

Section 18

Grammar

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18.1 Fundamentals

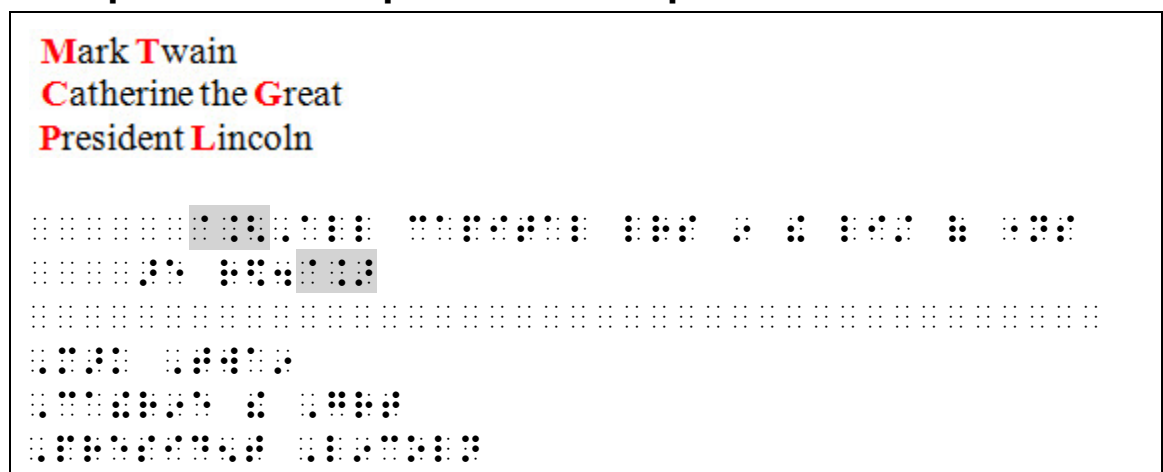
- 18.1.1 Grammar encompasses many topics. This section focuses on capitalization, punctuation, parts of speech, editing, and diagramming sentences. Additional information can be found in other sections of these guidelines.

18.2 Emphasized Capital Letters

- 18.2.1 When all capital letters are emphasized in print, ignore the emphasis and insert a transcriber's note to explain the print. Sample:

All capital letters in the section below are red.

Example 18-1: All Capital Letters Emphasized



- 18.2.2 When isolated letters are capitalized and emphasized (e.g., italics, bold, colored type, underlined, etc.):

- Follow print for emphasis.
- Insert a transcriber's note giving basic information about print capitalization. Sample:

The symbol $\textcolor{red}{:::}$ represents red letters.

Example 18-2: Isolated Capital Letters Are Emphasized

Capitalize titles used before a proper name and titles used in direct address.

General Robert E. Lee

Chief Sitting Bull

Prime Minister Tony Blair

18.3 Punctuation

- 18.3.1 Punctuation usage and order generally follows *UEB*. Use the guidelines in this section when punctuation is emphasized through the use of spacing or font attributes, or used in atypical situations.
- 18.3.2 Follow print when punctuation marks are enclosed in parentheses or standing alone. Use a grade 1 indicator if the punctuation could be misread as a contraction.
- 18.3.3 **Emphasized Punctuation**
 - a. Follow print when punctuation marks are emphasized in print with italics, bold, underlining, or script.







Correct errors in punctuation in the passage below.

Today; I went shopping for new shoes! The weather has turned very cold for Easter? Let's go for ice cream. Please. wash your hands before making the sandwich.

- Punctuation marks are green.
Quotation marks are red.

[illegible]

- ### Example 18-5: Isolated Punctuation Is Emphasized

- 

 is to


 as

18.5.2 **Option 1**

- a. Transcribe the sentence without the text printed above or below the line.
- b. After the sentence, list the words above/below the line followed by a colon and provide the corresponding word(s) from the sentence.
- c. Insert a transcriber's note to explain the format. Sample:

Each sentence is followed by a list of the parts of speech appearing above the print line with their corresponding words.

18.5.3 **Option 2**

- a. Place the abbreviation, word, or number in enclosure symbols not otherwise used in surrounding text (exercise set) and insert it after the affected text.
- b. The order of preference for enclosure symbols:
 - (1) Parentheses
 - (2) Square brackets
 - (3) Angle brackets
 - (4) Curly brackets
 - (5) Vertical lines
 - (6) Reverse solidus (backslash)
- c. Leave a blank cell before and after the insertion.
- d. Insert a transcriber's note to explain the format. Sample:

In braille, parts-of-speech labels above the print line are enclosed in parentheses after the corresponding word.

