



Foreign Language and Formats

Foreign Language Committee

Presented Fall 2020 by Cindi Laurent, Member

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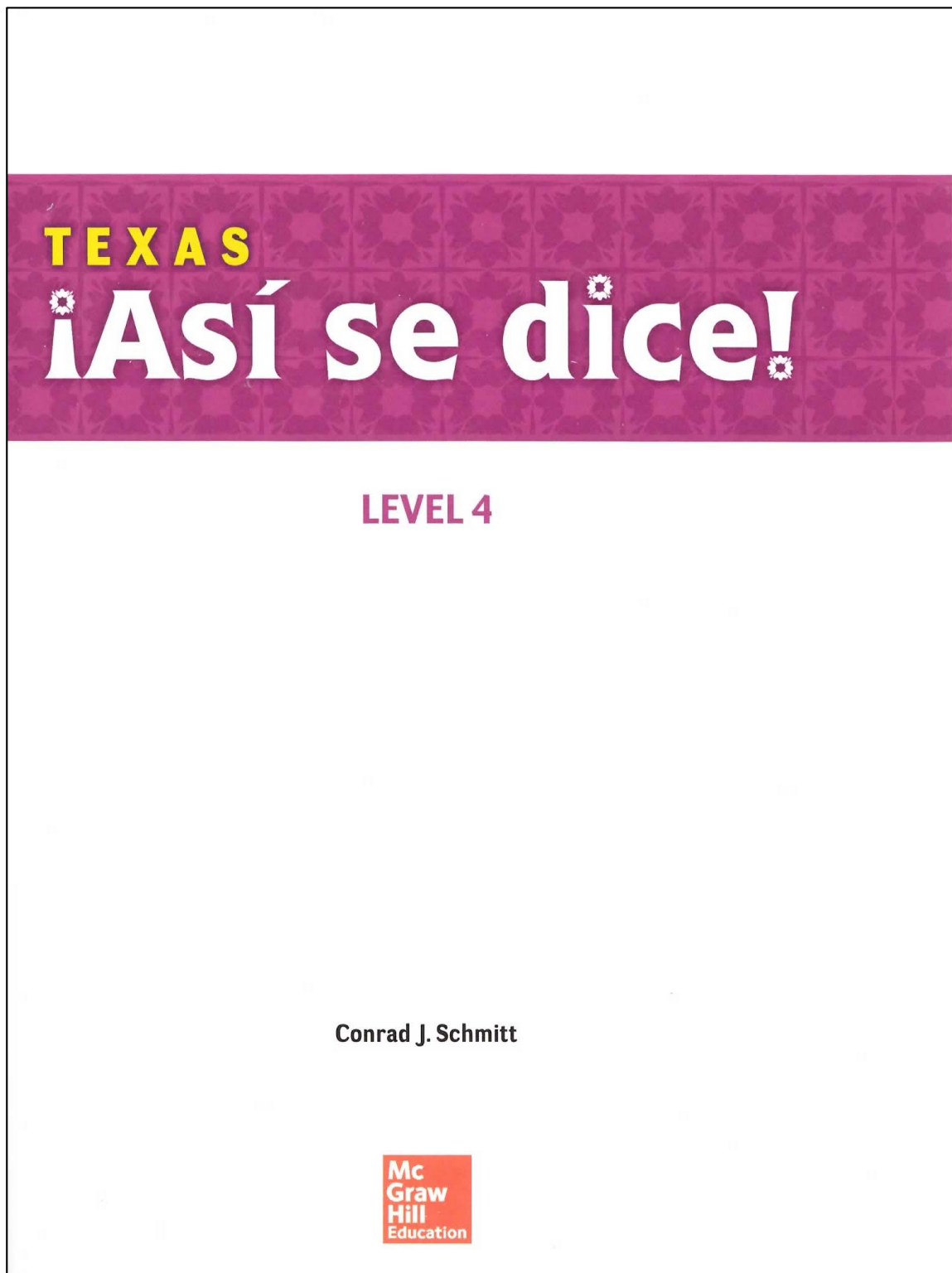
NOTE: Method 3 of the BANA Guidelines is used throughout this workshop.

