Unified English Braille:

Australian

Training Manual

Revised April 2014

edited by

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and Leona Holloway

Round Table on Information
Access for People with
Print Disabilities Inc.

Australian Braille
Authority

Unified English Braille: Australian Training Manual

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  Kathy Riessen: South Australian School for Vision Impaired
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I would further like to extend my thanks and appreciation to Colleen Flood from Vision Australia for her analytical and prescriptive proofreading comments, which have been gratefully received by the editorial team.

As a small and dedicated team, we have tackled this major piece of work with rigour and commitment and examined and compared every element of the relevant documents, encompassing content, presentation and functionality. It has been a rewarding experience working with colleagues who are both knowledgeable and skilled in the Unified English Braille code. Kathy's expertise in "volunteering" to manage the file and relevant input/output has been unsurpassed and without such energy and dedication it is unlikely that we would be in a position to publish at this time.

I would like to extend my gratitude to the relevant organisations, NSW Department of Education and Communities, the South Australian School for Vision Impaired and Vision Australia for enabling their staff the time to commit to the finalisation of the project.

Finally I would also like to extend my thanks to the Australian Braille Authority (ABA) and the Round Table on Information Access for People with a Print Disability Inc. for their support and financial assistance with the teleconferences held by the editorial team, essential in ensuring the project remained on target.

I am convinced that as a result of the publication of the *Unified English Braille: Australian Training Manual* 2013, Australia has a rich and exciting professional learning tool that should enhance the knowledge and skills for new and established learners to braille.

Josie Howse

Editor

May 2013

Foreword

Unified English Braille:
Australian Training Manual

Unified English Braille (UEB) was adopted for use by the Australian Braille Authority (ABA) in May 2005; with an envisaged five year transition period. Since 2010, it has been Australia's only braille code in use.

Following the adoption of UEB, our major braille producers commenced implementing the code almost immediately and an urgent need for teaching materials in the new, but still developing, braille code was created. Thus, the *Unified English Braille Primer: Australian Edition* followed shortly afterwards, with the Preliminary Edition in 2006 and an update in 2008.

As time passed, the UEB code has been refined and the UEB rules are now articulated in *The Rules of Unified English Braille: Second Edition* 2013 ("The Rulebook" as it is commonly known).

Some Rulebook language was different! New terminology was now in use! It became apparent that the recently released Braille Primer (Australian Edition) in its current form was no longer the best way of meeting the needs of braille learners.

Therefore, following release and careful study of this new Rulebook publication, what had started as a further update of the *Unified English Braille Primer: Australian Edition*, has now resulted in a completely new document – the *Unified English Braille: Australian Training Manual*.

Those familiar with the *RNIB Braille Primer* and the *Unified English Braille Primer: Australian Edition* will recognise the lesson structure and exercises from these. However, it became apparent that it was necessary to rewrite the lesson content in accordance with *The Rules of Unified English Braille: Second Edition* 2013.

Two main concepts which required a considerable rewrite were the rules for Lower Signs and Shortforms. The later lessons needed considerable alteration to both the order in which concepts are introduced, as well as the content.

A new lesson on the basics of formatting according to the Australian Braille Authority's formatting guidelines has also been included with the addition of some longer passages which may be used as final test pieces.

Changes to the choices of font and layout have also been made. These are deliberate, as they better meet clear print requirements.

Josie Howse manages Australia's largest education related braille production unit and she had the lead role in introducing UEB into Australia's education system. As Editor of the now very popular and sought after *Unified English Braille Primer: Australian Edition*, the Australian Braille Authority invited Josie to consider undertaking yet another update of the publication.

Such updating has been a most time-consuming project, one which has taken many months and extreme attention to detail. Great care was required to ensure that even the smallest of changes to our braille code has been captured and documented within this new publication.

In the latter stages of the editing process, Josie was joined by Kathy Riessen and Leona Holloway. Both Kathy and Leona brought detailed UEB knowledge, experience and skills of their own, further enhancing the content and presentation of this training manual.

Release of the *Unified English Braille: Australian Training Manual* is the culmination of much hard work contributed by Josie, Kathy and Leona. They are without a doubt three of Australia's most UEB informed and experienced code experts and with great pleasure, I share their deliberations with you.

Christine Simpson

Chair – Australian Braille Authority

May 2013

Introductory Remarks

Braille

Braille is a systematic arrangement of raised dots. Each unit, known as a braille cell, consists of six dots arranged in two columns and numbered from 1 to 6, as shown.

1 ●● 4
2 ●● 5
3 ●● 6

Braille is written on special paper, either by hand with a handframe and stylus, by using a braille writing machine, such as a Perkins Brailler, or by an embosser connected to a computer.

Most signs, for example the signs for alphabetic letters, occupy one cell. Some signs can occupy two and occasionally three cells.

A single blank space is left between words and between the end of one sentence and the beginning of the next.

Unified English Braille (UEB)

The Unified English Braille (UEB) code was developed by the International Council on English Braille to harmonise braille across codes and between English-speaking countries. UEB can be used for all documents regardless of whether their content is literary or technical. Australia was one of the first countries to adopt UEB in 2005, replacing a hybrid of codes with a single code, UEB.

References

The information in this Manual is based on two main references:

The Rules of Unified English Braille: Second Edition 2013, which is available
for download from http://www.iceb.org.
ABA Rules and Guidelines for Formatting of Braille Material, to be finalised in
2014.

These references should be considered the primary authority on UEB and
formatting in Australia and have priority over this Manual where any
differences arise.

Definitions

Contraction: The generic term for a braille sign that represents a group of
letters or a whole word. Contractions can occupy one or more
cells.

Groupsign: A contraction that represents a group of letters within a
word.

Wordsign: A contraction that represents a whole word.

Shortform: A contraction where a word has been specially abbreviated in
braille.

Upper sign: A sign that contains a dot 1 or a dot 4.

Lower sign: A sign that contains neither dot 1 nor 4.

Strong sign: A sign that has dots in the top AND bottom rows, PLUS dots
in the left AND right sides of the cell.

About this Manual

This Manual introduces the rules of UEB using a systematic approach.
Each lesson is accompanied with Practice exercises. The Manual covers all
the contractions and symbols that appear in a literary context and gives an
introduction to braille formatting. A reference section at the end gives a
summary of all the UEB contractions and major rules.

- As each new sign is introduced, it is shown using a simulated braille font. The dot numbers of the cell or cells of the sign are also given, using 1 2 3 and 4 5 6, to denote the left and right sides of the cell, respectively.

- NOTES usually refer to the example immediately above. These notes give additional information or explanations of how rules are applied.

- Underline is used in the examples to indicate whole words or sequences of letters that are brailled using wordsigns or groupsigns. There is a break in the underline to separate consecutive groupsigns.

Completing the Practice Exercises

ONLY THE WORDS FOUND IN EACH EXERCISE must be brailled. The words have been carefully chosen to ensure that they can be correctly brailled according to the rules already learnt. A word already learnt may be brailled differently in a different context, for example, "like", "likes" and "liked".

- It is recommended that all Practice exercises be completed using a manual method, such as a Perkins Brailler, as this will encourage precision and concentration. Electronic or computerised 6-key entry, such as using a Mountbatten brailler or Perky Duck software, may be considered if a Perkins Brailler cannot be obtained.

- Find a tutor to mark your exercises and provide additional reading material to aid your learning. While this Manual concentrates on learning how to write braille, practice in reading braille is also important.

- Read each lesson carefully and then braille each exercise, following the layout described below.

- Proofread each exercise carefully and correct ALL errors, even if this means redoing the whole exercise. This is important in developing accuracy and consolidating knowledge.

- Submit completed exercises for marking regularly, to ensure prompt feedback on any errors before proceeding further.

- Correct ALL errors found and resubmit the exercises for remarking.

- Maintain a regular and consistent practice schedule, resolving to submit only faultless work.

Layout of Practice Exercises

All the exercises in this Manual are designed to be produced on a standard Perkins Brailler. Use regular sized (11½ by 11 inch) braille paper in landscape profile. Each page can hold 25 lines of braille, each line being 42 cells wide. The lines are numbered 1 to 25 and the cells 1 to 42.

Each line of Practice exercises 1-22 is exactly 40 cells wide if transcribed correctly. The Extra Practice exercises, provided for additional practice, are of varying line lengths.

- The navigation line is the first line of each braille page. It is referred to as line 1 on the page.

- The print page number is positioned on the far left of the navigation line. Use the print page number shown at the bottom of the relevant page in this Manual.

- The braille page number is positioned on the far right of the navigation line. Treat each exercise as a new document, beginning at braille page 1.

- Centre your name on the navigation line for Practice exercises 1-22. Check with your tutor how your name is brailled using the correct contractions.

- Centre the name and number of the exercise as a major heading on the next line.

- Begin transcription of the exercise in cell 1 of the next line (line 3).

Example:

This example shows the beginning of the exercise Practice 1 for Jane Smith.
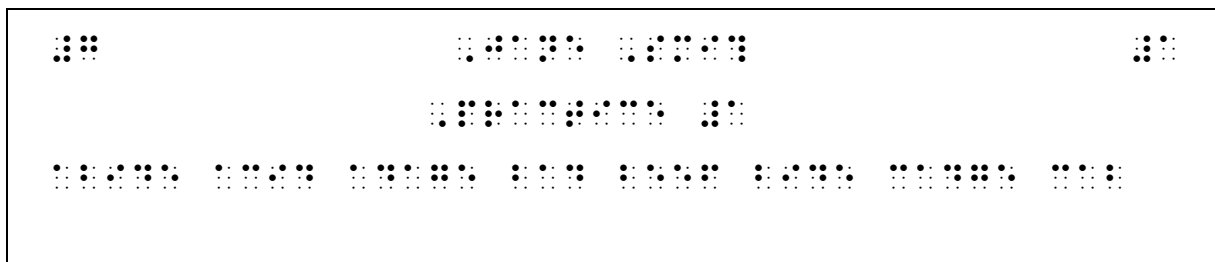
How to Centre on a Perkins Brailler

Count the number of cells to be brailled in the word or words to be centred, taking into account any capitals, contractions and spaces.

Method 1

- Move the embossing head of the brailler to the centre of the line. This position may be marked with tape or a felt-tip pen for future reference. Move to the centre by pressing the spacebar 21 times from the left margin, as a line is 42 cells across.

- Divide the number of cells to be centred by two. Round the number up if necessary.

- Backspace this number of cells and begin brailling.

Method 2

- Subtract the number of cells to be centred from 42 (the maximum number of cells) and divide by two, rounding down if odd.

- Start at the left margin and press the spacebar the calculated number of times and begin brailling.

General Advice

- A sighted person reads braille by sight rather than by touch. However, good braille feels right rather than looks right. There are two essentials: STRONG dots and ACCURATE dots, with no erasures. Your work may be marked incorrect if it cannot be "felt" correct, even if it "looks" correct.

- Establish the habit of always using the spacebar immediately after brailling a word or punctuation. Consider the space an extension of the word to avoid inadvertently joining two words together.

- Keep your eyes on the print copy and not on your fingers.

- Position the print copy so it can be read without strain. Mark the line you are brailling in such a way as to ensure that you do not miss a line or lose your place.

- Ensure the completed work for marking is well protected so the dots are not flattened in transit.

LESSONS 1–4

Letters of the Alphabet, Numerals, Alphabetic Wordsigns

LESSON 1

Letters a–j, Numerals

a	b	c	d	e	f	g	h	i	j
⠁	⠃	⠉	⠙	⠑	⠋	⠛	⠓	⠊	⠚

a ⠁ dot 1   **b** ⠃ dots 1 2

c ⠉ dots 1 and 4   **d** ⠙ dots 1 and 4 5

e ⠑ dots 1 and 5   **f** ⠋ dots 1 2 and 4

g ⠛ dots 1 2 and 4 5   **h** ⠓ dots 1 2 and 5

i ⠊ dots 2 and 4   **j** ⠚ dots 2 and 4 5

Capital Letter Indicator

Capital letter indicator ⠠ dot 6

A capital letter is preceded immediately by a capital letter indicator.

Examples:

Dad   ⠠⠙⠁⠙

Big Cage   ⠠⠃⠊⠛ ⠠⠉⠁⠛⠑

Full Stop

Full stop (.)　⠲　dots 2 and 5 6 (lower **d**).

NOTE: Braille signs positioned in the lower part of the cell with the same dot pattern as a letter are often referred to as a lower letter.

A full stop immediately follows a word. One space only is left between the full stop and the beginning of the next sentence.

Numerals

Numeric prefix　⠼　dots 3 and 4 5 6

Numerals (1-9 and 0) are represented in braille by the numeric prefix followed by the letters **a**–**i** and **j**.

1	2	3	4	5	6	7	8	9	0
⠼⠁	⠼⠃	⠼⠉	⠼⠙	⠼⠑	⠼⠋	⠼⠛	⠼⠓	⠼⠊	⠼⠚

Examples:

1　⠼⠁　　　10　⠼⠁⠚　　　206　⠼⠃⠚⠋

Transcribe Practice 1 below, referring to the instructions on page 13. One space is left between each word, or between each sentence following a full stop. When brailled correctly, each line of this exercise is exactly 40 cells wide. The line lengths of the Extra Practice exercises vary.

Practice 1

abide acid adage bad beef bide cadge cab
cage decide deface die egg fade fife fee
fig gab gibe hide idea ice jade jig 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. Haji did decide.
He hid a dice face. Dad did beg a cab.
He did decide. He did a jig. Bad bid.
If Di did cadge beef. A big bad idea.

Extra Practice 1

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

LESSON 2

Letters k–t

These ten letters are formed by adding dot 3 to the letters **a-j**.

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

Comma (,) ⠂ dot 2 (middle **a**).

Transcribe Practice 2, as for Practice 1.

