Braille Module 51

Roman Numerals, Fractions, Mixed Numbers, and Decimals
LOC Literary Lesson 14, Sections 14.1-14.4
Braille Module 51

*Roman Numerals, Fractions, Mixed Numbers, and Decimals*

**LOC Literary Lesson 14.1-14.4**

### Summary

<table>
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<tr>
<th>Goal(s):</th>
<th>Instructor:</th>
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<tr>
<td>The goal is for the students to gain an understanding of roman numerals, fractions and similar number combinations, mixed numbers, decimals and the rules concerning the usage of these symbols. The students will also play the game: Hollywood Squares.</td>
<td>• Braille instructor</td>
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SMART Objectives: *Specific, Measurable, Achievable, Realistic, and Time-sensitive*

By the end of this module, students should be able to:

BS51.1: Demonstrate proficiency of the knowledge of roman numerals.

BS51.2: Know the rules concerning fractions and similar number combinations, mixed numbers, and decimals.

BS51.3: Demonstrate knowledge proficiency of the rules by playing the game: Hollywood Squares.

<table>
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<tr>
<th>Instructor:</th>
<th>Delivery Method(s):</th>
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<td></td>
<td>• Lecture</td>
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<tr>
<td></td>
<td>• Classroom reading</td>
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<td>• Discussion</td>
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<td>• One-on-one reading</td>
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<td>• Hands on</td>
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<td>• Game</td>
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Length: 5 hours

Three topics

<table>
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<th>Any Applicable Business and/or Soft Skills:</th>
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<tr>
<td>Corresponding LOC Manual:</td>
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<tr>
<td>Lesson 13</td>
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<tr>
<td>Lesson 14.1 with EBAE VII.30</td>
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<tr>
<td>Lesson 14.2 with EBAE VII.28.c</td>
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<tr>
<td>Lesson 14.3 with EBAE VII.28.d</td>
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<tr>
<td>Lesson 14.4 with EBAE VII.28.f, g</td>
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</table>

Take Away Message(s): Lesson 14 has inspired you to continue to build on your braille foundation with topics related to numerals. Learning the rules that apply to roman numerals and how to follow them are two of the most important focuses of your career. Enjoy playing the different games geared to the braille rules. This will help you to store them in your mind so when you need them most they will be readily available.

“No bird soars too high, if he soars with his own wings.” --William Blake
Title of Module: Roman Numerals, Fractions, Mixed Numbers, and Decimals

The purpose of this module is for the students to demonstrate the knowledge when applying the rules to roman numerals, fractions, mixed numbers, and decimals. The students will also play the game: Hollywood Squares.

Agenda – topics to be covered in the module and length of each item

<table>
<thead>
<tr>
<th>Topic: Lesson 14.1-14.2</th>
<th>Time Allocated: 5 hours</th>
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<tbody>
<tr>
<td>A. Roman Numerals</td>
<td>(1.5 hours)</td>
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<tr>
<td>B. Fractions, Mixed Numbers, and Decimals</td>
<td>(2 hours)</td>
</tr>
<tr>
<td>C. Play the Game: Hollywood Squares</td>
<td>(1.5 hours)</td>
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Materials and Supplies – items needed in order to carry out the agenda and classroom activities

1. LOC Manual
2. EBAE
4. You will need the BANA Update.
5. You will need copies of the Proofreading Error sheet from Module 6 (6.A.1).
6. Keep a log of the highest scores and the group tries to make it to the top 10 winners

Classroom Preparation

1. Each workstation should have a computer, a braille writer, a slate and stylus, an LOC Manual, EBAE, a means of communicating with the embosser (network or thumb drive), braille paper (not-tractor feed), a braille eraser, pen/pencil, notebook, and highlighter.
2. Have chalk and erasure board ready for use.
3. Have the computer for the game ready to play.
4. Familiarize yourself with the game format. Spend at least 30 minutes working with the game.
Curriculum Content

A. Roman Numerals (1.5 hours)

Objective BS51.1: Demonstrate proficiency of the knowledge of roman numerals.

PREINSTRUCTIONAL ACTIVITIES

The instructor will be familiar with Lesson 14.1 and EBAE VII.30, which covers roman numerals. They will also be familiar with Drill 35.

You will need copies of the Proofreading Error (6.A.1) sheet from Module 6.