WBU = World Braille Usage

UEB = Unified English Braille

BF = Braille Formats

Front Matter in Foreign Language Texts





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2 3 4 5 6 7 QVS 21 20 19 18 17

Capítulo 1 España

Objetivos

You will:

- learn about the geography, history, and culture of Spain
- discuss taking a trip to Spain
- read and discuss newspaper articles
- read poems by various Spanish authors and an excerpt of a famous work by Miguel de Cervantes Saavedra

You will review:

- the preterite of regular, irregular, and stem-changing verbs
- nouns and articles

Lección 1 Cultura

Geografía e historia de España2

Lección 2 Gramática

Pretérito de los verbos regulares 14
Pretérito de los verbos
de cambio radical **e → i, o → u** 17
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Canción del pirata32
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La primavera besaba32
de Antonio Machado

Parte 2: Prosa

*El ingenioso hidalgo don Quijote
de la Mancha*42
de Miguel de Cervantes Saavedra



CONTENIDO

v



This title page is done in English and uses the UEB modifiers for accented letters.

[illegible]



Note that the Running head uses the Spanish accented letter.

[illegible]

These were the transcriber's notes used for this textbook. There are often a lot!



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[illegible]

This is the contents. The box maintains the six-cell right margin. BF 2.10.2i



All the color is ignored in the contents pages; italics is retained. Margins used are 1-7, 3-7, 5-7.

Typeforms in Foreign Language Materials

The primary transcribing principle of Unified English Braille is to allow for the production of braille that, when read, yields exactly the original print text. This is not always possible when representing typeforms in foreign language braille.

The transcriber of foreign language text must evaluate the entire book or passage in order to consider what typeforms are significant in showing emphasis or distinction when more than one language is being transcribed. Wherever possible, UEB Rules (Section 9) apply to both English and foreign text.

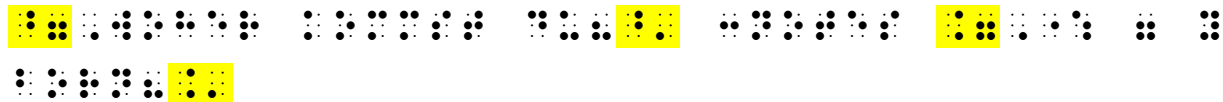
Principles to consider when making transcriber decisions

These decisions are transcriber-driven. Remember, consistency within a book is more important than consistency between books.

Typeforms in the body of the text containing both English and foreign material

Generally, when distinction between languages is needed in descriptive portions of the text, publishers use italics for English and boldface for foreign material. This is especially true when typeforms for both languages are used in the same sentence within the body of the text. In general, follow print.

Woher kommst du? connotes *Where were you born?*





DEFINITION

A **pronoun** is a word such as **er**, **es**, or **sie** that can be substituted for the name of a person or thing: **Maria ist eine Studentin. Sie ist sehr intelligent. Wo ist mein Buch? Es ist da.**

The **subject** of a sentence is usually a person or thing performing the action shown by the verb: **Ich fliege nach Wien.**

lines 4, 5: The bold signals a change to German and must be retained. Note that contractions are used in the English parts of this and no contractions are used in the German parts.

Bold italics retained for book or poem titles, etc.

Bold italics is usually used by publishers to distinguish titles within foreign text. Follow print.

Note the verbal noun
in Wilhelm Müller's
poem on p. 191: ***Das
Wandern ist des
Müllers Lust.***

WBU

German ü dots 1256

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line 2: Use UEB modifiers when accented letters occur within English words.

lines 3-4: The boldface passage indicator encompasses the entire sentence; italic word indicators are used on the title.

Typeforms in sections with only foreign text

Publishers often use italic typeform in sections that only contain foreign text. Follow print.

16 Gruppenarbeit: Was haben Sie letzte Woche gemacht? (3 oder 4 Personen) Jetzt machen Sie *Ihren* Terminkalender auf. Was haben *Sie* letzte Woche gemacht?

Figure 1 displays a 6x10 grid of 60 small 3x3 grids, each containing a different pattern of black dots. The patterns are arranged in six rows of ten. Some patterns are highlighted with yellow backgrounds: Row 2, Column 8; Row 3, Column 5; Row 4, Column 6; Row 5, Column 9; and Row 6, Column 9.

lines 1-3: The color is not retained as this text is converted to a heading.

lines 2-3: Do the parentheses set the text off enough that the emphasis is unnecessary? Decide and then be consistent. For this workshop, the emphasis is retained.

lines 4, 5: The italics within the paragraph is needed for distinction.

