

Unified English
BRAILLE PRIMER:
Australian Edition

Unified English Braille Primer

Australian Edition

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Josie Howse,
May, 2006

FOREWORD

I am pleased to introduce the *Unified English Braille Primer: Australian 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 14 May 2005 the Australian Braille Authority adopted Unified English Braille as Australia's braille code with full implementation envisaged over the next five years. This primer is a decisive step towards that goal.

This primer is based on the *Braille Primer Revised Edition 2005* published by the Royal National Institute of the Blind, since that was deemed to be a high-quality series of lessons familiar to Braille practitioners in Australia. I acknowledge with gratitude the co-operation of the Royal National Institute of the Blind in allowing the use of the *Braille Primer Revised Edition 2005* as a source document and for its agreement that the Australian Braille Authority may publish this primer.

This May 2006 edition of the primer represents a work in progress. We are taking a pragmatic approach to the development of this document, not waiting until all details are finalised, in order to share information and obtain user feedback. In particular, we have the inherent flexibility to expand the scope of the primer to cover new topics considered especially important in the context of Unified English Braille. We shall take advantage of modern communication technologies to publish regular updates of the primer as deemed appropriate.

I acknowledge the outstanding contribution of Josie Howse who has prepared the text of this primer.

William Jolley
Chairperson, Australian Braille Authority

May 2006

Introductory Remarks

Braille

Braille is a system of embossed signs which are formed by using combinations of six dots, arranged and numbered thus: $\begin{array}{c} 1 \bullet \bullet 4 \\ 2 \bullet \bullet 5 \\ 3 \bullet \bullet 6 \end{array}$

The signs are embossed on special paper, either by hand with a tool called a style which is pressed into the paper through holes in a perforated frame, or by using a braille writing machine, such as a Perkins Braille, 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 primer 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 primer 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 must 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.

Exercises

When transcribing the first 22 exercises start a new braille line for each print line shown. Each line of braille may use up to 42 cells. Transcription should be begun in the first cell of line 2 of a braille page. The print page number should be located in cell 1 of line 1 and the braille page number on the last cells of line 1. The Exercise number should be centred on line 1.

The Supplementary Exercises are provided for further practice.

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.

Capitals

The use of capitals in braille is mandatory in Australia

Advice To Beginners

As part of learning braille you should practice reading it. Your tutor should advise you on what to use or provide suitable material.

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 braille 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 braille, ensure that it is well protected so that the dots are not flattened.

LESSONS 1-4

Letters of the Alphabet

LESSON 1

a - j

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

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

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.

Full Stop

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

⠙ dots 2 and 5 6

Exercise 1

Transcribe the following exercise, leaving one space between each word, or, if there is a stop after a word, then between the stop and the next word. **A dot 6 should be used in front of each letter that indicates a capital.**

abide acid adage bad beef bide cadge
cage decide deface die egg fade fife
fig gab gibe hide idea ice jade jag.
I hid a badge. I add. I beg Dad dig.
A big gaff. I bid Dad hide. Bad ice.
I deface a big badge. He did decide.
He hid a bad face. He did beg a cab.
I decide. He did a jig. He did hide.
If a fag did cadge beef. A bad idea.

When the exercise 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.

Supplementary Exercise 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.

LESSON 2

k - t

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

a	b	c	d	e	f	g	h	i	j
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
k	l	m	n	o	p	q	r	s	t
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠

k dots 1 3

l dots 1 2 3

m dots 1 3 and 4

n dots 1 3 and 4 5

o dots 1 3 and 5

p dots 1 2 3 and 4

q dots 1 2 3 and 4 5

r dots 1 2 3 and 5

s dots 2 3 and 4

t dots 2 3 and 4 5

Comma

The comma is a middle **a**, i.e. **a** in the middle of the cell.

⠠ dot 2

Proceed with the following exercise as with the first.

Exercise 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.

Supplementary Exercise 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.

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-o**; thus:

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 and 6
v dots 1 2 3 and 6
w dots 2 and 4 5 6

x dots 1 3 and 4 6
y dots 1 3 and 4 5 6
z dots 1 3 and 5 6

Exercise 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.

Supplementary Exercise 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.

LESSON 4

Letters as Simple Upper Wordsigns

The following table shows how the letters of the alphabet are used in braille to represent whole words; 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 abbreviation “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 – underlined, so as to distinguish them from the letters or words that must be written in full. For the sake of clarity, a break has been left in the underline to separate contractions occurring together.

Examples:

I <u>like</u>	⠠⠇⠑⠏⠑	He likes	⠠⠏⠑⠇⠇⠑⠎
<u>but</u> me	⠠⠃⠗⠞	No buts	⠠⠠⠃⠗⠞

Exercise 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.

Supplementary Exercise 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.

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

Exercise 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.

Supplementary Exercise 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.

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. For 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. 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:

band ⋮⋮

force ⋮⋮⋮

off ⋮⋮

them ⋮⋮

withdraw ⋮⋮⋮⋮

Other Examples:

candle grand demand abandon land sand afford effort
forty form fork profit soft office coffee lofty proof
thee then other further cathedral withal withhold

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

The **Query** (?) ⋮⋮ is dots 2 3 and 6 (the lower **h**).

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

Exercise 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!

Supplementary Exercise 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.

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.

Examples:

chap ⋮ ⋮ ⋮ ghigh ⋮ ⋮ ⋮ she ⋮ ⋮
thy ⋮ ⋮ who ⋮ ⋮

Other Examples:

chair change chase school each ache fetches
laugh night height sight ghetto
shade shelf ship fishes ashes cash sash
than thief author wrath path truths
whole awhile why whom whisk

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: then them clothes other.

Supplementary Exercise 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.

LESSON 8

Four Upper Groupsigns

Two with e and Two with o

ed er ou ow
⋮ ⋮ ⋮ ⋮

ed dots 1 2 and 4 6

er dots 1 2 and 4 5 6

ou dots 1 2 and 5 6

ow dots 2 and 4 6

They may be used in any part of a word.

Examples:

fed ⋮ ⋮

feeder ⋮ ⋮ ⋮ ⋮

bleed ⋮ ⋮ ⋮ ⋮

loud ⋮ ⋮ ⋮

row ⋮ ⋮

Other Examples:

bedded weeded demanded creed editor meditated

sighted fetched fighter derived thriller checked

clergy sherry cherry cheery erred routed outer clouded

borough though shouldered ludicrous perilous

mischievous tower powdered drowned overflowed

prowled shower shallow followed

Supplementary Exercise 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 and 4
ar dots 3 and 4 5

Both of these signs may be used in any part of a word.

Examples:

stand ⋮ ⋮ are ⋮ ⋮

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 dots 3 and 4 6

This sign may be used in any part of a word except at the beginning.

Example:

ringing ⋮ ⋮ ⋮

Other Examples:

staring asters steed straightest artist farther
sharper quarrel fare winged stinging arriving
singer doubled stables arable

Choice of Contractions

Always use the groupsigns which represent the greatest number of letters. Thus write: farther in preference to using the groupsigns th and er.

Example:

childlike



Exercise 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 car-
ving-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 pos-
sible for the car-park and with care parked my car. “Are
you bringing us the things needed for knitting the stock-
ings for the shilling stall at this month's Bazaar?”

Supplementary Exercise 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.

LESSONS 10-14

Lower Signs

Hitherto 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

<u>be</u>	<u>con</u>	<u>dis</u>
⠠	⠠	⠠

<u>be</u>	dots 2 3 (lower b)
<u>con</u>	dots 2 and 5 (middle c)
<u>dis</u>	dots 2 and 5 6 (lower d)

the end of the line.

Examples:

|		be-	|		con-	|
|	lief		|	tract		|

But where one of these syllables begins a fresh line after a word-division, the group sign may be used if another syllable follows and the fragment on the new line is a dictionary word of related meaning, because on that line it satisfies the rule.

Examples:

|		un-	|		dis-	|
|	<u>belief</u>		|	<u>connect</u>		|

Shortforms

NOTE: For the complete list and rules for use of shortforms refer to page 169.

A number of words in general use are specially abbreviated in braille and are called shortforms. The following common words beginning with the syllable “be” are thus abbreviated:

because	<u>bec</u>	beneath	<u>ben</u>
before	<u>bef</u>	beside	<u>bes</u>
behind	<u>beh</u>	between	<u>bet</u>
below	<u>bel</u>	beyond	<u>bey</u>

A shortform may be used within longer ordinary words (that is words that have meaning other than use as proper names) standing alone, provided

(a) there is no interference in spelling and

(b) an original meaning of the basic shortform word is retained.

Examples: beforehand behinds behs besides bess

But:

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

Example: hereinbelow ("below" is **not** used)

Exercise 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 dis-
graced 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 com-
pany 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 mis-
construing my motives and charging me with dishonour.

Supplementary Exercise 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 dis-
orderly. 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 un-
comfortable. 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!

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 and 5 (middle **c**)
ff dots 2 3 and 5 (lower **f**)
gg dots 2 3 and 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:

<u>lead</u> ⠠⠠⠠⠠	But: lea eat tea-cup
<u>rabbit</u> ⠠⠠⠠⠠⠠⠠	But: rab-bit
<u>accept</u> ⠠⠠⠠⠠⠠⠠	But: ac-cept
<u>cliffs</u> ⠠⠠⠠⠠⠠⠠	But: cliff riff-raff skiff's
<u>ragged</u> ⠠⠠⠠⠠⠠	But: rag-g <u>ed</u>

Exercise 11

heavy cheap bread meal weak swear steady dis-
eases 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 baf-
fled 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.

Supplementary Exercise 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!

LESSON 12

3. Lower Groupsigns in Any Part of a Word

en in
⠠⠠ ⠠⠠

en dots 2 and 6 (lower e)

in dots 3 and 5 (lower i)

These two lower groupsigns may be used in *any* part of a word; in particular they are the only lower groupsigns that may be used at the *end* of a word.

Examples:

end ⠠⠠⠠

deny ⠠⠠⠠⠠

den ⠠⠠⠠

inn ⠠⠠⠠

into ⠠⠠⠠⠠

dined ⠠⠠⠠⠠⠠

din ⠠⠠⠠

Choice of Contractions

Use the upper groupsigns the and ing in preference to en and in, in accordance with the rule stated in the last lesson (p. 46).

Examples:

then lengthen spring nightingale

NOTE: 1. In the word “been”, “be” may not be contracted, because it is not a first syllable. It is written: been

2. distinguish; indistinguishable (“dis” not first syllable).

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:

“linen” ⠠⠠⠠⠠⠠⠠

Exercise 12

entreat greens general gardening gentlemen heaven
different entertain enforced encouraging French disen-
gaged incendiary finished inclined ingredient in-
dispensable window inwardly “disinterested” maintaining
ingenious insurgent insensible fingering strengthen win
skin-tight. “He has been seen!” China dis-
inherit lining instinct indistinguishable inland incom-
parable since Apennines Dobbin! thing think chains.
“Instead of standing on the rain-soddened steps dis-
contentedly waiting for the Income Tax Inspector,
go inside and insist on an interview.” The ad-
vice seemed sensible, the rain unending. Very in-
nocently, I went inside. “Enquiries Within.”
This stood plainly on an inner door and sudden-
ly I heard men's and women's voices raised
behind it. “Hasn't he been?” asked an indis-
creetly loud voice from within. “I hope I am
not intruding?” I ventured as at last I entered.

Supplementary Exercise 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.

LESSON 13

Lower Wordsigns

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

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.

LESSON 13

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

be were his was
⋮ ⋮ ⋮ ⋮

be dots 2 and 3 (lower **b**, the same as the groupsign be)

were dots 2 3 and 5 6 (lower **g**)

his dots 2 3 and 6 (lower **h**)

was dots 3 and 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 where they are separated by a space from all other signs (except the capital indicator). 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 so, too, is the case where a letter is added to them, as: wasn't, weren't.

Come in.

Come ⠆⠆⠆⠆

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.

Brother-in-law.

I have enough – more than enough!

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.

But:

at least ...

let us stop now.

– in that box?