CONTENT PRESENTATION AND LEARNER PARTICIPATION

As a class the students will read and discuss LOC Manual: Lesson 14.1 and EBAE VII.30 about roman numerals to include: in general, with hyphen, dash, or colon, in reference or page numbers, when preceded by letters, when followed by letters or ordinal endings, and confusion with contractions.

Some reminders to the students:

“Remember:

- use the braille letters when transcribing roman numerals.
- single lettered roman numerals are preceded by a single capital indicator.
- those consisting of more than one letter are preceded by the double capital indicator.
- if printed in lowercase letters, a single letter indicator is placed before the corresponding braille letter or letters.

What do you do when roman numerals are separated by a hyphen, dash, or colon? The appropriate capital indicator, double capital indicator, or letter indicator is repeated after the punctuation. For readability, these units should not be divided between braille lines.

Follow print when roman numerals are used in references to:

- outlines
- page numbers
- full citations

When roman numerals are followed by a letter or letters, including ordinal endings, the letter indicator precedes these additions. Can you divide these units between braille lines? Answer: Do not divide.

How would you stop the confusion when a roman numeral could be mistaken for a one-cell, whole-word contraction? When a roman numeral could be mistaken for a
one-cell, whole-word contraction, or vice versa, as in the sentence, "Charles Very wrote a biography of Charles V." the contraction must be sacrificed, and, in this case, the name spelled out.”

Next students will complete Drill 35 on Page 14-2 using Perky Duck.

Some reminders to the students before they transcribe Drill 35:

“Remember to print out your Drills to proofread.

Review the rules as you structure the drill to make sure you have marked your paper for each time you need the letter indicator. Keep in mind that not all Roman numerals will need one. Mark your paper so you don’t have to continue to questions yourself.

Remember to thoroughly structure your print copy prior to transcription. Proofread your own work before handing it to someone else to proofread.

There is a healthy competition. So continue to challenge one other as you study.”

When the students have completed this activity, which includes proofreading their own work, they can exchange drills and proofread each other’s work using the “How to Successfully Proofread” steps.

B. Fractions, Mixed Numbers, and Decimals (2 hours)

Objective BS51.2: Know the rules concerning fractions and similar number combinations, mixed numbers, and decimals.

PREINSTRUCTIONAL ACTIVITIES

The instructor will be familiar with section 14.2 pertaining to fractions and similar number combinations. The instructor will also be familiar with section 14.3 which covers mixed numbers and section 14.4 which covers decimals, including mixed numbers and coinage. The instructor will also need to be familiar with the changes for this section contained in the BANA Update.

You will need the BANA Update.

You will need the following handouts: Lesson 14.1-14.4: Worksheet (51.B.1) and Answers to Lesson 14.1-14.4: Worksheet (51.B.2).

CONTENT PRESENTATION AND LEARNER PARTICIPATION

As a class the students will read and discuss LOC Manual: Lesson 14.2 about fractions and similar number combinations, including fractions printed on different levels of type and printed on the same level of type.
As a class the students will read and discuss The BANA Update page L24 on simple fractions.

Some reminders to the students (write the fractions on the board):

“Do you remember what a fraction line is? Answer: The line separating the numerator and the denominator in a fraction.

Numbers of a fraction can be printed on different levels of type, whether directly above one another or offset diagonally.

- ½ - the numbers of this fraction are printed on different levels.
- 1/2 - the numbers of this fraction are printed on the same level.

So, what dots will represent this fraction line? Answer: It is represented in braille by dots 34.

Do you repeat the number sign after the fraction line? Answer: No, the number indicator is not repeated following the fraction line. Can you divide a fraction between braille lines? Answer: No.

Can confusion happen when you have a diagonal line between numbers? Answer: Yes. How do you make a decision on how to transcribe the diagonal line? Answer: If there is no doubt that it is a fraction, use dots 34 for the fraction line, however, in all other circumstances the two-cell slash should represent the dividing line.”

As a class the students will read and discuss LOC Manual: Lesson 14.3 about mixed numbers, including whole numbers plus fractions, with hyphens and dashes.

Some reminders to the students:

“In braille a whole number is joined to a fraction by a _____. Answer: hyphen. Is the number indicator repeated before the fraction? Answer: It is not repeated. Can a mixed number divided between braille lines? Answer: No.