Practice 2

kettle kill kilt kiss knock knot kit kid
lock lodge look loop loose loss lots lob
miss mask mate mock moan magpie mess mid
moon moor mortal moss motor mop moat mob
nod notes neglect nettles nitra neck nit
objects oats oranges orphan omit old oil
poor prisons proposes pockets police pip
room report receipt rector rocks rod ram
snort socks solemn sort sport second sag
tool tomato topple total traitor top tie
Jim has apples, oranges, bananas, figs.
At bottom Hank feels he has no object.
An old plate glass mirror hangs on to a
cornice at home. An Empire design gilt
clock on a gold bracket Jo is afraid is
too ornate. Toni has an Italian title.
Hal describes gas attacks on a Belgian
battlefield. Come to see an old bridge.

Extra Practice 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

Letters u v x y z and w

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

k	l	m	n	o
⠅	⠇	⠍	⠝	⠕

u	v	x	y	z
⠥	⠧	⠭	⠽	⠵

w ⠺ is out of place because braille is of French origin and there is no letter **w** in the basic French alphabet.

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

Practice 3

quake qualify quiet quit quote quilt quo
undo union unite unpack up upset use ups
values van velvet vexes vice victory vie
view village virtue visit voice vote vs.
wait wake walk walls wants wave ways wax
weeps well wits wide wild wise wives wet
woman wood wool worry wrap writes wildly
yawn yes yet yield yoke zigzag razor zoo
lovely valley lazy pretty ugly yells yak
widely loosely poorly fairly wisely sly.
I may visit my nephew on my way home to
Sydney if I return soon. Victor walks
five miles or a mile, if he is too lazy.
Uncle gave me a safety razor. Di wants
two velvet dresses. William has sold an
ornate bronze vase. We saw a weird play
two weeks ago at Drury Lane. I made a
Victory sign on my return. I dote on a
wide view. Mummy says come home by six.

Extra Practice 3

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

LESSON 4

Letters as Alphabetic Wordsigns

Letters of the alphabet are used in braille to represent whole words where they are standing alone and NOT part of a longer word. Usually it is the first letter of the word that is used. Single letters used in this way to represent words are called **alphabetic wordsigns.**

b	⠃	but	**c**	⠉	can	**d**	⠙	do
e	⠑	every	**f**	⠋	from	**g**	⠛	go
h	⠓	have	**j**	⠚	just	**k**	⠅	knowledge
l	⠇	like	**m**	⠍	more	**n**	⠝	not
p	⠏	people	**q**	⠟	quite	**r**	⠗	rather
s	⠎	so	**t**	⠞	that	**u**	⠥	us
v	⠧	very	**w**	⠺	will	**x**	⠭	it
y	⠽	you	**z**	⠵	as			

Using Wordsigns

The use of wordsigns is governed by the Standing Alone Rule which is one of the most important rules in UEB. The complete rule can be found in *The Rules of Unified English Braille: Second Edition* 2013. Aspects of this rule will be expanded as each relevant concept is introduced.

Key concepts:

- A wordsign may not be used as part of a longer word.
- Wordsigns may be used with punctuation.

Examples:

I <u>quite</u> <u>like</u>.   ⠠⠭ ⠟ ⠇⠅

<u>Go</u> away <u>Will</u>   ⠠⠛ ⠁⠺⠁⠽ ⠠⠺

NOTE: The capital letter indicator before a wordsign, or any other contraction, means that the first letter of the contraction is capitalised.

But:

He likes   ⠠⠓⠑ ⠇⠊⠅⠑⠎

No buts   ⠠⠝⠕ ⠃⠥⠞⠎

William   ⠠⠺⠊⠇⠇⠊⠁⠍

Practice 4

I can write. I do like every pocket that will hold quite a
lot, that is a luxury. Do go away. He will not do
it yet or on impulses but only as I may see
fit or as he may deem wise. It is as you all
say, more like two miles from my cave. You can truly
have as exquisite a dress as you like, Mike will buy
it gladly so that you may put it on at will. Hiram
says that he will expressly write legibly next
week, but I am rather afraid he is just too lazy.
People like me, do not so 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 has
told us, as he knew that John did five weeks
ago. Give us a very nice pork pie. Go away.
If I am very hot from races or games I like to
eat every juicy orange, as it makes me quite cool.

Extra Practice 4

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

LESSONS 5–6

Strong Contractions:
<u>and</u> <u>for</u> <u>of</u> <u>the</u> <u>with</u>

These five contractions are considered "strong" as they have dots in the top AND bottom rows, PLUS dots in the left AND right sides of the cell.

These are the only five strong contractions where the wordsigns and groupsigns represent the same letters. They have preference in most circumstances, unless fewer cells can be used.

LESSON 5

Strong Wordsigns:
<u>and</u> <u>for</u> <u>of</u> <u>the</u> <u>with</u>

The following strong wordsigns express these five very common words.

and	for	of	the	with
⠯	⠿	⠷	⠮	⠾

<u>and</u> ⠯ dots 1 2 3 and 4 6

<u>for</u> ⠿ dots 1 2 3 and 4 5 6 (all six)

<u>of</u> ⠷ dots 1 2 3 and 5 6

<u>the</u> ⠮ dots 2 3 and 4 6

<u>with</u> ⠾ dots 2 3 and 4 5 6

Examples:

With the knowledge of the people and for the ...

⠠⠺⠊⠹ ⠮ ⠅⠝ ⠷ ⠮ ⠏� ⠯ ⠿ ⠮ ⠲⠲⠲

He came and, with the help ...

⠠⠓⠑ ⠉⠁⠍⠑ ⠯⠂ ⠸⠺ ⠮ ⠓⠑⠇⠏ ⠲⠲⠲

Semicolon

Semicolon (;) ⠆ dots 2 3 (lower **b**)

Practice 5

I am fond of a cup of tea with a bun; and, with the
bun you can give me two pieces of cake. Busy
as usual, I see, with the pots and the pans; and if
I may add, with the spoons and knives and the bold
bronzes on the mantelpiece and the walls; for if
you see a very 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 wood
boxes and baskets full of all sorts of fruit
as for example oranges and lemons and bananas and
apples and plums and figs, and nuts of the sort that
you like, as well as lots of the lovely prunes of the
sort 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 up on
all the damage made from the fire with the habitual,
placid calm of a man that feels deeply but will not
let anybody else see it. Eat at the table.

Extra Practice 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.

LESSON 6

Strong Groupsigns:
<u>and</u> <u>for</u> <u>of</u> <u>the</u> <u>with</u>

The five contractions learnt as wordsigns in the last lesson may, regardless of meaning, be used as groupsigns where they form part of a longer word. Where there is a choice of contractions, these five contractions have preference, unless fewer cells can be used.

Examples:

<u>and</u>roid	⠯⠗⠕⠊⠙	b<u>and</u>	⠃⠯
dem<u>and</u>	⠙⠑⠍⠯	<u>for</u>ce	⠿⠉⠑
ef<u>for</u>t	⠑⠋⠿⠞	<u>of</u>fice	⠷⠋⠊⠉⠑
c<u>of</u>fee	⠉⠷⠋⠑⠑	pro<u>of</u>	⠏⠗⠕⠷
<u>the</u>n	⠮⠝	fur<u>the</u>r	⠋⠥⠗⠮⠗
ba<u>the</u>	⠃⠁⠮	<u>with</u>draw	⠾⠙⠗⠁⠺

Exclamation and Question Marks

Exclamation Mark (!)   ⠖   dots 2 3 and 5 (lower **f**)

Question Mark (?)   ⠦   dots 2 3 and 6 (lower **h**)

Exclamation and question marks are written immediately after a word and are followed by a single space before the next word.

Practice 6

Did you buy the packet of candles for me to use?
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 half of them back to
me 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 very well ill afford the loss of forty acres of that
agricultural land just on the other side to the sandy
track that runs off on the left of my grass land.
The gateway is only just on the left hand side of
the cathedral close; and it is so very grand and lofty and
is forty feet or so wide! A panda is very cute.
Can they deploy a big force of cavalry for the new
battle? They say, and others agree with them, that they
can; and that the force that is opposite them will withdraw, and
then abandon the forts. Off with you! And get me a few
spoons and forks! Just make an effort and get off that
soft sand! Demand a big profit on that bit of land?
I forbid it! Go and make toffees for me to eat.

Extra Practice 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.

LESSONS 7–9

Strong Groupsigns and Wordsigns

The strong groupsigns and wordsigns will be introduced in Lessons 7-9. A **groupsign** is a contraction representing two or more letters that form part of a word; a **wordsign** is a contraction that represents a whole word. These new contractions are considered to be strong as they have dots in the top AND bottom rows, PLUS dots in the left AND right sides of the cell.

LESSON 7

Five Strong 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** and **e**.

ch   ⠡   dots 1 and 6 (**a** and dot 6)

gh   ⠣   dots 1 2 and 6 (**b** and dot 6)

sh   ⠩   dots 1 and 4 6 (**c** and dot 6)

th   ⠹   dots 1 and 4 5 6 (**d** and dot 6)

wh   ⠱   dots 1 and 5 6 (**e** and dot 6)

These groupsigns may be used in any part of a word for the letters they represent unless the "h" is clearly aspirated.

Examples:

chap ⠰⠡⠁⠏   school ⠎⠡⠕⠕⠇

fetch ⠋⠑⠞⠡   ghetto ⠣⠑⠞⠞⠕

night ⠝⠊⠣⠞   high �⠊⠣

she ⠩⠑   fishes ⠋⠊⠩⠑⠎

cash ⠉⠁⠩   thief ⠮⠊⠑⠋

author ⠁⠥⠹⠕⠗   wrath ⠺⠗⠁⠹

whole ⠱⠕⠇⠑   awhile ⠁⠱⠊⠇⠑

But:

mishap ⠍⠊⠎⠓⠁⠏

Choice of Contractions

the is used in preference to the th groupsign as it uses fewer cells and is a priority contraction.

Examples:

them ⠮⠍   clothes ⠉⠇⠕⠮⠎

anthem ⠁⠝⠮⠍   blithely ⠃⠇⠊⠮⠇⠽

Strong Wordsigns

ch, sh, th and wh are also used as wordsigns:

ch   ⠡   child   sh   ⠩   shall

th   ⠹   this   wh   ⠱   which

These strong wordsigns follow the same rules of use as the alphabetic wordsigns introduced in Lesson 4.

Examples:

He is <u>like</u> a <u>child</u>.   ⠠⠓ ⠊⠎ ⠇ ⠁ ⠡⠲

But:

He is <u>ch</u>ildlike.   ⠠⠓ ⠊⠎ ⠡⠊⠇⠙⠇⠊⠅⠑⠲

Apostrophe

Apostrophe (')   ⠄   dot 3

The apostrophe is used as in print.

Examples:

<u>The</u> cat's tail   ⠠⠮ ⠉⠁⠞⠄⠎ ⠞⠁⠊⠇

Don't   ⠠⠙⠕⠝⠄⠞

An alphabetic or strong wordsign may be used with an apostrophe followed by the letters d, ll, re, s, t, ve.

Examples:

The child's doll ⠠⠹ ⠡⠔ ⠙⠕�6

it'll ⠭⠄⠇⠇

can't ⠉⠄⠞

A wordsign should not be used where it follows an apostrophe in the middle of a word. For example, in d'you, the wordsign you is not used.

Using Wordsigns

The key concepts are now:

- A wordsign may not be used as part of a longer word.

- Alphabetic and strong wordsigns may be used where followed by 'd, 'll, 're, 's, 't or 've.

- Wordsigns may be used with punctuation.

Practice 7

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

Extra Practice 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 Strong Groupsigns
Two with e and Two with o

ed	er	ou	ow
⠫	⠻	⠳	⠪

These four groupsigns are formed by adding dot 6 to the signs for f, g, h and i.

ed ⠫ dots 1 2 and 4 6 (f and dot 6)

er ⠻ dots 1 2 and 4 5 6 (g and dot 6)

ou ⠳ dots 1 2 and 5 6 (h and dot 6)

ow ⠪ dots 2 and 4 6 (i and dot 6)

These signs may be used in any part of a word for the letters they represent.

Examples:

editor	⠫⠊⠞⠕⠗	fed	⠋⠫
weeded	⠺⠑⠫⠫	erupt	⠻⠥⠏⠞
clergy	⠉⠇⠻⠛⠽	fighter	⠋⠊⠣⠞⠻
outer	⠳⠞⠻	loud	⠇⠳⠙
miaou	⠍⠊⠁⠳	though	⠹⠳⠣
perilous	⠏⠻⠊⠇⠳⠎	owl	⠪⠇
drown	⠙⠗⠪⠝	row	⠗⠪

Choice of Contractions

As stated in Lesson 7, <u>the</u> has preference over <u>th</u> and is used in words that contain the sequence of letters "thed" and "ther".

Examples:

ca<u>the</u>dral ⠉⠁⠹⠫⠗⠁⠇

la<u>the</u>r ⠇⠁⠮⠗

Strong Wordsign: <u>out</u>

<u>ou</u> ⠳ <u>out</u>

This wordsign follows the same rules as the strong wordsigns introduced in Lesson 7.

Example:

He is <u>out</u>. ⠠⠓⠑ ⠊⠎ ⠳⠲

But:

He is <u>ou</u>tside. ⠠⠓⠑ ⠊⠎ ⠳⠞⠎⠊⠙⠑

Colon

Colon (:) ⠒ dots 2 and 5 (the middle **c**).

Quotation Marks

Opening nonspecific quotation marks

⠦   dots 2 3 and 6 (the lower **h**)

Closing nonspecific quotation marks

⠴   dots 3 and 5 6 (the lower **j**)

Use the nonspecific quotation marks regardless of whether double or single quotation marks are used in print.

Examples:

He cri<u>ed</u>: "I <u>will</u>!"   OR   He cri<u>ed</u>: 'I <u>will</u>!'

NOTE: The order of punctuation in the print copy must always be strictly observed in transcription. Quotation marks should not be separated from the word/s they enclose even if there is a space in the print.

