

UNIFIED ENGLISH BRAILLE MANUAL

New Zealand Edition

March 2017

Unified English Braille Manual, 2016

New Zealand Edition

**Adapted from the Unified English Braille Primer
Australian Edition 2007 Edited by Josie Howse**

**Produced by the Royal New Zealand Foundation of the
Blind
Auckland, New Zealand**

FOREWORD

I am pleased to introduce the Unified English Braille Manual: New Zealand Edition. Unified English Braille represents a great deal of work over many years by dedicated experts around the world to develop Unified English Braille and transform the theoretical code into every-day use.

On 2 April 2004 Unified English Braille was agreed by the International Council on English Braille as sufficiently complete for consideration by member countries for adoption as their national braille code. On 29 November 2005 the New Zealand Braille Authority adopted Unified English Braille as New Zealand's braille code with full implementation envisaged over the following five years.

The manual is an adapted version of the Unified English Braille Primer: Australian Edition which was based on the Braille Primer Revised Edition 2005 published by the Royal National Institute of the Blind in the United Kingdom. Their significant contribution is acknowledged, and that of the Australian Braille Authority for allowing the adaptation of the Primer for use in New Zealand. The outstanding contribution and support of Josie Howse who prepared the text of the Australian Primer is especially acknowledged.

This edition of the Manual is a revision of the September 2016 version. My thanks to all those who contributed to its development.

Maria Stevens
Chairperson, The Braille Authority of New Zealand Aotearoa Trust

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Introductory Remarks

Braille

Braille is a system of embossed signs which are formed by using combinations of six dots, arranged and numbered thus:

1 ● ● 4
2 ● ● 5
3 ● ● 6

The signs are embossed on special paper, either by hand with a tool called a stylus which is pressed into the paper through holes in a perforated frame, or by using a braille writing machine, such as a Perkins Brailier, or by an embosser connected to a computer.

A simple sign, e.g. a sign denoting a letter, occupies one space or "cell". A blank space is left between words, and between the end of one sentence and the beginning of the next.

In this manual the dots in the cell will be indicated thus: 1 2 3 and 4 5 6, to denote the left and right hand of the cell respectively.

The duty of a transcriber is to convey to the reader as exact a representation of the printed copy to be transcribed as is possible or feasible.

Learning Braille

Learners are urged to work through each lesson in this manual in the order given, and to perfect themselves in each lesson before proceeding to the next. It is most important that each example given should actually be written several times for practice.

Only the words found in the lessons should be written; on no account whatever should beginners try to write any words other than those included. A large number of words are contracted or abbreviated in braille in order to save space, and if these are not written correctly from the start, certain principles could be misunderstood and would be difficult to unlearn later.

The best and quickest way to learn to write is by constant practice, and by a firm resolve to send only faultless work to the instructor.

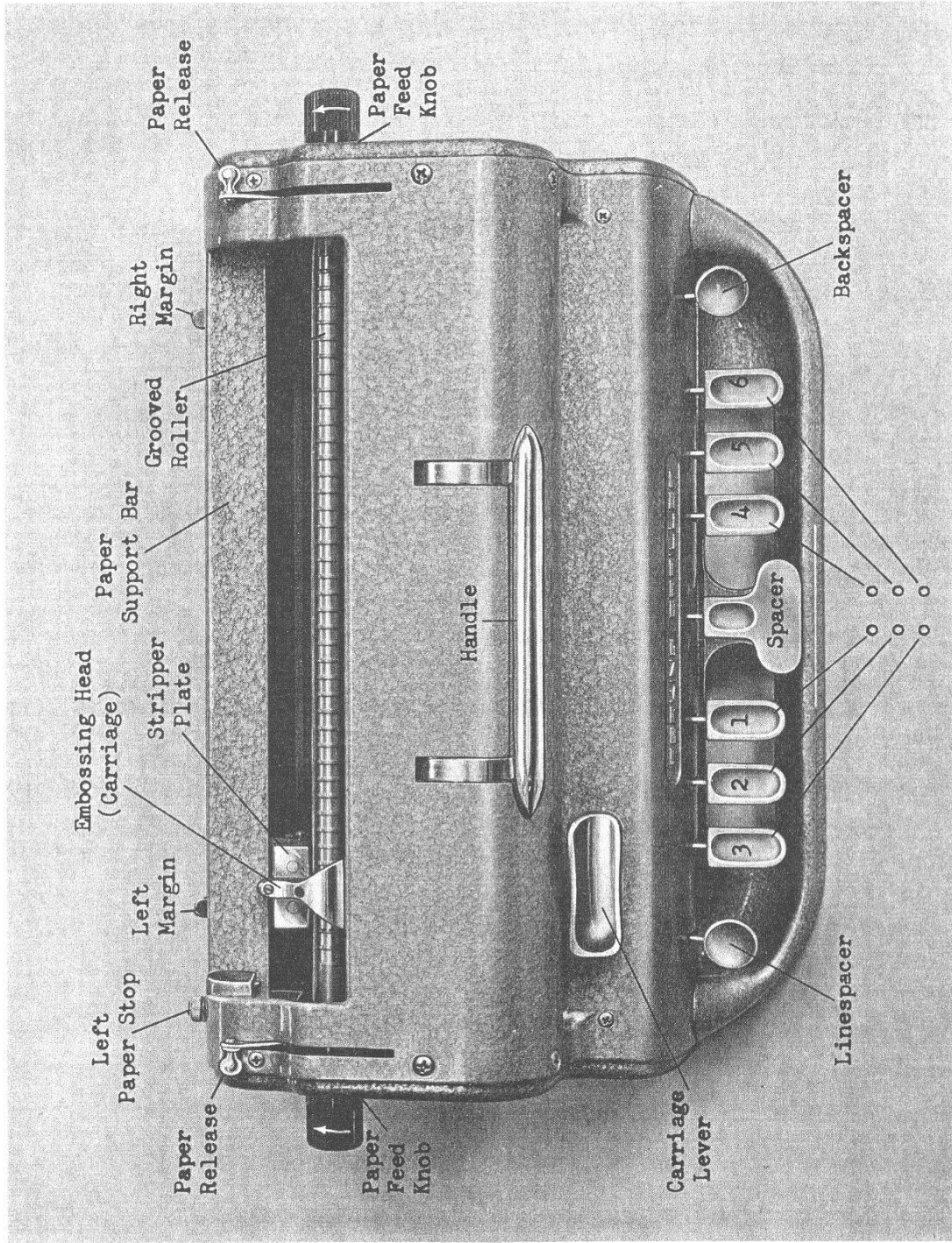
Drills and Practices

When transcribing the first 22 exercises start a new braille line for each print line shown. Each line of braille may use up to 40 cells. The heading, for example Drill 1 or Practice 4, should be centred on line 1. Transcription should begin in the first cell of line 3. The braille page number should be put in the last cells of line 25.

Answers to Drills are given in Appendix D. The Practices should be given to your instructor for checking.

Definitions

1. Simple sign – a sign occupying one cell only.
2. Composite sign – a sign occupying two or more cells.
3. Upper sign – a sign containing dot 1, or dot 4, or both.
4. Lower sign – a sign containing neither dot 1 nor dot 4.
5. Contraction – a sign which represents a word or a group of letters.
6. Groupsign – a contraction which represents a group of letters.
7. Wordsign – a contraction which represents a whole word.
8. Shortform – a contraction consisting of a word specially abbreviated in braille.



Arrows on Paper Feed Knobs indicate direction for turning to locked position and for rolling paper out.

GENERAL INSTRUCTIONS

Inserting paper

(Braille paper measures 29x28 cms)

Raise the paper releases on top of the braille towards you.

Wind the paper feed knobs (the two grey knobs at each side of the braille machine) away from you as far as they will go.

Slide the paper with the 29cm edge towards you under the carriage, lower the paper releases and wind the paper feed knobs towards you as far as the paper will go.

Press the line spacer once.

Braille margins and line length

The Perkins braille has a 42 cell per line capability, but within the manual only 40 cells are used.

Margins should be set so that it is not possible to braille in the first cell on the left or in the last cell on the right. A good way to set the margins is to insert paper into the machine, push the margin release tabs (located at the rear of the braille) open as far as possible, and by pushing all six keys at the same time, braille a line of full cells. There should be 42. This allows the cells to be seen and the margin tabs set in the appropriate places.

Alternatively, move the carriage to the left, tap one space and adjust the left margin. On the right move the carriage as far as it will go. Move one space to the left, using the spacing key, back space to the left and adjust the right margin.

Centred headings

The first line of the first page should carry a centred heading. To do this, first count the number of cells that the heading will occupy. Subtract that from 40 (the number of cells per line). Divide your answer in half and this will indicate how many blank cells should precede the heading. When the heading has an uneven number of cells, move the heading off centre by one cell to the left.

Remember to count contractions, spaces, and indicators such as capitals. A blank line should follow the centred heading only on the first page of each exercise. (Push the line spacer down twice to make a blank line.) All other pages should have the running head on the first line and the exercise continuing on the second line.

Page numbering

Print page numbers (if required) are brailled at the end of the first line on each page i.e. the line with the title or running head.

Braille page numbers are brailled at the end of the last line on each page, i.e. on line 25. E.g., if the page number is 5, the number mode indicator is brailled in cell 39 and 5 in cell 40.

Erasures

Erasures should be avoided. However, the best erasures can be made by moving the carriage to the mistake and carefully pressing the eraser directly down on the metal plate. If the paper has been removed a good erasure can be made on a hard surface e.g. the kitchen bench. It is a fiddle to get the paper back into the right place. It can be done by aligning the cells vertically, then moving the carriage along the line to the space to make the correction.

Take care to get the dots aligned accurately, horizontally, within the word. The roller must be unlocked.

Because even good erasures are often detectable and confusing to the braille reader, an erasure should not be made if it would result in a blank cell. Try not to erase more than one dot in a cell. Do not erase at the end of a line or in a page number.

Proofreading

Careful proofreading is the key to becoming a successful brailist. As an exercise is being done, proofread each line while the paper is still in the brailier. Then the whole exercise should be proofread again when it is complete. Leaving your work for a day or two before re-proofing is a good idea.

Sign off

Braille your name on the last page at the end of each exercise. (Write your name in pencil on every braille page.)

Advice To Beginners

As part of learning braille you should practice reading it. Eleven Reading Practices are included in Appendix A.

Important Points

Form the habit of always using the space bar immediately after a word or its punctuation.

Two Essentials : **Strong** dots, that can be felt by the blind reader, and **accurate** dots, with no erasures.

Remember when writing braille to use the space bar after each word. If you think of the space as an extension of the word, you will avoid inadvertently joining words meant to be kept separate.

The Print Copy: Keep your eyes on the print and not on your fingers; place the copy in the best position for you to read it without strain, in front at eye level, if possible. Mark the line you are copying with a strip of paper or in any way most suitable. This will ensure you do not miss a line or lose your place.

To Sum Up

Follow the advice given to you in all respects. First learn the new signs with the numbers of their dots which are given in the lesson and try to visualise them. If helpful, make them in ink first so as to memorise the relative position of the dots. Actually braille all the signs and examples given, until you can do so from memory.

Then practise brailling the lines of the exercise until you can do so slowly, smoothly and correctly. Finally try to make a fair copy of the whole exercise, and then read it over carefully, word by word with the copy, before sending it in to your instructor; if it is not correct, rewrite if necessary. This sounds laborious, but it saves time and trouble later on. Ease and accuracy will come if you start in this way.

When posting hard copy braille, ensure that it is well protected so that the dots are not flattened.

LESSONS 1-4 Letters of the Alphabet

LESSON 1 a to j

a	b	c	d	e	f	g	h	i	j
⠁	⠃	⠉	⠙	⠑	⠋	⠗	⠈	⠊	⠘

a	dot 1	f	dots 1 2 4
b	dots 1 2	g	dots 1 2 4 5
c	dots 1 4	h	dots 1 2 5
d	dots 1 4 5	i	dots 2 4
e	dots 1 5	j	dots 2 4 5

Practise writing these signs, leaving two spaces between each; and when you can write them correctly, practise reading them from your page as well.

Numbers 1-9 and 0 are represented in braille by the letters a to i and j respectively, when they are immediately preceded by the numeric mode indicator ⠼ (dots 3 4 5 6) (see also Lesson 24):

1	2	3	4	5	6	7	8	9	0
⠼⠁	⠼⠃	⠼⠉	⠼⠙	⠼⠑	⠼⠋	⠼⠗	⠼⠈	⠼⠊	⠼⠘

Punctuation

A full stop or other punctuation follows immediately after a word, and one space (and one only) must be left between the full stop and the beginning of the next sentence.

This is a lower **d**, i.e. a **d** on the lower dots of the cell.

When the practice is completed, read every line again and check it against the print copy. Do not submit it for correction until after careful scrutiny when you are satisfied it contains no mistakes.

Practice 1

acid acacia beige bid cicada cab
deface dice egad ebb fee fief gibe
gaff hie hag ice idea jibe jig jag
fade egg Ida ace bid face age bee.
He hid. Ada did cadge big beef. Big
gage. A bad idea. A big gaff. I gag
a hag. I hide ice. I add. I hide a
bad face. A bad adage. He bade Ida
abide. Cadge a fig. I deface a jade
cab. Add a decade. Dad did hide a
bag. A beige badge. I bid Ada
decide. Cage a cicada.
74 6 8 15 329 36 2 51 209

LESSON 2

k to t

These ten letters are formed by adding dot 3 to each of the first ten letters:

a b c d e f g h i j

k l m n o p q r s t

k	dots 1 3	p	dots 1 2 3 4
l	dots 1 2 3	q	dots 1 2 3 4 5
m	dots 1 3 4	r	dots 1 2 3 5
n	dots 1 3 4 5	s	dots 2 3 4
o	dots 1 3 5	t	dots 2 3 4 5

Punctuation

The **comma** (,) is dot 2 (the middle **a**).

Example:

Mr. Black, a nice man, is a pilot.

The figure consists of 10 sub-diagrams arranged horizontally, each showing a 5x5 grid of dots. Black dots represent the state of the system at each time step. The pattern starts as a small cluster of 4 dots in the first diagram and grows into a larger, more complex shape by the tenth diagram, which contains 20 dots.

Proceed with the following exercise as with the first.

Drill 2

kneel kimono kaleidoscope kidnap
llama lair lattice legislates lop
manor melon massacre mimic mobile
noon noise notice necklace nip nod
opposite okra oak obligate omega
package possessor phantom padlock
rattlesnake rascal rapport ridge
simile spoon scissors solicit slit
tragic trio tangle trap transcript
Transit camp, top hole, get tools.
Jodie has an ornate gold bracelet.
Mike took a big package home. I lose
big metal spoons. Take note. Philip
looks at a tragic orphan.

Practice 2

kettle kill kilt kiss knock knot kit
lock lodge look loop loose loss lots
miss mask mate mock moan magpie mess
moon moor mortal moss motor mop moat
nod notes neglect nettles nitra neck
objects oats oranges orphan omit old
poor prisons proposes pockets police
room report receipt rector rocks rod
snort socks solemn sort sport second
tool tomato topple total traitor top
He has apples, oranges, books, bats.
At bottom he feels he has no object.
An old plate glass mirror hangs on a
panel at home. An Empire design gilt
clock on a gold bracket he is afraid
is too ornate. He has got an Italian
title. He describes gas attacks on a
Belgian battlefield. An iron bridge.

LESSON 3

u v x y z and w

u, v, x, y and z are formed by adding dot 6 to the letters k to o:

k	l	m	n	o
⠅	⠇	⠍	⠎	⠏

u	v	x	y	z
⠥	⠦	⠭	⠹	⠺

w ⠭⠼ is out of place because braille is of French origin, and there is no letter w in French.

u	dots 1 3 6	x	dots 1 3 4 6
v	dots 1 2 3 6	y	dots 1 3 4 5 6
w	dots 2 4 5 6	z	dots 1 3 5 6

Drill 3

quake qualify quiet quit quote quilt
undo union unite unpack up upset use
values van velvet vexes vice victory
view village virtue visit voice vote
wait wake walk walls wants wave ways
weeps well wits wide wild wise wives
woman wood wool worry wrap write wet
yawn yes yet yield yoke zigzag razor
lovely valley lazy pretty ugly yells
widely loosely poorly fairly wisely.
I may visit my nephew on my way home
if I return soon. He walks two miles
or a mile, if he is lazy. Uncle gave
me a safety razor. I want two velvet
dresses. William has a lovely bronze
vase. We saw a weird play a week ago
at Drury Lane. I made a Victory sign
on my return. I dote on a wide view.

Practice 3

Tom executes quixotic exploits. A
robot has brass knuckles. Janet uses
dull adjectives yet has a wry wit.
Quizzes puzzle me. Icicles drip, a
brook murmurs, fireflies flit.
Philip buys an attractive grey tie.
Julia rides a fidgety black filly.
Paul plays jazz tunes, yet at
Yuletide he plays jubilant
hallelujahs. Kate bridles a beige
pony. Olivia picks a pretty rosebud.
Luke prays daily. An orange poodle
is a weird spectacle. Patricia
cracks a rude joke. James draws
vivid pictures. Lovely blue velvet
is unbelievably nice. Lucy uses six
textbooks at college. Two angry
gangs queue up. A mad man eats only
black olives or raw onions. He hugs
a gigantic gorilla, he builds a
wigwam, he hums a lovely lullaby,
yet he has wise philosophy.

READ Appendix A: Reading Practice 1

LESSON 4

The following table shows how the letters of the alphabet are used in braille to represent whole words when they are standing alone; usually it is the first letter that is taken.

b	but	h	have	p	people	v	very
c	can	j	just	q	quite	w	will
d	do	k	knowledge	r	rather	x	it
e	every	l	like	s	so	y	you
f	from	m	more	t	that	z	as
g	go	n	not	u	us		

Single letters used in this way to represent words are called **simple upper wordsigns**; **simple** because they take up one cell, **upper** because they have a dot in the top of the cell, and **wordsigns** because they represent words. They may only be used as abbreviations for the word if they represent the exact word, i.e. when no other letters are added to them.

(You will later meet the contraction for the word “its” which is represented by the letters xs; you will find this in Lesson 16 and should not be concerned with this when you are learning this lesson.)

NOTE: Where sequences of letters or whole words are to be expressed by a single braille sign, they are printed – in the examples in this book – enclosed in parentheses, so as to distinguish them from the letters or words that must be written in full.

Examples:

I (like) ⠠⠠⠠⠠⠠⠠ He likes ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

(but) me No buts

(You) (will) (just) (do) (that). ⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠

(So) (that) I (can) (go). ⠠⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠⠠

Drill 4

I can write. I do like every pocket that will hold a lot, that is a luxury. Do go away. He will not do it yet or on impulse but only as I may see fit or as he may deem wise. It is, as you say, more like two miles from my hut. You can have as exquisite a dress as you like, I will buy it gladly so that you may put it on at will. He says he will write legibly next week, but I am rather afraid he is too lazy. People like me do not easily assume that a man can quite surely acquire knowledge on all subjects. You may see that it is very likely that battles on a broad front will take place soon. I am quite sure he will pass if he likes, but not quite as well, he told us, as he knew that John did five weeks ago. Give us a very nice pork pie. If I am very hot from a race or a game I like every juicy orange, as it makes me quite cool.

Practice 4

You may eat ravioli if you desire, but you will not like it. Every boy can play football if he tries. Do not set that empty can on my bookcase. Do not go away from home just yet. I have as big a muscle as you have. He is a just man, but not very humane. My knowledge on that subject is rather vague. People will visit us next week. He is not quite as brilliant as my uncle. So few people like that petty politician that he will surely lose. A milk can blocks every exit. If you make a will, I hope that you will not give John that cosy cottage on Willmot Road. He snubs me, but I will not do likewise, as I feel no ill will. He has wide knowledge, but he does not use it. All I can say is you will have fun if you go. That box is very ornate but quite attractive. He rather likes people, but I do not.

READ Appendix A: Reading Practice 2

LESSON 5

and for of the with

There are special signs to express these five very common words.

(and) (for) (of) (the) (with)

⠠ ⠠ ⠠ ⠠ ⠠

(and) dots 1 2 3 4 6
 (for) dots 1 2 3 4 5 6 (all six)
 (of) dots 1 2 3 5 6
 (the) dots 2 3 4 6
 (with) dots 2 3 4 5 6

Examples:

(With) (the) (knowledge) (of) (the) (people) (and) (for) (the)
 purpose ...

⠠⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠

(With) a skip (and) a jump

⠠⠠ ⠠ ⠠⠠⠠⠠ ⠠ ⠠ ⠠⠠⠠⠠

Punctuation

The **semicolon** (;) ⠠ is dots 2 3 (the lower **b**).

Example:

Take my book; hold my umbrella; hang up my coat.

⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠
 ⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠

In this and all subsequent exercises, continue to keep strictly to each line as set.

Drill 5

The man that lives next door took Luke and me for a ride on the bus. He spoke the phrase with emphasis. You will soon see the value of travel abroad. It helps you relax; and it gives you an idea of the way people live. John told Neil that juicy bit of gossip, but did not tell Lynn. I will live with and provide for the old man. I will give the girl I am fond of a new hat. The tree is so tall that he can just see the big limb if he is on the very top of a wide, flat rock. Talk with us and, if we can, we will help a just cause of and for the people.

Practice 5

I am fond of a cup of tea with a bun; and, with the
bun you can give me a piece of cake. Busy
as usual, I see, with the pots and pans; and if
I may add, with the spoons and knives and the new
bronzes on the mantelpiece and the walls; for
if you see a pretty bit of brass for sale
you go and buy it and hang it up for the joy that it will
give and the rapture it evokes. At home he
has boxes and baskets full of all sorts
of fruit as for example oranges and lemons
and apples and bananas and plums and figs, and
nuts of the sort that you like, as well as lots of the
lovely prunes that I got from abroad a few
weeks ago. I have a lot of worry with the dogs
and the horses; and the pigs and the goats and the cats.
He looks on all the damage from the fire with the
habitual, placid calm of a man that feels
deeply but will not let anybody else see it.

LESSONS 6-9

Simple Upper Groupsigns

Having finished the letters of the alphabet and the words they may represent (Lessons 1-4), and introduced the five special wordsigns (Lesson 5), we now pass on to groupsigns. Groupsigns are signs expressing two or more letters which form part of a word. First we shall take those groupsigns which have at least one dot on the top line of the cell i.e. dot 1 or dot 4, or both, and which occupy only one cell. They are called **simple upper groupsigns** (or one-celled upper groupsigns).

LESSON 6 and for of the with as Groupsigns

We begin with the very same five signs which we had in our last lesson as wordsigns to represent these five words. These signs are also used as groupsigns to express the same letters (without regard to their meaning) when they form part of a longer word (with the exception of some compound words, to be learned later on). And indeed we shall see in later lessons that they are "priority contractions" where there is a choice of contractions in any given word.

Examples:

b(and) :::: (for)ce :::: (of)f ::::
 (the)m :::: (with)draw ::::

Other examples:

c(and)le :::: gr(and) :::: (And)rew ::::
 ab(and)on :::: af(for)d :::: (for)m ::::
 ef(for)t :::: (for)ty :::: pr(of)it ::::
 (of)face :::: c(of)fee :::: pro(of) ::::
 (the)n :::: o(the)r :::: fur(the)r ::::
 ca(the)dral :::: (with)hold ::::

Punctuation

The **Exclamation Mark** (!) is dots 2 3 5 (the lower **f**).

Example: Help! Help! I hurt my leg!

The **Question Mark** (?) ∴ is dots 2 3 6 (the lower **h**).

Example: Is John a college graduate?

