

Lesson 2

Capitalization, Paragraphing, Punctuation

2.1 Capital Letters and Fully Capitalized Words [II.9]

In braille, there is no separate alphabet of capital letters. Instead, capitalization is indicated by placing the capital sign (dot 6) immediately before the letter affected. When all of the letters in a word are capitals, the double capital sign (dot 6 placed in two consecutive cells immediately before the word) is used. Examples:

New York ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ NEW YORK ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

In proper names where the letters *c* or *ac* are in lower case, a single capital sign is placed before each capitalized letter. If part of the name is fully capitalized a double capital sign is placed before the fully capitalized portion. Examples:

McManus ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ MacDONALD ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

The capital sign is known as a *composition sign*. Composition signs, which are peculiar to braille, are configurations that, when placed before a braille character, give it a special meaning or designate a change in print typeface. They are necessary because the dots, or bumps, that represent braille letters cannot be enlarged like print capitals or altered like print italics. You will learn four other composition signs as the course progresses.

Drill 4

Practice brailleing the following to familiarize yourself with the use of the capital sign. Reading down the columns, place each name on a separate line.

Anita	OKLAHOMA	Faye
MY FAIR LADY	McWilliams	DUNE BOY
Adriatic	Claude	Leon
RADIO GUIDE	MOBY DICK	MacDANIEL

2.2 Paragraphing [III.18.a]

Paragraphs in general reading material are indicated in braille by starting the first word of each new paragraph in the third space, or cell, of a new line. All following lines start at the margin. This rule applies even if the text is printed in block form (no paragraph indentions) with blank lines between the paragraphs. Never leave a blank line between paragraphs unless the print indicates a break in thought or scene by means of extra spacing. (This situation is discussed further in Lesson 19.)

Occasionally, for visual appeal, print uses one enlarged or ornate letter or all capital letters in the first few words at the beginning of a chapter or other division. In braille, this

practice is ignored. Such paragraphs should be properly indented and normal capitalization used.

2.3 **Period, Question Mark, Exclamation Point, Comma, Semicolon, Colon [I.1]**

The use, order, and spacing of braille punctuation should follow print practice except in specific instances to be covered later in this manual. As in print, only one space (cell) is left empty following commas and semicolons. However, unlike print which often leaves two blank spaces following a colon and between sentences, only one empty cell is left in braille.

Learn the following punctuation signs:

period .	⠠⠨⠠	(dots 2-5-6)
question mark ?	⠠⠨⠠	(dots 2-3-6)
exclamation point !	⠠⠨⠠	(dots 2-3-5)
comma ,	⠠⠨	(dot 2)
semicolon ;	⠠⠨	(dots 2-3)
colon :	⠠⠨	(dots 3-5)

Drill 5

Practice brailleing the following sentences. Treat each sentence as a paragraph, starting in cell 3 with runover lines starting at the margin—regardless of how it appears in print.

I want six items: saw, nails, nuts, bolts, screws, tacks.

Miss Flynn, take a memo: Call Mr. Phelps at twelve noon; see Mr. Gray at six.

Is Uncle John a college graduate?

Ralph is sick; hail a cab!

My prophecy: victory!

Take my book; hold my coat! Hang up my umbrella!

Turn on a radio at once; an unusual report is on.

Quiet, Aunt Em, I am afraid! An angry man knocks at my door.

At my favorite old hotel an exquisite antique plate glass mirror hangs on an elaborate panel.

My favorite play is DAMN YANKEES.

Does Jimmy want my old bicycle?

Help! Help! I hurt my leg!

2.4 **Apostrophe, Quotation Marks, Parentheses, Brackets [I.2, 3, 4]**

Drill 6

Practice brailleing the following sentences, treating each as a paragraph. Braille the quotation marks and other punctuation in the same sequence as they appear in print.

“I love my new home; twelve nice big rooms!” he exclaims.

Jimmie (a husky boy, age twelve) ate a huge apple pie.

A girl wrote on a slate: “I love all animals, wild or tame.”

'Tis true, I love rock 'n' roll.

“If Adam sees ‘Hamlet,’ I hope he'll take adequate notes,” wrote Aunt Lucy.

All budget items [see Joe's report on fiscal policies] presuppose a rigid economy.

‘Damon irritates me,’ Raymond wrote Roseanne petulantly; ‘he calls me “ignorant”!’
(Dudley left home prematurely. He wrote: my aunt's idiosyncrasy [sic] drove me away.)

“We'll visit Alaska next July; New York is too hot,” agrees Uncle Cyril.

Reports say Ulysses Grant (victor at Vicksburg) drank liquor freely.

