

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 | | | | Braillewriter | | | |
|--------------|---|---|---|---------------|---|---|-------|
| 1 | • | • | 4 | U | U | U | U U U |
| 2 | • | • | 5 | 3 | 2 | 1 | 4 5 6 |
| 3 | • | • | 6 | | | | |

1.2 Methods of Braille Transcription

There are three basic methods of braille transcription: 1) braille transcription software on a computer; 2) manual braille typewriter (braillewriter); and 3) slate and stylus.

For easier duplication and distribution of materials, transcribers generally use computers for their work, either by typing the material using six keys corresponding to the braille cell as shown above, or (after being thoroughly trained in the reading and writing of braille) with assistance from software that translates from print to braille. Material transcribed using a computer may be either embossed onto paper or provided in electronic format so that it can be read using an electronic refreshable braille display.

The braillewriter uses six keys corresponding to the braille cell as shown above.

The use of the slate and stylus is equivalent to writing with a pen or pencil. Although it was once a primary method of transcribing braille, the slate and stylus cannot allow for the speed and ease of distribution

necessary in modern braille production and is therefore not generally a practical tool for this purpose unless no other means are available.

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.



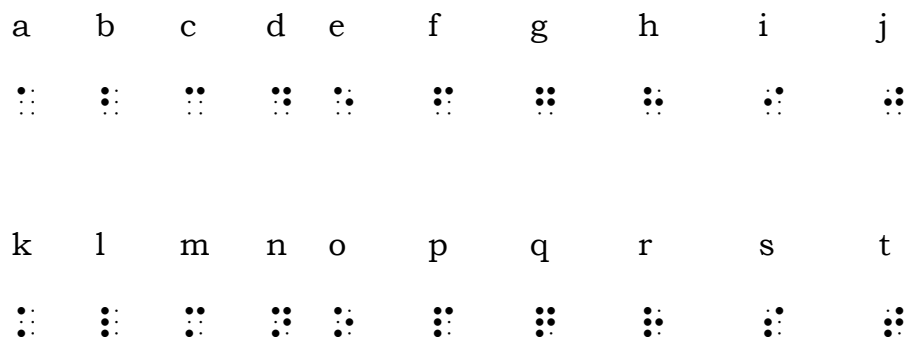
Drill 1

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.



Drill 2

Practice the letters learned by braille 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 ultimatum vacillate vaguely
wigwag wield weird xylem xebec yolk yew
zebra zombie zoological zygoma ooze maze

1.6 Numbers [UEB §6]

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 *numeric indicator*, dots 3456 (⠼).

| | | | | | | | | |
|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| ⠼⠁ | ⠼⠃ | ⠼⠅ | ⠼⠇ | ⠼⠉ | ⠼⠋ | ⠼⠍ | ⠼⠏ | ⠼⠡ |

| | | | | | |
|------|-------|-------|-------|--------|--------|
| 10 | 14 | 59 | 87 | 103 | 965 |
| ⠼⠁⠼⠼ | ⠼⠁⠼⠼⠼ | ⠼⠅⠼⠼⠼ | ⠼⠇⠼⠼⠼ | ⠼⠁⠼⠼⠼⠼ | ⠼⠏⠼⠼⠼⠼ |

Drill 4

Practice numbers by braille the following drill. Braille the numbers across the page as they appear in print. Leave one blank cell between each set of numbers.

| | | | | |
|----|-----|-----|-----|-----|
| 23 | 104 | 9 | 58 | 77 |
| 01 | 64 | 956 | 8 | 323 |
| 11 | 549 | 476 | 400 | 80 |

READING PRACTICE

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

the first of the

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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: If you are sending your lessons via email, include your name in the subject line of your email along with the lesson number. For the convenience of our braille-reading instructors and non-braille-reading clerical staff, if you are submitting your lessons on paper, add your name in braille and print at the end of each exercise.)

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

Lesson 2

***Capitalization, Paragraphing, Page Numbering
Punctuation: Period, Question Mark, Exclamation Point,
Comma, Semicolon, Colon, Hyphen, and Dash
Dollar Sign, Cent Sign, and At Sign
Numbers with Punctuation***

2.1 Capitalization [UEB §8]

Capitalization of a single letter in braille is indicated by placing the *capital letter indicator*, dot 6 (⠠), immediately before the letter affected.

Example:

New York   DeLeon  

When two or more successive letters in a word or letter grouping are capitalized, the *capitalized word indicator*, dot 6 placed in two consecutive cells immediately before the capitalized letters (⠠⠠), is used. Examples:

NEW YORK YMCA

MacDONALD

When three or more consecutive words are fully capitalized, capitals mode is set using a *capitalized passage indicator*, dot 6 placed in three consecutive cells immediately before the first word of the passage (⠠⠠⠠). The end of the capitalized passage is signaled by a *capitals terminator*, dot 6 followed by dot 3 (⠠⠠⠠⠠⠠⠠⠠⠠). More about the definition of a passage in braille will be studied later. Examples:

sign says DOGS CATS HORSES WELCOME

TURN TO PAGE 25

In general, the capitals terminator is also used when capitalization stops in the middle of a word.

GIFTwrap 

If a number occurs immediately following a series of capitalized letters, the capitals terminator is not used. If uppercase letters follow the number, the capitalized word indicator is repeated.

TOYS4KIDS

If capitalization ends in the middle of a word such that the use of the capitals terminator would separate letters that form a complete word, use a capital letter indicator to signal the last letter that is capitalized.

FIRESale  JPMorgan 

Drill 5

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

Anita

OKLAHOMA

Faye

MY FAIR LADY

McWilliams

DuneBoy

4 Miles To Tulsa

Claude

MacDaniel

RADIO GUIDE

MOBY DICK

McGEORGE

PASSKeys

Adriatic

USAir

KJV HOLY BIBLE

Welcome to McNally Field

2.2 Paragraphing [BF §1.8]

Braille follows print for paragraph indentation. Paragraphs that are indented in print start in cell 3 in braille. All following lines in the paragraph start at the margin in cell 1. This is commonly expressed as

margins being in "3-1." Blank lines are not left between indented paragraphs unless print indicates a break in thought or scene by means of extra spacing. Paragraph formatting will be discussed further in Lesson 19.

2.3 Page Numbering

It is possible to braille twenty-five lines on a braille page. Each braille page should be numbered, starting with number ⠠⠠⠠. Place the braille page number at the far right margin of the last line of the page (line 25). Do not use a period following the page number. Do not include the word "page." Text may be transcribed on line 25 along with the page number, as long as three blank cells are left between the end of the text and the beginning of the page number.

2.4 Period or Decimal, Question Mark, Exclamation Point, Comma, Semicolon, Colon [UEB §7]

The use, order, and spacing of braille punctuation should follow print practice. As in print, only one space (cell) is left empty following commas and semicolons. However, unlike print that sometimes leaves two blank spaces following a colon and between sentences, only one empty cell is left in braille.

If a capitalized passage ends with a mark of punctuation, place the capitals terminator after the punctuation.

Learn the following punctuation signs:

| | | | |
|-------------------|---|----|------------|
| period or decimal | . | ⠠⠠ | (dots 256) |
| question mark | ? | ⠠⠠ | (dots 236) |
| exclamation point | ! | ⠠⠠ | (dots 235) |
| comma | , | ⠠⠠ | (dot 2) |
| semicolon | ; | ⠠⠠ | (dots 23) |
| colon | : | ⠠⠠ | (dots 25) |

Drill 6

Practice brailleing the following sentences. In this and future drills, unless otherwise noted, treat each sentence as a paragraph using 3-1 margins, i.e., start each one in cell 3 with runover lines starting in cell 1. 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 numeric indicator is placed in cell 3, 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 is 6.5 seconds away!
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. Did Jimmy get an old bicycle at bikes.net?
11. Help! Help! I hurt my leg!
12. Pizza2Go uses homemade sauce.
13. Next exit: Peoria, Galesburg, Decatur.


2.5 Hyphen [UEB §7.2]

The hyphen is represented in braille by dots 36 (⠠⠨). As in print, the principal use of the hyphen is to connect the components of compound words or numbers. Example:

a long-awaited get-away

2.5a Capitalization. Hyphenated compound words and abbreviations are capitalized in braille as they appear in print. A hyphen terminates the

effect of the capitalized word indicator. Therefore, when all of the letters in a hyphenated compound word are in uppercase, the capitalized word indicator is repeated after the hyphen. Example:

SELF-ADVOCACY 

A *symbols-sequence* is an unbroken string of braille signs preceded and followed by a space. A hyphenated word is considered one symbols-sequence. A *passage* is defined as three or more symbols-sequences. Therefore, a word like TOP-SIDE-UP, which includes no spaces, is not a passage and should be brailled using capital word indicators ().

A hyphen does not terminate the effect of a capitalized passage indicator.

TAKE ATLANTA-SAVANNAH RAILWAY

2.5b Disconnected compound words. Follow print spacing when brailleing disconnected compound words. Examples:

five- or six-lane freeway

pro-labor or -agriculture vote

Figure 1 shows four 5x5 dot patterns representing the digits 0, 1, 2, and 3. The patterns are as follows:

- 0:** A 5x5 grid with dots at (row, col) positions: (1,1), (1,2), (1,3), (1,4), (1,5), (2,1), (2,2), (2,3), (2,4), (2,5), (3,1), (3,2), (3,3), (3,4), (3,5), (4,1), (4,2), (4,3), (4,4), (4,5), (5,1), (5,2), (5,3), (5,4), (5,5).
- 1:** A 5x5 grid with dots at (row, col) positions: (1,1), (1,2), (1,3), (1,4), (1,5), (2,1), (2,2), (2,3), (2,4), (2,5), (3,1), (3,2), (3,3), (3,4), (3,5), (4,1), (4,2), (4,3), (4,4), (4,5), (5,1), (5,2), (5,3), (5,4), (5,5).
- 2:** A 5x5 grid with dots at (row, col) positions: (1,1), (1,2), (1,3), (1,4), (1,5), (2,1), (2,2), (2,3), (2,4), (2,5), (3,1), (3,2), (3,3), (3,4), (3,5), (4,1), (4,2), (4,3), (4,4), (4,5), (5,1), (5,2), (5,3), (5,4), (5,5).
- 3:** A 5x5 grid with dots at (row, col) positions: (1,1), (1,2), (1,3), (1,4), (1,5), (2,1), (2,2), (2,3), (2,4), (2,5), (3,1), (3,2), (3,3), (3,4), (3,5), (4,1), (4,2), (4,3), (4,4), (4,5), (5,1), (5,2), (5,3), (5,4), (5,5).

mid-June or -July ⠨⠩⠭⠗⠏⠒⠑⠇⠊⠎

When a hyphen appears at the end of a print line and the word cannot be found either in the dictionary or somewhere else in the text—either as one word or as a hyphenated compound word—it should be treated as a hyphenated compound word, and the hyphen should be retained.

Drill 7

Practice braille the following sentences, treating each as an indented paragraph using 3-1 margins.

1. Deborah has on an extremely pretty blue-gray dress.
2. I want an up-to-date plan.
3. Sell my five-acre plot? NO WAY!
4. MAPLE-VANILLA is my favorite flavor.
5. TWO-ON-AN-ISLE TALES is a picturesque book.
6. Philip is a five- or six-trip-a-week pilot.
7. Judge Biswell is a self-made man.
8. A semi-annual picnic is a swell idea.
9. A new sign extols: CUT-RATE-SALES.

