The Not-So-Basics of Formatting

Braille Formats

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Contents

Example 1 – Exercise Material

MEANING AND USE

4 **Identifying Nouns in Sentences**

Read the conversation below and think about the meaning and use of the underlined nouns. Then match the underlined nouns to their function.

Denise: What is your name?

Ana: I'm <u>Ana</u>.
        _a

Denise: You're <u>a dancer</u>, right?
            _b

Ana: Yes, I am <u>a ballerina</u> at <u>the National Theater</u>.
             _c   _d

Denise: Oh! <u>The National Theater</u> is beautiful.
            _e

Ana: Yes, it is. Come and see <u>a performance</u> tomorrow.
                     _f

Denise: OK. What time?

Ana: At 7:00. Call <u>the theater</u> for <u>tickets</u>.
               _g   _h

1. noun as subject   *e*

2. noun as object ____ ____

3. noun after *be* ____ ____ ____

4. noun after preposition ____ ____

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Line 3: cell 5 heading BF 4.5

Lines 4-6: Directions (blocked in cell 5) BF 10.3

Lines 7-10: A transcriber's note explains the formatting. BF 3.1.1

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Lines 1-12: This material was moved to the next page to keep it with the related questions (lines 14-17). The dialogue uses 1-3 margins. Emphasis is retained on speaker names. BF 14.5.1a, b

Lines 8-9: keep the identifying letter on a line with at least part of the material to which it applies.

Line 14: The script font is used for the answer that is done for the reader (it represents handwriting).

Lines 15-17: Normally, blank lines after exercise material are not retained. BF 10.5.1 In this instance, the blank lines signal to the reader how many answers apply to that question. As such, the blanks here should be retained.

Example 2 – Exercise Material

MEANING AND USE

4 **Matching Answers to Simple Past Questions**

Match the questions on the left to the answers on the right.

_d_ 1. Did you work last Friday?	a. David.
_____ 2. Where did the kids go yesterday?	b. To the mall.
_____ 3. Who found my gloves?	c. The teacher gave us a test.
_____ 4. What did you do in New York?	d. Yes, I did.
_____ 5. Did Queen Victoria wear a wig?	e. No, she didn't.
_____ 6. What happened in school?	f. We went to the theater.

5 **Talking About Situations in the Past**

Complete each conversation with a verb from the box. Use the affirmative or negative form of the simple past in each example.

Conversation 1

stay	go	get	happen	call	feel

A: What ___happened___ to you yesterday?
     $_1$

B: I _____ well, so I _____ in bed all day.
        $_2$ $_3$

A: _____ you _____ a doctor?
        $_4$ $_4$

B: No, but I _____ to the Health Center this morning.
              $_5$

   I _____ some medication.
      $_6$

Lines 3-6: cell 5 heading followed by directions (blocked in 5).

Lines 7-8: TN regarding the first one being done for the reader.

Lines 10, 18: Required cell 5 headings for matching columns; use terms from the print text. Keep matching columns on one braille page if possible. BF 10.9.2b, c

Lines 1-2: cell 5 heading

Lines 3-5: Directions blocked in cell 5.

Line 7: Cell 5 heading that applies to the material within the box and the material that follows; a blank line is required between them. 7.2.1e

Line 9: This is, essentially, a one row table; words are separated by two blank cells. BF 11.2.5

Line 11: A blank line follows a closing box line. BF 7.2.1

Lines 12-17: Exercise material uses margins 1-3. BF 10.4.1

Example 3 – Exercise Material/Incidental Note

▲ **VOCABULARY IN CONTEXT**

The following words help the authors express their views. To see how many you know, use them to complete the sentences.

1. For the Lakota people, the Black Hills region is a _____ place with deep religious significance.
2. Because of his famous speech "I will fight no more forever," Chief Joseph is known for his brilliant _____.
3. To call someone a _____ is to say that he is uncivilized.
4. Because the United States broke so many treaties, most Native Americans viewed the government as _____.
5. Many Cherokees chose to _____ offers to buy their land.
6. In most Native cultures, grandparents are held in high _____ and treated with respect.

WORD LIST	decline	oratory	savage
	esteem	sacred	treacherous

Complete the activities in your **Reader/Writer Notebook**.

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Lines 3-5: Directions

The word box and activity are moved to the next page in order to keep them together.

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Lines 1-6: The word list must precede the material as it is an answer list for multiple questions. BF 10.7.2

It is a transcriber's decision to include (or not include) box lines. In this case, it was felt that the box would help offset the word list.

Line 2: Cell 5 heading preceding a multi-columned list must be followed by a blank line. BF 8.4.1a

Lines 23-24: This is an incidental note and uses margins 7-5. A blank line is required preceding and following an incidental note. BF 9.6.1

Example 4 – Exercise Material

Spelling 2

For each sentence below, fill in the blank with the correct word from the list of "Commonly Misspelled Words" (pages 716–717).

Example: A person who has p_____ c__ can wait calmly.
patience

1. You may not operate a car without a driver's l_____.

2. _____ x_____ is an important part of physical fitness.

3. Zaida has not played in any professional tournaments yet; she still plays at the a_____ level.

4. Some sodas have as much _____ f f_____ in them as coffee does.

5. Seth is always _____ g his hair different colors.

6. Juries should assume a person's i___ n_____ until guilt is proven.

7. Keep the dogs in s_____ kennels; they cannot be together.

8. Angel used a small v_____ to suck up the crumbs in the crevices of his car.

9. A cross is a r_____ g_____ icon.

10. Angus kept asking Dom for the test answers, but Dom's _____ s c_____ wouldn't let him do it.

11. These garlic potatoes are so d_____ s, I'll have another serving!

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Lines 7-11: When print shows example or samples, they are formatted the same as the material to which they apply. A blank line is required preceding and following examples. BF 10.8 The answer for the sample is treated as part of the list and placed in cell 3 (1-5, 3-5) [transcriber decision].

Lines 12-24: Watch out for contraction issues with blank lines showing omission of letters (letters are NOT standing alone); follow print for the symbol used.

Example 5 – Exercise Material

Review of Prefixes and Suffixes

▶ Read each sentence. Look at the word that is missing a prefix or suffix. Read the prefixes or suffixes under the sentence. Underline the prefix or suffix that completes the word. Write it on the line.

1. Julie can run fast_____ than me.
   er   est

2. Do you like hik_____ in the mountains?
   ed   ing

3. My family was _____pressed by my singing.
   im   non

4. Little Lily rode her red _____cycle.
   tri   mis

5. Please _____read the directions before making the soup.
   dis   pre

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Line 3: The arrow icon in print has no meaning and can be ignored. BE CAREFUL to ensure it has no meaning before omitting icons.

Lines 8-23: Answer choices must be listed vertically. BF 10.4.4; Contractions can be used in word parts. UEB 10.12.5

Example 6 – Exercise Material/Answer Choices

Vocabulary in Context

▲ **VOCABULARY PRACTICE**

Choose the letter of the term that is most closely related to the boldfaced word.