(See [Sample 18-1: Parts-of-Speech Labels Above the Sentence](#) on page 18-15 and [Sample 18-2: Sentence Structure Labeled Above the Sentence](#) on page 18-16.)

18.6 Proofreading Marks and Edited Copy

18.6.1 Marks used in proofreading and editing are difficult to reproduce in braille.

- a. Use 1-3 margins when print proofreading marks are listed.
- b. Do not devise symbols to represent these signs. Enclose the name or a brief description of each print mark in an

embedded transcriber's note, followed by the meaning or function of the mark as stated in print.

- c. Proofreading marks and edits often are shown in a colored font attribute. Do not indicate this color.
- d. Follow print list of proofreading marks for use of capitalization and punctuation.

(See [Sample 18-3: List of Boxed Proofreading Marks](#) on page 18-18.)

- 18.6.2 When text shows transpositions, insertions, and/or corrections that cannot be reproduced, it is important to provide only the information that is included in the text and not give away the answers.
- a. Transcribe marked words that pertain to spelling in uncontracted braille. Contract other marked words (i.e. those relating to punctuation or adding text).
 - b. Use the same keying technique as that used for text with marginal labels. (See *Formats*, §16.11, Keying Technique for Marginal Labels.)
 - c. Devise a key by assigning a number or letter(s) to each proofreader's mark. The key should contain a dot 3 or a dot 6. Use the same terminology in the key that is found in the list of proofreader's marks in the text, as not all books use the same terminology. Follow each key item by the marked word(s), and then the instructions on what needs to be done. Enclose the complete key in a transcriber's note before the text.
 - d. Place the keyed mark after the affected word or phrase, preceded and followed by a space. This keyed mark must appear on the same line as the marked word.
 - e. Phrases should be enclosed in braille grouping indicators. Explain this usage in a transcriber's note.

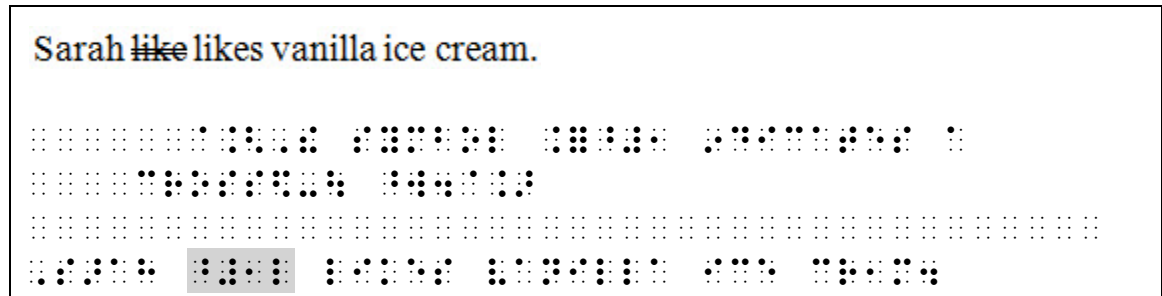
(See [Sample 18-4: Text with Proofreading Marks](#) on page 18-19.)

- 18.6.3 When a text shows limited insertions and corrections within the flow of text:

- a. Use a transcriber-defined typeform indicator to show the crossed-out word(s). (See *UEB*, §9.5, Transcriber-Defined Typeform Indicators.)
- b. Explain the usage in a transcriber's note.

Note: in the example below, the second transcriber-defined indicator is used which assumes that the first transcriber-defined indicator was used elsewhere in the text.

Example 18-6: Text with Limited Insertions and Corrections



18.6.4 When text shows limited insertions and corrections above or below the flow of text:

- a. Follow *Formats*, §18.5.3 for crossed-out words.
- b. Enclose the text to be inserted in grouping symbols not otherwise used in the surrounding text, and place it after the affected text.
- c. Order of preference for grouping symbols:
 - (1) parentheses
 - (2) square brackets
 - (3) angle brackets
 - (4) curly brackets
 - (5) vertical lines
 - (6) reverse solidus (backslash)
- d. Leave a blank cell before and after the insertion.
- e. Insert a transcriber's note to explain the format. Sample:

In braille, inserted words that appear above the print line are enclosed in parentheses and placed after the corresponding material in the sentence.