3. The longer pronouns **el que**, **la que**, **los que**, and **las que** may also be used as the subject or object of a clause and can replace either a person or a thing. The most common use of these pronouns is to provide emphasis. They often begin a sentence and are equivalent to *the one(s) who*. Note the agreement of the verb **ser**.

lines 1, 2, 8: The boldface is used within this English sentence to denote a change in language to Spanish. This emphasis must be retained.



Typeforms for translated sentence pairs

- 5.** The reflexive construction is also used to express a reciprocal action. The concept of reciprocity in English is most often expressed by *each other* or *one another*.

Rosita y yo nos conocemos.

Nos conocimos en México.

Rosita and I know one another.

We met each other in México.

Ellos se vieron pero no se hablaron.

*They saw one another but they didn't
speak to each other.*

WBU

Spanish é
dots 2346

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These translated pairs are displayed and use margins that show the distinction between languages. The emphasis is ignored. Note that UEB modifiers are used in the English portions.

Emphasis used as visual cues

4. Remember that with a reflexive verb the definite article rather than a possessive adjective is used with parts of the body and articles of clothing.

Él se lavó las manos y se puso el suéter.

Note that with reflexives Spanish uses a singular noun whereas English uses the plural.

Ellos se lavaron la cara.

Nos quitamos la gorra.

They washed **their** faces.

We took off **our** caps.

WBU

Spanish é dots 2346

Spanish ó dots 346

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This one is a little trickier. The surrounding text tells the reader what they are looking at/for. Putting in transcriber-defined typeform indicators for the highlighting changes the "shape" of the word and can make it more difficult for someone learning this new language. The print emphasis is a visual cue and can be ignored.

Gloss Notes (BF 16.6)

Gloss notes are defined as notes that translate words, phrases, or terms used in a foreign language text. They can be found in various locations, but their purpose is to provide the reader with a needed translation at the point of use. So, for this type of note only, they are placed on the line following the material to which the note applies. Margins of 7-5 are used and print is followed for any reference marks used. If no print reference mark is used, an embedded transcriber's note (note) following the point of reference within the text is inserted. Other types of reference notes in foreign language materials are placed as directed elsewhere in BF 2016.

Gloss notes with hollow dot reference marks

Lecture Nourriture et langage

Qu'est-ce qu'un «navet»?° Cela dépend à qui ou de quoi vous parlez. Pour le cuisinier,° un navet est un légume, mais pour le cinéophile,° c'est un très mauvais film. Une «patate» est le terme familier qu'on emploie pour désigner une pomme de terre, mais c'est aussi une personne stupide et maladroite.° Une «bonne poire» peut être servie au dessert, mais c'est aussi une personne généreuse, mais naïve.

Il existe beaucoup d'expressions françaises qui utilisent le vocabulaire de l'alimentation. Voici certaines de ces expressions. Est-ce que vous pouvez deviner leur sens?°

navet *turnip* **cuisinier** *cook* **cinéophile** *movie lover* **maladroite** *clumsy* **deviner leur sens** *guess what they mean*

WBU

French é dots 123456
 French à dots 12356
 French è dots 2346
 French ê dots 126
 French ï dots 12456
 French ç dots 12346



25

lines 5, 8, 10, 16: Gloss note translation in 7-5 with colon inserted to indicate change of language.



Gloss notes without reference marks

post cēnam

postquam Caecilius rem explicāvit, omnēs amīcī tacēbant. mox amīcī “valē” dixērunt et ē villā discessērunt. per viam timidē prōcēdēbant. nūllae stēllae lūcēbant. nūlla lūna erat in caelō. amīcī nihil audīvērunt, quod viae dēsertae erant. amīcī per urbem tacitē prōcēdēbant, quod umbram timēbant.

5

subitō fēlēs ululāvit. amīcī valdē timēbant. omnēs per urbem perterritī ruērunt, quod dē vitā dēspērābant. clāmōrem mirābilem faciēbant. multī Pompēiānī erant sollicitī, quod clāmōrem audīvērunt. Caecilius tamen clāmōrem nōn audīvit, quod in cubiculō dormiēbat.