1. **sanctuary**: (a) playground, (b) forest, (c) refuge
2. **nondescript:** (a) plain, (b) ugly, (c) beautiful
3. **secure:** (a) free, (b) safe, (c) loose
4. **neglectful:** (a) cruel, (b) bossy, (c) inattentive

Example 7 – Emphasis/Lists

Connecting the Traits to the Writing Process

Prewrite

Focus and Coherence What topic should I write about? What is my thesis? What details should I include or exclude?

Organization How should I organize my details? Which graphic organizer should I use for my planning?

Development of Ideas What is my approach to the topic?

Draft

Focus and Coherence How can I choose ideas that support my thesis?

Organization How do I want to arrange my ideas?

Development of Ideas How do I ensure that my main points are clear?

Voice How do I want to sound?

Color can be difficult to know what to do with. In this example, making the items a nested list eliminates the need for the color to be shown in braille. BE CAREFUL to check to be sure the specific colors have no meaning among the rest of the text of the book being transcribed. If the color has meaning, or relates to specific other things within the text, transcriber-defined typeform indicators should be used to represent the colors. DO NOT change the color to bold. If the print emphasis has meaning, print should be followed. BF 5.1.2

This is the same example with the color shown using four of the five transcriber-defined typeform indicators.

Example 8 – Caption/Reference notes

Karl Marx and Class Conflict

Karl Marx (1818–1883) not only influenced sociology but also left his mark on world history. Marx's influence has been so great that even the *Wall Street Journal,* that staunch advocate of capitalism, has called him one of the three greatest modern thinkers (the other two being Sigmund Freud and Albert Einstein).

Like Comte, Marx thought that people should try to change society. His proposal for change was radical: revolution. This got him thrown out of Germany, and he settled in England. Marx believed that the engine of human history is **class conflict**. He said that society is made up of two social classes, and they are natural enemies of one another: the **bourgeoisie** (boo-shwa-ZEE) (the *capitalists,* those who own the means of production—the money, land, factories, and machines) and the **proletariat** (the exploited workers, who do not own the means of production). Eventually, the workers will unite and break their chains of bondage. The workers' revolution will be bloody, but it will usher in a classless society, one free of exploitation. People will work according to their abilities and receive goods and services according to their needs (Marx and Engels 1848/1967).

Marxism is not the same as communism. Although Marx proposed revolution as the way for workers to gain control of society, he did not develop the political system called *communism.* This is a later application of his ideas. Marx himself felt disgusted when he heard debates about his insights into social life. After listening to some of the positions attributed to him, he shook his head and said, "I am not a Marxist" (Dobriner 1969:222; Gitlin 1997:89).

Unlike Comte and Spencer, Marx did not think of himself as a sociologist—and with his reputation for communism and revolution, many sociologists wish that no one else did either. Because of his insights into the relationship between the social classes, Marx is generally recognized as a significant early sociologist. He introduced *conflict theory,* one of today's major perspectives in sociology. Later, we will examine this perspective in detail.

Emile Durkheim and Social Integration

Until the time of Emile Durkheim (1858–1917), sociology was viewed as part of history and economics. Durkheim, who grew up in France, wanted to change this, and his major professional goal was to get sociology recognized as a separate academic discipline (Coser 1977). He achieved this goal in 1887 when the University of Bordeaux awarded him the world's first academic appointment in sociology.

Durkheim's second goal was to show how social forces affect people's behavior. To accomplish this, he conducted rigorous research. Comparing the suicide rates of several European countries, Durkheim (1897/1966) found that each country has a different

Karl Marx (1818–1883) believed that the roots of human misery lay in class conflict, the exploitation of workers by those who own the means of production. Social change, in the form of the workers overthrowing the capitalists was inevitable from Marx's perspective. Although Marx did not consider himself a sociologist, his ideas have influenced many sociologists, particularly conflict theorists.

class conflict

Marx's term for the struggle between capitalists and workers

bourgeoisie

Marx's term for capitalists, those who own the means of production

proletariat

Marx's term for the exploited class, the mass of workers who do not own the means of production

Lines 1, 19: Cell 5 heading

Lines 15-17: Picture with caption. Add an identifier (enclosed in TN symbols) before the caption. BF 6.2

Line 23: Note separation indicator precedes reference notes which are placed at the end of the PRINT page. BF 16.5

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When it is clear that one type of emphasis indicates reference notes, explain this in a transcriber's note (on the TN page).

All of the bold words in this volume have reference notes associated with them.

Or at the site (if it only applies to one selection).

All of the bold words in the following article have reference notes associated with them.

Lines 1, 3: Retain emphasis on reference notes. BF 16.5

Line 6: Page change indicator

Example 9 – Caption/Icons

UNIFORM

CLUMPED

RANDOM

Figure 17.2.1
Population distribution patterns are uniform (top), clumped (center), or random (bottom).

Study Figure 17.2.1. In a uniform pattern, organisms spread evenly through their ecosystem. A clumped pattern is when organisms of the same population form small groups through the ecosystem. In a random pattern, organisms of a population are distributed in no particular way.

Express Lab 17

Materials

◆ 6 index cards
◆ six-sided number cube
◆ 30 buttons

Procedure

1. With a pen, label the index cards from 1 to 6.

2. Make a rectangle with two rows of index cards. In row 1, lay out index cards 1 to 3. In row 2, lay out index cards 4 to 6. The rectangle represents an ecosystem.

3. Each button represents one organism in a population. Select a distribution pattern: uniform, clumped, or random.

4. Put the buttons on the rectangle to show the distribution pattern you selected.

5. Roll the number cube. Find the card with that number. The organisms on this index card represent your sample.

Analysis

1. Does your sample contain one-sixth of the organisms in your ecosystem? Explain your answer.

2. How do distribution patterns affect sampling?

3. Which pattern will give the best estimate of true population size?

Line 1: Follow print for blocked paragraphs. BF 1.9

Lines 8-14: Figure caption; no identifier is required to be added as one appears in print; the picture captions that apply to the figure DO need an identifier. Print identifies the picture so no description is necessary. BF 6.2-3

Line 15: A blank line precedes a top box line. BF 7.2

Lines 20-22: The diamond shaped bullet is represented in braille with a transcriber-defined shape indicator. BF 4.9.1

