

## Lesson 6

### Part-Word Contractions for ar, ed, er, gh, ow, ble, ing

#### 6.1 In General [XII.38]

The following contractions are part-word contractions only; they have no whole-word meanings.

<u>Contraction</u>	<u>Part-Word Meaning</u>
⠠⠠⠠	ar
⠠⠠⠠⠠	ed
⠠⠠⠠⠠⠠	er
⠠⠠⠠⠠⠠⠠	gh
⠠⠠⠠⠠⠠⠠⠠	ow
⠠⠠⠠⠠⠠⠠⠠⠠	ble
⠠⠠⠠⠠⠠⠠⠠⠠⠠	ing

Except where specific rules limit their use, these contractions are used as parts of words wherever the letters they represent occur. Thus:

the sign for *ed* is used in:

Edith (*Ed*)*i(th)*, need *ne(ed)*, edelweiss (*ed*)*elweiss*, sedan *s(ed)an*, red *r(ed)*

the sign for *ar* is used in:

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

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*

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*, drowsy *dr(ow)sy*

the sign for *ble* is used in:

marble *m(ar)(ble)*, Bible *Bi(ble)*, goblet *go(ble)t*, problem *pro(ble)m*

the sign for *ing* is used in:

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

When, at the end of a braille line, a one-cell part-word contraction forms the last syllable of a word, there is no need to carry that syllable over to a new line because it could be inserted in the same space that is occupied by the hyphen. However, if such a final syllable is followed by punctuation, the contraction and punctuation must be carried to the next line. Examples:

chart-  
ed.

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
⠠⠠⠠⠠

flatter-  
ing!

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
⠠⠠⠠⠠

## 6.2 Prefixes [X.34.b(2), (3)]

Like the contractions previously studied, these contractions are not used where part of the letters of the contraction fall into a prefix and the rest into a root or base word. Thus, the sign for *ed* is not used in *reduce*, *deduce*, *edict*, *predict*, or *predate*. Similarly, the sign for *er* is not used in *derogatory*, *prerogative*, *erect*, *erupt*, *rerun*, or *derail*. The sign for *ble* is not used in *sublet*, nor the sign for *ar* in *infrared*.

In a few words, the beginning letters *se* constitute a prefix meaning "apart." When that prefix is followed by the letter *d*, as in *seduce* and *sedition*, the *ed* contraction cannot be used because it would overlap between the prefix and the root word.

An exception to this rule occurs in a few familiar words that begin with the letters *ar*. In the easily read words *around*, *arise*, and *arose* the *ar* contraction is used, even though in these cases the *a* is a prefix. [X.34.c]

- Note: Remember the very strong rule that says that when all of the letters of a contraction fall into the same syllable, the contraction is used. Although the *er* contraction cannot be used in *derive* because *de* is a prefix, it is used in *derivation* because both the *e* and the *r* fall into the same syllable.

## 6.3 Suffixes [X.34.b(1), (2)]

These contractions are not used where part of the letters comprising them fall into a base or root word and the remainder into a suffix. Thus, the sign for *ed* is not used in *freedom* or *boredom*.

Use caution when transcribing words that end in *ry* and *ery*. When the suffix *ry* is added to words such as *image*, *rifle*, and *savage*, creating *imagery* (*im/age/ry*), *riflery* (*ri/fle/ry*), and *savagery* (*sav/age/ry*), the *er* contraction cannot be used. However, when *ry* is added to *slave* and *bake* to create *slavery* (*slav/er/y*) and *bakery* (*bak/er/y*), the *er* contraction is used because all the letters of the contraction fall within the same syllable—a rule that takes precedence over the suffix rule.

## 6.4 Solid Compound Words [X.34.b(4)]

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.)

## 6.5 Digraphs (Diphthongs) and Trigraphs [V.25, X.34.b(5), XIII.42.c]

In order to preserve proper pronunciation, the letters of a digraph or a trigraph must not be separated.

A DIGRAPH is any two adjoining letters that combine to make one sound, e.g., the *ph* in *graphic*.

A DIPHTHONG is a digraph composed of two adjoining vowels that make one sound, e.g., the *oi* in *coil*.