10

explicāvit	<i>explained</i>
valē	<i>good-bye</i>
timidē	<i>nervously</i>
prōcēdēbant	<i>were advancing, were proceeding</i>
nūllae stēllae	<i>no stars</i>
in caelō	<i>in the sky</i>
dēsertae	<i>deserted</i>
fēlēs	<i>cat</i>
ruērunt	<i>rushed</i>
dē vitā dēspērābant	<i>were despairing of their lives</i>
sollicitī	<i>worried, anxious</i>

UEB

Latin is not one of the languages represented in WBU. For accented letters, the macron above following letter, as found in UEB 4.2 Modifier, is used.

Macron above following letter is dots 4, 36

[illegible]

lines 4, 7, 11, 13, 16, 19, 22: The word “note”, enclosed in transcriber’s note indicators, are inserted after the point of reference in the text.



Reference notes and gloss notes

- FRAU BECK: Das kann ich verstehen, muss ich ehrlich sagen. Aber gibt es denn keine Unterschiede³ zwischen hier und dort? *differences*
- 25 LARA: Doch, natürlich! Dort besuchen⁴ alle Schüler die Highschool, bis sie 18 sind. Hier müssen wir aber mit 10 Jahren (here:) *attend* entscheiden: Gymnasium, Realschule oder Hauptschule.³ Die zwei Schulsysteme sind also ganz anders.
- MORITZ: Die Noten heißen auch anders: Ein A oder ein B in Amerika ist hier eine 1 oder eine 2.
- 30 CHRISTA: Ich finde, der Unterricht ist auch anders, z. B. lernen wir hier früher Fremdsprachen. Viele Europäer können gut Englisch, aber relativ wenige Amerikaner lernen Fremdsprachen. Andererseits⁴ macht man an der Schule⁴ in Amerika mehr *On the other hand* Sport, Musik und Theater.
- 35 FRAU BECK: Jetzt haben wir leider keine Zeit mehr. Den Artikel über eure Reise für die Schülerzeitung könnt ihr morgen schreiben. Auf Wiedersehen, bis dann.

³ See *Almanach*, p. 94.

⁴ **an der Schule** = *at school*. The article **der** indicates that **Schule** is in the dative case, which is introduced in **Kapitel 5**.

WBU

German ä dots 345
German ö dots 246
German ü dots 1256
German ß dots 2346

line 15: Numbered note as it appears in print.

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line 5: Hollow dot reference mark as it appears in print.

line 6: Gloss note as it appears in print.

line 7: Numbered note as it appears in print.

line 16: Blank line following line-numbered material.

line 17: Note separation line

lines 19-23: Numbered reference notes.

Vocabulary Lists (BF 17.7)

Vocabulary or word lists are often found at the beginning or end of individual chapters or lessons in foreign language materials. They consist of foreign words or short phrases with translations. Follow print for placement. Guide words are unnecessary as these lists are not part of glossaries or lists found in back matter.

A complete entry or subentry word consists of the main or subentry word itself plus its pronunciation, abbreviation for gender, part of speech, and other forms of the word.

A braille colon is inserted to indicate a change in language after each complete entry or subentry word that is followed by a translation. If a print comma appears at this point, omit it and substitute a colon. If a colon appears within the complete entry or subentry, substitute a semicolon for the colon.

Ignore typeforms used for the listed words and their translations unless distinction is needed.

Comments for the example on the facing page:

Yellow highlight: Within an entry, print colons are replaced with braille semicolons.

Gray highlight: Following an entire entry, a braille colon is added to indicate the shift in language.

line 12: Only the typeform showing distinction is retained.

Stage 8 Vocabulary Checklist

agitat: agitāvit	chases, hunts
cōnsūmit: cōnsūpsit	eats
dūcit: dūxit	leads
eum	him
facile	easily
ferōx	fierce, ferocious
gladius	sword
habitat: habitāvit	lives
hic	this
ignāvus	cowardly (also lazy in other contexts)
incitat: incitāvit	urges on, encourages

Latin is not one of the languages represented in WBU. For accented letters, the macron above following letter, as found in UEB 4.2 Modifier, is used.

