠⠠  
 Pow/ha/tan ⠠⠠⠠⠠⠠⠠⠠  
 prac/ti/tion/er ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 prae/no/men ⠠⠠⠠⠠⠠⠠⠠  
 pranced ⠠⠠⠠⠠⠠  
 pranc/er ⠠⠠⠠⠠⠠  
 pran/di/al ⠠⠠⠠⠠⠠⠠  
 pre/a/dult ⠠⠠⠠⠠⠠⠠⠠⠠  
 pre/am/ble ⠠⠠⠠⠠⠠⠠  
 pre/ar/ranged ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 prec/e/dent ⠠⠠⠠⠠⠠⠠⠠  
 pre/con/ceived ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 pre/con/cep/tion ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 pre/da/cious ⠠⠠⠠⠠⠠⠠⠠  
 pre/dat/ed ⠠⠠⠠⠠⠠⠠⠠  
 pred/a/to/ry ⠠⠠⠠⠠⠠⠠⠠⠠  
 pre/de/ceased ⠠⠠⠠⠠⠠⠠⠠⠠  
 pred/e/ces/sor ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 pre/des/ti/na/tion ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 pre/de/ter/mined ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 pre/dic/a/ment ⠠⠠⠠⠠⠠⠠⠠⠠

pred/i/cat/ed ⠠⠠⠠⠠⠠⠠⠠⠠  
 pre/dic/tion ⠠⠠⠠⠠⠠⠠⠠⠠  
 pre/di/gest/ed ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 pre/di/lec/tion ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 pre/dis/posed ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 pre/dom/i/nance ⠠⠠⠠⠠⠠⠠⠠⠠  
 pre/na/tal ⠠⠠⠠⠠⠠⠠⠠  
 pre/nup/tial ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 pre/oc/cu/pied ⠠⠠⠠⠠⠠⠠⠠⠠  
 prep/a/ra/tion ⠠⠠⠠⠠⠠⠠⠠  
 pre/req/ui/site ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 pre/rog/a/tive ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 pres/tige ⠠⠠⠠⠠⠠⠠⠠  
 priest/hood ⠠⠠⠠⠠⠠⠠⠠⠠  
 prig/gish/ness ⠠⠠⠠⠠⠠⠠⠠⠠  
 prin/ci/pal/ly ⠠⠠⠠⠠⠠⠠⠠⠠  
 pris/on/er ⠠⠠⠠⠠⠠⠠⠠  
 prith/ee ⠠⠠⠠⠠⠠  
 pro and con ⠠⠠⠠⠠⠠⠠⠠⠠  
 pro/ba/tion/er ⠠⠠⠠⠠⠠⠠⠠  
 prob/lem/at/i/cal/ly ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 pro/ce/dure ⠠⠠⠠⠠⠠⠠⠠⠠  
 Prof. ⠠⠠⠠⠠⠠  
 prof/a/na/tion ⠠⠠⠠⠠⠠⠠⠠  
 pro/fane/ly ⠠⠠⠠⠠⠠⠠⠠⠠  
 pro/fan/i/ty ⠠⠠⠠⠠⠠⠠⠠  
 pro/fes/sion/al/ly ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 pro/fes/sor ⠠⠠⠠⠠⠠⠠⠠⠠  
 pro/fes/so/ri/al ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 prof/ered ⠠⠠⠠⠠⠠⠠⠠  
 pro/fi/cien/cy ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 pro/file ⠠⠠⠠⠠⠠⠠⠠  
 prof/it ⠠⠠⠠⠠⠠⠠  
 prof/li/gate ⠠⠠⠠⠠⠠⠠⠠⠠  
 pro/found/ness ⠠⠠⠠⠠⠠⠠⠠⠠  
 pro/fun/di/ty ⠠⠠⠠⠠⠠⠠⠠⠠  
 pro/fu/sion ⠠⠠⠠⠠⠠⠠⠠  
 pro/lon/ga/tion ⠠⠠⠠⠠⠠⠠⠠⠠  
 prom/e/nad/ing ⠠⠠⠠⠠⠠⠠⠠⠠  
 prom/i/nent ⠠⠠⠠⠠⠠⠠⠠  
 prone/ness ⠠⠠⠠⠠⠠⠠  
 prong/horn ⠠⠠⠠⠠⠠⠠⠠⠠  
 pro/nounce/a/ble ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 proof ⠠⠠⠠⠠⠠  
 prop/a/gan/da ⠠⠠⠠⠠⠠⠠⠠⠠







