

Section 10

Exercise Material

10.1	Fundamentals	10-1
10.2	Blank Lines	10-2
10.3	Directions	10-3
10.4	Exercise Questions.....	10-5
10.5	Write-on-Lines Before or After Questions	10-7
10.6	Write-on-Lines within Sentences.....	10-9
10.7	Displayed Text in Exercise Material	10-14
10.8	Exercise Examples, Sample Questions with Answers	10-15
10.9	Matching	10-16
10.10	True/False Exercises	10-17
10.11	Formats for Pictures in Exercise Material.....	10-17
10.12	Samples	10-19

10.1 Fundamentals

- 10.1.1 An exercise set may include headings, directions, examples, questions, and answer choices. Each exercise set is formatted individually.
- 10.1.2 This section contains general provisions for transcribing exercise material found in textbooks, workbooks, handbooks, etc. There is a wide variety of print formats and it is not possible to discuss all of them. The transcriber needs to determine the best format for each situation.
- 10.1.3 Omit information repeated on each page, e.g., name, date, publisher and/or copyright information. **Exception:** Name and date may be retained in expendable material. Directives for use by the teacher or parent, etc., are omitted unless their inclusion is required by the requesting agency.
- 10.1.4 When transcribing expendable material, these guidelines should be followed as closely as possible. Accommodations may be requested by the agency and/or teacher.
- 10.1.5 Notify the requesting agency when content is unsuitable for braille production, e.g., a workbook that is primarily illustrations.

10.1.6 **General Format**

- a. Follow print for sequence, punctuation, and capitalization of all arabic numerals, roman numerals, and letters in exercise material.
- b. Do not change the wording for directions or exercise material.

10.1.7 When possible, keep all answer choices on the same braille page as the question(s) they accompany.

- a. Question and answer choices should appear on a single page whenever space permits, regardless of the amount of blank space resulting on a page.
- b. When question and answer choices are too long to fit on a single page, all answer choices should appear together on one page whenever space permits.
- c. When answer choices are too long to fit on a single page, do not split an answer choice between pages.
- d. When questions and answers are divided in interpoint production, it is up to each agency to decide if questions and answer choices should be shown on facing pages or not.
- e. Exercise material in higher grades may have answer choices requiring additional pages. It is necessary to determine the best location for each page break if an answer choice is longer than a single page.

10.1.8 **A Braille Reader's Perspective.** It is important to keep the format consistent throughout the exercise material. The reader uses the format as a guide to understanding the layout of the exercises being presented.

10.2 **Blank Lines**

10.2.1 Each exercise set, with accompanying directions or headings, is preceded and followed by a blank line. Begin directions on line 1 if no running head is used. Directions begin on line 3 when a running head is used.

10.2.2 Insert a blank line between a page change indicator and the directions to, or the beginning of, exercise material.

59. Where (do, does) the box of staples belong?
—New Print Page—

-63-

List each word used as an adjective or an adverb. Then write the word or words that it modifies. Do not include articles.

60. Mrs. Chan just spent two interesting weeks in Kenya.

61. Kenya is a scenic African nation on the Equator.

- Section 10
-
- Exercise Material

page, do not divide a single answer choice between braille pages.

- 10.3.2 Use 5-5 margins for unnumbered or unlettered directions. Use 7-5 margins for additional paragraphs.

Example 10-2: Directions with Three Paragraphs

Write each sentence.
 Draw one line under the adjective.
 Draw two lines under the noun it describes.

1. The chalkboard is green.
2. Sometimes the erasers are dusty.
3. Our chalk is new.

- 10.3.3 Transcribe numbered or lettered directions in a nested list format. Begin additional paragraphs two cells to the right of the runover position.

Example 10-3: Lettered Directions with Two Paragraphs

A. Use each of the following words in a complete sentence.
 Use adjectives to describe what each dwelling looks like.

1. house
2. farm
3. ranch

- 10.3.4 **Assignments or Activities.** Follow print format for instructions without specific question/answer activities. Paragraphs may be indented (3-1) or blocked (1-1).

Example 10-4: Paragraph Instructions

On the way home, count the number of different types of trees you see.

On the way home, count the number of different types of trees you see.

10.4 Exercise Questions

- 10.4.1 Use 1-3 margins for an exercise set that has no subentries.