Macron above following letter: (4, 36)

- 1
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- 12
- 13
- 14



Wortschatz 2

Nomen

die Arbeit	work
das Geld	money
die Radtour, -en	bicycle trip
das Wochenende, -n	weekend
das Haus, -er	house
das Land, -er	country
die Stadt, -e	city; town
die Straße, -n	street
die Wohnung, -en	apartment
der Nachbar, -n	neighbor
die Nachbarin, -nen	

Universitätsleben

das Fach, -er	} field of study, subject
das Studienfach, -er	
das Studentenheim, -e	student residence
der Stundenplan, -e	timetable
die Übung, -en	exercise; seminar; lab
zur Uni	to the university

Kleidungsstücke

das Kleidungsstück, -e	article of clothing
der Anzug, -e	(men's) suit
die Bluse, -n	blouse
der Gürtel, -	belt
das Hemd, -en	shirt
die Hose, -n	pants
die Jacke, -n	jacket
die Jeans (pl)	jeans
das Kleid, -er	dress
die Kleider (pl)	clothes
der Mantel, -	coat
der Pullover, -	sweater
der Rock, -e	skirt
der Schuh, -e	shoe
die Socken (pl)	socks
das Sweatshirt, -s	sweatshirt

Fahrzeuge

das Fahrzeug, -e	vehicle
das Auto, -s	} car
der Wagen, -	
der Bus, -se	bus
das Fahrrad, -er	bicycle
das Rad, -er	bike; wheel
das Motorrad, -er	motorcycle
der Zug, -e	train

Verben

besuchen	to visit
denken	to think
erzählen	to tell (a story)
hören	to hear
trinken	to drink
leben	to live (in a country or city)
wohnen	to live (in a building or a street)

Andere Wörter

beide	both
hübsch	pretty
schick	chic
bald	soon
deshalb	therefore
erst	first; only; not until
schon	already
vielleicht	perhaps

Ausdrücke

Wie viel Uhr ist es? }	} What time is it?
Wie spät ist es?	
Um wie viel Uhr ...?	(At) what time . . . ?
morgen früh	tomorrow morning
besser als	better than
so ... wie	as . . . as
Heute ist es nicht so	Today it's not as cold
kalt wie gestern.	as yesterday.
zu Ende sein	to be over

Das Gegenteil

der Mann, -er	husband ≠ wife
≠ die Frau, -en	
suchen ≠ finden	to look for ≠ to find
immer ≠ nie	always ≠ never
dick ≠ dünn	thick ≠ thin
lang ≠ kurz	long ≠ short
teuer ≠ billig	expensive ≠ cheap

Leicht zu verstehen

der Film, -e	der Autor, -en
das Konzert, -e	die Autorin, -nen
die Oper, -n	elegant
das Magazin, -e	



Observations

- This is a vocabulary list that appears at the end of a chapter. Therefore, no guide words are needed.
- There are no subentries.
- Under the heading **Nomen**:
 - There is a blank line in print within the list. There's also a blank line under the heading **Andere Wörter**.
 - The last two terms seem to share the translation "neighbor".
- Under the headings **Universitätsleben**, **Fahrzeuge**, and **Ausdrücke** multi-line brackets are found.
- Under the heading **Das Gegenteil** only one entry begins with an article in the list.
- Under the heading **Leicht zu verstehen** is the word **elegant**. The textbook's German-English Vocabulary indicates that **elegant** is a German word. Note that its listing does not include an article.

Comments to the next page:

line 2: Alphabetic page number

line 3: A blank line precedes a centered heading (except for the full title on page 1)

lines 6, 17: Cell 5 headings

line 11: Blank line as found in print

line 15: "Neighbor" is repeated for clarity.

lines 18, 21: Blank lines before and after material enclosed in multi-line brackets

line 20: The UEB umlaut symbol is used to represent the umlaut above the hyphen.

[illegible]



lines 5-12: "Not equal to" sign taken from *UEB Guidelines for Technical Material (2008 version updated August, 2014)*, Section 3.

Multi-line Brackets (UEB 7.7)

Multi-line brackets are not unique to foreign language text. However, they are used in multiple situations within foreign language textbooks, often in vocabulary lists or translation pairs.



Le pronom relatif *qui*

RELATIVE PRONOUNS are used to CONNECT, or RELATE, sentences to one another. Note below how the two sentences on the left are joined into a single sentence on the right with the relative pronoun **qui**.

J'ai <u>des copines</u> .	}	J'ai des copines qui habitent à Paris.
<u>Elles</u> habitent à Paris.		<i>I have friends who (that) live in Paris.</i>
J'habite dans <u>un immeuble</u> .	}	J'habite dans un immeuble qui a 20 étages.
<u>Il</u> a 20 étages.		<i>I live in a building that has 20 stories.</i>

The relative pronoun **qui** (*who, that, which*) may refer to PEOPLE or THINGS. It is the SUBJECT of the verb that follows it.