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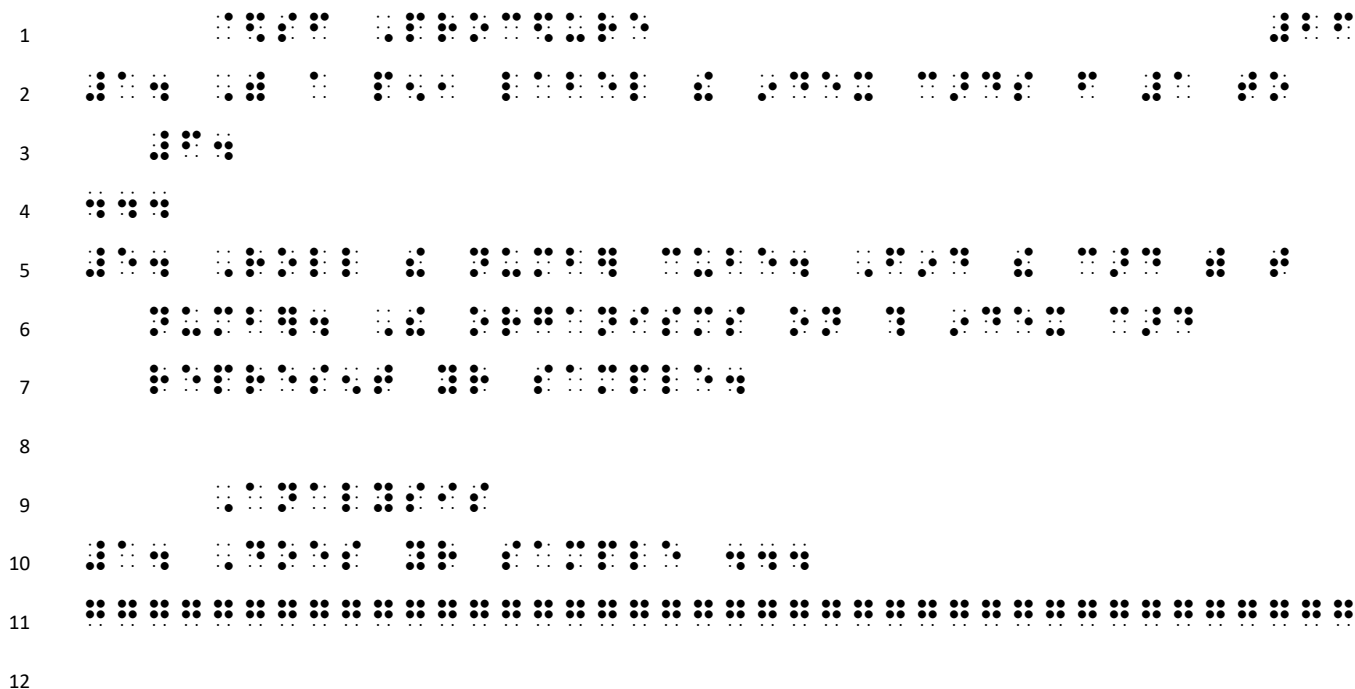
Line 1: A transcriber-defined shape indicator is used for the safety icon. BF 4.9.1 NOTE: Words can also be used for safety symbols. See BF 4.9.2 and Sample 4-7 in *Braille Formats*.

Boxes should be kept on one braille page if they will fit.   If this entire sample was transcribed, it would not fit on one braille page. BF 7.3.1

Example 10 – Pull Quote

God. America, oh America. This great city of Washington is like Jerusalem. And the Bible says, "Jerusalem, oh Jerusalem, you that stoneth and killith the prophets of God."

Right from this beautiful Capitol and from the beautiful White House have come commands to kill the prophets. David's trouble came from this house. Martin Luther King's trouble came from this house. Malcolm's trouble came from this house. W.E.B. Dubois' trouble came form this house. And from this house, you stoned and killed the prophets of God that would have liberated Black people, liberated America.

But I stand here today knowing, knowing that you are angry. That my people have validated me. I don't need you to validate me. I don't need to be in any mainstream. I want to wash in the river of Jordan and the river that you see and the sea that is before us and behind us and around us.

It's validation. That's the mainstream. You're out of touch with reality. A few of you in a few smoke-filled rooms, calling that the mainstream while the masses of the people, White and Black, Red, Yellow, and Brown, poor and vulnerable are suffering in this nation.

Well, America, great America. Like Jerusalem that stoned and killed the prophets of God. That a work has been done in you today unlike any work that's ever been done in this great city. I wonder what you'll say tomorrow?

I wonder what you'll write in your newspapers and magazines, tomorrow. Will you give God the glory? Will you give God the glory? Will you respect the beauty of this day? All of these Black men that the world sees as savage, maniacal, and bestial. Look at them. A sea of peace. A sea of tranquility. A sea of men ready to come back to God. Settle their differences and go back home to turn our communities into decent and safe places to live.

America. America, the beautiful. There's no country like this on the earth. And certainly if I lived in another country, I might never have had the opportunity to speak as I speak today. I probably would have been shot outright and so would my brother, Jesse, and so would Maulana Karenga, and so would Dr. Ben Chavis and Reverend Al Sampson and the wonderful people that are here.

But because this is America you allow me to speak even though you don't like what I may say. Because this is America, that provision in the constitution for freedom of speech and freedom of assembly and freedom of religion, that is your saving grace. Because what you're under right now is grace. And grace is the expression of divine love and protection which God bestows freely on people.

God is angry, America. He's angry, but His mercy is still present. Brothers and sisters look at the afflictions that have come upon us in the Black community. Do you know why we're being afflicted? God wants us to humble ourselves to the message that will make us atone and come back to Him and make ourselves whole again. But why is God afflicting America? Why is God afflicting the world?

Why did Jesus say there would be wars and rumors of wars, and earthquakes in diverse places and pestilence and famine, and why did He say that these were just the beginning of sorrows?

In the last ten years America has experienced more calamities than at any other time period in American history. Why America? God is angry. He's not angry because you're right. He's angry because you're wrong and you want to stone and kill the people who want to make you see you're wrong. And so, the Bible says Elijah must first come. Why should Elijah come? Elijah has the job of turning the hearts of the children back to their fathers, and the father's heart back to the children. Elijah becomes an axis upon which people turn back to God and God turns back to the people. And that's why it said Elijah must first come. And so, here we are, 400 years, fulfilling Abraham's prophecy.

Some of our friends in the religious community have said, why should you take atonement? That was for the children of Israel. I say yes, it was. But atonement of the children of Israel prefigured our suffering here in America. Israel was in bondage to Pharaoh 400 years. We've been in America 440 years. They were under affliction. We're under affliction. They were under oppression. We're under oppression.

God said that nation which they shall serve, I will judge. Judgement means God is making a decision against systems, against institutions, against principalities and pow-

"Well, America, great America. Like Jerusalem that stoned and killed the prophets of God. That a work has been done in you today unlike any work that's ever been done in this great city. I wonder what you'll say tomorrow?"