Example 10-5: Main Entries Only

Write the verbs in each sentence below.

1 He ran a very fast race, but did not do well swimming.

2 Mom cooked dinner for my friends.

Write the verbs in each sentence below.
1 He ran a very fast race, but did not do well swimming.
2 Mom cooked dinner for my friends.

10.4.2 **Exercise Questions with Answer Choices**

- Treat an exercise set with subentries as a nested list.
- The main entry begins in cell 1. Each subentry level begins two cells to the right of the previous level. All runovers begin two cells to the right of the farthest indented subentry.

Two levels: 1-5, 3-5

Three levels: 1-7, 3-7, 5-7

Four levels: 1-9, 3-9, 5-9, 7-9

etc.

Example 10-6: Question and Answer Choices

1. Which occurs during the lytic cycle of a viral infection?
- A. The host cell becomes a factory that continually makes more copies of the virus.
 - B. The host cell undergoes cell division that makes more copies of the virus.
 - C. The virus incorporates its nucleic acid into the DNA of the host cell.

1. Which occurs during the lytic cycle of a viral infection?
A. The host cell becomes a factory that continually makes more copies of the virus.
B. The host cell undergoes cell division that makes more copies of the virus.
C. The virus incorporates its nucleic acid into the DNA of the host cell.

10.4.3

Each new exercise set determines the indentation pattern for the associated material. **Note:** A review section may continue the question numbers from one exercise set to the next, throughout the entire section. In some situations the transcriber may choose to be consistent for the entire review section and format all questions/answers as a nested list if any of the questions have subentries.

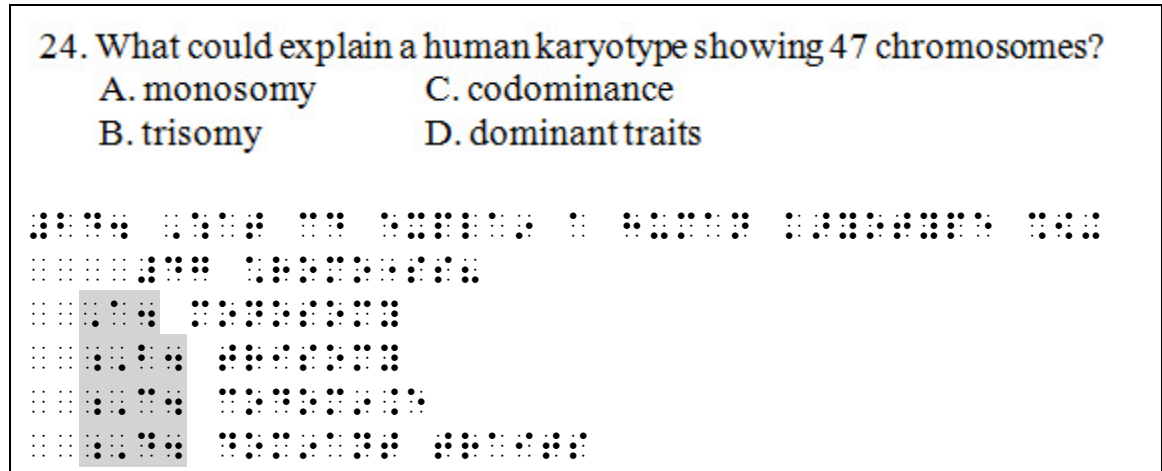
Example 10-7: Nested List Used for Exercise Set

1. How does Earth's tilt on its axis cause seasons to change in different parts of the world?
2. During a solstice
- a. one of Earth's poles is tilted toward the Sun
 - b. neither pole is tilted toward the Sun
 - c. spring begins in the Northern Hemisphere

1. How does Earth's tilt on its axis cause seasons to change in different parts of the world?
2. During a solstice
a. one of Earth's poles is tilted toward the Sun
b. neither pole is tilted toward the Sun
c. spring begins in the Northern Hemisphere

- 10.4.4 List all answer choices vertically and begin each in the same cell.
- a. Preserve print alphabetic or numeric order, whether horizontal or vertical. (See [Sample 10-1: All Answer Choices Begin in the Same Cell](#) on page 10-20.)

Example 10-8: All Answer Choices are Vertical



- b. It is necessary to make a judgment call when answer choices are unnumbered/unlettered, and there is no discernible order. Be consistent once it has been decided to list items in horizontal or vertical order. (See [Sample 10-2: Answer Choices without Discernible Order](#) on page 10-21.)

