

## FINAL LESSON

- Preparing for the Certification Exam
- Structuring a Textbook
- Four Practices

### *Answers to Practice Material*

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This is the final lesson but in no way is it the end of your training. As this book's title states, this is an introduction to the Nemeth braille code. In your work you will encounter symbols and usage that will require creative and consistent application of the rules. Each new assignment will present challenges. As you research answers, your understanding of the rules and guidelines will develop.

#### **F1 Preparing for the Certification Exam**

The topics addressed in this lesson are offered to help the transcriber who is preparing for the certification exam. A combination of textbook format guidelines from *Braille Formats* as well as Nemeth formats are to be applied to the practice material. The student can gauge their readiness for the exam by checking their work in the Answers section. There is no exercise to turn in for this lesson.

#### **F2 The Nemeth Code Book**

*The Nemeth Braille Code For Mathematics and Science Notation* should become your primary source for transcribing technical materials. Subject matter from several of the lessons in this training manual may be grouped into one section in the code book, giving new perspective and understanding of a topic or rule.

To get started, read the following "use/nonuse" sections in the Nemeth code book. Review the rules, study the examples, and follow the cross references.

	Use of	Nonuse of
Capitalization indicator	5.1	5.2
English-letter indicator	6.3, 10.3	6.4
Enlarged grouping symbol	19.6	19.7
Level indicator	14.9	14.10

	Use of	Nonuse of
Multipurpose indicator	24.1	
Nemeth Code	4.3	
Numeric indicator	3.3	3.4
Punctuation indicator	8.2	8.3
Simple fraction indicator	13.2	13.3
Typeform indicator	7.2, 7.3	7.4

### **Review situations when we do not follow print layout**

Here is a sampling of situations for which the Nemeth Code has specific rules regarding spacing and arrangement on the braille line. *Centering*: cancellation, spatially arranged fractions. *Spacing*: abbreviations, factors in math expressions, math symbols, functions, alignment of items in spatial arrangements. *Linage*: "keep together" rules (an abbreviation and its associated numeral or letter, abbreviated function names, hyphenated expressions, signs of shape), division of long math expressions, side-by-side arrangements (e.g., itemized, unitemized, displayed, spatial). *Margins*: formal proofs, instructions, itemized material, mathematical statements, linked expressions, paragraphing.

### **Revisit rules which you find to be troublesome**

For example, review the various forms of fractions, the many uses of the multipurpose indicator, correct assessment of ambiguous mathematical signs, and the use of literary punctuation for words and abbreviations in mathematical context.

### **Back matter**

Familiarize yourself with Appendix B of the Nemeth Code which offers a useful index of braille symbols. Skimming the General Index is a good way to reinforce the vocabulary and terminology used in the Nemeth braille code.

### **Review code switching guidelines**

The only time Nemeth symbols and indicators may be used is within the switch indicators. Review guidelines regarding when code switching is optional and when it is required, as well as considerations concerning placement of the switch indicators in embedded material, displayed material, spatial material, and at page turns. A summary appears in Appendix C of this course.

### F3 Beyond the Nemeth Code

Every aspect of the Nemeth Code has been introduced in this course. Certification in this code implies that you are prepared to transcribe a textbook which contains mathematical notation. This requires knowledge of the structure of a braille textbook as well as how the Nemeth Code cooperates with textbook formatting and the rules of *Unified English Braille*. Format guidelines which apply to the structuring of a textbook are in the BANA publication *Braille Formats: Principles of Print-to-Braille Transcription*. The transcriber should be thoroughly familiar with that resource as well as the other sources listed below. These documents are available online at [www.brailleauthority.org](http://www.brailleauthority.org) and <https://iceb.org/ueb.html>. Keep up to date as newer editions or updates are posted.

The editions listed below are current at the time of this writing. The Practice answers and commentary in this lesson may become outdated when future editions of these resources become available. Please contact us at [transcribers@nfb.org](mailto:transcribers@nfb.org) if you find this lesson is not up to date.