2.6 Dash [UEB §7.2]

In braille, a dash is represented by dots 6, 36 (⠠⠤). A dash can usually be distinguished from a hyphen in print by its greater length. When print spacing or font types make it difficult to determine the length of the line, remember that hyphens join words and word parts together and dashes separate thoughts or ideas.

2.6a Spacing. Follow print spacing. Example:

He is tall — six feet anyway.

The figure consists of seven 10x10 dot grids arranged horizontally. Each grid contains a pattern of black dots. The pattern starts in the first grid as a small cluster of dots and grows progressively in each subsequent grid, eventually filling a large portion of the grid by the seventh step.

My girl is sweet. My boy—he is my joy.

Oh, my— Jessica wept.

Figure 1 shows four 5x5 dot patterns labeled (a), (b), (c), and (d). Pattern (a) has 10 dots. Pattern (b) has 12 dots. Pattern (c) has 14 dots. Pattern (d) has 16 dots. Each pattern consists of black dots on a white background.

The figure consists of 10 diagrams arranged horizontally, each showing a 5x5 grid of dots. Black dots represent the 'on' state of a cell, while white dots represent the 'off' state. The sequence shows a pattern that starts as a small cluster of 5 dots in the first diagram and grows into a large, complex shape of 35 dots in the tenth diagram. The growth is non-linear and follows a specific set of rules, likely related to the cellular automaton mentioned in the text.

The figure shows four 5x5 dot patterns. The first pattern represents the digit '1' with dots at (1,1), (1,2), (1,3), (1,4), (1,5), (2,1), (2,2), (2,3), (2,4), (2,5), (3,1), (3,2), (3,3), (3,4), (3,5), (4,1), (4,2), (4,3), (4,4), (4,5), and (5,1), (5,2), (5,3), (5,4), (5,5). The second pattern represents the digit '2' with dots at (1,1), (1,2), (1,3), (1,4), (1,5), (2,1), (2,2), (2,3), (2,4), (2,5), (3,1), (3,2), (3,3), (3,4), (3,5), (4,1), (4,2), (4,3), (4,4), (4,5), and (5,1), (5,2), (5,3), (5,4), (5,5). The third pattern represents the digit '3' with dots at (1,1), (1,2), (1,3), (1,4), (1,5), (2,1), (2,2), (2,3), (2,4), (2,5), (3,1), (3,2), (3,3), (3,4), (3,5), (4,1), (4,2), (4,3), (4,4), (4,5), and (5,1), (5,2), (5,3), (5,4), (5,5). The fourth pattern represents the digit '4' with dots at (1,1), (1,2), (1,3), (1,4), (1,5), (2,1), (2,2), (2,3), (2,4), (2,5), (3,1), (3,2), (3,3), (3,4), (3,5), (4,1), (4,2), (4,3), (4,4), (4,5), and (5,1), (5,2), (5,3), (5,4), (5,5).

2 - 7

2.8 Dollar Sign, Cent Sign, At Sign [UEB §3.7, 3.10, 6.7]

2.8a The dollar sign is represented in braille by dots 4, 234 ($\$$); the cent sign is dot 4, 14 (¢); and the at sign is dots 4, 1 (@). When the dollar sign appears before a number, the numeric indicator is placed after the dollar sign. Example:

\$38.40 is a fair price; a 75¢ rebate helps, too.

2.8b Follow print spacing for the use of these symbols, and use them wherever they occur. Example:

We did pay big \$\$\$ to buy a tablet; payable to iris242@aol.com.

Drill 9

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

1. See catalog item No. 638, on sale at \$42.99.
2. Biology class: 9:30-11:45 a.m.
3. Mayor reviews 108-auto cavalcade at new race track.
4. Does 143.2 plus 7.9 equal 151.1?
5. Tell Tracy: 66 rods equals 1,089 feet—75¢ a rod.
6. Look @ page 59 — 60, too.
7. Hooray! Cubs won 13–8.
8. Dial 1-800-468-4581, or email abcdef@mail.com.

9. Copy all dates on a new page: 1560-65, 1875-81, 1878?-1904.
10. Alex says sunrays promote life—93,000,000 miles away.
11. Email Anna@all.us to get a \$20 gift plus 50¢ back on all future buys!
12. My project requires a look at 2010-14 demographic records.
13. Nancy wants to fly a DC-9.

READING PRACTICE

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

The first sentence is: Copy all dates on a new page: 1560-65, 1875-81, 1878?-1904.
 The second sentence is: Alex says sunrays promote life—93,000,000 miles away.
 The third sentence is: Email Anna@all.us to get a \$20 gift plus 50¢ back on all future buys!
 The fourth sentence is: My project requires a look at 2010-14 demographic records.
 The fifth sentence is: Nancy wants to fly a DC-9.
 The sixth sentence is: The first sentence is: Copy all dates on a new page: 1560-65, 1875-81, 1878?-1904.
 The seventh sentence is: Alex says sunrays promote life—93,000,000 miles away.
 The eighth sentence is: Email Anna@all.us to get a \$20 gift plus 50¢ back on all future buys!
 The ninth sentence is: My project requires a look at 2010-14 demographic records.
 The tenth sentence is: Nancy wants to fly a DC-9.

5. A small snack—fruit, biscuits, jelly, tea—is welcome.
6. Did Nick get on a No. 40 or a No. 42 bus? Did he pay 80¢?
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. 2.8 million refugees seek protection - an urgent crisis.
9. 2007-08 academic progress at 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 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 cla\$\$y resort—hotel rooms available at \$600.00.
16. On July 1 - 3, Gettysburg has a mock battle.
17. Call Morris at 608-237-6531, or email morris@aol.net.
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.
22. Mirage: an optical image.

[This lesson last updated March 28, 2017.]

Lesson 3

Quotation Marks, Apostrophe, Parentheses, Square Brackets, Omission, Low Line (Underscore), Slash

Now learn the following additional punctuation signs:

| | | | |
|-------------------------------|----------|-----|----------------|
| apostrophe | ' [or] ' | ⋮ | (dot 3) |
| opening double quotation mark | | ⋮ | (dots 236) |
| closing double quotation mark | | ⋮ | (dots 356) |
| opening single quotation mark | ' [or] ' | ⋮ ⋮ | (dots 6, 236) |
| closing single quotation mark | ' [or] ' | ⋮ ⋮ | (dots 6, 356) |
| opening parenthesis | (| ⋮ ⋮ | (dots 5, 126) |
| closing parenthesis |) | ⋮ ⋮ | (dots 5, 345) |
| opening square bracket | [| ⋮ ⋮ | (dots 46, 126) |
| closing square bracket |] | ⋮ ⋮ | (dots 46, 345) |

3.1 Single and Double Quotation Marks [UEB §7.6, October 2019 update]

In braille, there are several different symbols to represent the various types of print quotation marks (additional information about quotation marks will be studied in Lesson 16). However, in general, the braille *opening and closing double quotation marks* and the *opening and closing single quotation marks* should represent the corresponding print symbols where they occur in the text. Examples:

"Unbelievable!" he says.

"I only wrote 'come home soon'," he claims.

3.2 Apostrophe

"Tell 'em Sam's favorite music is new—1990's too old."

3.2a Apostrophe with capital letters. A capital indicator is always placed immediately before the letter to which it applies. Therefore, if an apostrophe comes before a capital letter in print, the apostrophe is brailled before the capital indicator. Example:

"'Twas a brilliant plan," says Dan O'Reilly.

The apostrophe ends the effect of a capitalized word indicator. Therefore, repeat the capitalized word indicator following an apostrophe in a fully capitalized word. Examples:

O'NEIL'S PUB

OK'd 

3.2b Apostrophe replacing numbers. When a print number is preceded by an apostrophe, in braille the apostrophe is placed before the number indicator. Example:

[illegible]

3.3 Parentheses and Brackets

Follow print for the placement and spacing of parentheses and brackets.
Examples:

He hit me (sob).

[illegible]

Susan Naidu (1966-)

Drill 10

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

1. "I love my new home; twelve nice big rooms!" he exclaims.
2. Jimmie (a husky boy, age twelve) ate a huge banana pie.
3. A girl wrote on a slate: "I love all animals, wild or tame."
4. 'Tis true, I love rock tunes; I buy digital music at \$50 a week.
5. "If Adam sees 'Hamlet,' I hope he'll take adequate notes," wrote Aunt Lucy.
6. All budget items [see Joe's report on fiscal policies, www.economology.org] presuppose a rigid economy.
7. "Damon irritates me," Raymond wrote Roseanne; "he calls me 'ignorant!'"

- ### 3.4 Omission [UEB §7.2]




3.5 Slash [UEB §7.4]

The slash is also known as a solidus. When such a mark is used between print abbreviations, words, or numbers, this sign is represented in braille by dots 456, 34 (⠠⠨⠠). This symbol should be spaced as in print.

s/he Mr/s

3.5a A slash terminates the effect of the capitalized word indicator and the numeric indicator; therefore, when a slash occurs between two numbers or two capitalized words or abbreviations, the numeric indicator or capitalized word indicator is repeated after the slash. The capitalized passage indicator (and other passage indicators to be studied later) is only ever terminated by the specific passage terminator, and so the effect of the passage indicator carries through the slash. Note that fractions have different rules and will be studied later. Examples:

USOM/APO TAN/cj 

9/11  Model 8/408  

MAKE A BACKUP/SAVE FILES

The figure shows a 10x10 grid of dots. The dots are arranged in a regular grid pattern. Some dots are highlighted in black, while others are white. The black dots are located at the following positions (row, column): (1, 4), (1, 5), (1, 7), (1, 8), (1, 10), (2, 1), (2, 3), (2, 4), (2, 5), (2, 6), (2, 7), (2, 8), (2, 9), (2, 10), (3, 1), (3, 3), (3, 4), (3, 5), (3, 6), (3, 7), (3, 8), (3, 9), (3, 10), (4, 1), (4, 3), (4, 4), (4, 5), (4, 6), (4, 7), (4, 8), (4, 9), (4, 10), (5, 1), (5, 3), (5, 4), (5, 5), (5, 6), (5, 7), (5, 8), (5, 9), (5, 10), (6, 1), (6, 3), (6, 4), (6, 5), (6, 6), (6, 7), (6, 8), (6, 9), (6, 10), (7, 1), (7, 3), (7, 4), (7, 5), (7, 6), (7, 7), (7, 8), (7, 9), (7, 10), (8, 1), (8, 3), (8, 4), (8, 5), (8, 6), (8, 7), (8, 8), (8, 9), (8, 10), (9, 1), (9, 3), (9, 4), (9, 5), (9, 6), (9, 7), (9, 8), (9, 9), (9, 10), (10, 1), (10, 3), (10, 4), (10, 5), (10, 6), (10, 7), (10, 8), (10, 9), (10, 10).

Drill 11

Practice brailleing the following sentences.

1. Sudan has a dry climate; _____ is wet.
2. Daddy's new/old philosophy is a puzzle.
3. "Roxie says he is a complete idi—"
4. Pick correct reply: man/woman, urban/rural.
5. M _____'s record is basically poor.

6. Mr. _____ uses an alias.
7. A program on cable TV kept me up late: CUBAN MISSILE CRISIS/GRASSY KNOLL.

READING PRACTICE

Practice your braille reading skills by reading the following sentences and writing them out in print. Compare your work with the print version in Appendix A.

The image is a large, abstract, black and white graphic. It consists of numerous small, irregular shapes and patterns, resembling a dense, textured surface or a complex, abstract drawing. The shapes are scattered across the entire frame, creating a sense of depth and complexity. The overall effect is that of a high-contrast, black and white image, possibly a scan of a physical object or a digital artwork. The patterns are not uniform, but rather vary in size, shape, and density, contributing to the overall abstract nature of the image.