10.5 Write-on-Lines Before or After Questions

- 10.5.1 Omit lines, dashes, circles, boxes, or other print devices printed before or after questions, indicating where students are to answer questions.

_____ 6. Every congressional term is divided into

- a. four sessions per year.
- b. twelve months.
- c. two one-year sessions.

_____ 7. Turnover among members of Congress is usually

a. high.

A Song for Sailors

Follow your teacher's instructions to answer the following questions about "The Lorelei."

1. Who were the characters? _____
2. What was the setting? _____

Braille text for the questions and answers:

1. Who were the characters? _____

2. What was the setting? _____

10.5.2

[illegible]

Answers a-e.

1. List the Great Lakes

a. _____

b. _____

c. _____

d. _____

e. _____

Braille representation of the text above:

1. List the Great Lakes

a. _____

b. _____

c. _____

d. _____

e. _____

10.6.1 An underscore represents a low line in print that indicates omission of a word or a blank to be filled in. Follow print for other symbols used to show omissions or blanks to be filled in. If print uses empty space to show an omission, substitute three dot 5s and insert a transcriber's note explaining the change from print.

- 10.6.2 Punctuation is unspaced from the underscore or other symbols.

Example 10-13: Various Symbols Used to Indicate Missing Words

Vanilla ---- is my favorite dessert.

Today is _____.

It is 12 o'clock.

My favorite color is .

[illegible]

- 10.6.3 Follow print for each write-on-line representing a word (underscore, dash, etc.).

Example 10-14: Multiple Write-on-Line Words

Now is the _____ men to come to the aid of their country.

- 10.6.4 Follow print for punctuation and location of answer cues.

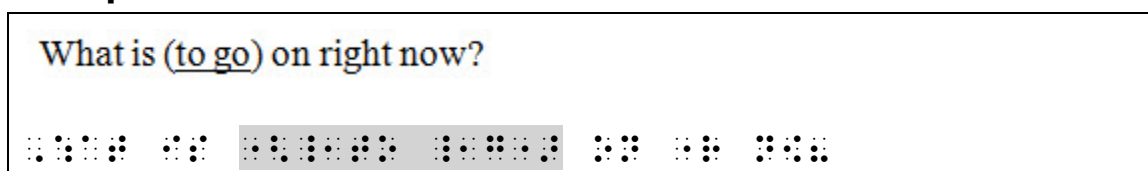
- 10.6.5 Insert a space between the symbol used for answer blanks and answer numbers or cues.

Example 10-15: Follow Print for Answer Cues in Parentheses

What is _____ (to go) on right now? (going)

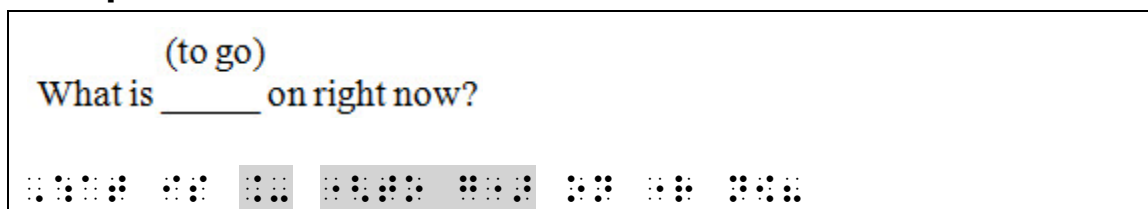
- 10.6.6 Follow print for answer cues that appear on the write-on-line.

Example 10-16: Answer Cue on Write-on-Line

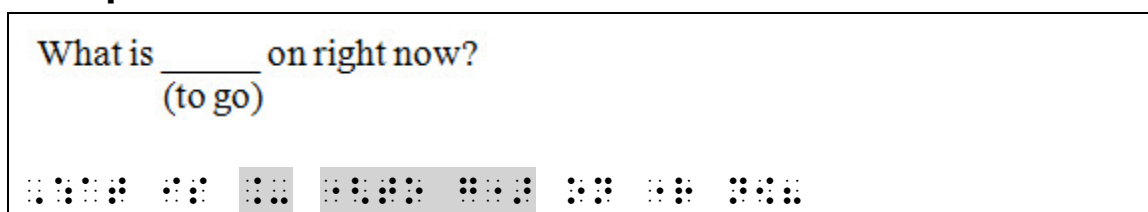


- 10.6.7 Insert the symbol for answer blanks before answer cues written above or below the write-on-line.