*The Rules of Unified English Braille, Second Edition, 2013 and the 2019 Updates*

*Braille Formats: Principles of Print-to-Braille Transcription, 2016 and the 2016 Addendum*

*The Nemeth Braille Code for Mathematics and Science Notation, 2022*

This course does not address topics regarding creating a tactile graphic. A thorough reading of *Guidelines and Standards for Tactile Graphics* is recommended before undertaking a technical transcription that contains diagrams. Strategies presented in this resource include 2-D and 3-D drawings, clocks (analog and digital), complex geometric shapes, counting symbols, graphs (circle graphs, bar graphs, line graphs, histograms, Cartesian graphs, pictographs, pie charts, scatter plots, line or dot plots, box-and-whisker plots), measurement tools, money, nets, number lines, orthographic drawings, spinners, tessellations, thermometers, and Venn diagrams.

This course does not address topics pertaining to chemistry notation and chemical diagrams. Refer to *Chemical Notation Using the Nemeth Braille Code* when transcribing a chemistry assignment.

Symbols, arrangements, and structures not covered in the courses and code books are frequently encountered when preparing assignments. Many excellent materials have been shared and distributed by transcriber organizations. Professional development resources and online forums can be an excellent way to familiarize yourself with the finer points of code switching, formatting, division of expressions, and other topics for which experience is the best teacher. However, be aware that workshop materials may be outdated or may contain errors. They may contain strategies that are not supported by rules of the braille codes. For these reasons workshop materials should not be used or referenced as sources of information when preparing your certification exam.

## Structuring a Textbook

### F4 Transcriber-Generated Pages and Front Matter

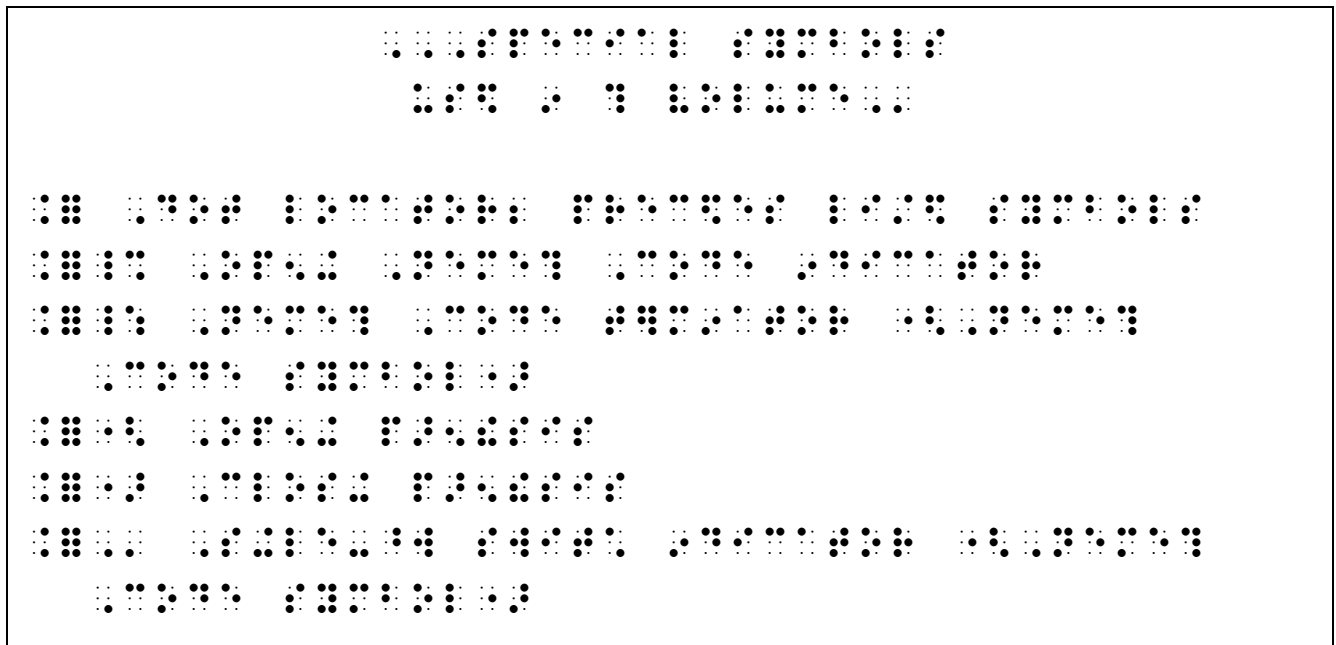
Before transcribing the first page of text, certain transcriber-generated and front matter pages are required. Review the guidelines for the transcriber-generated pages (title pages, special symbols page, and transcriber's notes page) in Section 2 of *Braille Formats 2016*. You may also wish to review the lesson on "Braille Book Format" in the most recent edition of the *Instruction Manual for Braille Transcribing – UEB Edition*.