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Pull quotes are material restated from the body of the text. They are not repeated in braille. BF 9.1.1

Example 11 – Tables

Jews Killed Under Nazi Rule*			
	Original Jewish Population	**Jews Killed**	**Percent Surviving**
Poland	3,300,000	2,800,000	15%
Soviet Union (area occupied by Germans)	2,100,000	1,500,000	29%
Hungary	404,000	200,000	49%
Romania	850,000	425,000	50%
Germany/Austria	270,000	210,000	22%
*Estimates	Source: Hannah Vogt, *The Burden of Guilt*		

Lines 1-2: TN about this note; because the note applies to the heading, it must precede the heading. BF 16.8.1

Line 4: The note is placed at the margin. BF 16.8.1

Line 6: Centered heading

Lines 8-12: TN with key that applies to the table. BF 11.8

Lines 14-15: Condensed headings using easily recognized abbreviations helps to keep this in the print table format. BF 11.7.1

Lines 17-22: Guide dots are used where required (there must be room for at least two). BF 11.6.1f

Lines 21-22: By dividing this entry at the slash, it will fit as needed. Runovers in tables are indented two cells. BF 11.6.1a; Begin all column entries on the line on which the row heading ends. BF 11.6.1b

Lines 23-24: Place sources to tables blocked in the fifth cell to the right of the beginning of the previous line. BF 9.5.1, 11.2.5g

Example 12 – Sequentially Numbered Table in Alternate Format

Table 15.7.1 Vertebrates		
Group	**Description**	**Examples**
Chordata Phylum	Internal skeleton of bone or cartilage; skull; sexual reproduction; bilateral symmetry Embryo—dorsal nerve cord, notochord, pharyngeal slits, tail	
Class Myxini Class Cephala-spidomorphi	Skeleton of cartilage; no scales or jaw; breathe with gills; live in water; cold-blooded	hagfish lamprey
Class Chondrichthyes	Skeleton of cartilage; toothlike scales; jaw; paired fins; breathe with gills; live in water; cold-blooded	shark, ray, skate
Class Osteichthyes	Skeleton of bone; bony scales; jaw; paired fins; breathe with gills; live in water; most have swim bladder; cold-blooded	trout, salmon, swordfish, goldfish
Class Amphibia	Skeleton of bone; moist, smooth skin; breathe with lungs or through skin as adults; young live in water, adults live on land; four legs; eggs lack shells; cold-blooded	newt, frog, toad
Class Reptilia	Skeleton of bone; dry, scaly skin; claws; breathe with lungs all stages; four legs except snakes; eggs have shell; cold-blooded	turtle, snake, alligator, lizard
Class Aves	Skeleton of bone; feathers; wings; beaks; claws; breathe with lungs all stages; eggs have shell; warm-blooded	hawk, goose, quail, robin, penguin
Class Mammalia	Skeleton of bone; hair; mammary glands; breathe with lungs all stages; young develop within mother; warm-blooded	bat, kangaroo, mouse, dog, whale, seal, human

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13 ⠀⠀⠀⠠⠹⠃⠝⠹⠑⠀⠻⠝⠃⠎⠹⠾⠹⠀⠯⠀⠃⠝⠎⠀⠃⠃⠀⠹⠃⠝⠻⠃⠝⠃⠑⠲

14 ⠀⠀⠀⠀⠀⠎⠝⠃⠇⠃⠑⠀⠎⠎⠝⠃⠃⠀⠃⠝⠹⠃⠝⠹⠝⠹⠞⠃⠲⠀⠃⠝⠃⠃⠻⠃⠃

15 ⠀⠀⠀⠀⠀⠎⠃⠹⠹⠝⠋⠼

16 ⠀⠀⠀⠠⠎⠹⠃⠝⠃⠂⠠⠃⠹⠞⠻⠎⠃⠀⠹⠻⠎⠀⠹⠝⠃⠾⠀⠎⠹⠃⠝⠎⠃⠻⠹⠢

17 ⠀⠀⠀⠀⠀⠃⠓⠎⠹⠹⠹⠲⠂⠀⠎⠃⠹⠃⠃⠃⠀⠃⠃⠃⠃

18 ⠠⠹⠝⠹⠹⠃⠹⠃⠝⠾⠦⠀⠀⠎⠃⠃

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Lines 3-9: Required transcriber's note explaining the format used. BF 11.16

Lines 19-25: These lines are blank as it is required that all columns from one row be placed on the same braille page if possible. BF 11.16.1j

Line 25: When print shows sequentially numbered tables, and the table takes *more than one page* in braille, the table number is placed on line 25 of all pages *other than the first page* of the table. No other text can be placed between the table material and the table label on line 25. BF 11.3.2

Example 13 – Table Across Facing Pages

Write Source Holistic Scoring Guide

Use the descriptions at each score point to evaluate your own writing or that of your peers.

4 Writing at this score point is highly effective.

Focus and Coherence Maintains focus throughout the writing; all ideas clearly connect to each other and to the main idea. Includes a meaningful introduction and conclusion that add depth to the composition.

Organization Employs an effective organizational pattern for the purpose and audience. Has a smooth and logical flow; transitions help the reader move from one idea to the next.

3 Writing at this score point is generally effective.

Focus and Coherence Maintains focus, with minor lapses; most ideas are clearly connected to each other and to the main idea. An introduction and conclusion add some depth to the composition.

Organization Uses an organizational pattern that is mostly effective for the purpose and audience. Generally flows but could use a few more transitions.

2 Writing at this score point is somewhat effective.

Focus and Coherence Is somewhat unfocused, but the reader can understand how ideas are related. Some ideas do not contribute to the writing as a whole. The introduction and conclusion are superficial.

Organization The flow of the ideas is not always clear. The organizational pattern may not suit the purpose and audience. Wordiness and repetition may interfere with the flow of ideas.

1 Writing at this score point is not effective.

Focus and Coherence Lacks focus; includes a substantial amount of information not connected to the main idea. Is missing an introduction and/or conclusion.

Organization Has no clear organizational pattern or logical flow of ideas. Lacks transitions. Repetition or wordiness may interfere with the progression of ideas.

Development of Ideas	Voice	Conventions
Development of Ideas Ample support and specific details allow the reader to appreciate the writer's points. A novel approach to the topic may add to the overall quality of the writing.	**Voice** Engages the reader throughout the writing. Sounds authentic and original; expresses the writer's unique perspective.	**Conventions** Shows a strong command of conventions, allowing the reader to focus on the writer's message.
Development of Ideas Supports all ideas, but some need to be developed more thoroughly. The presentation of ideas may be thoughtful but may not reflect a novel approach to the topic.	**Voice** Engages the reader for most of the writing. Sounds somewhat authentic and original and expresses the writer's unique perspective.	**Conventions** Includes only minor errors in conventions; errors do not interfere with the reader's ability to understand the writer's message.
Development of Ideas Ideas may be developed only superficially. Some information may be missing. The reader's ability to appreciate the writer's points is compromised.	**Voice** Engages the reader occasionally. Sounds authentic and original in only a few sections. Does not express a unique perspective.	**Conventions** Errors reflect a limited command of writing conventions and interfere with the flow of ideas in the writing.
Development of Ideas Support is lacking or is only general and vague. Important information may be left out. The reader has difficulty understanding the writer's points.	**Voice** Does not engage the reader. Shows little or no evidence of the writer's individuality or unique perspective.	**Conventions** The writing shows major problems with conventions, which interferes with the reader's ability to understand the message.

This table is across two print pages. In braille, the print page numbers are combined. BF 1.12

This format is the nested list format with margins of 1-5, 3-5.