The figure consists of 10 sub-diagrams arranged in a single row, each showing a 5x5 grid of dots. Black dots represent the 'on' state of a cell, while white dots represent the 'off' state. The sequence shows a pattern that grows from a small cluster in the top-left towards the bottom-right, exhibiting a complex, self-similar structure.

They are, like all other punctuation, written immediately after a given word, and followed by a space before the next word.

Drill 6

You will profit from the lecture on mathematical theory. Grandma and Grandpa have an old sofa. Does Jack have a brand new Ford? Do not go for the theatre tickets until I tell you. Do you have my official code book with the package and the box all on the platform? Thelma, do not kick the dog! Take off that silly hat! Did Sandy have a safe trip? That language is very crude and likewise profane, and, for a fact, I hope you will reform. Memorise all the important formulae! I will have ample funds for the trip if I withdraw that small sum from my safety deposit box at the bank. The Netherlands is a land of dykes and canals. As the fairy waves the magic wand, the mice assume the form of horses.

Practice 6

Did you buy the packet of candles? Yes, I have put them on the top of the desk at the office so that you can use them as you want them; but if you do not want them all will you hand me half of them back as they will prove handy for us at home? I like my coffee black, but other people do not! I have proof that they can ill afford the loss of forty acres of that agricultural land on the other side of the sandy track that runs off on the left of my grass land. The gateway is on the left hand side of the cathedral close; it is very grand and lofty and is forty feet or so wide! Can they deploy a big force of cavalry for the battle? They say, and others agree with them, that they can; and that the force that opposes them will withdraw, and abandon the forts. Off with you! And get me a few spoons and forks! Make an effort and get off that soft sand! Demand a big profit on that bit of land? I forbid it!

READ Appendix A: Reading Practice 3

LESSON 7

Five Upper Groupsigns (with h)

(ch)	(gh)	(sh)	(th)	(wh)
⠠	⠠	⠠	⠠	⠠

These five groupsigns are formed by adding dot 6 to the signs for **a b c d e**. Thus:

(ch)	a and dot 6
(gh)	b and dot 6
(sh)	c and dot 6
(th)	d and dot 6
(wh)	e and dot 6

These signs may be used in any part of a word for the letters they represent, except for compound words, e.g. "Bighorn" (see Appendix F(1): Braille Reference Section for advice on bridging and preference).

Examples:

(ch)ap ⠠⠠⠠	hi(gh) ⠠⠠⠠	(sh)e ⠠⠠
(th)y ⠠⠠	(wh)o ⠠⠠	

Other Examples:

(ch)air ⠠⠠⠠⠠	(ch)ange ⠠⠠⠠⠠⠠	s(ch)ool ⠠⠠⠠⠠⠠
fet(ch)es ⠠⠠⠠⠠⠠⠠	ea(ch) ⠠⠠⠠	a(ch)e ⠠⠠⠠
lau(gh) ⠠⠠⠠⠠	ni(gh)t ⠠⠠⠠⠠	(gh)etto ⠠⠠⠠⠠⠠
(sh)ade ⠠⠠⠠⠠	(sh)elf ⠠⠠⠠⠠	fi(sh)es ⠠⠠⠠⠠⠠
ca(sh) ⠠⠠⠠	(sh)ip ⠠⠠⠠	sa(sh) ⠠⠠⠠
(th)an ⠠⠠⠠	(th)ief ⠠⠠⠠⠠	au(th)or ⠠⠠⠠⠠⠠
wra(th) ⠠⠠⠠⠠	pa(th) ⠠⠠⠠	tru(th)s ⠠⠠⠠⠠⠠
(wh)ole ⠠⠠⠠⠠	a(wh)ile ⠠⠠⠠⠠⠠	(wh)y ⠠⠠
(wh)om ⠠⠠⠠	(wh)isk ⠠⠠⠠⠠	(wh)eel ⠠⠠⠠⠠

Choice of Contractions

If "th" is followed by "e", the groupsign to be used is (the), because it represents the greater number of letters, as:

(the)n	⠠⠠⠠	(the)m	⠠⠠⠠
clo(the)s	⠠⠠⠠⠠⠠	o(the)r	⠠⠠⠠
(the)atre	⠠⠠⠠⠠⠠	ca(the)dral	⠠⠠⠠⠠⠠⠠⠠

Wordsigns

(ch) (sh) (th) and (wh) are also used as wordsigns:

(ch) stands for "child"

e.g. My (child) is tall. ⠠⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠

(sh) stands for "shall"

e.g. I (shall) eat late. ⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠

(th) stands for "this"

e.g. (This) is my cup. ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠⠠

(wh) stands for "which"

e.g. (Which) is correct? ⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

As we saw with the wordsigns in Lesson 4, such as "l" for "like", they may only be used to express the exact word they represent and when no other letters are added to them.

Examples:

He is (like) a (child). ⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠

But:

He is (ch)ildlike. ⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

NOTE: We have already had "t" for "that"; now we have (th) for "this".

Punctuation

The **Apostrophe** (') is dot 3 ⠠ (the bottom **a**) and is used as in print.

Examples:

The cat's tail ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠

Don't ⠠⠠⠠⠠⠠⠠

“cat's” and “Don't” being written as one word, as in print.

NOTE: A wordsign may be used when immediately followed by an apostrophe with the following letters:

'd 'll 're 's 't 've

Examples:

The (child)'s doll ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠

(that)'s ⠠⠠⠠⠠ (you)'ve ⠠⠠⠠⠠⠠

(can)'t ⠠⠠⠠⠠ (it)'ll ⠠⠠⠠⠠⠠

For greater clarity, it has been ruled that a wordsign should not be used when it is preceded by the apostrophe.

Drill 7

Thomas's shrill shriek annoys me. The old man chases the naughty boys away from the road. Uncle Jonathan has a new shoe shop. Did Joe Whitney catch any fish? Which book does the child want? Uncle Josh keeps this whisky on the top shelf. The child's new dress is blue. This'll surely meet with my big brother's approval! I will wash the floors and polish the furniture while you play. We wait at the threshold of further space travel. He is so childish! Both of the candidates expect victory. Will you publish the essay which I wrote? That's a very bad idea! Shall I fetch lunch? It's a shame that we can't provide this child with a home.

Practice 7

church achieve check cheque cheek childhood
scheme porch watch coach switches mischief
knight fight flight light sight height sigh
shire push rash brush fresh sham shock shell
shoot shame splash short shrill dishes hush
third smith three months thirty faith tooth
thigh forth bath both thank smooth thrash throat
whisky what wholesale wheel whirl whim whip
Which child is it who is eight months old? Why, the
truth is I am not sure which of them it is. Shall I
see what fish he has caught? Thanks! And you
might ask too, what they weigh. As this shop's
not shut, I'll just go and buy a box of matches
for my husband, and a few chocolates for Hugh's
small child. Why do they wash my sheets and white
shirts so badly? I don't purchase clothes
at a high price for this, and I can't have it; but I
shall choose another laundry and my oath on it!

LESSON 8

Four Upper Groups signs

Two with e and Two with o

(ed) (er) (ou) (ow)
 ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠

(ed) dots 1 2 4 6
 (er) dots 1 2 4 5 6
 (ou) dots 1 2 5 6
 (ow) dots 2 4 6

They may be used in any part of a word.

Examples:

f(ed) ⠠⠠ fe(ed)(er) ⠠⠠⠠⠠⠠ ble(ed) ⠠⠠⠠⠠
 (ed)ucate ⠠⠠⠠⠠⠠⠠ l(ou)d ⠠⠠⠠ (ou)tlaw ⠠⠠⠠⠠⠠⠠
 r(ow) ⠠⠠ (ow)n(er) ⠠⠠⠠ (er)adicate ⠠⠠⠠⠠⠠⠠⠠⠠

Other Examples:

b(ed)d(ed) ⠠⠠⠠⠠	we(ed)(ed) ⠠⠠⠠⠠
dem(and)(ed) ⠠⠠⠠⠠⠠	cre(ed) ⠠⠠⠠⠠
(ed)itor ⠠⠠⠠⠠⠠	m(ed)iat(ed) ⠠⠠⠠⠠⠠⠠
si(gh)t(ed) ⠠⠠⠠⠠⠠	fi(gh)t(er) ⠠⠠⠠⠠⠠
d(er)iv(ed) ⠠⠠⠠⠠⠠	(th)rill(er) ⠠⠠⠠⠠⠠⠠
cl(er)gy ⠠⠠⠠⠠⠠	(sh)(er)ry ⠠⠠⠠⠠
(ch)(er)ry ⠠⠠⠠⠠	(er)r(ed) ⠠⠠⠠
r(ou)t(ed) ⠠⠠⠠⠠	(ou)t(er) ⠠⠠⠠
bor(ou)(gh) ⠠⠠⠠⠠⠠	(th)(ou)(gh) ⠠⠠⠠⠠
(sh)(ou)ld(er)(ed) ⠠⠠⠠⠠⠠⠠	p(er)il(ou)s ⠠⠠⠠⠠⠠⠠⠠
mis(ch)iev(ou)s ⠠⠠⠠⠠⠠⠠⠠⠠⠠	t(ow)(er) ⠠⠠⠠
p(ow)d(er)(ed) ⠠⠠⠠⠠⠠	dr(ow)n(ed) ⠠⠠⠠⠠⠠
ov(er)fl(ow)(ed) ⠠⠠⠠⠠⠠⠠⠠	pr(ow)l(ed) ⠠⠠⠠⠠⠠
(sh)(ow)(er) ⠠⠠⠠	foll(ow)(ed) ⠠⠠⠠⠠⠠⠠

In words containing the letters “thed” and “ther”, use the groupsign (the) in preference to the groupsigns (th) and (ed) or (er). As: ca(the)dral fur(the)r.

Of these four groupsigns only one, (ou), is also used as a wordsign: it stands for (out). But, like the wordsigns in the last lesson, it may only be used where it represents the whole word and where no other letters are added to it.

He is (out) ⠠⠏⠗⠑⠇⠊⠎⠊⠒⠑

He is (ou)tside ⠠⠏⠗⠑⠇⠊⠎⠊⠒⠁⠝⠎⠊⠑

The **Colon** (:) ∴ is dots 2 5 (the middle **c**).

Opening nonspecific quotation mark ∴ dots 2 3 6 (the lower **h**)
(whether they are shown as double or single quote marks in print)

Closing nonspecific quotation mark ∴ dots 3 5 6 (the lower **j**)
(whether they are shown as double or single quote marks in print)

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Example:

He cri(ed): "I (will)!"

(Leave one space after the colon but no space between the opening quote and "I" nor between the closing quote and the exclamation; even though in the print copy more space may have been left. The nature and the order of the punctuation marks given in the print copy must always be strictly observed in the transcription.)

Drill 8

red speed talked choked smashed tethered chopped
chafed shaded ached bothered whetted agitated led
wandered matter murder ordered queer whimper her
herded cherished peril berthed merely terse baker
scout route Southern mouse fourth curious sour
mouth flour ploughed hour council touch rough our
yellow lower sorrow grower furrow flowered bowl
dower dowager downpour shadow towel glower slower
I want three items: saw, nails, screws.

A girl wrote on a slate: "I love you."

"Show me the town on the map!" he cried; "they assured me that the river, which flows outside it, is crowded with boats, and that people have caught perch, and trout too." I laughed. "Of course I will,"

I replied, now thoroughly amused. "Though I have serious doubts whether you will catch any trout."

"It's a wicked shame!" he shouted out. "With her powers as a highbrow performer she might easily have overthrown all her rivals; and now they pour scorn on her, deride her and shout her down."

Practice 8

He came from Missouri only two months ago. Our grandchild loves the out of doors. Without doubt the British make valiant allies. He derived a huge profit from the sale of the house. Our new neighbours have moved from Exeter. The gale blew all the flower pots off the front porch. The child's nosebleed excited all the grown ups. Frederick loathed the bitter northern climate: that is why he soon moved south. The seductive perfume of flowers filled the night air. "Let's see," pondered Herbert, "it's four more weeks till school is out." Any adverse criticism of America's foreign policy makes Philip angry. The town sorely needed civic progress: for example, a change of politicians. They wander over the hill. My old radio has an outside aerial.

LESSON 9

The Last Three Upper Groupsigns

(st)	(ar)	(ing)
⠠⠠	⠠⠠	⠠⠠

(st) dots 3 4

(ar) dots 3 4 5

(ing) dots 3 4 6

(st) and **(ar)** may be used in any part of a word (but also see Appendix F(1): Braille Reference Section for exceptions, such as "Queenstown").

Examples: (st)(and) ⠠⠠⠠⠠ (ar)e ⠠⠠⠠

(st) by itself stands for the word "still". The same rules on its use as a wordsign apply as given in the case of (ch) for (child), (ou) for (out), etc.

(ing) may be used in any part of a word except at the beginning.

Example: r(ing)(ing) ⠠⠠⠠⠠

Other Examples:

(st)(ar)(ing) ⠠⠠⠠⠠	a(st)(er)s ⠠⠠⠠⠠⠠	(st)e(ed) ⠠⠠⠠⠠
(st)rai(gh)te(st) ⠠⠠⠠⠠⠠⠠⠠⠠	(ar)ti(st) ⠠⠠⠠⠠	
f(ar)(the)r ⠠⠠⠠⠠	(sh)(ar)p(er) ⠠⠠⠠⠠	f(ar)e ⠠⠠⠠
qu(ar)rel ⠠⠠⠠⠠⠠	w(ing)(ed) ⠠⠠⠠	s(ing)(er) ⠠⠠⠠⠠
(st)(ing)(ing) ⠠⠠⠠	(ar)riv(ing) ⠠⠠⠠⠠⠠	
d(ou)bl(ed) ⠠⠠⠠⠠⠠	(st)ables ⠠⠠⠠⠠⠠⠠	
(ar)able ⠠⠠⠠⠠⠠		

Choice of Contractions

Always use the group signs which represent the greatest number of letters. Write: f(ar)(the)r in preference to using the group signs (th) and (er).

Punctuation

The **Hyphen** (-) ⠠ dots 3 6 (bottom **c**) is used as in print.

Examples:

(ar)c-lamp ⠠⠠⠠⠠⠠⠠⠠⠠

The hyphen must never be put at the beginning of a new line.

See Appendix F4: Braille Reference Section for advice on dividing a long word at the end of a line.

See Appendix G for more advice on hyphens.

Compound Words

These are of two kinds:

- (a) With a hyphen, e.g. arc-lamp
- (b) Without a hyphen, e.g. aircraft

1. Where there is a hyphen in the print copy, each hyphenated word is regarded as distinct and may be expressed by the appropriate word sign.

Example: (child)-(like) ⠠⠠⠠⠠⠠⠠

2. Where there is no hyphen in the print copy and therefore the compound word is regarded as a single word, word signs may **not** be used.

Example:

(ch)ildlike ⠠⠠⠠⠠⠠⠠⠠⠠

Drill 9

haste stated priest stretch story striking fast
staff earnest ghost destroyer still-life stop sty
career narrow quarterly go-cart care-taker earth
starch sparrow singular farthing charitable cards
carving-fork fringe jingle starling stringing arousing kingdom
outstanding fingering shingle jeering starving snowing burning
On my early ramble the other morning I stood still
admiring a lark start up with a joyous outburst,
and soaring higher and higher towards the rising sun,
warbling and carolling, carried up out of sight on
the wings of the morning. With both hands on my steering
wheel and still gripping it with all my might, though
all of a tremble, I steered as straight as
possible for the car-park and with care parked my car.
"Are you bringing us the things needed for knitting the
stockings for the shilling stall at this month's
Bazaar?"

Practice 9

Our corner shop is having a big sale of toothbrushes, cigars, bath-powder, bath, dishes, thimbles and needles. Carol arose early this morning and studied for the arithmetic test. "The Tempest" is full of striking imagery. He plans on making a career of aerodynamics. Gingerale will quiet an upset stomach now and then. Her hair is slightly tinged with grey, but her eyes have the sparkle of youth. She gave Butch a withering look and exclaimed, "I wish you'd bathe every now and then!" It is amazing how few people are thoroughly free of vexing problems. Charles is a five-trip-a-week pilot. The next film is "Two-gun Jim rides on." The sedate Duchess hired a sedan-chair for her three-hour tour of Peking.

READ Appendix A: Reading Practice 4

LESSONS 10-14

Lower Signs

In previous lessons, we have dealt with simple upper signs, signs which have at least one dot in the top of the cell (i.e. dot 1 or dot 4, or both). They may express letters of the alphabet or may be upper wordsigns, such as (child) or (out), or upper groupsigns, such as (er), (ed) or (ing). Now we pass to lower signs – those which have no dots in the top of the cell. So far we have used these signs only for punctuation. Now we shall introduce them as groupsigns and wordsigns. For the sake of clarity we shall continue to keep these terms distinct: groupsigns are signs that express two or more letters which form part of a word, whereas wordsigns represent whole words.

LESSONS 10-12

Lower Groupsigns

These can be grouped under three headings:

1. Those that must be written at the beginning of a word or braille line.
2. Those that must be written in the middle of a word.
3. Those that may be written in any part of a word.

LESSON 10

1. Lower Groupsigns at the Beginning of a Word or Braille Line

(be)	(con)	(dis)
⠠	⠠	⠠

(be)	dots 2 3 (lower b)
(con)	dots 2 5 (middle c)
(dis)	dots 2 5 6 (lower d)

These three may only be used when they form the first syllable of a word.

Examples:

(be)gan ⠠⠠⠠⠠ (con)c(er)n ⠠⠠⠠⠠ (dis)able ⠠⠠⠠⠠⠠
 (be)ta ⠠⠠⠠ (be)(ing) ⠠⠠

But:

bell ⠠⠠⠠⠠ conk ⠠⠠⠠⠠ disc ⠠⠠⠠⠠

Other Examples:

(be)gun ⠠⠠⠠⠠ (be)lief ⠠⠠⠠⠠⠠⠠

But:

unbelief ⠠⠠⠠⠠⠠⠠⠠⠠ b(ed) ⠠⠠ bett(er) ⠠⠠⠠⠠⠠⠠

(con)tract ⠠⠠⠠⠠⠠⠠ (con)si(st) ⠠⠠⠠⠠ (con)tra(st) ⠠⠠⠠⠠⠠⠠

But :

con(ch) ⠠⠠⠠⠠ unconc(er)n ⠠⠠⠠⠠⠠⠠⠠⠠⠠

(dis)tru(st) ⠠⠠⠠⠠⠠ (dis)fav(ou)r ⠠⠠⠠⠠⠠⠠⠠ (dis)turb ⠠⠠⠠⠠⠠⠠

But :

di(sh)es ⠠⠠⠠⠠⠠⠠ undismay(ed) ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Where any two of these syllables (be, con, dis) occur in sequence at the beginning of a word, the group sign for the first only may be used, because these group signs may only be used at the very beginning of a word.

(dis)belief (dis)connect

NOTE: The **dash** (–) ∴ ∴ dots 6, 3 6, is a longer line than a hyphen and is used to break the text. The spacing of the dash can follow print but can also be standardised. It is most readable when it is written unspaced from the words that precede and follow it, even if in print it may be spaced. The two cells of the dash must not be split but can appear at the beginning or end of the line.

Figure 1 shows four 5x5 dot patterns. Pattern (a) has 14 dots. Pattern (b) has 16 dots. Pattern (c) has 10 dots. Pattern (d) has 16 dots.

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NOTE: For the complete list and rules for use of shortforms refer to Appendix F5.

because	(be)c		beneath	(be)n	
before	(be)f		beside	(be)s	
behind	(be)h		between	(be)t	
below	(be)l		beyond	(be)y	

(a) there is no interference in spelling and
(b) an original meaning of the basic shortform word is retained.

(before)h(and) ⠠⠋⠠⠃⠠⠑⠠⠋⠠⠃⠠⠑ (behind)s ⠠⠋⠠⠃⠠⠑⠠⠋⠠⠃⠠⠑ ⠠⠋⠠⠃⠠⠑⠠⠋⠠⠃⠠⠑⠠⠋⠠⠃⠠⠑⠠⠋⠠⠃⠠⠑
(beside)s ⠠⠋⠠⠃⠠⠑⠠⠋⠠⠃⠠⠑

The shortform beginning with "be" may not be used after the beginning of a longer word.

(in)betwe(en) ⠠⠊⠏⠠⠃⠑⠗⠑⠎⠊⠗⠑⠎ ("between" is **not** used)

Drill 10

He did look rather bewildered, I confess.
Disposing of this problem will require the whole
effort of all of us. A handy, considerate child will
help if dishes need washing. The new
chairman of the sub-committee lost complete
self-control because the members became
disorderly. Betty behaved unbecomingly at
school for a child of her age. Jack Ford is my
choice for the job – come what may. Before we
go, tell the milkman – make sure you are
very clear – that we are not coming home for two
weeks. I believe that this chair is very
uncomfortable. Fiona saw her ring beside the clock
on her bedside table. Shall I look beneath the
cushion? The pupils became unruly;
complete disorder prevailed. Behave well!

Practice 10

behold believe besiege behindhand beset beguiled
belated betweenwhiles bee bettered beyond beloved beneath
consulted constantly contrary contemptuous convoys
consist confused unconscious constable constructive
discharged disconcerted discuss disorder dispel
disgraced disaster disapprove dismal disputes
I disagree utterly, because I do not consider that he
disobeyed orders or that the commanding officer became
dissatisfied and disgusted with the behaviour of the
company at the terrible conflicts between our forces
and the considerable army that bestrides and controls all
the conquered territory. I confirm what I told
you before, that I am not guilty of conspiracy, or
of betraying my comrades; beware of condemning my
conduct or belittling my efforts, or of
misconstruing my motives and charging me with
dishonour.

LESSON 11

2. Lower Groupsigns in the Middle of a Word

(ea)	(bb)	(cc)	(ff)	(gg)
⠠	⠠	⠠	⠠	⠠

(ea) dot 2 (middle **a**)
 (bb) dots 2 3 (lower **b**)
 (cc) dots 2 5 (middle **c**)
 (ff) dots 2 3 5 (lower **f**)
 (gg) dots 2 3 5 6 (lower **g**)

These signs may only be used in the *middle* of a word, i.e. when preceded and followed by a letter or contraction written in the same line of braille. They may not be used before a hyphen in a word divided between two braille lines, before the hyphen in a hyphenated compound word, or before an apostrophe.

Examples:

l(ea)d ⠠⠠⠠
 But: lea ⠠⠠⠠ eat ⠠⠠⠠ tea-cup ⠠⠠⠠⠠⠠⠠
 ra(bb)it ⠠⠠⠠⠠
 But: rab-bit ⠠⠠⠠⠠⠠⠠
 a(cc)ept ⠠⠠⠠⠠
 But: ac-cept ⠠⠠⠠⠠⠠⠠
 cli(ff)s ⠠⠠⠠⠠
 But: cliff ⠠⠠⠠⠠⠠ riff-raff ⠠⠠⠠⠠⠠⠠⠠⠠
 skiff's ⠠⠠⠠⠠⠠⠠
 ra(gg)ed ⠠⠠⠠
 But: rag-g(ed) ⠠⠠⠠⠠⠠

See Appendix F4: Braille Reference Section for advice on the division of words at the end of a line.