F4.1 **Title Page.** Use the following statement in the Transcriber/Transcription segment:  
"Transcribed \_\_\_(year) into Unified English Braille with Nemeth by \_\_\_(Your Name)"

F4.2 **Special Symbols Page.** The heading for this "t" page is SPECIAL SYMBOLS USED IN THIS VOLUME. Follow the guidelines in Appendix G of *Braille Formats 2016* to select UEB symbols that should be included. Disregard the UEB math symbols given in that list since UEB math symbols are not used in a Nemeth transcription. List the UEB symbols that appear throughout the volume, including any that may occur on the title page.

The Nemeth code switch indicators are to be included in the list, following braille order, as explained in Section 1.1.2 of *The Rules of Unified English Braille*. The phrase "(Nemeth Code symbol)" should follow the definition of both the Nemeth Code terminator and the single-word switch indicator. Other Nemeth symbols are not listed on the Special Symbols page unless they are symbols devised by the transcriber.

Here is a model, showing a few UEB symbols as well as the three switch indicators. Additional symbols will be inserted into the model as needed in each braille volume.



F4.3 **Transcriber's Notes Page.** The heading for this "t" page is TRANSCRIBER'S NOTES. The purpose of this page is to identify special formats or usage found throughout a braille volume, and to cite sources. When Nemeth is used in a transcription, the Transcriber's Notes page should include the following note: "Mathematical content is transcribed according to *The Nemeth Braille Code for Mathematics and Science Notation, 2022*. You can find items that require explanation listed throughout *Braille Formats*. In addition to those requirements, the Nemeth Code identifies the following as items which require explanation either at the point in the transcription where they appear or on the Transcriber's Notes page:

- Use of capitalized letters in the print copy for digits in nondecimal bases
- Use of alternative forms of Greek letters in the print copy
- Omission of vector arrows which appear in the print copy
- Description of the shapes used in print to depict calculator or computer keys
- When identifiers to displayed expression are moved to the left in the braille edition
- Changing the column format of a formal proof to an itemized list in the braille edition

### PRACTICE A

*Instructions:* Prepare transcriber-generated pages and one contents page according to the guidelines in Section 2 of *Braille Formats 2016*. Do not use a running head.

*Title Page:* Use the following information to prepare a title page.

- Book title: *ADVENTURES IN Y2K MATHEMATICS*
- Book subtitle: *Math in the New Millennium*
- Authors: Monica and Matías Cruz
- Publisher information: Math4You Publications, Inc., Antelope Valley, CA, www.M4YPub.edu
- Copyright information: ©2018 by M&M Publishers
- ISBN: 9-6230-99228x
- Transcriber segment: Use your name, your city, and your state
- Volume Information segment: Assume this is the second volume of a three-volume transcription. The braille page designation is "t1-t3, p1, and 1-120" and the print page designation is "v and 87-a123"

*Special Symbols Page:* A list of UEB symbols to be included on the Special Symbols page can be found in Appendix G of *Braille Formats 2016*. Follow your agency's decision regarding the "may be included" list, but in Practice A do not include them. List the symbols which appear in the all of the Practices in this lesson, as well as symbols from your title page: acute accent (on the title page); end of proof icon; Nemeth code switch indicators; opening and closing parentheses; typeform indicators for boldface passage, boldface terminator, boldface word, italic passage, italic terminator, italic word, underlined passage, and underlined terminator.

Arrange the symbols in braille order as explained in Section 1.1.2 of *The Rules of Unified English Braille*. To get started with your Special Symbols page, use the model on page F-4 of this lesson.

*Transcriber's Notes Page:* In addition to the required statement citing the use of the Nemeth Code, write a description of the change made to the column format of the formal proof which appears in Practice E.

*Front Matter:* Include a transcription of the contents page shown below.

