Lesson 12

Grade 1 Indicators, Speech Mannerisms: Stammering, Speech Hesitation or Elongation, Sound Imitations, Lisped Words, Dialect

Syllabicated and Spelled Out Words

12.1 Grade 1 Indicators [UEB §5]

Definitions:

Grade 2 Braille: Braille that includes contractions.

Grade 1 Braille: Braille in which contractions are not used.

Standing Alone: A letter or word (letters-sequence) is standing alone when preceded and followed by a space, a hyphen or a dash. Some common punctuation and indicator symbols can also come between the letter or word and the space, hyphen or dash; these include parentheses, quotation marks, capital indicators, etc. Common closing punctuation marks such as period, comma, and semicolon can also be used between the letter or word and the space, hyphen or dash that follows it.

As you have learned in earlier lessons, a braille character may have different meanings depending on the mode in effect. For example, the character \( \text{e} \) (dots 15) represents the lowercase letter e within a word, the uppercase \( E \) when preceded by a capital indicator, the wordsign every when standing alone in contracted braille, and the number 5 when preceded by a numeric indicator.

The grade 1 indicators are used to indicate that a symbol or symbols-sequence does not include contractions or numbers.

12.1a Grade 1 Symbol Indicator. Place a grade 1 symbol indicator, dots 56 (\( \text{:\text{\text{·}}} \)), immediately before a single letter that stands alone. If the letter is capitalized, place the grade 1 symbol indicator before the capital indicator. Examples:

Make an x.                                 X marks the spot.

\( \text{\text{:\text{\text{·}}}\text{:\text{\text{·}}}} \) MAKE AN Ox. \( \text{\text{:\text{\text{·}}}\text{:\text{\text{·}}} \text{::}} \) X marks x spot.
'E went t' other way. Aaron plays rock 'n' roll.

Do not use a grade 1 symbol indicator before the single letters a, i, and o when they are standing alone, because these letters have no contracted meaning. Examples:

Q: How long is the sentence, Mr. Hays?
A: Too long!

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

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

E Coli can be deadly.

Professor G. is at the U today.

Spell S A M.
A. Thomas Edison

1. youth
   a) birth
   b) siblings

2. education

12.1b Punctuation with Single Letters

12.1b(1) Letters with a Hyphen. Single letters joined to a word by a hyphen are considered to be standing alone. Use a grade 1 symbol indicator before such a letter (other than a, i, and o), so that the letter will not be misread as an alphabetic wordsign. Examples:

   E-book

   The letters a-j

   Seats M—S saved

   The note ended with lots of x's.

12.1b(2) With a Slash. Do not use a grade 1 symbol indicator before single letters that are in contact with a slash and other letters. Because alphabetic wordsigns cannot be used in contact with a slash, there is no confusion between single letters and wordsigns in these cases. Examples:

   c/o

   Numeric mode only carries through the ten digits, the period, the comma, and three other specific items which have not yet been studied. If letters follow a number and a slash, a grade 1 symbol indicator is not used before the letter; the slash terminates numeric mode, and grade 1 mode remains in effect for the rest of the symbols-sequence. Example:
12.1c Groups of Letters. Use a grade 1 symbol indicator before a group of letters that is standing alone and could be mistaken for a shortform.

county highway "PD"  CITY HIGHWAY "PD"
Press the alt key  PRESS ALT KEY

It should be kept in mind that the purpose of the grade 1 symbol indicator is to avoid confusion of letters or letter combinations with numbers, contractions, or shortforms. If no such confusion is possible (for example, if letters that mean letters are present but are not standing alone), do not use a grade 1 symbol indicator. Examples:

Mind your Ps and Qs.  MIND YE UPS & UQS.  A UFO was spotted off the coast.

Drill 29
Practice brailling the following sentences. Use a 3-1 margin.

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.
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. TUESDAY: THE SMITH AND IMM FAMILIES' REUNION

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

12.1d Numbers Followed By Letters. To alert the reader that numbers have stopped and letters have begun, use a grade 1 symbol indicator before the lowercase letters a-j if they immediately follow a number. Because the capitalized letters a-j and the letters k-z can easily be distinguished from numbers, no grade 1 symbol indicator is required. Examples:

3c  
46T  
9th Street

Remember that the hyphen and the slash terminate numeric mode. The hyphen also terminates grade 1 mode, but the slash does not. Therefore, no grade 1 symbol indicator is needed after numbers followed by a hyphen or slash, unless a single letter follows the hyphen. Examples:

3-c  
3/c  
3-can  
4-door

Remember that a period does not terminate numeric mode. Thus, when a lowercase letter a-j immediately follows a number and a period, use a grade 1 symbol indicator. Example:

30.a.-f.