Practice 8

red speed talked choked smashed tethered chopped edit
chafed shaded ached bothered whetted agitated led reed
wandered matter murder ordered queer whimper her perch
herded cherished peril berthed merely terse baker mere
scout route Southern mouse fourth curious sour our
mouth flour ploughed hour council touch rough mourners
yellow lower sorrow grower furrow flowered bowl snow
dower dowager downpour shadow towel glow slower clown
"Come and show me the town on the map!" he cried;
"they assured me that the river, which flows outside it,
is crowded with boats, and that scores of people have caught
perch, and trout too." I laughed. "Of course I
will," I replied, now so thoroughly amused. "Though
I have serious doubts whether you will catch any number
of trout." "It's a wicked shame!" he shouted out.
"With her powers as a highbrow performer she might have just
as easily overthrown all her big rivals; and now
they pour scorn onto her, deride her very loudly and
shout her down." Come with us and have tea on the ship.

Extra Practice 8

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

LESSON 9

The Last Three Strong Groupsigns

st   ar   ing

⠌   ⠜   ⠬

st   ⠌   dots 3 and 4

ar   ⠜   dots 3 and 4 5

ing   ⠬   dots 3 and 4 6

st and ar may be used in any part of a word.

ing may be used anywhere EXCEPT at the beginning of a word.

Examples:

stand	⠌⠯	asters	⠁⠌⠻⠎
quest	⠟⠥⠑⠌	are	⠜⠑
quarrel	⠟⠥⠜⠗⠑⠇	angular	⠁⠝⠛⠥⠇⠜
winged	⠺⠬⠫	singer	⠎⠬⠻
bring	⠃⠗⠬	ringing	⠗⠬⠬

Strong Wordsign: <u>still</u>

<u>st</u> ⠌ <u>still</u>

This wordsign follows the same rules as the strong wordsigns introduced in Lesson 7.

Example:

<u>still</u> life ⠌ ⠇⠊⠋⠑

But:

<u>st</u>ill<u>ed</u> ⠌⠊⠇⠇�

Hyphen

Hyphen (-) ⠤ dots 3 and 6

The hyphen is used as in print.

Example:

<u>ar</u>c-lamp ⠜⠉⠤⠇⠁⠍⠏

Compound Words

There are two kinds of compound words:

(1) Where a hyphen exists in the print, for example, arc-lamp. The word on each side of the hyphen is considered to be "standing alone" or distinct. Alphabetic or strong wordsigns may be used.

Example:

    <u>child</u>-<u>like</u>   ⠡⠤⠇

(2) Where there is no hyphen in the print, for example, aircraft. Wordsigns may NOT be used as the compound word is regarded as a single word.

Example:

    <u>ch</u>ildlike   ⠡⠊⠇⠙⠇⠊⠅⠑

Using Wordsigns

All wordsigns, until now, have had a space on each side. A wordsign may also be used if it has a hyphen on either side. The dash will be introduced in the next lesson and has been included in the rules below.

The key concepts are now:

- A wordsign may be used if it is preceded AND followed by a space, hyphen or dash.

- A wordsign may not be used as part of a longer word.

- Alphabetic and strong wordsigns may be used where followed by 'd, 'll, 're, 's, 't or 've.

- Wordsigns may be used with punctuation.

NOTE: When using wordsigns with punctuation, the punctuation must be in its standard grammatical position. For more information, refer to page 205.

Practice 9

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

Extra Practice 9

Our corner shop is having a big sale of
toothbrushes, cigars, bath-powder, liquid
soap, 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 Contractions

The next group of signs are the lower contractions. They have no dots in the top of the cell, that is, no dot 1 or dot 4. The lower signs learnt so far are punctuation.

Lower contractions will be introduced separately as groupsigns and wordsigns. Groupsigns are contractions of two or more letters that form part of a word. Wordsigns are contractions that represent whole words.

LESSONS 10–12

Lower Groupsigns

The ten lower groupsigns are grouped under three headings:

- Lower groupsigns at the beginning of a word
- Lower groupsigns in the middle of a word
- Lower groupsigns in any part of a word

LESSON 10

Lower Groupsigns at the Beginning of a Word

be   con   dis

⠆   ⠒   ⠲

be ⠆ dots 2 3 (lower **b**)

con ⠒ dots 2 and 5 (middle **c**)

dis ⠲ dots 2 and 5 6 (lower **d**)

These three groupsigns are used ONLY where they form the FIRST SYLLABLE of a word.

Examples:

being	⠆⠬	beta	⠆⠞⠁
began	⠆⠛⠁⠝	concern	⠒⠉⠻⠝
contrast	⠒⠞⠗⠁⠌	contract	⠒⠞⠗⠁⠉⠞
disable	⠲⠁⠃⠇⠑	disturb	⠲⠞⠥⠗⠃

But:

bell	⠃⠑⠇⠇	better	⠃⠑⠞⠞⠻
conk	⠉⠕⠝⠅	unconcern	⠥⠝⠉⠕⠝⠉⠻⠝
disc	⠙⠊⠎⠉	undismayed	⠥⠝⠙⠊⠎⠍⠁⠽⠫

Two of These Syllables in Sequence

Where any two of the syllables "be", "con" or "dis" occur in sequence, the groupsign may only be used for the syllable at the beginning of the word.

Examples:

<u>dis</u>belief ⠲⠐⠃⠑⠇⠊⠑⠋   <u>dis</u>connect ⠲⠒⠝⠝⠑⠉⠞

Choice of Contractions

The lower groupsigns <u>be</u>, <u>con</u> and <u>dis</u> have preference over upper groupsigns, but only where they form the first distinct syllable of a word.

Example:

<u>dis</u>tru<u>st</u> ⠲⠞⠗⠥⠌

But:

di<u>sh</u>es ⠙⠊⠩⠑⠎

Dash

Dash (–) ⠠⠤   dot 6, dots 3 and 6.

The dash, where used to connect two phrases or concepts, is brailled unspaced from the words that precede and follow.

Example:

Don't wait—come at once.

⠠⠙⠕⠝⠄⠞ ⠺⠁⠊⠞⠠⠤⠉⠕⠍⠑ ⠁⠞ ⠕⠝⠉⠑

The dash may be positioned at either end of a braille line but, as a two-cell sign, may not be split across two braille lines.

be, con, dis with a hyphen or dash

These three groupsigns may be used following a dash or a hyphen that EXISTS IN THE PRINT, but only if they form the first syllable of the word.

Examples:

self-<u>be</u>lief   ⠎⠑⠇⠋⠤⠃⠑⠇⠊⠑⠋

<u>go</u> away—<u>dis</u>pel!   ⠛⠕   ⠁⠺⠁⠽⠤⠤⠲⠎⠏⠑⠇⠖

Shortforms

Shortforms are words that are specially abbreviated in braille. There are 75 shortforms covered over a number of lessons.

Shortforms may also be used within longer words, according to the Shortform Extension List beginning on page 211.

Shortforms Beginning with the "be" Syllable

because	<u>be</u>c	⠆⠉	before	<u>be</u>f	⠆⠋
behind	<u>be</u>h	⠆⠓	below	<u>be</u>l	⠆⠇
beneath	<u>be</u>n	⠆⠝	beside	<u>be</u>s	⠆⠎
between	<u>be</u>t	⠆⠞	beyond	<u>be</u>y	⠆⠽

NOTE: The Shortform Extension List includes only words where "be" occurs at the start of the longer word. The <u>be</u> groupsign may only be used where the letters represent the first syllable of a word.

Examples:

before<u>h</u><u>and</u>	⠃⠋ ⠓⠯
<u>beside</u>s	⠃⠑ ⠎

But:

furbel<u>ow</u>	⠋⠥⠗⠃⠑⠪

Guidelines for the Use of Shortforms

These guidelines apply to all shortforms and longer words containing shortforms, including those introduced in later lessons.

A shortform may be used:

- Regardless of pronunciation or meaning, or whether it is an ordinary word or proper name.

- In any longer word (including any affix with an apostrophe) that appears on the Shortform Extension List beginning on page 211.

- Where an "s" or apostrophe "s" is added to any shortform or word on the Shortform Extension List. Three exceptions to this rule are explained when the relevant shortform is introduced.

Shortforms and longer words containing shortforms:

- Must be preceded AND followed by a space, hyphen or dash.

- May be used with punctuation.

More detailed guidelines for the use of shortforms are on page 205.

Practice 10

behold believe besiege behindhand beset beguiled beings
belated betweenwhiles bee better beyond beloved beneath beet
consulted constantly contrary contemptuous convoy conch
consists confused unconscious constables constructive
discharged disconcerted discuss disorder dispel disc disco
disgraced disasters disapprove dismal disputes disturbing
I can disagree utterly, because I do not consider that he
disobeyed the orders or that the commanding officer became
very dissatisfied and disgusted with the behaviour of the whole
company with the quite terrible conflicts between our forces
and the considerable army that bestrides and controls all
the conquered territory. I confirm what I have told
you before, that Ted is not guilty of a conspiracy, or
of betraying the comrades; beware of condemning Ted's
conduct or belittling my efforts, or dismissing all
our motives and charging me with dishonourable conduct.

Extra Practice 10

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

LESSON 11

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 groupsigns may only be used in the MIDDLE of a word. They must be preceded AND followed by a letter or groupsign.

The above groupsigns may not be used before a hyphen or an apostrophe.

Examples:

lead   Seattle

teacup   rabbit

babbled   accept

accurate   tobacco

cliffs   affected

ragged   aggrieved

But:

eat ⠑⠁⠞ plea ⠏⠇⠑⠁

tea-cup ⠞⠑⠁⠤⠉⠥⠏ skiff's ⠎⠅⠊⠋⠋⠄⠎

riff-raff ⠗⠊⠋⠋⠤⠗⠁⠋⠋

Choice of Contractions

A strong groupsign has preference over a lower groupsign, with the exception of the be, con and dis groupsigns introduced in the last lesson.

In words containing the letters "ear", the groupsign ar is used in preference to ea. However, the ar groupsign should not be used where it bridges the components of a compound word, as in tearoom. Refer to General Rules for the Use of Contractions on page 195.

Examples:

ef**fort** ⠑⠋⠿⠞ of**fer** ⠕⠋⠻

fe**ar** ⠋⠑⠜ le**ar**n ⠇⠑⠜⠝

be**ar**d ⠃⠑⠜⠙ he**ar**t ⠓⠑⠜⠞

But:

t**ea**room ⠞�454⠗⠕⠕⠍

fl**ea**ridd**en** ⠋⠇�065⠗⠊⠙⠙⠢

Round Brackets or Parentheses

Opening round bracket or parenthesis

(⠐⠣   dot 5, dots 1 2 and 6

Closing round bracket or parenthesis

)   ⠐⠜   dot 5, dots 3 and 4 5

Examples:

(if I may add),

⠐⠣⠌⠀⠠⠊⠀⠍⠁⠽⠀⠁⠙⠙⠐⠜⠂

(if you prefer it!)

⠐⠣⠌⠀⠽⠀⠏⠗⠑⠋⠻⠀⠭⠖⠐⠜

No space is left following an opening bracket or before a closing bracket, unless the space has special significance.

The type and order of punctuation marks in the print must be followed in braille.

Practice 11

heavy cheap bread meal weak swear steady hear beard
thread create speak eases deaf ready yearly earn
stabbed rubbery pebbles lobbies jobbery webbing shabby
occupies accelerated tobacco access accosting cuffs
coffee stuffing effect afflicted differs sheriffs iffy
egg baggy aggravating luggage suggested ragged eggs
I have heard they are at loggerheads over the affair:
they all accuse the beggar of robbing them and bagging all
the stuff concealed beneath a muddled heap of rubbish; how
the robber learnt this fact and then cleared out the stuff,
bag and baggage, and effaced every trace quite baffled us.
The so very weary watchman heard nothing alarming 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 so cosily
huddled up all of a tight heap, with muffled ears.

Extra Practice 11

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

LESSON 12

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. They are the only lower groupsigns that may be used at the END of a word.

Examples:

end	⠢⠙	deny	⠙⠢⠽
den	⠙⠢	been	⠃⠑⠢
inn	⠔⠝	into	⠔⠖⠕
dined	⠙⠔⠑⠙	din	⠙⠔

NOTE: The <u>be</u> groupsign is not used at the beginning of the word "been", as it does not form a definite syllable.

Choice of Contractions

The strong groupsigns <u>the</u> and <u>ing</u> are used in preference to <u>en</u> and <u>in</u>, in accordance with the rule that an upper groupsign has preference over a lower groupsign, as stated in Lesson 11 on page 53.

The <u>in</u> contraction is used for words beginning with "ing", as the <u>ing</u> groupsign may not be used at the beginning of a word, as stated in Lesson 8.

Examples:

<u>the</u>n ⠮⠝

spr<u>ing</u> ⠎⠏⠗⠬

l<u>en</u>g<u>the</u>n ⠇⠢⠛⠮⠝

ni<u>gh</u>t<u>ing</u>ale ⠝⠊⠣⠞⠬⠁⠇⠑

But:

<u>in</u>got ⠔⠛⠕⠞

Lower Sign Rule

Use any number of lower groupsigns and lower punctuation signs together, provided the sequence includes an upper sign.

The final lower contraction is not used where the sequence would otherwise consist wholly of lower signs.

Example:

"l<u>in</u> <u>en</u>" ⠦⠇⠔⠀⠢⠴

But:

<u>be</u>in' ⠆⠊⠝⠄

NOTE: "in" is not contracted in the second example to ensure there is an upper sign in the sequence.

Practice 12

entreat greens general gardening gentlemen heaven ending
different entertained enforced encouraging French disengaged
incendiary finished inclined ingredients indispensable
window "disinterest" inwardly maintaining minions coffin
ingeniously insurgent insensible fingering strengthen win
skin-tight. "He has just been seen!" China endowed
disinherit lining instinct indistinguishable inland diminish
incomparable since Apennines Dobbin! thing chains.
"Instead of enduring standing on the rain-soddened steps,
discontentedly waiting for the income tax inspector,
go inside and insist on an interview." The advice
seemed eminently sensible, the rain so unending. Very
innocently I went indoors. "Enquiries Within."
This showed plainly on an inner door and quite suddenly
I heard men's and women's voices raised loudly
behind the door. "Hasn't he yet been?" asked an
indiscreet, loud voice from within. "I hope I'm
not intruding?" I ventured out loud as I entered within.