<i>ADVENTURES IN Y2K MATHEMATICS</i>		v
<b>CONTENTS</b>		
CHAPTER 18	.....	87
18.1	Roman Numerals	
18.2	Arabic Numerals	
CHAPTER 19	.....	95
19.1	Binary Code	
19.2	Hexadecimal Code	
CHAPTER 20	.....	101
20.1	Exponential Functions	
20.2	Logarithmic Functions	
CHAPTER 21	.....	106
21.1	Inductive Thinking	
21.2	Conjecture	

## Structuring a Textbook, cont.

### F5 Body of Text

The entire transcription follows a collaborative pattern between *Braille Formats* and the formats provided for in the Nemeth braille code. When a format is specified in the Nemeth Code, those rules are applied not only to the technical material but also to the UEB material. Some examples are given below.

F5.1 **Follow Nemeth Formatting Rules.** The following matters are governed by Nemeth format and apply both to the technical material and to UEB portions of text.

- Runover margins for itemized material are determined individually for each item. That is, a problem with no subdivisions will be (1-3); the next problem in the same exercise set may have subdivisions and so will be (1-5; 3-5), etc. (Review 6.1.4 in Lesson 6.)
- Instructions preceding itemized material begin in cell 5 and runover in cell 3.
- "Keep together" rules for hyphenated expressions and for abbreviations and a numeral or letter associated with it.
- Mathematical statements—Nemeth rules apply regarding paragraphing, blank lines, and typeface.
- Margins applied to itemized material and their subparagraphs.
- Paragraphs begin in cell 3 and runover in cell 1. (Blocked paragraphing is not allowed.)

F5.2 **Follow Braille Formats Guidelines.** Items which are not addressed in the Nemeth code rely on *Braille Formats* for positioning. Some items governed by *Braille Formats* include:

- Blank lines
- Box lines
- Content and structure of the transcriber-generated pages and front matter
- Displayed literary text
- Exercise questions with answer choices
- Headings
- Indented list format for nontechnical text (e.g., table of contents)
- Lists
- Margins for captions, notes, sidebars, and transcriber's notes
- Page numbering
- Table layout

### F5.3 **Context-Dependent Formats**

These formats occur only in Nemeth context.

- Blank lines with spatial arrangements
- Division of mathematical expressions
- Margins for displayed mathematical expressions

In tables, these items follow Nemeth formatting between the switches, and follow *Braille Formats* outside of the switches.

- Omissions in table entries
- Keying
- Tables consisting only of numbers

#### **Final Word**

Thank you for making the extra effort to learn the Nemeth braille code. We hope you have noticed your transcribing and proofreading skills improve over the course of the lessons. As you take on assignments, check the NFB website periodically for changes to this lesson material and check the BANA website for updates to the braille codes. We also encourage you to take advantage of opportunities to stay informed and connected to other transcribers. The National Braille Association (NBA) publishes a quarterly Bulletin and hosts several learning opportunities—an online forum "Ask An Expert", monthly webinars, and professional development conferences. Local groups offer similar support, for example, the California Transcribers and Educators for the Blind and Visually Impaired (CTEBVI), and the Visual Aid Volunteers of Florida (VAVF).

We wish you success and satisfaction providing much-needed mathematics and science materials for braille readers.

This course concludes with four practices which are characteristic of K-12 grade level topics.



## Four Practices

*Instructions:* Use a 40-cell line and a 25-line page. Do not use a running head. Show print and braille page numbers on every page. Use the number shown in the upper right corner as the print page number. A dashed line in print shows where a new print page begins.

Begin numbering with braille page 1, showing the book title at the top of the page as required according to *Braille Formats 2016*.

Begin each Practice on a new braille page, but within each Practice do not force a new braille page unless a rule supports doing so. Do not include the PRACTICE headings in your transcription.

Even though the print page numbers of the Practices are not consecutive, number the braille pages consecutively throughout the four Practices.

If a transcriber's note is required, write it in context—in other words, do not create a Transcriber's Notes page.

Please revisit section F3 of this lesson regarding the editions of UEB and *Braille Formats* used in the transcription of these Practice answers.

**PRACTICE B**

*ADVENTURES IN Y2K MATHEMATICS*

1

**ADDING AND SUBTRACTING**

$$\begin{array}{r} 53 \\ +36 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +44 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ +21 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 456 \\ +13 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +84 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ +32 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ -22 \\ \hline \end{array}$$

$$\begin{array}{r} 150 \\ -40 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 826 \\ -16 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ -27 \\ \hline \end{array}$$

$$\begin{array}{r} 420 \\ +519 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ -62 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ +6 \\ \hline \end{array}$$

*ADVENTURES IN Y2K MATHEMATICS*

2

**COMPARING FRACTIONS**

*Directions:* Write the correct comparison symbol (>, <, or =) in each box.