Example 10-17: Answer Cue Above Write-on-Line



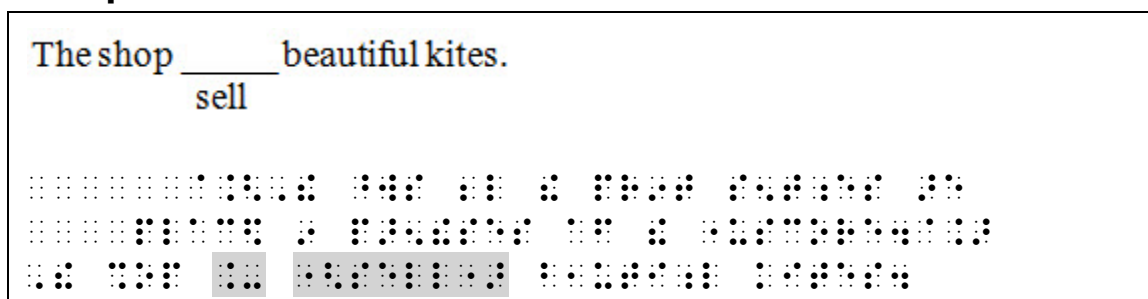
Example 10-18: Answer Cue Below Write-on-Line



- 10.6.8 When a word or phrase without enclosure symbols is shown above or below a printed line to indicate an insertion is to be made, use an underscore or dash followed by the word or phrase with enclosure symbols. Insert a transcriber's note to explain this usage. Sample:

The words below the sentences are placed in parentheses
after the underscore.

Example 10-19: Answer Cue Below Write-on-line



- 10.6.9 **Numbered or Lettered Answer Cues within Questions** Follow print when only the answer number placed in symbols of enclosure is shown.

Example 10-20: Numbered Answer Cue in Parentheses

What is (4) on right now?

The Braille representation of the sentence 'What is (4) on right now?' is shown. The number 4 is enclosed in parentheses. The Braille uses the standard number 4 indicator (dots 2-5) followed by the digit 4 (dots 4-5-6).

- 10.6.10 **Answer Cues with Question Marks.** Follow print when a question mark is shown standing alone representing a write-on-line. When print uses both a question mark and a low line or dash, ignore the question mark and use the underscore or dash. Insert a transcriber's note explaining this usage. Sample:

Print shows a question mark over an underscore. In braille, the question mark is omitted.

Example 10-21: Freestanding Question Mark (See *UEB*, §5.2.1, Grade 1 Symbol Indicator)

What is ? right now?

The Braille representation of the sentence 'What is ? right now?' is shown. The question mark is represented by the Grade 1 Symbol Indicator (dots 1-2-3) followed by the question mark symbol (dots 1-2-3-4-5-6).

Example 10-22: Question Mark Above Line

What is __ ? __ right now?

The Braille representation of the sentence 'What is __ ? __ right now?' is shown. The question mark is placed above the line, represented by the question mark symbol (dots 1-2-3-4-5-6) preceded by the question mark indicator (dots 1-2-3-4-5-6).

- 10.6.11 **Words or Sentences with Regular or Superscript Numbers or Letters**

- Follow print for placement and punctuation used with a number/letter answer cue within an exercise.

What is (4)_____ on right now?

What is ____ (4) on right now?

- ### Example 10-25: Raised Identifiers in Exercise Material

He was born in the year ^{1.} _____ in the state of ^{2.} _____. He grew up in ^{3.} _____. Before moving to Texas, his family ^{4.} _____ but ^{5.} _____.

a. Use contractions in a word that has missing letters represented by an underscore or hyphens.

Example 10-26: Partial Words

Select the correct prefix in each phrase.
extra hemi over under

1. ____ cast sky
2. southern ____ sphere
3. ____ curricular sports

Braille representation of the text above, with the third line partially obscured by a wavy line.

- b. Follow print when the underscore is part of a compound hyphenated word.

Example 10-27: Compound Hyphenated Write-on-Lines

Driving on a ____ - ____ highway makes me nervous.