I went in –

We have enough –

Sure you have enough

Shortforms (all those beginning with “a”, plus “said”)

NOTE: For the complete list and rules for use of shortforms refer to page 169.

about	ab	against	agst
above	abv	almost	alm
according	ac	already	alr
across	acr	also	al
after	af	although	alth
afternoon	afn	altogether	alt
afterward	afw	always	alw
afterwards	afws	said	sd
again	ag		

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: afterglow

But: rafter

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

Example: abouts ("about" is not used as "abs" is a word now in general usage)

3. A shortform may not be used if it would cause confusion in pronunciation or in recognition of an unusual word.

Examples: stirabout, George About (French surname), Port Said.

Exercise 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.

Supplementary Exercise 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!

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. (An exception is made when a lower sign is preceded by a capital word indicator). 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.

Examples Are of Two Kinds:

1. 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 were! enough! (his)

2. When the following first syllables of a word – “be”, “con”, “dis”, “en” and “in” – are at the end of a line followed by the hyphen, they must *not* be contracted but spelt out, because otherwise you would have two lower signs together, which is not permitted. Otherwise do not divide the word, but start the word on a fresh line. e.g.:

be-lief con-sume dis-use en-slave in-set.

B. The hyphen (bottom c) and the dash (dots 6, 3-6) are joined to the words on either side of them. The dash, like the hyphen, may be written at the end of the line; it must not be divided. The dash, *unlike* the hyphen, may begin a fresh line unspaced from the following word.

The wordsigns be his was were must *never* adjoin the hyphen or dash. 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.

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. The groupsigns ea bb cc ff gg must *never* adjoin a hyphen or dash. The groupsigns en and in may adjoin a hyphen or dash, though if they form the first syllable of a divided word they may not adjoin the hyphen at the end of a

line, even if they would be in contact with an upper sign through a preceding hyphen or dash.

Shortforms

NOTE: For the complete list and rules for use of shortforms refer to page 169.

to-day, today	td	myself	myf
to-morrow, tomorrow	tm	your	yr
to-night, tonight	tn	yourself	yrf
him	hm	could	cd
himself	hmf	should	<u>shd</u>
herself	<u>herf</u>	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: unffrriendly

2. Do not use "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: frindy

4. Do not use "shd" in shoulder as the original meaning of the basic shortform is not retained.

Exercise 14

“If I were in your place,” I said to my friend, “I should try to go by an earlier train to-morrow.” 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 to-night early enough to see to all the things that we have to arrange – anyhow by to-morrow 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 by-ways 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 to-morrow, and not have to wait about so.”

Supplementary Exercise 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?

LESSONS 15-23

Composite Signs

Hitherto 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:

fatherly ⠠⠋⠠⠠⠠⠠ fathers ⠠⠋⠠⠠⠠
lordly ⠠⠋⠠⠠⠠⠠ lordship ⠠⠋⠠⠠⠠⠠⠠⠠

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-M

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

sever fever reverent

But:

severe reverberate revere believer

“Everybody” and other words compounded with “every” are written with the wordsign ever and the addition of “y”, i.e. everybody everything. The simple wordsign for “every” may not be used when joined to other letters.

here may only be used as a groupsign when all the letters it represents belong to the same syllable, provided they are not followed by the letters “d”, “n” or “r”, for then the simple groupsigns ed, en or er must be used.

Examples:

adhere herewith hereto sphere

But:

adhered inherent

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

Examples:

days Monday daybreak Faraday
fatherhood unfatherly knowing unknown

(“acknowledge” is written: acknowledge; wordsign “k” for “knowledge” may not be used when joined to other letters.)

overlord lording motherly mother-in-law smother

But:

chemotherapy

Shortforms

NOTE: For the complete list and rules for use of shortforms refer to page 169.

conceive	<u>concv</u>	children	<u>chn</u>
conceiving	<u>concvg</u>	either	ei
deceive	dcv	good	gd
deceiving	dcvg	great	grt
declare	dcl	much	<u>mch</u>
declaring	dclg	such	<u>sch</u>

NOTE:

1. "g" and not ing is used to form the present participle of shortforms.

Examples – when used as parts of words:

conceived concvd

declared dcld

greater grter

2. 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".

Examples: Goodhumor man

But: Goodyear, Hapgood

Exercise 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!”

Supplementary Exercise 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. “Everton are by far the greatest team ever!” 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-U

Simple Wordsign		Initial Wordsign		
n	not	Dot 5 and n	name	⠠⠠⠠⠠
o		Dot 5 and o	one	⠠⠠⠠⠠
p	people	Dot 5 and p	part	⠠⠠⠠⠠
q	quite	Dot 5 and q	question	⠠⠠⠠⠠
r	rather	Dot 5 and r	right	⠠⠠⠠⠠
s	so	Dot 5 and s	some	⠠⠠⠠⠠
t	that	Dot 5 and t	time	⠠⠠⠠⠠
u	us	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, regardless of pronunciation, e.g. done, stones and gone. One may also be used where a word ends in the letters “oney”.

Examples:

<u>stones</u>	<u>lonely</u>	<u>telephone</u>
<u>coney</u>	<u>money</u>	<u>honey</u>

But:

anemone	<u>baronet</u>	colonel
---------	----------------	---------

The following exceptional words are used where the sign is nevertheless used:

<u>honest</u>	<u>monetary</u>
---------------	-----------------

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

dishonest

NOTE: When the letters "one" are followed by "d" "n" or "r", the simple group signs ed en er must be used.

Examples:

poisoned componented prisonerer

part may be used as a group sign where the letters it represents occur except when followed by the letter "h" in words in which the letters "th" make a single sound.

Examples:

partly impartial imparted participle
participate partridge apartheid

But:

parthian

question and **right** may generally be used wherever the letters they represent occur.

Examples:

bright frightened questioning Kirkcudbright

under may only be used as a group sign where the letters it represents are pronounced like the word it denotes.

Examples:

blunder thundered understand

But:

launder underived

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

Examples:

somebody meddlesome noisome handsome handsomer

But:

Somerset ransomeded

name and time should only be used as group signs when the letters they represent are pronounced “name” and “time”.

Examples:

namely renamed timely sometimes maritime pastime

Shortforms

NOTE: For the complete list and rules for use of shortforms refer to page 169.

first	<u>fst</u>	must	<u>mst</u>
immediate	imm	necessary	nec
its	xs	neither	nei
itself	xf	oneself	<u>onf</u>
little	ll	ourselves	<u>ourvs</u>
letter	lr		

Examples – when used as parts of words:

immediately: immly

unnecessary: unnec

letterpress: lrpress

letterhead: lrhead

newsletter: newslr

mustn't: mstn't

musty: msty

mustard: mstard

But:

"necessarily", otherwise the spelling would be incorrect.

"mustang", "muster", "mustache", "musteline", because the original meaning of the word "must" is not retained.

and:

	ly	<u>immediate-</u>

Exercise 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 some-
thing 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.

Supplementary Exercise 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		
w	will	Dot 5 and w	work	⠠⠠⠠⠠⠠⠠
y	you	Dot 5 and y	young	⠠⠠⠠⠠⠠⠠
	the	Dot 5 and <u>the</u>	there	⠠⠠⠠⠠⠠⠠
<u>ch</u>	child	Dot 5 and <u>ch</u>	character	⠠⠠⠠⠠⠠⠠
<u>th</u>	this	Dot 5 and <u>th</u>	through	⠠⠠⠠⠠⠠⠠
<u>wh</u>	which	Dot 5 and <u>wh</u>	where	⠠⠠⠠⠠⠠⠠
<u>ou</u>	out	Dot 5 and <u>ou</u>	ought	⠠⠠⠠⠠⠠⠠

ought may be used as a group sign wherever the letters it represents occur regardless of pronunciation.

Examples:

bought nought drought

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

Examples:

workman workpeople working youngish
therefore therewith
characteristic characterised throughout
whereas

But:

lathered withered
wherever (because the second “e” in “where” is missing).

Shortforms

NOTE: For the complete list and rules for use of shortforms refer to page 169.

blind	bl	rejoice	rjc
braille	brl	rejoicing	rjcg
paid	pd	quick	qk
perhaps	<u>per</u> h	themselves	<u>them</u> vs
perceive	<u>perc</u> v	thyself	<u>thy</u> f
perceiving	<u>perc</u> vg	yourselves	yrvs
receive	rcv	together	tgr
receiving	rcvg		

NOTE:

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

concvg dcvg dclg percvg rcvg and rjcg.

2. The shortform "bl" for "blind" may not be used before a vowel or "y":

e.g. blindly **but:** blinded blinding

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

e.g. Louis Braille, Versabraille

Exercise 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.

Supplementary Exercise 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.

LESSON 18

Initial Wordsigns with Two Dots: 4 5

Simple Wordsign		Initial Wordsign		
u	us	Dots 4 5 and u	upon	⠠⠠⠠⠠⠠⠠
w	will	Dots 4 5 and w	word	⠠⠠⠠⠠⠠⠠
	the	Dots 4 5 and <u>the</u>	these	⠠⠠⠠⠠⠠⠠
<u>th</u>	this	Dots 4 5 and <u>th</u>	those	⠠⠠⠠⠠⠠⠠
<u>wh</u>	which	Dots 4 5 and <u>wh</u>	whose	⠠⠠⠠⠠⠠⠠

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

Examples:

wordy sword thereupon whosoever

But:

coupon theses

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
u	us	under	upon
w	will	work	word
	the	there	these
<u>th</u>	this	through	those
<u>wh</u>	which	where	whose

Exercise 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.

Supplementary Exercise 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		
c	can	Dots 4 5 6 and c	cannot	⠠⠠⠠⠠⠠⠠
h	have	Dots 4 5 6 and h	had	⠠⠠⠠⠠⠠⠠
m	more	Dots 4 5 6 and m	many	⠠⠠⠠⠠⠠⠠
s	so	Dots 4 5 6 and s	spirit	⠠⠠⠠⠠⠠⠠
w	will	Dots 4 5 6 and w	world	⠠⠠⠠⠠⠠⠠
	the	Dots 4 5 6 and <u>the</u>	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:

spirited dispirited (notice this word especially – do not use the dis contraction because spirit takes less room)

worldly unworldly theirs
hadn't hadst Hadley haddock

But:

Hadrian shadow

(**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).

Germany Romany Tammany

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

We now have:

Simple Word	sign	Initial Wordsigns with		
		Dot 5	Dots 4 5	Dots 4 5 6
c	can			cannot
h	have	here		had
m	more	mother		many
s	so	some		spirit
w	will	work	word	world
	the	there	these	their

Exercise 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”.

Supplementary Exercise 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.

LESSONS 20-22

Final Groupsigns

Final groupsigns are used to represent certain syllables in words. They consist of the *last* letter of the contracted syllable or syllables preceded by one or two dots – in no case more than two – from the right side of the first cell: either Dots 4 6, or 5 6.

Final groupsigns are so called because the *last* letter of the contracted syllable(s) is used and *not*, as in the case of initial wordsigns, the *first* letter of the contracted word.

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:

carelessness (and other examples given below)

They may not be used after the hyphen in a hyphenated word; as, other-ness (not a frequent case).

They need not be at the end of a word, but they may not be used at the very beginning of it; where, however, the word is divided at the end of the braille line, they may, like other groupsigns, stand at the beginning of the new line.

There are twelve groupsigns: 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.

<u>ance</u>	dots 4 6 and e	⠠⠠⠠⠠⠠⠠⠠⠠
<u>ence</u>	dots 5 6 and e	⠠⠠⠠⠠⠠⠠⠠⠠
<u>sion</u>	dots 4 6 and n	⠠⠠⠠⠠⠠⠠⠠⠠
<u>tion</u>	dots 5 6 and n	⠠⠠⠠⠠⠠⠠⠠⠠
<u>less</u>	dots 4 6 and s	⠠⠠⠠⠠⠠⠠⠠⠠
<u>ness</u>	dots 5 6 and s	⠠⠠⠠⠠⠠⠠⠠⠠

Examples:

<u>lances</u>	adv <u>ance</u>	evid <u>ence</u>	comm <u>ences</u>
<u>mansion</u>	poss <u>essions</u>	act <u>ions</u>	<u>contraction</u>
<u>determination</u>	<u>confederation</u>		
<u>useless</u>	<u>blessing</u>	<u>fairness</u>	<u>carelessness</u>
But: <u>ancestor</u>	<u>less</u>	<u>lessened</u>	

Other Examples:

<u>insurance</u>	<u>fences</u>	<u>listlessness</u>
<u>alliances</u>	<u>pestilence</u>	<u>underhandedness</u>
<u>circumstance</u>	<u>passionate</u>	<u>blindness</u>
<u>radiance</u>	<u>mentioning</u>	<u>darkness</u>
<u>independence</u>	<u>worthlessness</u>	

The contraction for ness may be used in feminine endings, except when preceded by "e" or "i", in which case the contractions for en or in should be used.