A TRIGRAPH is three letters combining to make one sound, e.g., the *eau* in *bureau*.

Because the *ae* in *aerial* and the *oe* in *Goering* are diphthongs and cannot be separated, the *er* contraction cannot be used; nor can the sign for *ed* be used in *Oedipus*, *encyclopaedia*, or *aedile*. *Ble* cannot be contracted in *tableau* because to do so would separate the letters of the trigraph *eau*.

There is an exception to this rule. When common suffixes such as *er* and *ed* are added to base words ending in a vowel, which sometimes creates a digraph or trigraph, the *er* and *ed* contractions are used. Examples:

cano(ed)	to(ed)	(sh)o(ed)	(sh)o(er)	emb(ar)go(ed)
boo(ed)	woo(er)	do(er)	(sh)ampoo(er)	

Note that not all adjoining vowels are diphthongs. For example, in the words *coeducate* and *coerce* the *ed* and *er* contractions are used because the *oe* does not combine to form a diphthong (one sound)—and all of the letters of the contraction fall into the same syllable.

- Note: The diphthongs *ae* and *oe* are sometimes printed together (æ, œ). In braille they are transcribed as separate letters. Use a transcriber's note (to be studied later) to explain this change.

## 6.6 Avoiding Difficulty in Pronunciation [X.34.b(7)]

Another general restriction on the use of contractions is that they are not used if their use would cause difficulty in pronunciation, especially in uncommon or rarely used words. For example, the sign for *ed* is not used in *Airedale*, *battledore*, *skedaddle*, or *predacious*, nor should the sign for *ing* be used in *lingerie* or *distingué*. The *er* contraction is not used in *diaeresis* (di/aer/e/sis) because although *aer* constitutes a trigraph and a syllable, the use of the *er* contraction would make this unfamiliar word difficult to pronounce.

## 6.7 Consonants Pronounced Separately [X.34.b(6)]

A contraction should not be used when two adjoining consonants are pronounced separately. As a consequence, the *gh* contraction is not used in *shanghai*, nor is the *wh* contraction used in *towhee*. There are several exceptions to this rule—especially in common, familiar words. For example, the contraction for *ing* is used in *ginger* and *harbinger* even though the *n* and *g* fall into different syllables.

- Note: Until the student becomes accustomed to traditional braille treatment of words that contain diphthongs or have adjoining consonants that are pronounced separately, it is best to consult the *Typical and Problem Word List* in the back of this book or the *Braille Enthusiast's Dictionary*. (See §4.5e)

## Drill 13

Practice brailleing the following sentences.

1. Our corner drugstore is having a big sale on toothbrushes, cigars, bath powder, cigarette lighters, bubble bath, dishes, thimbles and needles.
2. The Hagerstown Almanac predicts snow for March 29.
3. If my salary is reduced, we can't redecorate the living room as planned.
4. He 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. Carol arose early this morning and studied for the arithmetic test.
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 during the 1940s.
18. The Roman aedile supervised the games at the Colosseum.
19. Shanghai is a port on the Huangpu River.

### 6.8 *Ing* or *ble* at the Beginning of a Word [XII.38.a]

There is one restriction on the use of the signs for *ing* and *ble* that does not apply to the other contractions in this lesson, namely, that they are not used at the beginning of a word. Thus, the sign for *ing* is not used in *ingot*, nor the sign for *ble* in *blemish*. Even when such a word comes after the hyphen in a hyphenated compound word, as in *once-blemished*, the contraction cannot be used. However, unless other rules prevent it, these contractions are used at the beginning of a line in a divided word. Examples:

em-  
(ble)m

morn-  
(ing).

Wa(sh)-  
(ing)ton

Bi-  
(ble).



## 6.12 Syllabication

As with the plurals of nouns discussed in Lesson 2, the past tense and the past and present participles of regular verbs cannot be found in the dictionary. Therefore, the inexperienced transcriber may have some difficulty in deciding how to divide these words into syllables.