18.6.5 **Carets.** Use a caret symbol when a caret (^) indicates an insertion is to be made. Follow print for spacing.

Insert an adjective where you see a ^.

1. He has ^ hair. (long, shaggy, short)



- ### Example 18-8: Caret for Insertion of a Phrase

The War of the Whiskers ^between France and England raged from 1152 to 1453.

18.7.1 Linear diagramming shows sentence structure, using font attributes to distinguish between parts of speech. Use transcriber-defined typeform indicators if needed (as seen for the double underlining in the example below). Use 1-3 margins for each diagrammed sentence.

In the following sentence the single underlined word is the verb and the double underlined words are a prepositional phrase.

We arrived at the hotel in the evening.



The Braille representation of the sentence is shown in three rows. The first row contains the words 'We', 'arrived', 'at the hotel', 'in the evening', and a period. The second row shows the same words with Braille spacing. The third row shows the words with Braille spacing and underlining: 'We' is followed by a space, 'arrived' is single-underlined, 'at the hotel' is double-underlined, 'in the evening' is followed by a space, and the period is at the end.

⋮⋮ / Slash symbol
⋮⋮ | Vertical line symbol

The boy | played in the park.

List the typeform indicators on the Special Symbols page or in a transcriber's note before the text. Sample:



 Boxed word


 Circled passage

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Grammar

18.8 Spatial Sentence Diagrams with Arrows

18.8.1 Spatial diagramming shows sentence structure using visual cues such as arrows. Precede and follow each arrow/sentence pair by blank lines.

18.8.2 **Symbols.** Use the appropriate UEB arrow symbols. (See *UEB*, §3.2, Arrows). List these symbols on the Special Symbols page or in a transcriber's note before the text.

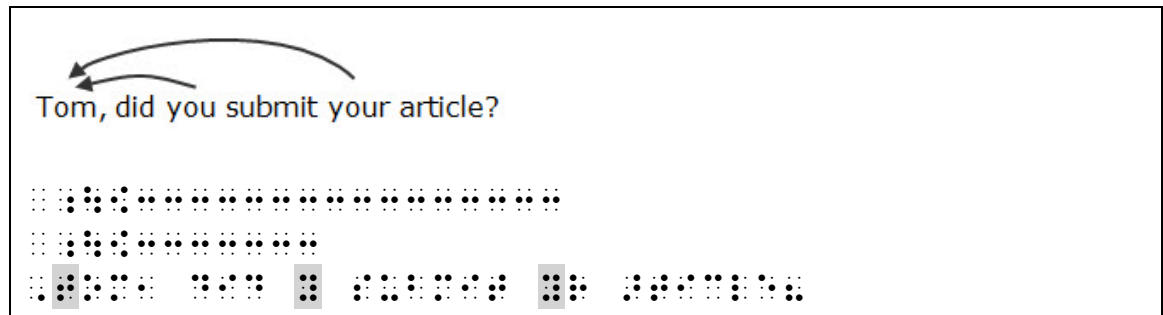
- a. Follow print for placement and direction of arrows placed above or below sentences.
- b. Start symbols above or below the first letter of the word, or the number indicator of a number. Do not extend the arrow to other composition indicators or punctuation marks.
- c. Keep words or phrases between which an arrow shows a relationship on a single braille line.
- d. It may be necessary to move part of the sentence to a new line to keep the relationship intact.
- e. When a sentence is too long to use the arrow symbols, explain the arrow relationships in a transcriber's note.
Sample:

An arrow leads from hard-working to ballerina.