Line 1: A continuation letter precedes the combined page numbers when the material takes more than one braille page. BF 1.11.7, 1.12

Other options for formatting this material

⠀⠀⠀⠀⠠⠼⠃⠲⠀⠠��581⠀�⠀�⠀�... (braille content)

Example 14 – Play with Sidebars

Sample Script

In the following script by Brandi Lee, the main character discovers that she may be dating the wrong boy. The side notes identify key points in the development of the play.

Friends and More

Characters: **Gina**, a high school student
Jared, Gina's boyfriend
Beth, Gina's friend
Pete, Gina's best friend

Beginning
Stage directions (in parentheses) develop the setting and characters and help set the mood for the script.

(Gina and Jared are on a platform in a pool of light. Beth and Pete sit in chairs, one on each side of the stage.)

GINA: You're breaking our date?

JARED: Look, Gina, you want to go to that concert. I don't. My dad said he'll take me fishing, and I'd rather do that.

BETH: *(A light comes up on her.)* Jerk!

JARED: You could come with us. It would be fun!

PETE: *(A light comes up on him.)* Not for the fish!

GINA: No, that's all right. You should spend some time with your dad. *(The lights go down on Beth and Pete.)*

JARED: Great. I'll call you tomorrow, okay?

GINA: Sure.

(Beth rises and approaches Gina. Gina is practicing her ballet, doing deep and graceful dips.)

The writer sets a tone that is humorous and a bit philosophical in revealing the characters actions and reactions.

BETH: He dumped you? Oh, Gina, you poor thing!

JARED: *(His light comes up.)* Jeez, it's just a date! *(Light goes down.)*

GINA: *(Laughing and continuing her practicing.)* He broke a date, Beth, not my heart! Besides, he didn't dump me. We're still together.

BETH: Then why are you going to this concert alone? *(Gina stops dancing.)*

GINA: You want to come?

BETH: You have got to be kidding! Ask Pete! He loves that stuff.

Line 3: Use a cell 5 heading for heading of the character list. BF 14.2.1a

Lines 4-7: The character list begins at the margin (with runovers in cell 3). BF 14.2.1b

Lines 9-13: The sidebar is boxed to separate it from the regular text; blank line preceding and following. BF 12.3.1e, f

Lines 15-17: Follow print for the blocked paragraph of the scene setting. BF 14.3.1b

Line 18: Insert a blank line to separate the scene setting from the dialog. BF 14.3.1e

Lines 19-25: Dialog uses margins of 1-3. Follow print for the punctuation following speaker names. BF 14.5.1

Lines 7-9: Stage directions are blocked in cell 7. Follow print for enclosure symbols and ignore print emphasis. BF 14.4, 14.5.3a

Lines 11-15: Another sidebar

Example 15 – Poetry with Rhyme Scheme

At the Un-National Monument Along the Canadian Border

William Stafford

This is the field where the battle did not happen,	A
where the unknown soldier did not die.	B
This is the field where grass joined hands,	C
where no monument stands,	C
and the only heroic thing is the sky.	B
Birds fly here without any sound,	D
unfolding their wings across the open.	E
No people killed — or were killed — on this ground	D
hallowed by neglect and an air so tame	F
that people celebrate it by forgetting its name.	F

⠐⠄⠼⠁ ⠐⠣ ⠰⠠⠇⠰�⠈� ⠠⠍⠜�⠰⠄
⠐⠄⠱⠰� ⠐⠣ ⠠⠍⠜⠛⠜⠑⠞ ⠠⠋⠥⠇⠇⠻

⠠⠊⠝⠧⠊⠞⠑⠙ ⠠⠛⠥⠑⠌⠎

⠐⠑ ⠹⠑ ⠐⠣ ⠍⠜⠝⠽ ⠊⠎ ⠐⠣ ⠌⠜⠌⠇⠾ ⠝ ⠞   ⠐⠁
    ⠓⠊⠙⠑⠝⠄

⠊⠝ ⠐⠣ ⠇⠊⠛⠓⠞ ⠎⠥⠍⠍⠻ ⠝⠊⠞ ⠝ ⠙⠁⠽⠖   ⠰⠃⠄⠆

⠐⠑ ⠹⠑ ⠐⠣ ⠍⠜⠝⠽ ⠊⠎ ⠠⠁⠇⠇ ⠡⠜⠓ ⠪⠊⠂   ⠰⠁⠄⠂

⠊⠝ ⠹⠊ ⠍⠜⠧⠑⠇⠎ ⠎⠞⠁⠹   ⠰⠃⠄⠂

⠃ ⠐⠣ ⠓⠥⠍⠃ ⠮⠜⠞ ⠞⠓ ⠡⠑ ⠐⠣ ⠞⠊⠍⠑⠄   ⠰⠁⠄⠆

⠠⠊⠝⠧⠊⠞⠑ ⠞⠓⠑ ⠥⠹ ⠐⠙ ⠇⠞⠙ ⠞⠊⠍⠑   ⠰⠃⠄⠂

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⠓⠊⠙⠙⠑⠝ ⠞⠎ ⠍⠜⠝⠽⠞ ⠒ ⠙⠞ ⠛⠹ ⠐⠣ ⠓⠊⠝⠾   ⠰⠁⠄⠂

⠝ ⠝ ⠞⠥⠍⠃⠇⠑⠙ ⠖ ⠝ ⠞⠜⠞⠓⠑⠝ ⠞⠝ ⠞⠏⠄   ⠰⠃⠄⠆

Lines 6-18: Rhyme scheme letters are placed at the right margin. Place each letter, preceded by the grade 1 indicator as required, at the right margin of the braille line on which the lettered line begins. End all lines in this format so that at least two blank cells are left before the rhyme scheme letters. BF 15.7.2

Line 12: A blank line is required between stanzas of a poem (follow print). BF 13.4.1

Example 16 – Line-Numbered Material/Reference Notes/Sidebar

They had taken the bike to the garage, and the man there was just telling them that the only pub in the village was the Rising Sun, where Mr. Noakes

70 might be able to give them a bed, when a bus pulled up in front of the petrol[6] pumps.

"Look," the garage owner said, "there's Mr. Noakes just getting out of the bus now. Sid!" he called.

But Mr. Noakes was not able to come to them at once. Two old people were climbing slowly out of the bus ahead of him: a blind man with a white stick, and a withered, frail old lady in a black satin dress and hat. "Careful now, George," she was saying, "mind ee be careful with my son William."

"I'm being careful, Mrs. Hatching," the conductor said patiently, as he almost lifted the unsteady old pair off the bus platform. The driver

80 had stopped his engine, and everyone on the bus was taking a mild and sympathetic interest, except for Mr. Noakes just behind who was cursing irritably at the delay. When the two old people were on the narrow pavement, the conductor saw that they were going to have trouble with a bicycle that was propped against the curb just ahead of them; he picked it up and stood holding it until they had passed the line of petrol pumps and were going slowly off along a path across the fields. Then, grinning, he put it back, jumped hurriedly into the bus, and rang his bell.