1)  $\frac{1}{6} \square \frac{3}{4}$

2)  $\frac{1}{2} \square \frac{3}{6}$

3)  $\frac{2}{4} \square \frac{1}{3}$

4)  $\frac{2}{5} \square \frac{2}{3}$

5)  $\frac{9}{10} \square \frac{4}{5}$

6)  $\frac{1}{6} \square \frac{2}{12}$

## PRACTICE C

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### Exercise Set 18-6

- Home Economics** The cost of using a 60-watt light bulb is given by the function  $y = 0.0036x$ . The cost is in dollars, and  $x$  represents the number of hours the bulb is lit.
  - How much does it cost to use a 60-watt light bulb 8 hours a day for a week?
  - If the total cost of using a 60-watt bulb is \$1.98, for how many hours can it be used?
- What's the Question?** The following set of points defines a function:  $\{(3, 6), (-4, 1), (5, -5), (9, -6), (10, -2), (-2, 10)\}$ . If the answer is 6, 1,  $-5$ ,  $-6$ ,  $-2$ , and 10, what is the question?
- Physics** Ohm's law can be described by the simple formula

$$I = \frac{V}{R}$$

where  $I$  = current (in amps, A),  $V$  = voltage (in volts, V), and  $R$  = resistance (in ohms,  $\Omega$ ). Which equation would you use to solve for voltage?

- $V = I/R$
  - $V = IR$
  - $V = R/I$
- 

### ADDING, SUBTRACTING, MULTIPLYING, AND DIVIDING INTEGERS

Find the sum, product, or quotient as indicated by the signs  $+$ ,  $\times$ ,  $\div$ .

- |                                  |                           |
|----------------------------------|---------------------------|
| 1) $-6 + -5 =$ ____              | 2) $-2 \times -1 =$ ____  |
| 3) $35 \div -5 =$ ____           | 4) $5 + -19 =$ ____       |
| 5) $-24 \div 4 =$ ____           | 6) $-132 \div -11 =$ ____ |
| 7) $9 \times 9 \times -5 =$ ____ |                           |

## PRACTICE D

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ADVENTURES IN Y2K MATHEMATICS

91

### UNIT 6 REVIEW

*Fill in the correct answers.*

1. If  $7n = 0$ , then  $n = \underline{\hspace{1cm}}$ .
2. Replace the  $\square$  with a numeral to make a true sentence:  $(4 + 8) + \square = 4 + (8 + 3)$ .
3.  $\left(\frac{1}{3} + \frac{5}{6}\right) - \frac{5}{12} = ?$
4.  $5 \times 5 \times 5 = 5^?$

*Study the equivalencies.*

5. To find the mixed-number name for  $\frac{154}{9}$ , divide 9 into 154.

$$\begin{array}{r} 17 \text{ R}1 \\ 9 \overline{)154} \\ \underline{9} \phantom{0} \\ 64 \\ \underline{63} \\ 1 \end{array}$$

$$\frac{154}{9} = 17\frac{1}{9}$$

6. Multiply  $4\frac{2}{3}$  by  $\frac{3}{14}$ .  $4\frac{2}{3} = \frac{12+2}{3} = \frac{14}{3}$ .

$$\frac{14}{3} \times \frac{3}{14} = 1!$$

**PRACTICE D, continued**

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*ADVENTURES IN Y2K MATHEMATICS*

92

*Review various topics.*

- If  $R = \{a, b, c, d\}$  and  $S = \{a, c, e, g, h\}$ , then the intersection of sets  $R$  and  $S$  is  $\{a, c\}$ .
- Only the following pairs of symbols may occur out of the natural order: I before V or X, X before L or C, C before D or M. For example,  $XL = L - X = 50 - 10 = 40$ .
- Use the distributive property to multiply 14 by 3.

$$\begin{aligned} 3 \cdot 14 &= 3(10 + 4) \\ &= 3 \cdot 10 + 3 \cdot 4 \\ &= 30 + 12 = 42 \end{aligned}$$

- " $24_{(five)}$ " is read "two four, base five."
- A gain of 5 yd followed by a loss of 2 yd gives a total gain of 3 yd. Expressed mathematically,  $(+5) + (-2) = +3$ .