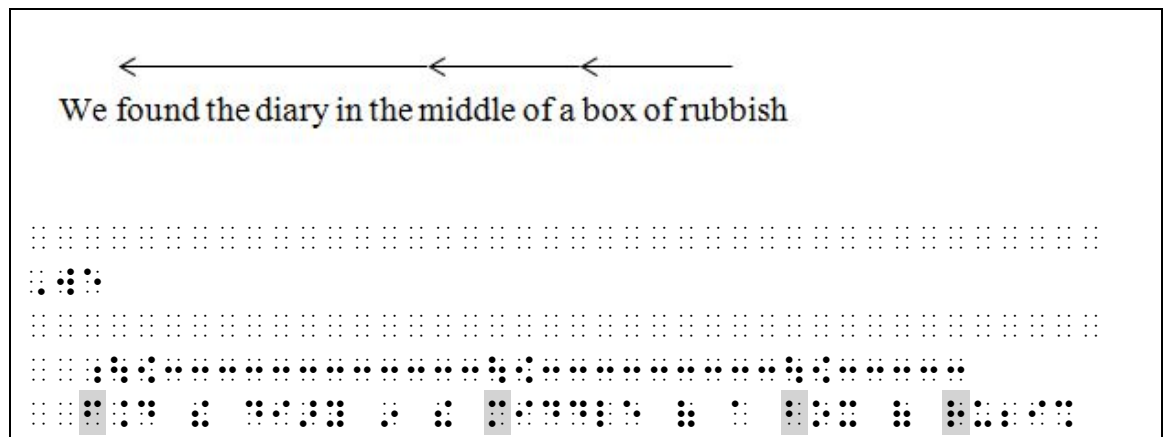
18.8.3 Spatial Diagrams with Arrows and Multiple Shafts

- a. Place the appropriate symbol of the arrow above the first letter of the word to which the arrow points. (See *UEB*, §3.2.)
- b. Use line mode to represent the arrow shaft. The line should end above the first letter of the word from which the arrow points. (See *UEB*, §16.2.3, Horizontal Line Mode.)

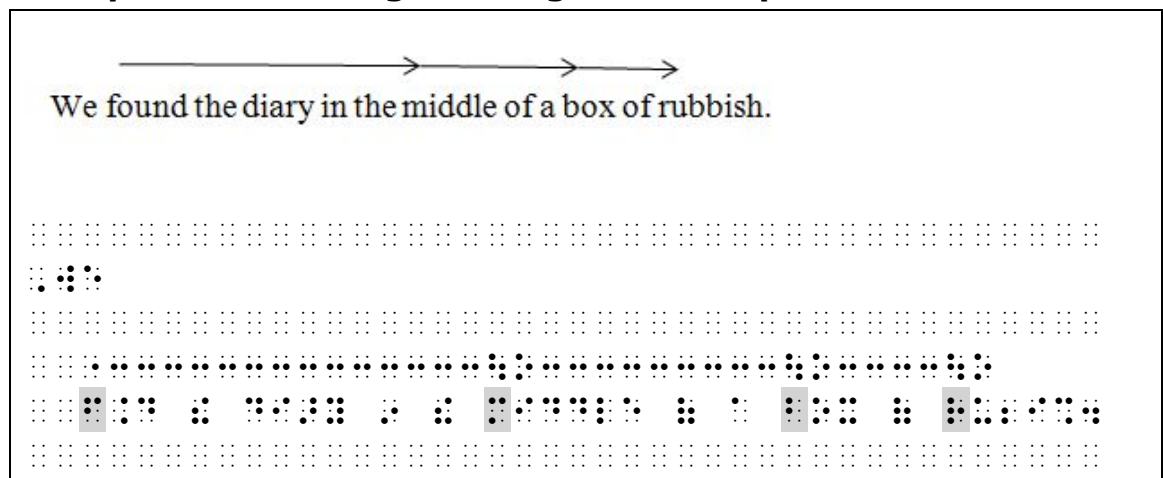
Example 18-11: Diagramming with Two Separate Arrows



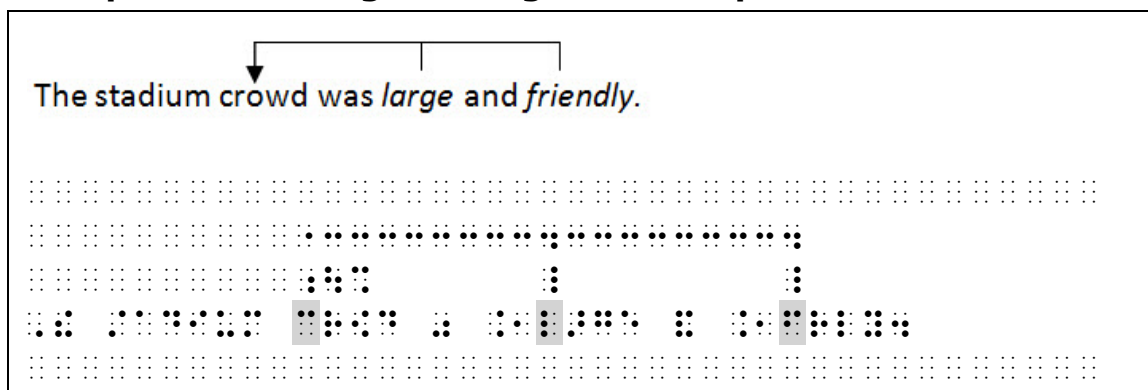
Example 18-12a: Diagramming with Multiple Arrows