Choice of Contractions

An upper groupsign should always be used in preference to a lower groupsign. In words containing the letters “ear”, the groupsign (ar) is always to be used in preference to (ea). One exception to this rule occurs when the (ar) groupsign in compound words would cause confusion.

e.g. t(ea)room ⠠⠠⠠⠠⠠⠠

Examples:

ef(for)t ⠠⠠⠠⠠ (of)f(er) ⠠⠠⠠ fe(ar) ⠠⠠⠠
le(ar)n ⠠⠠⠠⠠ be(ar)d ⠠⠠⠠⠠ e(ar) ⠠⠠
e(ar)(th) ⠠⠠⠠ e(ar)ly ⠠⠠⠠⠠

Other Examples:

c(ea)se ⠠⠠⠠⠠ e(ar)n ⠠⠠⠠ ea(st) ⠠⠠⠠
b(ea)(st) ⠠⠠⠠ he(ar)ts ⠠⠠⠠⠠⠠ ease ⠠⠠⠠⠠
ro(bb)(er) ⠠⠠⠠⠠ ba(bb)l(ed) ⠠⠠⠠⠠⠠
wo(bb)le ⠠⠠⠠⠠⠠ a(bb)ey ⠠⠠⠠⠠ cav(ea)t ⠠⠠⠠⠠⠠
Montr(ea)l ⠠⠠⠠⠠⠠⠠⠠ S(ea)ttle ⠠⠠⠠⠠⠠⠠⠠
r(ea)lly ⠠⠠⠠⠠⠠ a(cc)r(ed)it(ed) ⠠⠠⠠⠠⠠⠠⠠
a(cc)urate ⠠⠠⠠⠠⠠⠠ a(cc)u(st)om(ed) ⠠⠠⠠⠠⠠⠠⠠
a(ff)ect(ed) ⠠⠠⠠⠠⠠⠠ (of)fal ⠠⠠⠠⠠ bu(ff)(er) ⠠⠠⠠⠠
(st)iff ⠠⠠⠠⠠ a(gg)riev(ed) ⠠⠠⠠⠠⠠⠠⠠
bi(gg)(er) ⠠⠠⠠⠠ ni(gg)(ar)dly ⠠⠠⠠⠠⠠⠠⠠
ha(gg)(ar)d ⠠⠠⠠⠠⠠

Punctuation

Round Brackets or Parentheses () ⠠⠠ ⠠⠠

These are unspaced from the words they enclose.

Examples:

(if I may add), ⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
(if (you) pref(er) (it)!) ⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠

Drill 11

heavy cheap bread meal weak swear steady
diseases thread create speak deaf ready yearly
stabbed rubber pebbles lobby jobbery webbing shabby
occupy accelerate tobacco access accost cuffs
coffee stuffing effect afflicted differs sheriffs
egg baggy aggravating luggage suggested ragged
I hear they are at loggerheads over the affair:
they accuse the beggar of robbing them and bagging all
the stuff concealed beneath a muddled heap of rubbish;
how he learnt this fact and cleared out the stuff,
bag and baggage, and effaced every trace quite
baffled the weary watchman who heard nothing during
the night (at least, so he affirms), and only
with difficulty realised towards morning that a very
serious breach of the peace occurred as he slept
huddled up all of a heap, with muffled up ears.

Practice 11

You may consider it odd, but I will not eat
cabbage. The sufferers from the disaster did not give
up the struggle. Being a stiff-necked old
aristocrat she did not mingle with the common rabble,
but they wearied of being treated like riffraff. The
leader of the plot, being accused, cried "I am not
guilty!"; all the same, the judges
condemned that man. They served meatloaf, fried
eggplant, carrots and peas, crusty bread,
peaches and cream and cake topped with fluffy
marshmallow frosting. The story (which we will soon
complete) is filled with horror. "Do you
consider that old peddler odd?" It is not so
easy for me! He feared the man with the gun; but with
effort he disarmed the brute. He can afford this
property because he is a man of means – lucky
man!

Lower Sign Rule

Any number of lower signs may follow one another without an intervening space, provided the sequence is in contact with an upper sign.

Examples:

"l(in)(en)" ⠠⠇⠠⠊⠠⠎⠠⠑⠠⠎

"com(in)" ⠠⠙⠠⠕⠠⠓⠠⠊⠠⠎

Drill 12

When they finished the interview, the clock outside struck seven. Hurry or we'll not get any dinner! If you haven't anything we can afford, we aren't interested. Henry's headache inflicts an intolerable pain, and he's inconsolable. An enormous hand grasped mine and a voice exclaimed "Welcome!". Pinner's daughter is president of the benevolent society. Karen arrived with the pillows and then Caroline came with the remainder of the bed linen. The identical twins are indistinguishable. Radio has presented us with the best outstanding talent with all kinds of programmes – short amusing sketches and elaborate plays, as well as symphonies and other kinds of music, and an unlimited variety of entertaining shows.

Practice 12

entreat greens general gardening gentlemen heaven
different entertain enforced encouraging French disengaged
incendiary finished inclined ingredient indispensable
window inwardly "disinterested" maintaining ingenious
insurgent insensible fingering strengthen win
skin-tight. "He has been seen!" China disinherit
lining instinct indistinguishable inland incomparable
since Apennines Dobbin! thing think chains. "Instead
of standing on the rain-soddened steps discontentedly
waiting for the Income Tax Inspector, go inside
and insist on an interview." The advice seemed
sensible, the rain unending. Very innocently, I
went inside. "Enquiries Within." This stood
plainly on an inner door and suddenly I heard
men's and women's voices raised behind it.
"Hasn't he been?" asked an indiscreetly
loud voice from within. "I hope I am not
intruding?" I ventured as at last I entered.

READ Appendix A: Reading Practice 5

LESSON 13

Lower Wordsigns

Some of the lower signs are also used as wordsigns to represent whole words. They can be grouped under two headings:

1. Those that must be spaced from all other signs.
2. Those that must be spaced from all other words but may in some cases be in contact with punctuation signs.

1. Lower Wordsigns That Must be Spaced From All Other Signs

(be)	(were)	(his)	(was)
⠠	⠠	⠠	⠠

(be)	dots 2 3 (lower b , the same as the groupsign (be))
(were)	dots 2 3 5 6 (lower g)
(his)	dots 2 3 6 (lower h)
(was)	dots 3 5 6 (lower j)

These four words, "be", "were", "his" and "was" are expressed by the above wordsigns, lower **b**, lower **g**, lower **h**, lower **j**, only when they are standing alone. Therefore, if the words adjoin lower punctuation in the print copy, they must be spelt out (for otherwise they would be regarded as punctuation themselves; e.g. a quote, etc.); and similarly, is the case where a letter is added to them, as: wasn't, ⠠⠠⠠⠠⠠⠠⠠ w(er)(en)'t ⠠⠠⠠⠠⠠⠠*

* Compare also the simple upper wordsign for "have" ⠠ (see Lesson 4), which cannot be used in the word "hav(en)'t"
⠠⠠⠠⠠⠠⠠⠠

Examples:

[illegible]

2. Lower Wordsigns That Must be Spaced from All Other Words but May in Some Cases be in Contact with Punctuation Signs

(enough) (in)

(enough) dots 2 6 (lower **e**)
(in) dots 3 5 (lower **i**)

These two signs, when used as wordsigns, must be spaced from all other words, but they may be used adjoining punctuation signs provided the whole unspaced sequence is in contact with an upper sign.

Examples:

(Have) (you) (enough) (in) (that) box?
 “(Enough)’s (en)(ou)(gh).”
 “T(ea)(ch)-(in)”.
 (Have) (you) (en)(ou)(gh)?
 Come in.

With Hyphen or Dash

These two wordsigns differ from the first group in that they may adjoin the hyphen or dash if the whole sequence is in contact with a letter or upper contraction.

Examples:

They are listening-(in) this morning.

Figure 1 shows a sequence of 10 diagrams illustrating the evolution of a 2D lattice of particles. The lattice is 5x5. Particles are represented by black dots. The sequence shows a wave of particles moving from left to right. In each step, a new particle appears at the next position to the right, while the previous particle disappears. The sequence starts with 1 particle at (1,1) and ends with 1 particle at (5,5).

Brother-(in)-law.

• • • • •

I have (enough) – more than (en)(ou)(gh)!

Have you (enough) – in that box?

(In the last instance, *both* wordsigns may not be used, and it saves more space to use the sign for the longer word.)

Remember that (in) is the *only* lower wordsign which can be used between two hyphens, as long as there is an upper sign in the sequence.

See Appendix F4: Braille Reference Section for advice on dividing a long word at the end of a line.

See Appendix G for more advice on hyphens and dashes.

Shortforms (all those beginning with "a", plus "said")

NOTE: For the complete list and rules for use of shortforms refer to Appendix F5.

about	ab	⠠⠠⠠	against	ag(st)	⠠⠠⠠⠠
above	abv	⠠⠠⠠⠠	almost	alm	⠠⠠⠠⠠
according	ac	⠠⠠⠠	already	alr	⠠⠠⠠⠠
across	acr	⠠⠠⠠⠠	also	al	⠠⠠⠠
after	af	⠠⠠⠠	although	al(th)	⠠⠠⠠⠠
afternoon	afn	⠠⠠⠠⠠	altogether	alt	⠠⠠⠠⠠
afterward	afw	⠠⠠⠠⠠	always	alw	⠠⠠⠠⠠
again	ag	⠠⠠⠠	said	sd	⠠⠠⠠

1. Shortforms may be used within longer ordinary words (that is, words that have meaning other than use as proper names), provided

- a) there is no interference in spelling and
- b) an original meaning of the basic shortform word is retained.

Example: (after)glow ⠠⠠⠠⠠⠠⠠

But: raft(er) ⠠⠠⠠⠠⠠⠠

2. A short form may not be used if the result could be mistaken for another word.

Example: ab(ou)ts ⠠⠠⠠⠠⠠⠠ ("about" is not used as "abs" is a word now in general usage)

Drill 13

After it lost the way, the plane strayed beyond the Soviet border and was shot down behind the Iron Curtain. His home town is according the general an almost royal welcome because of his heroic stand against overwhelming odds. We don't have enough food in the new house for the entire weekend. When my in-laws invaded our domain I was in a state of frenzy. If you insist that I be frank, I will be. How few they were, yet how well they defended the homeland! "Enough's enough!" cried the infuriated parent. The headmaster wasn't in, but his secretary greeted us warmly. Dickens and Thackeray were important British novelists of the nineteenth century. He movingly recited Tennyson's "In Memoriam" in floods of tears. Maybe he'll change his mind!

Practice 13

"I can't imagine what you were doing," he said after coming in. "Why," I replied, "I was about my own affairs again, and that is enough!" I was almost tired of his interfering ways: he was always asking indiscreet things of that kind, although he already knew enough about me as it was. We were all, in a group on the platform, waiting for the in-coming train; before it came in – it was very late – we saw my brother-in-law with his – what did he call it? – his "mascot". Then the train came in: it was almost twenty minutes behind schedule. "Enough standing about, for me at least," I said. "Quite enough for us also!" my companions agreed. "But be nimble," I said, "the train will be starting off again in a minute and we shall have been waiting for it in vain." We all got in although it was about full already. My brother-in-law, who joined us and jumped in after us with his pet in his arms, was almost too late; we were off at last.

LESSON 14

Concluding Remarks on Lower Signs

A. There should never be two lower signs together with a space on either side; there must be an upper sign in support. A group of lower signs not joined to an upper sign could be misinterpreted; the presence of an upper sign leaves no doubt that the other signs are to be read as lower signs.

Example:

The words "be", "his", "was", "were", "in" and "enough", if preceded or followed by lower punctuation, must not be expressed by their wordsigns but written as given below:

his? (it) was.
(as) (you) w(er)e!
(en)(ou)(gh)! (his)

B. The two cells of the dash (dots 6, 3 6) must not be split but can appear at the beginning or end of the line.

Example:

A new hat sat on Ann's desk – a pretty trifle.

The figure consists of two rows of ten small plots each. Each plot is a square with a grid of points. Black dots are placed on some of these grid points to represent a spatial pattern. The patterns vary from random distributions to highly regular, grid-like arrangements.

or

The words signs (be) (his) (was)(were) must never adjoin the hyphen or dash.

Examples:

bride-to-be ⠠⠒⠢⠊⠑⠗⠏⠁⠇⠞⠊⠑

his-and-h(er)s ⠠⠓⠊⠎⠠⠝⠃⠠⠋⠑⠗⠎

The wordsigns (in) and (en) (for "enough") may adjoin the hyphen or dash (or other punctuation) if the sequence is in contact with an upper sign.

Examples:

(sh)ut-(in) ⠠⠨⠥⠞⠤⠠⠊⠎
We (have) (enough) – let (us) (st)op n(ow).
⠠⠺⠑⠗⠑⠃⠇⠽⠠⠋⠁⠏⠑⠒⠽⠠⠊⠎⠼⠠⠊⠝⠔⠽⠠⠊⠎⠽⠠⠊⠎⠽⠠⠊⠎

The lower groupsigns (be) (con) (dis) must never be followed by a hyphen, but may be preceded by a hyphen or dash as long as there's an upper sign in the sequence.

Examples:

true-(be)liev(er)	
self-(con)sci(ou)s	
non-(dis)posable	

The groupsigns (ea) (bb) (cc) (ff) (gg) must never adjoin a hyphen or dash. Examples:

tea-cup ⠠⠠⠠⠠⠠⠠⠠ ebb-tide ⠠⠠⠠⠠⠠⠠⠠⠠⠠

cliff-climb(ing) ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

The groupsigns (en) and (in) may adjoin a hyphen or dash.

Examples:

(sh)ut-(in)s ⠠⠏⠢⠠⠗⠠⠎
A nice (sh)(ow) – (en)joy (it)! ⠠⠤⠠⠊⠠⠙⠠⠑ ⠠⠐⠠⠝⠠⠇⠠⠑ ⠠⠑⠠⠝⠠⠗⠠⠎ ⠠⠋⠠⠞⠠⠎

See Appendix F4: Braille Reference Section for advice on dividing a long word at the end of a line.

Shortforms

NOTE: For the complete list and rules for use of shortforms refer to Appendix F5.

today	td	⠠⠠⠠	myself	myf	⠠⠠⠠⠠
tomorrow	tm	⠠⠠⠠	your	yr	⠠⠠⠠
tonight	tn	⠠⠠⠠	yourself	yrf	⠠⠠⠠⠠
him	hm	⠠⠠⠠	could	cd	⠠⠠⠠
himself	hmf	⠠⠠⠠⠠	should	(sh)d	⠠⠠⠠
herself	h(er)f	⠠⠠⠠⠠	would	wd	⠠⠠⠠
friend	fr	⠠⠠⠠			

NOTE:

1. Shortforms may be used within longer ordinary words (that is, words that have meaning other than use as proper names), provided

- a) there is no interference in spelling and
- b) an original meaning of the basic shortform word is retained.

Example: un(friend)ly ⠠⠠⠠⠠⠠⠠⠠

2. Do not use the shortform for "friend" in "befriended" or "befriending" as "befred" and "befring" could cause confusion.

3. The shortform for friend may not be used before a vowel or "y".

Example: befriended ⠠⠠⠠⠠⠠⠠⠠⠠⠠
befriending ⠠⠠⠠⠠⠠⠠⠠⠠⠠

4. Do not use the shortform for "should" in (sh)(ou)ld(er) ⠠⠠⠠⠠⠠⠠ as the original meaning of the basic shortform is not retained.

Drill 14

They are behindhand with the rent, and accordingly have asked to move. It is difficult today to imagine the fears of Columbus' sailors as they sailed across the ocean. Do not delude yourself about just how serious this could be if you do not make him your friend by tomorrow at the very latest. "Will you be able to drop by tonight, Lucy?", she asked her friend. He went to London by way of Bristol. His book, in my opinion, is very poorly written – to be perfectly frank. When will you permit me to enter your office? When he went into the room he was taken back by surprise. By and by we arrived at a small inn and went in to inquire whether any rooms were available. Bernard kept his tools in a lean-to near the greenhouse. Shall we go to "The Bell" tonight?

Practice 14

"If I were in your place," I said to my friend,
"I should try to go by an earlier train tomorrow."
I stood by him in the hall to help him into his
coat and I offered to carry his luggage into the
bus for him. "I hope to get back tonight early enough
to see to all the things that we have to arrange –
anyhow by tomorrow night," he said, as he got
on the bus. We were to go to Edinburgh to attend
an important meeting and I was planning to go by
car to a number of places we wanted to see
on the way. I did not like to go by myself: it was a
shame not to use the car to the full. After dinner
we were ready to discuss plans – which of the cities
on the route to the North to pass by and which
byways we would go so as to endeavour to combine
duty with pleasure to our utmost, from our trip.
"That's plain enough," I said; "enough to begin with at
any rate. And now to bed, as you should try to
catch the earliest train tomorrow, and not have to wait about
so."

READ Appendix A: Reading Practice 6

LESSONS 15-23

Composite Signs

In previous lessons, we have been considering simple signs which occupy one cell. Composite signs are those which occupy two or more consecutive cells. They will be divided into three classes.

- I. Initial Wordsigns.
- II. Final Groupsigns.
- III. Composite Punctuation Signs.

Both initial wordsigns and final groupsigns consist of a letter (or in one or two cases a simple upper groupsign) immediately preceded by one, two, or three dots taken from the right side of the first of the two cells – i.e. from dots 4 5 6; in the case of initial wordsigns, as the term implies, the letter is the **first** letter of a word; in the case of final groupsigns, the letter is the **last** letter of a contracted syllable in a word.

Examples:

Dot 5 and f	father	⋮ ⋮ (Initial Wordsign)
Dots 4 6 and n	-sion	⋮ ⋮ (Final Groupsign)

LESSONS 15-19

Initial Wordsigns

Initial wordsigns are used to express the whole word shown.

Examples:

Dot 5 and f	father	⋮ ⋮
Dot 5 and l	lord	⋮ ⋮

But they may also be used as groupsigns to express part of a word:

Examples:

(father)ly	⋮ ⋮ ⋮ ⋮	(father)s	⋮ ⋮ ⋮
(lord)ly	⋮ ⋮ ⋮ ⋮	(lord)(sh)ip	⋮ ⋮ ⋮ ⋮ ⋮

LESSONS 15-17

Initial Wordsigns with Dot 5

By far the largest number of these initial signs are formed with dot 5. There are twenty-two of them, and they will be taken alphabetically in the next three lessons.

LESSON 15

Dot 5 and d to m

Simple Wordsign	Initial Wordsign
⠠ do	Dot 5 and d day ⠠⠠
⠠ every	Dot 5 and e ever ⠠⠠
⠠ from	Dot 5 and f father ⠠⠠
⠠ have	Dot 5 and h here ⠠⠠
⠠ knowledge	Dot 5 and k know ⠠⠠
⠠ like	Dot 5 and l lord ⠠⠠
⠠ more	Dot 5 and m mother ⠠⠠

(ever) may only be used as a group sign when the stress is on the first "e" and the letter group is not preceded by an "e" or an "i".

Examples:

s(ever) ⠠⠠⠠ f(ever) ⠠⠠⠠ r(ever)(en)t ⠠⠠⠠⠠⠠

But:

sev(er)e ⠠⠠⠠⠠⠠ rev(er)b(er)ate ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
rev(er)e ⠠⠠⠠⠠⠠ (be)liev(er) ⠠⠠⠠⠠⠠⠠

“Everybody” and other words compounded with “every” are written with the wordsign *ev* and the addition of “y”, i.e.

The simple word sign for "every" may not be used when joined to other letters.

Examples:

But:

(day), (father), (know), (lord) and **(mother)** may generally be used as group signs wherever the letters they represent occur, even where they do not bear their original meaning.

("acknowledge" is written: ac(know)l(ed)ge ⠠⠁⠉⠠⠅⠗⠠⠊⠇⠠⠑⠇⠎⠊⠑ -
wordsign "k" for "knowledge" may not be used when joined to other
letters.)

But: (ch)emo(the)rapy

NOTE: For the complete list and rules for use of shortforms refer to Appendix F5.

Examples – when used as parts of words:

NOTE: Any one of the shortforms, children, good, great may be used at the beginning of a pure proper name, provided it is not followed by a vowel or "y".

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Drill 15

I can never conceive how my sister-in-law manages the cleaning and the cooking and the shopping and everything for the children – day in, day out – too much altogether to my mind! For however good they may be in a general way, children are ever a great charge on the father and mother – greater, moreover, on the mother. “Well I don't know,” she declared yesterday, when I demanded to know how she could fit it all into the seven days; “every day I have to do certain things, whatever else may have to go by the board; here's a list if you'd like to know: Monday is washing-day – as everybody knows – by good luck, Father likes to take the children to school on that day – Tuesdays and Wednesdays I go into the town to do shopping – would you believe people could stand in queues, never knowing whether they will ever get anything much after all? Such a great waste of good effort! Still, it's either that or nothing!” Here she broke off suddenly with: “Why here they are and I'm not ready with tea!”

Practice 15

Beverly comforted her small, serious brother by saying, "Mother promised that she and father will take us fishing the day after tomorrow". He has declared himself in favour of resuming talks between the unions and the company. You know that you are not allowed to remain here forever. Do not deceive them into thinking we will find it. The landlord acknowledged that the tenants needed a few more days to find another house. "They have reached the top of Everest!" he declared with much enthusiasm. He continued to adhere to his beliefs even though he was condemned as a heretic. She was unable to smother a yawn as he continued to recite the boring details of his journey. "You have such good children!", her father-in-law declared. According to the plans made yesterday, the union is declaring a strike tomorrow, either in the morning or the afternoon; however, if we conceive an alternative plan, we may be able to prevent this from happening.

LESSON 16

Dot 5 and n to u

Simple Wordsign

⠠ not
 ⠠ people
 ⠠ quite
 ⠠ rather
 ⠠ so
 ⠠ that
 ⠠ us

Initial Wordsign

Dot 5 and **n** name ⠠⠠
 Dot 5 and **o** one ⠠⠠
 Dot 5 and **p** part ⠠⠠
 Dot 5 and **q** question ⠠⠠
 Dot 5 and **r** right ⠠⠠
 Dot 5 and **s** some ⠠⠠
 Dot 5 and **t** time ⠠⠠
 Dot 5 and **u** under ⠠⠠

(one) may only be used as a group sign when all the three letters it represents are pronounced as a single syllable, e.g. d(one), (st)(one)s and g(one). (One) may also be used where a word ends in the letters "oney".

Do not use the contraction when the letters "one" are preceded by the letter "o".

Examples:

(st)(one)s ⠠⠠⠠⠠⠠	teleph(one) ⠠⠠⠠⠠⠠⠠⠠⠠
l(one)ly ⠠⠠⠠⠠⠠	c(one)y ⠠⠠⠠⠠
m(one)y ⠠⠠⠠⠠	h(one)y ⠠⠠⠠⠠

But:

anemone ⠠⠠⠠⠠⠠⠠⠠⠠	b(ar)onet ⠠⠠⠠⠠⠠⠠⠠
colonel ⠠⠠⠠⠠⠠⠠⠠⠠	Boone ⠠⠠⠠⠠⠠⠠

The following words are exceptions:

h(one)(st) ⠠⠠⠠⠠⠠ m(one)t(ar)y ⠠⠠⠠⠠⠠⠠⠠

As well as words built from the root word, as:

(dis)h(one)(st) ⠠⠠⠠⠠⠠⠠

(some) should be used as a group sign wherever the letters it represents form a definite syllable of the basic word.

Examples:

(some)body ⠠⠠⠠⠠⠠⠠⠠ m(ed)dle(some) ⠠⠠⠠⠠⠠⠠⠠⠠
noi(some) ⠠⠠⠠⠠⠠⠠ h(and)(some) ⠠⠠⠠⠠⠠⠠
h(and)(some)r ⠠⠠⠠⠠⠠⠠

But:

Som(er)set ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ransom(ed) ⠠⠠⠠⠠⠠⠠⠠⠠

(name) and **(time)** should only be used as group signs when the letters they represent are pronounced "name" and "time".