Extra Practice 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

Lower wordsigns may be grouped under two headings:

- Lower wordsigns that may not be in contact with lower punctuation.

- Lower wordsigns that may, in some cases, be in contact with lower punctuation.

Lower Wordsigns
That May Not Be in Contact With
Lower Punctuation

<u>be</u>   <u>his</u>   <u>was</u>   <u>were</u>

<u>be</u>   dots 2 3 (lower **b**, the same as the groupsign <u>be</u>)

<u>his</u>   dots 2 3 and 6 (lower **h**)

<u>was</u>   dots 3 and 5 6 (lower **j**)

<u>were</u>   dots 2 3 and 5 6 (lower **g**)

These four lower wordsigns may NOT touch LOWER punctuation.

Unlike the alphabetic and strong wordsigns already learnt, these lower wordsigns may NOT be used if they touch the hyphen or dash.

The only punctuation learnt so far that these wordsigns may touch are round brackets (parentheses), as these have dots in the upper part of the cell.

Lower wordsigns may be used with capitals indicators.

Lower wordsigns may not be part of a longer word.

Examples:

Be glad! ⠀⠀⠀⠀⠀⠼⠃⠀⠀⠐⠃⠂⠛⠇⠁⠙⠖

His idea ⠀⠀⠀⠀⠼⠓⠀⠀⠊⠙⠑⠁

(his) ⠀⠀⠀⠀⠀⠀⠐⠣⠦⠓⠴⠐⠜

It was fine. ⠀⠀⠀⠼⠊⠀⠀⠴⠀⠋⠔⠑⠲

You were glad ⠀⠀⠼⠽⠀⠀⠺⠀⠛⠇⠁⠙

(as you were) ⠀⠀⠐⠣⠵⠀⠽⠀⠺⠐⠜

—(was that it?) ⠀⠤⠐⠣⠴⠀⠞⠀⠊⠦

NOTE: In the above example, "was" is touching the bracket and not the dash, so the wordsign may be used.

But:

"Be glad!" ⠀⠀⠀⠦⠼⠃⠀⠐⠃⠂⠛⠇⠁⠙⠖⠴

"his" ⠀⠀⠀⠀⠦⠠�068�068⠴

—was that it? ⠀⠀⠤⠶�61�061⠞⠀⠊⠦

wasn't ⠀⠀⠀⠶�061�061�274

As you were! ⠀⠀⠼⠁⠀⠽⠀⠺⠻⠑⠖

weren't ⠀⠀⠀⠺⠻⠑⠝�270

Lower Wordsigns
That May in Some Cases Be
in Contact With Lower Punctuation

<u>enough</u>   <u>in</u>

⠢   ⠔

<u>enough</u>   ⠢   dots 2 and 6 (lower **e**)

<u>in</u>   ⠔   dots 3 and 5 (lower **i**)

<u>enough</u> must meet the same wordsign criteria as the alphabetic and strong wordsigns. Refer to Using Wordsigns on page 44. However, the Lower Sign Rule must also be considered as stated below.

<u>in</u> represents the same letters as the groupsign and may be used wherever it occurs.

<u>enough</u> and <u>in</u> as wordsigns may be used with capitals indicators.

Examples:

<u>It</u> <u>was</u> <u>enough</u> <u>for</u> me.   ⠨�librⒶⒾ⠳ ⠢ ⠖ ⠰⠄

<u>In</u> <u>that</u> case!   ⠔ ⠞ ⠉⠁⠎⠑⠖

<u>Have</u> <u>you</u> <u>enough</u> <u>in</u> <u>that</u> box?

⠓ ⠽ ⠢ ⠔ ⠞ ⠃⠕⠭⠦

Lower Sign Rule

Use the lower wordsigns <u>enough</u> and <u>in</u> with any number of lower punctuation signs, provided the sequence includes an upper sign.

Do NOT use the final lower contraction where the sequence would otherwise consist wholly of lower signs.

Examples:

(I<u>t</u> <u>was</u> <u>enough</u>) ⠦⠽⠐⠺⠯⠴ ⠀⠭⠀⠐⠑⠦⠴

"T<u>ea</u>ch-<u>in</u>" ⠦⠠⠞⠑⠁⠉⠓⠤⠔⠴

They <u>are</u> li<u>st</u><u>en</u>ing-<u>in</u> this morn<u>ing</u>.

⠠⠮⠽ ⠜⠑ ⠇⠊⠌⠢⠬⠤⠔ ⠮ ⠍⠐⠗⠝⠬⠲

Bro<u>the</u>r-<u>in</u>-law ⠠⠃⠗⠹⠻⠤⠔⠤⠇⠁⠺

But:

<u>Have</u> <u>you</u> <u>en</u><u>ou</u><u>gh</u>? ⠠⠓ ⠽ ⠢⠳⠣⠦

I w<u>en</u>t in— ⠠⠊ ⠺⠢⠞ ⠔⠶⠤⠤

Mixed Examples:

"<u>en</u>ough's <u>en</u><u>ou</u><u>gh</u>." ⠦⠢�593�073⠦

I <u>have</u> <u>enough</u>—<u>more</u> <u>th</u>an <u>en</u><u>ou</u><u>gh</u>!

⠠⠊ ⠓ ⠈⠑⠦⠤⠤⠍ ⠮⠁⠝ ⠢⠳⠣⠖

<u>Have</u> <u>you</u> <u>enough</u>—<u>en</u><u>ou</u><u>gh</u> <u>for</u> me?

⠠⠓ ⠽ ⠈⠑⠦⠤⠤⠢⠳⠣ ⠿ ⠍⠑⠦

<u>Have</u> <u>you</u> <u>enough</u>—in <u>that</u> box?

⠠⠓ ⠽ ⠈⠑⠦⠤⠤⠔ ⠞ ⠃⠕⠭⠦

NOTE: A wordsign is NOT used following the dash in the last two examples to ensure there is an upper sign in the sequence.

The following examples illustrate the use and non-use of the wordsigns _enough_ and _in_ where a dash is positioned either end of a braille line.

Examples:

I w<u>en</u>t in—

⠠⠊ ⠺⠢⠞ ⠔⠤⠤

at l<u>ea</u>st ...

⠁⠞ ⠇�healthy⠞ ⠄⠄⠄

We <u>have</u> <u>en</u><u>ou</u><u>gh</u>—

⠠⠺⠑ ⠓ ⠢⠳⠣⠤⠤

let <u>us</u> <u>st</u>op n<u>ow</u>.

⠇⠑⠞ ⠥ ⠌⠕⠏ ⠝⠪⠲

Sure <u>you</u> <u>have</u> enough

⠠⠎⠥⠗⠑ ⠽ ⠓ ⠮

—in <u>that</u> box?

⠤⠤⠔ ⠹ ⠃⠕⠭⠦

Shortforms beginning with "a" plus "said"

about	ab	⠁⠃	above	abv	⠁⠃⠧
according	ac	⠁⠉	across	acr	⠁⠉⠗
after	af	⠁⠋	afternoon	afn	⠁⠋⠝
afterward	afw	⠁⠋⠺	afterwards	afws	⠁⠋⠺⠎
again	ag	⠁⠛	against	agst	⠁⠛⠌
almost	alm	⠁⠇⠍	already	alr	⠁⠇⠗
also	al	⠁⠇	although	alth	⠁⠇⠹
altogether	alt	⠁⠇⠞	always	alw	⠁⠇⠺
said	sd	⠎⠙			

Refer to the Guidelines for the Use of Shortforms on page 50.

The Shortform Extension List on page 211 lists the longer words where shortforms may be used.

The letter "s" may not be added to the shortforms "about" or "almost", as use of the shortforms would create words that are in common use, for example, "abs" (short for abdominals) and "alms".

Examples:

afterglow ⠁⠋⠞�261�259�101 against ⠁⠛⠌

Port Said ⠠⠏⠕⠗⠞ ⠠⠎⠙

But:

acrosses ⠁⠉⠗⠕⠎⠎⠑⠎ rafter ⠗⠁⠋⠞⠻

Practice 13

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

Extra Practice 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

Summary of Lower Signs

Lower Sign Rule

Use any number of lower groupsigns and lower punctuation signs together, provided the sequence includes an upper sign.

Use the lower wordsigns <u>enough</u> and <u>in</u> with any number of lower punctuation signs, provided the sequence includes an upper sign.

The final contraction is NOT used where the sequence would otherwise consist wholly of lower signs.

Examples:

<u>be</u>in'

(<u>be</u> <u>in</u>')

<u>enough</u>—in

(<u>enough</u>—<u>in</u> all)

NOTE: A sequence is an unbroken string of letters or letters and symbols between spaces.

Lower Groupsigns and Wordsigns

Groupsigns <u>be</u>, <u>con</u>, <u>dis</u>

1. May only be used where they form the first syllable.
2. Have preference over strong groupsigns, for example, <u>dis</u>tort.
3. May be used following a hyphen or dash only if they form the first syllable of a word.
4. Must meet the Lower Sign Rule.

Groupsigns ea, bb, cc, ff, gg

1. May only be used in the middle of a word.
2. Strong groupsigns have preference over these lower groupsigns, for example, ef_fort_, c_off_ee, he_ar_t.
3. May not be used before or after a hyphen or apostrophe.

Groupsigns en, in

1. May be used in any part of a word.
2. Strong groupsigns have preference, however, ing may not be used at the beginning of a word.
3. Must meet the Lower Sign Rule.

Wordsigns be, his, was, were

1. May not be part of a longer word.
2. May not touch lower punctuation.

Wordsigns enough, in

1. enough must meet the same criteria as the alphabetic and strong wordsigns. Refer to Using Wordsigns on page 44.
2. Must meet the Lower Sign Rule.

Hyphen and Dash

A hyphen may be used at the end of a braille line to divide a long word. The hyphen is never positioned at the beginning of a new braille line.

The dash is a two-cell sign that must never be split. It may occur at either end of a braille line.

The Lower Sign Rule must be considered wherever a hyphen or dash occurs.

The lower wordsigns be, his, was and were may not touch the hyphen or dash to avoid confusion with lower punctuation.

Shortforms

today	td	⠞⠙	tomorrow	tm	⠞⠍
tonight	tn	⠞⠝	friend	fr	⠋⠗
herself	herf	⠓⠻⠋	myself	myf	⠍⠽⠋
him	hm	⠓⠍	himself	hmf	⠓⠍⠋
your	yr	⠽⠗	yourself	yrf	⠽⠗⠋
could	cd	⠉⠙	should	shd	⠩⠙
would	wd	⠺⠙			

Refer to the Guidelines for the Use of Shortforms on page 50.

The Shortform Extension List on page 211 lists the longer words where shortforms may be used.

Examples:

wouldn't	⠺⠙⠝⠄⠞	shouldst	⠩⠙⠌

But:

Himalayas	⠠⠓⠊⠍⠁⠇⠁⠽⠁⠎

shoulder	⠩⠳⠇⠙⠻

The letter "s" may not be added to the shortform for "him", as use of the shortform would create a word in common use, that is, "HMS" (Her Majesty's Ship).

friend

If a longer word containing "friend" is not on the Shortform Extension List, the shortform may be used, provided it is at the beginning of the word and not followed by a vowel or "y".

NOTE: It is always important to check the list first because there are some exceptions to the above rule.

Examples:

boy<u>friend</u>   ⠃⠕⠽⠋⠗

un<u>friend</u>ly   ⠥⠝⠋⠗�044⠽

<u>friend</u>f<u>in</u>d<u>er</u>   ⠋⠗⠋⠔⠙⠻

But:

<u>be</u>fri<u>en</u>d<u>ed</u>   ⠆⠋⠗⠊⠢⠙⠫

<u>be</u>fri<u>en</u>d<u>ing</u>   ⠆⠋⠗⠊⠢⠙⠬

fri<u>en</u>dy   ⠋⠗⠊⠢⠙⠽

Practice 14

"If I could be in your place," I said to a friend,
"I should try to go by an earlier train tomorrow." I
stood by him to help him into his coat and I then
offered to put his luggage into the bus for him. "I
hope to get back tonight early enough to see to all
the things that we have to arrange—anyhow at the very least
by tomorrow night," he said, as he stepped on the bus.
We were to go to Edinburgh to attend a meeting and
I was planning to go by car to various places that
we wished to see on the way. I did not like to go
by myself: it was really quite a shame not to use the car
to the full. After dinner we were ready to discuss the
plans—which of the cities on the route to the North
to pass by and which of the by-ways we would take to
endeavour to combine our duty with pleasure to our
utmost. "That's quite plain enough," I said; "enough to
begin with at any rate. And now into our beds, as you
should try and catch the very earliest train tomorrow morning."

Extra Practice 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 15–22

Two-Cell Contractions

All contractions learnt so far, other than shortforms, occupy a single cell. The two-cell contractions are now introduced. They are divided into two main groups:

- Initial-letter contractions

- Final-letter groupsigns

Initial-letter contractions are formed from the FIRST letter or groupsign of a word with a braille prefix consisting of dot 5, dots 4 5 or dots 4 5 6.

Final-letter groupsigns are formed from the LAST letter of a contracted syllable with a braille prefix consisting of dots 4 6 or dots 5 6.

Examples:

<u>father</u> ⠐⠋ dot 5 and **f** (Initial-letter Contraction)

-<u>sion</u> ⠨⠝ dots 4 6 and **n** (Final-letter Groupsign)

Choice of Contractions

Choose the contraction that results in the least number of cells. Single-cell contractions have preference where the space occupied is equivalent, with the exception of -<u>ence</u>, which is introduced in Lesson 19.

LESSONS 15–17

Initial-Letter Contractions with Dot 5

The dot 5 is the most common prefix for initial-letter contractions. There are 22 such contractions and they will be covered alphabetically in the next three lessons.