Example 18-12b: Diagramming with Multiple Arrows

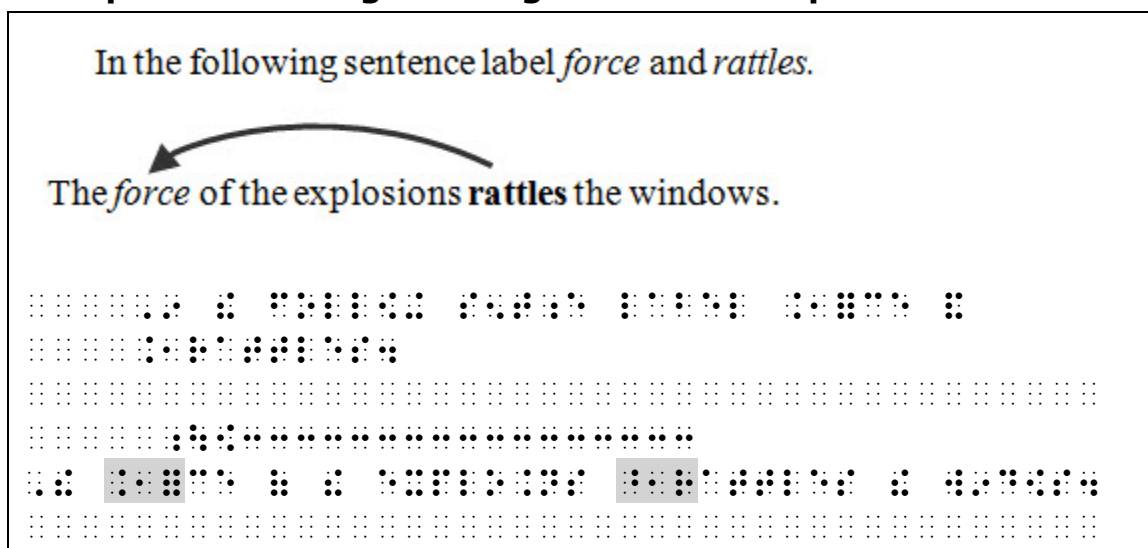


Example 18-13: Diagramming with Multiple Arrow Shafts



- 18.8.4 **Arrows with Emphasized Words.** When any of the words or phrases are connected by an arrow and are also emphasized, the arrow is placed above the sentence and points to the first letter of the emphasized word or phrase.

Example 18-14: Diagramming Arrow and Emphasis

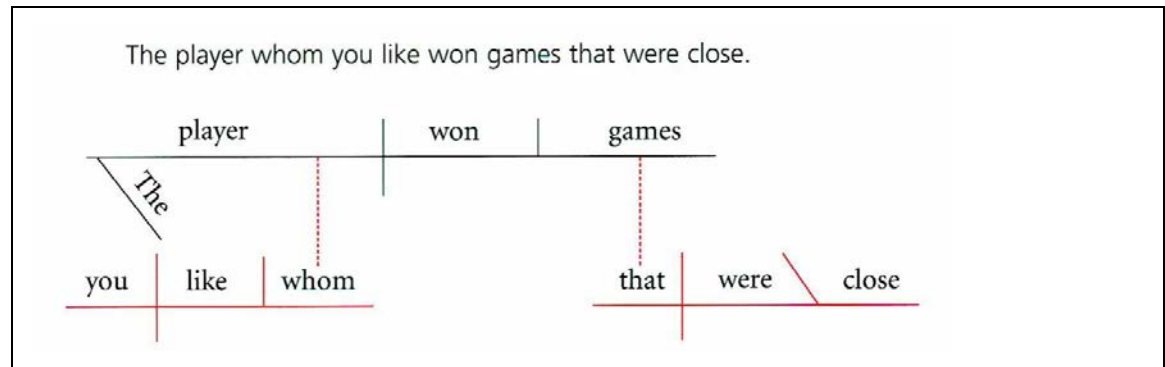


18.9 Spatial Sentence Diagramming

- 18.9.1 Spatial sentence diagramming is difficult to represent in braille. Insert a transcriber's note saying such diagramming has been omitted. Sample:

Sentence diagramming is omitted.