roust/about ⠠⠠⠠⠠⠠⠠⠠  
 rout ⠠⠠⠠⠠  
 roux ⠠⠠⠠⠠  
 rubbed ⠠⠠⠠⠠  
 rud/der ⠠⠠⠠⠠  
 ru/di/men/ta/ry ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 ruf/fi/an ⠠⠠⠠⠠⠠⠠  
 ru/mi/nant ⠠⠠⠠⠠⠠⠠  
 run/about ⠠⠠⠠⠠⠠  
 ruth/less/ness ⠠⠠⠠⠠⠠⠠⠠

**S**

sab/bat/i/cal ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 sac/cha/rine ⠠⠠⠠⠠⠠⠠⠠  
 Sac/ra/men/to ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 saf/flow/er ⠠⠠⠠⠠⠠⠠  
 said ⠠⠠  
 Sa/id [*name*] ⠠⠠⠠⠠⠠  
 saint/hood ⠠⠠⠠⠠⠠⠠⠠  
 sal/a/man/der ⠠⠠⠠⠠⠠⠠⠠  
 sale/a/ble ⠠⠠⠠⠠⠠  
 Sal/ly ⠠⠠⠠⠠  
 salt/works ⠠⠠⠠⠠⠠⠠  
 san/dal ⠠⠠⠠⠠  
 san/gui/nary ⠠⠠⠠⠠⠠⠠⠠  
 sar/co/ma ⠠⠠⠠⠠⠠  
 sa/rong ⠠⠠⠠⠠  
 sar/sa/pa/ril/la ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Sat/ur/day ⠠⠠⠠⠠⠠⠠⠠  
 sav/age/ry ⠠⠠⠠⠠⠠⠠⠠  
 saw/horse ⠠⠠⠠⠠⠠⠠⠠  
 say-so ⠠⠠⠠⠠⠠  
 scab/bi/ness ⠠⠠⠠⠠⠠⠠⠠  
 scaf/fold/ing ⠠⠠⠠⠠⠠⠠⠠⠠  
 scan/dal/ous ⠠⠠⠠⠠⠠⠠⠠  
 Scan/di/na/vi/an ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 scathe/less ⠠⠠⠠⠠⠠⠠  
 sce/nar/io ⠠⠠⠠⠠⠠⠠  
 scen/ery ⠠⠠⠠⠠⠠  
 schism ⠠⠠⠠⠠⠠  
 scho/las/tic ⠠⠠⠠⠠⠠⠠⠠⠠  
 schoon/er ⠠⠠⠠⠠⠠⠠  
 schot/tische ⠠⠠⠠⠠⠠⠠⠠⠠  
 sci/ence ⠠⠠⠠⠠⠠