**6.12a Verbs.** In general, adding *ed* or *d* to the verb to form the past tense does not add a new syllable. Thus such words as *raced*, *shaved*, *brushed*, *caused*, *passed*, and *slipped* remain one syllable and may not be divided. However, when *ed* is added to a verb ending in *d*, *t*, *dd*, or *tt*, it is pronounced separately and constitutes a new syllable. Examples:

braid-	suspend-	test-	supplant-	add-	butt-
ed,	ed,	ed,	ed,	ed,	ed,

When a verb ends in a *t* or *d* that is doubled before the addition of *ed*, a new syllable is formed and the division is then made between the doubled consonants. Examples:

nod-	plot-
ded	ted

**6.12b Adjectives.** The foregoing practices apply to verbs only. Take care to distinguish adjectives ending in *ed*—such as *crooked* and *wicked*—where the *ed* does constitute a separate syllable, even though it is not preceded by a *t* or *d*.

When *er* or *est* is added to adjectives to form the comparative or superlative, this always results in an additional syllable. Examples:

bold-	stead-	long-	muddi-
er,	er,	est	est

When the base word ends in *ee*, the double vowel is divided; one *e* stays with the base word, and the other goes with the *st* or *r* to make the final syllable. Examples:

fre-	fre-
er,	est

When a final consonant is doubled before adding the *er* or *est*, the added consonant belongs in the syllable with the *er* or *est*. Examples:

big-	mad-
ger	dest

**6.12c Participles.** When *ing* is added to a verb to form the present participle, it always results in an additional syllable. Examples:

obey-	suffic-	hid-	form-
ing,	ing,	ing,	ing,

When the letters *ing* are added to a base word they become a syllable; however, when a final consonant is doubled before adding the *ing*, the added consonant belongs in the syllable with the *ing*. Examples:

grab-  
bing

run-  
ning

### Drill 14

Practice brailleing the following sentences.

1. Gingerale 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. Doctor Sam Johnston has an unblemished record as a surgeon.
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. She loathed the bitter northern climate; and that is why she soon moved south.
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.
17. The seductive perfume of flowers filled the night air.
18. This marble-top coffee table looks very nice with a modern sofa.
19. The child coughed, and her sister sneezed.
20. Though the policeman is tough, he is fair.

# Reading Practice

See print version in Appendix A.

1. The first part of the document discusses the importance of maintaining accurate records. It emphasizes that proper record-keeping is essential for ensuring the integrity and reliability of the data collected. This section also outlines the various methods used to gather and analyze the information, highlighting the challenges faced during the process.

2. In the second section, the authors explore the impact of these findings on the broader field of research. They argue that the results presented here provide valuable insights into the underlying mechanisms of the phenomenon being studied. This work is expected to contribute significantly to the existing body of knowledge and to inform future studies.

3. The third part of the document focuses on the practical applications of the research. It discusses how the findings can be used to develop more effective interventions and policies. The authors also address the limitations of the current study and suggest directions for further research to address these gaps.

4. Finally, the authors conclude by summarizing the key points of the study and expressing their confidence in the validity of the results. They thank the funding agencies and the research team for their support and contributions to this project.

## EXERCISE

Prepare the following exercise for submission to the instructor.

### 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. It is highly probable that the bill will pass overwhelmingly.
4. The remark Meg made is far from flattering, I can assure you.
5. George Washington, a redoubtable soldier, excelled as a statesman as well.
6. Jack says the towhee resembles the sparrow, but I don't agree.
7. The volcano erupted, causing serious loss of life and property.
8. She will sublet her house during her sojourn abroad.
9. Hitler, Goering and Himmler ruled the Third Reich with an iron hand.
10. The Atlantic Charter proclaimed the “Four Freedoms.”
11. The new doghouse will keep Rover warm during the cold months.
12. The cut on Tanya's forefinger bled profusely.
13. The kettledrums are slightly off pitch, but once we get them fixed nobody will call our orchestra mediocre.
14. Gramp's old radio has an outside aerial.
15. They practiced riflery for an hour.
16. 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?”
17. The Romans respected the aediles, who kept law and order.
18. Michael's Airedale, Tweedledum, won third prize at the neighborhood dog show.
19. The tiger is a predacious animal.
20. The British manned the navy during the 1740s with boys shanghaied on the streets.
21. The two outstanding track stars will rerun the hundred-meter dash.
22. Harry feels Margaret sings like a mockingbird, but Paul has another idea.
23. The coercive acts of the military turned people away from them.
24. William Morrow published Nevil Shute's TRUSTEE FROM THE TOOLROOM posthumously.
25. The United States Army will not tolerate malingerers.
26. Are you taking a stateroom for the overnight trip?
27. On arriving at Singapore, Edmond cabled the Chicago office for further orders.
28. The Cherry Blossom Festival is emblematic of Japanese-American mutual respect.