Example 18-15: Spatial Diagram to Be Omitted (Print Only)



18.10 Samples

[Sample 18-1: Parts-of-Speech Labels Above the Sentence,](#)
page 18-15

[Sample 18-2: Sentence Structure Labeled Above the](#)
[Sentence,](#) page 18-16

[Sample 18-3: List of Boxed Proofreading Marks,](#) page 18-18

[Sample 18-4: Text with Proofreading Marks,](#) page 18-19

[Sample 18-5: Diagramming with Shapes,](#) page 18-20

Sample 18-1: Parts-of-Speech Labels Above the Sentence

subject verb
Philanthropists *donated* millions to charity.

Option 1

Figure 1 shows a 9x10 grid of 90 small 3x3 dot patterns. Each pattern is a 3x3 grid of dots, some of which are black. The patterns are arranged in 9 rows and 10 columns. Some patterns are highlighted with a gray background: Row 1, Column 4; Row 4, Column 8; Row 8, Column 1; and Row 9, Column 1.

Option 2

[\(Return to Text\)](#)

Sample 18-2: Sentence Structure Labeled Above the Sentence

A *complex sentence* consists of one independent clause and one or more subordinate clauses.

independent clause subordinate clause
I need some new luggage that is good for air travel.

independent clause
Dallas/Fort Worth International Airport got its name
subordinate clause
because it lies between the two cities.

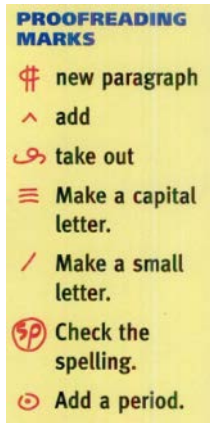
Option 1

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18

Option 2

[\(Return to Text\)](#)

Sample 18-3: List of Boxed Proofreading Marks



1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 11
 12
 13

[\(Return to Text\)](#)

Sample 18-4: Text with Proofreading Marks

Note: This sample uses the proofreading marks and terminology from Sample 18-3.

At last, the head chef, pierre agree^d to take Greg aside fir too hours every week for cooking les^{sp}ons.^{sp}

[illegible]

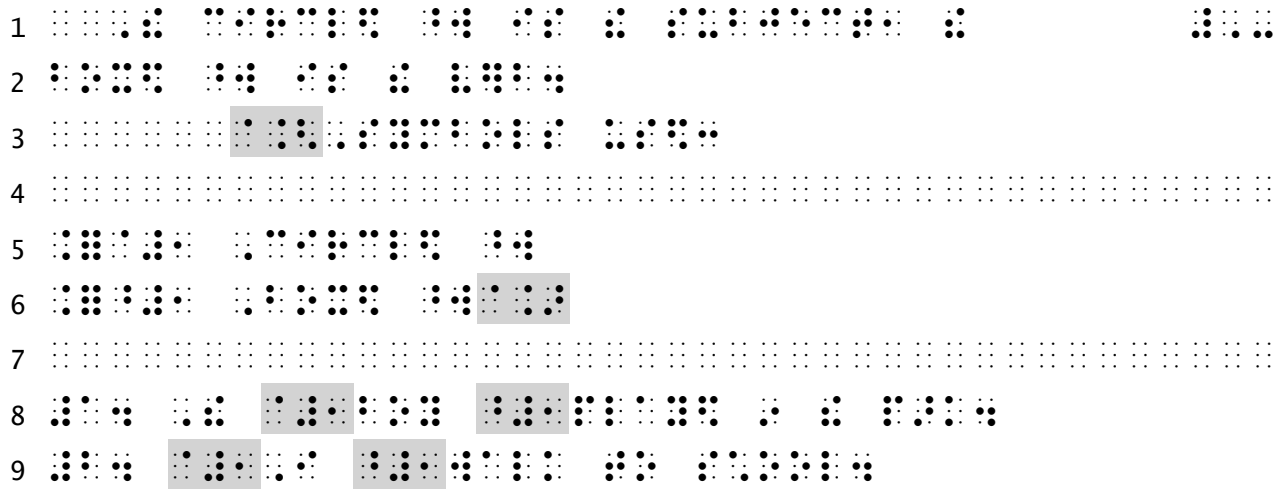
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Sample 18-5: Diagramming with Shapes

The circled word is the subject, the boxed word is the verb.

1. The (boy) played in the park.

2. (I) walk to school.



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