He sang an old, old tune, SWEET ROSIE O'GRADY.

Gil says Ron O'Kelly's boss is corrupt. [See my notes.]

A neon sign says BOB'S CAFE.

2.5 Hyphen, Dash, Double Dash [I.5, 6]

The hyphen, dash, and double dash are represented in braille as follows:

hyphen	-	⠠	(dots 3-6)
dash	—	⠡	(dots 3-6, 3-6)
double dash	——	⠢	(dots 3-6, 3-6, 3-6, 3-6)

2.5a The hyphen. As in print, the principal uses of the hyphen are to divide words at the end of a line and to connect the components of compound words or numbers. Wherever there is room on a line for one or more syllables and a hyphen, as many syllables should be brailled on that line as space will permit. No space should be left between the last syllable on the line and the hyphen. The hyphen, with one exception (see §2.5a(3)), cannot start a new line. Examples:

talka-	⠠⠠⠠⠠⠠⠠	self-re-	⠠⠠⠠⠠⠠⠠⠠⠠
tive	⠠⠠⠠⠠	liant	⠠⠠⠠⠠

A single-syllable word, such as *served*, *plowed*, or *tried*, can never be divided. When dividing a multiple-syllable word between lines, division can be made only between syllables. Students of this course are expected to divide words between lines whether working on a braillewriter, computer, or slate and stylus. Although Rule I.5.a. says that a word "may" be divided between pages, the Library of Congress does not recommend it.

Most publishers and dictionaries do not separate a beginning or ending single-letter syllable from the rest of the word—and it is recommended that braille follow this example. Thus, words such as *away* and *body* should not be divided between lines. However, if a prefix or suffix is added to such words the division can be made, i.e., *give/a/way*, *bod/y/guard*. Note that this rule does not apply to contractions (one braille configuration representing two or more letters), which will be studied later.

2.5a(1) Syllabication. Correct syllabication of words is far from easy, and even dictionaries sometimes differ. Until the transcriber has learned correct word division either by memory or by educated instinct, it is advisable to consult a good dictionary. A collegiate edition of any reputable dictionary less than ten years old can be used for this purpose.

When looking for a dictionary check that the dictionary selected gives word divisions. A recent check of the reference section of a large bookstore revealed some dictionaries that do NOT show any word divisions. On occasion, major dictionaries will differ on where they divide a word. Also, syllabication can be affected by the part of speech used in a particular sentence. Spellers (small books that give only spelling and syllabication) can be used in many instances. Be prepared to support choices made regarding syllabication if the instructor marks a choice as wrong.

Following are a few observations that be by helpful in determining standard syllabication.

2.5a(1)(a) Long and short vowels. In general, when a vowel is given a long sound in pronunciation, the vowel comes at the end of the syllable; but when a vowel has a short sound, the syllable includes the following consonant. Examples:

Long Vowels:	de- grade	fa- mous	fi- ber	pro- fess	pu- nitive
Short Vowels:	def- inite	fam- ine	fil- ial	prof- it	pun- ish

There are some outstanding exceptions to this practice, as with short vowels followed by *tion*, *sion*, or *cial*, where the short vowel ends the syllable. Examples:

ambi- tion	revi- sion	spe- cial
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2.5a(1)(b) Parts of speech. Some words are pronounced and divided in two different ways, depending on whether they are used as nouns, adjectives, or verbs. Therefore, it may be necessary to determine from context which part of speech is involved. Examples:

Long Sound:	pre- sent [verb]	re- cord [verb]	pro- gress [verb]	pre- cedent [adjective]
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Short Sound:	pres- ent [noun]	rec- ord [noun]	prog- ress [noun]	prec- edent [noun]
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Unfortunately, some dictionaries show only one entry for most of these words, and bury the alternative use(s) within the definition paragraph, so it is important to note the part of speech and the pronunciation when dividing them between lines.

2.5a(1)(c) Plurals. It should be observed that plurals of nouns are not given in the dictionary if they are formed regularly. In order to correctly divide words it is necessary to know that when a plural is formed by adding *s* or *es* to a word ending in the sound of *ch*, *sh*, *j*, *s*, *x*, or *z* the *es* becomes a separate syllable. Examples:

match- es	bush- es	hedg- es	dress- es	box- es	maz- es
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When an *s* is added to a word ending in *e* but does not form a new syllable, the word cannot be further divided. Examples:

Miles hopes	rhymes likes	tames schemes	mis- takes	dis- likes	en- cores	commit- tees
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Word division is discussed further in Lesson 6.