"Old nuisances," Mr. Noakes said furiously. "Wasting public time. Every week that palaver[7] goes on, taking the old man to Midwick Hospital

90 Outpatients and back again. I know what *I'd* do with 'em. Put to sleep, that sort ought to be." **E**

Mr. Noakes was a repulsive-looking individual, but when he heard that Tom and Lily wanted a room for the night, he changed completely and gave them a leer that was full of false goodwill. He was a big, red-faced man with wet, full lips, bulging pale-gray bloodshot eyes, and a crop of stiff greasy black hair. He wore tennis shoes.

"Honeymooners, eh?" he said, looking sentimentally at Lily's pale prettiness. "Want a bed for the night, eh?" and he laughed a disgusting laugh that sounded like thick oil coming out of a bottle, heh-heh-heh-heh, and gave Lily

100 a tremendous pinch on her arm. **Disengaging** herself as politely as she could, she stooped and picked up something from the pavement. They followed Mr. Noakes glumly up the street to the Rising Sun.

While they were eating their baked beans, Mr. Noakes stood over their table grimacing at them. Lily unwisely confided to him that they were looking for a bit of sunshine. Mr. Noakes's laughter nearly shook down the ramshackle building.

"Sunshine! Oh my gawd! That's a good 'un! Hear that, Mother?" he bawled to his wife. "They're looking for a bit of sunshine. Heh-heh-heh-heh-heh-heh!

---

6. **petrol:** a British term for gasoline.

7. **palaver** (pə-lăv'ər): useless chatter.

SEARCHING FOR SUMMER   69

Language Coach

Informal Language
Aiken's characters speak informally, in a regional **dialect**—the vocabulary, grammar, and pronunciation of their setting. For example, they use "mind ee" (line 77) and "good 'un!" (line 107). What other examples of informal language can you find?
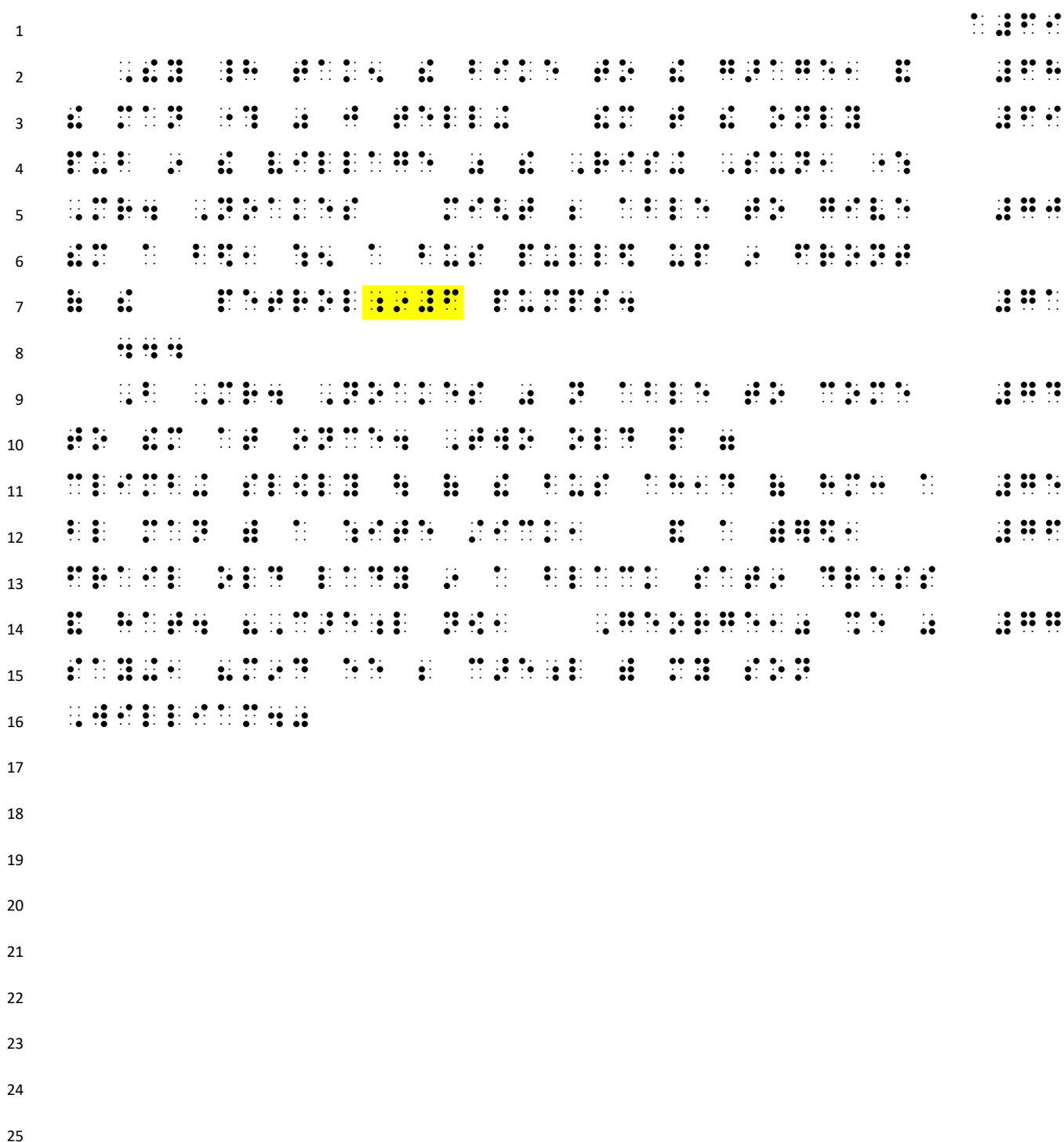
E CONFLICT
How does Mr. Noakes's response to the Hatchings differ from everyone else's?

disengage (dĭs'ĕn-gāj')
v. to detach or remove oneself

No text on lines 1 or 25 within line-numbered material. BF 15.3.1a

A transcriber's note is required (usually on the TN page but can also be at the site). BF 15.4.1

    Three blank cells occurring within a braille line indicate the beginning of a new print line.

Line numbers are placed on the braille line on which the print line *begins.* BF 15.3.1b

Every print line of prose is numbered in braille, even when the lines are not numbered in print. BF 15.4.1b

All line-numbered text ends so that at least two blank cells separate the text and the longest line number on the braille page. Any material within line numbered text must respect the right margin. BF 15.3.1c

Line 7: The numbered reference indicators are in the superscript position. Follow print for placement and spacing. BF 16.2.2

Lines 1-11: The sidebar material is boxed to keep it separate from the main text. Because this material is not line-numbered, it can be placed on line 1 (or 25) of the braille page. The boxed material is *within* the line-numbered text and must maintain the appropriate right margin. This is based on the longest line number on this page which is line 100 (braille line 23).

Line 12: A blank line follows a box. BF 7.2

Line 17: Another numbered reference note

Line 21: The circled letter is treated as a reference note. A transcriber-defined shape indicator is used to represent the circle and the identifying letter follows. The symbol needs to be defined on the Special Symbols page and the format needs to be described on the Transcriber's Notes page.