How do you transcribe a stock quotation? Answer: When a whole number is shown separated from a fraction by a space it is brailed in the same way as a mixed number with a hyphen substituted for the space. Can you divide this unit between braille lines? Answer: No.

Remember: When whole numbers are connected by a HYPHEN, only one number indicator is required. When whole numbers are connected by a DASH, two number indicators are needed.

Fractions are ALWAYS treated individually. When a fraction or a mixed number is connected to another fraction, mixed number, or whole number, either by a hyphen or a short or long dash, a second number indicator is required. Do you leave a space in braille before or after the hyphen or dash? Answer: No. Division between braille lines may be made following the print hyphen or dash only.”
As a class the students will read and discuss *LOC Manual*: Lesson 14.4 about decimals, including mixed numbers and coinage.

Some reminders to the students:

“Which dots represent the braille decimal point? Answer: Dots 46. Remember the braille decimal point is NEVER represented by the period. The number indicator is always placed before the decimal point. Like fractions, when a decimal fraction is joined to another number by a hyphen or a dash, a second number indicator is required.

When a number consists of a whole number and a decimal fraction, only one number indicator is used, and it is placed before the ____ number. When numbers with decimals are joined to other numbers, the number indicator is repeated following the hyphen or dash. Can a number containing a decimal point be divided between lines? Answer: Never. The decimal point and the appropriate monetary symbols (dollar, pound, euro, etc.) are used in braille when print shows them to represent decimal coinage.”

The instructor will pass out the Lesson 14.1-14.4: Worksheet. This worksheet was created for the students to practice their knowledge of the symbols and rules studied in this lesson. The students will be required to proofread each sentence and highlight each braille cell that is incorrect.

This worksheet was created to help the students to learn to visualize mistakes they would find proofreading a braille file.

The outcome of these activities is for the students to understand the different rules for transcribing initialisms and acronyms in general.

C. Play the Game: *Hollywood Squares* (1.5 hours)

Objective BS51.3: Demonstrate knowledge proficiency of the rules by playing the game: *Hollywood Squares*.

**PREINSTRUCTIONAL ACTIVITIES**

The instructor should become familiar with the computerized game of *Hollywood Squares*. The instructor must be able to demonstrate how this game is played. They must also be able to train someone to run the game on the computer. You will need an impartial player from the class but preferably outsider to run the game on the computer.

You may want to make *HOLLYWOOD SQUARES Ribbons (51.C.1)* printed on card stock paper for the winners.
You will need a copy of the Hollywood Squares Questions (51.C.2) for the instructor.

 CONTENT PRESENTATION AND LEARNER PARTICIPATION

Divide the students into groups of three and have each group pick a name for the group.

Some reminders to the students:

“All the questions in this game will be read the braille. This is a good challenge for you. Remember that the purpose of the game is to have fun and to apply what you have learned in Lessons 12-13.

Remember that teamwork will create an environment that will allow the game to flow as you challenge the other team. ENJOY!”

The questions for Lessons are included in the handouts. This is a reference guide for the instructor to follow.

Read the instructions to the students so they will get an idea of how the game is played. The students should answer their own questions without help from the other students.

Each contestant or team will be given an answer in which they must pose the corresponding question. Dollar values are assigned to each answer. The contestant or team with the most money in the end wins!

You may not be able to go through all the questions from Lessons 12-13.

See Jump Start Directions that are attached.

 ASSESSMENT

The outcome of the game is to test the students on their knowledge of Lessons 12-13 in a fun environment.

Remember that people learn from their mistakes. Allow for time to ask questions. There may have been errors or changes in the LOC rules and this is a great time to acknowledge these with a class discussion.
Frequently Asked

1. How many grades of braille are there and can you explain each one?

ANSWER: Several, Grade 1 Braille, which is uncontracted braille and Grade 2 Braille which is contracted braille. Grade 3 Braille is a system, an extension of contracted English Braille (formerly Grade 2 Braille) and uses additional contractions and short-form words, and outlining (the omission of vowels). Grade 3 contains more than 500 contracted forms and is used mainly by individuals for their personal convenience.

   The instructor will have the students read from *EBAE*: Appendix C, page C-1 Sections 1-2 at this time.
Braille Module 51

Roman Numerals, Fractions, Mixed Numbers, and Decimals

LOC Literary Lesson 14, Sections 14.1-14.4 Handouts and Answer Sheets
Lesson 14.1-14.4: Worksheet (51.B.1)

Proofread each sentence and circle or highlight each braille cell that is incorrect. State the rule to support your answer.