29. Roger Babson predicted the stock market crash of 1929.
30. Our proceeds from the last bingo game exceeded anything we anticipated.
31. I've promised Mom that I will take care of Mr. Snow's widow.
32. An unblemished record is a valuable asset for any politician.
33. While visiting Cairo I arose at five for the purpose of hearing the prayer call from the mosque.
34. Any adverse criticism of America's foreign policy arouses Howard's anger.
35. "Ow!" cried Ed, as the doctor roughly removed the bandage.
36. OEDIPUS REX is a famous tragedy of Sophocles.
37. The plants are withered from lack of water.
38. The melody of The Lost Chord soothes and relaxes my tired nerves.
39. The COURIER-JOURNAL carried a scathing editorial on the abuse of the magistrate's prerogatives.
40. He spoke eruditely and with fervor on the art of the Edwardian Era.
41. Eddie, Sherry, and Edythe will go downhill skiing on the 17th of March.
42. Hannah Marie wore pearl earrings and a brooch set with amethysts for the dress rehearsal.
43. The dignified Duchess hired a sedan chair for her tour of Shanghai.
44. The governor ordered the seditious periodical suppressed.
45. The doctor ordered a sedative for the hysterical victim.



C. *Child, shall, this, which, out, still*

1. These whole-word contractions are used in hyphenated compound words, whether written on one line or divided between lines.

out-and-out ⠠⠠⠠⠠⠠⠠ out-and- ⠠⠠⠠⠠⠠  
out ⠠⠠

2. May be followed by an apostrophe only in *child's* ⠠⠠⠠⠠⠠⠠⠠ and *still's* ⠠⠠⠠⠠⠠⠠.

3. Cannot be used as part of a solid compound word, even when divided between lines.

grandchild ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ grand- ⠠⠠⠠⠠⠠  
child ⠠⠠⠠⠠⠠

## II. Part-Word Contractions

- A. Rule for all part-word contractions (*and, for, of, the, with, ch, sh, th, wh, ou, st, ar, ed, er, gh, ow, ble, ing* and all part-word contractions yet to be learned)

1. Always use a part-word contraction when all of the letters of the contraction fall into the same syllable. *prof/it* ⠠⠠⠠⠠⠠⠠⠠ *chry/san/the/mum* ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

2. Do not use a part-word contraction when it would overlap a major syllable division. Major syllable divisions occur:

a) Between a prefix and a base or root word. *professor* ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

b) Between a suffix and a base or root word. *freedom* ⠠⠠⠠⠠⠠⠠⠠⠠⠠

c) Between the components of a solid compound word. *foghorn*

⠠⠠⠠⠠⠠⠠⠠⠠

3. Use a part-word contraction when it overlaps other, minor, syllable divisions.

*gob/let* ⠠⠠⠠⠠⠠⠠ *scan/dal* ⠠⠠⠠⠠⠠⠠

- B. When *sh* is used as an admonition to silence, the contraction IS NOT used, however, the contraction is used in *shhh*.

- C. When *St.* (with the period) is used as the abbreviation for *Street* or *Saint*, the contraction is used.

- D. The contractions for *st* and *th* are used in ordinal numbers. *1st* ⠠⠠⠠⠠⠠ *4th* ⠠⠠⠠⠠

- E. The contractions *ed, er,* and *ow* are used for *Ed* (name), *Ed.* (editor), *er* (vocal sound) and *ow* (exclamation).

- F. The contractions for *ing* and *ble* are not used to begin a word but may begin a line in a divided word. *bleeding* ⠠⠠⠠⠠⠠⠠⠠ *bleed-* ⠠⠠⠠⠠⠠

*ing.* ⠠⠠