Examples:

(name)ly ⠠⠠⠠⠠⠠ re(name)d ⠠⠠⠠⠠⠠⠠
(time)ly ⠠⠠⠠⠠⠠ (some)(time)s ⠠⠠⠠⠠⠠⠠⠠
m(ar)i(time) ⠠⠠⠠⠠⠠⠠⠠ pas(time) ⠠⠠⠠⠠⠠⠠

But:

c(en)timetre ⠠⠠⠠⠠⠠⠠⠠⠠⠠

Drill 16

begone commoner money thrones shone prone scones
partake apart parting participle partial partisans
righteous right-minded wheelwright playwright abandoned
someone wearisome troublesome somewhat loathsome winsome
in the meantime, Times, time-table, double
summer-time Sunderland underwriter undertone undergo
under-carriage. A party of constables came to
discover his name and something a little more definite about him,
in particular as to his honesty and upright dealing at the
time when he was the time keeper in the old, time-honoured
firm of shipwrights in which my father was senior partner.
Little enough did we ourselves know about him, however; to us,
who were little more than children at that time, he was but a
name – neither more nor less – but we undertook to make
an immediate search in my father's letters, tiresome as this can
be to anyone knowing but little of such things, and inform them
as to his real name, if we could get to know it, and
on any other points that should come to light hereafter.

Practice 16

"The fault, dear Brutus, is not in our stars, but in ourselves, that we are underlings." Although she wrote the story herself, it was her friend, Stephen Littleton, who conceived the plot. His father must have his first driving lesson tonight. It will not be necessary to give your idea our immediate scrutiny, as you can present it yourself at the three o'clock meeting this afternoon. Into each life a little rain must fall. I was unable to answer your letter immediately. We were rather surprised to learn that some of our boys took part in the riots; they were named as instigators and taken for questioning. We hope that the party will be a big surprise for Grandfather. He was kidnapped but ransomed by his father, who was forced to pay a good deal of money. His feverish state lasted only a short time and he was soon able to understand his parents' questions and respond coherently. Though lonesome and frightened, the child was none the worse for his night out in the thunder, the lightning and the rain.

LESSON 17

Last Group of Wordsigns with Dot 5

Simple Wordsign

Initial Wordsign

⠠	will	Dot 5 and w	work	⠠
⠠	you	Dot 5 and y	young	⠠
⠠	the	Dot 5 and (the)	there	⠠
⠠	child	Dot 5 and (ch)	character	⠠
⠠	this	Dot 5 and (th)	through	⠠
⠠	which	Dot 5 and (wh)	where	⠠
⠠	out	Dot 5 and (ou)	ought	⠠

(ought) may be used as a groupsign wherever the letters it represents occur regardless of pronunciation.

Examples:

b(ought) ⠠⠠⠠⠠⠠ nought ⠠⠠⠠⠠⠠ drought ⠠⠠⠠⠠⠠⠠

The others in this group retain their meaning when used as groupsigns.

Examples:

(work)man ⠠⠠⠠⠠⠠⠠ (work)people ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 (work)ing ⠠⠠⠠⠠ (young)i(sh) ⠠⠠⠠⠠⠠⠠
 (there)(for)e ⠠⠠⠠⠠⠠ (there)(with) ⠠⠠⠠⠠⠠
 (character)i(st)ic ⠠⠠⠠⠠⠠⠠⠠⠠ (character)is(ed) ⠠⠠⠠⠠⠠⠠⠠⠠
 (through)(ou)t ⠠⠠⠠⠠⠠⠠ (where)as ⠠⠠⠠⠠⠠⠠

But:

la(the)r(ed) ⠠⠠⠠⠠⠠⠠ (with)(er)(ed) ⠠⠠⠠⠠⠠

(wh)(er)(ever) ⠠⠠⠠⠠⠠⠠ (because the second "e" in "where" is missing).

Shortforms

NOTE: For the complete list and rules for use of shortforms refer to Appendix F5.

blind	bl	⠠⠠	rejoice	rjc	⠠⠠⠠
braille	brl	⠠⠠⠠	rejoicing	rjcg	⠠⠠⠠⠠
paid	pd	⠠⠠	quick	qk	⠠⠠
perhaps	p(er)h	⠠⠠⠠	themselves (the)mvs		⠠⠠⠠⠠⠠
perceive	p(er)cv	⠠⠠⠠⠠	thyslf	(th)yf	⠠⠠⠠
perceiving	p(er)cvg	⠠⠠⠠⠠⠠	yourselves	yrvs	⠠⠠⠠⠠
receive	rcv	⠠⠠⠠	together	tgr	⠠⠠⠠
receiving	rcvg	⠠⠠⠠⠠			

NOTE:

1. There are only six present participles among the shortforms:

(con)cvg	⠠⠠⠠⠠	dcvg	⠠⠠⠠⠠	dclg	⠠⠠⠠⠠
p(er)cvg	⠠⠠⠠⠠⠠	rcvg	⠠⠠⠠⠠	rjcg	⠠⠠⠠⠠

2. The shortform "bl" for "blind" may not be used before a vowel or "y". e.g. "blinded or "blinding" as "bled" and "bling" could cause confusion:

bl(in)d(ed) ⠠⠠⠠⠠⠠ bl(in)d(ing) ⠠⠠⠠⠠⠠

However, the shortform "blind" may be used when followed by a consonant. e.g.

(blind)ly ⠠⠠⠠⠠⠠ (blind)fold ⠠⠠⠠⠠⠠⠠

3. "Braille" may be used anywhere within a pure proper name.

e.g. Louis (Braille) ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠

V(er)sa(braille) ⠠⠠⠠⠠⠠⠠⠠⠠

Drill 17

At a peace-time house-party at Lord Broughton's there were quite a considerable number of young people; some of the younger ones not knowing what to do with themselves all day and eager to try something new while they were all together there, suggested they ought to get up a play. And this plan was quickly put into effect. By good luck one of the party was discovered to be some sort of a playwright. Before the day was out the play was chosen and most of the characters in it were allotted. Everyone was set to work to get his part by heart immediately; someone was sent to help the youngest of the party to learn his part: he was a promising youngster with plenty of character who was thought eminently suitable to play the part of the young hero. The next thing to settle was where the play ought to be staged. Someone immediately perceived that there was a large room with a door behind leading into a little lobby, through which the actors could pass in and out at will. The great day was fixed and the young people went to work with right good will.

Practice 17

They met on a blind date and afterwards struck up a very good friendship. Toiling, rejoicing, sorrowing, onward through life he goes. He took on himself the unpaid debts of his stepchildren. He perceived that this project would entail the expenditure of funds above and beyond his means. Young as he is, perhaps he will be able to command enough strength of character, knowledge and will, to shoulder his new responsibilities at work. The characteristics of the adult are inherent in the chromosomes of the embryo. The untimely death of the doughty master quickly plunged the ship into an atmosphere of gloom. Everyone ought to take some time each day for reading. He thought that since he owned plenty of money he would be treated like a king wherever he went. Here and there the sun peeped through the clouds. They remained at the gates to the prison where they fought all through the night.

READ Appendix A: Reading Practice 7

LESSON 18

Initial Wordsigns with Two Dots: 4 5

Simple Wordsign

Initial Wordsign

⠠ us	Dots 4 5 and u	upon	⠠⠠
⠠ will	Dots 4 5 and w	word	⠠⠠
⠠ the	Dots 4 5 and (the)	these	⠠⠠
⠠ this	Dots 4 5 and (th)	those	⠠⠠
⠠ which	Dots 4 5 and (wh)	whose	⠠⠠

The groupsign (word) should be used wherever the letters it represents occur, but (upon), (these), (those) and (whose) must retain their meanings as whole words.

Examples:

(word)y ⠠⠠⠠ s(word) ⠠⠠⠠
 (there)(upon) ⠠⠠⠠⠠ (whose)so(ever) ⠠⠠⠠⠠⠠⠠

But:

c(ou)pon ⠠⠠⠠⠠⠠ (the)ses ⠠⠠⠠⠠

NOTE: These five can be remembered by the sentence:

"(Upon) my (word), (whose) are (these) and (those)?"

⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠⠠

We now have:

Simple Wordsign	Initial Wordsigns with	
	Dot 5	Dots 4 5

⠠ us	under	⠠⠠	upon	⠠⠠
⠠ will	work	⠠⠠	word	⠠⠠
⠠ the	there	⠠⠠	these	⠠⠠
⠠ this	through	⠠⠠	those	⠠⠠
⠠ which	where	⠠⠠	whose	⠠⠠

Drill 18

The young people, intent upon the task of learning the words which fell under the parts assigned to them, worked hard during the time left to them, before the great day fixed by the playwright who was also the producer. He insisted upon the immediate need for everyone to be word-perfect and to know his or her part in the play before they could even begin to rehearse. "This is still more necessary," he said, "for those, whose parts represent the chief characters in the play; these should study the characters they are called upon to act, try to understand them and not only get the words by heart but spend as much time upon them as they can." And so hard did these enthusiastic young people work throughout those few days that remained, that even those high standards set by the playwright seemed within reach. In the meantime the older ones of the party set to work upon the necessary accessories to the staging considered essential by the producer. Several rehearsals a day were insisted upon by those taking part.

Practice 18

Those whose houses are made of glass ought not to throw stones. Several fairy tales start with these words: "Once upon a time". Those of us whose lives are spent in the Western hemisphere know scarcely anything of life in the Orient. She bought a letter-opener in the shape of a miniature sword. The old professor announced to his students "Most of these theses were splendid and all but one of you have passed! Well done!". Whereupon the young chemists began rejoicing except for the one woebegone boy who quickly perceived that he was the single failure.

LESSON 19

Initial Wordsigns with Three Dots: 4 5 6

There are six initial signs using all the dots on the right hand side of the first cell ⠄ (Dots 4 5 6).

Simple Wordsign

Initial Wordsign

⠄ can	Dots 4 5 6 and c	cannot	⠄⠄
⠄ have	Dots 4 5 6 and h	had	⠄⠄
⠄ more	Dots 4 5 6 and m	many	⠄⠄
⠄ so	Dots 4 5 6 and s	spirit	⠄⠄
⠄ will	Dots 4 5 6 and w	world	⠄⠄
⠄ the	Dots 4 5 6 and (the)	their	⠄⠄

Apart from (had), these initial wordsigns may generally be used as groupsigns wherever the letters they represent occur. (had) may be used as a groupsign when the **a** is short.

Examples:

(spirit)(ed) ⠄⠄⠄

di(spirit)(ed) ⠄⠄⠄⠄⠄⠄ (notice this word especially – do not use the (dis) contraction because (spirit) takes less room)

(world)ly ⠄⠄⠄⠄ un(world)ly ⠄⠄⠄⠄⠄⠄

(their)s ⠄⠄⠄ G(er)(many) ⠄⠄⠄⠄

Ro(many) ⠄⠄⠄⠄⠄ Tam(many) ⠄⠄⠄⠄⠄⠄

(had)n't ⠄⠄⠄⠄⠄ (had)(st) ⠄⠄⠄

(Had)ley ⠄⠄⠄⠄⠄⠄ (had)dock ⠄⠄⠄⠄⠄⠄

But:

Hadrian ⠄⠄⠄⠄⠄⠄⠄⠄ (sh)ad(ow) ⠄⠄⠄⠄

(**NOTE:** you use (sh) rather than (had) because it is a single cell groupsign and the words take up the same amount of space whichever groupsign you use).

These six initial signs may be remembered by the sentence:
 “(Many) in this (world) (cannot) have (had) (their) (spirit)”.
 We now have:

Simple Wordsign	Initial Wordsigns with			
	Dot 5	Dots 4 5		Dots 4 5 6
⠠ can				cannot ⠠⠠
⠠ have	here ⠠⠠			had ⠠⠠
⠠ more	mother ⠠⠠			many ⠠⠠
⠠ so	some ⠠⠠			spirit ⠠⠠
⠠ will	work ⠠⠠	word ⠠⠠		world ⠠⠠
⠠ the	there ⠠⠠	these ⠠⠠		their ⠠⠠

Drill 19

The party of young people had many exciting times over their recitals. Some days nothing went right. “Put more spirit into those words!” one of them would be told. “Why in the world you cannot speak out!” or “there's a world of thought behind those lines of yours and you ought to enter into their spirit, so that those who hear them cannot fail to understand these underlying ideas.” The youngster, whose part was that of the young hero, had worked very hard to get his words quite right and say them in a spirited manner: many and many a time he had been heard declaiming them to himself and anyone else who had enough time to listen to him. Here and there, where particular lines had to be said in some more characteristic tone of voice, those who had to speak them had to spend more time upon perfecting themselves. At last the great day arrived, when they would have to face all those who had come to look on – all the world and his wife were there, and their hearts sank. Their spirits rallied however, and they “brought down the house”.

Practice 19

In these days of supersonic speed one can travel to any part of the world in no time at all. To those who have character and a spirit of adventure the Navy is very appealing. You cannot go on forever spending more money than you earn. I don't know whether or not I will go to Germany, as I don't understand a word of the language. "How many guests will there be at their party?" asked the spirited young man. Mrs Hadley was impressed with the beauty of the Parthenon. Some people believe in Spiritualism; many others cannot altogether accept these ideas. Upon hearing that her sister had scarlet fever, she became extremely dispirited. Those people whose spiritual lives mean everything to them do not lead worldly lives. They had the party here in the garden, with the babbling stream and the cool shade of the trees making it a very pleasant setting.

READ Appendix A: Reading Practice 8

LESSONS 20-22

Final Groupsigns

Final group signs are used in the middle or at the end of a word. Final group signs are so called because the *last* letter of the contracted letter combinations is used, preceded by dots 4 6 or dots 5 6.

They may only be used as a groupsign, i.e. to represent *part* of a word, never as a wordsign to represent a whole word.

Example:

c(ar)e(less)(ness) ⠠⠙⠁⠗⠠⠑⠇⠑⠎⠞⠑⠝⠎

(The) less (you) (know), (the) bett(er).

They may not be used after the hyphen in a hyphenated word; as, o(the)r-ness ⚠⚠⚠⚠⚠⚠⚠⚠ (not a frequent case). They may not be used after an apostrophe, e.g.

grey'(ou)nd ⠠⠒⠑⠽⠊⠗⠋⠏⠗⠁⠎⠐⠇⠝⠃

They need not be at the end of a word, but they may not be used at the very beginning of it. See Appendix F4: Braille Reference Section for advice on dividing a long word at the end of a line.

There are twelve final groups: they will be divided into three groups.

LESSON 20

First Group of Final Groupsigns

In this group there are three pairs: in each pair the letter is the same, but the "introductory" dots are different.

(ance)	dots 4 6 and	e	⠠⠠⠠⠠
(ence)	dots 5 6 and	e	⠠⠠⠠⠠
(sion)	dots 4 6 and	n	⠠⠠⠠⠠
(tion)	dots 5 6 and	n	⠠⠠⠠⠠
(less)	dots 4 6 and	s	⠠⠠⠠⠠
(ness)	dots 5 6 and	s	⠠⠠⠠⠠

Examples:

l(ance)s	⠠⠠⠠⠠⠠	adv(ance)	⠠⠠⠠⠠⠠⠠
evid(ence)	⠠⠠⠠⠠⠠⠠	comm(ence)s	⠠⠠⠠⠠⠠⠠⠠⠠
man(sion)	⠠⠠⠠⠠⠠	posses(sion)s	⠠⠠⠠⠠⠠⠠⠠⠠⠠
ac(tion)s	⠠⠠⠠⠠⠠	(con)trac(tion)	⠠⠠⠠⠠⠠⠠⠠
det(er)m(in)a(tion)	⠠⠠⠠⠠⠠⠠⠠⠠⠠		
(con)f(ed)(er)a(tion)	⠠⠠⠠⠠⠠⠠⠠⠠⠠	use(less)	⠠⠠⠠⠠⠠
b(less)(ing)	⠠⠠⠠⠠	fair(ness)	⠠⠠⠠⠠⠠⠠
c(ar)e(less)(ness)	⠠⠠⠠⠠⠠⠠⠠⠠	cr(ea)(tion)	⠠⠠⠠⠠⠠

But:

ance(st)or	⠠⠠⠠⠠⠠⠠⠠	less	⠠⠠⠠⠠
less(en)(ed)	⠠⠠⠠⠠⠠⠠		

(in)sur(ance) f(ence)s
li(st)(less)(ness) alli(ance)s
pe(st)il(ence) (blind)(ness)
circum(st)(ance) radi(ance)
(under)h(and)(ed)(ness)
pas(sion)ate m(en)(tion)(ing)
d(ar)k(ness) (in)dep(en)d(ence)
wor(th)(less)(ness)

Examples:

lio(ness)

(ch)iefta(in)ess ⠠⠏⠢⠊⠑⠋⠞⠁⠗⠎
citiz(en)ess ⠠⠉⠊⠞⠊⠵⠗⠎

When the letters "ence" are followed by "a", "d", "n", or "r", the contraction for "ence" must be used e.g.

sil(ence)r exp(er)i(ence)d

Drill 20

France distances henceforward sentences chance innocence
whence penitence glance pence ignorance dances thence
conclusion discussion occasional affectionate tension
conviction intentional invasion decisions fractions
painless meekness likeness goodness unless fearlessness
senseless kindnesses heartlessness weakness motherless
actionable recklessness remission exceptional
patience contentions satisfaction instances stainless
spiritless fatherless lotion lordliness nameless timeless powerless
workless fusion worldliness openmindedness motherliness
mean-spiritedness maintenance motion concoction blessedness
licence righthandedness lawlessness insertion liveliness
trance confusion conditions vision perfection friction
gentleness prance forgiveness allowance. A world
of difference; works of fiction; in succession; without
distinction. Attention! A lesson in elocution;
a sin of omission rather than of commission; by
compulsion; provision both for offence and for defence.

Practice 20

Fortunately he had the presence of mind to call an ambulance when he realised she was completely senseless. There is a chance that her chosen profession will be a blessing to her. When they had balanced their finances, they perceived that it was useless to retain their ancestral possessions if their bills were to be paid and they were to remain solvent. She learned to dance in only a few lessons. Patience and confidence are necessary for those who wish to become teachers. He studied the question with a thoroughness that defies description. She has applied for the position of governess advertised in the Sunday edition of "The Times". The twelve prisoners were sentenced to hard labour for eight years. Those days were filled with happiness for both of them. Our flight was cancelled because of bad weather and deteriorating conditions.

Drill 21

Astounding compounds profoundness dumbfounded surrounded spongecake alongside strong-mindedness thronged countenance counterbalances countrified discount bounty complimentary commencement advancement demented sentiment governments employment argumentative measurement comments commandment counterpart disappointment. To the detriment of the movement for improvement of the country-side. An arrangement for quicker payment. With reference to the agreement for conveyance of the two tenements above-mentioned, our main impression is that among the documents found in the possession of the Estate Management some supplementary statements had been discovered of great importance to all our tenants. If we are right in our conclusion, it will be strong evidence that a wrong date was fixed for the ejectment of our clients. And in accordance with this contention we maintain that you are bound to countermand the ejectment order in acknowledgment of their rights.

Practice 21

From the top of the mountain the view of the country for miles around is just an endless stretch of indescribable beauty. There are countless instances during the year when the rainfall is far less than the amount needed. The advertisement brought more business to the town, and the existence of a strong, important company came to public attention. She cancelled her appointment and mounted the stairs in silence. "The Snake Pit" depicts the horrible, shocking conditions in some of our mental institutions, north and south. "I can cite countless instances in which capital punishment has resulted in the execution of the wrong man," declared the defence lawyer.

LESSON 22

Third Group of Final Groupsigns

(ful) dots 5 6 and **l** ⠠⠠⠠
 (ity) dots 5 6 and **y** ⠠⠠⠠

Examples:

use(ful) ⠠⠠⠠⠠⠠⠠ c(ity) ⠠⠠⠠

But:

full ⠠⠠⠠⠠ fulfil ⠠⠠⠠⠠⠠⠠

Do not use the final-letter group sign for "ity" in "fruity" or "hoity-toity" or when "y" is added to a word ending in "it". Ex.:

fruity ⠠⠠⠠⠠⠠⠠ hoity-toity ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Note: Use of -ity in "fruity" or "hoity-toity" would upset the usual pronunciation.

Other Examples:

b(ea)uti(ful) ⠠⠠⠠⠠⠠⠠⠠⠠ deli(gh)t(ful)ly ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 wr(ong)(ful) ⠠⠠⠠⠠⠠⠠ (for)get(ful)(ness) ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 simil(ar)(ity) ⠠⠠⠠⠠⠠⠠⠠⠠⠠ p(er)sonal(ity) ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 quant(ity) ⠠⠠⠠⠠⠠⠠⠠⠠ sup(er)ior(ity) ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Drill 22

Frightfully doubtful restfulness handfuls disgraceful
conversationally internationally preparations
mentality university regularity sincerity pity
addition subtraction multiplication and division
temperamentally fearful of consequences; naturally
resentful of such indignity; a possibility of
the confirmation of the majority vote for revocation.
After much consultation and long deliberation the
delegation finally made several recommendations,
which for the most part sought to increase co-operation
among the nations of the world without the necessity for
legislation by the national governments concerned.
The education authority aimed at equality of
opportunity for all. She handled the sails both
gracefully and skilfully – a really wonderful
demonstration of splendid dexterity, especially
in one so young.

Practice 22

With the appearance of the soloist the audience waited in silence for his first beautiful song. The existence of a white man among the native population was given full publicity. There is an unusually cordial relationship among the workers in the department. The youngest child automatically assumed responsibility for the care of the motherless lamb. The delegation was thankful for the opportunity to hear the comments of a professionally trained lawyer. Finally he recognized the mournful sound in the distance and gasped: "O Lord! the blood'ounds are on my trail!" Britain was a faithful ally of the United States during two world wars. He parried the blow with the skilful agility of an experienced fencer. He discharged his marital obligations more or less faithfully. Usually the Baroness served a fruity beverage.

READ Appendix A: Reading Practice 9

LESSON 23

Composite Punctuation Signs

1. Compound Quote Signs

Opening Inner Single quote: ⠠⠨⠠⠨ dot 6 followed by the standard opening quote (dots 2 3 6).

Closing Inner Single quote: ⠠⠨⠠⠨ dot 6 followed by the standard closing quote (dots 3 5 6)

Opening Inner Double quote: ⠠⠨⠠⠨ dots 4 5 followed by the standard opening quote (dots 2 3 6).

Closing Inner Double quote: ⠠⠨⠠⠨ dots 4 5 followed by the standard closing quote (dots 3 5 6)

Use one-cell (nonspecific) quotation marks when apostrophes are used as the predominant quotation marks in print. Use specific single quotation marks when apostrophes are used as the secondary or inner quotation marks in print. However, when in doubt as to whether a mark is an apostrophe or a single quotation mark, treat it as an apostrophe when between letters, and as a single quotation mark in other circumstances.

Example:

He said: "Say after me, 'I will.'"

⠠⠨⠠⠨ ⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨⠠⠨ ⠠⠨ ⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨

'Don't say "No Way" to me' she said.

⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨ ⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨⠠⠨ ⠠⠨ ⠠⠨⠠⠨ ⠠⠨
⠠⠨⠠⠨

4. Dash and Long Dash Signs

The dash sign ⠄⠄ (dot 6 and 3 6) has already been given in Lesson 10.

The Long Dash sign (—) ⠄⠄⠄ (dots 5, 6 and 3 6 in sequence) is used in print to denote the omission of a whole word or part of a word, or else a break in the conversation.

Note: The interpretation of the long dash can follow print, but can also be standardised.

See Appendix G for more advice on hyphens and dashes.

(a) When the long dash is used to represent an entire word, it must be spaced as a word: it may be written in any part of the line.

Examples:

One _____ one equals two.