1. Henry the III was born at Fontainebleau, the third son of Henry II and Catherine de Medicis.
2. I had to go to §V pages ix-iii for the answer to the equation 7 times 7 minus 12 equals 37.
3. The bottle we found with a message in it while fishing was blue and .75 liters.
4. Edward VI, the son of Henry VIII and Jane Seymour, died of tuberculosis.
5. I told her to make 6 1/2 liters of lemonade using 6 1/4 cups of sugar.
6. Strauss's famous waltz "The Blue Danube" (1867) is played in 3/4 time.
7. The Holy Roman Emperor Maximilian I died January 12 at age 59 in Upper Austria, and Spain's Carlos I is elected emperor as Charles V.
8. Check pages VI-X of the general information.
9. Shelley used 1/2-3/4 can of varnish to stain the top of the table.
1.01 A. Chery is six years old. Born at ____________.

1.02 Fontainebleau's third son is Chery Bevis.

1.03 Casoria de Empicis.

1.04 VI. VI. VII. VII. VIII. Pages six, six, six.

1.05 Answers equating its equal is six equals six.

1.06 __________

1.07 __________

1.08 __________

1.09 __________

1.10 __________

1.11 __________

1.12 __________

1.13 __________

1.14 __________

1.15 __________

1.16 __________

1.17 __________

1.18 __________

1.19 __________

1.20 __________

1.21 __________

1.22 __________

1.23 __________

1.24 __________

1.25 __________

51.B.1

Braille Module 51-11
Answers to Lesson 14.1-14.4: Worksheet (51.B.2)

Proofread each sentence and circle or highlight each braille cell that is incorrect. State the rule to support your answer.

1. Henry the III was born at Fontainebleau, the third son of Henry II and Catherine de Medicis.
2. I had to go to §V pages ix-iii for the answer to the equation 7 times 7 minus 12 equals 37.
3. The bottle we found with a message in it while fishing was blue and .75 liters.
4. Edward VI, the son of Henry VIII and Jane Seymour, died of tuberculosis.
5. I told her to make 6 1/2 liters of lemonade using 6 1/4 cups of sugar.
6. Strauss's famous waltz "The Blue Danube" (1867) is played in 3/4 time.
7. The Holy Roman Emperor Maximilian I died January 12 at age 59 in Upper Austria, and Spain's Carlos I is elected emperor as Charles V.
8. Check pages VI-X of the general information.
9. Shelley used 1/2-3/4 can of varnish to stain the top of the table.

1. Do not use letter sign before the roman numerals that are capitalized.
2. Reinstate the letter sign after the hyphen in ix-iii.
3. Use a decimal after the number sign in .75.
4. Do not use the letter sign in VIII.
5. Do not use 456 before this slash.
6. Use 456 before the slash.
7. Do not use the letter sign in V.
8. Do not use the letter sign for page X.
9. Do not use 456 before the slash.
Hollywood Squares Ribbons (51.C.1)

I Won the **Hollywood Squares** Game!!!

**Hollywood Squares**

**CHAMPION!!!**

**Hollywood Squares**

**VICTOR!!!**
Hollywood Squares Questions (51.C.2)
Lesson 12

Round 1
Question: Question: Read the braille: MAKE AN X.
Answer: Make an x.
Question: Question: Read the braille: SAY A, E, I, O, U.
Answer: Say the vowels, a, e, i, o, u.
Question: Question: Read the braille: I HEAR A CHILD SINGING "O COME, ALL YE FAITHFUL..."
Answer: I hear a child singing "O come, all ye faithful—"
Question: Question: Read the braille: A IS TO B AS C IS TO D.
Answer: A is to B as C is to D.
Question: Question: Read the braille: TRIPLE-A.
Answer: Triple-A
Question: Question: Read the braille: X MARKS THE SPOT.
Answer: X marks the spot.
Question: Question: Read the braille: E-MAIL.
Answer: E-mail
Question: Question: Read the braille: THE LETTERS A-J.
Answer: The letters a-j
Question: Question: Read the braille: SEATS M-S.
Answer: Seats M—S saved
Round 2

Question: Read the braille:
\[\text{Grandpa uses w's for v's.}\]
Answer: Grandpa uses w's for v's.