Braille representation of the text above, with the blank lines highlighted.

10.7 Displayed Text in Exercise Material

- 10.7.1 The adjusted left margin (2 cells to the right of the runover position) for displayed text in exercise material is based on the material to which it applies.

For further information on displayed material see *Formats*, §9, Displayed Material, Attributions, and Source Information.

(See [Sample 10-3: Displayed Paragraph](#) on page 10-22 and [Sample 10-4: Displayed Poem](#) on page 10-23.)

10.7.2 Word List for Multiple Questions

- a. Treat a word list for multiple questions as a list or multi-columned list, beginning in cell 1.
- b. Insert a blank line before and after the word list.

- c. Follow print if the word list is in columns. Do not use guide dots. (See [Sample 10-5: Word List for Multiple Questions](#) on page 10-24.)
- d. Follow print if the word list is in alphabetical order.
- e. Regardless of print location, place the word list before the first question.
- f. When answer choices are in a box, insert a blank line before and after the box.

(See [Sample 10-6: Word List Moved](#) on page 10-25.)

10.8 Exercise Examples, Sample Questions with Answers

- 10.8.1 Retain emphasis for labels identifying examples, models, samples of questions with answers, etc., when the label *is not* followed by punctuation.
- 10.8.2 Do not retain emphasis for labels identifying examples, models, samples of questions with answers, etc., when the label *is* followed by punctuation. (See Sample 10-9 provided in *Formats*, §10.8.6.)
- 10.8.3 A blank line is required before and after exercise examples.
- 10.8.4 Format exercise examples in the same manner as the following questions/answers. (See [Sample 10-7: Exercise Example with Bold Labels](#) on page 10-26.)
- 10.8.5 When a label is followed by a numbered item on the same line, move the numbered item to the next line so all numbered items begin in the same cell. Keep the label in cell 1. (See [Sample 10-8: Numbered Sentences Begin in Same Cell](#) on page 10-27.)
- 10.8.6 When a label is followed by more than one sentence, each sentence begins in cell 1. (See [Sample 10-9: Sentences Begin in Same Cell](#) on page 10-28.)
- 10.8.7 **Text with Numbers Above or Below the Sentence, Word, or Phrase**
 - a. When a number or letter is printed above or below a sentence, place it before the sentence to which it applies.
 - b. Follow print for emphasis in the sentence(s).

1
In the drama, *The Phantom Tollbooth*, Milo is bored. He is a restless boy who is never satisfied with what he has.

10.9.1 Matching Narrow Columns. Columns of matching items are not treated as displayed material.

- (See [Sample 10-10: Matching Narrow Columns](#) on page 10-29.)

- a. If the columns are too wide to fit side by side across the width of the page, change the columns to list format with each list beginning in cell 1.
- b. Treat column headings that precede each list as cell-5 headings. When there are no print headings, insert a heading, enclosed in transcriber's note indicators, using terms suggested in the directions.
- c. Place all columns on the same braille page whenever possible.
- d. Do not divide a list between braille pages.

- (See [Sample 10-11: Wide Columns Changed to Lists](#) on page 10-30 and [Sample 10-12: Headings Added to Matching Lists](#) on page 10-31.)

10.10.1 Always include print abbreviations or wording, e.g., T/F, True/False, etc. Follow print placement.

T F 1. Thomas Jefferson was the 1st president of the United States.
T F 2. Jimmy Carter only served one term as president.

1. Thomas Jefferson was the 1st president of the United States. True False
2. Jimmy Carter only served one term as president. True False

10.11 Formats for Pictures in Exercise Material

- Section 10
-
- Exercise Material

Example 10-31: Embedded Picture TN in the Sentence


The  flew south for the winter.


⠠The ⠠butterfly ⠠flew south for the winter. ⠠


10.11.2 Picture descriptions are not limited to seven or fewer words.

Example 10-32: Embedded TNs for Answer Choices


1. Which is a good habit?


a. 


b. 

c. 

⠠1. ⠠Which is a good habit? ⠠

⠠a. ⠠ ⠠

⠠b. ⠠ ⠠

⠠c. ⠠ ⠠

10.11.3 When a separate portion of an exercise is shown as pictures, or as pictures with text, insert the transcriber's note indicator in cell 7 before the word "Pictures." Place the closing transcriber's note indicator after the last entry. Use the appropriate format for the exercise.