John asks: "Did I make Mom mad at me, Dad? I didn't want to."

Joe (a grumpy man) seldom smiles; Joe's wife (luckily) seems happy.

"I'm late—buses simply crawl on slick, icy roads," apologizes Paul.

"Oh, don't play silly games," he snaps, "let's look at Facebook."

Is Egypt an equatorial region? [See African map.]

Let's take a swim at— Oh, no, I left my swimsuit at home.

"Practice Poe's poem 'Annabel Lee,'" Dr. Johnson told Tom's dramatics class.

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 Facebook."
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, Evan, is on a five- or six-week trip abroad.
9. "'Tis true, Juanita," spoke Joseph sadly, "we move next week."
10. We meet at — 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. SALE ON FRUIT BASKETS/BALLOON BOUQUETS!!
17. "'Give me a home run or give me a triple' is my motto," says Spillville's cocky second baseman.
18. Franz is a born musician—plays well on a piano, an electric organ (pipe organ, too), a cello, trumpet or drums.
19. We saw OILY O'NEILL'S ESCAPADES at a local movie.
20. — oh, I'm sorry!
21. (Dudley left home prematurely. He wrote: my aunt's ideosyncrasies [sic] drove me nuts!)
22. "We'll visit Alaska next July; Memphis is too hot," agrees Danielle.
23. 18,000,079 plus 6,956 plus 3,721 equals _____.
24. Look at my '38 antique Buick.

SUMMARY: PUTTING IT ALL TOGETHER

Below is a summary of some terminology and concepts that have been studied so far. These concepts will be expanded in subsequent lessons, so it is important to understand them clearly.

A capital letter indicator means that only the next letter is capitalized.

A capitalized word indicator means that the next word is fully capitalized. In other words, it sets capitals mode for one word. Its effect is ended by:

- a space
- a capitals terminator or capital letter indicator
- any non-alphabetic symbol (such as a number, a period, a slash, an apostrophe, or a hyphen).

A passage is three or more symbols-sequences—that is, three or more strings of unspaced characters.

If three or more symbols-sequences in a row are fully capitalized, a capitalized passage indicator is used. This indicator sets capitals mode for the entire passage. Its effect is stopped only by a capitalized passage terminator.

A digit (that is, a number 1 through 0) sets numeric mode. (Note that other aspects of numeric mode will be studied in later lessons). Numeric mode continues over:

- Numbers
- Period or decimal point
- Comma
- Simple fraction line (to be studied later)
- Continuation indicator (to be studied later)
- Numeric space (to be studied later)

Numeric mode is terminated by a space or by any symbol that is not in the above list.

[This lesson last updated: November 21, 2019.]

Lesson 4

Alphabetic Wordsigns

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*. These contractions 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 *alphabetic wordsigns*. It is important that the names of these groupings be remembered because they will be referred to throughout the course.

4.2 Alphabetic Wordsigns [UEB §10.1.1]

The first type of contraction to be discussed is the alphabetic wordsign—a word 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*.” 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*.

It is important not to use these contractions when the letters for which they stand are pronounced separately as in acronyms, such as US for United States or IT for Information Technology.

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*.

- Note: An apparent exception to this rule is the use of the contraction for *it* in *its*. This word is considered a *shortform* that will be studied in Lesson 11.

Drill 12

Practice brailleing the following sentences.

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

- ### 4.3 Strong Contractions *and, for, of, the, with* [UEB §10.3]

| | | | | | |
|-----|----------|---------------|------|----------|--------------|
| and | \vdots | (dots 12346) | the | \vdots | (dots 2346) |
| for | \vdots | (dots 123456) | with | \vdots | (dots 23456) |
| of | \vdots | (dots 12356) | | | |

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

The figure consists of 10 sub-diagrams, each showing a 10x10 grid of dots. Black dots represent the 'on' state of a cell, while white dots represent the 'off' state. The sequence shows a pattern that starts as a small cluster of dots in the top-left corner and grows into a large, complex shape that fills most of the grid by the 10th step. The growth is non-linear and appears to be a result of a cellular automaton rule.

Dave looks and (with a smile) waves.

Exception: These and other group signs that you will learn in future lessons may not be used when they overlap the components of a solid compound word. Therefore, the *of* contraction cannot be used in *photoflood* or *twofold*.

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

Drill 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 emphatically: "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 come to 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 completely 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 print. Compare your work with the print version in Appendix A.

There are many different kinds of animals in the world. Some are big and some are small. Some live on land and some live in the water.

Some animals are dangerous and some are not. Some animals are fast and some are slow. Some animals are smart and some are not. Some animals are friendly and some are not.

Some animals are wild and some are not. Some animals are domestic and some are not. Some animals are pets and some are not. Some animals are wild and some are not.

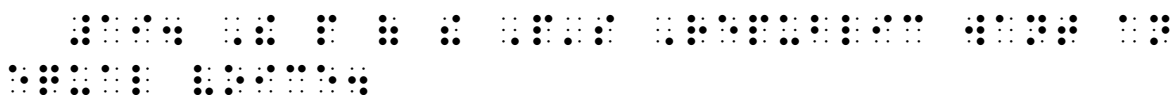
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EXERCISE

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 to see 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 good 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. My favorite band is the LEMONPeels—do you like them?
19. Will you ask for and pay my bill at the hotel?

20. The woman I spoke with a week ago came back for more details.
21. Swift's THE BATTLE OF THE BOOKS is a satire.
22. Pick the appropriate response: My pants do/don't fit anymore.
23. As the happy-go-lucky man races onto the railroad platform, he exclaims:
"I've got no more'n two seconds for adieus!"
24. "That _____ so-and-so took off with my new truck!"
25. The Athenians won a moral victory at Thermopylae.
26. San Francisco, California, has a very unusual climate.
27. The girls will travel with and baby-sit my small son on the trip.
28. The Netherlands is a land of man-made dikes and canals.
29. The nosy visitor drawls: "I just met up with Aunt Ethel, and Auntie gave me all the village scandal and 'dirt.'"
30. Fortune is an elusive will-o'-the-wisp.
31. Hit with a rock, the pickpocket writhed with agony.
32. A force of 1,000 Yankees securely held the fort despite the very valiant assaults of the Rebels.
33. He is not quite as tall as I am, but he is more agile.
34. Mandy spoke with emphasis: "I demand that you probate Uncle Elmore's and Aunt Alexandra's wills at once."
35. I have a jigsaw puzzle for the kids, and for the adults I have a box of homemade candy.
36. For the next lesson you will practice the Andante of the Sonata.
37. The objective of the naval campaign is twofold, the blockade of all ports of the foe and the removal of the foe's fleet as an active force.
38. The plane rose 15,000 feet—a safe altitude for that region.
39. The blue- and gray-clad forces met at the crossroads.

[This lesson last updated February 25, 2019]

Lesson 5

Strong Wordsigns for child, shall, this, which, out, still

Strong Groupsigns 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 groupsign meaning and become part of a word. These contractions and their meanings are as follows:

| <u>Contraction</u> | <u>Wordsign Meaning</u> | <u>Groupsign Meaning</u> |
|--------------------|-------------------------|--------------------------|
| ∴ | child | ch |
| ∴ | shall | sh |
| ∴ | this | th |
| ∴ | which | wh |
| ∴ | out | ou |
| ∴ | still | st |

5.2 Wordsigns for child, shall, this, which, out, still [UEB §10.2]

When these contractions stand alone they are wordsigns. Example:

Which child shall still come out to play this week?

5.2a With an apostrophe. In accordance with the "standing alone rule", these wordsigns may be used when a word contains an apostrophe with d, ll, re, s, t, or ve.

5.4 With Slashes

Do not use the wordsigns for *child*, *shall*, *this*, *which*, *out* and *still* when they are in direct contact with a slash (they are not standing alone). The groupsigns for *ch*, *sh*, *th*, *wh*, *ou* and *st*, however, can be used next to the slash. Example:

Which/what tie shall I put on?

The figure consists of 10 small diagrams arranged in a single row, each showing a pattern of black dots on a grid. The patterns evolve from left to right, starting with a small cluster of dots and growing into a larger, more complex shape.

5.5 Ordinal Numbers [UEB §5.6.1]

No contractions are used in numeric mode. Therefore, the contractions for *st* and *th* should not be used in ordinal numbers, because contractions cannot be used immediately following a number.

Example:

Does Stan live on 1st or 4th Street?

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 21st or 22nd 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 you have—cauliflower or chocolate?

Reading Practice

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

Meg just loves the out-of-doors; she is a happy child and, I admit, my favorite grandchild.

Hey, Guys! Which'll you have—cauliflower or chocolate?

Meg just loves the out-of-doors; she is a happy child and, I admit, my favorite grandchild.

Hey, Guys! Which'll you have—cauliflower or chocolate?

Meg just loves the out-of-doors; she is a happy child and, I admit, my favorite grandchild.

Hey, Guys! Which'll you have—cauliflower or chocolate?

Meg just loves the out-of-doors; she is a happy child and, I admit, my favorite grandchild.

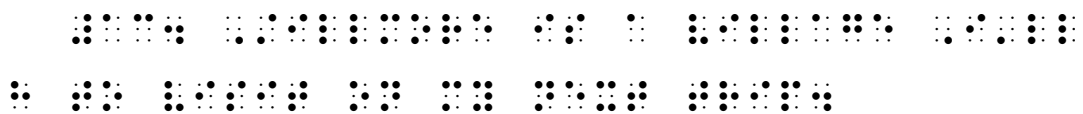
Hey, Guys! Which'll you have—cauliflower or chocolate?

Meg just loves the out-of-doors; she is a happy child and, I admit, my favorite grandchild.

Hey, Guys! Which'll you have—cauliflower or chocolate?

Meg just loves the out-of-doors; she is a happy child and, I admit, my favorite grandchild.

Hey, Guys! Which'll you have—cauliflower or chocolate?



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 by the sea.
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 today, we'd have lost the game.
11. You may go outside and play while I bathe and dress.
12. The smallest mishap will cause our plan to fail.
13. We stand at the threshold of further, more significant space travel.
14. I hope the jockey doesn't strike the horse with that rawhide whip.
15. D'you suppose I can buy fresh fruit at the store on 22nd Street?
16. "Let's hunt up an out-of-the-way place for our still," proposes Whiskey Joe.
17. The Whitmans expect the new baby on the 29th of July.
18. This Christmas Grandpa will recite A VISIT FROM ST. NICHOLAS for Sheila.
19. Why did the Czechoslovakians mistrust the Austrians?

20. We ate a tasty lunch at a Childs Restaurant and then saw a top-notch play.
21. The boys will take the new shallop out for a 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, Hamilton, Galsworthy, Chekhov, and Dostoevski.
24. Every August we escape the metropolis for a few weeks of outdoor life on the Thousand Islands.
25. Shandra's report on whales, which she took to the Ucopy to duplicate, astonishes us all.
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 southwest.
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—this is a problem.
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

Strong Groupsigns for ar, ed, er, gh, ow, ing

6.1 In General [UEB §10.4]

The following contractions have the same meaning whether used as groupsigns or as wordsigns—they represent the same letter sequences whether they are standing alone or not.

| Groupsign | <u>Meaning</u> |
|------------------|-----------------------|
| ⋮ | ar |
| ⋮ | ed |
| ⋮ | er |
| ⋮ | gh |
| ⋮ | ow |
| ⋮ | ing |

In general, these groupsigns are used wherever the letters they represent occur. Thus:

the *ed* groupsign is used in:

Edith (Ed)i(th), need ne(ed), Ed (Ed) [proper name],
edelweiss (ed)elweiss, sedan s(ed)an,
red r(ed), reduce r(ed)uce, boredom bor(ed)om

the sign for *ar* is used in:

Arkansas (Ar)kansas, cheddar (ch)(ed)d(ar), garbage g(ar)bage,
bare b(ar)e, around (ar)ound

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, er (er) [vocal sound], derail d(er)ail,
erase (er)ase, imagery imag(er)y

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,
ow (ow) [exclamation], drowsy dr(ow)sy

the sign for *ing* is used in:

swinging sw(ing)(ing), ginger g(ing)(er), finger f(ing)(er), fringe
fr(ing)e

6.1a 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.)