LESSON 15

Dot 5 and D–M

Initial-letter Contraction			**Simple Wordsign**		
<u>day</u>	⠐⠙	dot 5 and **d**	<u>do</u>	⠙	**d**
<u>ever</u>	⠐⠑	dot 5 and **e**	<u>every</u>	⠑	**e**
<u>father</u>	⠐⠋	dot 5 and **f**	<u>from</u>	⠋	**f**
<u>here</u>	⠐⠓	dot 5 and **h**	<u>have</u>	⠓	**h**
<u>know</u>	⠐⠅	dot 5 and **k**	<u>knowledge</u>	⠅	**k**
<u>lord</u>	⠐⠇	dot 5 and **l**	<u>like</u>	⠇	**l**
<u>mother</u>	⠐⠍	dot 5 and **m**	<u>more</u>	⠍	**m**

day, father, know, lord, mother

<u>day</u>, <u>father</u>, <u>know</u>, <u>lord</u> and <u>mother</u> may generally be used as initial-letter contractions wherever the letters they represent occur, even if they do not retain their original meaning.

A contraction may not be used if it seriously distorts pronunciation. For example, do not use <u>mother</u> in <u>ch</u>emo<u>the</u>rapy.

Examples:

<u>day</u>s	⠐⠙⠎	Mon<u>day</u>	⠍⠕⠝⠐⠙
<u>day</u>br<u>ea</u>k	⠐⠙⠃⠗⠑⠁⠅	F<u>ar</u>a<u>day</u>	⠋⠜⠁⠐⠙
<u>day</u>-to-<u>day</u>	⠐⠙⠤⠞⠕⠤⠐⠙		
<u>father</u>hood	⠐⠋⠓⠕⠕⠙	un<u>father</u>ly	⠥⠝⠐⠋⠇⠽

knowing	⠅⠺⠶	unknown	⠥⠝⠅⠝⠪⠝
overlord	⠕⠧⠻⠇⠕⠗⠙	lording	⠇⠕⠗⠙⠬
motherly	⠍⠪⠻⠇⠽	smother	⠎⠍⠪⠻
mother-in-law	⠍⠪⠻⠤⠔⠤⠇⠁⠺		
acknowledge	⠁⠉⠅⠝⠪⠇⠫⠛⠑		

NOTE: In the word ac<u>know</u>ledge, the alphabetic wordsign <u>knowledge</u> may not be used as it is part of a longer word.

But:

today	⠞⠙⠽	Sanday	⠠⠎⠁⠝⠙⠁⠽
chemotherapy	⠡⠑⠍⠕⠹⠻⠁⠏⠽		

ever

<u>ever</u> may only be used as an initial-letter contraction where the stress is on the first "e" and where "ever" is not preceded by "e" or "i".

Examples:

sever	⠎⠑⠧⠻	fever	⠋⠑⠧⠻
reverent	⠗⠑⠧⠻⠢⠞		

But:

severe	⠎⠑⠧⠻⠑	reverberate	⠗⠑⠧⠻⠃⠻⠁⠞⠑
revere	⠗⠑⠧⠻⠑	believer	⠃⠑⠇⠊⠑⠧⠻

NOTE: Compound words containing "every" are written with the contraction <u>ever</u> and the addition of "y", as the alphabetic wordsign <u>every</u> may not be part of a longer word.

Examples:

<u>ever</u>ybody ⠷⠽⠃⠕⠙⠽

<u>ever</u>y<u>th</u>ing ⠷⠽⠹⠬

here

<u>here</u> may only be used as an initial-letter contraction where the letters it represents are pronounced as one syllable.

If "here" is followed by the letters "d", "n" or "r", the groupsigns <u>ed</u>, <u>en</u> or <u>er</u> must be used. Strong and lower wordsigns have preference over initial-letter contractions, unless fewer cells can be used.

Examples:

ad<u>here</u> ⠁⠙⠓⠑ <u>here</u><u>with</u> ⠓⠑⠾

<u>here</u>to ⠓⠑⠞⠕ sp<u>here</u> ⠎⠏⠓⠑

But:

H<u>ere</u><u>for</u>d ⠠⠓⠻⠋⠕⠗⠙ adh<u>er</u><u>ed</u> ⠁⠙⠓⠻⠫

in<u>h</u><u>er</u><u>en</u>t ⠊⠝⠓⠻⠢⠞ coh<u>er</u><u>er</u> ⠉⠕⠓⠻⠻

Shortforms

conceive	<u>con</u>cv	⠩	conceiving	<u>con</u>cvg	⠭
deceive	dcv	⠹	deceiving	dcvg	⠵
declare	dcl	⠫	declaring	dclg	⠽
children	<u>ch</u>n	⠳	either	ei	⠢
good	gd	⠛	great	grt	⠜
much	m<u>ch</u>	⠍	such	s<u>ch</u>	⠎

Refer to the Guidelines for the Use of Shortforms on page 50.

The Shortform Extension List on page 211 lists the longer words where shortforms may be used.

Shortforms ending with "ing"

There are six shortforms ending in "e" where the present participles are also shortforms in their own right. The letter "g" is added for these, rather than <u>ing</u>. Three of the six have been introduced in this lesson and three will be introduced in Lesson 17.

Examples:

<u>conceive</u>	⠩	<u>conceiving</u>	⠭
<u>deceive</u>	⠹	<u>deceiving</u>	⠵
<u>declare</u>	⠫	<u>declaring</u>	⠽

children

If a longer word containing "children" is not on the Shortform Extension List, the shortform may be used, provided it is not followed by a vowel or "y".

Examples:

fo<u>st</u> <u>er</u> <u>children</u> ⠿ ⠐⠗ ⠡⠝ ⠀⠿

<u>children</u>books ⠡⠝ ⠃⠕⠕⠅⠎

good

If a longer word containing "good" is not on the Shortform Extension List, the shortform may be used, provided it is at the beginning of the word and not followed by a vowel or "y".

NOTE: It is always important to check the list first because there are some exceptions to the above rule.

Examples:

<u>Good</u>humour man ⠘⠛�068�068�068�068 ⠀⠍⠁⠝

scatt<u>er</u> <u>good</u> ⠎⠉⠁⠞⠞⠐⠗ ⠛�064

<u>good</u>ie ⠛�064⠊⠑

But:

Hapgood ⠠⠓⠁⠏⠛⠕⠕⠙

Goody<u>ar</u> ⠠⠛⠕⠕⠙⠽⠜⠗

great

The shortform for "great" may be used wherever it occurs, even if the longer word does not appear on the Shortform Extension List.

Example:

<u>great</u>aunt   ⠛⠗⠞⠁⠥⠝⠞

Practice 15

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

Extra Practice 15

Beverly comforted her small, serious brother
by saying, "Mother promised that she and father will take
us fishing the day after tomorrow". He has declared himself
in favour of resuming talks between the unions
and the company. You know that you are not allowed to
remain here forever. Do not deceive them into thinking
we will find it. The landlord acknowledged that the
tenants needed a few more days to find another
house. "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

Initial-letter Contraction			Simple Wordsign		
<u>name</u>	⠐⠝	dot 5 and **n**	<u>not</u>	⠝	**n**
<u>one</u>	⠐⠕	dot 5 and **o**			
<u>part</u>	⠐⠏	dot 5 and **p**	<u>people</u>	⠏	**p**
<u>question</u>	⠐�币	dot 5 and **q**	<u>quite</u>	⠟	**q**
<u>right</u>	⠐⠗	dot 5 and **r**	<u>rather</u>	⠗	**r**
<u>some</u>	⠐⠎	dot 5 and **s**	<u>so</u>	⠎	**s**
<u>time</u>	⠐⠞	dot 5 and **t**	<u>that</u>	⠞	**t**
<u>under</u>	⠐⠥	dot 5 and **u**	<u>us</u>	⠥	**u**

name

    <u>name</u> may be used where the letters it represents are pronounced as one syllable.

Examples:

<u>name</u>ly   ⠐⠝⠇⠽   file<u>name</u>   ⠋⠊⠇⠑⠐⠝

re<u>name</u>d   ⠗⠑⠐⠝⠙

    NOTE: <u>name</u> is used in re<u>name</u>d rather than the strong groupsign <u>ed</u>, as fewer cells are occupied.

But:

<u>en</u>amel   ⠢⠁⠍⠑⠇

Vietnamese   ⠧⠊⠑⠞⠝⠁⠍⠑⠎⠑

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one

one is used as an initial-letter contraction where the letters it represents are pronounced as a single syllable.

one may also be used in words ending with the letters "oney", the words "honest" or "monetary" and their derivatives such as dishonest.

one may NOT be used if preceded by the letter "o".

The initial-letter contraction one may NOT be used where "one" is followed by "d", "n" or "r". Strong and lower groupsigns have preference where the number of braille cells occupied is equivalent.

Examples:

stones	⠎⠞⠴�065	lonely	⠇⠕⠝�045⠇⠽
telephone	⠞⠑⠇⠑⠏⠓⠕⠝⠑	coney	⠉⠕⠝⠑⠽
money	⠍⠕⠝⠑⠽	honestly	⠓⠕⠝⠑⠎⠞⠇⠽

But:

anemone	⠁⠝⠑⠍⠕⠝⠑	baronet	⠃⠜⠕⠝⠑⠞
colonel	⠉⠕⠇⠕⠝⠑⠇	Boone	⠠⠃⠕⠕⠝⠑
phoned	⠏⠓⠕⠝�045	prisoner	⠏⠗⠊⠎⠕⠝⠻

part

part may be used as an initial-letter contraction where the letters it represents occur, except where followed by the letter "h" in words where the letters "th" make a single sound.

Examples:

partly	⠏⠇⠽	impartial	⠊⠍⠏⠊⠁⠇
imparted	⠊⠍⠏�45�064	participle	⠏⠊⠉⠊⠏⠇
partridge	⠏⠗⠊⠙⠛⠑	apartheid	⠁⠏⠞⠓⠑⠊⠙

But:

Parthenon ⠠⠏⠜⠹⠑⠝⠕⠝

question, right

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

Examples:

questioning	⠷⠬	unquestionable	⠥⠝⠷⠁⠃⠇
righteous	⠗⠑�6�075	Brighton	⠠⠃�279⠝
frightened	⠋�279�5�064	alright	⠁⠇�279

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some

some should be used as an initial-letter contraction wherever the letters it represents form a syllable of the basic word, regardless of pronunciation.

Examples:

h<u>and</u><u>some</u>   ⠿⠡⠈⠎   h<u>and</u> <u>some</u>r   ⠿⠡⠈⠎⠗

m<u>ed</u>dle<u>some</u>   ⠍�button<u>ed</u>dle⠈⠎   noi<u>some</u>   ⠝⠕⠊⠈⠎

<u>some</u>body   ⠈⠎⠃⠕⠙⠽   <u>ch</u>romo<u>some</u>   ⠡⠗⠕⠍⠕⠈⠎

But:

Som<u>er</u>set   ⠠⠎⠕⠍⠻⠎⠑⠞   (not a definite syllable)

ransom<u>ed</u>   ⠗⠁⠝⠎⠕⠍⠫   (not a syllable of "ransom")

time

time may be used where the letters it represents are pronounced the same as the word "time".

Examples:

<u>time</u>ly   ⠈⠞⠇⠽   <u>some</u> <u>time</u>s   ⠈⠎⠈⠞⠎

mis<u>time</u>d   ⠍⠊⠎⠈⠞⠙   <u>time</u>r   ⠈⠞⠗

But:

Mortim<u>er</u>   ⠠⠍⠕⠗⠞⠊⠍⠻

NOTE: time is used in mis<u>time</u>d and <u>time</u>r rather than the strong groupsigns <u>ed</u> and <u>er</u>, as fewer cells are occupied.

under

under may be used as an initial-letter contraction, unless the letters it represents are preceded by the vowels "a" or "o" or where the letters "un" form a prefix.

Examples:

blunder ⠃⠇⠥⠗ thundered ⠹⠥⠝⠙

understand ⠥⠝⠌⠁⠝⠙

But:

launder ⠇⠁⠥⠝⠙⠻ underived ⠥⠝⠙⠻⠊⠧⠫

Shortforms

first	f<u>st</u>	⠋⠌	immediate	imm	⠊⠍⠍
its	xs	⠭⠎	itself	xf	⠭⠋
little	ll	⠇⠇	letter	lr	⠇⠗
must	m<u>st</u>	⠍⠌	necessary	nec	⠝⠑⠉
neither	nei	⠝⠑⠊	oneself	<u>one</u>f	⠐⠕⠋
ourselves	<u>ou</u>rvs	⠳⠗⠧⠎			

Refer to the Guidelines for the Use of Shortforms on page 50.

The Shortform Extension List on page 211 lists the longer words where shortforms may be used.

Examples:

immediately   ⠔⠍⠍⠑⠙⠊⠁⠞⠑⠇⠽   un<u>necessary</u>   ⠥⠝⠝⠑⠉⠑⠎⠎⠁⠗⠽

<u>must</u>n't   ⠍⠰⠞⠝⠄⠞   <u>must</u>y   ⠍⠰⠞⠽

But:

necess<u>ari</u>ly   ⠝⠑⠉⠑⠎⠎⠜⠊⠇⠽

mu<u>st</u>ang   ⠍⠥⠌⠁⠝⠛   mu<u>st</u><u>er</u>   ⠍⠥⠌⠻

mu<u>st</u>a<u>ch</u>e   ⠍⠥⠌⠁⠡⠑

first, letter, little

If a longer word containing "first", "letter" or "little" is not on the Shortform Extension List, the shortform may be used, provided it is at the beginning of the word and not followed by a vowel or "y".

NOTE: It is always important to check the list first because there are some exceptions to the above rule.

Examples:

<u>first</u>born   ⠋⠌⠃⠕⠗⠝   tail<u>first</u>   ⠞⠁⠊⠇⠋⠌

<u>letter</u>ed   ⠇⠗⠫   news<u>letter</u>   ⠝⠑⠺⠎⠇⠗

<u>little</u>st   ⠇⠇⠌   be<u>little</u>d   ⠃⠑⠇⠇⠙

But:

<u>be</u>littl<u>ing</u>   ⠃⠑⠇⠊⠞⠞⠇⠬

NOTE: A shortform may only be used if the spelling is not changed. The shortform may NOT be used in "belittling" as the "e" on the end of "little" is dropped.