Example: lioness

but: chieftainess

| sec- |

<u>tion</u>	
	<u>bright-</u>
<u>ness</u>	
	<u>tiresome-</u>
<u>ness</u>	

When the letters “ence” are followed by “a”, “d”, “n”, or “r”, the contraction for “ence” must be used e.g. silencer experienced influenceable.

Exercise 20

(NOTE: In the exercise below, at the beginning of line 16 the syllable “out” being part of the divided word, “without”, may not be expressed by the word sign out even though it begins a fresh line because it is not a whole word. See page 33.)

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 fearless-
ness senseless kindnesses heartlessness weakness mother-
less actionable recklessness remission exceptional
patience contentions satisfaction instances stainless
spiritless fatherless lotion lordliness nameless timeless power-
less workless fusion worldliness openmindedness motherliness
mean-spiritedness maintenance motion concoction blessedness
licence righthandedness lawlessness insertion liveliness
trance confusion conditions vision perfection fric-
tion gentleness prance forgiveness allowance. A world
of difference; works of fiction; in succession; with-
out distinction. Attention! A lesson in elocu-
tion; a sin of omission rather than of commission; by
compulsion; provision both for offence and for defence.

Supplementary Exercise 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.

LESSON 21

Second Group of Final Groupsigns

<u>ound</u>	dots 4 6 and d	⠠⠠⠠⠠⠠⠠
<u>ong</u>	dots 5 6 and g	⠠⠠⠠⠠⠠⠠
<u>ount</u>	dots 4 6 and t	⠠⠠⠠⠠⠠⠠
<u>ment</u>	dots 5 6 and t	⠠⠠⠠⠠⠠⠠

Examples:

<u>around</u>	<u>longer</u>	<u>mountain</u>	<u>temperamental</u>
<u>boundary</u>	<u>tongue</u>	<u>counterfeit</u>	<u>abandonment</u>
<u>confounded</u>	<u>songster</u>	<u>counting-house</u>	<u>battlemented</u>
<u>flounder</u>	<u>oblong</u>	<u>fountain</u>	
<u>grounded</u>	<u>belongings</u>	<u>amendment</u>	

But:

mental

|	<u>ment</u>	assign-

Exercise 21

Astounding compounds profoundness dumbfounded surrounded
spongecake alongside strong-mindedness thronged
countenance counterbalances countrified discount bounty
complimentary commencement advancement demented sentiment
governments employment argumentative measure-
ment 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.

Supplementary Exercise 21

From the top of the mountain the view of the country for
miles around is just an endless stretch of in-
describable 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 count-
less 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 1 ⋮⋮⋮

ity dots 5 6 and y ⋮⋮⋮

Examples:

useful city

But:

full fulfil fruity

Other Examples:

beautiful delightfully wrongful forget-
fulness similarity quantity personality superiority

NOTE: Final groupsigns may not be used after an apostrophe, e.g. grey'ound.

Exercise 22

Frightfully doubtful restfulness handfals 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.

Supplementary Exercise 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.

General Rules for the Use of Contractions

We have now come to the end of contractions. Here are appended some general rules as a guide to their use.

Contractions may not be used:

(1) to bridge the components of a compound word, e.g. carthorse not carthorse (do not use the th group sign).

(2) to bridge a prefix and the remainder of a word which would make the word hard to read, e.g. readmit not readmit (do not use ea); kilowatt not kilowatt (do not use ow); aerofoil not aerofoil (do not use of). In general, however, contractions are permissible, e.g. redistribute, predetermine, denationalise, derail, profile, profession, mistake.

(3) which would upset the usual pronunciation of syllables, as, asthma not asthma; fruity not fruity.

(4) at the point of division (at the end of a braille line), if by doing so two syllables are bridged, as indis-tinct not indis-tinct; pro-fessor not prof-essor; mis-take not mist-ake.

Choice of Contractions

In a number of lessons rules have been laid down on the choice of contractions where either of two might be used in a given word. A few more examples are here appended.

(1) As a rule use the contraction which represents the greatest number of letters; exceptions will be covered later.

thence *not* thence or thence

wither *not* wither

bastion *not* bastion

(2) Use an upper groupsign in preference to a lower.

effort *not* effort

offer *not* offer

(3) In words starting with “cong”, contract con *not* ong.

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. 62-90.

LESSON 23

Composite Punctuation Signs

1. Compound Quote Signs

Opening quote: ⠠⠠ dot 6 followed by the simple opening quote (dots 2 3 and 6).

Closing quote: ⠠⠠ dot 6 followed by the simple closing quote (dots 3 and 5 6)

These compound quote signs are normally used to denote single print quotes. Print usually uses double quotation marks for ordinary or “outer quotes” and single quotation marks for “inner quotes”. Sometimes however, the reverse convention is used in print, i.e. outer quotes are represented by single quotation marks and inner quotes are represented by double quotation marks. It is usually preferable in a literary context to disregard this reversal in braille in the interests of reading convenience and consistency. In other words, inner quotes should generally be represented in braille as dot 6, lower h and dot 6, lower j regardless of how they are shown in print. When this is done, the transcriber needs only to give an explanatory note in the braille if this information is considered to be of importance to the transcription. [You will not be required to make such a reversal in the exercises or test pieces.]

Example:

He said: “Say after me, ‘I will.’”

He said: “Say after me, ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

(“I will” is enclosed in compound quote signs since it is a quotation within a quotation.)

NOTE: Occasionally it happens that there is a quotation within an inner quotation. In this case braille reverts to the simple quotation signs for the innermost quotation. Braille can in fact alternate in this way between the simple and compound quote signs indefinitely.

4. Dash and Double Dash Signs

The dash sign (dot 6 and 3 6) has already been given in Lesson 10. It is written unspaced from the words before and after it, if they are in the same line of braille. If not, it may, as in print, be written at the end of the line, or, if there are not two available spaces, at the beginning of the next line.

NOTE: The hyphen may never begin a line. The dash may not be divided at the end of the line.

The **Double Dash** sign (—) ⠄⠔⠔⠔ (dots 5, 6 and 3 6 in sequence) or (----) ⠄⠄⠄⠄ (dots 3 6, 3 6, 3 6, 3 6) is used as in print and denotes the omission of a whole word or part of a word, or else a break in the conversation.

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

Example:

It happened in —. ⠄⠔⠔⠔ ⠄⠔⠔⠔⠔⠔⠔⠔⠔ ⠄⠔⠔⠔⠔⠔⠔⠔⠔

(b) When it 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 (see p 113).

Example:

“I th—!” ⠄⠔⠔⠔⠔⠔⠔⠔⠔ ⠄⠔⠔⠔⠔⠔⠔⠔⠔⠔

(c) When used to represent a break in the conversation, it must be joined to the preceding word. A space is left after it unless it is followed by punctuation.

Example:

“I’ll go when—” ⠄⠔⠔⠔⠔⠔⠔⠔⠔ ⠄⠔⠔⠔⠔⠔⠔⠔⠔⠔

5. The Ellipsis (...)

The ellipsis ⠄⠔⠔⠔ is a succession of three dots in print and is generally

used to denote omitted words or a break. It is represented in braille by three dots 2 and 5 6 in consecutive cells, and for the purposes of spacing and punctuation treated exactly like an undivided word of three letters. An ellipsis may begin a line or page. If print shows, either by the use of an initial capital or by the spacing of the dots, a clear or consistent intention to use an extra dot to represent a full stop, this should be followed in braille.

Example:

“I wish I might die.... He ...”

The Braille representation of the example text is as follows:

“I wish I might die.... He ...”

 I wish I might die.... He ...

 I wish I might die.... He ...

6. The Asterisk (*)

The asterisk sign ⠠⠠⠠ (dot 5 "in" in sequence) is used to represent the print asterisk and normally used as a general reference symbol. It is also used when a break in the text is indicated by a line of asterisks. Centred asterisks may begin a page.

7. The Dagger (†)

Dot 4, 6 "th" ⠠⠠⠠

8. The Double Dagger (‡)

Dot 4, 6 "er" ⠠⠠⠠

9. The Bullet (•)

Dots 4 5 6 and 2 5 6 ⠠⠠⠠

General Signs

1. Transcriber's Brackets (special note to reader)

Summary of Rules on Punctuation

1. All stops or other punctuation signs which are connected with a word (including all quote signs, simple or compound, and parentheses and bracket signs) must be written unspaced from that word, no matter how the symbols are spaced in the print copy.

See references to this rule, *inter alia*, in Lessons: 1 (full stop, p12), 6 (exclamation and query, p25), 8 (quotes, p33) and 10 (dash, p41).

2. If there are two or more punctuation signs in sequence, they must be written unspaced from one another.

3. When a punctuation mark must be written in a position where it could be read as a contraction, a grade 1 symbol indicator should be used. (refer to p.113)

(?) [?]
⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨

4. Where you have a query following an opening parenthesis or bracket, as in (? France) a space must be left between the query and the word that follows it. But where the query follows the word within brackets as in (France?) the query is written unspaced both from the word and the closing bracket.

(? France) (France?)
⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨ ⠠ ⠨

5. The order in which a series of punctuation marks is given in the print copy must be followed in braille.

6. On no account may the components of compound signs be divided.

New Arrangement of Exercises

The first cell of line 1 should contain the print page number (preceded by the numeric mode indicator). The last cells of line 1 should contain the braille page number (preceded by the numeric mode indicator). Begin the exercise with the heading, Exercise 23, centred on the second line of the page, and the text in the third cell of the third line. All the later exercises and extracts should begin in this way. (For the numeric mode indicator see Lesson 24).

Each succeeding paragraph should begin in the third cell of a fresh line.

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.

To centre a heading, if you do not have an automatic centring facility, count the number of spaces required for it; subtract this number from the number of cells there are to be on the line and divide the number you get by two; this is the number of cells that should be left blank on either side of the heading and the number of cells you should count in before brailleing the heading. For example if “Exercise 23” is to be centred on a 42 cell line, one would first work out that it will fill 12 cells; subtract 12 from 42 – leaving 30. In this case 15 cells should be left blank on either side of the heading. If the number when divided is an odd number, then the heading will be off-centre by one cell. Centring either one cell to the left or one cell to the right is acceptable in these cases.

Word division should be avoided if brailleing 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, read the rules contained in Lesson 31.

When an exercise does not fit onto one sheet of paper (ask your trainer how many lines per page you should have), the second page should have a Navigation Line which will be on line 1. This should contain the title of the piece of braille you are transcribing centred. On the same line in the far left cells will be the print page number and in the far right cells will be the braille page number. The text resumes on line 2.

Exercise 23 and all following exercises should end with a row of 12 centred colons in succession on the next line. This is the usual way of ending an item in braille.

Exercise 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....”

Supplementary Exercise 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 Mode Indicators

Braille mode 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:

Arabic figures	(Numeric mode indicator)	Lesson 24
Symbols used for special Purposes	(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
Line breaks (as in poetry)	(Line sign)	Lesson 27

(**N.B.** you should not use the Line sign unless instructed to do so.)

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 order of the above 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 ⠠

In numbers of more than three figures, dot 2 is used to represent the print comma dividing off the thousands.


In numbers of more than three figures, dot 5 (the numeric space indicator) is used to represent the space or half space dividing off thousands.

4,500,000 ⠠

4 500 000 ⠠

The influence of the numeric mode indicator extends over any given group of figures, and also over the comma, numeric space and decimal point signs, used in connection with it. A number consisting of not more than four figures must always be written in an indivisible group and may not be divided at the end of the line. But if the number is of more than four figures, it may be divided after a print comma by a hyphen at the end of the line, the remaining figures being written on the following line preceded by the numeric mode indicator. If, however, a comma is not used in the print copy, such division may not be made.

A numeric mode indicator sets Grade 1 mode for the remainder of the symbols-sequence and is terminated by a space, a hyphen or a dash, if these immediately follow a number.