Question: Read the braille:
\[\text{We went to our way.}\]
Answer: 'E went t' other way.

Question: Read the braille:
\[\text{Aaron plays rock 'n' roll.}\]
Answer: Aaron plays rock 'n' roll.

Question: Read the braille:
\[\text{c/o}\]
Answer: c/o

Question: Read the braille:
\[\text{Mr/s}\]
Answer: Mr/s

Question: Read the braille:
\[\text{100/d}\]
Answer: 100/d

Question: Read the braille:
\[\text{24/DPS}\]
Answer: 24/DPS

Question: Read the braille:
\[\text{Alt/med stands for alternative medicine.}\]
Answer: Alt/med stands for alternative medicine.

Question: Read the braille:
\[\text{As the geese Ved across the sky.}\]
Answer: As the geese Ved across the sky.
Round 3

Question: Read the braille:

A group of Gen-Xers watched the children go singing.

Answer: A group of Gen-Xers watched the children go Sing.

Question: Read the braille:

E Coli can be deadly.

Answer: E Coli can be deadly.

Question: Read the braille:

The professor is at the U today.

Answer: The professor is at the U today.

Question: Read the braille:

County highway "PD"

Answer: County highway "PD"

Question: Read the braille:

Put your (x) here

Answer: put your (x) here

Question: Read the braille:

A. Thomas Edison

Answer: A. Thomas Edison

Question: Read the braille:

Refer to item [d] in the list.

Answer: Refer to item d in the list.

Question: Read the braille:

The court decided: a. Hays was guilty; b. it was a felony.

Answer: The court decided: a. Hays was guilty; b. it was a felony.
Round 4
Question: Read the braille:

Q: The big is a settle. A: Too long!

Answer: Q: How long is the sentence? A: Too long!

Question: Read the braille:

Al said to his sister, "Ag, can I borrow your CD-ROM?"

Answer: Al said to his sister, "Ag, can I borrow your CD-ROM?"

Question: Read the braille:

TUESDAY: THE IMM FAMILY REUNION

Answer: TUESDAY: THE IMM FAMILY REUNION

Question: Read the braille:

"Hm, him I could do without," she mused.

Answer: "Hm, him I could do without," she mused.

Question: Read the braille:

NOTE: XS MARK STOPPING POINTS

Answer: NOTE: XS MARK STOPPING POINTS

Question: Read the braille:

A UFO was spotted off the coast.

Answer: A UFO was spotted off the coast.

Question: Read the braille:

The book is written by Mead et al.

Answer: The book is written by Mead et al.

Question: Read the braille:

I live on county road KK.

Answer: I live on county road KK.

Question: Read the braille:

Please take Uncle Al home now.

Answer: Please take Uncle Al home now.
Round 5
Question: Read the braille: SD and JY connect at W.
Answer: SD and JY connect at W.
Question: Read the braille: We have a fine PD.
Answer: We have a fine PD.
Question: Read the braille: John is in ag school.
Answer: John is in ag school.
Question: Read the braille: 3-C
Answer: 3-C
Question: Read the braille: 1890s
Answer: 1890s
Question: Read the braille: by th-the way
Answer: by th-the way
Question: Read the braille: Don't keep your thitther in thuthpente.
Answer: Don't keep your thitther in thuthpente.
Question: Read the braille: I heard ev-er-y sin-gle word!
Answer: I heard ev-er-y sin-gle word!
Question: Read the braille: 3-c
Answer: 3-c
Round 6

Question: Read the braille: Jamie's
Answer: 1890's

Question: Read the braille: ggg ggg pp
Answer: 7/7/pp

Question: Read the braille: ggh- stp
Answer: 78 -stp

Question: Read the braille: gcm:a-f:
Answer: 30.a.-f.

Question: Read the braille: gcm a-m a b o p\, n
Answer: a 300-cab operation

Question: Read the braille: figure wh-l track
Answer: a figure 8-like track

Question: Read the braille: we made a f-f r pact
Answer: we made a 6-friend pact

Question: Read the braille: cab can case
Answer: a 12-can case

Question: Read the braille: ndo- acre p
Answer: a 40-acre park
Round 7

Question: Read the braille: b- by th- the way
Answer: b-by th-the way

Question: Read the braille: f-f-fa ther
Answer: f-f-father

Question: Read the braille: into th-these
Answer: into th-these

Lesson 13

Question: Read the braille: Melons @ $1 each
Answer: Melons @ $1 each

Question: Read the braille: 10# of apples
Answer: 10# of apples

Question: Read the braille: Apt. #6
Answer: Apt. #6

Question: Read the braille: Press the # key.
Answer: Press the # key.