scler/osis ⠠⠠⠠⠠⠠⠠⠠⠠  
 scoff ⠠⠠⠠⠠⠠  
 scone ⠠⠠⠠⠠  
 scoun/drel ⠠⠠⠠⠠⠠⠠⠠  
 scrib/bled ⠠⠠⠠⠠⠠⠠⠠  
 scrubbed ⠠⠠⠠⠠⠠⠠  
 scuff ⠠⠠⠠⠠⠠  
 scuffed ⠠⠠⠠⠠⠠  
 scythe ⠠⠠⠠⠠  
 sea ⠠⠠⠠  
 sea/far/ing ⠠⠠⠠⠠⠠  
 sea-green ⠠⠠⠠⠠⠠⠠⠠  
 sea/man ⠠⠠⠠⠠⠠  
 sé/ance ⠠⠠⠠⠠⠠  
 searched ⠠⠠⠠⠠⠠  
 seas ⠠⠠⠠  
 sea/shore ⠠⠠⠠⠠⠠⠠  
 sea/soned ⠠⠠⠠⠠⠠⠠  
 Se/at/tle ⠠⠠⠠⠠⠠⠠⠠  
 se/ced/ed ⠠⠠⠠⠠⠠  
 se/dan ⠠⠠⠠⠠  
 se/date ⠠⠠⠠⠠⠠  
 sed/a/tive ⠠⠠⠠⠠⠠⠠⠠  
 sed/en/tary ⠠⠠⠠⠠⠠⠠  
 sed/i/ment ⠠⠠⠠⠠⠠  
 se/di/tion ⠠⠠⠠⠠⠠  
 se/duced ⠠⠠⠠⠠⠠⠠  
 se/duc/tion ⠠⠠⠠⠠⠠⠠⠠  
 sed/u/lous ⠠⠠⠠⠠⠠⠠  
 seethed ⠠⠠⠠⠠⠠  
 seined ⠠⠠⠠⠠  
 self-con/fi/dent ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 self-in/duced ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 sell/out ⠠⠠⠠⠠⠠  
 sem/i-invalid ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Sem/i/nole ⠠⠠⠠⠠⠠⠠⠠  
 se/nes/cence ⠠⠠⠠⠠⠠⠠  
 se/nile ⠠⠠⠠⠠⠠  
 se/nil/i/ty ⠠⠠⠠⠠⠠⠠  
 se/ñor ⠠⠠⠠⠠⠠⠠  
 sen/tenced ⠠⠠⠠⠠⠠⠠  
 sen/ti/men/tal/i/ty ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 se/pa/ra/tion ⠠⠠⠠⠠⠠⠠  
 se/rene ⠠⠠⠠⠠  
 se/ren/i/ty ⠠⠠⠠⠠⠠

ser/geant ⠠⠠⠠⠠⠠⠠  
 ser/vice/a/ble ⠠⠠⠠⠠⠠⠠⠠⠠  
 sev/er ⠠⠠⠠  
 sev/er/al ⠠⠠⠠⠠  
 sev/er/ance ⠠⠠⠠⠠  
 se/vere ⠠⠠⠠⠠  
 se/ver/i/ty ⠠⠠⠠⠠⠠  
 Sev/ern ⠠⠠⠠⠠⠠  
 sh! ⠠⠠⠠  
 shab/bi/ness ⠠⠠⠠⠠⠠  
 shad ⠠⠠⠠  
 shad/dock ⠠⠠⠠⠠⠠  
 sha/doof ⠠⠠⠠⠠  
 shad/owy ⠠⠠⠠⠠  
 Shad/rach ⠠⠠⠠⠠⠠  
 shag/gi/ness ⠠⠠⠠⠠⠠  
 shake/down ⠠⠠⠠⠠⠠  
 Shake/spear/e/an ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 shall ⠠⠠  
 shal/lop ⠠⠠⠠⠠⠠  
 shal/low/ness ⠠⠠⠠⠠⠠⠠  
 shang/haied ⠠⠠⠠⠠⠠⠠  
 shears ⠠⠠⠠⠠  
 sheathed ⠠⠠⠠⠠  
 shed/ding ⠠⠠⠠⠠  
 Shee/an ⠠⠠⠠⠠⠠  
 sheeps/head ⠠⠠⠠⠠⠠⠠  
 Shen/an/do/ah ⠠⠠⠠⠠⠠⠠  
 she/nan/i/gan ⠠⠠⠠⠠⠠⠠⠠  
 sher/iff ⠠⠠⠠⠠⠠  
 sher/iff's ⠠⠠⠠⠠⠠⠠  
 sher/iffs ⠠⠠⠠⠠⠠  
 shhh! ⠠⠠⠠⠠  
 shib/bo/leth ⠠⠠⠠⠠⠠⠠  
 shil/ly-shal/ly ⠠⠠⠠⠠⠠⠠⠠⠠  
 shin/gled ⠠⠠⠠⠠  
 ship/wright ⠠⠠⠠⠠⠠  
 shod/dy ⠠⠠⠠⠠  
 sho/far ⠠⠠⠠  
 short/hand ⠠⠠⠠⠠⠠  
 Sho/sho/ne ⠠⠠⠠⠠⠠⠠  
 Sho/sho/ne/an ⠠⠠⠠⠠⠠⠠⠠  
 shoul/der ⠠⠠⠠⠠⠠  
 should ⠠⠠  
 shouldn't ⠠⠠⠠⠠⠠