Examples: 5-b 

3-R 

3-CD set 

Where two groups of figures are joined by a hyphen in the print copy (e.g. 10-12), the numeric mode indicator does not extend over the hyphen. If there is not room to write the characters following the hyphen on the same line, they may be written on a new line, with the numeric mode indicator at the beginning of the line.

The numeric mode indicator must also be repeated if the dash is used in the print copy to join groups of figures.


Examples:

1796-9 

1768-1830 

Ordinal Numbers

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

1st	2nd	3rd	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, never as a general fraction line between larger expressions.

$$\frac{1}{5} \quad \dots \quad \frac{3}{5} \quad \dots$$

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

$$2\frac{1}{2} \quad \dots \quad 3\frac{3}{4} \quad \dots \quad 4\frac{5}{16} \quad \dots$$

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

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

Decimals

The decimal point sign \dots 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:

$$.7 \quad \dots \quad 0.7 \quad \dots$$

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

$$7.95 \quad \dots$$



Ditto mark (") is ⠠⠨⠨ (this composite wordsign is spaced as a word).

Mathematical signs

Operation signs:

Sign for “**plus**”: dots 5, 2 3 5:

$$3 + 4 \quad \text{⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠}$$

Sign for “**minus**”: dots 5, 3 6:

$$4 - 3 \quad \text{⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠}$$

Sign for “**multiplied by**”: dots 5, 2 3 6:

$$3 \times 4 \quad \text{⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠}$$

Sign for “**divided by**”: dots 5, 3 4:

$$4 \div 2 \quad \text{⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠}$$

Sign for “**ratio**”: dots 2 5:

$$2 : 4 \quad \text{⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠}$$

Mathematical signs

Comparison signs:

Sign for “**equals**”: dots 5, 2 3 5 6:

$$7 = 5 + 2 \quad \text{⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠}$$

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: ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Exercise 24

$1 + 2 = 3$. $4 + 5 = 9$. $6 + 7 = 13$. $8 + 9 = 17$. $10 + 11 = 21$. $12 + 14 = 26$.
 $3 \times 2 = 6$. $5 \times 7 = 35$. 25 times 100 comes to 2,500. 5% of 1,000 is 50. Divide $15\frac{3}{4}$ by 3 and you get $5\frac{1}{4}$. $5 - 5 = 0$. $25 - 10\frac{1}{2} = 14\frac{1}{2}$. $85 \div 5 = 17$.

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.

Supplementary Exercise 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%.

(b) Where a plural “s” follows an abbreviation consisting of two or more capital letters a termination sign should be inserted to distinguish it.

Examples:

GPs ⠠⠠⠠⠠⠠⠠⠠⠠

But: Ps and Qs ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

2. Grade 1 Mode

⠠ **Grade 1 symbol indicator**

⠠⠠ **Grade 1 word indicator**

⠠⠠⠠ **Grade 1 passage indicator**

⠠⠠⠠⠠ **Grade 1 terminator**

1. A braille symbol may have both a grade 1 meaning and a contraction (i.e. grade 2) meaning. Some symbols may also have a numeric meaning. A grade 1 indicator is used to set grade 1 mode when the grade 1 meaning of a symbol could be misread as a contraction meaning or a numeric meaning. The extent of grade 1 mode is determined by the grade 1 indicator.

2. (a) A grade 1 symbol indicator is required in front of a letter or letters-sequence that is standing alone and could be misread as a word or shortform. 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.

Examples:

U-boat ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

al dente ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

(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



Roman Numbers

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

Examples:

v  iii  X  XI 


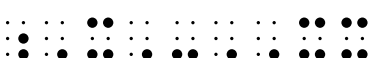
If there is a full stop after the number in the print copy, it must be written in the braille.

Examples:

X.  Henry VI.'s reign 

Where two Roman numbers are joined by a hyphen or dash, the grade 1 indicator or capital indicator must be repeated before the second number.

Examples:

v-x  X-XX 

Exercise 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.

Supplementary Exercise 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.

LESSON 26

Typeform Indicators

UEB provides a rich set of typeform indicators but does not mandate their use. 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 text element, each text element 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.

1. The Italic Indicator

⠠⠠⠠ **Italic symbol indicator**

⠠⠠⠠ **Italic word indicator**

⠠⠠⠠⠠⠠ **Italic passage indicator**

⠠⠠⠠ **Italic terminator**

(i) **Italic Symbol:** Dots 4 6, 2 3 are used before a single italicised letter.

(ii) **Italicised Word:** Dots 4 6, 2 are used before an italicised word.

(iii) **Italicised Passage:** Dots 4 6, 2 3 5 6 are used before an italicised passage. The italicised passage is terminated by the **italic terminator sign**, dots 4 6, 3. ⠠⠠⠠

(a) The italic indicator is written immediately before a letter or word to indicate that it is printed in italics in the print copy.

Examples:

bright ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠

The Times ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠

1939-1945 ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠

(b) When three or more consecutive words in the print copy are printed in italics, the **italic passage indicator** is written immediately before the first word and an **italic terminator sign** ⠠⠠⠠ placed after the last italicised word before the next space, hyphen, dash or oblique stroke.


Examples:

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

The influence of the italic passage indicator extends to all words or letters which follow it until the italic terminator sign is reached, however long the italicised passage may be, and whether it extends to a fresh braille page or not.

In italicised passages of more than one paragraph the first word of each paragraph is preceded by the italicised passage indicator; but the italic terminator sign, which marks the close of the italicised passage, is not written until the last word of the final paragraph.

(c) Compound words, joined by the hyphen, like *sea-lion*, *up-to-date*, and also words whose parts are separated from one another by hyphens, such as *co-ordinate*, are treated exactly as if they were a single word. Thus the italic word indicator is placed at the beginning of the hyphenated sequence and naturally terminated at the space. Italicised dates such as *1914-18*

 are treated in the same way.

In phrases of more than two italicised words joined by hyphens, the italic word indicator should precede the first word and is terminated by the space, as:

out-of-the-way 

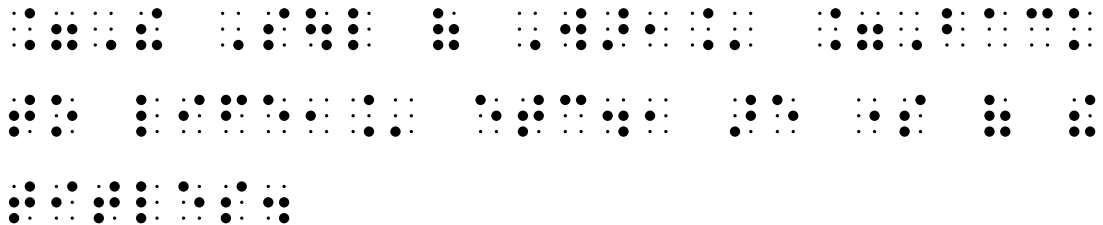
NOTE: Abbreviations like *i.e.*, *e.g.*, which are written in one undivided group, require only one italic indicator:

e.g. 

(d) When several book titles, occurring in succession, are printed in italics, each title must be italicised separately.

Example:

The Soul of War, Back to Life, etc., are some of the titles.



Similarly, consecutive words or phrases which are italicised for different reasons must also be italicised separately in braille.

(e) The presence of the italic indicator makes no difference to the use of lower groupsigns or lower wordsigns. The examples given in the lessons on lower signs are written in the same way whether the words are italicised or not. This is to say that:

On the one hand the wordsigns be were his was enough in that have to be spaced from other signs, may be used even though they are immediately preceded by the italic indicator. On the other hand the presence of the italic indicator does not permit the use of lower groupsigns or lower wordsigns where they may not be used if it is absent.

Examples:

We were glad ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

<i>tract</i>	<i>con-</i>	⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠
<i>content</i>	<i>dis-</i>	⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠

The Part-Word Italic Sign

Where part of a word only is printed in italics, the italicised part must be preceded by the italic word indicator ⠠⠠ and terminated by the italic termination sign ⠠⠠.

Examples:

absolutely ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

absolutely ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

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.

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

(iii) **Bold Passage:** Dots 4 5, 2 3 5 6 are used before a bold passage. The bold passage is terminated by the **bold terminator sign**, dots 4 5, 3. ⠠⠠

(a) The bold sign is written immediately before a word or letter to indicate that it is printed in bold in the print copy.

Example:

The Times ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

(b) When three or more consecutive words in the print copy are printed in bold, the bold passage indicator is written immediately before the first word and a bold terminator sign $\cdot\cdot\cdot$ placed after the last bold word before the next space, hyphen, dash or oblique stroke.

Example:

Three words or more $\cdot\cdot\cdot\cdot\cdot$ $\cdot\cdot\cdot\cdot\cdot$ $\cdot\cdot\cdot$ $\cdot\cdot\cdot$ $\cdot\cdot\cdot\cdot\cdot$ $\cdot\cdot\cdot\cdot\cdot$ $\cdot\cdot\cdot$ $\cdot\cdot\cdot\cdot\cdot$

3. Underline

$\cdot\cdot\cdot$ **Underline symbol indicator**

$\cdot\cdot\cdot$ **Underline word indicator**

$\cdot\cdot\cdot\cdot\cdot$ **Underline passage indicator**

$\cdot\cdot\cdot$ **Underline terminator**

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

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

(iii) **Underlined Passage:** Dots 4 5 6, 2 3 5 6 are used before an underlined passage. The underlined passage is terminated by the **underline terminator sign**, dots 4 5 6, 3. $\cdot\cdot\cdot$

(a) The underline sign is written immediately before a word or letter to indicate that it is underlined in the print copy.

Example:

The Times $\cdot\cdot\cdot\cdot\cdot$ $\cdot\cdot\cdot\cdot\cdot$ $\cdot\cdot\cdot\cdot\cdot$ $\cdot\cdot\cdot\cdot\cdot$ $\cdot\cdot\cdot$

(b) 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 ⠠⠨⠠ ⠠⠨⠠⠨⠠ ⠠⠨⠠⠨⠠⠨⠠ ⠠⠨⠠⠨⠠⠨⠠⠨⠠ ⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠ ⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠ ⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠

Exercise 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.”

Supplementary Exercise 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 Line Sign

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

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

Examples:

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

An accented letter may not form part of a contraction.

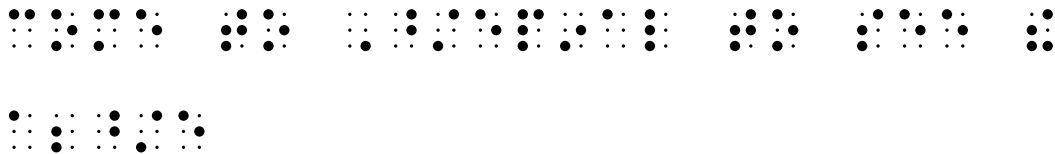
Example:

blesséd ⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑ Gérard ⠠⠑⠠⠗⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑

- (a) The accent sign may be used after the groupsigns for ea, bb, cc, ff, gg.
- (b) The accent "over the following capital letter" is written with the single dot 6 indicating a capital before the accent indication.

Example:

come to Épinal to see the abbé



2. Poetry Layout

There are two methods of brailleing poetry. For poetry set out “line-by-line” in print, **use the method outlined below** unless specifically instructed to do otherwise.

(a) If each new verse is blocked (left adjusted) the braille should commence in cell 1, with all overruns in cell 3. All new print lines commence in cell 1.

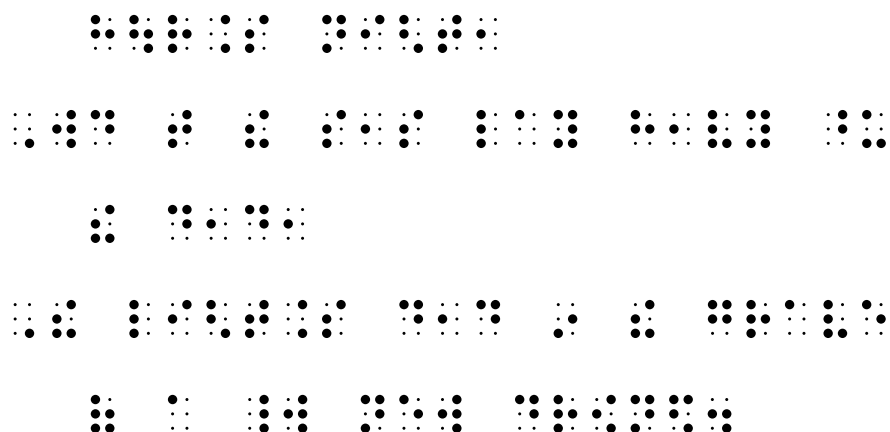
(b) If each new verse is indented, then the Braille should commence in cell 3, overruns in cell 5, and all new lines in cell 1.