12.1e Letters Followed By Numbers. When a single letter is followed immediately by a number, or a slash and a number, a grade 1 symbol indicator is not required. However, a single letter followed by a hyphen and a number needs a grade 1 symbol indicator so that the letter will not be misread as an alphabetic wordsign. (Remember that alphabetic wordsigns are not used next to a slash, but they are used in hyphenated-compound words.) Examples:

T19  
T/19  
T-19  
T-19
When a letter grouping is followed by a number, or a hyphen and a number, use a grade 1 symbol indicator only if such letters could be mistaken for a number or a shortform. Examples:

yr-3\hspace{.5cm}Ir-14\hspace{.5cm}TX48\hspace{.5cm}gyv-72\hspace{.5cm}ES-18\hspace{.5cm}W-2GS\hspace{.5cm}17C4-6\hspace{.5cm}C22A

**Drill 30**

Practice brailling the following sentences. Use a 1-3 margin.

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.

**12.2 Grade 1 Word and Passage Indicators** [UEB §5.3]

A grade 1 word indicator, dots 56, 56 (:\::;) is used to indicate that there are no contractions in the next word or symbols sequence. It is used to reduce the number of indicators that would otherwise be needed in situations such as letters separated by hyphens to form spelled-out words. A space ends the effect of a grade 1 word indicator.
The effect can also be terminated by a **grade 1 terminator**, dots 56, 3 (:

He always spells c-a-n-d-y so the toddler will not understand.

The all spells c-a-n-d-y so the toddler will not understand.

If a letter combination could be misunderstood as a shortform and the group of letters does not occur at the beginning of a word, the grade 1 word indicator is used at the start of the word. Example:

![FUNBRL](image)

Use the **grade 1 passage indicator**, dots 56, 56, 56 (::::) to set grade 1 for the next three or more symbols-sequences and is terminated by the grade 1 terminator. Example:

Spell it s-e-e y-o-u l-a-t-e-r, not c u l8r.

These indicators are also used in transcribing technical material that is not covered in this course.

**12.2a Stammering** [UEB §10.12.16.] When brailling stammered words, observe the standing-alone rule and the rules for the use of groupsigns studied in earlier lessons. Examples:

- m-m-mine :m::m::m::
- st-st-start :st::st::st:
- g-ghost :g::g:
- wh-which :wh:wh:
- f-f-father :f::f:
- wh-where :wh:wh:
- Gr-gr-gr-gr-grand! :g::g::g::g::
- b-b-but ... :b::b::...
When determining whether to use grade 1 symbol indicators or grade 1 word indicators, minimize the number of switches between grades, the number of indicators required, and the number of cells used, while generally brailing words in their contracted form. Examples:

f-f-freezing!

[S] [F] [FREEZING]

[not] [S] [F] [FREEZING]

S-s-s-s-slithering s-s-s-snakes!!

[S] [S] [S] [S] [S] [SLITHEA]

[S] [S] [S] [S] [S] [SNAKES]

[not] [S] [S] [S] [S] [S] [SLITHEA]

[S] [S] [S] [S] [S] [SNAKES]

**12.2b Speech Mannerisms.** In speech hesitation, elongation, sound imitations, lisped words, and dialect, follow basic contraction rules.

we-e-ellll  a-a-ahh—ch-o-o-oh  twhinggg [sound of an arrow]

we-e-e-ellll  a-a-ahh—ch-o-o-oh  teuhgg  obsad  an  rrpp

mmm-more  shhhhh!  errrr—ah

MMM-M  BBBB  GRRR—AH

pfft  doodle-e-do  the-e-enk

PFT  DOODLE-E-DO  LE-K

so-o-o-o  hmmm  aaarrrgggghh!!

S-O-O-O  HMMM  AAARRR—BH
coulda \text{n} \text{h} \text{v} \text{r} [\text{could have}]
th' \text{h} [\text{the}]
mebbe \text{m} [\text{maybe}]
depity \text{d} [\text{deputy}]
your \text{v} [\text{you're}]
wher \text{w} [\text{where}]
somers \text{s} [\text{somewhere}]
theirselfs \text{s} [\text{themselves}]
musta \text{m} [\text{must have}]
'splained \text{p} [\text{explained}]
com'ere \text{c} [\text{come here}]

12.3 Syllabicated Words \text{[UBE} \text{§10.12.17]}
When brailling words divided into syllables, follow basic contraction rules. However, do not use an alphabetic wordsign to represent a syllable.

can-dy From-mers just-ice

\text{C A N - D Y \ F R O M - M E R S \ J U S T - I C E}

Drill 31
Practice brailling the following sentences. Use a 3-1 margin.