Special Symbols page:

⠨⠿⠂⠱⠒   Circle shape preceding lettered reference notes

Transcriber's Notes page:

Print uses circled letters within the text to refer readers to material printed in the margins. In braille, the symbol ⠨⠿⠂⠱⠒ is used to represent the circle. The shape is followed, unspaced, by the applicable reference letter.

Line 24: The bold underlined words have associated reference notes. A transcriber's note is required to alert the reader to this fact.

In print, words that are bold and underlined have associated reference notes.

⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠠⠶⠒⠶⠄

⠠⠒⠢⠄⠀⠀⠀⠠⠒⠀⠠⠮⠁⠙⠂⠀⠶⠶⠶⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠠⠒⠁⠔⠄

⠐⠶⠶⠶⠶⠶⠶⠶

⠠⠵⠐⠦⠠⠞⠜⠁⠒⠉⠞⠂⠀⠰⠀⠨⠁⠑⠂⠙⠀⠼⠉⠶⠆⠀⠼⠒⠀⠼⠙⠂⠁⠙⠢⠄

⠠⠵⠂⠶⠀⠠⠞⠒⠊⠂⠁� ⠀⠈⠻⠁⠶⠄⠮⠁⠉⠂⠇⠂⠑⠂⠉⠶⠄⠚⠀⠰⠉⠂⠉⠣

⠀⠀⠠⠒⠂⠼⠙⠢⠄

⠘⠒⠻⠂⠀⠰⠠⠙⠊⠑⠂⠀⠘⠑⠙⠀⠠⠏⠙⠂⠀⠰⠍⠣⠄⠀⠰⠚⠕⠂⠦⠉⠑⠅⠂

⠀⠀⠊⠂⠃⠞⠃⠶⠀⠼⠃⠀⠰⠀⠨⠁⠉⠂⠙⠅⠂⠀⠞⠶⠩⠀⠰⠀⠴⠘⠙⠖

⠀⠀⠠⠒⠏⠒⠂⠴⠢

⠠⠂⠴⠢⠐⠶⠶⠄⠀⠈⠻⠂⠞⠒⠂⠻⠂⠁⠂⠐⠙⠀⠠⠞⠶⠶⠻⠂⠁⠙⠂⠉⠂⠅⠄⠀⠰⠵⠄

⠀⠀⠼⠂⠀⠠⠞⠒⠙⠂⠀⠴⠕⠀⠃⠑⠂⠞⠒⠂⠀⠴⠑⠔

Example 17 – Reference Notes/Sidebar

**Density-
independent
factor**

*A factor that affects
population size, but does
not depend on
population density*

Immigrate

*To move into a
population*

Emigrate

To leave a population

Boom-bust cycle

*A period in which the
densities of populations
increase or decrease at
the same time*

Uniform

*When a population
spreads out evenly
through an ecosystem*

Clumped

*When a population
spreads out in small
groups through an
ecosystem*

Random

Density-independent factors do not depend on population density. These factors affect the same percentage of the population regardless of its density. Examples of density-independent factors are fires, freezes, droughts, and floods. Density-independent factors often are important in regulating the growth of a population. Both density-dependent factors and density-independent factors affect population size.

Other factors also affect population growth. Organisms **immigrate, or** move into a population. Organisms **emigrate,** or leave a population.
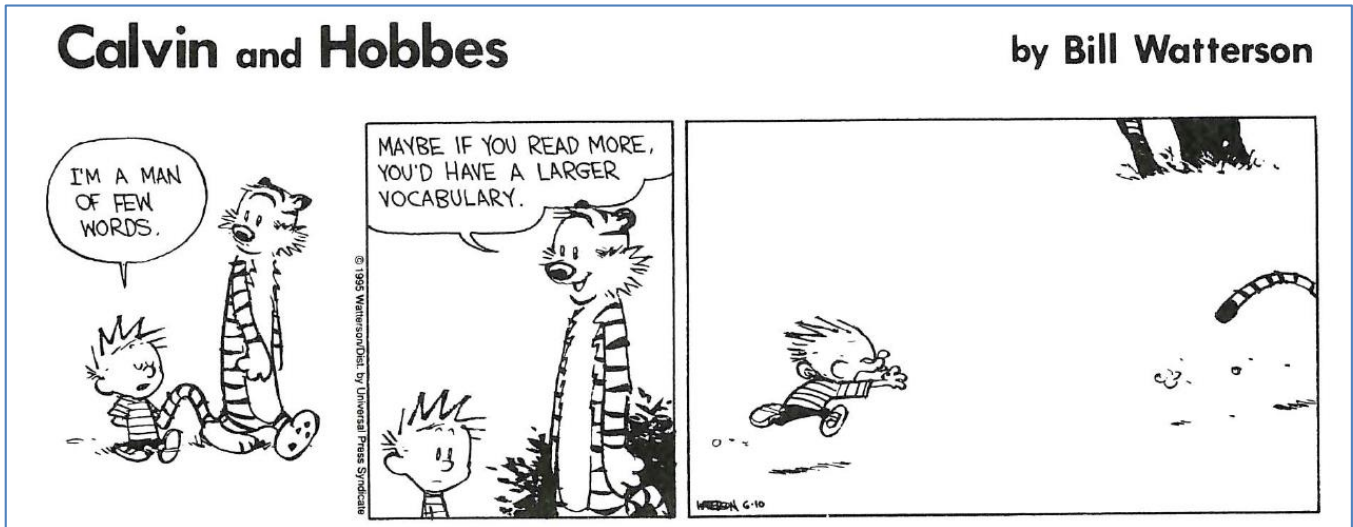
Some populations have **boom-bust cycles.** In these cycles, populations rely on other populations for survival. Their densities affect each other. As one population grows, the other population also grows. This is a boom period. As one population decreases, another population also decreases. This is a bust period. There are many causes of boom-bust cycles.

Boom-bust cycles respond to various factors. One factor is the changes in predator and prey populations. Other factors are the quality and amount of the prey's food.