(c) A line space should be left between each new verse.

(d) Occasionally in poetry for young students (e.g. shaped poems) it may be necessary to follow an ornamental layout.

If the poetry is quoted, the opening quote sign must be written immediately before the first word of the poem quoted. The opening quote sign must be repeated at the beginning of every new stanza in the third cell of the line, as each stanza is regarded as a new paragraph. However, the closing quote sign is not written until the end of the last stanza quoted.

Prose which follows poetry must always begin on a new braille line in the first or third cell, according to whether a new paragraph is indicated in the print or not.



When brailleing poetry line-by-line, print may be shown in either blocked or indented format.

3. The Line Sign

Dots 4 5 6 ⠠

(a) This method is not commonly used but may be suitable in special cases such as hymns. In this method the Braille is written continuously using the line sign placed at the end of each print line except the last line.

Rules for the use of the line sign:

(i) The line sign is always written unspaced from the preceding word but is always spaced from the word that follows.

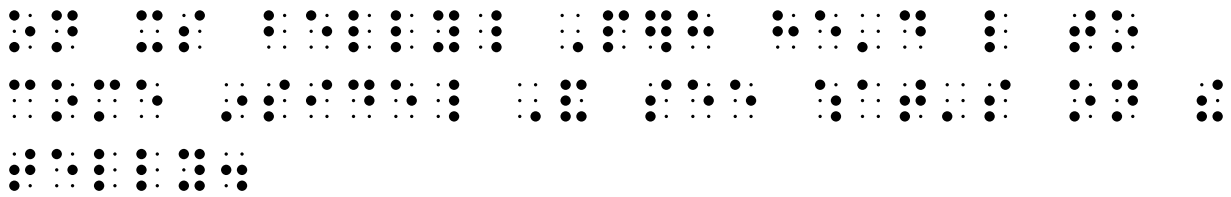
(ii) When a line ends with one or more punctuation signs, the line sign should be written immediately after the last punctuation sign.

(iii) The line sign should not be used at the end of a passage, because its use indicates that another line follows.

Example:

Today I saw a little worm
 Wiggling on its belly
 Perhaps he'd like to come inside
 And see what's on the telly.

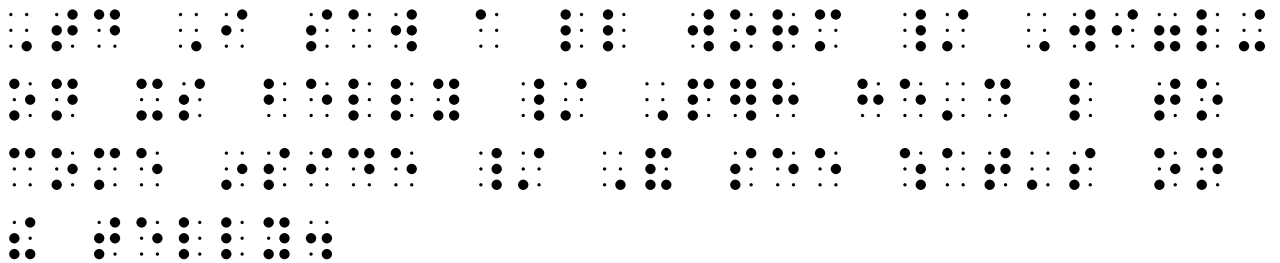




(b) When poetry is shown in print using the oblique stroke as a line separator then the normal Braille sign for an oblique stroke is used ⠏ ⠚ . Spacing should follow print.

Example:

Today I saw a little worm / Wiggling on its belly / Perhaps he'd like to come inside / And see what's on the telly.



Exercise 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.

Supplementary Exercise 27

Material on the art of navigation and information about weather and coast-lines 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!

LESSON 28

Proper Names and Print Abbreviations

1. Proper Names

(i) **Contractions** should generally be used in proper names, using the usual rules.

Examples:

Will More ⠠⠠⠠⠠⠠⠠⠠⠠ Robert Child ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Handley ⠠⠠⠠⠠⠠⠠⠠⠠ Conway ⠠⠠⠠⠠⠠⠠⠠⠠

Stafford ⠠⠠⠠⠠⠠⠠⠠⠠⠠ Matthews ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Oxford ⠠⠠⠠⠠⠠⠠⠠⠠

Mr Young ⠠⠠⠠⠠⠠⠠⠠⠠ Mr Younghusband ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Mr Day ⠠⠠⠠⠠⠠⠠⠠⠠ Mr Halliday ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

(ii) Any one of the shortforms blind, children, first, friend, good, great, letter, little, quick may be used at the beginning of a pure proper name, provided it is not followed by a vowel or “y”

Examples:

Mr Good ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

Mrs Littlejohn ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

But: Schneider ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Gdansk ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

(iii) **Personal initials** should follow print's spacing, and the use or non-use

of abbreviation points. The grade 1 symbol indicator is required to distinguish letters that also have a contraction meaning whether or not there is an abbreviation point.

Examples:

Mr A. B. Smith ⠠⠏⠗ ⠠⠅⠗ ⠠⠎⠏⠓⠑⠒ ⠠⠏⠗ ⠠⠅⠗ ⠠⠎⠏⠓⠑⠒ ⠠⠏⠗ ⠠⠅⠗ ⠠⠎⠏⠓⠑⠒ ⠠⠅⠗ ⠠⠎⠏⠓⠑⠒
 Mr A B Smith ⠠⠏⠗ ⠠⠅⠗ ⠠⠎⠏⠓⠑⠒ ⠠⠏⠗ ⠠⠅⠗ ⠠⠎⠏⠓⠑⠒ ⠠⠏⠗ ⠠⠅⠗ ⠠⠎⠏⠓⠑⠒ ⠠⠅⠗ ⠠⠎⠏⠓⠑⠒
 ABS ⠠⠅⠗ ⠠⠎⠏⠓⠑⠒

2. Print Abbreviations

(i) All print abbreviations used in the print copy must be transcribed as they stand and are spaced as a word in the braille.

(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:

med. ⠠⠍⠠⠠⠠ ⠠⠠⠠⠠ contd. ⠠⠠⠠⠠⠠⠠ edit. ⠠⠠⠠⠠⠠⠠ conj. ⠠⠠⠠⠠⠠⠠

St. John's St. ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

NOTE:

(a) contd. for “continued” is contracted, like conj for “conjunction”, since the contraction for con may be used in a recognised abbreviation if it would have been permissible in the whole word. However, con. may not be contracted because there would be two lower signs in sequence without an adjoining upper sign.

(b) st is not contracted in the abbreviation for street, to avoid confusion with the wordsign for "still". st could not be contracted in an abbreviation for saint in any case, since "s" and "t" are not adjacent letters.

(v) Where the print abbreviation consists of parts of two or more words, which are spaced in print, they are spaced similarly in the braille and may be divided from one another by the end of a braille line.

Example:

Hon. Sec. ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

Exercise 28

[In this exercise, do not contract “sh” in “Hawkshead” or “st” in “Esthwaite” as doing so would upset the pronunciation of the word.]

William Wordsworth was born at Cockermouth on 7th April 1770: at eight he was sent to school at Hawkshead on Esthwaite, 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.

Supplementary Exercise 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.

LESSON 29

The Use of the Capital Indicators

The indication of capitals in literary braille is mandatory in Australia. This lesson and its exercises serve as an introduction to the topic.

Capital Letter

Dot 6 ⠠

The capital sign is placed immediately before a letter or contraction to indicate that the letter it represents (in the case of a contraction, its first letter) is a capital.

Examples:

O	V	R.S.V.P.
⠠⠠	⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
Berlin	Edward	
⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠	

Capitalised Word

Two Dot 6's ⠠⠠

The capitalised word indicator sets capitals mode for the letters-sequence that follows. A letters-sequence consists of letters, contractions (which stand for letters) or modifiers to a letter, such as a cedilla, grave accent or circumflex. Capitals word mode is terminated by a space or by a non alphabetic symbol.

Examples:

EDWARD	⠠⠠⠠⠠⠠⠠⠠⠠	RSVP	⠠⠠⠠⠠⠠⠠⠠
DipTP	⠠⠠⠠⠠⠠⠠⠠⠠		

FRANÇOIS ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

MERRY-GO-ROUND ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

DBEngine ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

(The single capital letter terminates the capitals word mode.)

NOTE: Where a plural “s” follows an abbreviation consisting of two or more capital letters a termination sign should be inserted to distinguish it.

Examples:

GPs ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

But: Ps and Qs ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Contractions can be used in an abbreviation, as in Lesson 28.

NatWest	BEd
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠

If the abbreviation could be read as a shortform then a grade 1 indicator is placed prior to the capital word indicator.

CD-ROM ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

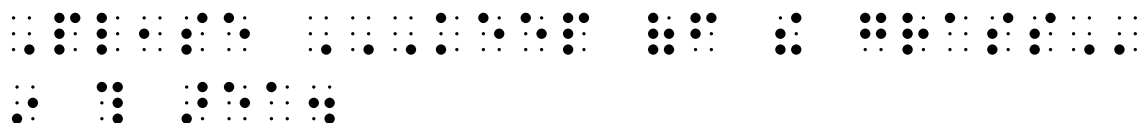
Capitalised Passage

Three Dot 6's ⠠⠠⠠⠠⠠⠠⠠⠠⠠

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.

Example:

Please KEEP OFF THE GRASS in this area.



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

3. If, however, the text elements do not constitute a continuous passage (a series of headings for example), each text element is capitalised separately.

Example: CHAPTER ONE



THE FIRST WORD



Using the Capital Sign with Print Abbreviations

Print abbreviations, including capital letters, are brailled using the capital letter or capital word indicators as appropriate. The grade 1 indicator is generally not needed for abbreviations which include capitals, apart from those with single capital letters (which could otherwise be read as a wordsign). In this case the grade 1 indicator precedes the capital sign.

Using the Capital Sign with Capital Roman Numbers

Capital Roman numbers are generally brailled in the same way as abbreviations.

Examples:

I	V	VII	V-VII
⠠⠠⠠	⠠⠠⠠⠠	⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Exercise 29

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, MIEnvSc 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.

Supplementary Exercise 29

“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.

LESSON 30

Unit Abbreviations

1. Braille should use the same unit abbreviations as print, including any punctuation, even when there is no general agreement in print on their representation.

2. Units appearing after the number in print should follow the number in braille. Print spacing should be followed.

3. Where the letters a-j follow the number without a space, the grade 1 indicator is used.

Examples:

3 ft. (3 feet)

⠠⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

8 l (8 litres)

⠠⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

2 m (2 metres or miles)

⠠⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

8 g (8 grams)

⠠⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

5 s (5 seconds)

⠠⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

5 sec (5 seconds)

⠠⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

89p (89 pence)

⠠⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

16 cm (16 centimetres)

⠠⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

80 kg (80 kilograms)

⠠⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

60 mph

⠠⠨⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

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 and 1 2 3

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

The euro sign, €, ⠠⠠⠠ dot 4 and e.

Examples:

£600 ⠠⠠⠠⠠⠠⠠⠠⠠ \$2 ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

Note also the following:

£5m (5 million pounds)

⠠⠠⠠⠠⠠⠠⠠⠠

\$3 bn (3 billion dollars)

⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠

5. When the £ or \$ sign is brailled without an associated number 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)

⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨

⠠⠨⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨⠠⠨

Examples:

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

60 MPH (60 miles per hour)

⠠⠨⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨

⠠⠨⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨

7. Where there is more than one unit in print, braille should be faithful to print.

Examples:

9 to 10 kg ⠠⠨⠠⠨ ⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨ ⠠⠨⠠⠨

6 m 25 cm ⠠⠨⠠⠨ ⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨ ⠠⠨⠠⠨

£6 3s. 4d. ⠠⠨⠠⠨⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨⠠⠨

8. Contractions may generally be used in units.

Examples:

8 ins (8 inches)

5 mins (5 minutes)

⠠⠨⠠⠨ ⠠⠨⠠⠨

⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨

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

Examples:

45°. (45 degrees)

21°C (21 degrees Celsius)

⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨

⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨

10. When a unit is not attached to a number, the same abbreviation should generally be used (but see point 4 above).

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.