Practice 16

begone commoner money throne shone prone scones one

partake apart parting participle partial partisans party

righteous fright right-minded wheelwright playwright abandoned

someone's wearisome troublesome somewhat loathsome winsome

in the meantime, Times, time-table, summer-time, timer

Sunderland underwriter undertone undergo under-carriage thunder

A party of constables came here to discover his name and

still something a little more definite about him, in particular as

to his honesty and upright dealing at the time when he was the

time keeper in the old, very well-known and time-honoured

firm of shipwrights in which my father was a senior partner.

Little enough did we ourselves know about him, however; for us who

were little more than children at that time past, he was but a name—

neither more nor less—yet we undertook to make an

immediate search in my father's letters, tiresome as this can always

be to anyone knowing but little enough of such things, and inform them

as to his real name, if we could just get to know it, and

on any other points that should come to light hereafter.

Extra Practice 16

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

LESSON 17

Last Group of Initial-Letter Contractions with Dot 5

	Initial-letter Contractions		**Alphabetic or Strong Wordsign**		
work	⠐⠺	dot 5 and **w**	will	⠺	**w**
young	⠐⠽	dot 5 and **y**	you	⠽	**y**
there	⠐⠮	dot 5 and the	the	⠮	
character	⠐⠡	dot 5 and ch	child	⠡	ch
through	⠐⠹	dot 5 and th	this	⠹	th
where	⠐⠱	dot 5 and wh	which	⠱	wh
ought	⠐⠳	dot 5 and ou	out	⠳	ou

Examples:

workman	⠐⠺⠍⠁⠝	homework	⠓⠕⠍�065⠐⠺
working	⠐⠺⠬	youngish	⠐⠽⠊⠱
characteristic	⠐⠡⠱⠊⠌⠊⠉	characterised	⠐⠡⠱⠊⠎�polish
throughout	⠐⠹⠐⠳	whereas	⠐⠱⠁⠎

But:

wherever	⠱⠻⠫

NOTE: Using the groupsign ever rather than where better reflects the pronunciation and form of the word.

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there

there must retain its meaning where used as an initial-letter contraction.

Examples:

therefore ⠈⠮⠿⠑   therewith ⠈⠮⠾

But:

lathered ⠇⠁⠹⠻⠫   withered ⠺⠻⠫

ought

ought may be used as an initial-letter contraction wherever the letters it represents occur, regardless of pronunciation.

Examples:

bought ⠃⠳⠣   thought ⠹⠳⠣

drought ⠙⠗⠳⠣   doughty ⠙⠳⠣⠽

Shortforms

blind	bl	⠃⠇	braille	brl	⠃⠗⠇
paid	pd	⠏⠙	perhaps	p‿erh	⠏⠻⠓
perceive	p‿ercv	⠏⠻⠉⠧	perceiving	p‿ercvg	⠏⠻⠉⠧⠛
receive	rcv	⠗⠉⠧	receiving	rcvg	⠗⠉⠧⠛
rejoice	rjc	⠗⠚⠉	rejoicing	rjcg	⠗⠚⠉⠛
quick	qk	⠟⠅	themselves	the‿mvs	⠮⠍⠧⠎
thyself	thyf	⠹⠽⠋	together	tgr	⠞⠛⠗
yourselves	yrvs	⠽⠗⠧⠎			

Refer to the Guidelines for the Use of Shortforms on page 50.

The Shortform Extension List on page 211 lists the longer words where shortforms may be used.

Examples:

       pre‿paid ⠏⠗⠑⠏⠙   rejoice‿ful ⠗⠚⠉⠋⠥⠇

But:

       unrepaid ⠥⠝⠗⠑⠏⠁⠊⠙

blind, quick

If a longer word containing "blind" or "quick" is not on the Shortform Extension List, the shortform may be used, provided it is at the beginning of the word and not followed by a vowel or "y".

NOTE: It is always important to check the list first because there are some exceptions.

Examples:

blindly   ⠿⠇⠽   colourblind   ⠉⠕�screen

quickly   ⠟⠅⠇⠽   quicksticks

But:

blinded   blinding

NOTE: The words "blinded" and "blinding" are not included on the Shortforms Extension List. The use of the shortform in these words would lead to confusion with the words "bled" and "bling".

braille

The shortform for "braille" may be used wherever it occurs, even if the longer word does not appear on the Shortform Extension List.

Examples:

brller   rebrlle

simbrlle

But:

brailling   braillist

NOTE: A shortform may only be used if the spelling is not changed. The shortform may not be used in "brailling" and "braillist" as the "e" on the end of "braille" has been dropped.

Practice 17

At an afternoon-tea house-party at Lord Broughton's
there were quite a considerable number of younger people; some of the
very young ones not knowing what to do with themselves all day through
and eager to try something new while they were all together
there, suggested they ought to make up a play. And this
plan was very quickly put into effect. By good luck
one member 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 allocated. Everyone was set
to work to learn 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 lots of character who was thought
eminently suitable to get the part of the young handsome
hero. The next thing to decide on was where the play
ought to be staged. Someone immediately perceived that there was a
large room with a door behind leading to 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.

Extra Practice 17

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

LESSON 18

Initial-Letter Contractions
with Dots 4 5

There are five initial-letter contractions that use the braille prefix dots 4 5.

Initial-letter Contractions			Alphabetic or Strong Wordsign		
upon	⠨⠥	dots 4 5 and **u**	us	⠥	**u**
word	⠨⠺	dots 4 5 and **w**	will	⠺	**w**
these	⠨⠮	dots 4 5 and the	the	⠮	
those	⠨⠹	dots 4 5 and th	this	⠹	th
whose	⠨⠱	dots 4 5 and wh	which	⠱	wh

word should be used wherever the letters it represents occur.

upon, these, those and whose should only be used where the meaning of the word is retained.

Examples:

wordy ⠺⠨⠺⠽

sword ⠎⠺⠕⠗⠙

thereupon ⠮⠗⠑⠨⠥

whosesoever ⠨⠱⠎⠕⠑⠧⠻

But:

coupon ⠉⠕⠥⠏⠕⠝

theses ⠮⠎⠑⠎

NOTE: These five initial-letter contractions can be remembered by the sentence, "Upon my word, whose are these and those?"

Practice 18

The young people, intent upon the great job of learning the words
which fell under the parts assigned to them, worked very hard
during the time remaining to them, before the great day fixed
by the playwright, being also the producer. He insisted
upon the immediate need for everyone to be word-perfect and to
know his or her own part in the play off by heart, before
they could even begin to rehearse. "This is so necessary,"
he said, "for those, whose parts represent the chief characters
in the play; these should study the characters that 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 are
able." And so hard did these enthusiastic young people work
throughout those few days that remained, that even those very high
standards that were set by the playwright seemed within easy
reach. In the meantime the older ones of the party set out
to work upon all the necessary accessories as were considered
by the playwright to be essential. Several demanding
rehearsals a day were insisted upon by those taking part.

Extra Practice 18

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

LESSON 19

Initial-Letter Contractions
with Dots 4 5 6

There are six initial-letter contractions that use the braille prefix dots 4 5 6.

Initial-letter Contractions			Alphabetic or Strong Wordsign		
cannot	⠸⠉	dots 4 5 6 and **c**	can	⠉	**c**
had	⠸⠓	dots 4 5 6 and **h**	have	⠓	**h**
many	⠸⠍	dots 4 5 6 and **m**	more	⠍	**m**
spirit	⠸⠎	dots 4 5 6 and **s**	so	⠎	**s**
world	⠸⠺	dots 4 5 6 and **w**	will	⠺	**w**
their	⠸⠮	dots 4 5 6 and the	the	⠮	

Apart from had, these initial-letter contractions may generally be used wherever the letters they represent occur.

Examples:

spirited	⠸⠎⠑⠙	dispirited	⠙⠊⠸⠎⠑⠙
worldly	⠸⠺⠇⠽	unworldly	⠥⠝⠸⠺⠇⠽
theirs	⠸⠮⠎	theirselves	⠸⠮⠎⠑⠇⠧⠎
Germany	⠠⠛⠻⠸⠍	Romany	⠠⠗⠕⠸⠍
Tammany	⠠⠞⠁⠍⠸⠍		

NOTE: The initial-letter contraction spirit is used in preference to the groupsign dis in the word "dispirited", as fewer cells are occupied.

had

Use the initial-letter contraction for <u>had</u> where the "a" is short.

Examples:

<u>had</u>n't   ⠓⠂⠙⠝⠄⠞   <u>had</u> <u>st</u>   ⠓⠂⠌

<u>Had</u>ley   ⠠⠓⠂⠇⠑⠽   <u>had</u>dock   ⠓⠂⠙⠕⠉⠅
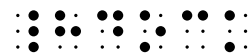
But:

Hadrian   ⠠⠓⠁⠙⠗⠊⠁⠝   <u>sh</u>ad<u>ow</u>   ⠩⠁⠙⠪

NOTE: In the word "shadow", <u>sh</u> is used rather than <u>had</u> because strong groupsigns have preference over initial-letter contractions.

These six initial-letter contractions may be remembered by the sentence, "<u>Many</u> in this <u>world</u> <u>cannot</u> have <u>had</u> <u>their</u> <u>spirit</u>".

Practice 19

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

Extra Practice 19

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

LESSONS 20–22

Final-Letter Groupsigns

Final-letter groupsigns represent certain syllables in words. They consist of the LAST letter of the contracted syllable, preceded by a braille prefix of dots 4 6 or dots 5 6.

Final-letter groupsigns may only be used to represent PART of a word, never as a wordsign to represent a whole word.

Final-letter groupsigns must immediately follow a letter or other contraction. They may not be used at the beginning of a word or immediately after a hyphen, apostrophe or any other punctuation.

Example:

        carelessness ⠉⠜⠑⠇⠑⠎⠎⠰⠎

But:

        other-ness ⠕⠻⠤⠝⠑⠎⠎ (not a frequent case).

        lesson ⠇⠑⠎⠎⠕⠝

There are 12 final-letter groupsigns divided into three groups.

LESSON 20

First Group of Final-Letter Groupsigns

In this group there are three pairs. Each pair is based on the same letter (or root, as it is officially known), but the braille prefix is different.

ance	⠈⠢	dots 4 6 and **e**	ence	⠰⠢	dots 5 6 and **e**
sion	⠈⠝	dots 4 6 and **n**	tion	⠰⠝	dots 5 6 and **n**
less	⠈⠎	dots 4 6 and **s**	ness	⠰⠎	dots 5 6 and **s**

Examples:

l<u>ance</u>d	⠇⠈⠢⠑	adv<u>ance</u>	⠁⠙⠧⠈⠢
evid<u>ence</u>	⠑⠧⠊⠙⠰⠢	comm<u>ence</u>s	⠉⠕⠍⠍⠰⠢⠎
man<u>sion</u>	⠍⠁⠝⠈⠝	ses<u>sion</u>s	⠎⠑⠎⠈⠝⠎
na<u>tion</u>al	⠝⠁⠰⠝⠁⠇	ra<u>tion</u><u>ing</u>	⠗⠁⠰⠝⠬
ac<u>tion</u>s	⠁⠉⠰⠝⠎	<u>con</u>trac<u>tion</u>	⠒⠞⠗⠁⠉⠰⠝
use<u>less</u>	⠥⠎⠑⠈⠎	b<u>less</u><u>ing</u>	⠃⠈⠎⠬
fair<u>ness</u>	⠋⠁⠊⠗⠰⠎	car<u>e</u><u>less</u><u>ness</u>	⠉⠜⠑⠈⠎⠰⠎

But:

ance<u>st</u>or	⠁⠝⠉⠑⠌⠕⠗	less	⠇⠑⠎⠎
less<u>en</u>ed	⠇⠑⠎⠎⠢⠑⠙		

ence

Use the final-letter groupsign <u>ence</u> where it is followed by "a", "d" or "r".

Examples:

<u>in</u>flu<u>ence</u>able ⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀

exp<u>eri</u><u>ence</u>d ⠀⠀⠀⠀⠀⠀⠀⠀⠀

sil<u>ence</u>r ⠀⠀⠀⠀⠀⠀⠀

ness

"ess" is sometimes added to a noun to make it feminine. If the original noun ends in "en" or "in", DO NOT use the final-letter groupsign for "ness". Use the groupsigns "<u>in</u>" or "<u>en</u>" instead.

Examples:

lio<u>ness</u> ⠀⠀⠀⠀⠀

baro<u>ness</u> ⠀⠀⠀⠀⠀

But:

<u>ch</u>iefta<u>in</u>ess ⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀

citiz<u>en</u>ess ⠀⠀⠀⠀⠀⠀⠀⠀⠀

Practice 20

France distance henceforward sentences chance innocence fence
whence penitence glance pence ignorance dance thence prance
conclusion discussion occasions affectionate tension station
conviction intentionally invasion decisions fractionated
painless meekness likenesses greatness unless fearlessness
senseless kindnesses heartlessness weakness motherliness bless
actionable recklessness remission exceptional station
patience contentions satisfaction instances stainless hence
spiritless fatherless vocations lordliness nameless timeless powerless
workless fusion worldliness openmindedness aloneness relation
mean-spiritedness maintenance motion concoction blessedness lance
licence righthandedness lawless insertion liveliness elation
trance confusion conditional visionary perfection friction
gentleness pranced forgiveness allowance appreciation.
A world of difference; Works of fiction; in succession;
without distinction. Attention! Lessons in elocution;
A sin of omission rather than that of commission; By his
compulsion. Provision both for offence and for defence.

Extra Practice 20

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

LESSON 21

Second Group of
Final-Letter Groupsigns

ound	⠠⠙	dots 4 6 and **d**
ount	⠠⠞	dots 4 6 and **t**
ong	⠰⠛	dots 5 6 and **g**
ment	⠰⠞	dots 5 6 and **t**

Examples:

fl**ound**er	⠋⠇⠾⠻	w**ound**	⠺⠾
m**ount**a**in**	⠍⠡⠞⠁⠔	rec**ount**	⠗⠑⠉⠡⠞
l**ong**er	⠇⠰⠛⠻	t**ong**ue	⠞⠰⠛⠥⠑
dug**ong**	⠙⠥⠛⠰⠛	de**ment**ia	⠙⠑⠰⠞⠊⠁
battle**ment**	�062�062�062�062�062		
temp**er**a**ment**al	�062�062�062�062�062		

But:

m**en**tal	⠍⠢⠞⠁⠇
above-m**en**ti**on**ed	⠁�062�045⠍⠢⠞⠊⠬⠑�064
grey'**ou**nd	⠛⠗⠑⠽⠶⠡⠝⠙

Practice 21

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

Extra Practice 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-Letter Groupsigns

ful   ⠸⠇   dots 5 6 and **l**

ity   ⠰⠽   dots 5 6 and **y**

Do not use the final-letter groupsign "ity" in the words biscuity, fruity, hoity-toity and ra<u>bb</u>ity, as it impedes correct pronunciation.