6.1b Aspirated h. Do not use the strong group signs for *ch*, *gh*, *sh*, *th*, and *wh*, or the strong contraction for *the*, when the *h* is pronounced like the *h* in *hat* (aspirated). Thus, these contractions should not be used in words like *Shanghai* or *mishandle*.

Drill 18

Practice brailleing the following sentences.

1. Our corner drugstore is having a big sale on toothbrushes, cigars, bath powder, cigarette lighters, dishes, thimbles and needles.
2. The Hagerstown Almanac predicts snow for March 29.
3. If my salary is reduced by \$3,000, we can't redecorate the living room as planned.
4. Ed Anderson 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. She copied her reply to scary@ghosts.com.
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.
20. Carol arose early this morning and studied for the arithmetic test.

6.2 ***Ing* at the Beginning of a Word** [UEB §10.4.3, 10.13.4]

There is one restriction on the use of the sign for *ing* that does not apply to the other contractions in this lesson, namely, that it is not used at the beginning of a word. Thus, the sign for *ing* is not used in *ingot* or *ingredient*. Even when such a word comes after the hyphen in a hyphenated compound word, as in *super-ingenious*, or when a word is divided between print pages (to be studied later), the contraction cannot be used.

6.3 **Choice Between Alternative Contractions** [UEB §10.10.3]

6.3a Preference for Contractions Saving Greater Space. Where a choice must be made between two alternative contractions or combinations of contractions, preference should be given to that contraction or combination of contractions that saves the greater amount of space. Examples:

| | | |
|------------|----------------|----------|
| ba(the)s | [<i>not</i>] | ba(th)es |
| (with)(er) | [<i>not</i>] | wi(the)r |

6.3b Preference for the Contractions *and*, *for*, *of*, *the*, and *with*. Where alternative contractions or combinations of them would occupy the same amount of space, preference is given to the strong group signs *and*, *for*, *of*, *the*, and *with*. Examples:

| | | |
|------------|----------------|--------------|
| bro(the)r | [<i>not</i>] | bro(th)(er) |
| nor(the)rn | [<i>not</i>] | nor(th)(er)n |
| soo(the)d | [<i>not</i>] | soo(th)(ed) |

6.4 1-3 Indention [BF §1.4.3]

To this point you have been instructed to indent the first line of a paragraph so that it starts in cell 3 and the runover lines begin in cell 1. Often, in print, the first line of an item in a list of sentences begins at the margin, with runover lines indented. When such indention occurs in print, it should be represented in braille with the first line of an item starting in cell 1 and runover lines taken to cell 3. Multiple levels of indention will be studied in later lessons.

Drill 19

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

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. Though the policeman is tough, he is fair.
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. The seductive perfume of flowers filled the night air.
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.

Reading Practice

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

She gave Steve a withering look and exclaimed, "I wish you'd bathe every now and then!"

The seductive perfume of flowers filled the night air.

The cricket is the harbinger of the early approach of the fall of the year.

Erika gave a sigh of boredom as she waited for the others.

The moving finger writes and having writ moves on.
 The town sorely needed more civic progress and a change of
 politicians.
 The remark Meg made is far from flattering, I can assure you.
 George Washington, a redoubtable soldier, excelled as a statesman
 as well.
 Jack says the towhee resembles the sparrow, but I don't agree.
 The volcano erupted, causing serious loss of life and property.
 The Atlantic Charter proclaimed the "Four Freedoms."
 The new doghouse will keep Rover warm during the cold months.
 Power down all laptop computers, and stow tray tables for landing.
 The kettledrums are slightly off pitch, but once we get them fixed
 nobody will call our orchestra mediocre.
 Gramp's old radio has an outside aerial.
 They practiced riflery at SPORTSRange for an hour.
 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?"

EXERCISE

Prepare the following exercise for submission to the instructor. Use a 3-1 margin for this exercise; you will use the 1-3 format in later exercises. After you have successfully completed this exercise, your instructor will provide you with a reading exercise to complete before proceeding to Lesson 7.

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. The remark Meg made is far from flattering, I can assure you.
4. George Washington, a redoubtable soldier, excelled as a statesman as well.
5. Jack says the towhee resembles the sparrow, but I don't agree.
6. The volcano erupted, causing serious loss of life and property.
7. The Atlantic Charter proclaimed the "Four Freedoms."
8. The new doghouse will keep Rover warm during the cold months.
9. Power down all laptop computers, and stow tray tables for landing.
10. The kettledrums are slightly off pitch, but once we get them fixed nobody will call our orchestra mediocre.
11. Gramp's old radio has an outside aerial.
12. They practiced riflery at SPORTSRange for an hour.
13. 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?"

14. The Romans respected the aediles, who kept law and order.
15. Michael's Airedale, Bingo, won 4th prize at the neighborhood dog show.
16. The tiger is a predacious animal.
17. Boys shanghaied on the streets of Liverpool served on sailing ships.
18. The two outstanding track stars will rerun the hundred-meter dash.
19. Harry feels Margaret sings like a mockingbird, but Paul has another idea.
20. We have to eradicate all of the terrorist groups from this land by next year.
21. Stieg Larsson's THE GIRL WHO KICKED THE HORNETS' NEST is the third book of the trilogy.
22. Are you taking a stateroom for the overnight trip?
23. On arriving at Singapore, Edmond emailed the Chicago office for further orders.
24. Roger Babson predicted the stock market crash of 1929.
25. Our proceeds from the last fantasy football game exceeded anything we anticipated.
26. While visiting Cairo I arose at five for the purpose of hearing the prayer call from the mosque.
27. Any adverse criticism of America's foreign policy arouses Howard's anger.
28. "Ow!" cried Ed, as the doctor roughly removed the bandage.
29. OEDIPUS REX is a famous tragedy of Sophocles.
30. The plants are withered from lack of water.
31. The melody of The Lost Chord soothes and relaxes my tired nerves.
32. The COURIER-JOURNAL carried a scathing editorial on the abuse of the magistrate's prerogatives.
33. He spoke eruditely and with fervor on the art of the Edwardian Era.
34. Eddie, Sherry, and Edythe will go downhill skiing on the 17th of March.
35. The dignified Duchess hired a sedan chair for her tour of Shanghai.
36. The doctor ordered a sedative for the hysterical victim.

SUMMARY: PUTTING IT ALL TOGETHER

Below is a summary of some of the important concepts in contraction usage that have been studied thus far:

- A wordsign is a contraction that represents an entire word. A groupsign represents two or more letters that are part of a word. Some contractions have both a wordsign and a groupsign meaning.
- A word (or, more precisely, a "letters-sequence") is considered to be *standing alone* if it is both preceded and followed by a space, a hyphen, or a dash. The letters-sequence is still considered standing alone if some specific symbols or indicators are placed between it and the dash, hyphen or space that comes before or after it. Some of the symbols and indicators that can be placed at the beginning of a word include opening quotation marks, capital indicator, opening parentheses, and others to be studied later. Those that can be at the end of the word before the space, hyphen or dash include the period, comma, question mark, colon, semicolon, closing quotation mark, closing parenthesis, and others which have not yet been studied. If a slash, capital indicator, period, number, or other non-alphabetic symbol appears within the word, then that word is not standing alone. See UEB §2.6 for the complete standing alone rule.
- Wordsigns may be used as such only if they are standing alone.
- Alphabetic and strong wordsigns may also be used if they are followed by 'd, 'll, 're, 's, 't or 've; these words are still considered standing alone (UEB §2.6.4).
- Groupsigns may not be used if their letters overlap the components of a solid compound word.
- If there is a choice of contractions, the strong groupsigns *and*, *for*, *of*, *the*, and *with* should be chosen unless another choice would result in fewer cells used.
- The groupsigns *the*, *ch*, *gh*, *sh*, *th*, and *wh* should not be used if the h is aspirated.
- Groupsigns may not be used if their letters are part of an ordinal number (no contractions are used in numeric mode).
- If a contraction's wordsign meaning is different from its groupsign meaning, the groupsign is not used when the letters it represents are standing alone.
- The strong groupsign *ing* may not be used at the beginning of a word.

[This lesson last updated February 25, 2019]

Lesson 7

Lower Wordsigns for in, enough, be, his, was, were

Lower Groupsigns for in, en, be, con, dis

Introduction to Shortforms

7.1 Definition of Lower Signs

In addition to the one-cell contractions already studied, there is another group of contractions known as lower signs. Combinations of dots which contain neither dot 1 nor dot 4 form these lower contractions. There are lower wordsigns and lower groupsigns. Following are the lower contractions that will be studied in this lesson.

| Wordsign | | Groupsign | |
|---------------------------|-----------------------|---------------------------|-----------------------|
| <u>Contraction</u> | <u>Meaning</u> | <u>Contraction</u> | <u>Meaning</u> |
| ⠠⠠ | in | ⠠⠠ | in |
| ⠠⠠⠠ | enough | ⠠⠠ | en |
| ⠠⠠ | be | ⠠⠠ | be |
| ⠠⠠ | his | ⠠⠠ | con |
| ⠠⠠ | was | ⠠⠠ | dis |
| ⠠⠠ | were | | |

- Note that the WORDSIGNs *in*, *enough*, and *be* are the same as the groupsigns for *in*, *en*, and *be*.

7.2 Lower Wordsigns for *be, his, was, were* [UEB §10.5]

These contractions, when standing alone, represent whole words.

Example:

Was the food in his backpack enough for the hike? It may be that more sandwiches were needed.

7.2a In contact with lower punctuation or indicators. The contractions for *be*, *his*, *was*, and *were* have the same configuration as certain symbols or marks of punctuation. To avoid confusion with punctuation, these wordsigns are only used when they are not *in direct contact with any punctuation that has only lower dots*. Lower wordsigns may, however, be in contact with capital indicators. Thus, in the following sentence none of the lower wordsigns can be used.

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

Note that the word *his* could have been contracted if it had been preceded only by the capital indicator, but since it is also preceded by the opening quotation mark it was spelled out. The contraction for *his* is not used in the word *history* because the lower word signs cannot be used as parts of words. The contraction for *was* may not be used because it precedes a dash. The contraction for *were* may not be used because it would be in contact with the period.

7.3 Enough

This wordsign is used when the word *enough* is standing alone, and, unlike *be*, *were*, *his*, and *was*, it can be used when in contact with lower punctuation signs provided the sequence contains upper dots. Capital indicators and terminators are disregarded when applying this rule. The wordsign can also be used in the word *enough's*.

We have more than enough pictures.

IT'S JUST NOT ENOUGH

Far-enough

When the word sign for *enough* cannot be used, the group sign for the letters *en* (to be studied next) is used.