Exercise 30

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.

Supplementary Exercise 30

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!]

LESSON 31

Foreign Words and Word Division

1. Foreign Words

Foreign words, titles, names, etc., may generally be contracted using the ordinary rules for contractions, whether italicised or not. Foreign phrases comprising fewer than 3 words should also generally be contracted. Care should be exercised not to use contractions which would contribute to the mispronunciation of words.

Foreign passages (phrases, sentences, etc) comprising 3 or more words and occurring in a literary context should be written in uncontracted (i.e. grade 1) braille. Cases such as *l'imitation* are regarded as one word for the purposes of braille, whether italicised or not. If such passages are italicised in print, then they should also be italicised in braille. UEB accent signs should be used.

Examples:

ex parte

carte blanche

a fortiori

télévision

“L'Angleterre est une nation de boutiquiers.” This remark is attributed to Napoleon.

But:

Bundestag

“st” should not be contracted in this case since it bridges the two elements

Bundes- and **-tag** of this compound word.

2. Word Division

If you are brailleing on a computer you preferably should not divide words; if you do divide, when you come to reformat you should watch for unwanted hyphens in the middle of lines which have moved from the ends of lines in the reformatting process.

Even if brailleing on a hand machine, you should also exercise caution in the division of words. Basically, you should divide only if you are confident that you are making a successful division.

It should not be necessary to leave more than 10 blank cells at the end of any line. In the proficiency test, marks may be deducted for short braille lines.

Below are some guidelines on word division in braille.

General Rule

Divide between syllables: This is the basic principle. A syllable is a group of letters taken together so as to form one sound; each of two syllables being pronounced as a sound distinct from each other, such as car-bon.

(a) Therefore, words of one syllable must *never* be divided. Mute letters must never be carried over to a fresh line, such as, skilled.

(b) Many syllables end in a vowel as, pa-per. In particular, divide *before* not *after* a soft “c” or “g”; as lu-cid, ma-gic.

(c) Where syllables end in a consonant, which usually happens when there are adjacent consonants, divide after that consonant; as, pur-pose.

Shortforms

The signs forming these shortforms may not be divided from one another by the hyphen at the end of the line, though the whole of the shortform may be divided from a syllable in the word of which it forms a part.

Examples:

imm-ly un-percvg un-nec

But not: unper-cvg.

Hyphenated Words Like “Well-behaved” etc.

In dividing words like “well-behaved”, “self-indulgent”, “ill-disguised”, “well-endowed”, “half-conquered”, at the end of a line, avoid dividing after “be” “in” “dis” “con” “en” etc; you cannot use the lower contractions before the hyphen so it is scarcely worthwhile to divide after these syllables at all.

Examples:

1. Where the syllable ends in a vowel, divide after the vowel; this applies especially when the vowel is long or when it is followed by a soft “c” or “g”.

agree-able bea-gle be-a-ti-tude so-bri-e-ty mo-du-late
mi-cro-scope sa-ga-cious lo-qua-cious di-gest wa-ging

2. Where the syllable ends in a consonant, divide after the consonant.

(a) Divide between two adjacent consonants.

au-then-tic pres-tige car-di-nal hand-ker-chief
span-gle sta-tis-tics cus-tom mer-ch-an-dise
rec-kon ac-know-ledge chic-kens tic-ket

(b) Divide between doubled consonants.

bar-ri-cade col-la-ter-al strag-gler
syl-lable ex-ces-sive op-por-tu-nity

But do not divide between double consonants if the second one does not begin another syllable.

dropped crossed thrilled

3. The meaning and derivation of a word may often indicate the end of a syllable and the beginning of the next.

trans-late tran-scribe

4. Divide after an obvious prefix such as: ante, ex, inter, mis, ob, per, pre, pro, re, sub, sur or super, tra or tran or trans, ultra, un.

pre-dict pro-fes-sor mis-take re-deem
re-dis-tri-bute re-dress re-duce re-new
re-nounce sub-scribe pre-ro-ga-tive

5. Carry over to the next line an obvious ending or suffix, especially one which begins with a consonant such as; ly, ful, less, ness, ment, sion, tion.

6. Divide a compound word into its component parts.

hedge-row there-abouts letter-press
out-line not-with-standing un-necessary

7. Special cases. Where derivation and pronunciation conflict, it is safer to divide according to pronunciation.

prin-ci-pal or-di-nance con-su-late

Sometimes it is a matter of choice.

Glass-es or glas-ses, distinct-ive or distinc-tive, Brit-ish or Bri-tish

8. Do not divide hadn't, wouldn't etc.

Exercise 31

(N.B. There is no Supplementary Exercise 31)

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.

Test Papers

Layout of Test Papers

(1) Headings

The heading should be centred on line 2 of the first page. If the heading will leave less than 10 cells blank altogether (i.e. 5 each side of the heading), you should centre the heading on two lines. Full stops at the end of a heading are omitted, but other punctuation, such as a quote or a query should be included, as in print.

At the end of the first passage, centre 12 colons on the next line. The heading for the second piece is centred on the following line. If the passage is about to end on the last line of a braille page, the last line can be left blank and the last words of the passage taken over on to the next page where they can be followed on the next line by 12 centred colons. At the very end of the test, after both passages have been brailled, centre 12 colons.

(2) Paragraphs

The text of a test passage begins as a fresh paragraph, that is, in the third cell of a new line, even though, as is very common in print, the first line of a paragraph is not indented. For example, the three paragraphs below would all start in cell 3.

At 5.30 am, the alarm clock woke Tom and he jumped straight out of bed and dressed quickly, eager for the day's adventures.

He ran downstairs, taking two steps at a time, hastily grabbed an apple and a packet of biscuits and was out of the door in no time.

It was cold outside and Tom wished he had taken the time to put an extra jumper on, but it was too late now and he was on his way.

Quotations of poetry should begin as a new verse even though no special indication is shown in the print.

Prose quotations will not usually be enclosed in quotation marks in the print, but the change to quoted matter will be shown by either a change of type or by indentation of the quoted passage as a whole. Quotation marks should be

added in the braille.

Prose quotations should start in cell 1 or cell 3 in conformity with the print; i.e. if the first line of the passage is indented it should start in cell 3 and if it is not it should start in cell 1. If the quoted passage as a whole is indented, you should look to see if the first line of the passage is further indented than the remainder of the passage. If it is, it should start in cell 3; however, if it is indented only to the same degree as the rest of the passage it should start in cell 1.

Examples:

(a) The quoted extract in the following passage should start in cell 1:

The notice from which the following was taken was placed on the factory notice board:

Instead of the usual outing, we have decided to grant annually a week's holiday with a week's wages.

(b) The quoted extract in the following passage should start in cell 3:

In his speech to the electors of Bristol he said:

Parliament is a deliberative assembly of one nation, with one interest, that of the whole; where, not local purposes, not local prejudices ...

Every paragraph in a quoted passage, including stanzas in quoted poetry, must begin with the opening quote; the closing quote is not written until the end of the quotation.

The resumption of normal text after quoted poetry or prose should be in cell 1 or 3 in conformity with the print, i.e. if the print starts a new paragraph it will be in cell 3; if not, it will be in cell 1. If the print has adopted the style of leaving blank lines between paragraphs instead of indenting the first line of a paragraph, it will be very difficult to tell whether or not there is a new paragraph – you will have to decide from the sense as best you can.

N.B. It is important to realise that paragraphs outside quoted passages should start in cell 3 even if they are blocked at the margin in the print.

(3) Page Information (Navigation) Line

The page information line is written on the top line of every sheet except the first.

The page information line consists of:

(a) The title of the extract centred; this must be abridged if there will be less than 5 cells either side of the centred heading. **N.B.** Unlike the heading at the start of a passage, the message on the page information line must never go onto 2 lines.

(b) The page number in the last cells of the line. This will consist of the numeric indicator and the page number. **N.B.** The page number will also appear on line 1 of the first page.

The message on the page information line will refer to the extract that appears last on the page, so that if the second passage in the first specimen paper starts half way down page 3, the page information line on page 3 will be:
Chocolate Cake.

It is important that you realise the difference between a heading and a page information line; a heading comes at the start of a passage to inform the reader that a new passage is beginning, whilst a page information line gives information about what is on a particular braille page, and is used by the reader for reference. Therefore, if the second extract is to start at the top of a new page, the title of the extract is to be centred on line 1 as the page information line (with the page number at the end of the line) and should also be centred on line 2 as the heading.

[Specimen I]

Men Or Works? by Oliver Edwards

Le style c'est l'homme? One must add the question mark. It is true that in quite a number of cases the recent hubbub – it hardly lasted the nine days necessary to qualify as a wonder – over whether Lawrence of Arabia was a charlatan or not was disposed of by the seemingly conclusive, “Well, I found *Seven Pillars of Wisdom* quite unreadable.” But hearing that said, I could not help remembering Augustine Birrell's postscript to his essay on Edmund Burke. As written in 1886, it makes his love for this man “who for the most part ... dwelt in the paths of purity, humanity, and good sense” very clear. On republication thirty years later, conscience forced him to add a postscript explaining that “When I wrote this I had read Burke, but not a great deal *about* him; and the more you read Burke ... the greater becomes your admiration, but the more you read *about* him the harder it is to like him as much as I at least wish to do.”

In Thackeray's heyday there were those who found in his novels a streak denoting someone rather unattractive. “His interdict against a biography” did not help matters. Then, first the work of Lady Ritchie and finally Mr. Gordon Ray's fine edition of the letters have revealed a man we can warm to, perhaps be sorry for, but unashamedly love.

About Carlyle it is impossible to come to a final conclusion. The truth is there was more than one Carlyle in the spirit; and more than one man in the works also. The Carlyle who wrote the *Life of Sterling*, the letters to William Graham, and the travel journals is far removed from the angry, caustic, and often unkind *vieillard terrible*. Everything new that comes to light about Browning seems – unlike his poetry – to make him more understandable.

The game is hard enough, in all conscience, without reminding ourselves that we must play it *sub specie aeternitatis*. Yet we must. Sometimes the upheavals are pleasant. Herman Melville, from his books – particularly *Typee*, *Omoo*, and yes, *Moby Dick* – at first seemed a likeable man. The burrowings that followed his sudden popularity in the nineteen-twenties turned him into an unlikeable one. Then in 1949 came his *Journal of a visit to London and the Continent, 1849-50*. New to most of us, it restored our old Melville. It is also an enchanting book in itself.

Chocolate Cake

If you are looking for a recipe for a dark chocolate cake, you might like to try the following. You will need: 1oz (28 g) margarine, 2 oz (57 g) sugar, 2 tbs syrup, 1 level tsp bicarbonate of soda, 1 gill (150 ml) milk, 6 oz (170 g) S.R. flour, 1oz (28 g) cocoa, pinch of salt. Cream together the fat, sugar and syrup. Dissolve the soda in the milk. Sift together the flour, salt and cocoa. Add the flour and milk alternately to the creamed mixture. Bake for 40 mins. at gas mark 4-5 (140°-180° C). [Since this recipe doesn't require any eggs, it was popular during the 1939-45 war when eggs were scarce.]

[Specimen II]

On Plagiarism

I have had many literary enthusiasms, some of them lasting, but Pope was never one of them. He seems to me to dwell in a walled-in garden, very perfectly kept, amazingly neat and tidy with the box-hedges trimmed to a T and shaped here and there into hens and other fantasies; but airless and stuffy. I like to take a stroll down his trim couplets now and then, but I am soon content to pass out to the landscapes where the Miltons and Shelleys and Wordsworths and Shakespeares fill the lungs with the great winds and feast the eye with the great spaces. I do not therefore feel any particular horror at Professor Karl Pearson's discovery that Pope is a plagiarist. I should not be disturbed if he proved he was a bad plagiarist. He has not done that, but he has found that Pope's aphorism, "The proper study of mankind is Man", is lifted from Pierre Charron – *La vraye science et le vray estude de l'homme c'est l'Homme*. It seems to me a rather poor, pedestrian thing to steal – so commonplace indeed as to defy paternity. Anybody might have said it without feeling that he had said something that anybody else could not have said as well.