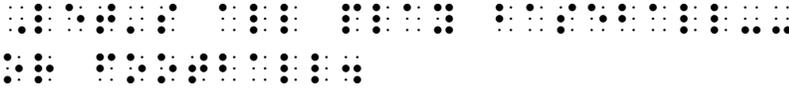
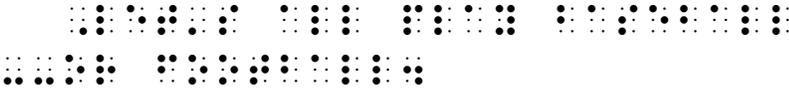
2.5a(2) Compound words. Do not leave a space either before or after a hyphen in a compound word, regardless of print spacing. Whenever a hyphen appears at the end of a print line, it becomes necessary for the transcriber to determine (1) whether it has been used to divide a word between syllables, in which case the hyphen is omitted in braille unless it also falls at the end of a braille line, or (2) whether it separates the components of a hyphenated compound word, in which case the hyphen is retained in braille, even though it does not fall at the end of the line. Examples:

Print	Braille	Print	Braille
some- where	somewhere	self- expression	self-expression

2.5a(2)(a) Divided between lines. You will find many hyphenated compound words that are not in the dictionary. This is because when two words that modify a noun are placed before it, the words are often joined by a hyphen, as in *the well-dressed man*. However, if the two modifiers follow the noun, they are not hyphenated, as in *The man was well dressed*.

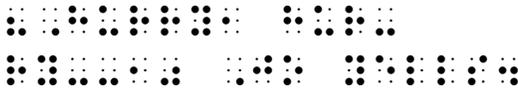
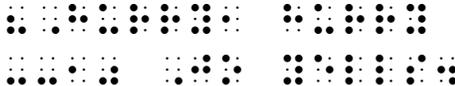
When a hyphen appears at the end of a print line and the word cannot be found either in the dictionary or somewhere else in the text—either as one word or as a

2.5b(4) Division between lines. When a dash is preceded and followed by a word, it can either end or begin a braille line—but a braille dash can never be divided between lines.
Example:

Let's all play baseball—or football.

 [or]


Braille signs that are formed in the lower part of the cell (dots 2, 3, 5, 6) are called lower signs. You may have noticed that all punctuation is formed in the lower part of the cell. Unless a lower sign is in contact with another configuration that has a dot in the upper part of the cell (dots 1 or 4), the braille reader has difficulty determining upper dots from lower dots. It is for this reason that a rule was written that prevents lower signs from following one another without being in touch with a sign containing a dot 1 or 4. (This rule will be studied further in Lesson 7.)

When a dash is followed by punctuation and a space, it cannot start a new braille line—for to do so would violate the rule mentioned above. If there is not room at the end of the braille line for the dash and the following punctuation, the last syllable of the preceding word must be carried to the next line. Example:

"Hurry, hurry—," Jo yells.
 [Correct] 
 [Incorrect] 

2.5c The double dash. When in print an extended line is used to indicate that something has been omitted, such as a word, partial word, name, number, or a blank to be filled in, a double dash is used in braille. When the braille double dash represents a whole word it is spaced and punctuated as a word. Example:

Two plus six equals _____.

 Mr. _____, a nice guy, is a spy!


When the braille double dash represents missing letters within a word, no space is left before or after it and the other letters of the word. Example:

Mr. G—t is a spy!

⠠⠇⠤⠠⠞⠊⠎⠁⠎⠏⠽⠆

When in print hyphens rather than an extended line are used to represent missing letters, an equal number of unspaced hyphens are used in braille. Example:

Mr. G-----t is a spy!

⠠⠇⠤⠠⠞⠊⠎⠁⠎⠏⠽⠆

[Other print signs of omission will be studied in Lesson 15.]

Drill 7

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

Travis is a happy man—or is he?

Zebras graze on wild grass.

Becky has on an extremely pretty blue-gray dress.

Fans cool a big room rapidly.

Well, maybe on my next trip I'll return Amy's gold-piece.

"Isn't Heidi melodramatic?"

"Oh d--n! I left my purse," cries Peg.

AUNTIE'S ANTIQUES is on Prospect Road.

Jack's pal, Johnny M—, is a policeman too.

Maple-vanilla is my favorite flavor.

TWO-ON-AN-ISLE TALES is a picturesque book.

Van wants a new rucksack.

Tom-on-a-Spot funnies make Katy's playmates smile.

A black lace dress makes Jill look svelt.

I may take a walk or— No, I don't want my coat.

Liam walks two miles—or a mile if he feels lazy.

Philip is a five- or six-trip-a-week pilot.

I may visit my uncle on my way home.