"Enough!" ⠠⠑⠗⠏⠞⠊⠒⠎⠑⠇⠂⠆

The lower wordsigns for *be*, *his*, *was*, *were*, and *enough* cannot be used next to a slash because they must always stand alone. Example:

his/hers plenty/enough

7.4 In

The wordsign for *in* may be used wherever its word occurs, as long as the surrounding sequence contains upper dots. For example, the *in* wordsign may be used in *brother-in-law* or *in-depth*. It can be used next to a slash.

Drill 20

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

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

7.5 Lower group signs [UEB §10.6]

7.5a *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 lower groupsigns wherever the letters they represent occur, except when specific rules limit their use as discussed later.

Consequently, the *in* group sign is used in *instant*, *main*, *pine*, *minor*, and *Carolina*. The *en* group sign is used in *enforce*, *often*, *senior*, and *Gene*.

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*, the *in* contraction is used ($\textcircled{\cdot}\textcircled{\cdot}\textcircled{\cdot}\textcircled{\cdot}\textcircled{\cdot}\textcircled{\cdot}$).

7.5b Compound words. Contractions cannot be used if they overlap the elements of a solid compound word; consequently the *en* group sign is not used in *toenail* or *treenail*.

7.5c Standing alone. When the letters *en* are standing alone such as in *en route*, *Chou En-Lai*, or "*en-shaped figure*," the contraction is not used because it means "enough" when standing alone.

7.5d Preference for the contractions *and*, *for*, *of*, *the*, and *with*. In words like *then* and *Athens*, the *the* contraction with *n* is used in preference to the *th* with *en* contractions because of the rule stated in UEB §10.10.3, which gives preference to the contractions for *and*, *for*, *of*, *the*, and *with* (*the strong contractions*) over any other contractions provided their use does not waste space.

7.6 The Lower-Sign Rule [UEB §10.5, 10.6]

Any number of unspaced lower group signs can follow one another provided the sequence is in contact with a character containing an upper dot (dot 1 or dot 4). Thus, in the following example both the in and en contractions are used in the word *linen* because the lower signs are in contact with the letter l. Example:

Was it truly his, that suit of fine linen?

The figure consists of 10 small diagrams arranged horizontally, each showing a grid of dots with some dots filled in black. The sequence shows a pattern of black dots that starts as a small cluster and grows into a larger, more complex shape over time. The dots are arranged in a grid, and the black dots form a shape that resembles a stylized 'L' or a corner, with the black dots forming a shape that resembles a stylized 'L' or a corner, with the black dots forming a shape that resembles a stylized 'L' or a corner.

• **Note:** This rule also applies to other lower wordsigns and groupsigns that will be studied later in this lesson and in Lesson 8.

The groupsigns for *en* or *in* may be in contact with other letters or lower punctuation so long as the sequence is in touch with an upper dot.

Examples:

It's all in vain—encourage her anyway.

The figure consists of 10 small 5x5 grids arranged horizontally, each representing a time step from 1 to 10. Black dots represent the state of the system at each time step. The pattern starts as a small cluster of dots and grows into a larger, more complex shape over time.

I was self-indulgent. 

Drill 21

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

1. When they were finished with the interview the clock was striking seven.
2. If you don't hurry we'll be late for dinner.
3. I worry that they don't have enough food in the house for the entire weekend.
4. In the initial stages of the war all went well.
5. "In my not-so-very-humble opinion," the indignant man from Virginia proclaimed, "General Lee was indubitably the most outstanding general in the Civil War."
6. When my in-laws invaded our domain I was in a state of frenzy.
7. Ingmar met his bride-to-be, Ingrid, at a fly-in fishing camp in Sweden.
8. If you insist that I be frank, I will be.
9. How few they were, yet how magnificently they defended the homeland!
10. "Enough's enough!" cried the infuriated parent.
11. Dennis is having trouble with denominators that are binomials.
12. His ingrown toenail is giving Henri intolerable pain.
13. You can't deny that the theater is badly in need of a thorough renovating.
14. His enormous hand grasped mine in hearty welcome.
15. Demosthenes was a famous orator of ancient Athens.
16. The insects descended en masse and denuded the fields.
17. Chou En-lai, 1898-1976, was skilled in negotiating (his speeches were exuberant and well expressed).
18. If you haven't anything in our price range we aren't interested in looking.

- ## 7.7 Lower Groupsigns for *be*, *con*, *dis* [UEB §10.6]

These groupsigns can, however, be used when they constitute the first syllable of the second word of a hyphenated compound word such as *self-control* or *non-disposable*, since the second word is standing alone.

Do not use the groupsigns for *be*, *con*, and *dis* when punctuation or a capital indicator comes immediately after them. As a consequence, they are not used in syllabicated words. Examples:

[be]hold

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Con-rad!

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

dis'armony

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

object/concur

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

7.7c The words *con* and *dis*. Remember that the contractions for *con* and *dis* are purely groupsigns and therefore cannot be used to represent the whole words *con* (as in the expression *pro and con*), or the slang expression *dis*.

Examples: con, (con)n(ing), conn(ed), dis, (dis)s(ing), diss(ed)

7.8 More on Lower Sign Rule

When two or more lower groupsigns would follow one another without being in contact with an upper dot, the *final* lower groupsign is not used. Example:

Stop bein' so silly! ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Drill 22

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

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. Credit is given Sir Francis Bacon for having originated the modern scientific method of thinking.
4. Sandy was bewitched, bothered and bewildered; Serena remained undisturbed.
5. Congress debated the issue pro and con for weeks.
6. Maybe we'll send Mary Contrary with you; she's bein' very disobedient.
7. Czech immigrants settled in Wisconsin.
8. Mandy's belligerent attitude is utterly inexplicable/confusing.

7.9 *Be*, *con*, and *dis*, in Abbreviations

If any of these three contractions can be used in a complete word, it can also be used in the abbreviation for that word. Thus, since the *con* sign is used in the word *Connecticut*, it should also be used in the abbreviation *Conn.* Likewise, the *dis* sign should be used in *Dist.*, the abbreviation for *District*. Of course, if the letters comprising any of these contractions constitute an entire abbreviation, as in *Con.* for *Consolidated*, the contraction cannot be used as it would result in two lower signs following one another without a space, and neither would be in contact with a character containing dot 1 or dot 4. Also, if these contractions could not have been used in the word itself, they should not be used in its abbreviation, as in *Belq.*, the abbreviation for *Belgium*.

7.10 Introduction to Shortforms [UEB §10.9]

In addition to contractions, braille contains abbreviated forms for many words that will be studied in succeeding lessons. They are called shortforms. Memorize the following six shortforms.

| <u>Short-form</u> | <u>Meaning</u> | <u>Short-form</u> | <u>Meaning</u> |
|-------------------|----------------|-------------------|----------------|
| gd | good | pd | paid |
| lr | letter | qk | quick |
| ll | little | sd | said |

Example:

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

The figure shows a sequence of 13 diagrams, each representing a pattern of black dots on a grid. The patterns are arranged in two rows. The first row contains 10 diagrams, and the second row contains 3 diagrams. The patterns grow in size and complexity from left to right. The first diagram is a small cluster of 5 dots. The second diagram is a 2x2 square of dots. The third diagram is a 3x2 rectangle of dots. The fourth diagram is a 3x3 square of dots. The fifth diagram is a 4x2 rectangle of dots. The sixth diagram is a 4x3 rectangle of dots. The seventh diagram is a 5x2 rectangle of dots. The eighth diagram is a 5x3 rectangle of dots. The ninth diagram is a 6x2 rectangle of dots. The tenth diagram is a 6x3 rectangle of dots. The eleventh diagram is a 7x2 rectangle of dots. The twelfth diagram is a 7x3 rectangle of dots. The thirteenth diagram is a 8x2 rectangle of dots.

Drill 23

Practice braille'ing the following sentences. Use a 1-3 margin.

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 politician's denial was disingenuous.
5. Betty's behavior in school was unbecoming for a child her age—maybe she'll improve next year.
6. Benedict's wife, who is the president of the Ladies Benevolent Society of St. John's Church, paid me a visit.
7. With considerable effort she regained her self-control and continued perusing the letter.
8. Most of the men who man our submarines are trained at New London, Conn.
9. Ben O'Connor, a good little guy, is my choice for the job – disregard the rumors of "history".
10. Constable Hemingway pointed his gun menacingly and ordered, "Quick! Come out from be'ind that bar!"

Reading Practice

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

.....

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EXERCISE

Prepare the following exercise for submission to the instructor. Use a 1-3 margin. After you have successfully completed this exercise, the instructor will provide you with a reading exercise to complete before proceeding to Lesson 8.

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 Buddy.
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 J.K. Rowling from books_online.com 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 the interior of PIANOBar on 5th St. needs a complete redesign — they haven't even repainted it since the 1960s.
15. When Mr. Engles retired he started delivering groceries for shut-ins.
16. Jane absolutely 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, Erin, 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. Apparently the bill was paid, but the matter will be looked into by the agency.
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. "You be good an' come out quick with yer hands up," said the sheriff, "or I'm comin' in and git yuh."
29. As a Naval ex-commander, John Jamison of Jamestown was a firm believer in discipline.
30. Intercontinental flights arrive hourly at Dulles Airport.






31. The auto crash left his hair disheveled and his clothing in disarray.
32. As the strutting cockney orator took his place on the rostrum, he began: "On be'alf of all decent Henglishmen I protest this insolent be'avior of the 'Ouse of Commons!"
33. In a closely-contested race, O'Connor (his twitter handle is @OconnorDFL) was chosen Congressman from the 1st Dist. of Iowa.
34. That was intended as a tribute, not a dis.
35. 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."
36. If Leslie remains very patient, maybe Mr. Drew will change his mind and write her that letter (with \$50.00 enclosed).
37. By constantly reminding us to "overcome," Martin Luther King gave us hope and pride.
38. His behavior denoted that Adam was continually undismayed at the most unexpected outcome.

[This lesson last updated November 28, 2016]








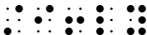


Lesson 8

Lower Groupssigns for *bb, cc, ff, gg, ea* ***More Shortforms***

8.1 The Double-Letter Signs and *ea* Sign [UEB §10.6.5-10.6.6]

| <u>Contraction</u> | <u>Meaning</u> |
|-------------------------------------------------------------------------------------|----------------|
|  | bb |
|  | cc |
|  | ff |
|  | gg |
|  | ea |

8.1a 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, these characters are used as groupsigns representing the double-letter signs or the *ea* sign *only* when they occur between letters and/or contractions within a word. For that reason they are sometimes called the "sandwich contractions."
Examples:

| | | | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| rubble | occupy | puffy | eggs | really |
|  |  |  |  |  |
| grabbed | accept | stiffly | Peggy | mileage |
|  |  |  |  |  |

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

Examples:

| | | | | |
|--------|-------|--------------|----------------------------------------|--------------------|
| easy | tea | sheriff's | SeaCliff Apts. | ebb-tide |
| ⠠⠑⠠⠇⠠⠽ | ⠠⠞⠠⠑⠠ | ⠠⠎⠠⠞⠠⠞⠠⠎⠠⠊⠠⠎ | ⠠⠎⠠⠑⠠⠘⠠⠊⠠⠙⠠⠊⠠⠎⠠⠊⠠⠎⠠⠊⠠⠊⠠⠎ ⠠⠊⠠⠎⠠⠊⠠⠎⠠⠊ | ⠠⠑⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊ |

8.1b ea. The contraction for *ea* is not used when its letters bridge a prefix and the remainder of the word.