*Explain the relationships.*

- $\overline{AB}$  is congruent to  $\overline{DE}$ .
- $\overline{RS} \approx \overline{EF}$ ;  $\overline{RS} \neq \overline{LK}$ .
- $\overrightarrow{DA} \cup \overrightarrow{DB} = \overrightarrow{AB}$

$$15. \frac{7}{\cancel{12}_6} \times \frac{\cancel{22}^{11}}{5} = \frac{77}{30}$$

*Simplify each radical expression.*

16.  $\sqrt[4]{x} \cdot \sqrt{x}$

17.  $\sqrt[5]{\sqrt[3]{a^2}}$

18.  $\frac{\sqrt{36x}}{\sqrt[3]{8x^2}}$

PRACTICE E

**THEOREM** The sum of the angles in a triangle is 180 degrees.

*Given:*  $\triangle ABC$

*Prove:*  $\angle a + \angle b + \angle c = 180^\circ$

STATEMENT

REASON

- |  |   |
|--|---|
| 1. Let BD be a line through B parallel to AC.                          | 1. Parallel postulate.  |
| 2. $\angle a = \angle d$ .   | 2. Corresponding angles are equal.                                  |
| 3. $\angle b = \angle b$ .   | 3. Identity.  |
| 4. $\angle c = \angle e$ .   | 4. Alternate-interior angles are equal.                             |
| 5. $\angle a + \angle b + \angle c = \angle d + \angle b + \angle e$ . | 5. Sum of equal quantities are equal.                               |
| 6. $\angle d + \angle b + \angle c = 180^\circ$ .                      | 6. A straight angle equals $180^\circ$ .                            |
| 7. $\therefore \angle a + \angle b + \angle c = 180^\circ$ .           | 7. Quantities equal to the same quantity are equal to each other. ■ |

Use  $\pi/12 = \pi/3 - \pi/4$  and the identity for the tangent of a difference to solve  $\tan\left(\frac{\pi}{12}\right)$ .

$$\begin{aligned}\tan\left(\frac{\pi}{12}\right) &= \tan\left(\frac{\pi}{3} - \frac{\pi}{4}\right) = \frac{\tan\frac{\pi}{3} - \tan\frac{\pi}{4}}{1 + \tan\frac{\pi}{3}\tan\frac{\pi}{4}} = \frac{\sqrt{3} - 1}{1 + \sqrt{3}\cdot 1} = \frac{(\sqrt{3} - 1)(\sqrt{3} - 1)}{(\sqrt{3} + 1)(\sqrt{3} - 1)} = \\ &= \frac{3 - 2\sqrt{3} + 1}{2} = \frac{4 - 2\sqrt{3}}{2} = 2 - \sqrt{3}\end{aligned}$$

The answer is  $\tan\left(\frac{\pi}{12}\right) = 2 - \sqrt{3}$ .

# ANSWERS TO PRACTICE MATERIAL

Answers observe guidelines in the 2016 edition of *Braille Formats*. See the resource list on page F–3.

## PRACTICE A

Title Page

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25











PRACTICE B, cont.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25

*Lines 4-5: The embedded comparison symbols need not all fall on the same line because this is not a mathematical "enclosed list".*

*Lines 5-10: Side-by-side arrangement of nonspatial itemized material is not allowed in the braille transcription. Each identifier starts in cell 1. (Nemeth format rule.)*















PRACTICE E

1  $\frac{1}{x} = x^{-1}$   $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

2  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

3  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

4  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

5  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

6  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

7  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

8  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$

9

10  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

11  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

12  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

13  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

14

15  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

16  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

17  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

18  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

19  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

20  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

21  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

22  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

23  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

24

25  $\frac{d}{dx} x^{-1} = -1 x^{-2} = -\frac{1}{x^2}$   $\frac{d}{dx} \frac{1}{x} = -\frac{1}{x^2}$

Lines 1-8: Your transcriber's note may say anything similar, describing the change in format of the two-column proof.  
 Line 9: The line before the mathematical statement (THEOREM) is blank.