⠄⠄⠄ ⠄⠄⠄⠄ ⠄⠄ ⠄⠄⠄⠄⠄⠄⠄⠄ ⠄⠄⠄⠄

The symbol for sulphur is _____.

⠄⠄⠄ ⠄⠄⠄⠄⠄⠄⠄⠄ ⠄⠄ ⠄⠄⠄⠄⠄⠄⠄⠄⠄ ⠄⠄ ⠄⠄⠄⠄⠄⠄

(b) When the long dash is used to represent a part of a word, it must be written in the same line of braille with, and unspaced from, the letter or letters of the word of which it forms part. Where the letters, if contracted, could be read as a wordsign, they are written uncontracted. A single letter which could be read as a wordsign is preceded by the grade 1 indicator (Lesson 25).

Example: "I th—!" ⠄⠄⠄⠄ ⠄⠄⠄⠄⠄⠄⠄⠄

But: When a long dash is used in print to represent a break in the conversation, it is also acceptable to use the normal dash in braille.

Example: "I'll go when—" ⠄⠄⠄⠄⠄⠄⠄⠄ ⠄⠄ ⠄⠄⠄⠄⠄⠄⠄

New Arrangement of Drills and Practices

Centred Headings

The first line of the first page should carry a centred heading followed by a blank line. To do this, first count the number of cells that the heading will occupy. Subtract that from 40 (the number of cells per line). Divide your answer in half and this will indicate how many blank cells should precede the heading. When the heading has an uneven number of cells, move the heading off centre by one cell to the left.

Remember to count contractions, spaces and indicators such as capitals.

Running Head

1. The running head is written on the first line of every sheet, centred, except sheet 1 where the full centred heading will appear.
2. The running head should not occupy more than one braille line. Where necessary, it should be shortened so that at least 3 blank cells are left at the beginning of the line, and between the end of the running head and the print page number.
3. No blank line should be left between a running head and the continuation of text.

Page numbering

Print page numbers are brailled at the end of the first line on each page i.e. the line with the title or running head, with no fewer than 3 blank cells left between the page number and the text. If the first page starts at print page 2, and is continued on one or more braille pages, the subsequent pages will be a2, b2, c2 and so on.

Braille page numbers are brailled at the end of the last line on each page, i.e. on line 25. E.g. if the number is 5, the numeric mode indicator is brailled in cell 39 and 5 in cell 40. Three blank cells must also be left between the last word of text and the page number.

NOTE: For both the print and braille page numbers, no fewer than three blank cells should be left between the text and the page number.

Paragraphs

The first line of a paragraph begins in cell 3, even though, as is very common in print, the first line of a paragraph is not indented. The remainder of the text will continue in cell 1, until you begin a new paragraph in cell 3, on a new braille line, with no blank lines left between paragraphs.

In braille, the quoted passage will be treated as a normal paragraph and set apart by a blank line before and after it, with whatever punctuation appears in the print copy.

Note: If a quoted or bracketed passage extends over more than one paragraph, the quotation marks or brackets, of whatever kind, must be reopened before the first word of every paragraph in the passage, irrespective of whether this is done in the print copy. However, the quotation marks or brackets must only be closed after the last word of the passage.

Word Division

Word division should be avoided if braille on a computer unless you will leave more than 10 cells blank, for if you need to reformat, you will have problems with hyphens that were at the end of a line now being in the middle of a line. If using a Perkins, you will not meet this problem, but it is still a good idea to divide only if you are completely confident that you are making a good division, for a bad and misleading division is very off-putting to a reader. However, for the occasions when you will need to divide, consult a dictionary. See Appendix F4: Braille Reference Section for advice on dividing a long word at the end of a line.

Drill 23

"I don't really understand," he said, "how they came to hit upon 'The Pines.' It's an out-of-the-way sort of place that one would think a gentleman couldn't rightly take a fancy to."

"'The Pines' suited this party right enough," rejoined the little man. "All that he was after was a house close to the water. He wasn't particular about anything else, so long as he had that."

"Well," replied the landlord in a tone of some superiority, "I suppose, being a 'foreigner', he can't be used to much comfort, and there was enough for him and his niece to ..." He stopped, to my intense annoyance, to serve a customer who had just come in. Hoping, however, for still more information about the young lady, I continued to listen to the conversation at the other end of the bar, while pretending to glance at a paper in front of me – a weekly rag – which seemed to consist principally of advertisements.

"That 'foreigner'," the landlord continued, "will find 'The Pines' a little damp though, I'm thinking."

"That's his look-out," replied the other. "Anyhow, he's paid us six months' rent in advance...."

Practice 23

Cat was quite glad when lessons started again – he was sick of changing places with Janet, and Julia's handkerchief must have been worn to rags with the number of knots tied in it.

After lessons, he and Janet collected the two magic books and took them up to Cat's room. Janet looked round it with admiration.

"I like this room much better than mine, it's cheerful. Mine makes me feel like Sleeping Beauty and Cinderella, and they were both such sickeningly sweet girls ... Now let's get down to work. What's a really simple spell?"

They knelt on the floor, leafing through a book each. "I wish I could find how to turn buttons into sovereigns," said Cat. "Don't talk about it," said Janet. "I'm at my wits' end. How about this? 'Simple flotation exercise. Take a small mirror and lay it so that your face is visible in it. Keeping face visible, move around widdershins three times, twice silently willing, the third time saying: "Rise little mirror, rise in air, rise to my head and then stay there." Mirror should then rise' – I think you ought to be able to manage that, Cat."

"I'll have a go," Cat said dubiously.

[Adapted from "Charmed Life" by Diana Wynne Jones.]

LESSONS 24-27

Braille Indicators

Braille indicators have no direct print equivalents, and are used to show that the following Braille signs are to be interpreted in special ways. The following lessons introduce the most commonly used of these Indicators:

Numbers (Numeric mode indicator) Lesson 24
Single letters (Grade 1 indicator) Lesson 25
Capital letters (Capital indicator) Lesson 25
Italic, bold, underline (Typeform indicators) Lesson 26

Other special signs:

Accented letters (Accent) Lesson 27

Order of Braille Indicators and Other Signs

When two or more mode indicators, accents or punctuation signs occur together before a word, they are placed in the following order:

The capital indicator precedes the accent sign.

The numeric indicator precedes the decimal signs.

The apostrophe precedes the numeric indicator, capital indicator and/or accent signs.

The grade 1 indicator precedes the apostrophe, capital indicator and accent signs.

The italic indicator precedes the numeric indicator, grade 1 indicator, apostrophe, capital indicator and accent signs.

The capitalised/italic/bold/underline passage indicator is placed immediately before the first capitalized letter i.e. after quotation mark, open parenthesis, dash, hyphen and oblique stroke.

The capitalised/italic/bold/underline passage terminator is generally placed at the end of the passage, after punctuations such as fullstop, question mark, exclamation mark, comma, colon and semicolon. However, the passage terminator should be placed before punctuations such as quotation mark, close parenthesis, dash, hyphen and oblique stroke.

The order of the preceding signs is shown in the following list:

1. typeform indicator
2. grade 1 mode indicators
3. apostrophe
4. numeric indicator
5. capital indicator or decimal sign
6. accent signs

LESSON 24

The Numeric Mode Indicator

Dots 3 and 4 5 6. ⠠

Arabic figures (1-9 and 0) are represented in braille by the letters a-i and j respectively, when they are immediately preceded by the numeric mode indicator.

Cardinal Numbers

1 ⠠ 10 ⠠ 206 ⠠

Dot 2 is used to represent the print comma dividing off the thousands.

4,500,000 ⠠⠠⠠⠠⠠⠠⠠⠠

If a space or half space is used in the print for dividing off thousands, dot 5 (the numeric space) is used to represent the space.

4 500 000 ⠠⠠⠠⠠⠠⠠⠠⠠

However for **phone numbers** it is also correct to leave a space in braille if there is a space but no hyphen in the print, in which case the numeric indicator will be repeated.

355 6937 ⠠⠠⠠⠠⠠⠠⠠⠠

Ordinal Numbers

The proper ending is written unspaced from the cardinal number; contractions are not used.

1st or 1st ⠠⠠⠠⠠⠠ 2nd or 2nd ⠠⠠⠠⠠⠠
3rd or 3rd ⠠⠠⠠⠠⠠ 4th or 4th ⠠⠠⠠⠠⠠

Fractions

A simple numeric fraction line symbol is used only for a simple numeric fraction, that is one whose numerator and denominator both contain only digits, decimal points, commas, or separator spaces – in other words, symbols (other than the fraction line itself) that continue a single numeric item.

The numeric fraction line would be read as a line between vertically (or near-vertically) arranged numbers only.

$\frac{1}{5}$ ⠠⠠⠠⠠⠠ $\frac{3}{5}$ ⠠⠠⠠⠠⠠

Mixed numbers: the fraction, which retains its numeric mode indicator, immediately follows the whole number.

$2\frac{1}{2}$ ⠠⠠⠠⠠⠠⠠ $3\frac{3}{4}$ ⠠⠠⠠⠠⠠⠠ $4\frac{5}{16}$ ⠠⠠⠠⠠⠠⠠⠠⠠

When two mixed numbers are connected by the hyphen in the print copy, the numeric mode indicator is repeated after the hyphen.

$6\frac{1}{2}-7\frac{3}{4}$ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Decimals

The decimal point sign ⠠⠨ dots 2 5 and 6, represents the decimal point in print, and is written immediately following the numeric mode indicator in expressing a decimal (unless there is a zero in the print, in which case it must be copied in braille) as:

.7 ⠠⠨⠠⠠⠠ 0.7 ⠠⠨⠠⠠⠠⠠

When a decimal fraction is joined to a whole number, the numeric mode indicator is written before the whole number.

7.95 ⠠⠨⠠⠠⠠⠠⠠

Dates

Dates are transcribed as printed; as in print, no comma is needed to divide off the thousand in the date for the year.

Feb. 1, 1906 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

When they are abbreviated, braille follows the print in the use of hyphens, oblique strokes, colons or full stops.

1.2.06 ⠠⠠⠠⠠⠠⠠⠠⠠

1-2-06 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Where an apostrophe is used in place of the figures denoting the century, the apostrophe sign is written before the numeric mode indicator.

'14 ⠠⠠⠠⠠⠠

In cases like "the 1920's" an apostrophe sign is inserted before the "s", only if it is shown in print.

e.g.

1920's ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ 1920s ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Time of Day

Where the time of day is shown in the print copy with a dot between the hours and minutes, the braille decimal point is used to denote the change of denomination. However, if the hours and minutes are separated with a colon, then the colon should be used in the braille as the separator.

10.30 a.m.

[illegible]

NOTE: "a.m." or "p.m." is written unspaced, as if it were one word.
(See Lesson 28.)

Where the twenty-four hour clock is used, braille follows the print style. If the time is written as one unspaced sequence, no separator is used between the hours and minutes. If the print uses a dot or colon as a dividing symbol between the hour and the minutes, then the braille uses the appropriate method as explained above.

1800 ⠼⠨⠲⠦⠒⠶

18.00 

18:00 ⠼⠨⠶⠦⠸⠆

Mathematical signs

Operation signs:

Sign for "plus": dots 5, 2 3 5: ⠠⠨⠶⠠⠨⠶

3 + 4 ⠠⠨⠶⠠⠨⠶⠠⠨⠶⠠⠨⠶

Sign for "minus": dots 5, 3 6: ⠠⠨⠶⠠⠨⠶

4 – 3 ⠠⠨⠶⠠⠨⠶⠠⠨⠶⠠⠨⠶

Sign for "multiplied by": dots 5, 2 3 6: ⠠⠨⠶⠠⠨⠶⠠⠨⠶⠠⠨⠶

3 x 4 ⠠⠨⠶⠠⠨⠶⠠⠨⠶⠠⠨⠶

Sign for "divided by": dots 5, 3 4: ⠠⠨⠶⠠⠨⠶

4 ÷ 2 ⠠⠨⠶⠠⠨⠶⠠⠨⠶⠠⠨⠶

Sign for "ratio": dots 2 5: ⠠⠨⠶

2 : 4 ⠠⠨⠶⠠⠨⠶⠠⠨⠶⠠⠨⠶

Comparison signs:

Sign for "equals": dots 5, 2 3 5 6: ⠠⠨⠶⠠⠨⠶⠠⠨⠶⠠⠨⠶

7 = 5 + 2 ⠠⠨⠶⠠⠨⠶⠠⠨⠶⠠⠨⠶⠠⠨⠶⠠⠨⠶

NOTE: The operation signs shown above are unspaced from the preceding and following terms, but comparison signs such as equals are spaced.

However, the use of extra space may be used for the younger learner.

Example: ⠠⠨⠶⠠⠨⠶⠠⠨⠶⠠⠨⠶⠠⠨⠶

Drill 24

$$4 + 5 = 9.$$

$$6 + 7 = 13.$$

$$3 \times 2 = 6.$$

$$5 \times 7 = 35.$$

$$27 \div 9 = 3.$$

$$85 \div 5 = 17.$$

$$5 - 5 = 0.$$

$$25 - 10\frac{1}{2} = 14\frac{1}{2}.$$

25 times 100 comes to 2,500.

5% of 1,000 is 50.

Divide $15\frac{3}{4}$ by 3 and you get $5\frac{1}{4}$.

The 4 Quarter Days are on the 25th day of the 3rd month, the 24th day of the 6th month, the 29th day of the 9th month, and the 25th day of the 12th month.

Smith & Jones, the local grocers, sell all kinds of fruit and vegetables, etc. This week they have a 12.5% discount on apples (@ 56 pence per pound) & oranges, if you buy more than 2.5 pounds of either.

Thursday, 8/3/84 was the date on the letter, and it was posted at 10.30 a.m. at the General Post Office; but he did not receive it till Saturday, March 10th, whereas he ought to have received it by the second post on the 9th; so he did not get home till 6.30 p.m. on the 11th, and the races were to begin at 3.15, 4.20 and 5.30 respectively.

Flight no. 235/71 was due to leave Gatwick airport at 23:45 but severe fog delayed departure by 55 minutes. The plane eventually took off at 00:40 and landed at 02:35, which was only 45 minutes behind schedule.

Practice 24

$$\frac{1}{2} \times 6\frac{2}{3} = 3\frac{1}{3}$$

$$12\frac{3}{4} \div 3 = 4\frac{1}{4}$$

$$9,762 - 4,601 = 5,161$$

On Friday June the 26th, from 2.30 p.m.-5.30 p.m. (that is 14.30-17.30 according to the 24-hour clock) they will be interviewing people for the new job; the successful applicant will start work on Wednesday July the 22nd.

The ballistics expert determined that death had been caused by a .32 automatic.

In 1931-2 the principal causes of accidents were: vehicles – 40%; at home – 22.5%; sports and recreation – 15.4%; pedestrians – 8.3%; travel – 6.6%.

READ Appendix A: Reading Practice 10

Capitalised Passage

Three Dot 6's $\ddot{6} \cdot \ddot{6} \cdot \ddot{6}$

1. Where there are three or more consecutive capitalised words in a passage, the capital sign is tripled before the first word of the passage and terminated by the capitals mode terminator, dot 6 followed by dot 3 ∴ ∴, immediately following the last affected symbols-sequence. Examples:

Please KEEP OFF THE GRASS in this area.

The figure consists of 10 sub-diagrams arranged horizontally, each showing a 10x10 grid of dots. The dots are black, and the background is white. The sequence shows the following stages of pattern evolution:

- Initial sparse distribution of dots.
- Formation of a small central cluster.
- Expansion of the central cluster.
- Formation of a small square in the center.
- Expansion of the central square.
- Formation of a small ring around the center.
- Expansion of the central square and the ring.
- Formation of a small square in the center, surrounded by a ring.
- Expansion of the central square and the ring.
- Final state: a large central square filled with dots, surrounded by a ring of dots, with dots also in the corners.

"He will see GONE WITH THE WIND."

The figure consists of 10 diagrams arranged horizontally, each showing a pattern of black dots on a grid. The patterns evolve from left to right, starting with a small cluster of dots and growing into a larger, more complex shape. The dots are arranged in a way that suggests a branching or spreading process over time.

AUCKLAND BUS STOPPAGE ...

INITIALS OF WRITER/initials of secretary

2. When a capitalised passage extends over more than one paragraph (a series of paragraphs for example), each paragraph is preceded by the capitalised passage indicator and the capitals are terminated only at the end of the capitalised passage.

3. When a single heading runs onto two lines it should be capitalised as one passage. If, however, consecutive headings are in capitals, then each heading is capitalised separately.

Example:

CHAPTER ONE
THE FIRST WORD

(b) Initials, except a, i and o, must be preceded by the grade 1 symbol indicator, regardless of whether full stops are used.

Example:

J S Bach 

J. S. Bach

(c) Where letters used as designations occur in groups, the grade 1 indicator is not required unless the letter group could be misread as a contraction or shortform.

Example: The angle ABC

Apostrophe

Mind your p's and q's

Miss J's pupils

Miss Just's pupils

Figure 1 consists of three 4x4 dot patterns labeled (a), (b), and (c). Pattern (a) has dots at (1,1), (1,3), (2,2), (2,4), (3,1), (3,3), (4,2), and (4,4). Pattern (b) has dots at (1,2), (1,4), (2,1), (2,3), (3,2), (3,4), (4,1), and (4,3). Pattern (c) has dots at (1,1), (1,2), (1,3), (1,4), (2,1), (2,2), (2,3), (2,4), (3,1), (3,2), (3,3), (3,4), (4,1), (4,2), (4,3), and (4,4).

Roman Numbers

Roman numbers follow the general rules for capitals and the grade 1 indicator.

Examples:

i ii iii iv v vi vii viii ix x xi xii

X XI X.

[illegible]

V-X X-XX

Ordinal Roman Numbers

(a) Examples:

Ist Vth

(b) These ordinals should be separated from their endings by a terminator.

Examples:

IIIrd  XXIst 

Sections and Sub-divisions

Where letters, used for sections or sub-divisions, are enclosed in parentheses, as they often are, the grade 1 indicator immediately follows the opening parenthesis, the whole group being spaced as a word.

Example:

(b) $\begin{smallmatrix} \bullet & \bullet & \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet & \bullet & \bullet \end{smallmatrix}$ but:

(a) $\ddot{\cdot} \ddot{\cdot} \ddot{\cdot} \ddot{\cdot} \ddot{\cdot}$ (grade 1 indicator is not required before a, i and o)

Web Addresses

Although it is technically correct to use contractions in web addresses, in New Zealand the preference is to uncontract them. Grade 1 indicator is required before a single letter.

Example: <http://www.free-e-cards.com>

Drill 25

Here are some dates for you to remember: Edward I. 1272-1307; Edward II. 1307-1327; and Edward III. 1327-1377. Edward III.'s grandson Richard II. reigned from 1377 to 1399; after him came Henry IV. 1399-1413.

For tomorrow I should like you to read Gardiner's "History of England", Vol. II., Chapters XXIV-XXVI, on Henry VIII.'s reign.

He gave to A gold – to B silver – to C tin – to D copper.

"We could pay Mr B— then."

Her duties are: (a) to open the post; (b) to answer the phone; (c) to receive visitors; and (d) to take dictation.

J E Randall, G R Allen, and R C Steene wrote "Fishes of the Great Barrier Reef and Coral Sea".

On February 13 of 1931 the RVS signed an order to accept for Red Army service the "Vickers E" light tank under the new designation of T-26 and recommended to start its mass production.

"BOOM!" The test tubes exploded. Never, NEVER, meddle with magic.

After his usurpation of Richard II, Henry IV found it difficult to enforce his rule. His son, Henry V, fared better.

153 IAP was the first regiment to be re-equipped with the Bell Airacobra (The Mk. I produced for the RAF but shipped to the USSR instead). They fought against the Bf109 from II/JG 77.

In WW2 Douglas Bader (KBE DSO DFC) flew a Hurricane Mk I from Canadian 242 Sq, LE-D V7467, during BoB, September 1940.

Practice 25

Little J. has learned to write his ABC's but he sometimes forgets to cross his t's and dot his i's.

The patient was given a large T-bone steak to eat before the second set of X-rays were taken.

Next year he will be in class 6A.

Pope John XXIIIrd did much to promote the ecumenical movement.

Charles I. (1600-1649) was beheaded by the Parliamentary faction in England.

Vol. VI. of the collected works of Shakespeare contains my favourite play, "As You Like It", whilst vols XII-XIII contain the sonnets.

He opened his mouth to reply but a huge BANG! from the cannon behind him exploded into the air.

Henry VII, his son Henry VIII and his three children Edward VI, Mary I and Elizabeth I ruled for 118 eventful years.

"HAVE YOU SEEN THE WASHING MACHINE?" yelled Miriam.

Buy a copy of Complete Guide to LEAs from the newsagent.

Helmut Lusser DipTP, MRTPI was Assistant Director of Environmental Services at the London Borough of Sutton.

The first Mk I Spitfire was delivered to the RAF in 1938 and the Spitfire XIX reconnaissance version became the fastest of all the World War II Spitfires with a speed of nearly 460 mph.

READ Appendix A: Reading Practice 11

LESSON 26

Typeform Indicators **(italics, bold, underlined)**

UEB provides a rich set of typeform indicators but their use is not mandatory. In transcribing material into braille, a balance must be struck between conveying information to the reader and cluttering up the braille.

1. When braille requires the use of two (or more) different typeform indicators for the same text, the order of indicators is not prescribed but it is preferred that the indicators and terminators be nested, that is, the first typeform opened is the last typeform closed.
2. A typeform word indicator establishes the designated typeform for the next symbols-sequence or the remainder of the current symbols-sequence. It is terminated by a space.
3. When a typeform passage extends over more than one paragraph, each paragraph is preceded by the typeform passage indicator and the typeform is terminated only at the point where the typeform changes.
4. The placement of typeform indicators and terminators in relation to opening and closing punctuation may not be obvious from the print. When it is clear in the print copy that punctuation is not included in a specific typeform, place the typeform indicator or terminator at the point where the typeform changes. When there is doubt, except for the hyphen and the dash, consider the punctuation as being included in the typeform.

2. The Bold Indicator

⠠⠠⠠ Bold symbol indicator

⠠⠠ Bold word indicator

⠠⠠⠠ Bold passage indicator

⠠⠠ Bold terminator

(i) Bold Symbol: Dots 4 5, 2 3 are used before a single bold letter.

Example:

a ⠠⠠⠠ **b** ⠠⠠⠠⠠⠠

55 not **56** ⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠

(ii) Bold Word: Dots 4 5, 2 are written immediately before a bold word.

Example:

The Times ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

(iii) Bold Passage: When three or more consecutive words are printed in bold, the bold passage indicator, ⠠⠠⠠ is written immediately before the first word and a bold terminator sign ⠠⠠ placed after the last bold word before the next space, hyphen, dash or oblique stroke.

Example:

Three words or more. ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠

You can do it— ⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠

—I did it! ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠

(Such as **Romeo and Juliet**)

⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

3. Underline

- ⠠⠠⠠ Underline symbol indicator
- ⠠⠠⠠ Underline word indicator
- ⠠⠠⠠ Underline passage indicator
- ⠠⠠⠠ Underline terminator

(i) Underlined Symbol: Dots 4 5 6, 2 3 are used before a single underlined letter.

Example:

Do Question C. ⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

(ii) Underlined Word: Dots 4 5 6, 2 are used immediately before an underlined word.

Example:

The Times ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

(iii) Underlined Passage: When three or more consecutive words in the print copy are underlined, the underline passage indicator ⠠⠠⠠ is written immediately before the first word and an underline terminator sign ⠠⠠⠠ placed after the last underlined word, before the next space, hyphen, dash or oblique stroke.