Examples:

| | |
|--------------------|--------------------|
| preamble | readjust |
| ⠠⠏⠠⠞⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊ | ⠠⠞⠠⠑⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊ |

8.1c Solid compound words. Although these group signs 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 | doggone | poleax |
| ⠠⠏⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊ | ⠠⠔⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊ | ⠠⠔⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊ | ⠠⠏⠠⠑⠠⠊⠠⠊⠠⠊⠠⠊⠠⠊ |

8.1d Contraction preferences. The contractions for *bb*, *cc*, *ff*, *gg*, and *ea* are the least favored of all one-cell group signs. When a choice must be made between contractions, *any other one-cell group sign is preferred over them*. Examples:

| | |
|-----------------------------------------|---------------------------------|
| (of)fice [not] o(ff)ice | (the)at(er) [not] (th)(ea)t(er) |
| le(ar)n [not] l(ea)rn | ef(for)t [not] e(ff)ort |
| sac(ch)(ar)(in)e [not] sa(cc)h(ar)(in)e | me(and)(er) [not] m(ea)nd(er) |

8.2 More Shortforms [UEB §10.9]

Following are six more shortforms to be memorized.

| <u>Shortform</u> | <u>Meaning</u> | <u>Shortform</u> | <u>Meaning</u> | <u>Shortform</u> | <u>Meaning</u> |
|------------------|----------------|------------------|----------------|------------------|----------------|
| ab | about | (be)c | because | f(st) | first |
| abv | above | (be)l | below | grt | great |

Example:

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

[illegible]

Drill 24

Practice braille the following words and sentences. In the word section, leave three spaces between words.

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

1. When he saw the cop put his finger on the trigger he gave up the struggle.
2. Succor was not slow in arriving for the disaster sufferers; in fact it was amazingly quick.
3. "You are a very good little girl, Effie," said Aunt Maggie.
4. You may think it odd, but I simply will not eat cabbage in any form.
5. "I kin go out with a diff'rent girl every night," said the sheriff's son.

6. She was a stiff-necked old aristocrat with an impressive genealogy who refused to mingle with the rabble.
7. The leaders of the plot will be tried for treason.
8. Write a letter saying, first of all, that we are committed and will not tolerate being treated like riffraff.
9. Hiding below the stairs, Mr. Eaton was puffing contentedly on a huge cigar.
10. Eddie paid \$1500 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 8:00 and they are going to the theater.

22. It took a tremendous effort for Uncle Tobias to hobble up the steps because he is disabled by arthritis.
23. When the calisthenics were finished, the teacher gathered up the dumbbells and Indian clubs.
24. The doctor padded the area above and below the injury.
25. Luci avoided the accident by quick thinking.

READING PRACTICE

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

It took a tremendous effort for Uncle Tobias to hobble up the steps because he is disabled by arthritis.

When the calisthenics were finished, the teacher gathered up the dumbbells and Indian clubs.

The doctor padded the area above and below the injury.

Luci avoided the accident by quick thinking.

It took a tremendous effort for Uncle Tobias to hobble up the steps because he is disabled by arthritis.

When the calisthenics were finished, the teacher gathered up the dumbbells and Indian clubs.

The doctor padded the area above and below the injury.

Luci avoided the accident by quick thinking.

It took a tremendous effort for Uncle Tobias to hobble up the steps because he is disabled by arthritis.

When the calisthenics were finished, the teacher gathered up the dumbbells and Indian clubs.

The doctor padded the area above and below the injury.

Luci avoided the accident by quick thinking.

the first time I saw the
the first time I saw the
the first time I saw the
the first time I saw the

the first time I saw the
the first time I saw the
the first time I saw the
the first time I saw the
the first time I saw the
the first time I saw the

EXERCISE

Prepare the following exercise for submission to the instructor. Use a 3-1 margin. After you have successfully completed this exercise, the instructor will provide you with a reading exercise to complete before proceeding to Lesson 9.

LESSON 8

1. He was not accustomed to reducing expenses, but when he finally did so, Stafford was able to gather sufficient funding for a condominium near the beach.
2. Cloning has been researched for decades, but the public has not accepted the idea.
3. The scene in the dear little cottage presented a tableau of heart-warming domestic bliss and harmony.
4. The story about the aggressive robbers (continued in the next issue) is very creative and filled with horror and suspense.
5. A determined juror kept doggedly reasserting his belief that the accused was innocent.
6. Jeanne leaned over the edge of the raft, growing more nervous by the minute as the current accelerated.

7. They said the 4 text messages were supposed to have arrived by 12:30; they might as well have sent a letter in the mail.
8. "When you meet her, don't make a big deal over all that the Secretary of State has accomplished; she is very down-to-earth and likes to be treated like a normal person."
9. The alchemists of the Middle Ages were preoccupied with trying to make gold out of the baser metals.
10. On about the 1st of July, he will be ready to open his new office in the 'hood and will bring on a few staffers who will be well paid.
11. The motto that Cyril lives by is "Early to bed, early to rise, makes a man healthy, wealthy and wise."
12. The sheriff then placed handcuffs on the ruffians and led them off to jail.
13. Earnest was preparing breakfast—bacon and eggs—with a little help from RecipesOnline.com.
14. Following the meeting of the Ways and Means Committee, the affable hosts served tea and very good muffins.
15. It's the bailiff's duty to keep order in the courtroom.
16. The ROSENTheater on Byron Street is featuring a great movie this evening.
17. It has been a custom in our household to serve eggnog during the Christmas season.
18. The widespread use of penicillin and other antibiotics considerably reduced the danger from certain diseases.
19. Have a good trip, and above all, stay below the speed limit.
20. Eddie's compass showed that we were headed southeast.
21. The Bible says that "In the beginning God created the heaven and the earth."
22. His entire demeanor was permeated with an air of insufferable conceit.
23. Be sure to consume plenty of protein for effective strength training with dumbbells or kettlebells.

24. Brown sugar on oatmeal or Cream of Wheat provides quick energy on a cold morning.
25. The handbill said: "We trace any genealogy and guarantee to provide you with an imposing lineage."
26. When I make Mom's muffins, I add pineapple and readjust the spices to make them tastier.
27. The funeral sermon was full of paeans of praise for the deceased leader.
28. "Be nice to Mr. Smith. We can't afford to dis our best customer."
29. The letter said that at last David was to realize his dream of becoming the proprietor of a small acreage.

SUMMARY OF CONTRACTION USAGE

Lower Signs

Lower sign rule: Any number of lower groupsigns and lower punctuation may follow one another without a space, provided that one of them is in contact with a character containing dot 1 or dot 4. Capital indicators are disregarded for purposes of this rule.

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

Lower Wordsigns

be, his, was, were:

- Cannot be part of a longer word
- Cannot be used in contact with lower punctuation

In, Enough:

- Cannot be part of a longer word (except that *enough* can be used in the word *enough's*)
- Can be used in contact with lower punctuation if the sequence contains upper dots.
- The wordsign for *in* can be used next to a slash

Lower Groupsigns

be, con, dis:

- Are only used when they constitute the first syllable of a word.
- Are used following the hyphen in a hyphenated compound word.
- Are not used next to a slash.

- con and dis cannot be used as whole words.
- can be used in abbreviations if they do not constitute the entire abbreviation.

Bb, cc, ff, gg, ea:

- Are used only in the middle of words.
- Strong group signs have preference over them.
- Are never used when in contact with punctuation.
- ea is not used when its letters overlap a prefix and the remainder of the word.

en, in:

- Can be used wherever the letters occur.
- Strong group signs have preference over them; however, ing cannot be used at the beginning of a word.
- Must follow the lower sign rule.

Lesson 9

Initial-Letter Contractions, More Shortforms

9.1 In General [UEB §10.7]

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 it becomes the word *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 | ⠠⠠⠠⠠ |

9.1a In General. Initial-letter contractions are used both as wordsigns and groupsigns.

| | | | |
|----------|----------|-----------|---------|
| ⠠⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠ |
| ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠ |
| ⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠ |
| ⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠ | ⠠⠠⠠⠠ |
| ⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠ |
| ⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠ |
| ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠ |
| ⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠ |
| ⠠⠠⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠ |

Initial letter contractions should not be used when they would seriously distort the pronunciation of the word. For example, do not use *part* in *Parthenon*, *had* in *shadow*, *mother* in *chemotherapy*, or *here* in *heretic*.

9.1b With a Slash. Use initial-letter contractions next to a slash. Example:

month/day/year ::::: ::::: ::::: ::::: :::::

9.2 Rules for Specific Initial-Letter Contractions

9.2a Upon, These, Those, Whose, There [UEB §10.7.2]. These five contractions should only be used when their whole word meaning is retained. Do not use them in words like *blathered*, *Dupont*, or *hypotheses*.

9.2b Had [UEB §10.7.3]. Use the *had* contraction only when the *a* is short. It should not be used in words like *Hades*.

9.2c Ever. The *ever* contraction is only used when the stress is on the first *e*, and when its letters are not preceded by *i* or *e*. Words like *severe* and *believer* should not contain the *ever* contraction.

9.2d Here and Name. Use these contractions only when all of their letters fall into the same syllable. They should not be used in words like *ethereal* or *enamel*.

9.2e One. This contraction is used when its letters fall into the same syllable of a word (*phone*, *done*, *dethrone*), with the following exceptions:

- (1) Do not use this contraction when its letters are preceded by the letter *o*, as in words like *Boone*.
- (2) Use the *one* contraction in words that end with *oney* like *honey* or *money*.
- (3) Use this contraction in the two words *honest* and *monetary* and their derivatives (words like *honesty* and *monetarily*).

9.2f Some. Use this contraction only when its letters form a syllable of the basic word. It is used in *loathsome* and *handsomest* but not in *ransomed* or *somersault*.

9.2g Time. Use this contraction when its letters are pronounced the same as the word *time*. Therefore, the contraction is used in words like *pastime* or *Timex* but not in words like *centimeter* or *multimedia*.

9.2h Under. Use this contraction wherever its letters occur, with the following exceptions:

- (1) Do not use the under contraction when its letters are preceded by the letters *a* or *o*, such as in *flounder* or *launder*.
- (2) Do not use this contraction when any of its letters fall into a prefix, such as in words like *underogatory*.

Drill 25

Practice by brailleing the following words and sentences. In the word section, leave three spaces between words. Use a 1-3 margin for the sentences.

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 biosphere

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

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

9.3 More Shortforms [UEB §10.9]

Following are five more shortforms to be memorized.

| <u>Shortform</u> | <u>Meaning</u> | <u>Shortform</u> | <u>Meaning</u> | <u>Shortform</u> | <u>Meaning</u> |
|------------------|----------------|------------------|----------------|------------------|----------------|
| ac | according | brl | braille | p(er)h | perhaps |
| alw | always | (ch)n | children | | |

Example:

According to Daddy, good children who read braille always go to bed at
9:00 — perhaps later on weekends.

Drill 26

Practice by brailleing the following words and sentences. In the word section, leave three spaces between words. Use a 3-1 margin for the sentences.

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 2:00 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. Daniel Boone worked hard to erect a fort at Boonesboro.
11. He is the handsomest little boy in the class and therefore he is always teased and chased by the little girls.
12. The housemother admonished the girls and told them severely that she was not about to serve dessert until the finnan haddie had been eaten.
13. His feverish dreams were haunted by these shadowy figures of children from out of his past.

READING PRACTICE

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

1. The first sentence is about a boy who likes to read.

1. The first sentence is about a boy who likes to read.
2. The second sentence is about a girl who likes to read.
3. The third sentence is about a boy who likes to read.
4. The fourth sentence is about a girl who likes to read.
5. The fifth sentence is about a boy who likes to read.
6. The sixth sentence is about a girl who likes to read.
7. The seventh sentence is about a boy who likes to read.
8. The eighth sentence is about a girl who likes to read.