Population Distribution

Factors that affect population growth also affect how organisms in a population distribute themselves throughout an ecosystem. Organisms in the same population spread out in three patterns: **uniform, clumped,** and **random.**

1   ⠀⠀⠀⠼⠁⠲⠔⠒⠀⠃⠇⠕⠉⠅⠫⠀⠏⠜⠁⠛⠗⠁⠏⠓⠎⠒⠀⠁⠀⠞⠗⠁⠝⠎⠤

2 ⠉⠗⠊⠃⠻⠄⠎⠀⠝⠕⠞⠑

3   ⠀⠨⠮⠀⠋⠕⠗⠍⠁⠞⠎⠀⠋⠕⠗⠀⠞⠑⠭⠞⠀⠏⠜⠁⠛⠗⠁⠏⠓⠎⠀⠡⠁⠝⠛⠑

4 ⠋⠗⠕⠍⠀⠃⠇⠕⠉⠅⠫⠀⠏⠜⠁⠛⠗⠁⠏⠓⠎⠀⠞⠕⠀⠔⠙⠢⠞⠫⠀⠁

5 ⠏⠜⠁⠛⠗⠁⠏⠓⠎⠀⠣�徑⠀⠞⠑⠭⠞⠀⠊⠎⠀⠺⠗⠊⠞⠞⠢⠀⠉⠕⠍⠏⠇⠑⠞⠑⠇⠽

6 ⠔⠀⠃⠇⠕⠉⠅⠫⠀⠏⠜⠁⠛⠗⠁⠏⠓⠎⠲

7   ⠀⠠⠁⠀⠞⠗⠁⠝⠎⠉⠗⠊⠃⠻⠄⠎⠀⠝⠕⠞⠑⠀⠊⠎⠀⠗⠑⠟⠥⠊⠗⠫⠲

8 ⠠⠃⠠⠋⠀⠼⠁⠲⠔⠒⠀⠲⠲⠲

9

10   ⠀⠀⠨⠖⠠⠏⠗⠊⠝⠞⠀⠠⠁⠝⠙⠀⠠⠃⠗⠁⠊⠇⠇⠑⠨⠴

11   ⠀⠠⠊⠝⠀⠏⠗⠊⠝⠞⠂⠀⠁⠇⠇⠀⠏⠜⠁⠛⠗⠁⠏⠓⠎⠀⠜⠑⠀⠃⠇⠕⠉⠅⠫⠲

12 ⠠⠊⠝⠀⠃⠗⠁⠊⠇⠇⠑⠂⠀⠏⠜⠁⠛⠗⠁⠏⠓⠎⠀⠜⠑⠀⠔⠙⠢⠞⠫⠲

13 ⠶⠶⠶⠶⠶⠶

14   ⠀⠼⠃⠲⠔⠒⠀⠠⠺⠊⠹⠔⠀⠹⠊⠎⠀⠞⠑⠭⠞⠂⠀⠁⠇⠇⠀⠃⠕⠇⠙⠀⠺⠕⠗⠙⠎

15   ⠀⠀⠓⠁⠧⠑⠀⠁⠎⠎⠕⠉⠊⠁⠞⠫

16 ⠗⠑⠋⠻⠢⠉⠑⠀⠝⠕⠞⠑⠎⠲⠀⠲⠲⠲

When a text is written completely in blocked paragraphs, change the format to indented paragraphs. A transcriber's note is required. BF 1.9.3

   In print, all paragraphs are blocked. In braille, paragraphs are indented.

Within this text, all bold words have associated reference notes. Use a transcriber's note to alert the reader to this fact.

   Bold words within the text have associated reference notes.

Lines 14-16: follow print for emphasis on the reference notes. When reference notes are entirely in some kind of print typeform (in this case italics), that emphasis can be ignored. The bold on the entry words for the notes is retained for distinction purposes. BF 16.5

Example 18 – Cartoon

Line 1: An identifier (Cartoon) is added by the transcriber. BF 14.10.2

Lines 1-4: The identifier is followed by the cartoon title and artist's name, followed by the date and copyright information, if given and legible. In this cartoon, all of this information is available.

Lines 5-6: A transcriber's note explains that speaker names are added by the transcriber. BF 14.10.3c

Lines 7-9: A brief description of the cartoon is given. BF 14.10.3a

Line 10: A blank line is inserted prior to Frame 1. BF Sample 14.11

Lines 11, 13, 16: Frame numbers are enclosed in transcriber's note indicators. BF 14.10.5

Lines 12, 14: Two spaces separate speaker names from dialog. BF 14.10.3c

Lines 16-17: A brief description accompanies the frame number when necessary.

Example 19 – Index

Index

The index will help you find specific information in this book. Most of the entries in italics are from the "Using the Right Word" section. The colored boxes will contain information you will use often.

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Each type of alphabetic reference (index, glossary, etc.) begins on a new braille page. BF 21.2.1

Line 8: Insert a blank line before, but not after, the first alphabetical division. Do not insert blank lines before or after other alphabetical divisions. BF 21.2.3c, d

Line 15: The emphasis is retained on this type of entry word – it is required for distinction. BF 21.2.2

Line 3: It could not be determined if the color of the box had meaning; the color was retained. Boxes should be kept on one braille page so the box was moved down to this page. A blank line precedes and follows boxed material. BF 7.5

Line 25: Every page in an alphabetic reference requires braille guide word text. BF 21.3.2

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The words within the boxes are part of the index; as such, they can be guide word text.

Guide words indicate the first and last main entries on the braille page. Do not generate guide words for subentries. Center guide words on the last line of every braille page. At least three blank cells must precede the and follow guide word text. Do not include punctuation attached to the end of the entry word in the guide word text. Use a dash to connect guide words. BF 21.3.2

Example 20 – Glossary

Using Words Correctly

This section will help you to choose between words that are often confused or misused.

a lot · allot

A lot means "many" and is always written as two words, never as one word. *Allot* means "to assign" or "to give out."

> I have **a lot** of friends who like to eat.

> We **allot** one hour for lunch.

a while · awhile

The two-word form *a while* is often preceded by the prepositions *after, for,* or *in*. The one-word form *awhile* is used without a preposition.

> Let's stop here for **a while**.

> Let's stop here **awhile**.

accept · except

Accept is a verb that means "to receive." *Except* can be a verb meaning "to leave out" or a preposition meaning "excluding."

> I **accept** everything you say, **except** your point about music.

advice · advise

Advice is a noun that means "ideas about how to solve a problem." *Advise* is a verb and means "to give advice."

> I will give you **advice** about your problem today, but do not ask me to **advise** you again tomorrow.

affect · effect

Affect is a verb. It means "to cause a change in" or "to influence." *Effect* as a verb means "to bring about." As a noun, *effect* means "result."

> Sunshine will **affect** my plants positively.

> The governor is working to **effect** change.

> The rain had no **effect** on our spirits.

ain't

Ain't is not used in formal English. Use the correct form of the verb *be* with the word *not: is not, isn't; are not,* or *aren't*.

> We **are not going** to sing in front of you.

> I **am not going** to practice today.

all ready · already

Use the two-word form, *all ready,* to mean "completely finished." Use the one-word form, *already,* to mean "previously."

> We waited an hour for dinner to be **all ready**.

> It is a good thing I have **already** eaten today.

alright · all right

The expression *all right* means "OK" and should be written as two words. The one-word form, *alright,* is not used in formal writing.

> I hope it is **all right** that I am early.

500W   Grammar Handbook

This glossary requires cell 5 entry words as there are displayed examples. It was decided to make each word that makes up the entry a separate cell 5 heading. This was done for clarity for the reader. BF 21.6.5

Follow print for paragraph format of the entry definitions. BF 21.6.5e

The samples are displayed with a blank line preceding and following. Because some of the samples have more than one sentence, all of the samples use the same margins: 3-5. BF 9.2.2e

Guide words are required. BF 21.3

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