1. "K-k-k-katie, beautiful lady, you're the only g-g-g-girl that I adore."

2. "Br-r-r! It's c-cold! D-d-do you th-th-think it'll b-b-b-be warmer t-t-t-t-tomorrow?" he asked, shivering.

3. "Wh-where did 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 lotht my ten thentth, Thuthie," sobbed the little girl.

9. "Iffen I cain't keep goin' fer long, I kin allus set a spell and sip my Harm Walker Likker," said the old mountaineer.


11. "And have you consithered, O'Reilly, that the patther of little feet manes that you'll be nadin' mor-r-re bread and butther and tay on the table?"


13. Oh, what a beau-ti-ful morning!

**EXERCISE**

Prepare the following exercise for submission to the instructor. Use 1-3 margins for these sentences.

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.

1. His collection of CD's and DVD's covered an entire wall and was arranged alphabetically in sections a-f, g-i, j-o, p-s, t-z.

2. Information about rest and relaxation can be found at day7.com.

3. Because I can't use 4G on an airplane, I bought a 24-hour pass to connect wirelessly on all of the flights.

4. 5 tenacious businessmen founded the US company 3M in 1902 at the Lake Superior town of Two Harbors, MN; in the 2000s, sales topped $20 billion for the first time, with new products including optical films for LCD televisions.
5. Sometimes my teenagers play their MP3s very loudly at night just to annoy me—and although ones like "P to the a to the r-t-y, we're gonna keep movin' 'til the sun comes up" do get endlessly stuck in my head, I secretly think that some of them are catchy.

6. Receiving this short message ("SEND ME BOX 52.A C/O THE NSA") set off a chain reaction we could never have predicted.

7. She called from a basement, so her phone connection went in and out, but I understood clearly and with relief when she spelled "F l o r e n c e, g e r h a r d t."

8. The grief-stricken leader struggled to keep his emotions in check as he delivered his somber presentation: "We will n-n-never forget, and we will do wh-wh-wh-whatever it takes to see that this can never h-h-h-happen again!"

9. 3D scanning is a process of analyzing and collecting digital data on the shape and appearance of a real object; 3-dimensional models of the scanned object can be produced based on this data.

10. The Group of 7 (G7) consists of the finance ministers and central bank governors of the seven major advanced economies as reported by the International Monetary Fund (IMF): Canada, France, Germany, Italy, Japan, the United Kingdom and the United States.

11. "E-e-e-e-eee!" squealed the children, imitating the witch they had met at the haunted house on Halloween!

12. Chelsea Donoghue, Ph.D., taught a course on constitutional law during the j-term and emphasized the importance of item 6(c) on the syllabus.

13. He picked up some red velvet cupcakes at the QUICKMart for the entire staff, and we all gathered gratefully in room 32g to sample them and say "Mmm-mmm!"

14. She passed the mathematics examination with flying colors, but on the English test she earned only a c due to frequent misspelling of words like "ineffable" (she used only one f).

15. Back in the '80s, most people had no access to the world wide web—much less a search engine to look up anything imaginable; there was certainly no IT department here at 6tel.

16. "L-l-l-I-leave m-m-me al-l-l-lone!" raged the young man as we gently tried to find out why he was leaving.
17. "Thank you, Your Benevolence," sneered his brother sarcastically after he grudgingly agreed to return the t-shirt he had borrowed without permission.

18. We were on our feet for the entire 5-hour game but were still not ready to see it end.

19. "R-e-s-p-e-c-t! Find out what it means to me!" sang the happy group in the convertible heading down i-95.

20. On June 18th, 1983, Sally Ride became the first American woman in space as part of the five-person crew of an STS-7 mission deploying two communications satellites and conducting pharmaceutical experiments.
SUMMARY: PUTTING IT ALL TOGETHER
HOW MODES ARE TERMINATED

Symbol indicator of any kind: The effect only applies to the first symbol following the indicator.

Capitalized word indicator: The effect is terminated by a space, a capitals terminator, a single capital letter, or any other symbol that is not a letter.

Grade 1 word indicator: The effect is terminated by a space or a grade 1 terminator.

Passage indicator of any kind: Only terminated by the corresponding terminator.

Numeric indicator: This indicator sets both numeric mode and grade 1 mode. Numeric mode is terminated by a space or by any symbol other than the ten digits, period, comma, numeric space, simple numeric fraction line, and line continuation indicators. Grade 1 mode, when set by the numeric indicator, is terminated by a space, hyphen, dash, or grade 1 terminator.

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