shouldst ⠠⠠⠠  
 shred/ded ⠠⠠⠠⠠⠠  
 shroff ⠠⠠⠠⠠  
 shrub/bery ⠠⠠⠠⠠⠠  
 shrugged ⠠⠠⠠⠠⠠  
 shud/der/ing ⠠⠠⠠⠠⠠  
 shuf/fled ⠠⠠⠠⠠⠠  
 shut-in ⠠⠠⠠⠠⠠  
 shut-ins ⠠⠠⠠⠠⠠  
 Si/be/ri/an ⠠⠠⠠⠠⠠⠠⠠  
 si/de/re/al ⠠⠠⠠⠠⠠⠠  
 Sier/ra Le/one ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 si/lenced ⠠⠠⠠⠠⠠  
 Si/nai ⠠⠠⠠⠠⠠  
 singed ⠠⠠⠠  
 Singh ⠠⠠⠠⠠  
 sin/gu/lar ⠠⠠⠠⠠⠠  
 si/nus ⠠⠠⠠⠠  
 Sion ⠠⠠⠠⠠⠠  
 sis/ter-in-law ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 Sis/tine ⠠⠠⠠⠠⠠⠠  
 size/a/ble ⠠⠠⠠⠠⠠⠠  
 skul/dug/gerly ⠠⠠⠠⠠⠠⠠⠠⠠  
 slan/der/ous ⠠⠠⠠⠠⠠⠠  
 slav/ery ⠠⠠⠠⠠⠠  
 sled/ding ⠠⠠⠠⠠⠠  
 slith/er ⠠⠠⠠⠠⠠  
 smith/er/eens ⠠⠠⠠⠠⠠⠠⠠  
 smooth/er ⠠⠠⠠⠠⠠⠠  
 smother ⠠⠠⠠  
 snob/bish/ness ⠠⠠⠠⠠⠠⠠⠠  
 snow-blind ⠠⠠⠠⠠⠠⠠  
 snuff ⠠⠠⠠⠠⠠  
 snuff/box ⠠⠠⠠⠠⠠⠠  
 snug/gled ⠠⠠⠠⠠⠠⠠  
 so [*musical note*] ⠠⠠  
 so-and-so ⠠⠠⠠⠠⠠  
 so/be/it ⠠⠠⠠⠠⠠  
 so-called ⠠⠠⠠⠠⠠⠠  
 so/fa ⠠⠠⠠  
 So/fia ⠠⠠⠠⠠⠠  
 sof/fit ⠠⠠⠠⠠⠠  
 soft/heart/ed ⠠⠠⠠⠠⠠⠠⠠  
 so/le/noid ⠠⠠⠠⠠⠠⠠  
 som/bre/ro ⠠⠠⠠⠠⠠⠠

some/body ⠠⠎⠕⠎⠑⠗⠇⠑  
 some/one ⠠⠎⠕⠎⠑⠗⠗⠑  
 som/er/sault ⠠⠎⠕⠎⠑⠗⠗⠑⠠⠎⠑⠗⠗⠑⠠⠎⠑⠗⠗⠑⠠⠎⠑⠗⠗⠑  
 Som/er/set ⠠⠎⠕⠎⠑⠗⠗⠑⠠⠎⠑⠗⠗⠑⠠⠎⠑⠗⠗⠑  
 some/times ⠠⠎⠕⠎⠑⠗⠗⠑⠠⠎⠑⠗⠗⠑  
 some/where ⠠⠎⠕⠎⠑⠗⠗⠑⠠⠎⠕⠗⠑  
 song/ster ⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑  
 soon/er ⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑  
 soothed ⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑  
 so's ⠠⠎⠕⠗⠗⠑  
 so-so ⠠⠎⠕⠗⠗⠑  
 sou'/east ⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑  
 souf/flé ⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑  
 sought ⠠⠎⠕⠗⠗⠑  
 sound/less ⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑  
 south/east ⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑  
 south/ern ⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑  
 sou/ve/nir ⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑  
 sov/er/eign ⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑  
 spa/ghet/ti ⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑  
 Spar/tan ⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑  
 speak/easy ⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑  
 speared ⠠⠎⠕⠗⠗⠑  
 Spen/cer ⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑  
 sphere ⠠⠎⠕⠗⠗⠑  
 spirit/ed ⠠⠎⠕⠗⠗⠑  
 spirit/less ⠠⠎⠕⠗⠗⠑  
 spirits ⠠⠎⠕⠗⠗⠑  
 spiritu/al/ly ⠠⠎⠕⠗⠗⠑⠠⠎⠕⠗⠗⠑  
 spiritu/el ⠠⠎⠕⠗⠗⠑  
 sponge ⠠⠎⠕⠗⠗⠑  
 spoof ⠠⠎⠕⠗⠗⠑  
 spooned ⠠⠎⠕⠗⠗⠑  
 spright/ly ⠠⠎⠕⠗⠗⠑  
 spring/time ⠠⠎⠕⠗⠗⠑  
 squab/bled ⠠⠎⠕⠗⠗⠑  
 squal/ly ⠠⠎⠕⠗⠗⠑  
 squan/dered ⠠⠎⠕⠗⠗⠑  
 squire/ar/chy ⠠⠎⠕⠗⠗⠑  
 St. ⠠⠎⠕  
 stabbed ⠠⠎⠕⠗⠗⠑  
 sta/bled ⠠⠎⠕⠗⠗⠑  
 staff ⠠⠎⠕⠗⠗⠑  
 staffed ⠠⠎⠕⠗⠗⠑  
 Sta/lin/grad ⠠⠎⠕⠗⠗⠑