But if we damned him for so trivial a theft as this, what sort of punishment would be left for the colossal borrowings of a Shakespeare or a Burns? Take, for example, that most exquisite of Burns's songs, "O, my luvie is like a red, red rose." There is not a single stanza that is not lifted from old ballads and chapbooks. Compare as an illustration, the third stanza:

Till a' the seas gang dry, my dear,
And the rocks melt wi' the sun!
And I will luvie thee still, my dear,
While the sands o' life shall run.

with this from *The Young Man's Farewell to his Love* in the Motherwell collection of chapbooks:

The seas they shall run dry,
And rocks melt into sands;
Then I'll love you still, my dear,
When all those things are done.

Even the fine change from “melt into sands” to “melt wi' the sun” is traceable to another source. Wordsworth and Milton, proud and austere though they were, were not above enriching their verse with borrowed thoughts. Milton's borrowings from Dante are abundant, but they are done in the grand manner, as of a prince taking a loan from an equal, not because he needs it, but as a token of their high companionship and their starry discourse.

The Country Show

The event took place on 12th August 1990 between 10 am and 5 pm, with about 5000 visitors, 70% of whom came in the afternoon. In the four 100 ft by 40 ft exhibition marquees were many fine displays of local crafts. Examples in the range of hand-made pottery from “Redware Potteries” included a 12 inch (30 cm) blue glazed bowl at £20.50, a collection of decorated 10 inch (25 cm) vases at £15.70, and many small items from as little as 50p. By 3.30 in the afternoon, the judges had made their decisions in the livestock competition and the prizes were awarded: Mr. Clarke took several of the prizes with his fine 800 kg Aberdeen Angus bull and his 150 kg Large White pig, each being awarded 1st prize in their categories.

[Specimen III]

Milton

This noble book, the first of an entirely new seven-volume edition of Milton's prose works, is modestly described in its preface as having an academic purpose. It is intended "to present annotated texts of Milton's prose in the ascertainable order of its composition, bringing to bear in notes, prefaces and volume introductions the accumulated scholarship of the past century." There have been other editions of Milton's prose, of course, the most recent being the Columbia edition of 1931-38, which established both the Latin and the English texts but took no great account of chronology and critical interpretation. The present Yale edition, produced under the direction of a strong editorial board which includes Douglas Bush of Harvard and Sir Herbert Grierson of Edinburgh, sets out to repair these omissions and defects, and judged by this first volume, edited by Professor Don M. Wolfe of Brooklyn College, who is also general editor of the whole series, it is bound to succeed, and to succeed magnificently. Its first purpose is scholarly and academic, but the effect which it at once achieves is that of inspiration to the reader.

For Milton, prose was the product of his awkward "left hand", his right being deliberately trained and reserved for the production of mighty poetry. But the content of this volume, much of which, had it been produced by anyone else, would have been marked down as juvenilia, so demonstrates the power of that left hand that it extracts a fuller meaning from the very phrase. Harsh, strong, occasionally brutal and coarse; less steadily directed to a fixed point than his poetry; sometimes extravagant and crude in argument; expressing only partly the controlled force of his mind – Milton's prose from the first communicated the completely engaged emotions, the vast learning and the incomparable industry of this terrible Puritan, who blinded himself with work. It is completely inspiring. The very "Prolusions", mere academic exercises, inspire by their balanced grasp of the rigid rhetorical limitations of the medium, their fine apologetic air of boredom with their author's own pre-eminence in the constricted university field. For Milton even as an undergraduate, the intensely fair "lady of Christ's", was already, and consciously, the classic poet in embryo, sure of his powers, certain of his destiny, fierce in his burning chastity, so that, questioning in his *Prolusion on Sportive Exercises* the reasons of those at Cambridge who called

him “the Lady”, he says:

It is, I suppose, because I have never brought myself to toss off great bumpers like a prize-fighter, or because my hand has never grown horny with driving the plough, or because I was never a farm hand at seven or laid myself down at full length in the midday sun; or last perhaps because I never showed my virility in the way these brothellers do.

Yet what splendid virility is shown in the early pamphlets which make up most of this first volume, *Of Reformation, Of Prelatical Episcopacy, The Reason of Church-Government Urg'd against Prelaty* and the other violent expressions of militant puritanism hammered out in the years leading up to the civil war. The editors, it is true, do not dwell on these rough-hewn virtues.

In The Office

The wonderful thing about new technology in the 1990s is the way all our basic office tasks are so much more efficient. We are told that what would take us 4 hrs before, can now be done in 30 mins. i.e. work might thus be cut by 87½%. If you have a computer, some 5¼ ins or 3½ ins disks for storage, a printer which will take A4 paper (29.8 cm by 21.1 cm), you can write all your letters and reports etc., as you used to do on an old-fashioned typewriter. It is essential, though, to allow for mishaps: you will probably use up 100% more paper because the computer is set up incorrectly (e.g. it is running for 11 inch paper, but you are using 11⅔ inch paper), and 200 per cent more time finding somebody to fix it. If, by mistake, you type “6 MA” instead of “6 mA”, or “£3.50” instead of “\$3.50”, the correction is readily made on the computer, but you will need to print the pages out a 2nd time.

[Specimen IV]

Peter Ustinov

On the surface, what you see of Peter Ustinov in brief moments of repose is a tubby character with the affable, slouchy, sulky exterior of a Giant Panda. Massively untidy, slack, uniting the disturbing, 'satiabile curiosity of the Elephant's Child with the rooted gravity of a wise and dynastic Ancient of Days. The brow and eyes are noble under an unpredictable and assertive thatch. Nose strong, mouth – the comic's greatest working asset – an astounding bag of tricks, capable of more intricate convolutions than a sea anemone. The eyes vanish – in a smile sometimes sheepish, as vast, rich and strange as the Cheshire Cat's, and the laugh is easy yet oddly unamused. The voice, when you infrequently catch it off guard, uncharacterised and therefore generally unidentifiable, has the dry, mundane metropolitan quality of the Old Westminster. He speaks concentratedly, never loudly – it is always the laughter round him that first catches the attention. He will make an unobtrusive entrance, *piano*, on a minor theme, creating a dangerous calm, listening, limbering up.

Then the contradictions set in. You will observe that the clothes, which may look in need of pressing and brushing, have been put together with a dandy's regard for colour, cloth and design. The myth sets out that he owns no cuff-links (though he once hired a pair complete with full evening dress, all later burgled) yet the waistcoats emphasising the Georgian frontage are boldly idiosyncratic, and Huntsman's know him well.

As a profoundly international product of mixed nationalities, he has become an authority on family and national inherited characteristics. Deeply aware of his ancestors, he has nevertheless preserved enough of the traditionally non-informative Russian in him to make the disentangling of his descent, a complicated and unusually talented one, no easy task. His relatives, many of them highly proficient in the arts, spread half way across Europe. At only one remove away there is his father Iona Ustinov, known as Klop, a writer with a zest for life and an unfair ration of social charm, a deserved reputation for cooking and conversation, known at one time to have been a practising exponent of Russian Roulette; and his mother is Nadia Benois, the painter and scenic designer, a Demeter-figure who radiates a liberal good sense and sweetness of disposition, and has always been his steadfast friend and supporter. His great-

uncle is the venerable Benois himself, once Diaghilev's artistic mentor.

Cacti

The essential requirement for growing cacti is a situation which receives plenty of direct sunshine. 7 or 8 hrs will not be too much if there is fresh air as well. In summer the temperature may reach 90°F (32°C) or higher without harm, but in the winter cacti are kept cool at 40-45°F (5-7°C) to keep them dormant. In winter they should also be kept quite dry, although a few c.c.'s of water can be given occasionally at 50°F or higher; in spring and summer water thoroughly at intervals of about 1 mth to 1 wk according to the temperature. A cactus is about 90% water by weight: a plant 2.5 m in height might contain 800 l of water. Many cacti will live to over 100 yrs. if grown well.

Braille Reference

Table of Braille Signs

Line 1 (dots 1 2 4 5)

a	b	c	d	e	f	g	h	i	j
⠁	⠃	⠉	⠙	⠑	⠍	⠗	⠓	⠏	⠎

Line 2 (line 1 + dot 3)

k	l	m	n	o	p	q	r	s	t
⠅	⠇	⠓	⠗	⠕	⠏	⠑	⠚	⠘	⠞

Line 3 (line 1 + dots 3 6)

u	v	x	y	z	and	for	of	the	with
⠑	⠕	⠗	⠓	⠙	⠠	⠠	⠠	⠠	⠠

Line 4 (line 1 + dot 6)

ch	gh	sh	th	wh	ed	er	ou	ow	w
⠒	⠒	⠒	⠒	⠒	⠒	⠒	⠒	⠒	⠒

Line 5 (line 1 lowered)

	be	con	dis	en		“	in		
ea	bb	cc			ff	gg			
,	;	:	.		!	?			”
	be	ratio	decimal	enough		were	his	in	was
		sign	point						
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠

Line 6 (dot 3 with dots 4 5 6)

st	ing	numeric	ar	'	
⠠	⠠	⠠	⠠	⠠	⠠
		indicator			-
					⠠

Line 7 (dots 4 5 6)

accent	line	italic	grade 1	capital
sign	sign	indicator	indicator	sign
⠠	⠠	⠠	⠠	⠠

composite contraction prefixes

Upper Contractions

Word Sign		Initial Contractions			Final Contractions	
Sign	Standing	With Dot 5	With Dots 4-5	With Dots 4-5-6	With Dots 4-6	With Dots 5-6
⋮	alone					
⋮	a	...	...	...	...	...
⋮	but	...	...	...	...	...
⋮	can	...	...	cannot	...	...
⋮	do	day	...	...	ound	...
⋮	every	ever	...	...	ance	ence
⋮	from	father	...	...	...	...
⋮	go	...	...	...	...	ong
⋮	have	here	...	had	...	...
⋮	i	...	...	...	...	...
⋮	just	...	...	...	...	...
⋮	knowledge	know	...	...	...	...
⋮	like	lord	...	...	...	ful
⋮	more	mother	...	many	...	...
⋮	not	name	...	...	sion	tion
⋮	o	one	...	...	...	...
⋮	people	part	...	...	...	...
⋮	quite	question	...	...	...	...
⋮	rather	right	...	...	...	...
⋮	so	some	...	spirit	less	ness
⋮	that	time	...	...	ount	ment
⋮	us	under	upon	...	...	...
⋮	very	...	...	...	...	...
⋮	will	work	word	world	...	...
⋮	it	...	...	...	...	...
⋮	you	young	...	...	...	ity
⋮	as	...	...	...	...	...

Sign	Group- sign	Wordsign Standing alone	Initial Contractions		
			With Dot 5	With Dots 4-5	With Dots 4-5-6
⠠		and	...	...	...
⠠		for	...	...	...
⠠		of	...	...	...
⠠		the	there	these	their
⠠		with	...	...	...
⠠	ch	child	character	...	...
⠠	gh	...	...	...	...
⠠	sh	shall	...	...	...
⠠	th	this	through	those	...
⠠	wh	which	where	whose	...
⠠	ed	...	...	...	...
⠠	er	...	...	...	...
⠠	ou	out	ought	...	...
⠠	ow	...	...	...	...
⠠	st	still	...	...	...
⠠	ar	...	...	...	...
⠠	ing	...	...	...	...