Examples:

use<u>ful</u>   ⠥⠎⠑⠸⠇   deli<u>gh</u>t<u>ful</u>   ⠙⠑⠇⠊⠣⠞⠸⠇

b<u>ea</u>uti<u>full</u>y   ⠃⠑⠁⠥⠞⠊⠰⠇⠇⠽

c<u>ity</u>   ⠉⠰⠽   quant<u>ity</u>   ⠟⠥⠁⠝⠞⠰⠽

c<u>ity</u>scape   ⠉⠰⠽⠎⠉⠁⠏⠑

But:

full   ⠋⠥⠇⠇   fulfil   ⠋⠥⠇⠋⠊⠇

fruity   ⠋⠗⠥⠊⠞⠽   biscuity   ⠃⠊⠎⠉⠥⠊⠞⠽

Practice 22

Frightfully doubtful restfulness handfuls disgracefully
conversationally internationally preparations pitiful
city mentality university regularity sincerity pity
addition, subtraction, multiplication and division
temperamentally fearful of consequences; naturally
resentful of such indignity; a real possibility of
their confirmation of the majority vote for revocation.
After consultation and long deliberation the delegations
finally made several strong recommendations, which for
the most part sought to increase co-operation amongst the
world's nations without the necessity for legislation by
the national governments concerned. As such, the education
authority aimed at the equality of opportunity for
all. Janet handled the sails both gracefully and
skilfully—a really quite wonderful demonstration of
splendid dexterity, especially in someone so young.

Extra Practice 22

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

New Arrangement of Practice Exercises

Lesson 22 completes the learning of contractions. Lessons 23-30 introduce other UEB signs required in braille transcription and their rules of use. Lesson 31 provides an opportunity to transcribe longer passages following Australian formatting guidelines.

A braille reference section summarising many of the rules that have been introduced is included at the back of this Manual. It gives guidance for word division and includes Braille Tables and the Shortform Extension List.

Page Layout

Practice and Extra Practice exercises 1-22 were brailled line for line, following the print. Practice and Extra Practice exercises 23-30 should be brailled using paragraph formatting. Begin each new braille line as necessary, regardless of where the text falls on the print line.

The navigation line at the top of the first page remains unchanged and the Practice exercise heading is still to be centred on line 2.

Begin the exercise on line 3.

A new paragraph in braille is ALWAYS indented 2 cells, regardless of the method of showing a new paragraph in print. Begin the paragraph in cell 3 of the line. Second and subsequent lines begin at the margin in cell 1. Paragraphs are NEVER separated with a blank line, even if one appears in print.

Braille 12 centred colons in succession on a new line at the end of each Practice exercise. This line of colons indicates the completion of a major section of a document. It is not required if the section or document finishes on line 25 (the last line of the page).

Word division should be avoided. Divide words only if necessary, following the guidelines given in the section on Word Division on page 200.

Second Braille Page

Some of the Practice exercises may occupy more than a single sheet of braille paper.

The navigation line is positioned at the top of the second and subsequent braille pages, as for Practice exercises 1-22.

The print page number on the left has a prefix "a" placed immediately before the numeric prefix to show continuation. Subsequent pages increment to "b", "c" and so on, if required.

Example:

⠐⠣⠰⠁⠿⠙ (Continuation of print page 124.)

The braille page number on the right increments to 2.

A running title is centred on the navigation line. This should be the name and number of the Practice exercise. This is repeated on subsequent pages.

Resume the exercise on line 2.

Example:

This example shows the beginning of a second braille page. The first braille page ended in the middle of a paragraph. The two-cell indent on line 4 shows the beginning of the next paragraph.

LESSON 23

More Punctuation

This lesson completes all the punctuation signs.

The new punctuation signs introduced in this lesson may be used with wordsigns and shortforms.

Dash and Long Dash

Dash ⠠⠤ dot 6, dots 3 and 6

Long dash ⠨⠠⠤ dot 5, dot 6, dots 3 and 6

The dash was introduced in Lesson 10. UEB also has a sign for a long dash.

The dash and long dash can define the beginning or end of a word for the purpose of the Standing Alone Rule that governs the use of wordsigns and shortforms.

A variety of dash lengths is used in print. Follow the guidelines below for the use of the dash and long dash when brailling the Practice exercises.

(1) A dash joining two phrases or concepts is brailled unspaced from the words that precede and follow it. Refer to Lesson 10 on page 48. If the sequence needs to be broken across two braille lines, the braille dash may be positioned either at the end or beginning of the braille line. The Lower Sign Rule needs to be considered with lower contractions.

Modern electronically-produced texts often show a small space on each side of the dash. It is recommended in Australia that dashes are transcribed unspaced where the print format of the dash is not significant.

(2) A dash may be used to represent a break in conversation or thought, or the beginning of a thought. Dashes may be used at the beginning or end of poetry lines. A braille dash is used, unless the print uses a longer dash, to show omission of a word or part of a word as shown in (3) and (4) below.

Examples:

"I'll <u>go</u> <u>when</u>—"   ⠦⠠⠊�027 ⠛⠕ ⠐⠺�

—<u>It</u>'s <u>in</u> black

scree<u>ch</u> <u>ing</u> flocks—

(3) A longer dash may be used in print to represent the omission of a whole word. Use the braille long dash and space it as any other word.

Examples:

<u>It</u> happ<u>en</u><u>ed</u> <u>in</u> ––.

<u>Go</u> –– n<u>ow</u>!

(4) A longer dash may be used in print to represent the omission of part of a word. Use the braille long dash, unspaced from the remainder of the word. The whole sequence must stay together and not be broken across two lines of braille. Do NOT use wordsigns or groupsigns before or after the long dash where they may be misread. Refer to the lesson on the grade 1 symbol indicator on page 139.

Example:

"I th––!"

NOTE: The groupsign <u>th</u> is NOT used here as it would read as the wordsign <u>this</u>.

Print sometimes uses four hyphens to show a missing word. Follow the print and use four hyphens in the braille.

Quotation Marks

The one-cell (nonspecific) quotation marks were introduced in Lesson 8 on page 39. Use the nonspecific quotation marks, unless the specific form (single, double, straight, directional) has special significance. Refer to *The Rules of Unified English Braille: Second Edition* 2013 for more information.

Inner Quotes

Single quotation marks

Opening ‘ ⠘⠦ dot 6, dots 2 3 and 6

Closing ’ ⠘⠴ dot 6, dots 3 and 5 6

Double quotation marks

Opening " ⠦⠦ dots 4 5, dots 2 3 and 6

Closing " ⠴⠴ dots 4 5, dots 3 and 5 6

Follow the print for the use of single or double quotation marks for inner quotes. Use the one-cell nonspecific quotation marks for outer quotes.

Examples:

> "Say after me, 'I will.' "

> ⠦⠎⠁⠽ ⠿⠁⠋⠞⠻⠿ ⠍⠑⠂ ⠘⠦⠠⠊ ⠿⠺⠊⠇⠇⠿⠲⠘⠴⠴

> 'Say after me, "I will." '

> ⠘⠦⠎⠁⠽ ⠿⠁⠋⠞⠻⠿ ⠍⠑⠂ ⠦⠠⠊ ⠿⠺⠊⠇⠇⠿⠲⠴⠘⠴

The Practice exercises in this Manual use print double quotes as the outer or primary quotes and print single quotes for the inner quotes. Use the one-cell nonspecific quotation marks for the outer quotes and the specific single quotation marks for the inner quotes.

Occasionally, there may be a quote within an inner quote. In this case, braille reverts to the one-cell nonspecific quotation signs for the innermost quote. Braille can, in fact, alternate indefinitely in this way between the nonspecific and two-cell quotation signs.

Example:

"Did you say he said 'Repeat after me, "I will." '?"

⠦�044�button say he said ⠴

⠦⠠⠙⠊⠙ ⠽⠳ ⠎⠁⠽ ⠓⠑ ⠎�7⠙ ⠠⠦⠠⠗⠑⠏⠑⠁⠞

⠁⠋⠞⠻ ⠍⠑⠂ ⠦⠠⠊ ⠺⠊⠇⠇⠲⠴�027⠦

Ellipsis ...

⠐⠂⠐⠂⠐⠂   dots 2 and 5 6 (full stop) in successive cells

The ellipsis is a succession of dots in print (usually three) and is generally used to denote omitted words or a break. It is represented in braille by dots 2 and 5 6 (full stop) in consecutive cells.

The number of dots and print spacing should be followed, however, where there is doubt, the ellipsis and any punctuation attached to it should be spaced as a separate word.

Example:

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

⠦⠠⠊ ⠺⠊⠩ ⠠⠊ ⠍⠊⠣⠞ ⠙⠊⠑ ⠲⠐⠂⠐⠂⠲ ⠠⠓⠑

⠐⠂⠐⠂⠐⠂⠴

Square Brackets [ ]

Opening bracket ⠷ dots 4 6, dots 1 2 and 6

Closing bracket ⠾ dots 4 6, dots 3 and 4 5

Example:

[Aside] ⠈⠨⠩⠁⠎⠊⠙⠑⠈⠻

Braces or Curly Bracket Signs { }

Opening brace ⠸⠣ dots 4 5 6, dots 1 2 and 6

Closing brace ⠸⠜ dots 4 5 6, dots 3 and 4 5

Transcriber's Note Indicators

Opening Transcriber's Note Indicator ⠈⠠⠷

Closing Transcriber's Note Indicator ⠈⠠⠾

Transcriber's notes have no actual print representation. They are messages added by a transcriber to give additional information not found in the original print.

These indicators are included here as they have a similar form to brackets. Wordsigns and shortforms may be used with Transcriber's Note Indicators.

Example:

[tni]The original text is unreadable at this point.[tni]

⠈⠠⠷⠠⠮ ⠕⠗⠊⠛⠔⠁⠇ ⠞⠑⠭⠞ ⠊⠎

⠥⠝⠗�salmon⠁⠙⠁⠃⠇⠑ ⠁⠞ ⠹ ⠏⠕⠔⠞⠲⠈⠠⠾

Summary of the Rules of Punctuation

The following rules relate to the use of punctuation in standard literary material.

These do not relate to computer programming and similar material where the relative spacing of punctuation signs is vitally important to the reader. Refer to *Unified English Braille, Guidelines for Technical Material* October 2008 and *The Rules of Unified English Braille: Second Edition* 2013.

(1)   The order in which punctuation marks occur in print should be followed in braille.

(2)   Punctuation signs that are connected with a word (including all quote signs, whether simple or compound and all forms of brackets) should be brailled unspaced from that word, no matter how the symbols are spaced in the print.

(3)   Two or more punctuation signs in sequence are written unspaced from one another.

(4)   The components of two-cell signs must NOT be divided.

(5)   It is permissible to have a string of lower punctuation signs without an upper sign. The Lower Sign Rule summarised in Lesson 14 applies only where lower contractions form part of the sequence.

Examples:

    ...!   ⠄⠄⠖

    ..."   ⠄⠄⠦

(6) Use a grade 1 symbol indicator before a punctuation sign that could be misread as a contraction or another symbol.

grade 1 symbol indicator ⠰ dots 5 6 (refer to page 139)

Examples:

b!d	⠃⠖⠙	.com	⠲⠉⠕⠍
"?"	⠦⠢⠴	(? this)	⠷⠰⠦ ⠹�285⠾
? France	⠰⠦ ⠠⠋⠗⠁⠝⠉⠑		
?uestion	⠰⠦⠥⠑⠎⠰⠞⠬		

But:

cr?te	⠉⠗⠦⠞⠑
lesson.doc	⠇⠑⠎⠎⠕⠝⠲⠙⠕⠉
who?/what?	�density

Practice 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 …."

Extra Practice 23

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

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

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

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

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

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

LESSON 24

Numbers and Print Symbols

Numeric prefix ⠼ dots 3 and 4 5 6

Arabic digits (1-9 and 0) are represented in braille by the letters **a–i** and **j** where they are immediately preceded by the numeric prefix. Numbers were introduced in Lesson 1 and the Practice exercises have provided opportunity to practise their use with page numbers.

1 ⠼⠁   10 ⠼⠁⠚   206 ⠼⠃⠚⠋

Numeric Mode

Numeric mode is set by the numeric prefix immediately followed by the letters **a-j**, decimal point, or comma. Numeric mode continues over any given group of:

- Digits
- Full stop or decimal point
- Comma
- Numeric space
- Simple fraction line
- Continuation indicator

Numeric mode is terminated by a space or any symbol that is not in the above list.

Large Numbers

Thousands in large numbers are often separated in print by a comma, a space or half-space to make them easier to read. The braille follows the print in use of separation symbols and spaces.

The comma has already been introduced in Lesson 2.

Spaces within large numbers should be represented in braille by the numeric space.

Comma   ⠂   dot 2

Numeric space   ⠨   dot 5

Examples:

4500000   ⠼⠙⠑⠚⠚⠚⠚⠚

4,500,000   ⠼⠙⠂⠑⠚⠚⠂⠚⠚⠚

4 500 000   ⠼⠙⠐⠑⠚⠚⠐⠚⠚⠚

Continuation Indicator

Continuation indicator   ⠐   dot 5

It may be necessary to divide an EXTREMELY long numeral at the end of a braille line. This is done after the comma or numeric space.

The continuation indicator may only be used at the end of a braille line.

Its use indicates that the numeral continues to the next line and the numeric prefix is NOT restated at the beginning of the new line.