WBU

French à dots 12356

French é dots 123456



22

indicator.

Exercise Material (BF 10)

3 Forma frases según el modelo.

MODELO yo / ir →
Yo habría ido pero no pude.

12. ellos / salir
13. tú / llegar a tiempo
14. nosotros / estudiar más
15. yo / ayudarte

WBU

Spanish í dots 34
Spanish ú dots 23456
Spanish á dots 12356

1 ⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

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9 ⠠⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

Margins are 1-5, 3-5

lines 2, 5: Blank lines surround the example.

11 Ist or sind? Complete.

1. Das sind meine Schuhe.



2. Das _____ mein Hund.



3. Das _____ meine Schultasche.



4. Das _____ meine Bücher.



5. Das _____ mein Buch.



6. Das _____ meine CDs.



1. Das sind meine Schuhe.
 2. Das ist mein Hund.
 3. Das ist meine Schultasche.
 4. Das sind meine Bücher.
 5. Das ist mein Buch.
 6. Das sind meine CDs.

In this bit of exercise material, the pictures do not add any information and could be ignored.

line 2: Script is used for the answer that is filled in.

13 mein or dein, meine or deine? Write them down.

ich: meine Schuhe, ...

du: deine ...



1. Das sind meine Schuhe.
 2. Das ist mein Hund.
 3. Das ist meine Schultasche.
 4. Das sind meine Bücher.
 5. Das ist mein Buch.
 6. Das sind meine CDs.
 7. Das ist meine Brille.

In this exercise, the pictures must be described (lines 3-5).

6 Che cos'è? In pairs, take turns identifying each photo.



MODELLO

S1: Che cos'è (*What is it*)?

S2: È (*It is*) una televisione.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



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Margins are 1-7, 3-7, 5-7

line 1: An icon represents the pair of people (listed on the Special Symbols page)

lines 3, 8: Blank lines surround examples

line 4: A transcriber's note encloses the picture description. Note that on the Transcriber's Notes page there is a note that says that pictures in exercise material are described. This allows you to not put "Picture:" before every description.

Describing the pictures in foreign language can be a chore. Check out the vocabulary list for the chapter as oftentimes what you need will be there. Another great resource is the glossary at the back of the book. Do not go into too much detail, but don't worry about naming pictures. It is most likely that the reader has to take the English and translate it, so giving the English word for something does not give away the answer.



Latin to English example: asterisks present as elements, no subentries

absurdus, absurda, absurdum *absurd*
 *ac *and*
 accēdō, accēdere, accessī, accessum go
 up, approach
 *accidō, accidere, accidī *happen*

UEB

Macron above following letter: dots 4, 36

lines 2, 5: The element (asterisk) is placed in cell 1. The left margin is at cell 4 where the initial letter of entry words begins.

Appendice C

Glossary of Grammatical Terms

ADJECTIVE A word that modifies, or describes, a noun or pronoun.

dei libri interessanti	un uomo alto
<i>some interesting books</i>	<i>a tall man</i>
dei bei fiori	Tu sei generosa .
<i>some pretty flowers</i>	<i>You are generous.</i>

Demonstrative adjective An adjective that specifies which noun a speaker is referring to.

questa camicia	quest' armadio
<i>this shirt</i>	<i>this closet</i>
quell' albergo	queste scatole
<i>that hotel</i>	<i>these boxes</i>

Possessive adjective An adjective that indicates ownership or possession.

il mio bell'orologio	È sua cugina.
<i>my beautiful watch</i>	<i>It's his/her cousin.</i>
le tue matite	Sono le loro zie.
<i>your pencils</i>	<i>They are their aunts.</i>

This is a glossary with examples. Main entry words are placed in cell 5, sub-entry words are in cell 7. Definitions are blocked. Examples are displayed (blank line preceding and following and adjusted margins). Guide words are the cell 5 entries.



Sources

Descubre el español con Santillana E McGraw Hill; textbook and workbook

Portfolio Deutsch German Workbook Level 1 by Paul Risch; Published by Langenscheidt

Asi se Dici! Level 4 by Conrad J. Schmidt; Published by McGraw Hill

Sentieri ATTRAVERSO L'ITALIA CONTEMPORANEA by Julie M. Cozzarelli; Published by Vista Higher Learning

Note that some textbook examples used in the workshop do not have available source information.