Lower Contractions

Sign	Wordsign	Groupsign/Punctuation		
		Start of word	Middle of word	End of word
⋮	...	...	ea	,
⋮	be	be	bb	;
⋮	...	con	cc	:
⋮	...	dis	...	.
⋮	-	-
⋮	enough	en	en	en
⋮	...	...	ff	!
⋮	were	...	gg	...
⋮	his	“	...	”
⋮	was	...	...	”
⋮	in	in	in	in

Shortforms

about	ab	conceive	<u>concv</u>	ourselves	<u>ourvs</u>
above	abv	conceiving	<u>concvg</u>	paid	pd
according	ac	could	cd	perceive	<u>perc</u> v
across	acr	deceive	dcv	perceiving	<u>perc</u> v _g
after	af	deceiving	dcvg	perhaps	<u>perh</u>
afternoon	afn	declare	dcl	quick	qk
afterward	afw	declaring	dclg	receive	rcv
again	ag	either	ei	receiving	rcvg
against	agst	first	<u>fst</u>	rejoice	rjc
almost	alm	friend	fr	rejoicing	rjcg
already	alr	good	gd	said	sd
also	al	great	grt	should	<u>shd</u>
although	<u>alth</u>	herself	<u>herf</u>	such	<u>sch</u>
altogether	alt	him	hm	themselves	<u>them</u> vs
always	alw	himself	hmf	thyslf	<u>thyf</u>
because	<u>bec</u>	immediate	imm	today	td
before	<u>bef</u>	its	xs	to-day	td
behind	<u>beh</u>	itself	xf	together	tgr
below	<u>bel</u>	letter	lr	tomorrow	tm
beneath	<u>ben</u>	little	ll	to-morrow	tm
beside	<u>bes</u>	much	<u>mch</u>	tonight	tn
between	<u>bet</u>	must	<u>mst</u>	to-night	tn
beyond	<u>bey</u>	myself	myf	would	wd
blind	bl	necessary	nec	your	yr
braille	brl	neither	nei	yourself	yrf
children	<u>chn</u>	oneself	<u>onef</u>	yourselves	yrvs

Shortforms

1. Simple Shortforms: Shortforms can generally be used wherever they occur as whole words standing alone, regardless of meaning and whether they are used as ordinary words or as proper names.

Note that this rule, and the following rules 2 through 4, are subject to the overriding limitations specified in rule 5 below.

Examples: "good news" ("good" is used); "Chicken Little" ("little" is used); "Louis Braille" ("braille" is used).

2. Shortforms within Ordinary Words: Shortforms may be used within longer ordinary words (that is, words that have meaning other than use as proper names) standing alone, provided

(a) there is no interference in spelling and

(b) an original meaning of the basic shortform word is retained.

Examples: mustn't, musty, mustard ("must" is used in all three instances because some meaning of the word "must" is retained); mustang, muster, mustache, musteline ("must" is not used in any of these four cases); afterglow ("after" is used); rafter ("after" is not used); unfriendly ("friend" is used); newsletter, letterman, letterhead, subletter and bloodletter ("letter" is used in all five instances); shoulder ("should" is not used); rebrailled ("braille" is used).

3. Ordinary Words used as Names: When an ordinary word is used as a proper name, it should be contracted in the same way as the ordinary word.

Examples: "We had lunch at Friendly's Restaurant" ("friend" is used); "Oddly enough, our roofer is George Rafter" ("after" is not used); "We call our sailboat 'The Turnabout'" ("about" is used).

4. Shortforms within Proper Names: Certain shortforms may be used within longer "pure" proper names (those that are not ordinary words) standing alone, according to the following provisions:

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

Examples: "We visited the town of Marcillat-en-Combraille,"
Versabraille, Braillex ("braille" is used in all three instances).

4.2 Any one of the shortforms blind, children, first, friend, good, great, letter, little, quick may be used at the beginning of a pure proper name, provided it is not followed by a vowel or "y".

Examples: Firstbank ("first" is used); Goodhumor man ("good" is used); Goodyear, Hapgood ("good" is not used in either instance); Letterkenny ("letter" is used); Linkletter ("letter" is not used).

4.3 Shortforms other than those listed in 4.1 and 4.2 may not be used within longer pure proper names.

Examples: Magaina ("again" is not used); Aboutfishing ([the name of a web site] "about" is not used).

5. Overriding Limitations on Shortforms within Longer Words:

Notwithstanding any of the above rules 1 through 4, shortforms may not be used in any of the following circumstances:

5.1 The shortforms for "after," "blind," or "friend" may not be used before a vowel or "y".

Examples: blinding ("blind" is not used); friendly ("friend" is not used).

5.2 The shortforms beginning with "be" and "con" may not be used after the beginning of a longer word.

Example: hereinbelow ("below" is not used).

5.3 A shortform may not be used if the result could be mistaken for another word.

Example: abouts ("about" is not used as "abs" is a word now in general usage).

5.4 A shortform may not be used if it would cause confusion in pronunciation or in the recognition of an unusual word.

Examples: stirabout ("about" is not used because the word, meaning a "porridge," is in regional use only and would be unfamiliar to many English speakers); Port Said ([place name in Egypt] "said" is not used because the place name, which also commonly occurs as a personal given name, is pronounced very differently from the ordinary word, i.e. in two syllables); George About ("about" is not used in this French surname because it is pronounced with a silent "t").

5.5 In cases where there is doubt as to the pronunciation or usage, as in some word lists, the most common pronunciation or usage may be assumed.

6. Resolution of Ambiguity: When a pure proper name or other string of letters, standing alone, could be mistaken for a shortform or word containing a shortform according to the foregoing rules 1 through 5, the ambiguity should be removed as follows:

6.1 If the string of letters could be read as simple (unextended) shortform:

- (a) If the shortform contains an internal contraction, then the internal contraction should not be used.

Example: mch (spell out, not using the "ch" contraction).

- (b) If the shortform comprises only letters, a grade 1 symbol indicator should precede the word.

Examples: BRL (;,brl); Al (;,al); Ab (;,ab).

6.2 Otherwise, i.e. if the string of letters could be read as a longer word containing a shortform:

- (a) If there are any groups of letters only (not including internal contractions) that could be mistaken for shortforms and that are not at the very beginning of the complete word, a grade 1 word indicator should precede the word and the entire word brailled uncontracted.

Examples: hereinabv (;;hereinabv); ozbrl ([the name of an Australian email list] ;;ozbrl); unfry (;;unfry); Dobrljin ([town in Bosnia and Herzegovina] ;;dobrljin).

- (b) In all other cases, any group of braille symbols that could be mistaken for a shortform can be treated as in (6.1) above, that is spelled out if it contains an internal contraction, or prefixed by a single grade 1 symbol indicator at the beginning of the word.

Examples: fry (;fry); abvboard (;abvbo>d); inasmch (9asmch); Llhyud ([place name] ;,llhyud); Llwyn (;,llwyn).

7. Hyphenation: Shortforms may not be divided onto two braille lines, but a line division may occur on either side provided the overall appearance of the word in braille is not otherwise affected.

Example: immediate-
ly ("immediate" is used).

Glossary of Braille Signs

A

a	⠁	(a)	⠠⠁⠠⠠⠠⠠⠠⠠
- <u>ance</u>			⠠⠠⠠⠠⠠⠠⠠
and			⠠⠠⠠
<u>ar</u>			⠠⠠⠠
as			⠠⠠⠠
At Sign @			⠠⠠⠠
Asterisk *			⠠⠠⠠

B

b	⠃	(b)	⠠⠃⠠⠠⠠⠠⠠⠠
<u>bb</u>			⠠⠠⠠
<u>be</u>			⠠⠠⠠
but			⠠⠠⠠
Bold Symbol			⠠⠠⠠
Bold Word			⠠⠠⠠
Bold Passage			⠠⠠⠠
Bold Terminator			⠠⠠⠠

C

c	⠉	(c)	⠠⠉⠠⠠⠠⠠⠠⠠
can			⠠⠠⠠
cannot			⠠⠠⠠

Capital Sign	⠠
Capital Word	⠠⠠⠠
Capital Passage	⠠⠠⠠
Capital Terminator	⠠⠠⠠
<u>cc</u>	⠠⠠⠠
<u>ch</u>	⠠⠠⠠
character	⠠⠠⠠
child	⠠⠠⠠
<u>con</u>	⠠⠠⠠

D

d	⠙	(d)	⠠⠙⠠⠠⠠⠠⠠⠠
Dagger †			⠠⠠⠠
day			⠠⠠⠠
Decimal Point			⠠⠠⠠
Degree Sign			⠠⠠⠠
<u>dis</u>			⠠⠠⠠
Ditto Sign			⠠⠠⠠
Division Sign			⠠⠠⠠
do			⠠⠠⠠
Dollar Sign \$			⠠⠠⠠
Double Dagger			⠠⠠⠠

	E
e	⠠
<u>ea</u>	⠠⠠
<u>ed</u>	⠠⠠
<u>en</u>	⠠⠠
- <u>ence</u>	⠠⠠⠠
enough	⠠⠠⠠
Equals Sign	⠠⠠⠠
<u>er</u>	⠠⠠
Euro Sign	⠠⠠⠠
ever	⠠⠠⠠
every	⠠⠠
	F
f	⠠
father	⠠⠠⠠
<u>ff</u>	⠠⠠
for	⠠⠠
from	⠠⠠
- <u>ful</u>	⠠⠠⠠
	G
g	⠠
gg	⠠⠠
<u>gh</u>	⠠⠠
go	⠠⠠

	H
h	⠠
had	⠠⠠⠠
have	⠠⠠
here	⠠⠠⠠
his	⠠⠠
	I
i	⠠
in	⠠⠠
<u>ing</u>	⠠⠠
it	⠠⠠
Italic Symbol	⠠⠠⠠
Italic Word	⠠⠠⠠
Italic Passage	⠠⠠⠠
Italic Terminator	⠠⠠⠠
- <u>ity</u>	⠠⠠⠠
	J
j	⠠
just	⠠⠠

K

k
 know
 knowledge

L

l
 -less
 like
 Line Sign
 lord

M

m
 many
 -ment
 Minus Sign
 more
 mother
 Multiplication Sign

N

n
 name

-ness
 not
 Numeric Indicator

O

o
 Oblique Stroke /
 of
 -ong
 one
 ou
 ought
 -ound
 -ount
 out
 ow

P

p
 ¶ Paragraph Sign
 part
 people
 % Per Cent Sign
 Plus Sign
 Pound Sign £

Punctuation

Apostrophe ' .	⠠⠨
Round Bracket () .	⠠⠠⠠⠠⠠⠠
Square Bracket [] .	⠠⠠⠠⠠⠠⠠
Colon :	⠠⠠
Comma , .	⠠⠠
Dash – .	⠠⠠⠠
Long Dash — .	⠠⠠⠠⠠
Long Dash ---- .	⠠⠠⠠⠠⠠
Ellipsis	⠠⠠⠠⠠
Exclamation ! .	⠠⠠
Full Stop . .	⠠⠠
Hyphen - .	⠠⠠
Query ? .	⠠⠠
Outer Quotes .	⠠⠠⠠⠠
Inner Quotes .	⠠⠠⠠⠠
Semi-colon ; .	⠠⠠

Q

q .	⠠⠠
question .	⠠⠠⠠
quite .	⠠⠠

R

r .	⠠⠠
rather .	⠠⠠
right .	⠠⠠

S

s .	⠠⠠
Section Sign § .	⠠⠠
<u>sh</u> .	⠠⠠
shall .	⠠⠠
<u>-sion</u> .	⠠⠠
so .	⠠⠠
some .	⠠⠠
spirit .	⠠⠠
<u>st</u> .	⠠⠠
still .	⠠⠠

T

t .	⠠⠠
<u>th</u> .	⠠⠠
that .	⠠⠠
the .	⠠⠠
their .	⠠⠠
there .	⠠⠠

these ⠠⠠⠠⠠⠠
 this ⠠⠠⠠
 those ⠠⠠⠠⠠
 through ⠠⠠⠠⠠⠠
 time ⠠⠠⠠⠠
-tion ⠠⠠⠠⠠
 Transcriber's brackets
 (open) ⠠⠠⠠⠠⠠⠠
 (close) ⠠⠠⠠⠠⠠⠠

 U
 u ⠠⠠
 under ⠠⠠⠠⠠
 Underline Symbol ⠠⠠⠠⠠
 Underline Word ⠠⠠⠠⠠
 Underline Passage ⠠⠠⠠⠠⠠
 Underline Terminator ⠠⠠⠠⠠
 upon ⠠⠠⠠⠠
 us ⠠⠠

 V
 v ⠠⠠⠠
 very ⠠⠠⠠

W
 w ⠠⠠⠠
 was ⠠⠠⠠
 were ⠠⠠⠠
wh ⠠⠠⠠
 where ⠠⠠⠠⠠
 which ⠠⠠⠠
 whose ⠠⠠⠠⠠
 will ⠠⠠⠠
 with ⠠⠠⠠
 word ⠠⠠⠠⠠
 work ⠠⠠⠠⠠
 world ⠠⠠⠠⠠

 X
 x ⠠⠠

 Y
 y ⠠⠠⠠
 you ⠠⠠⠠
 young ⠠⠠⠠⠠

 Z
 z ⠠⠠⠠

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