stance ⠠⠎⠕⠗⠗⠑  
 stan/chioned ⠠⠎⠕⠗⠗⠑  
 stand/ard ⠠⠎⠕⠗⠗⠑  
 stand-by ⠠⠎⠕⠗⠗⠑  
 stand-in ⠠⠎⠕⠗⠗⠑  
 stand-ins ⠠⠎⠕⠗⠗⠑  
 stand/out ⠠⠎⠕⠗⠗⠑  
 stand/still ⠠⠎⠕⠗⠗⠑  
 star/like ⠠⠎⠕⠗⠗⠑  
 sta/tion/ary ⠠⠎⠕⠗⠗⠑  
 sta/tion/er ⠠⠎⠕⠗⠗⠑  
 step/child ⠠⠎⠕⠗⠗⠑  
 step/father ⠠⠎⠕⠗⠗⠑  
 ste/ve/dore ⠠⠎⠕⠗⠗⠑  
 still/born ⠠⠎⠕⠗⠗⠑  
 still life ⠠⠎⠕⠗⠗⠑  
 still/ness ⠠⠎⠕⠗⠗⠑  
 stills ⠠⠎⠕⠗⠗⠑  
 still's ⠠⠎⠕⠗⠗⠑  
 sting/a/ree ⠠⠎⠕⠗⠗⠑  
 stin/gy ⠠⠎⠕⠗⠗⠑  
 stir/a/bout ⠠⠎⠕⠗⠗⠑  
 stone ⠠⠎⠕⠗⠗⠑  
 stoned ⠠⠎⠕⠗⠗⠑  
 stone/work ⠠⠎⠕⠗⠗⠑  
 ston/ey ⠠⠎⠕⠗⠗⠑  
 strat/o/sphere ⠠⠎⠕⠗⠗⠑  
 strength/ened ⠠⠎⠕⠗⠗⠑  
 strin/gent ⠠⠎⠕⠗⠗⠑  
 strong/hold ⠠⠎⠕⠗⠗⠑  
 St. Swith/in ⠠⠎⠕⠗⠗⠑  
 stum/bled ⠠⠎⠕⠗⠗⠑  
 sub/base/ment ⠠⠎⠕⠗⠗⠑  
 sub/com/mit/tee ⠠⠎⠕⠗⠗⠑  
 sub/con/scious ⠠⠎⠕⠗⠗⠑  
 sub/let ⠠⠎⠕⠗⠗⠑  
 sub/poe/na ⠠⠎⠕⠗⠗⠑  
 sub/poe/naed ⠠⠎⠕⠗⠗⠑  
 sub/ter/ra/ne/an ⠠⠎⠕⠗⠗⠑  
 suc/cinct ⠠⠎⠕⠗⠗⠑  
 such ⠠⠎⠕⠗⠗⠑  
 suchlike ⠠⠎⠕⠗⠗⠑  
 suède ⠠⠎⠕⠗⠗⠑  
 sul/tan/ess ⠠⠎⠕⠗⠗⠑  
 sum/moned ⠠⠎⠕⠗⠗⠑