Note: Use this option only when appropriate. Care should be taken to avoid giving the answers. (See [Sample 10-13: Transcriber's Note for Picture Descriptions](#) on page 10-32.)

10.12 Samples

[Sample 10-1: All Answer Choices Begin in the Same Cell](#),
page 10-20

[Sample 10-2: Answer Choices without Discernible Order](#),
page 10-21

[Sample 10-3: Displayed Paragraph](#), page 10-22

[Sample 10-4: Displayed Poem](#), page 10-23

[Sample 10-5: Word List for Multiple Questions](#), page 10-24

[Sample 10-6: Word List Moved](#), page 10-25

[Sample 10-7: Exercise Example with Bold Labels](#), page
10-26

[Sample 10-8: Numbered Sentences Begin in Same Cell](#),
page 10-27

[Sample 10-9: Sentences Begin in Same Cell](#), page 10-28

[Sample 10-10: Matching Narrow Columns](#), page 10-29

[Sample 10-11: Wide Columns Changed to Lists](#), page 10-30

[Sample 10-12: Headings Added to Matching Lists](#), page
10-31

[Sample 10-13: Transcriber's Note for Picture Descriptions](#),
page 10-32

Sample 10-1: All Answer Choices Begin in the Same Cell

Applying the Skill

Identify which statement in each set is a generalization by marking an X in the space provided.

- The sky is getting dark.
 - A storm is coming.
 - The temperature is dropping.
- There are newspapers in the yard.
 - The house is dark.
 - The residents are on vacation.

Figure 1 displays a 12x12 grid of dot patterns, where each row represents a digit from 0 to 9. The grid is organized into four groups of three rows each, corresponding to the digits 0-2, 3-5, 6-8, and 9-1. Each row contains 12 dot patterns. The patterns are arranged in a way that allows for the identification of the digit represented by each pattern. The first group (rows 1-3) shows digits 0-2. The second group (rows 4-6) shows digits 3-5. The third group (rows 7-9) shows digits 6-8. The fourth group (rows 10-12) shows digits 9-1. The patterns are arranged in a way that allows for the identification of the digit represented by each pattern. The first group (rows 1-3) shows digits 0-2. The second group (rows 4-6) shows digits 3-5. The third group (rows 7-9) shows digits 6-8. The fourth group (rows 10-12) shows digits 9-1.

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

Sample 10-2: Answer Choices without Discernible Order

1. What is the name of the period that followed extensive glaciation in the Precambrian?

Cambrian Ediacaran

Precambrian Neogene

2. Nearly all fossils occur in what kind of rocks?

batholithic igneous

metamorphic sedimentary

4 

5

6  

7

8 

9 

10

11 $\begin{array}{ccccccc} \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet & \bullet & \bullet & \bullet & \bullet \end{array}$

12

[illegible]

14 

15 ⋮ ⋮ ⋮ ● ● ● ⋮ ⋮ ● ● ● ●

 ⋮ ⋮ ● ● ● ⋮ ⋮ ● ● ● ●

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

Sample 10-3: Displayed Paragraph

A. Choose the answer that shows the best way to write the italicized part. Write that letter. If a part needs no change, write the letter for “Correct as is.”

Tamara did a good job starring in the school play. She was the lead actress. She had to work hard to master the part.

- 1 a. Tamara did a good job. Starring in the school play.
- b. Tamara did a good job starring. In the school play.
- c. Tamara did a good job. She was starring in the school play.
- d. Correct as is.

6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

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

Sample 10-4: Displayed Poem

41. Read the stanza from the poem.

And there will I keep you forever,
Yes, forever and a day,
Till the walls shall crumble to ruin,
And moulder in dust away!

What does the speaker want to show about his feelings for the children?

- A. He wants the children to leave him alone.
- B. He enjoys playing make-believe games with them.
- C. He will cherish them eternally.
- D. He wants them to stay young always.

4
5
6
7
8
9
10
11
12
13
14
15
16
17
18



























































































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

Sample 10-5: Word List for Multiple Questions

Use the words below to fill in the blanks.