Question: Read the braille: © Copyright 2008
Answer: © Copyright 2008
Round 8

Question: Read the braille: SX-14™
Answer: SX-14™

Question: Read the braille: QUAKER®
Answer: QUAKER®

Question: Read the braille: 43 €
Answer: 43 €

Question: Read the braille: UW@M
Answer: UW@M

Question: Read the braille: $10 to $15
Answer: $10 to $15

Question: Read the braille: The US$ and the £ fell sharply today.
Answer: The US$ and the £ fell sharply today.

Question: Read the braille: £6 8s 10d
Answer: £6 8s 10d

Question: Read the braille: c. 1850
Answer: c. 1850

Question: Read the braille: 27 sq. ft.
Answer: 27 sq. ft.
Round 9

Question: Read the braille: вшие 5
Answer: 5 KW

Question: Read the braille:  квап
Answer: ASAP

Question: Read the braille:  фх.
Answer: Ph.D.

Question: Read the braille:  квапаль 10/2-10/7
Answer: Fall Festival 10/2-10/7

Question: Read the braille:  мл
Answer: 5mL

Question: Read the braille: 2yds, 4ft
Answer: 2yds, 4ft

Question: Read the braille:  7a.m.
Answer: 7a.m.

Question: Read the braille:  34°C.
Answer: 34°C.

Question: Read the braille:  Y.W.C.A.
Answer: Y.W.C.A.
Round 10
Question: Read the braille: NYU-Albany
Answer: NYU-Albany
Question: Read the braille: AFofL
Answer: AFofL
Question: Read the braille: AT&T
Answer: AT&T
Question: Read the braille: 4-H’ers
Answer: 4-H’ers
Question: Read the braille: St. Paul, Minn.
Answer: St. Paul, Minn.
Question: Read the braille: (738) 657-9688
Answer: (738) 657-9688
Question: Read the braille: 1-800-STO
Answer: 1-800-STO
Question: Read the braille: ch. 7, pg. 3
Answer: ch. 7, pg. 3
Question: Read the braille: 3ft, 6in
Answer: 3ft, 6in
Round 11

Question: Read the braille: 8-in. dia.
Answer: 8-in. dia.

Question: Read the braille: She is 5'4" tall, so shorten her dress 3 ins.
Answer: She is 5'4" tall, so shorten her dress 3 ins.

Question: Read the braille: We are going to Memphis, TN.
Answer: We are going to Memphis, TN.

Question: Read the braille: CD-ROM
Answer: CD-ROM

Question: Read the braille: 100 volts AC
Answer: 100 volts AC

Question: Read the braille: A Fr equals 100 centimes.
Answer: A Fr equals 100 centimes.

Question: Read the braille: B&O Railroad
Answer: B&O Railroad

Question: When in print the symbol for the dollar sign stands alone, in braille the _____ _____ _____ is inserted before the braille equivalent of the symbol.
Answer: print symbol indicator (dot 4)
Round 12

Question: Read the braille: \( \text{sizes:}\) \( \text{s}\) \( \text{m}\) \( \text{l}\) \( \text{L}\) \\
Answer: sizes: [s] [m] [l]

Question: Read the braille: Mrs. Hall
Answer: Mrs. P. G. Hall

Question: Read the braille: MEDICO
Answer: MEDICO [Medical Insurance Company]

Question: Read the braille: W2N 6CH
Answer: W2N 6CH

Question: Read the braille: 5/12/08
Answer: 5/12/08

Question: When a print symbol that is represented in braille by a letter abbreviation immediately follows a number or letter, a letter indicator is inserted ____ the abbreviation.
Answer: before

Question: List symbols not commonly used on the ____ ____ page.
Answer: Special Symbols

Question: The symbols used for inches, feet, and minutes and seconds of time or angular measure (‘ ”’) are often referred to as ____ and ____ ____ marks.
Answer: prime and double prime