Sun/day    ⠠⠠⠠⠠⠠⠠  
 sun/der    ⠠⠠⠠  
 su/pe/ri/or/i/ty    ⠠⠠⠠⠠⠠⠠⠠⠠  
 su/pi/na/tion    ⠠⠠⠠⠠⠠  
 su/pine/ness    ⠠⠠⠠⠠⠠⠠  
 sur/name    ⠠⠠⠠⠠  
 sur/re/al/ist    ⠠⠠⠠⠠⠠⠠⠠  
 sus/tained    ⠠⠠⠠⠠⠠  
 sus/te/nance    ⠠⠠⠠⠠⠠  
 swas/ti/ka    ⠠⠠⠠⠠⠠⠠  
 swas/ti/kaed    ⠠⠠⠠⠠⠠⠠⠠  
 swathed    ⠠⠠⠠⠠  
 Swe/den    ⠠⠠⠠⠠  
 swith/er    ⠠⠠⠠  
 swooned    ⠠⠠⠠⠠⠠  
 sword    ⠠⠠⠠⠠  
 sy/ringe    ⠠⠠⠠⠠

**T**

tab/a/ret    ⠠⠠⠠⠠⠠  
 tab/leau    ⠠⠠⠠⠠⠠  
 ta/bled    ⠠⠠⠠  
 tab/let    ⠠⠠⠠  
 tal/ly    ⠠⠠⠠  
 tal/ly/ho    ⠠⠠⠠⠠  
 ta/man/dua    ⠠⠠⠠⠠⠠  
 tam/a/rack    ⠠⠠⠠⠠⠠⠠  
 Tam/ma/ny    ⠠⠠⠠⠠⠠  
 tan/dem    ⠠⠠⠠  
 ta/ran/tu/la    ⠠⠠⠠⠠⠠⠠  
 T-bone    ⠠⠠⠠⠠⠠  
 tea    ⠠⠠⠠  
 teach/er    ⠠⠠⠠  
 tea/cup    ⠠⠠⠠⠠  
 tear    ⠠⠠⠠  
 teas    ⠠⠠⠠  
 tea/spoon/fuls    ⠠⠠⠠⠠⠠⠠⠠⠠  
 tea/time    ⠠⠠⠠  
 Ted/die    ⠠⠠⠠⠠  
 te/di/ous/ness    ⠠⠠⠠⠠⠠⠠  
 teethed    ⠠⠠⠠⠠  
 tel/e/phone    ⠠⠠⠠⠠⠠⠠  
 tel/e/phoned    ⠠⠠⠠⠠⠠⠠⠠  
 tem/per/a/ment/tal    ⠠⠠⠠⠠⠠⠠⠠⠠

tem/pes/tu/ous    ⠠⠠⠠⠠⠠⠠⠠  
 te/nac/i/ty    ⠠⠠⠠⠠⠠  
 Ten/nes/see    ⠠⠠⠠⠠⠠  
 teth/ered    ⠠⠠⠠⠠  
 Thad    ⠠⠠⠠  
 that'd    ⠠⠠⠠  
 that'll    ⠠⠠⠠  
 that's    ⠠⠠⠠  
 the/a/ter    ⠠⠠⠠  
 thee    ⠠⠠  
 theirs    ⠠⠠⠠  
 Thelma    ⠠⠠⠠⠠  
 themselves    ⠠⠠⠠⠠  
 then    ⠠⠠  
 thence/forth    ⠠⠠⠠  
 The/o/dore    ⠠⠠⠠⠠⠠  
 the/ol/o/gy    ⠠⠠⠠⠠  
 the/o/ret/i/cal    ⠠⠠⠠⠠⠠⠠  
 there/abouts    ⠠⠠⠠  
 there/after    ⠠⠠⠠  
 there/by    ⠠⠠⠠  
 there/fore    ⠠⠠⠠  
 there/in/after    ⠠⠠⠠  
 The/re/sa    ⠠⠠⠠⠠  
 there/to/fore    ⠠⠠⠠⠠  
 there/upon    ⠠⠠⠠  
 ther/mom/e/ter    ⠠⠠⠠⠠⠠  
 these    ⠠⠠  
 the/ses    ⠠⠠⠠  
 Thes/sa/lo/ni/an    ⠠⠠⠠⠠⠠⠠⠠  
 thiev/ery    ⠠⠠⠠⠠  
 thim/ble/rig    ⠠⠠⠠⠠  
 thing-in-itself    ⠠⠠⠠⠠⠠  
 this'll    ⠠⠠⠠  
 this/tle/down    ⠠⠠⠠⠠  
 this-world/li/ness    ⠠⠠⠠⠠⠠  
 thith/er    ⠠⠠⠠  
 thor/ough/go/ing    ⠠⠠⠠⠠  
 those    ⠠⠠  
 thought/ful/ness    ⠠⠠⠠⠠  
 thresh/old    ⠠⠠⠠⠠  
 throne    ⠠⠠⠠  
 throned    ⠠⠠⠠  
 thronged    ⠠⠠⠠  
 through/out    ⠠⠠⠠