Example:

Three words or more! ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠

Drill 26

I have a long list of things to see to this morning: call at the High Street, to return *On the Edge of the Sea*; buy a copy of *Complete Guide to GARDENING* from the newsagent; and choose a book from among the following on my library list: *The Way of a Countryman*, *The Sea Eagle*, *We Fought Them in Gunboats*, and *No Nightingales*, all of which have been advertised in *The Times* as “new successes”.

This was a never-to-be-forgotten day.

He wanted to **insist** that **it was his**; but Brian countered *by insisting* that it was *his* book.

“Then comes *We have taken the twenty-first hall to dwell in. There by ...* I cannot read what. The next line I cannot read. A shaft is mentioned.”

Practice 26

The local Shakespeare society is planning to produce one of the following plays this season: *Much Ado About Nothing*, *King Richard III* or *Hamlet*.

He took down a heavy book entitled, *The Full Works of Dr. Boom 1816-1819*. He thumbed through the thick yellow pages.

By disability (as used in the *Social Security Act*) is meant “inability to engage in substantial gainful activity ...”

The Athenians not only had government **of** the people and **for** the people, but also government **by** the people.

LESSON 27

The Accent Signs; Poetry Layout and Poetry Line Separator

1. Accent Signs

cedilla: ¸ ⠠⠨⠠⠨ dots 4 5, 1 2 3 4 6

grave: ` ⠠⠨⠠⠨ dots 4 5, 1 6

tilde: ~ ⠠⠨⠠⠨ dots 4 5, 1 2 4 5 6

acute: ´ ⠠⠨⠠⠨ dots 4 5, 3 4

circumflex: ^ ⠠⠨⠠⠨ dots 4 5, 1 4 6

dieresis/umlaut: ¨ ⠠⠨⠠⠨ dots 4 5, 2 5

For macron, refer to page 141.

The accent signs are written before a letter which in print is marked with an accent or other mark.

Examples:

résumé ⠠⠗⠑⠠⠗⠑⠠⠑ ⠠⠗⠑⠠⠗⠑⠠⠑ naïve ⠠⠗⠑⠠⠗⠑⠠⠑

Étude ⠠⠑⠠⠗⠑⠠⠑

An accented letter may not form part of a contraction.

Examples:

b(less)éd ⠠⠑⠠⠑d Gér(ar)d ⠠⠑⠠⠗d

Drill 27

But I shall not be just to Mr. Coffin if I omit to say he strikes for us his philosophy in the poem called "Man of Thunder". Giving the second stanza:

He came rightly by a dignity,
An air of peril, and an air that he
Was called to do things planned out long ago
Above the power of the wise to know.
There was a difference in him, a link
Between his hands and what he had to think.

This poem ends with the following three lines:

A power that could rise and trample through
The world with death and leave it still more fair
With fragile green things rising everywhere.

Again the philosophic note is struck in "House of Eyes"; the seventh stanza is as follows:

Things are never rounded off so well
That you cannot say, that finished the score.
You cannot sort out love from meat and drink;
This day's to-morrow and the day before.

The poem "Sunrise" is a fine reach:

The dewdrops quiver on the cobweb tents,
Birds leave their love and sit in meek suspense.
A disk of fire aeons old cuts through
The rocks of earth and rolls up into view.

Jubilee beyond the flight of words
Sweeps over all the comely, hungry birds.
The waters of the dew run into flame
For which the name of fire is no name.

Practice 27

Material on the art of navigation and information about weather and coastlines have often been versified; for example, fishermen sailing to the Tyne from the Lincolnshire coast recorded these verses in 1965:

When the sun sets in a bank
Westerly wind you shall not want.

Sun goes down clear as a bell,
Easterly winds sure as hell.

Mackerel's back and mare's tails
Makes lofty ship carry low sails.

Landsmen also had many traditional weather forecasts, such as:

When Bredon Hill puts on his hat
Ye men of the vale, beware of that;
When Cheviot you see put on his cap
Of rain ye'll have a wee bit drap.

Sayings about the weather and the seasons were only part of a corpus of verse connected with agriculture; it may have been one of the main methods of handing down farm experience. The fact that it was written in verse had something to do with the immediate acceptability and long life of Thomas Tusser's *A Hundred Good Pointes Of Husbandrie*. A sample of his unpretentious verse:

In harvest-time, harvest-folk, servants and all,
Should make, all together, good cheer in the hall;
And fill out the black bowl of blythe to their song,
And let them be merry all harvest-time long.

Once ended thy harvest, let none be beguiled,
Please such as did help thee, man, woman and child;

Thus doing, with alway such help as they can,
Thou winnest the praise of the labouring man.

There was scope for a social conscience in a handbook of
technology!

2. Print Abbreviations

(i) All print abbreviations used in the print copy must be transcribed as they stand.

(ii) If the abbreviation is printed with full stops, then a grade 1 indicator is generally not required.

Examples:

a.m.	⠠⠠⠠⠠⠠⠠	V.C.	⠠⠠⠠⠠⠠⠠
B.Sc.	⠠⠠⠠⠠⠠⠠⠠⠠	Ph.D.	⠠⠠⠠⠠⠠⠠⠠⠠

(iii) If full stops are not present in the print:

(a) If the abbreviation consists of a single letter, a grade 1 indicator is required where the letter also has a contraction meaning.

Examples: b (born) ⠠⠠⠠

(b) If the abbreviation consists of several letters from one word, no grade 1 indicator is required unless the abbreviation could be read as a shortform.

Examples:

Rd (Road)	⠠⠠⠠⠠	Mr (Mister)	⠠⠠⠠⠠
MA	⠠⠠⠠⠠	AAA	⠠⠠⠠⠠⠠

(iv) Where an abbreviation consists of two or more letters of one word contractions may be used provided the usual rules for contractions are observed, and they cannot be mistaken for shortforms or wordsigns.

Examples:

m(ed).	⠠⠠⠠⠠	(con)td.	⠠⠠⠠⠠⠠	(ed)it.	⠠⠠⠠⠠⠠
(con)j.	⠠⠠⠠⠠				
St. John's	⠠⠠⠠⠠⠠	St.	⠠⠠⠠⠠⠠		

Drill 28

Among the members of the Ingleford W.I. are some very well educated and well qualified women, e.g. the local G.P. Dr. Sandra Young MD; an ex-university don, Miss Beverley Child MA Ph.D.; an architect, Mrs Vanessa O'Connor F.R.I.B.A. and an eminent pianist, Mrs Francesca Hapgood F.R.C.M.

If you wish to join these women in their worthy efforts towards raising money for charities such as the RNLI and the RSPCA etc, you should contact the Hon. Sec. Mrs P. A. Boone at 42a Beech Rd., Ingleford, IG2 7JS, tel. 5762 89721. They meet regularly in St. Andrew's Church Hall on Wednesdays at 2:30 p.m.

Practice 28

William Wordsworth was born at Cockermouth on 7th April 1770: at eight he was sent to school and in 1787-91 he was at St. John's, Cambridge. In 1795, Calvert, a young friend, left him 900 pounds, and Wordsworth resolved to devote himself to poetry as his life-work. Among his friends were Walter Scott, S. T. Coleridge, Charles Lamb, Robert Southey, S. Rogers and Lord Lonsdale; and in 1845 he met Tennyson, whom he named "the first of our living poets". In 1843, after Southey's death, Wordsworth became Poet-Laureate. He died at Rydal Mount (his home since 1813), April 23, 1850, and was buried at Grasmere.

I believe Mrs. Matthews orders her goods from Messrs. Day, Younger, Childers & Co. of King William St., Strand, W.C.2.

Obituary notices of distinguished people contain a variety of Degrees and Orders. Here are a few of the more common ones. A.B. may have a simple BA or MA degree or a more specific one of B.Sc., B.Mus., M.Ch., D.Litt., &c. Or he may have the right to put K.C.M.G., or K.C.B. after his name; or he may be a Member, Fellow or President of some Society, such as: A.R.A., MP, F.R.C.S., or P.R.S.

This is a letter from the Rt. Hon. G. H. Reid, printed in Senator Pulsford's *Our Country*, Sydney, Aug. 25, 1903.

However, when print uses a special symbol, the equivalent braille sign should be used.

Example:

34% (34 per cent) ⠠⠨⠠⠠⠠⠠⠠

4. Units appearing before the number in print should be brailled close up to the following numeric indicator.

The pound sign, £, ⠠⠠⠠ dots 4, 1 2 3

The dollar sign, \$, ⠠⠠⠠ dots 4, 2 3 4

The euro sign, €, ⠠⠠⠠ dot 4, 1 5.

Examples:

£600 ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

Note also the following:

£5m (5 million pounds) ⠠⠠⠠⠠⠠⠠⠠⠠

\$3 bn (3 billion dollars) ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠

5. When the £ or \$ sign stands alone they should still be preceded by a dot 4.

Examples:

the £ rose ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

the \$ fell ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

6. Upper case letters should be shown by the capital sign.

Examples:

3 V (3 volts) ⠠⠠⠠⠠⠠⠠⠠⠠

5 mA (5 milliamperes) ⠠⠠⠠⠠⠠⠠⠠⠠

8 Hz (8 hertz) ⠠⠠⠠⠠⠠⠠⠠⠠

13 MW (13 megawatts) ⠠⠠⠠⠠⠠⠠⠠⠠

30 M.P.G. (30 miles per gallon) ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

60 MPH (60 miles per hour) ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

9 to 10 kg ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

6 m 25 cm ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

7. Contractions may generally be used in units.

Examples:

8 ins (8 inches) ⠠⠠⠠⠠⠠⠠⠠⠠

5 mins (5 minutes) ⠠⠠⠠⠠⠠⠠⠠⠠

8. The degree sign ° is brailled as ⠠⠠⠠, dots 4 5 and 2 4 5.

Examples:

45°. (45 degrees.) ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

21°C (21 degrees Celsius) ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

9. When a unit is not attached to a number, the same abbreviation should generally be used.

Example:

Answer in °F ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Reference Abbreviations and Symbols

The following applies to abbreviations and symbols appearing before the number used in giving references; for example, to pages, chapters, volumes, etc.

Abbreviations should generally be transcribed as in print, following the usual rules for abbreviations given in Lesson 28. They should be spaced or unspaced from the number as in print. Examples:

Vol.5 ⠠⠠⠠⠠⠠⠠⠠⠠

Vol. 5 ⠠⠠⠠⠠⠠⠠ ⠠⠠

Vol 5 ⠠⠠⠠⠠⠠ ⠠⠠

ch.16 ⠠⠠⠠⠠⠠⠠

par 15 ⠠⠠ ⠠⠠⠠⠠

ss.6-8 ⠠⠠⠠⠠⠠⠠⠠⠠⠠

p.6 ⠠⠠⠠⠠

p6 ⠠⠠⠠

Where print uses the special symbols for section or paragraph, the following braille signs should be used, unspaced from the number:

§ ⠠⠠⠠

¶ ⠠⠠⠠

Examples:

§12 ⠠⠠⠠⠠⠠⠠

¶4 ⠠⠠⠠⠠

Note that where print uses an ordinary abbreviation rather than one of these symbols, braille should follow print.

Drill 29

Temperatures soared to 34°C, or around 100°F, and with only 4 cm rainfall in 3 months the drought continued all summer. This caused the water levels in reservoirs to drop 20 ft or more. As conditions worsened, hosepipe bans and other inhibitory measures were introduced. Any people ignoring these restrictions faced fines of £1000.

Inflation is at 11%, causing the cost of 250 g of sugar to increase by 25p. The average weekly shopping will now cost at least £9.50 more than one month ago.

If you look at P.5 of vol.3 you will see that §17 of chap. 8 is missing. In addition, the previous section is incorrectly referred to in L.23 of that page.

"10 sec later and I would have drowned", gasped the rescued man. The lifeboatmen noticed the package which the struggling man had refused to let go. What did it contain? 7 kg of gold, or perhaps 13 lb of cocaine? Was this man a smuggler? Would there be a \$500 reward for his capture? The mystery was solved when he started to unravel the package to reveal a ½ lb box of Dairy Milk chocolates. "Next time she's getting flowers," he chuckled.

Practice 29

Edmund Blackadder, a tall and slim 6 ft 5 ins, was followed at a safe distance of 4 yd by Baldrick, a short and squat 4 feet 7 inches. The former purchased a whole week's supply of pies from Mrs. Miggins' shop, totalling £3 5s 4d (or £3 and 26½p in new money). Baldrick spent all he had, which was only 2½d, on 4¾ lb of turnips.

Then Edmund walked 2 m to the wig-makers to pick up a new hair-do for his master, mad Prince George. It was an electric blue colour and stood on end, an effect achieved by letting 600 V run through it. The wig was wrapped in 1 m of brown paper, tied up with 25 cm of string.

On their return to the palace, a highwayman sped towards them at 20 mph. Screeching to a halt only 2 cm from Blackadder's nose, the baddy shouted "Your money or your life!". Upon their refusal to his demands, the robber threatened to drop them into water heated to 95°C. However, the wind suddenly changed direction, wafting Baldrick's distinctive odour towards the highwayman. This stunning effect, which also flattened all flora within a 12 m radius of the area, allowed our two heroes to escape.

[This is taken from ch.2 of my new book. Chapter 3, p23-36, is even better!]

Drill 30
(N.B. There is no Practice 30)

Mr Waima built his marae where he was living in Wellington and he named the wharenuī "Tāne Whaiora" after a very ancient ancestor – Tāne, the god of the forest.

As the boys returned to their places, Mrs Waima whispered to Tamati, "Tino pai to haka, e Tama. Why were you so scared yesterday?"

Jean-Paul was looking forward to spending three years at the University of Bordeaux, which was his beloved home town. He was to study the language and literature of France and Italy, although he had *carte blanche* to study any other subject in addition to these.

One of his favourite novels was *Le Père Goriot* by Balzac, although he also enjoyed *Les Misérables* by Victor Hugo. On his reading list from the Italian lecturer, Sr. Maretti, were *Fontamara* by Ignazio Silone and *Cristo si è fermato a Eboli* by Carlo Levi.

On his arrival at the university there was a huge banner with the words "bienvenus – benvenuti – bienvenidos – willkommen – welcome" hanging on the façade of the renaissance-style building. He made his way through the endless corridors to the Italian department where he had arranged a *rendezvous* with his sister's English fiancé, Will. They were to go and have a drink in the café.

Appendix A Reading Practice

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

101

The image displays a 10x10 grid of 100 Braille characters. Each character is a unique arrangement of dots 1 through 6, forming a 6x6 grid of potential dot positions. The characters are organized into four groups of 25, each with a distinct visual pattern of dot placement. The groups are arranged in a 2x2 block, with each group occupying a 5x5 sub-grid. The characters are arranged in a way that they are easily distinguishable from each other, even when viewed as a single image.

Figure 1. The 16 stimuli used in the experiment. The stimuli are arranged in two rows of eight. Each stimulus consists of a 4x4 grid of dots, with some dots missing to form a pattern. The patterns are labeled with numbers 1 through 16.

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The image displays a 10x10 grid of 100 small square plots. Each plot contains a unique pattern of black dots on a white background. The patterns are highly varied, ranging from sparse, isolated dots to dense, solid-looking blocks. Some patterns form recognizable shapes, while others are more abstract and noisy. The overall effect is a complex, textured mosaic of dot patterns.

**Appendix C
PRACTICE EXAM**

**TRANS-TASMAN
BRAILLE PROFICIENCY EXAMINATION
Administered Jointly By Australia and New Zealand**

**Part A
Print to Braille Transcription**

Instructions

1. Candidates are to transcribe into braille three passages totalling approximately eight braille pages in length. Start each passage on a new braille page.
2. Print page numbers are to be shown in the braille transcription, as well as braille page numbers.
3. Candidates are not to divide words at the end of lines other than for hyphenated or compound words.

2 marks will be deducted for each occurrence of:

- Misused or omitted contractions
- Incorrect use of capitalisation
- Misuse of composition signs
- Text omitted or repeated
- Incorrect punctuation

1 mark deducted for each occurrence of:

- Incorrect formatting e.g. headings, paragraphs, pagination
- Noticeable erasures.

Part A Passage 1

MATILDA Roald Dahl

The Reader of Books

It's a funny thing about mothers and fathers. Even when their own child is the most disgusting little blister you could ever imagine, they still think that he or she is wonderful.

Some parents go further. They become so blinded by adoration they manage to convince themselves their child has qualities of genius.

Well, there is nothing very wrong with all this. It's the way of the world. It is only when the parents begin telling *us* about the brilliance of their own revolting offspring, that we start shouting, "Bring us a basin! We're going to be sick!"

School teachers suffer a good deal from having to listen to this sort of twaddle from proud parents, but they usually get their own back when the time comes to write the end-of-term reports. If I were a teacher I would cook up some real scorchers for the children of doting parents. "Your son Maximilian", I would write, "is a total wash-out. I hope you have a family business you can push him into when he leaves school because he sure as heck won't get a job anywhere else." Or if I were feeling lyrical that day, I might write, "It is a curious truth that grasshoppers have their hearing-organs in the sides of the abdomen. Your daughter Vanessa, judging by what she's learnt this term, has no hearing-organs at all."

I might even delve deeper into natural history and say, "The periodical cicada spends six years as a grub underground, and no more than six *days* as a free creature of sunlight and air. Your son Wilfred has spent six years as a grub in this school and we are still waiting for him to emerge from the chrysalis." A particularly poisonous little girl might sting me into saying, "Fiona has the same glacial beauty as an iceberg, but unlike the iceberg she has absolutely nothing below the surface." I think I might enjoy writing end-of-term reports for the stinkers in my class. But enough of that. We have to get on.

Occasionally one comes across parents who take the opposite line, who show no interest at all in their children, and these of course are far worse than the doting ones. Mr and Mrs Wormwood were two such parents. They had a son called Michael and a daughter called Matilda, and the parents looked upon Matilda in particular as nothing more than a scab. A scab is something you have to put up with until the time comes when you can pick it off and flick it away. Mr and Mrs Wormwood looked forward enormously to the time when they could pick their little daughter off and flick her away, preferably into the next county or even further than that.

It is bad enough when parents treat *ordinary* children as though they were scabs and bunions, but it becomes somehow a lot worse when the child in question is *extra-ordinary*, and by that I mean sensitive and brilliant. Matilda was both of these things, but above all she was brilliant. Her mind was so nimble and she was so quick to learn that her ability should have been obvious even to the most half-witted of parents. But Mr and Mrs Wormwood were both so gormless and so wrapped up in their own silly little lives that they failed to notice anything unusual about their daughter. To tell the truth, I doubt they would have noticed had she crawled into the house with a broken leg.

Matilda's brother Michael was a perfectly normal boy, but the sister, as I said, was something to make your eyes pop. By the age of *one and a half* her speech was perfect and she knew as many words as most grown-ups. The parents, instead of applauding her, called her a noisy chatterbox and told her sharply that small girls should be seen and not heard.

By the time she was *three*, Matilda had taught herself to read by studying newspapers and magazines that lay around the house. At the age of *four*, she could read fast and well and she naturally began hankering after books. The only book in the whole of this enlightened household was something called *Easy Cooking* belonging to her mother, and when she had read this from cover to cover and had learnt all the recipes by heart, she decided she wanted something more interesting.

Part A Passage 2

LIZ'S EGGLESS CHOCOLATE VELVET CAKE

Dry Ingredients:

$2\frac{2}{3}$ cups plain flour

$1\frac{1}{3}$ cups castor sugar

6 tablespoons cocoa

2 teaspoons bicarb soda

2 teaspoons baking powder

small pinch of salt

Method

- Sift the above ingredients (except sugar) into a bowl.
- Add sugar and mix well.

Wet Ingredients:

$\frac{2}{3}$ cup oil

2 tablespoons white vinegar

1 teaspoon vanilla essence

2 cups cold water

Method

- Beat together all of the *wet ingredients* with a whisk in another bowl.
- Add to the *dry ingredients* and mix well.
- Pour into an 8 inch tin (greased and lined on the base with greaseproof paper).
- Bake for 1 hour and 10 minutes in a moderate oven. (180° or 160° gas)
- Allow cake to remain in tin when cooked.
- When completely cold, cut into 3 layers.
- Spread filling between the layers and over the entire cake.
- Decorate as desired with nuts, cream, fruit.

Filling:

200 g dark cooking chocolate

$\frac{3}{4}$ cup sour cream

Method

- Melt chocolate in a pan over boiling water.
- Remove from heat and quickly beat in the sour cream.
- Leave in fridge until it reaches a spreadable consistency.

Part A Passage 3

THE DAFFODILS William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

**TRANS-TASMAN
BRAILLE PROFICIENCY EXAMINATION
Administered Jointly By Australia and New Zealand**

**Part B
Braille to Print Transcription**

Instructions

1. Candidates are to transcribe from braille into print a passage of approximately 2 braille pages in length. The transcription is to be made on a separate sheet and under no circumstances is to be written above the braille on the examination sheet.
 2. In the event that a candidate does not have access to a computer and printer, or typewriter, the transcription may be handwritten. In such cases it is the candidate's responsibility to ensure that the handwriting is clearly legible.
- 2 marks will be deducted for each error.

Life's return to KRAKATAU
By Graham Phillips

On 26 August 1883 the tiny Indonesian island of Krakatau was a typical tropical island. It was teeming with myriad forms of plant life, microbes and animals, but on August 27 this equatorial paradise was destroyed.

On that day all of the life of the island was extinguished. In fact much of the island itself disappeared.

The reason for the mass devastation was the eruption of Krakatau. The volcano's violent belches blew the island apart, sending a plume of volcanic debris 5 kilometres into the air.

As a result of the volcanic explosion, 40 000 people lost their lives, although they weren't killed by the volcanic outburst itself. Huge tsunamis, or tidal waves, were generated as the island collapsed and these washed onto the nearby islands of Java and Sumatra, wiping out entire towns.

The eruption reshaped Krakatau beyond recognition. So much molten rock was blown up into the air that a large chunk of the island sank into the sea. The southern tip of Krakatau, named Rakata, remained above sea level but it was covered in metres of volcanic fallout which was heated to hundreds of degrees Celsius. There were, of course, no signs of life.

Figure 1 consists of three 3x3 grids. The first grid has 6 dots: (1,1), (1,2), (1,3), (2,1), (2,2), (2,3). The second grid has 10 dots: (1,1), (1,2), (1,3), (2,1), (2,2), (2,3), (3,1), (3,2), (3,3), (3,4). The third grid has 12 dots: (1,1), (1,2), (1,3), (2,1), (2,2), (2,3), (3,1), (3,2), (3,3), (3,4), (3,5), (3,6).