A Mr.— possesses secret files on spy plans.

Vicki, give me a nice apple pie.

Miss Breckette, give John my notes—notes I made a week ago.

Lectures on sculpture, poetry, jazz – classical music is taboo – give visitors broad cultural opportunities.

Dad's favorite jazz tune is BILLIE'S BLUES—SOLILOQUY is Mom's.

"Oh—" wails Emma, "I want my Aunt Vicky."

[In the interest of saving space and paper, the drill correction book, *Drills Reproduced in Braille: Supplement to Instruction Manual for Braille Transcribing*, is arranged so that when room permits, more than one drill (or portion thereof) appears on the same page. Following the directive in §2.5a, the drill book does not divide words between pages. However, if you, the student, are working on scrap paper, you may find that you have room on your page to complete a sentence that has been divided between pages in the correction book. In that event, divide words as you would normally.]

Reading Practice

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

1. The first sentence is in Braille. It contains 10 words: "The first sentence is in Braille. It contains 10 words." (Note: The actual words in the Braille are "The first sentence is in Braille. It contains 10 words.")

2. The second sentence is in Braille. It contains 10 words: "The second sentence is in Braille. It contains 10 words." (Note: The actual words in the Braille are "The second sentence is in Braille. It contains 10 words.")

3. The third sentence is in Braille. It contains 10 words: "The third sentence is in Braille. It contains 10 words." (Note: The actual words in the Braille are "The third sentence is in Braille. It contains 10 words.")

4. The fourth sentence is in Braille. It contains 10 words: "The fourth sentence is in Braille. It contains 10 words." (Note: The actual words in the Braille are "The fourth sentence is in Braille. It contains 10 words.")

5. The fifth sentence is in Braille. It contains 10 words: "The fifth sentence is in Braille. It contains 10 words." (Note: The actual words in the Braille are "The fifth sentence is in Braille. It contains 10 words.")

6. The sixth sentence is in Braille. It contains 10 words: "The sixth sentence is in Braille. It contains 10 words." (Note: The actual words in the Braille are "The sixth sentence is in Braille. It contains 10 words.")

7. The seventh sentence is in Braille. It contains 10 words: "The seventh sentence is in Braille. It contains 10 words." (Note: The actual words in the Braille are "The seventh sentence is in Braille. It contains 10 words.")

8. The eighth sentence is in Braille. It contains 10 words: "The eighth sentence is in Braille. It contains 10 words." (Note: The actual words in the Braille are "The eighth sentence is in Braille. It contains 10 words.")

9. The ninth sentence is in Braille. It contains 10 words: "The ninth sentence is in Braille. It contains 10 words." (Note: The actual words in the Braille are "The ninth sentence is in Braille. It contains 10 words.")

10. The tenth sentence is in Braille. It contains 10 words: "The tenth sentence is in Braille. It contains 10 words." (Note: The actual words in the Braille are "The tenth sentence is in Braille. It contains 10 words.")

EXERCISE

Prepare the following exercise for submission to the instructor. Treat each sentence as a paragraph; that is, starting each in cell 3 with runover lines starting in cell 1 of the next line. On the first line of each page, center the heading **LESSON TWO** in full capital letters. Refer to *General Course Instructions*, page xiv, for help in centering. A blank line should follow the heading on the first page *only*. Words should be divided at the end of a line using proper syllable division. (Correspondence students: Add your name in braille and print at the end of the exercise.)

LESSON TWO

Frank, a husky man, takes a horseback ride once or twice a week.

If all goes well, let's take an Atlantic cruise soon.

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.

He told an anecdote — grotesque, gory, yet true.

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

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.

My nephew, Bruce, is on a five- or six-week trip abroad.

"'Tis true, Juanita," spoke Joseph sadly, "we move next week."

We meet at Mr. ——'s twice a week. We plot espionage.

"I hate geography! Maps mix me up!" Bob exclaims.

Dick (Madge's small son) visits my family approximately once a week.

If Major Morris is correct—I hope he is—Bill flies home next autumn.

I hate a mid-April or -May cold spell.

Tom B----- is a d--n idiot if he doesn't take John's old job.

"'Give me a home run or give me a triple' is my motto," says Spillville's cocky second baseman.

Franz is a born musician—plays well on a piano, an electric organ (pipe organ, too), a cello, a trumpet, a flute, cymbals or drums.

We saw OILY O'NEILL'S ESCAPADES at a local movie.

"Susan says Jane is too fat— " Oh, golly!— "Hi, Jane!"

He sells Aunt Nellie's Home-Made Pies.

Kids love OLD McDONALD.