thun/der/ing ⠠⠠⠠⠠⠠  
 thun/der/struck ⠠⠠⠠⠠⠠⠠⠠⠠  
 Thu/rin/gi/an ⠠⠠⠠⠠⠠⠠⠠⠠  
 Thurs/day ⠠⠠⠠⠠⠠⠠  
 thyself ⠠⠠⠠⠠  
 tid/dle/dy/winks ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 timed ⠠⠠⠠⠠  
 tim/er ⠠⠠⠠⠠  
 times ⠠⠠⠠⠠  
 time/ta/ble ⠠⠠⠠⠠⠠  
 tim/ing ⠠⠠⠠⠠  
 tinged ⠠⠠⠠⠠  
 ti/ny ⠠⠠⠠⠠  
 tire/some ⠠⠠⠠⠠⠠  
 tithes ⠠⠠⠠⠠  
 to and fro ⠠⠠⠠⠠⠠  
 to/bac/co ⠠⠠⠠⠠⠠  
 today ⠠⠠⠠  
 to-do ⠠⠠⠠⠠  
 toed ⠠⠠⠠⠠  
 toe/nail ⠠⠠⠠⠠⠠⠠  
 tof/fee ⠠⠠⠠⠠⠠  
 together ⠠⠠⠠⠠  
 To/le/do ⠠⠠⠠⠠⠠  
 to/men/tose ⠠⠠⠠⠠⠠⠠⠠  
 tomorrow ⠠⠠⠠⠠  
 tone ⠠⠠⠠⠠  
 toned ⠠⠠⠠⠠  
 ton/ga ⠠⠠⠠⠠  
 tongue-tied ⠠⠠⠠⠠⠠⠠⠠⠠  
 tonight ⠠⠠⠠⠠  
 top/full ⠠⠠⠠⠠⠠⠠  
 tor/e/a/dor ⠠⠠⠠⠠⠠⠠⠠  
 tor/pe/does ⠠⠠⠠⠠⠠⠠⠠  
 to/tal/ly ⠠⠠⠠⠠⠠  
 tou/can ⠠⠠⠠⠠⠠  
 to/wards ⠠⠠⠠⠠⠠  
 tow/head ⠠⠠⠠⠠⠠  
 tow/hee ⠠⠠⠠⠠⠠  
 Town/shend ⠠⠠⠠⠠⠠⠠⠠  
 towns/peo/ple ⠠⠠⠠⠠⠠⠠⠠⠠⠠  
 trace/a/ble ⠠⠠⠠⠠⠠⠠  
 trac/ery ⠠⠠⠠⠠⠠⠠  
 tra/che/al ⠠⠠⠠⠠⠠⠠  
 trag/e/dy ⠠⠠⠠⠠⠠⠠

trance ⠠⠠⠠⠠⠠  
 tran/ship ⠠⠠⠠⠠⠠⠠  
 tre/bled ⠠⠠⠠⠠⠠  
 Trem/bleur ⠠⠠⠠⠠⠠⠠⠠  
 tree/nail ⠠⠠⠠⠠⠠⠠⠠  
 tri/na/ry ⠠⠠⠠⠠⠠  
 trin/i/ty ⠠⠠⠠⠠⠠  
 tri/par/tite ⠠⠠⠠⠠⠠⠠⠠  
 trop/o/sphere ⠠⠠⠠⠠⠠⠠⠠⠠  
 trou/ble/some ⠠⠠⠠⠠⠠⠠  
 trun/cheoned ⠠⠠⠠⠠⠠⠠⠠  
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