9. The ninth sentence is about a boy who likes to read.
10. The tenth sentence is about a girl who likes to read.
11. The eleventh sentence is about a boy who likes to read.
12. The twelfth sentence is about a girl who likes to read.
13. The thirteenth sentence is about a boy who likes to read.
14. The fourteenth sentence is about a girl who likes to read.
15. The fifteenth sentence is about a boy who likes to read.
16. The sixteenth sentence is about a girl who likes to read.
17. The seventeenth sentence is about a boy who likes to read.
18. The eighteenth sentence is about a girl who likes to read.
19. The nineteenth sentence is about a boy who likes to read.
20. The twentieth sentence is about a girl who likes to read.

21. The twenty-first sentence is about a boy who likes to read.
22. The twenty-second sentence is about a girl who likes to read.
23. The twenty-third sentence is about a boy who likes to read.
24. The twenty-fourth sentence is about a girl who likes to read.
25. The twenty-fifth sentence is about a boy who likes to read.
26. The twenty-sixth sentence is about a girl who likes to read.
27. The twenty-seventh sentence is about a boy who likes to read.
28. The twenty-eighth sentence is about a girl who likes to read.
29. The twenty-ninth sentence is about a boy who likes to read.
30. The thirtieth sentence is about a girl who likes to read.

EXERCISE

Prepare the following exercise for submission to the instructor. Use a 1-3 margin. After you have successfully completed this exercise, the instructor will provide you with a reading exercise to complete before proceeding to Lesson 10.

LESSON 9

1. Yesterday, at 8:00 PM, Mortimer started to work on his first part-time job for his father-in-law.
2. Some of the questions in the questionnaire had to be answered "yes" or "no."
3. To say that wherever he went he was under the close scrutiny of the police is not quite right.
4. The youngsters are planning a big surprise for their father for Father's Day.
5. Though lonesome and frightened, the young lad was none the worse for the night spent in the woods.
6. Here and there the sun peeped through the clouds, creating little shadows.
7. I don't know whether or not I want to go to Germany, as I don't understand a word of the language.
8. "How many guests do you expect at the party?" asked the spirited young man.
9. One of the outstanding characters in the play is a typical man of the world who reads using a refreshable braille display.
10. "These are the times that try men's souls," wrote Tom Paine.
11. Everyone ought to follow @PCMagazine for insider tips on the workings of PCs and other technology throughout the world.
12. Rebecca's letter said that several cases of typhoid fever were reported in the flooded area.
13. He continued to adhere to his beliefs even though he was about to be condemned as a heretic.
14. His gift to the children is a little below average as he is not as prosperous now as he has been heretofore.
15. To this day the name of Daniel Boone is familiar to every Kentuckian.
16. Mrs. Hadley was impressed with the beauty of the Parthenon.

17. Chelsea loved Paris where she got great buys, including a miniature sword for which she paid only a few centimes.
18. Because money laundering is illegal it is always done in secret.
19. Many doctoral theses involve hard and painstaking work.
20. The old abandoned enamelworks is being leased for a new factory.
21. PARADISE LOST by John Milton tells of Lucifer's fall from ethereal splendor to the underworld of Hades.
22. My grandmother had saved enough coupons for a handsome new set of luggage.
23. Throughout the 1930s, known as the drought years, many farmers were hard-pressed for money and lost their farms.
24. John Paul Jones was one of the early pioneers of the American Navy.
25. Whereas Colonel Doubleday cherished the family heirlooms even though they had no monetary value, his wife regarded them with disdain.
26. Just above Glasgow is one of the handsomest villas in Scotland, which has been purchased by the baronet.
27. His lordship, a real character, partook generously of the sparkling beverage and fell into a deep reverie.
28. The response from the prisoner of war to the chaplain's words of solace was incoherent.
29. Everett was too dispirited to participate in the holiday festivities.
30. Quick, duck down here below the wall so mother cannot find us.

Lesson 10

Final-Letter Contractions, More Shortforms

10.1 Contractions preference [UEB §10.10]

Where a choice must be made between consecutive contractions:

- (1) Use the contraction that causes the word to occupy less space:
(dis)tinct [not] di(st)inct.
- (2) Use the strong contraction: (of)fer [not] o(ff)er.
- (3) Use *be*, *con*, and *dis* in preference to other groupsigns when their letters form the first syllable of a word: (be)nevol(en)t [not] b(en)evol(en)t.
- (4) Except as noted in (3) above, use strong groupsigns in preference to lower groupsigns: he(ar)t [not] h(ea)rt.
- (5) Use the *ence* groupsign (to be studied next) when the letters "encea" "enced" and "encer" are present: (in)flu(ence)able [not] (in)flu(en)c(ea)ble.
- (6) Use the strong and lower groupsigns in preference to the initial and final letter contractions except as in (5) noted above, so long as the strong and lower groupsigns do not take up more space: telephon(ed) [not] teleph(one)d.
- (7) choose the groupsign that most closely maintains the usual pronunciation of the word and that does not distort the form of the word.

| | | |
|----------------|-------|------------------|
| (wh)(er)(ever) | [not] | (where)v(er) |
| (wh)(er)e'(er) | [not] | (where)''(er) |
| di(spirit)(ed) | [not] | (dis)p(irit)(ed) |

10.2 Final-Letter Groupsigns [UEB §10.8]

10.2a In general. Final-letter groupsigns are two-cell contractions that are formed by preceding the final letter of common letter combinations by dots 46 or dots 56. 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> | |
|----------------|------|----------------|-----|
| -ound | ⠠⠠⠠⠠ | ----- | |
| -ance | ⠠⠠⠠⠠ | -ence | ⠠⠠⠠ |
| ----- | | -ong | ⠠⠠⠠ |
| ----- | | -ful | ⠠⠠⠠ |
| -sion | ⠠⠠⠠⠠ | -tion | ⠠⠠⠠ |
| -less | ⠠⠠⠠⠠ | -ness | ⠠⠠⠠ |
| -ount | ⠠⠠⠠⠠ | -ment | ⠠⠠⠠ |
| ----- | | -ity | ⠠⠠⠠ |

Final-letter contractions must follow a letter; therefore they are used *only in the middle or at the end* of a word or name. Examples:

| | | | |
|----------|-------------|-----------|-----------|
| ⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠⠠ |
| ⠠⠠⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠ |
| ⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠ |
| ⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠⠠⠠ |
| ⠠⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠⠠ |
| ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠ |
| ⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠⠠⠠⠠ |



1. He found it necessary but very difficult to dance with the cheerful debutante.
2. Congress established the Department of Agriculture May 5th, 1862.
3. The coroner came to the conclusion that death must have occurred here below the stairs, somewhere around 3:00 in the morning.
4. "Counting the population is known as census-taking," explained the professor.
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 dragged from the courtroom.
9. We hope that the new lessee of the corner building, who has paid his rent in advance, will be more peaceable and less of a nuisance than the former one.
10. 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.
11. The ancestors of many Americans arrived in this country as penniless immigrants and had an immediate need for jobs and land.
12. There were no mountains, just a steady up and down-ness to the terrain.
13. At last he recognized the mournful sound in the distance and gasped: "O Gawd! the blood'ound is on my trail!"

14. The old Tennessean was unlessoned in the refinements of polite society.
15. "Above all, I must extend my very warmest congratulations to the new grandfather," he chuckled as he grasped the hand of his lifelong comrade.
16. Thenceforth the beautiful weather continued without interruption for three days.
17. 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."
18. "That was good; you are very quick and parried the blow with the agility of an experienced fencer," said the fencing instructor.

Reading Practice

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

The old Tennessean was unlessoned in the refinements of polite society.

"Above all, I must extend my very warmest congratulations to the new grandfather," he chuckled as he grasped the hand of his lifelong comrade.

Thenceforth the beautiful weather continued without interruption for three days.

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."

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"That was good; you are very quick and parried the blow with the agility of an experienced fencer," said the fencing instructor.

1. The first step in the process of learning is to identify the problem. This is often the most difficult part of the process, as it requires a clear understanding of the situation and the ability to recognize the underlying issues.

2. Once the problem has been identified, the next step is to gather information. This involves researching the problem, talking to experts, and looking for examples of similar problems. It is important to gather as much information as possible in order to make an informed decision.

3. After gathering information, the next step is to develop a plan. This involves deciding on the best way to solve the problem, taking into account the resources available and the time constraints. It is important to have a clear plan in place before starting the process.

4. The final step is to implement the plan. This involves putting the plan into action and monitoring the progress. It is important to be flexible and willing to make adjustments as needed, as the situation may change over time.

5. Once the plan has been implemented, the next step is to evaluate the results. This involves comparing the actual results with the expected results and determining whether the plan was successful. If not, it may be necessary to revise the plan and try again.

EXERCISE

Prepare the following exercise for submission to the instructor. Use a 3-1 margin. After you have successfully completed this exercise, the instructor will provide you with a reading exercise to complete before proceeding to Lesson 11.

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 3:00 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. Benjamin Franklin was instrumental in persuading France to become an ally of the United States.
9. She had a great love for acting and faithfully performed even when she didn't get paid.
10. The letter said that Spencer's ancestors were among the early settlers of Tennessee.
11. The lessons learned through experience make a lasting impression.
12. The new institution will specialize in the treatment of encephalitis.
13. Hercules shot Nessus with a poisoned arrow for trying to abduct his wife.
14. Accused persons are protected from self-incrimination by the Fifth Amendment of our Constitution.
15. Can you perhaps braille this recipe for Quick Banana Bread and have it ready for Clancey on Tuesday?
16. Allyson was especially fond of her little pet mongoose.
17. The bewildered Londoner inquired of a passer-by on Pennsylvania Avenue, "I say, which is the street to the Greyhound Bus Station?"
18. According to the announcement, our flight (DL1985) is cancelled on account of poor visibility over the mountains.
19. The recreational facilities of the CHILDCraft playground have really undergone some major improvements.
20. Because her skills are below average, Frances cannot pass our course in business administration unless she has some special instruction.
21. The Baroness served a beverage with a good fruity flavor.
22. Since her husband's election to Congress she has become rather hoity-toity—and her children are even worse!
23. When he came riding across the bridge and into the village no one knew whence he had come or anything else concerning his background.
24. 4 columns advanced toward the city from without, and a 5th column cooperated from within.
25. Just a short time ago, science seemed almost powerless in finding a cure for cancer.

26. The tribe was governed by a chieftainess who dispensed justice swiftly and impartially.
27. Martha also has applied for the position of governess that was advertised in the Sunday edition of the Times.

Lesson 11

Shortforms

11.1 In General [UEB §10.9]

Following is a list of all of the 75 shortforms used in braille, including the twenty-four studied in earlier lessons. The words in this list have been grouped together in order to facilitate learning through association. A complete alphabetical list of all shortforms can be found in Appendix 1 of *The Rules of Unified English Braille, Second Edition 2013*.