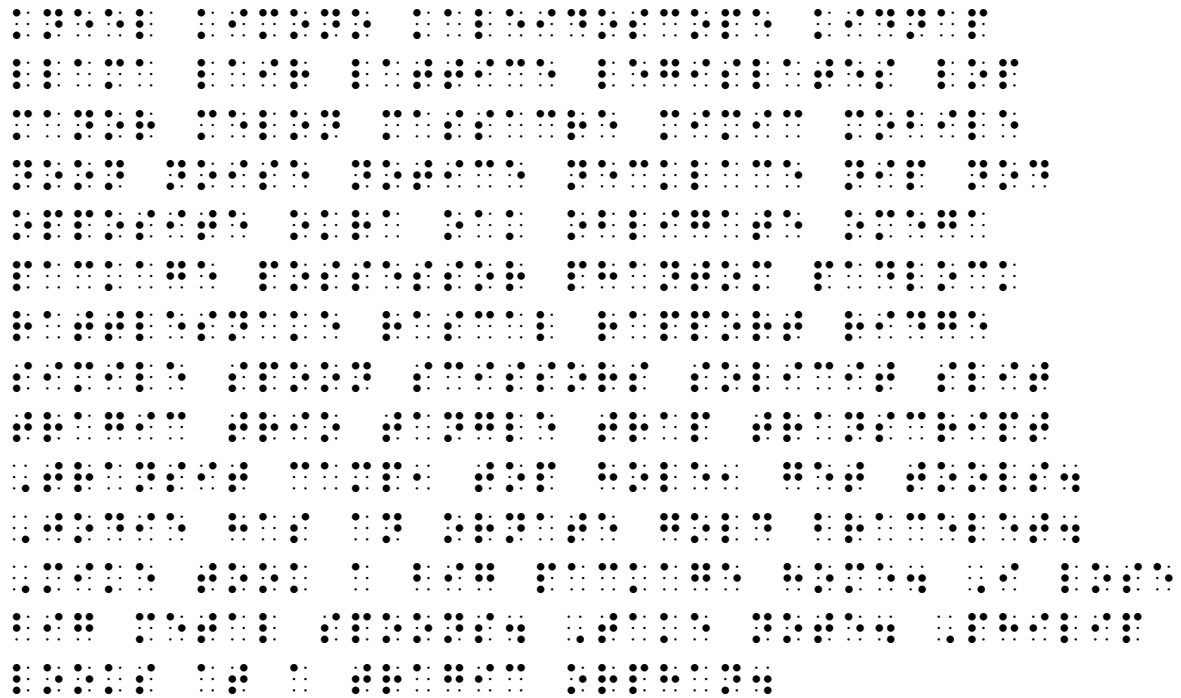
• • • • •

• • • • •

Answers to Drills

Figure 1 shows a 3x6 grid of dots. The first four columns contain a 3x4 submatrix of dots, and the last two columns contain a 3x2 submatrix of dots. The dots are arranged in a pattern that suggests a specific matrix structure, likely related to the 3x6 matrix mentioned in the text.

The figure displays a 10x10 grid of 100 small square plots. Each plot contains a unique pattern of black dots on a white background. The patterns are arranged in a grid that is 10 rows high and 10 columns wide. The dots are distributed in various ways, including random noise, structured patterns, and clusters, representing different data distributions or models.





This image displays a 20x20 grid of 400 small square plots. Each plot contains a unique pattern of black dots on a white background. The patterns are highly varied, ranging from sparse, isolated dots to dense, interconnected clusters. Some plots show regular, grid-like arrangements, while others are more chaotic or form specific shapes. The overall effect is a complex, abstract visual texture that changes as the viewer's perspective shifts.

The image displays a 12x12 grid of black dots on a white background. The dots are arranged in a pattern that suggests a banded or block-like structure, with some non-zero entries scattered throughout the grid. The pattern is not uniform, with some rows and columns having more dots than others, indicating a sparse matrix representation.

The image displays a 15x15 grid of black dots on a white background. The dots are arranged in a pattern that suggests a banded structure, with higher density along the main diagonal and some off-diagonal elements, particularly in the lower-left and upper-right quadrants. This visual representation is likely a sparse matrix, possibly representing a discretized differential equation or a graph adjacency matrix.

A 15x15 grid of black dots on a white background, representing a sparse matrix. The dots are arranged in a pattern that suggests a banded or block-like structure, with higher density along the main diagonal and some off-diagonal elements.

The image displays a 20x20 grid of 400 small clusters of black dots. Each cluster represents a unique pattern of dots, corresponding to a specific number from 0 to 99. The clusters are arranged in a grid where the first 10 rows show numbers 0-90 and the last 10 rows show numbers 91-99. Each cluster is a unique pattern of dots on a small grid, designed for recognition by a neural network.

The image displays a 15x15 grid of 225 small square plots. Each plot contains a unique arrangement of black dots on a white background. The dots are organized into various patterns, including solid blocks, sparse clusters, and irregular shapes. The overall effect is a dense, complex, and abstract visual texture that changes as the viewer's perspective shifts.

A 20x20 grid of black dots on a white background, representing a sparse matrix. The dots are arranged in a pattern that suggests a banded or block-like structure, with higher density along the main diagonal and some off-diagonal elements.

Figure 1 displays a 5x10 grid of 50 small plots, each showing a different configuration of black dots on a white background. The dots are arranged in a grid pattern, with the number of dots and their positions varying across the plots. The plots are arranged in five rows and ten columns, showing a progression from left to right and top to bottom. The patterns of dots change significantly across the grid, indicating a dynamic process.

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Appendix E

Answers to Practice Exam

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The figure consists of two 10x10 grids. The left grid shows a uniform distribution of 100 dots, with approximately 10 dots per row and 10 dots per column. The right grid shows a non-uniform distribution, with a higher density of dots in the center and fewer dots towards the edges.

The figure displays a 5x10 grid of 50 small square plots. Each plot contains a unique pattern of black dots on a white background. The patterns are arranged in five rows and ten columns. The first row shows patterns with varying densities of dots, from sparse to more clustered. The second row continues this theme with different arrangements. The third row introduces more complex, interconnected patterns. The fourth row shows patterns with more uniform distributions. The fifth row features patterns with distinct, often symmetrical, arrangements. The overall sequence suggests a progression or a classification of different dot patterns.

A 6x10 grid of 60 small square plots, each containing a different pattern of black dots. The patterns vary in density and arrangement, representing different levels of complexity or information content.

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Part B Braille to Print

The Cutting Edge

The earliest cutting implements date back to prehistoric times, when sharpened flints and pointed wooden sticks were used to cut and pierce pieces of food. The ancient Egyptians had cutting tools made of chipped flints, glued into slotted wooden handles. By the Bronze Age (about 3000 BC – 1000 BC), bronze cutting-tools were being made by most civilisations across the world, from Great Britain to China. But it was the ancient Romans (509 BC – 476 AD), with their sprawling Roman Empire, who helped spread the use and manufacture of steel-bladed knives in Europe.

However, only the wealthy used knives for eating. During the Middle Ages, European nobles took elegant food-knives with them when they travelled, because hosts and innkeepers didn't provide knives or forks for their guests.

Men always carried knives, and used them for many different purposes – including meals. Skilled craftsmen made fancy knives with silver, gold, ivory, ebony or even marble handles. Poorer people used plain knives with handles of bone or wood.

Women, however, didn't carry knives. Nor did they use them for eating – at least not in public. Instead, they were expected to share the gentleman's dish: the man cut up the food with his knife and then served the pieces to his partner.

Early knife-blades were like daggers, sharpened on both sides and pointed at the ends. They were used not only for cutting food but for lifting it to the mouth as well. In time, only one side of the knife was sharpened, leaving the upper edge safely blunt – particularly for those who used the flat of the knife as a spoon. Many people would now consider it impolite to use a knife to put food into their mouths but in the United States, as recently as 150 years ago, diners were given handy hints on whether it was polite to tip the blade this way or that when using their knife for such a purpose.

In some cultures, however, it is considered barbaric to have knives at the table at all.

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Appendix F BRAILLE REFERENCE SECTION

1. Bridging and Preference

Contractions may **NOT** be used:

(1) to bridge the components of a compound word, e.g.

bighorn ⠠⠠⠠⠠⠠⠠⠠⠠ *not* bi(gh)orn

c(ar)thorse ⠠⠠⠠⠠⠠⠠⠠⠠⠠ *not* c(ar)(th)orse

Que(en)st(ow)n ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ *not* Que(en)(st)(ow)n

(2) to bridge a prefix and the remainder of a word which would make the word hard to read, e.g.

readmit ⠠⠠⠠⠠⠠⠠⠠⠠ *not* r(ea)dmit (do not use "ea")

kilowatt ⠠⠠⠠⠠⠠⠠⠠⠠⠠ *not* kil(ow)att (do not use "ow")

a(er)ofoil ⠠⠠⠠⠠⠠⠠⠠⠠ *not* a(er)(of)oil (do not use "of")

In general, however, contractions are permissible, e.g.

r(ed)i(st)ribute ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

pr(ed)et(er)m(in)e ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

d(en)a(tion)alise ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

d(er)ail ⠠⠠⠠⠠⠠⠠ pr(of)ile ⠠⠠⠠⠠⠠⠠

pr(of)es(sion) ⠠⠠⠠⠠⠠⠠⠠⠠⠠ mi(st)ake ⠠⠠⠠⠠⠠⠠

(3) if it would upset the usual pronunciation of syllables, as,

as(th)ma ⠠⠠⠠⠠⠠⠠ (do not use "st")

fruity ⠠⠠⠠⠠⠠⠠ (do not use "ity")

hypo(the)ses ⠠⠠⠠⠠⠠⠠⠠⠠⠠ (do not use "these")

Choice of Contractions

Where there is more than one possible choice in the use of groupsigns, make the selection based on the following principles, unless the choice is guided by other rules such as bridging:

(1) Give preference to the groupsign which causes a word to occupy fewer cells, e.g.

(th)(ence)	⠠⠠⠠⠠	<i>not</i>	(the)nce or (th)(en)ce
(with)(er)	⠠⠠	<i>not</i>	wi(the)r
bas(tion)	⠠⠠⠠⠠⠠	<i>not</i>	ba(st)ion
d(ance)r	⠠⠠⠠⠠	<i>not</i>	danc(er)

(2) Use an upper groupsign in preference to a lower provided their use does not waste space, e.g.

ef(for)t	⠠⠠⠠⠠	<i>not</i>	e(ff)ort
(of)f(er)	⠠⠠⠠	<i>not</i>	o(ff)(er)
be(ar)	⠠⠠⠠	<i>not</i>	b(ea)r

(3) In words starting with "cong", contract (con) *not* (ong), e.g.
(con)gru(en)t ⠠⠠⠠⠠⠠⠠

(4) When the letters-sequence "ben" occurs at the beginning of a word, use the lower groupsign for "be" in preference to the lower groupsign for "en" if the "be" is a syllable, e.g.

(be)nign ⠠⠠⠠⠠⠠ *but:* b(en)z(en)e ⠠⠠⠠⠠⠠

(5) When the letters-sequence "bea" occurs at the beginning of a word, use the lower groupsign for "ea" unless the "be" is a syllable, e.g.

b(ea)(st)ly ⠠⠠⠠⠠⠠ *but:* (be)atitute ⠠⠠⠠⠠⠠⠠⠠

NOTE: These rules do not apply to initial wordsigns when used as parts of words, or to final groupsigns; the particular rules for each of these must be observed as set out in Lessons 15-22, p. 54-81.

2. Standing Alone Rule

A wordsign is defined as a contraction which represents a complete word.

A groupsign is a contraction which represents a group of letters within a word.

Note that some contractions can be both wordsigns and groupsigns.

Most wordsigns can only be used if they represent the exact word and touch no other letters. They may however touch certain punctuation. This is called "standing alone" and the formal definition is given below. Note that the forward slash is not included in the list of permitted punctuation, so a word touching a forward slash is not considered to be standing alone.

Definition

A letter or letters-sequence is considered to be standing alone if it is preceded and followed by a space, a hyphen or a dash. Only the following common punctuation and indicator symbols are allowed between the letter or letters-sequence and the space, hyphen or dash:

- (1) between the letter or letters-sequence and the preceding space, hyphen or dash:
 - opening parenthesis, square bracket or curly bracket,
 - opening quotation mark of any kind,
 - nondirectional quotation mark or apostrophe,
 - opening typeform or capitalization indicator,
 - or any combination of these;
- (2) between the letter or letters-sequence and the following space, hyphen or dash:
 - closing parenthesis, square bracket or curly bracket,
 - closing quotation mark of any kind,
 - nondirectional quotation mark or apostrophe,
 - closing typeform or capitalization indicator,
 - comma, semicolon, colon, full stop,
 - exclamation mark, question mark,
 - or any combination of these.

Example

Lesson 4 states that alphabetic wordsigns can only be used when they are standing alone. So the wordsign for "just" can be used in the following:

just ⠠ Just; ⠠⠠ "just?" ⠠⠠⠠ (just): ⠠⠠⠠⠠⠠⠠
just-like ⠠⠠⠠ just—like ⠠⠠⠠⠠

but not in:

unjust ⠠⠠⠠⠠⠠ just/like ⠠⠠⠠⠠⠠⠠⠠⠠⠠

Note that when the wordsign for "just" cannot be used, the "st" group sign within it can still be used.

3. Contractions with hyphens, dashes and forward slashes

The contractions are listed below with a summary of how each set behaves in this regard.

Wordsigns

alphabetic wordsigns (lesson 4)

[but, can, do, every, from, go, have, just, knowledge, like, more, not, people, quite, rather, so, that, us, very, will, it, you, as]
Must stand alone so can touch the hyphen or dash but not the forward slash.

just-like ⠠⠠⠠ just—like ⠠⠠⠠⠠ just/like ⠠⠠⠠⠠⠠⠠⠠⠠⠠

simple wordsigns (lesson 7)

[child, out, shall, this, which, still]
Must stand alone so can touch the hyphen or dash but not the forward slash.

this-child ⠠⠠⠠ this—child ⠠⠠⠠⠠
this/child ⠠⠠⠠⠠⠠⠠⠠⠠⠠

lower wordsigns (lesson 13)

[be, were, his, was]

Must stand alone and not touch the hyphen, dash or other punctuation

were-was ⠠⠠⠠⠠⠠⠠⠠ were—was ⠠⠠⠠⠠⠠⠠⠠
were/was ⠠⠠⠠⠠⠠⠠⠠

[enough]

Must stand alone so can touch the hyphen or dash but not the forward slash.

enough-food ⠠⠠⠠⠠⠠⠠ enough—food ⠠⠠⠠⠠⠠⠠⠠
enough/food ⠠⠠⠠⠠⠠⠠⠠

[in]

Can be used whenever the sequence includes an upper dot

in-law ⠠⠠⠠⠠⠠ in—law ⠠⠠⠠⠠⠠⠠ in/law ⠠⠠⠠⠠⠠⠠

Wordsigns Which Are Identical Groupsigns

simple contractions (lessons 5-6)

[and, for of, the with]

Do not need to stand alone so can touch the dash, hyphen and forward slash.

for-the ⠠⠠⠠ for—the ⠠⠠⠠⠠ for/the ⠠⠠⠠⠠

grand-forest ⠠⠠⠠⠠⠠⠠⠠ grand—forest ⠠⠠⠠⠠⠠⠠⠠
grand/forest ⠠⠠⠠⠠⠠⠠⠠

[upon, word, these, those, whose]

[day, ever, father, here, know, lord, mother, name, one, part,
question, right, some, time, under, work, young, there, character,
through, where, ought]

these-those ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ these—those ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

these/those ⠠⠑⠗⠑⠎⠑⠒⠏⠕⠎⠑

weekday-party ⠼⠿⠑⠽⠁⠽⠊⠤⠏⠁⠗⠞⠽

weekday—party ⠼⠿⠑⠽⠁⠽⠄⠤⠾⠞⠺⠏⠽

weekday/party

[about, above, etc]

about-above ⠠⠠⠠⠠⠠⠠⠠⠠ about—above ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

about/above

layabout-aboveboard ⠠⠽⠤⠠⠺⠋⠏⠁⠃⠇⠦⠠⠅⠗⠔⠑⠃⠇⠠⠃⠕⠎⠊


layabout—aboveboard ⠠⠇⠁⠽⠃⠔⠤⠠⠁⠃⠕⠅⠑⠃⠗⠃⠕⠗⠇

layabout/aboveboard ⠠⠽⠤⠠⠺⠋⠒⠠⠁⠃⠔⠏⠠⠇⠑⠗⠁⠎⠞⠊⠝⠠⠁⠃⠔⠏⠠⠇⠑⠗⠁⠎⠞⠊⠝

upper groupsigns (lessons 7-9)

Can touch the hyphen, dash or forward slash

star-chart ⠠⠠⠠⠠⠠⠠⠠ star—chart ⠠⠠⠠⠠⠠⠠⠠⠠

star/chart 

lower groupsigns (lessons 10-12)

[ea, bb, cc, ff, gg]

Cannot be used at the beginning or end of a word so cannot touch a hyphen, dash or forward slash.

ebb-eat ⠠⠠⠠⠠⠠⠠⠠⠠ ebb—eat ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
ebb/eat ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

[be, con, dis]

Can only occur at the beginning of a word and can be preceded by a hyphen, dash but not a forward slash.

bad-conduct ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
bad—conduct ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
bad/conduct ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

[en, in]

Can touch the hyphen, dash or forward slash

pen-ink ⠠⠠⠠⠠⠠⠠⠠ pen—ink ⠠⠠⠠⠠⠠⠠⠠⠠
pen/ink ⠠⠠⠠⠠⠠⠠⠠

final-letter groupsigns (lessons 20-22)

[ound, ance, sion, less, ount]

[ence, ong, ful, tion, ness, ment, ity]

Cannot occur at the beginning of a word but can be followed by a hyphen, dash or forward slash.

dance-step ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ dance—step ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
dance/step ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Single Letters

Because the alphabetic wordsigns can be used with a hyphen or dash but not with a forward slash, the corresponding single letters will need a grade one indicator when touching a hyphen or dash, but will not need a grade one indicator when touching a slash (see lesson 25)

can-do ⠠⠠⠠⠠ can—do ⠠⠠⠠⠠⠠⠠ can/do ⠠⠠⠠⠠⠠⠠⠠⠠
c-d ⠠⠠⠠⠠⠠⠠ c—d ⠠⠠⠠⠠⠠⠠⠠⠠ c/d ⠠⠠⠠⠠

4. Word/Number Division (at the end of a braille line)

Note: The examples in this section first give the appearance of the word in print (that is, undivided) followed by the appearance of the word in braille (that is, divided between braille lines). The two spaces following the hyphen represent the space at the end of the braille line.

As in print, the principal uses of the hyphen are to connect the components of compound words or numbers and to divide words at the end of a line. The hyphen should be unspaced from the last syllable on the line. A hyphen, with one exception below, starts a new line.

Compound words

self-expression ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

child-like ⠠⠠⠠ ⠠

Exception (where the compound word is disconnected):

Mid-June or -July ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠

- 4.1 It is preferable to not divide braille words, but if you need to, the following advice and rules apply.

- 4.2 Divide a word between syllables even if it means that a simple contraction or a group sign is not used. Ex.:

anteroom ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠
bandanna ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
Catherine ⠠⠠⠠⠠⠠ ⠠⠠⠠
"Freedom!" ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
history ⠠⠠⠠⠠ ⠠⠠⠠⠠
mountain?" ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
nightingale ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠
profound.) ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
wheedling ⠠⠠⠠⠠ ⠠⠠⠠

hyphenated words

- 4.3 When a hyphenated word is divided at the existing hyphen, retain the normal braille form of the word. However, if this would result in a sequence consisting only of lower signs, do not use the lower word sign. Ex.:

about-face ⠠⠠⠠⠠ ⠠⠠⠠⠠
air-conditioned ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
Aix-en-Provence ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
Al-Azar ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠
channel-less ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠
CHILD-LIKE ⠠⠠⠠⠠ ⠠⠠⠠⠠
ebb-tide ⠠⠠⠠⠠ ⠠⠠⠠⠠
father-in-law ⠠⠠⠠ ⠠⠠⠠⠠⠠
first-begotten ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
go-between ⠠⠠ ⠠⠠
had-enough mood ⠠⠠⠠ ⠠ ⠠⠠⠠⠠
his-and-hers ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
(in-depth) ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
in- depth ⠠⠠⠠⠠ ⠠⠠⠠⠠
man-eater ⠠⠠⠠⠠ ⠠⠠⠠⠠

mother-in-law ⠠⠍⠕⠞⠞⠑⠗ ⠠⠊⠗⠁⠞ ⠠⠕⠞⠋⠊⠗⠁⠞⠊⠑ ⠠⠕⠞⠋⠊⠗⠁⠞⠊⠑
 part-time ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠
 self-control ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
 shut-ins ⠠⠠⠠⠠⠠ ⠠⠠⠠
 (teach-in.) ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
for the teach-in. ⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
 "to-ing and fro-ing" ⠠⠠⠠⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠
 word-for-word ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
 would-be ⠠⠠⠠⠠ ⠠⠠⠠

But:

"had-enough" mood ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
 "In-depth ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
 teach-in. ⠠⠠⠠⠠⠠ ⠠⠠⠠

alphabetic wordsigns, simple wordsigns

- 4.4 Do not use the alphabetic wordsign or simple wordsign as part of a word divided between braille lines even when the word it represents appears to be standing alone. Ex.:

childlike ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
 everything ⠠⠠⠠⠠⠠ ⠠⠠⠠
 furthermore ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
 outcome ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
 standstill ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
 whichever ⠠⠠⠠⠠⠠ ⠠⠠⠠

ing

- 4.5 Do not use the simple group sign for "ing" when these letters fall at the beginning of the braille line in a word divided between braille lines. Ex.:

meningitis ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 nightingale ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 showering.) ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 SmithInge ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

lower sign rule

- 4.6 In a word divided between braille lines, use any number of lower group signs and lower punctuation signs following one another provided the sequence includes a sign with upper dots. If there is not a sign with upper dots in the sequence, do not use the final lower group sign. Ex.:

"Comin'?" ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 (Disentangle ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 disinherit ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 enjoy ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 linen... ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 shortenin' ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

dash

- 4.7 Words joined by a dash may be divided at the end of a braille line either before or after the dash. Ex.:

always—except
 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ or: ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

- 4.8 Do not use the lower word sign for "be", "were", "his" or "was" before or after a dash, even when separated from the dash by the end of the braille line. Ex.:

not his—my name

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ or: ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

- 4.9 Retain the braille form of the lower wordsign for "enough" or "in" in conjunction with the dash even when divided from the dash by the end of the braille line. However, it is also necessary to follow the lower sign rule. Ex.:

Enough—in my case

(enough—in my case)

or:

be con dis

- 4.10 Do not use the lower groupsign for "be", "con" or "dis" when the letters it represents precede the hyphen or fall at the beginning of the braille line in a word divided between braille lines. Ex.:

bacon  

"Disgusting!" ⠠⠊⠗⠑⠁⠎⠞⠊⠇⠊⠑⠒⠊⠑⠝⠑⠖⠊⠑

disobedient  

howbeit ⠠⠏⠑⠁⠒⠑⠃⠊⠑ ⠠⠏⠑⠁⠒⠑⠃⠊⠑

inconvenient 

indistinct

(redistribute) 

unbecoming ⠺⠨⠁⠽⠊⠍⠊⠝⠊⠮ ⠺⠨⠁⠽⠊⠍⠊⠝⠊⠸⠺⠨⠁⠽⠊⠍⠊⠝⠊⠸

unconcerned  

ea bb cc ff gg

- 4.11 Do not use the lower group sign for "ea", "bb", "cc", "ff", or "gg" when the letters it represents precede the hyphen or fall at the beginning of the braille line in a word divided between braille lines. Ex.:

eggnog ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠
motheaten ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
peanut ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠
stiffly ⠠⠠⠠⠠⠠⠠ ⠠⠠

final-letter group signs

- 4.12 Do not use a final-letter group sign at the beginning of the braille line in a word divided between braille lines. Ex.:

carefully ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
CEMENT.) ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
confusion? ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
expressionless ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠
fundamental ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
reliance ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
rotations ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
vitality ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠

shortforms

- 4.13 Do not divide a shortform between braille lines. For a word which includes letters which may be represented by a shortform, retain its usual braille form as to the use of the shortform when dividing the word between braille lines. Ex.:

aboveground ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
afterimage ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
befriending." ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
blinded?) ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠

blindness ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
 friendliness ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
 girlfriend ⠠⠠⠠⠠⠠ ⠠⠠
 Goodall ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠
 Goodwood ⠠⠠⠠⠠ ⠠⠠⠠⠠
 grandchildren ⠠⠠⠠⠠ ⠠⠠
 Hapgood ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠
 hereinafter ⠠⠠⠠⠠ ⠠⠠
 hereinbelow ⠠⠠⠠⠠ ⠠⠠⠠⠠
 immediately ⠠⠠⠠⠠ ⠠⠠
 Letterman ⠠⠠⠠⠠ ⠠⠠⠠
 Linkletter ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
 preconceived ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠
 unnecessary ⠠⠠⠠ ⠠⠠⠠

Numbers

4.14 Division of a number between lines should be avoided unless considerable space is saved. In such a situation, divide at the print comma and repeat the numeric mode indicator. Ex.:

4,500,000,000 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠

5. Shortforms

⠠⠠	about	⠠⠠⠠	myself
⠠⠠⠠	above	⠠⠠	much
⠠⠠	according	⠠⠠	must
⠠⠠⠠	across	⠠⠠⠠	necessary
⠠⠠	after	⠠⠠⠠	neither
⠠⠠⠠	afternoon	⠠⠠	paid
⠠⠠⠠	afterward	⠠⠠⠠⠠	perceive
⠠⠠	again	⠠⠠⠠⠠⠠	perceiving
⠠⠠⠠	against	⠠⠠⠠	perhaps
⠠⠠	also	⠠⠠	quick
⠠⠠⠠	almost	⠠⠠⠠	receive
⠠⠠⠠	already	⠠⠠⠠⠠	receiving
⠠⠠⠠	altogether	⠠⠠⠠	rejoice
⠠⠠⠠	although	⠠⠠⠠⠠	rejoicing
⠠⠠⠠	always	⠠⠠	said
⠠⠠	blind	⠠⠠	such
⠠⠠⠠	braille	⠠⠠	today
⠠⠠	could	⠠⠠⠠	together
⠠⠠⠠	declare	⠠⠠	tomorrow
⠠⠠⠠⠠	declaring	⠠⠠	tonight
⠠⠠⠠	deceive	⠠⠠	itself
⠠⠠⠠⠠	deceiving	⠠⠠	its
⠠⠠	either	⠠⠠	your
⠠⠠	friend	⠠⠠⠠	yourself
⠠⠠	first	⠠⠠⠠⠠	yourselves
⠠⠠	good	⠠⠠⠠⠠	themselves
⠠⠠⠠	great	⠠⠠	children
⠠⠠	him	⠠⠠	should
⠠⠠⠠	himself	⠠⠠⠠	thyslf
⠠⠠⠠	herself	⠠⠠⠠⠠	ourselves
⠠⠠⠠	immediate	⠠⠠	would
⠠⠠	little	⠠⠠	because
⠠⠠	letter	⠠⠠	before

⠠⠠ behind
 ⠠⠠ below
 ⠠⠠ beneath
 ⠠⠠ beside
 ⠠⠠ between

⠠⠠ beyond
 ⠠⠠⠠ conceive
 ⠠⠠⠠⠠ conceiving
 ⠠⠠⠠ oneself

5.1 Use the shortform whenever the word it represents is "standing alone" regardless of meaning or pronunciation and whether the word is used in its ordinary sense or is used as a proper name. (See the definition of "standing alone" in the General Rule.) Ex.:

You should receive your letter tomorrow.