Nixon	Jefferson	Washington
Clinton	Carter	Lincoln

1. Thomas _____
2. George _____
3. Jimmy _____
4. Bill _____

8										
9										
10										
11										
12										
13										
14										
15										
16										





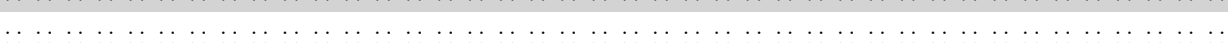



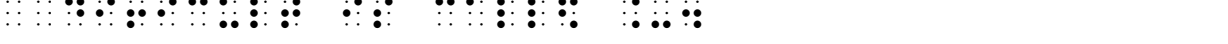


[\(Return to Text\)](#)

Sample 10-6: Word List Moved

Write the word that completes each sentence.

1. Something that you do well is called a ____.
2. Feeling good about yourself means you have ____.
3. The way your body reacts to something new or difficult is called ____.

self-esteem talent stress

- 7 
- 8 
- 9 
- 10 
- 11 
- 12 
- 13 
- 14 
- 15 
- 16 
- 17 

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

Sample 10-7: Exercise Example with Bold Labels

Write a pronoun that can be substituted for the italicized word or group of words.

Example *France* was an important center for painters

Answer It

1. *Women* were not accepted as artists until quite recently.

2. People ignored *Mary Cassatt* for years, and her work is famous.

8
9
10
11
12
13
14
15
16
17
18

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

Sample 10-8: Numbered Sentences Begin in Same Cell

Mark the capitalization errors in the following sentences.

EXAMPLE: 1. The president lives in the white house.

1. the statue of liberty

10
11
12
13
14
15
16

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

Sample 10-9: Sentences Begin in Same Cell

Rewrite the sentences, inserting commas where needed.

Example: Ms. Ross are the seasons at the South Pole like ours?

Ms. Ross, are the seasons at the South Pole like ours?

7. No the seasons in Antarctica are the reverse of ours.

8. The continent as a matter of fact is like an enormous freezer.


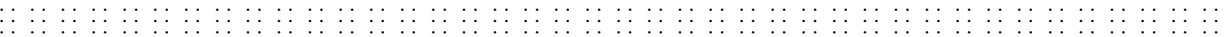





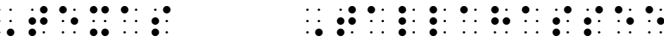

6
7
8
9
10
11
12
13
14
15
16
17
18

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

Sample 10-10: Matching Narrow Columns

Match the state and its capital.

State	Capital
Ohio	Des Moines
Kentucky	Columbus
Florida	Frankfort
Texas	Tallahassee
Iowa	Austin

- 1 
- 2 
- 3 
- 4 
- 5 
- 6 
- 7 
- 8 
- 9 

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

Sample 10-11: Wide Columns Changed to Lists

See if you know what each word below means. Match each word in column 1 with its meaning in column 2.

1

2

1. skimmed

a. any natural substance, such as coal, that is not a plant or animal

2. mineral

b. removed floating matter from the surface of liquid

3. fuel

c. something that produces energy

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

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

Sample 10-12: Headings Added to Matching Lists

Who did what? Before each name below, write the letter of the statement you associate with that person.

- | | |
|---------------------|---|
| 1. Prince Henry | a. was the first man to sail to the tip of Africa from Europe |
| 2. Columbus | b. was the first man to find a sea route to India |
| 3. Vasco de Gama | c. was an Italian who made great discoveries for Spain |
| 4. Bartholomew Diaz | d. set up a school for the study of navigation and geography |

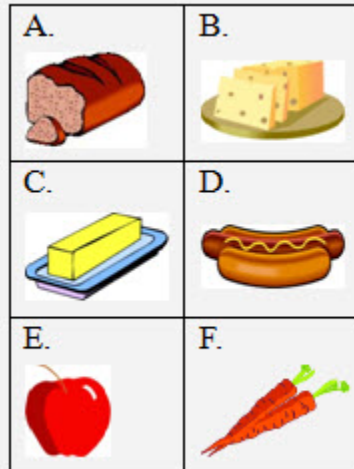
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.

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

Sample 10-13: Transcriber's Note for Picture Descriptions

Find the picture that best matches each food group.

1. Fat, Oils, and Sweets Group
2. Milk, Yogurt and Cheese Group
3. Vegetable Group
4. Meat, Poultry, Fish, Dry Beans, Eggs and Nuts Group
5. Fruit Group
6. Bread, Cereal, Rice, and Pasta Group



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