* Starred words have special rules.

| <u>Shortform</u> | <u>Meaning</u> | <u>Shortform</u> | <u>Meaning</u> | <u>Shortform</u> | <u>Meaning</u> |
|------------------|----------------|------------------|----------------|------------------|----------------|
| ab | about | *fr | friend | hm | him |
| abv | above | *gd | good | hmf | himself |
| ac | according | *grt | great | xs | its |
| acr | across | imm | immediate | xf | itself |
| af | after | *lr | letter | yr | your |
| afn | afternoon | *ll | little | yrf | yourself |
| afw | afterward | m(st) | must | yrvs | yourselves |
| ag | again | nec | necessary | h(er)f | herself |
| ag(st) | against | pd | paid | myf | myself |
| alm | almost | p(er)h | perhaps | (one)f | oneself |
| alr | already | *qk | quick | (ou)rvs | ourselves |
| al | also | sd | said | (the)mvs | themselves |
| al(th) | although | tgr | together | (th)yf | thymself |
| alt | altogether | cd | could | dcl | declare |
| alw | always | (sh)d | should | dclg | declaring |
| (be)c | because | wd | would | rjc | rejoice |
| (be)f | before | ei | either | rjcg | rejoicing |
| (be)h | behind | nei | neither | (con)cv | conceive |
| (be)l | below | m(ch) | much | (con)cvg | conceiving |
| (be)n | beneath | s(ch) | such | dcv | deceive |
| (be)s | beside | td | today | dcvg | deceiving |
| (be)t | between | tn | tonight | p(er)cv | perceive |
| (be)y | beyond | tm | tomorrow | p(er)cvg | perceiving |
| *bl | blind | | | rcv | receive |
| *brl | braille | | | rcvg | receiving |
| *(ch)n | children | | | | |
| *f(st) | first | | | | |

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

11.2 As Whole Words [UEB §10.9.1]

Use shortforms to represent all the meanings of a word, as long as that word is standing alone. Thus, use the shortform for *quick* in expressions like *a quick recovery*, *the quick and the dead*, *hurt to the quick*, and *Mr. Quick*. The shortform for *must* is used in *he must go*, *the must of the grape*, and *the closet smelled of must*.

The capitalization of shortforms should follow print. Example:

Please Come to Afternoon Tea at 5:00

Figure 1 displays a sequence of 10 dot patterns, each arranged in a 5x5 grid. The patterns illustrate a progression from a sparse, irregular distribution of dots to a more structured, grid-like arrangement. The first pattern has 10 dots, and subsequent patterns show increasing complexity and structure.

11.3 As Parts of Longer Words [UEB §10.9.2]

11.3a Most shortforms can only be used within a longer word if the longer word is standing alone and if the longer word appears on a definitive list of permitted words (Shortforms list) in Appendix 1 of *The Rules of Unified English Braille*.

besides

quicken

musty

would've

littler

[illegible]

In the following examples, shortforms cannot be used in the longer words because they are not standing alone.

friendly@juno.com

himself/herself


GreatBooks

Figure 1 consists of three dot plots, each representing the distribution of the number of children per family for a different group. The x-axis for all plots is 'Number of children' with values 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. The y-axis represents frequency, with dots stacked vertically to indicate the count for each number of children.

- Plot 1 (Left):** Shows a distribution with a peak at 2 children (5 dots). The frequencies are: 0: 1, 1: 2, 2: 5, 3: 3, 4: 2, 5: 1, 6: 1, 7: 1, 8: 1, 9: 1, 10: 1.
- Plot 2 (Middle):** Shows a distribution with a peak at 3 children (5 dots). The frequencies are: 0: 1, 1: 2, 2: 3, 3: 5, 4: 3, 5: 2, 6: 1, 7: 1, 8: 1, 9: 1, 10: 1.
- Plot 3 (Right):** Shows a distribution with a peak at 4 children (5 dots). The frequencies are: 0: 1, 1: 2, 2: 3, 3: 3, 4: 5, 5: 3, 6: 2, 7: 1, 8: 1, 9: 1, 10: 1.

11.3b Ten Special Shortforms: The shortforms for *blind*, *braille*, *children*, *first*, *friend*, *good*, *great*, *letter*, *little*, and *quick* can appear within longer words that stand alone and are not on the Shortforms List as long as they follow these provisions.

11.3b(1) Braille and great. Use these shortforms wherever they occur in a longer word that is standing alone.

greatness 

Our godchildren'll have a ball at the fair – and the adults'll be quite childrenish too, for sure.

Blindlaw but not blinding
friendly but not friended

Do not use shortforms as parts of words if their use would violate a basic contraction rule. For example, the shortform for *before* cannot be used in *hereinbefore* because in order to use the *be* contraction, which is part of the shortform, it must be the first syllable of the word. The same restriction applies to *misconceive*, where the shortform for *conceive* cannot be used because the *con* sign does not occur at the beginning of the word.

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 shortform in braille, the shortform is not used—to do so would result in a misspelling.

Examples:

| | | | | |
|-----------|------|-------------|----------------|-------------------|
| declare | ⠠⠠⠠⠠ | declaration | ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ | [not] dcla(tion) |
| conceive | ⠠⠠⠠⠠ | conceivable | ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ | [not] (con)cvable |
| 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 shortform 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 | ⠠⠠⠠⠠ | brailler | ⠠⠠⠠⠠⠠⠠ | [not] brl(er) |
| declare | ⠠⠠⠠⠠ | declared | ⠠⠠⠠⠠⠠⠠ | [not] dcl(ed) |

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

| | | | | |
|---------|------|-----------|------------|----------------|
| braille | ⠠⠠⠠⠠ | brailling | ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ | [not] brl(ing) |
| rejoice | ⠠⠠⠠⠠ | rejoicing | ⠠⠠⠠⠠⠠⠠ | [not] rjc(ing) |

Drill 28

Braille the following words. Treat each numbered line as a new 3-1 paragraph. Leave three blank cells between each word. Repeat this drill until you are comfortable with the shortforms and their variations.

1. about abouts gadabout stirabout about-face hereabout
thereabout roustabout roundabout whereabouts
2. above below above-mentioned aboveboard aboveground
belowground
3. according accord accordingly
4. across across-the-board

5. after afternoon afterward after-hours hereafter rafter
aftereffects afterwards aftershock aftereffects afterbirth
after-shave
6. again against once-again
7. almost already also always also-ran
8. although though through thorough thought
9. altogether together togetherness
10. because before beforehand behind become beneath
hereinbefore befit befuddle between beside hereinbefore
began besides begin in-between behold beyond
11. blind braille blindness brailist blinded? blinders brailled
Louis Braille brailier 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. paid unpaid prepaid paid-in-full
- 33. perceive perceiving unperceivable unperceived
- 34. perhaps perchance
- 35. quick quicken quick-freeze quickie quicksand Bisquick
- 36. receive receiving rejoice rejoicing rejoiced receivership
rejoiceful
- 37. said aforesaid Port Said unsaid
- 38. today tomorrow tonight tomorrow-night today's

Reading Practice

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

Figure 1 consists of two 3x3 dot patterns. Pattern (a) has filled dots at (1,1), (1,2), (1,3), (2,1), (2,2), (2,3), (3,1), (3,2), and (3,3). Pattern (b) has filled dots at (1,1), (1,2), (1,3), (2,1), (2,2), (2,3), (3,1), (3,2), and (3,3).

The image displays a 10x10 grid of 100 small 5x5 dot patterns. Each pattern is a 5x5 grid of dots, where each dot is either present (filled) or absent (empty), representing a 25-bit binary string. The patterns are arranged in a grid where each row contains 10 patterns and each column contains 10 patterns. The patterns are generated by a 5x5 grid of 25 bits, with each bit being either 0 (empty) or 1 (filled dot). The patterns are arranged in a grid where each row contains 10 patterns and each column contains 10 patterns. The patterns are generated by a 5x5 grid of 25 bits, with each bit being either 0 (empty) or 1 (filled dot).

The figure displays a 10x10 grid of 100 small square plots. Each plot contains a unique pattern of black dots on a white background. The patterns are highly varied, ranging from sparse clusters of dots to dense, solid-looking shapes. Some patterns resemble abstract letters or symbols, while others are more random or noisy. This grid represents a dataset of visual stimuli used for training a machine learning model.

[illegible]

Figure 1 consists of two 4x4 dot patterns. Pattern (a) has dots at positions (row, column): (1,1), (1,2), (1,3), (1,4), (2,1), (2,2), (2,3), (2,4), (3,1), (3,2), (3,3), (3,4), (4,1), (4,2), (4,3), (4,4). Pattern (b) has dots at positions: (1,1), (1,2), (1,3), (1,4), (2,1), (2,2), (2,3), (2,4), (3,1), (3,2), (3,3), (3,4), (4,1), (4,2), (4,3), (4,4), (5,1), (5,2), (5,3), (5,4), (6,1), (6,2), (6,3), (6,4), (7,1), (7,2), (7,3), (7,4), (8,1), (8,2), (8,3), (8,4).

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

EXERCISE

Prepare the following exercise for submission to the instructor. Use a 3-1 margin.

LESSON 11

1. According to the plans made yesterday afternoon, the union is declaring a strike tomorrow morning at ten o'clock.
2. He perceived that this project would entail the expenditure of funds far above and beyond his means.
3. It is difficult today to conceive of the fears that beset the sailors of Columbus as they sailed across the unknown ocean.
4. "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."
5. Braille was not officially adopted as a system of reading and writing for the blind until after the death of Louis Braille, its inventor.
6. "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."
7. Although Representative Doolittle voted against the measure, he said afterwards that he would support it if it became law.
8. It is almost impossible to get an interview with Mr. Truegood since he is almost always out of town.
9. The Pirates were already behind by three runs when Bob Friend came to the mound.
10. He was altogether beside himself with rage when he first discovered that his friend had deceived him.
11. He felt it below his station to work in the receiving room.
12. Because of other business, I was unable to give your letter my immediate attention.
13. Either this bill must be paid within the next week or our attorneys will receive instructions to prepare the necessary papers for suit.

14. The connection between the refreshable braille display and the computer is made either by USB or by bluetooth—children, do you know why we call it BLUETooth?
15. Neither of us should deceive himself into thinking that we can do this by ourselves.
16. Rejoicing, she told him about her \$7,500 salary increase.
17. Don't blame yourself too much; we're in this thing together.
18. "Get yourselves to bed, and be quick about it, before I lose my patience altogether," she reprimanded the unruly children.
19. Those who put themselves above the law are only deceiving themselves.
20. When one declares oneself an expert in such a field, she should be prepared to answer many questions.
21. Hereafter I expect you to be open and aboveboard with me.
22. Police are seeking all over Hereafter Hollow for the whereabouts of the man who acted as go-between for the kidnappers.
23. Although his appointment was not until midafternoon, he arrived beforehand and accordingly had time to compose his thoughts.
24. Of all her grandchildren she was most attached to the first-born.
25. He believed blindly in the integrity of his friends.
26. Since becoming a transcriber, she has brailled "Goodbye, Mr. Chips" and a number of textbooks besides.
27. As a man of letters, his greatness has been highly overrated.
28. "Children! We will read a story about a little girl whose name was Little Goody Two Shoes, immediately after lunch," the teacher said.
29. Inasmuch as he is depending upon us for a complete report, we mustn't overlook even the slightest detail.
30. We really shouldn't expect him to act quickly on a matter of such great importance.
31. Those words would've been better left unsaid.
32. The fifth-generation Mustang's styling echoes the fastback models of the late-1960s.
33. Mr. Jones would like to speak with you immediately after the ceremony to-night.

34. Tonight at Koenig Arena, the rafters shook with applause as the lead vocalist declared his love in song and then crowd surfed with great alacrity.
35. In the aftermath of the huge explosion that blinded several workers, many acts of unselfishness and heroism were performed.
36. Florence Nightingale not only nursed, but also befriended, the sick, the wounded and the dying soldiers in the Crimean War.
37. Because leeches were used in bloodletting, I think it must've taken a lot to muster up the courage to be a bloodletter.

[This lesson last revised February 25, 2019.]