⠠⠠ ⠠⠠ ⠠⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠

Children rejoicing together!

⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠

an about-face from the quick-witted go-between

⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠

"Good-bye, Miss Little-Smythe."

⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

GREAT BRITAIN TODAY

⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠

(braille—first writing system for the blind)

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠⠠

According to him, *neither Little Rock, Much Hadham nor Port Said* would be much fun.

⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠
 ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠

But:
to-night
⠠⠠⠠⠠⠠⠠⠠⠠

above/below;
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

PRINT/BRAILLE
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Shortforms as parts of words

5.2 Use the shortform within a longer word when the word is "standing alone" and when the word appears on the Shortforms List on page 237. This applies to both ordinary words and proper names. Ex.:

aboveground; *Aftercare Newsletter*;
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

afterglow; Afterhour's Club; behindhand;
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

belowdecks; Blindness International; Braillette;
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Children's Press; could've; friendliness;
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Friendly Islands; girlfriend; godchildren;
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Goodhumor man; Goodwood's sons; greater;
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Greatheart; hereinafter; HMS Nonsuch; layabout;
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Figure 1 shows four diagrams of 2D hexagonal lattices, labeled (a) through (d). Each diagram consists of a grid of dots arranged in a hexagonal pattern. In (a), there is one central black dot. In (b), there are two central black dots. In (c), there are three central black dots. In (d), there are four central black dots. The dots are arranged in a regular hexagonal grid, with the central dots being black and the surrounding dots being white.

Figure 1 consists of four dot plots arranged horizontally, each representing the frequency distribution of the number of non-zero elements in the first row of the product matrix for different values of n . The x-axis for all plots is 'Number of non-zero elements' ranging from 0 to 10. The y-axis is 'Frequency' ranging from 0 to 10.

- Plot 1 (n=10):** The distribution is centered around 5 non-zero elements. Frequencies are: 0:1, 1:1, 2:2, 3:3, 4:4, 5:5, 6:4, 7:3, 8:2, 9:1, 10:1.
- Plot 2 (n=20):** The distribution is centered around 6 non-zero elements. Frequencies are: 0:1, 1:1, 2:2, 3:3, 4:4, 5:5, 6:6, 7:5, 8:4, 9:3, 10:2, 11:1, 12:1.
- Plot 3 (n=30):** The distribution is centered around 7 non-zero elements. Frequencies are: 0:1, 1:1, 2:2, 3:3, 4:4, 5:5, 6:6, 7:7, 8:6, 9:5, 10:4, 11:3, 12:2, 13:1, 14:1.
- Plot 4 (n=40):** The distribution is centered around 8 non-zero elements. Frequencies are: 0:1, 1:1, 2:2, 3:3, 4:4, 5:5, 6:6, 7:7, 8:8, 9:7, 10:6, 11:5, 12:4, 13:3, 14:2, 15:1, 16:1.

Figure 1 consists of three 10x10 grids, labeled (a), (b), and (c), showing the evolution of a pattern of black dots. Grid (a) shows a sparse pattern of dots. Grid (b) shows a more complex pattern with some clusters. Grid (c) shows a highly complex, almost solid pattern of dots.

Avoiding confusion with shortforms

5.4 If a word, proper name or sequence of letters "standing alone" would be read as a shortform or as containing a shortform, the confusion is avoided by the most appropriate of the following methods.

5.4.1 Do not use the contraction which would form part of the shortform.
Ex.:

the *sch* trigraph

Herf gun (high energy radio frequency)

"mst" files

Somesch River

5.4.2 Use a grade 1 symbol indicator before a sequence of letters which would be read as a shorthand when the sequence is "standing alone" or is at the beginning of a longer sequence.

"Hm, would AI like this CD?"

The figure consists of 10 sub-diagrams, each showing a 10x10 grid of dots. Black dots represent the 'on' state of a cell, while white dots represent the 'off' state. The sequence shows a pattern that starts as a small cluster of 4 dots in the top-left and grows into a large, complex shape that fills most of the grid by the 10th step. The growth is non-linear and appears to be a result of a cellular automaton rule.

ab initio; Al-Azar; et al.

Alt.: 3000 ft.

spelled "ei" or "ie"

Shortforms List

Shortforms may be used within any word on the following list. Shortforms may not be used within a word that is not listed except as specified in the open-ended provisions given for certain shortforms. In all cases, the word within which the shortform occurs must be "standing alone" (including any affix with an apostrophe).

about
aboutface aboutfaces aboutface's aboutfaced
aboutfacer aboutfacers aboutfacer's
aboutfacing aboutfacings aboutfacing's
above
aboveboard
aboveground abovegrounds aboveground's
abovementioned
according
accordingly
across
aforesaid
after
afterbattle afterbattles afterbattle's
afterbirth afterbirths afterbirth's
afterbreakfast afterbreakfasts afterbreakfast's
afterburn afterburns afterburn's afterburned
afterburner afterburners afterburner's
afterburning afterburnings afterburning's
aftercare aftercares aftercare's
afterclap afterclaps afterclap's
aftercoffee aftercoffees aftercoffee's
afterdamp afterdamps afterdamp's
afterdark afterdarks afterdark's
afterdeck afterdecks afterdeck's
afterdinner afterdinners afterdinner's
afterflow afterflows afterflow's
aftergame aftergames aftergame's
afterglow afterglows afterglow's
afterguard afterguards afterguard's
afterhatch afterhatches afterhatch's
afterhour afterhours afterhour's

afterlife afterlife's
afterlight afterlights afterlight's
afterlives
afterlunch afterlunches afterlunch's
aftermarket aftermarkets aftermarket's
aftermatch aftermatches aftermatch's
aftermath aftermaths aftermath's
aftermeeting aftermeetings aftermeeting's
aftermidnight aftermidnights aftermidnight's
aftermost
afternoon afternoons afternoon's
afterpain afterpains afterpain's
afterparties
afterparty afterparty's
afterpiece afterpieces afterpiece's
aftersale aftersales
afterschool afterschools afterschool's
aftersensation aftersensations aftersensation's
aftershave aftershaves aftershave's
aftershock aftershocks aftershock's
aftershow aftershows aftershow's
aftersupper aftersuppers aftersupper's
aftertaste aftertastes aftertaste's
aftertax aftertaxes aftertax's
aftertea afterteas aftertea's
aftertheatre aftertheatres aftertheatre's
afterthought afterthoughts afterthought's
aftertime aftertimes aftertime's
aftertreatment aftertreatments aftertreatment's
afterward afterwards
afterword afterwords afterword's
afterwork afterworks afterwork's
afterworld afterworlds afterworld's
again
against
almost
already
also
although
altogether

always
because
before
beforehand
befriend befriends
behind behinds behind's
behindhand
belittle belittles belittled
belittler belittlers belittler's
below
belowdeck belowdecks belowdeck's
beneath
beside besides
between between's
between decks between deck's
betweentimes betweentimes
beyond beyond's
blind (May be used at the beginning of any word provided it is not followed by a vowel, including "y".)
bloodletter bloodletters bloodletter's
boyfriend boyfriends boyfriend's
braille (May be used in any word in any position.)
children (May be used at the beginning of any word provided it is not followed by a vowel, including "y". Additionally may be used when compounded with "great" and/or other words to denote family relationships, e.g. greatgrandchildren)
colorblind
colourblind
conceive conceives conceived
conceiver conceivers conceiver's
conceiving conceivings conceiving's
could
could've
couldst
couldn't
couldn't've
couldst
deceive deceives deceived
deceiver deceivers deceiver's
deceiving deceivings deceiving's

declare declares declared
declarer declarers declarer's
declaring declarings declaring's
either
first (May be used at the beginning of any word provided it is not followed by a vowel, including "y".)
forasmuch
friend (May be used at the beginning of any word provided it is not followed by a vowel, including "y".)
gadabout gadabouts gadabout's
gainsaid
galfriend galfriends galfriend's
girlfriend girlfriends girlfriend's
godchildren godchildren's
good (May be used at the beginning of any word provided it is not followed by a vowel, including "y". May also be used in the words listed next.)
goodafternoon goodafternoons goodafternoon's
gooder gooders gooder's
goodevening goodevenings goodevening's
goodies
goodish
goody
grandchildren grandchildren's
great (May be used at the beginning of any word provided it is not followed by a vowel, including "y". May also be used in the words listed next. Additionally may be used when compounded singly or multiply with other words to denote family relationships, e.g. greatgreatnephew.)
greaten greatens greatened
greatener greateners greatener's
greatening greatenings greatening's
greater
greatest
guyfriend guyfriends guyfriend's
headfirst
hereabout hereabouts
hereafter hereafters hereafter's
hereinabove
hereinafter
herself herself's
him

himself himself's
immediate
immediately
inasmuch
insomuch
its
itself itself's
knockabout knockabouts knockabout's
ladyfriend ladyfriends ladyfriend's
layabout layabouts layabout's
letter (May be used at the beginning of any word provided it is not followed
by a vowel, including "y". May also be used in the words listed next.)
lettered
lettering letterings lettering's
little (May be used at the beginning of any word provided it is not followed
by a vowel, including "y".)
littler
littlest
manfriend manfriends manfriend's
menfriends
midafternoon midafternoons midafternoon's
misperceived
morningafter morningafters morningafter's
much
must musts must's
mustard mustards mustard's
mustier
mustiest
mustiness mustiness's
mustn't
musty
myself myself's
necessary
neither
newsletter newsletters newsletter's
nonesuch
nonsuch
oneself oneself's
ourselves
overmuch

overpaid
paid
penfriend penfriends penfriend's
perceive perceives perceived
perceiver perceivers perceiver's
perceiving perceivings perceiving's
perhaps
prepaid
purblind
quick (May be used at the beginning of any word provided it is not followed
by a vowel, including "y". May also be used in the words listed next.)
quicken quickens quickened
quickener quickeners quickener's
quickening quickenings quickening's
quicker
quickest
quickie quickies quickie's
quickish
receive receives received
receiver receivers receiver's
receivership receiverships receivership's
receiving receivings receiving's
rejoice rejoices rejoiced
rejoicer rejoicers rejoicer's
rejoicing rejoicings rejoicing's
repaid
roundabout roundabouts roundabout's
roustabout roustabouts roustabout's
runabout runabouts runabout's
said
schoolchildren schoolchildren's
schoolfriend schoolfriends schoolfriend's
should've
should shoulds should's
shouldest
shouldn't
shouldn't've
shouldst
somesuch
stepchildren stepchildren's

such
suchlike
themselves
thereabout thereabouts
thereafter
thyselves thyselves's
today todays today's
together togethers together's
togetherness togetherness's
tomorrow tomorrows tomorrow's
tonight tonights tonight's
turnabout turnabouts turnabout's
undeceived
undeclared
underpaid
unfriendlier
unfriendliest
unfriendliness unfriendliness's
unfriendly unfriendly's
unlettered
unnecessary
unpaid
unperceived
unreceived
unrepaid
unsaid
walkabout walkabouts walkabout's
whereabout whereabouts
whereafter
womanfriend womanfriends womanfriend's
womenfriends
would
would've
wouldest
wouldn't
wouldn't've
wouldst
your yours
yourself yourself's
yourselves

Rules for Including Words on the Shortforms List

1. Use a shortform within a longer word when the word is "standing alone" and when the shortform retains its original meaning and spelling, unless other rules limit its use. (For proper names, see sections 5 to 6 below.) Ex.:

aboutface; aboveboard; abovementioned; accordingly;

Figure 1 displays four 5x5 dot patterns labeled (a), (b), (c), and (d). Each pattern consists of a 5x5 grid of dots, with some dots being filled (black) and others empty (white). Pattern (a) shows a sparse arrangement of dots. Pattern (b) shows a more dense arrangement. Pattern (c) shows a very dense arrangement. Pattern (d) shows a sparse arrangement with some clusters.

aforesaid; afterthought; afterwards; beforehand; befriend;

belittled; besides; betweentimes; blindfold; blindly;

blindness; blinds; bloodletter; boyfriend's;

brailer; colourblind; conceived; couldn't; deceiver;

firsthand; firstly; friendless; friendship; goodies;

goodness; goods; goodwill; grandchildren; greatest;

greatgreataunt; greatness; headfirst; hereabout;

immediately; inasmuch; letterhead; lettering; littler;

midafternoon; mustard; mustiness; musts; musty;

newsletter; perceived; prepaid; quicken; quicksand;

receiver's; receivership; roundabout; shouldst;

should've; somesuch; suchlike; thereafter;

undeclared; underpaid; unfriendly; unsaid;

walkabout; wouldn't; yours

But:

drafter; lacrosse; marabout; mustache;

mustang; muster; necessarily; rafter;

shoulder

2. Do not use a shortform within a longer word if its use would create another word. Ex.:

abouts (would be read as "abs", a common term for abdominal muscles)

acrosses (acres) ⠠⠁⠗⠎⠑⠝⠎⠑⠐⠆⠠⠁⠒⠑⠗⠎

again (age) ⠁⠗⠊⠎⠑ ⠁⠗⠑

almosts (alms)

after blind friend

3. Do not use the shortform for "after", "blind" or "friend" within a longer word when the letters it represents are followed by a vowel (including "y").
Ex.:

aftereffect; blinded; blindness; befriended

"be" and "con" shortforms

4. Use the shortforms that begin with "be" or "con" within a longer word only when the letters they represent begin the word. Ex.:

behindhand; conceiver; in-between

But:

hereinbefore; inbetween; misconceived

Shortforms as parts of proper names

5. Within a proper name which is "standing alone", if the proper name is the same as an ordinary word, use the shortform whenever it would be used within the ordinary word. Ex.:

The figure consists of 10 small diagrams arranged horizontally, each showing a grid of dots with some dots filled in black. The sequence shows a pattern of black dots that starts as a small cluster and grows into a larger, more complex shape over time. The dots are arranged in a grid, and the black dots form a shape that resembles a stylized 'X' or a cross with additional dots.

6.1 Use "braille" anywhere as part of a longer proper name. Ex.:

. . ● . ● . ● . ● ●
 . . ● . ● ● ● . . .
 . ● . . ● . ● . ● ●

The figure consists of two 3x10 grids of dots. The left grid represents the initial configuration, with black dots at positions (row, column) (1,2), (1,4), (1,6), (1,8), (1,10), (2,1), (2,3), (2,5), (2,7), (2,9), (3,2), (3,4), (3,6), (3,8), (3,10). The right grid represents the final configuration, with black dots at positions (1,3), (1,5), (1,7), (1,9), (1,11), (2,2), (2,4), (2,6), (2,8), (2,10), (3,3), (3,5), (3,7), (3,9), (3,11).

7. The list of words within which shortforms may be used according to sections 1 to 6 above is maintained and published by the UEB Committee. It will be revised from time to time to reflect changes in usage.

Appendix G

Hyphens and Dashes

In braille, there are three symbols available:

The hyphen, dots 3 6 ∴

The **dash**, dots 6, 3 6 ⋮ ⋮
 • •

The **long dash**, dots 5, 6, 3 6 ⠠⠨⠠⠭⠠⠽⠠⠶⠠⠨⠠⠭⠠⠽⠠⠶

A dash can usually be distinguished from a hyphen in print by its greater length. However, it is common to find dashes of varying lengths in the print, and the spacing before and after a dash is often inconsistent. So it isn't always easy to differentiate between a hyphen, a dash or a long dash in print, and it is sometimes necessary to determine from context which braille symbol to use.

In print the **hyphen** is the shortest and is most commonly used in compound words.

See example on page 26 of the UEB Manual:

arc-light

In print the **dash** varies in length but is most commonly used to break the text. It is most readable when it is written unspaced from the words that precede and follow it, even if in print it may be spaced.

See example on page 32 of the UEB Manual:

Don't wait — come at once

Appendix H Braille Reference

UEB Contractions

A	⠁	con	⠠	Him	hm	ou	⠠	their	⠠
About	ab	conceive	(con)cv	himself	hmf	ought	⠠	themselves	(the)mvs
Above	abv	conceiving	(con)cvg	His	⠠	ound	⠠	there	⠠
according	ac	could	cd	I	⠠	ount	⠠	these	⠠
Across	acr	D	⠠	immediate	imm	ourselves	(ou)rvs	this	⠠
After	af	day	⠠	in	⠠	out	⠠	those	⠠
afternoon	afn	deceive	dcv	ing	⠠	ow	⠠	through	⠠
afterward	afw	deceiving	dcvg	it	x	P	⠠	thyslf	(th)yf
Again	ag	declare	dcl	its	xs	paid	pd	time	⠠
Against	ag(st)	declaring	dclg	itself	xf	part	⠠	tion	⠠
almost	alm	dis	⠠	ity	⠠	people	p	today	td
already	alr	do	d	J	⠠	perceive	p(er)cv	together	tgr
also	al	E	⠠	just	⠠	perceiving	p(er)cvg	tomorrow	tm
although	al(th)	ea	⠠	K	⠠	perhaps	p(er)h	tonight	tn
altogether	alt	ed	⠠	know	⠠	Q	⠠	U	⠠
always	alw	either	ei	knowledge	k	question	⠠	under	⠠
ance	⠠	en	⠠	L	⠠	quick	qk	upon	⠠
and	⠠	ence	⠠	less	⠠	quite	q	us	u
ar	⠠	enough	⠠	letter	lr	R	⠠	V	⠠
as	z	er	⠠	like	l	rather	r	very	v
B	⠠	ever	⠠	little	ll	receive	rcv	W	⠠
bb	⠠	every	e	lord	⠠	receiving	rcvg	was	⠠
be	⠠	F	⠠	M	⠠	rejoice	rjc	were	⠠
because	(be)c	father	⠠	many	⠠	rejoicing	rjcg	wh	⠠
before	(be)f	ff	⠠	ment	⠠	right	⠠	where	⠠
behind	(be)h	first	f(st)	more	m	S	⠠	which	⠠
below	(be)l	for	⠠	mother	⠠	said	sd	whose	⠠
beneath	(be)n	friend	fr	much	m(ch)	sh	⠠	will	w
beside	(be)s	from	f	must	m(st)	shall	⠠	with	⠠
between	(be)t	ful	⠠	myself	myf	should	(sh)d	word	⠠
beyond	(be)y	G	⠠	N	⠠	sion	⠠	work	⠠
blind	bl	gg	⠠	name	⠠	so	s	world	⠠
braille	brl	gh	⠠	necessary	nec	some	⠠	would	wd
but	b	go	g	neither	nei	spirit	⠠	X	⠠
C	⠠	good	gd	ness	⠠	st	⠠	Y	⠠
can	c	great	grt	not	n	still	⠠	you	y
cannot	⠠	H	⠠	O	⠠	such	s(ch)	young	⠠
cc	⠠	had	⠠	of	⠠	T	⠠	your	yr
ch	⠠	have	h	one	⠠	th	⠠	yourself	yrf
character	⠠	here	⠠	oneself	(one)f	that	t	yourselves	yrvs
child	⠠	herself	h(er)f	ong	⠠	the	⠠	Z	⠠
children	(ch)n								

Punctuation and Special Symbols

ampersand &	⠠⠠⠠	colon :	⠠	italic symbol	⠠⠠
at sign @	⠠⠠	semicolon;	⠠	italic word	⠠⠠
apostrophe	⠠	comma ,	⠠	italic passage	⠠⠠
asterisk	⠠⠠	dash –	⠠⠠	italic passage terminator	⠠⠠
backslash \	⠠⠠	long dash —	⠠⠠⠠	numeric indicator	⠠
forward slash /	⠠⠠	degree sign	⠠⠠	percent %	⠠⠠
bold symbol	⠠⠠	dollar sign	⠠⠠	question mark ?	⠠
bold word	⠠⠠	ellipsis	⠠⠠⠠	outer quotes	⠠ ⠠
bold passage	⠠⠠	exclamation !	⠠	inner quotes (single)	⠠⠠ ⠠⠠
bold terminator	⠠⠠	full stop or decimal point	⠠	inner quotes (double)	⠠⠠ ⠠⠠
round bracket ()	⠠⠠ ⠠⠠	grade 1 symbol indicator	⠠	open transcriber's note	⠠⠠⠠
square bracket []	⠠⠠ ⠠⠠	grade 1 word indicator	⠠⠠	close transcriber's note	⠠⠠⠠
bullet	⠠⠠	grade 1 passage indicator	⠠⠠⠠	underline symbol	⠠⠠
capital sign	⠠	grade 1 terminator	⠠⠠	underline word	⠠⠠
capital word	⠠⠠	hyphen-	⠠	underline passage	⠠⠠
capital passage	⠠⠠⠠			underline terminator	⠠⠠
capital terminator	⠠⠠			underscore _	⠠⠠

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