The continuation indicator is also used to break long electronic addresses. Refer to page 133.

Examples:

The sun is 100,000,000,000,000,000,000,000,000 degrees.

⠠⠮ ⠎⠥⠝ ⠊⠎ ⠼⠁⠚⠚⠂⠚⠚⠚⠂⠚⠚⠚⠂⠚⠚⠚⠂⠚⠚⠚⠂⠚⠚⠚⠂

⠼⠚⠚⠚⠂⠚⠚⠚⠂⠚⠚⠚⠂⠚⠚⠚⠂⠚⠚⠚⠂⠚⠚⠚⠂⠚⠚⠚⠂⠚⠚⠚

⠙⠑⠛⠗⠑⠑⠎⠲

or:

The sun is 100 000 000 000 000 000 000 000 000 000 degrees.

⠠⠮ ⠎⠥⠝ ⠊⠎ ⠼⠁⠚⠚⠐⠚⠚⠚⠐⠚⠚⠚⠐⠚⠚⠚⠐⠚⠚⠚⠐⠚⠚⠚⠐⠚⠚

⠼⠚⠚⠚⠐⠚⠚⠚⠐⠚⠚⠚⠐⠚⠚⠚⠐⠚⠚⠚⠐⠚⠚⠚⠐⠚⠚⠚

⠙⠑⠛⠗⠑⠑⠎⠲

NOTE: The continuation indicator with a space is used where the numeric space occurs at the end of a braille line. The numeric space and the continuation indicator are both brailled, giving two dot 5s in succession.

Hyphenated Numbers

The influence of numeric mode does not extend past a hyphen or dash. The numeric prefix must be restated following the hyphen or dash where two groups of figures are joined in the print copy, for example, 10-12 or 10–12.

A numeric sequence following a hyphen or a dash may be broken and continued on the next line.

Examples:

1796-9   ⠼⠁⠛⠊⠋⠤⠼⠊

1768–1830   ⠼⠁⠛⠋⠓⠠⠤⠼⠁⠓⠉⠚

Grade 1 Mode with Numbers

Grade 1 mode and the grade 1 indicator, ⠰ dots 5 6, are explained in more detail in Lesson 25.

Grade 1 mode means that no contractions may be used or read.

Numeric mode also sets grade 1 mode until the next space, hyphen or dash.

Example:

r<u>ea</u>dy4work

But:

4-<u>more</u>

NOTE: Grade 1 mode is terminated by the hyphen.

Ordinal Numbers

Ordinal numbers should be brailled without space between the number and its suffix. Contractions are NOT used, as numeric mode also sets grade 1 mode. The superscript position is generally ignored if shown in print.

Examples:

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

Fractions

Simple Numeric Fractions

Simple numeric fraction line ⠒⠂ dots 3 and 4

A simple numeric fraction contains only numbers, decimal points, commas or the numeric space. The print shows the numerator and denominator aligned vertically or near-vertically, separated by a fraction line.

Refer to *Unified English Braille, Guidelines for Technical Material* October 2008, for complex fractions that have other symbols or alphabetic letters.

The numeric fraction line symbol is placed between the numerator and denominator. The numeric prefix is not restated, as the simple fraction line does not terminate numeric mode.

Examples:

$\dfrac{1}{5}$ ⠼⠁⠌⠑ $\dfrac{3}{5}$ ⠼⠉⠌⠑

$\dfrac{40}{10\,000}$ ⠼⠙⠚⠌⠁⠚⠀⠚⠚⠚

$\dfrac{5.7}{2,000}$ ⠼⠑⠲⠛⠌⠃⠂⠚⠚⠚

Linear Fractions

The forward slash may be used where a fraction is shown in a linear form. The forward slash is introduced on page 132. The slash terminates numeric mode and the numeric prefix is restated after the slash.

Example:

3/4   ⠼⠉⠸⠌⠼⠙

Mixed Numbers

Mixed numbers are treated as two unspaced numeric items. The whole number and fraction each retain their numeric prefix.

Examples:

2½ ⠼⠃⠼⠂⠲ 3¾ ⠼⠉⠼⠙⠲ $4\frac{5}{16}$ ⠼⠙⠼⠑⠌⠂⠋

A hyphen or dash terminates numeric mode. The numeric prefix is repeated where two mixed numbers are connected by a hyphen or dash.

Example:

6½–7¾ ⠼⠋⠼⠂⠆⠤⠼⠛⠼⠉⠲

Decimals

Decimal sign ⠨ dots 2 and 5 6 (same as full stop)

This sign represents the decimal point in print and does not terminate numeric mode.

Braille the numeric prefix before the decimal in numbers that commence with a decimal.

Examples:

0.7 ⠼⠚⠨⠛ 7.95 ⠼⠛⠨⠊⠑

.7 ⠼⠨⠛

Dates and Time

Print punctuation and spacing should be followed.

Examples:

Feb. 1, 1906 ⠰⠼⠋⠑⠃⠲⠀⠼⠁⠠⠂⠀⠼⠁⠊⠚⠋

1st February 1906 ⠼⠁⠌⠞⠀⠠⠋⠑⠃⠗⠥⠁⠗⠽⠀⠼⠁⠊⠚⠋

    Rules for the use of hyphens, oblique strokes, colons or full stops, should be followed where dates and times are abbreviated. The numeric prefix needs to be restated after a hyphen, colon or slash, as these symbols terminate numeric mode.

Examples:

1.2.06 ⠼⠁⠲⠃⠲⠚⠋

1-2-06 ⠼⠁⠤⠼⠃⠤⠼⠚⠋

1/2/06 ⠼⠁⠌⠼⠃⠌⠼⠚⠋

10.30 a.m. ⠼⠁⠚⠲⠉⠚⠀⠁⠲⠍⠲

10.30 am ⠼⠁⠚⠲⠉⠚⠀⠁⠍

12:15 p.m. ⠼⠁⠃⠒⠼⠁⠑⠀⠏⠲⠍⠲

1800 hours ⠼⠁⠓⠚⠚⠀⠓⠳⠗⠎

18.00 ⠼⠁⠓⠲⠚⠚

18:00 ⠼⠁⠓⠒⠼⠚⠚

The apostrophe is brailled before the numeric prefix where an apostrophe precedes a number.

Example:

'14   ⠄⠼⠁⠙

Follow the print for the use of an apostrophe before an "s" .

Examples:

1920's   ⠼⠁⠊⠃⠚⠄⠎   1920s   ⠼⠁⠊⠃⠚⠎

Mathematical Signs

Operation Signs

Operation signs are generally brailled unspaced from their surrounding terms.

plus +   ⠐⠲   dot 5, dots 2 3 and 5

Example:

3 + 4   ⠼⠉⠐⠲⠼⠙

minus −   ⠐⠤   dot 5, dots 3 and 6

Example:

4 − 3   ⠼⠙⠐⠤⠼⠉

multiply ×   ⠐⠦   dot 5, dots 2 3 and 6

Example:

3 × 4   ⠼⠉⠐⠦⠼⠙

divide ÷   ⠨⠌   dot 5, dots 3 and 4

Example:

4 ÷ 2   ⠼⠙⠨⠌⠼⠃

ratio :   ⠒   dots 2 and 5 (same as colon)

Example:

2 : 4   ⠼⠃⠒⠼⠙

Comparison Signs

Comparison signs are generally brailled spaced from their surrounding terms.

equals =   ⠨⠿   dot 5, dots 2 3 and 5 6

Example:

5 + 2 = 7   ⠼⠑⠬⠼⠃ ⠨⠿ ⠼⠛

NOTE: The operation signs shown above are unspaced from the preceding and following terms. However, as a teaching strategy and for a short period of time, the use of extra space may be helpful for the younger learner.

Example:

⠼⠑ ⠬ ⠼⠃ ⠨⠿ ⠼⠛

Print Symbols

The following are symbols and NOT punctuation. Wordsigns and shortforms may NOT be used if print symbols are included within the continuous string of characters between spaces, hyphens or dashes.

An additional list of symbols can be found on page 193.

Print symbols are spaced as in print.

Ampersand &

⠈⠯   dot 4, dots 1 2 3 and 4 6 (dot 4, <u>and</u>)

Examples:

Cobb & Co.   ⠠⠉⠕⠃⠃ ⠈⠯ ⠠⠉⠕⠲

&c   ⠈⠯⠉

O&M   ⠠⠕⠈⠯⠠⠍

Asterisk *

⠐⠔   dot 5, dots 3 and 5

The asterisk is normally used as a general reference symbol.

A centred line of three spaced asterisks is often used to represent a break in the text.

"At" Sign @

⠈⠁　　dot 4, dot 1 (dot 4, **a**)

Examples:

@ 50 c<u>en</u>ts ea<u>ch</u>　　⠈⠁　⠼⠑⠚　⠀⠉⠢⠞⠎　⠑⠡

adm<u>in</u>@pr<u>in</u>tdisabil<u>ity</u>.org

⠁⠙⠍⠔⠈⠁⠏⠗⠔⠞⠙⠊⠎⠁⠃⠊⠇⠰⠽⠲⠕⠗⠛

Bullet •

⠸⠲　　dots 4 5 6, dots 2 and 5 6

The bullet is often used to mark the beginning of each item in a list. Like print, a space is normally left between a bullet and the following word.

Percent %

⠈⠴　　dots 4 6, dots 3 and 5 6 (dots 4 6, lower **j** or zero)

The percent sign is generally unspaced from a preceding number.

Example:

5%　　⠼⠑⠈⠴

Slash: Backslash \

⠸⠡　　dots 4 5 6, dots 1 and 6

Example:

c:\data　　⠉⠒⠸⠡⠙⠁⠞⠁

Slash: Forward Slash /

⠸⠌ dots 4 5 6, dots 3 and 4

The forward slash is spaced or unspaced depending on print usage. It may start or end a braille line.

The forward slash terminates numeric mode. The numeric prefix is required for a numeral following a slash.

Wordsigns and shortforms may NOT be used with the forward slash.

Examples:

<u>and</u>/or ⠯⠸⠌⠕⠗

17/3/06 ⠼⠁⠛⠸⠌⠉⠸⠌⠼⠚⠋

more/less ⠍⠕⠗⠑⠸⠌⠇⠑⠎⠎

Tilde ~

⠈⠱ dot 4, dots 3 and 5

Underscore (low line) _

⠈⠤ dots 4 6, dots 3 and 6

Example:

http://www2/~kathy_/

⠓⠞⠞⠏⠒⠸⠌⠸⠌⠺⠺⠺⠼⠃⠸⠌⠈⠱⠅⠁⠞⠓⠽⠈⠤⠸⠌

NOTE: No contractions are used following the number in the email address as numeric mode also sets grade 1 mode.

Electronic Addresses

Electronic addresses follow the standard rules of contraction, as shown in a number of the examples above.

No contractions are used following a number in an electronic address, as numeric mode also sets grade 1 mode.

Example:

www.shopping4you.com/clothing

⠺⠺⠺⠲⠩�6⠏⠏⠬⠼⠙⠽⠳⠥⠲⠉⠕⠍⠌⠉⠇⠕⠹⠬

Contractions may not be used to bridge two unspaced words or the components of a compound word within electronic addresses.

Example:

roundtableadmn@bigpond.com

⠗⠳⠞⠁⠃⠇⠑⠁⠙⠍⠝⠈⠼�062⠃⠊⠛⠏⠕⠝⠙⠲⠉⠕⠍

Electronic addresses usually contain symbols, as well as punctuation signs such as the dot separator, that are NOT in their standard grammatical position. Wordsigns and shortforms are generally NOT used in electronic addresses.

Example:

www.braille.org ⠀⠀⠺⠺⠺⠲⠃⠗⠁⠊⠇⠇⠑⠲⠕⠗⠛

www.beh<u>ind</u><u>time</u>.com ⠀⠀⠺⠺⠺⠲⠃⠑⠓⠔⠙⠞⠊⠍⠑⠲⠉⠕⠍

The continuation indicator introduced on page 122 is also used where an electronic address needs to be broken at the end of a braille line. A break should occur at a logical point, for example, after a dividing symbol, such as a slash or dot.

Begin each bullet point in cell 1. Each line of the arithmetic is considered a new paragraph and begins in cell 3.

Practice 24

- 25 times 100 comes to 2,500.

- 5% of 1,000 is 50.

- Divide 15¾ by 3 and you get 5¼.

    $1 + 2 = 3$. $4 + 5 = 9$.

    $6 + 7 = 13$. $8 + 9 = 17$.

    $5 - 5 = 0$. $25 - 10½ = 14½$.

    $3 \times 2 = 6$. $5 \times 7 = 35$.

    $85 \div 5 = 17$. $969 \div 3 = 323$.

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.

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.

A Unified English Braille chart can be downloaded from http://www.duxburysystems.com/braillechart.asp.

Send an email to harry_smith@braille2print.org.

Extra Practice 24

$10 + 11 = 21$

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

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

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

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%.

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.

The Unified English Braille Rulebook can be downloaded from http://www.iceb.org/ueb.html.

LESSONS 25-27

Braille Mode Indicators

Braille mode indicators change the meaning of the following braille signs or indicate an aspect of the following text. They have no direct print equivalents. The following lessons introduce the most commonly used indicators.

Lesson 25:   Capitals Indicators
                        Grade 1 Indicators
Lesson 26:   Typeform Indicators: Italic, Bold, Underline, Script
Lesson 27:   Use of Capitals Indicators

Transcriber's Note Indicators were introduced with additional punctuation on page 116.

Accented letters are not introduced until Lesson 30, but are referred to below.

Order of Braille Indicators and Other Signs

Indicators, accents, punctuation and other signs that are brailled before a word are placed in the following order from left to right:

1.   typeform indicator
2.   grade 1 indicator
3.   apostrophe
4.   numeric prefix
5.   capitals indicator or decimal sign
6.   accent sign

Terminators brailled after a word are placed in the reverse order of their respective opening indicators. This is known as nesting.

LESSON 25

Capitalisation and Grade 1 Mode

Capitals Mode Indicators

For further explanation, refer to Section 8 of *The Rules of Unified English Braille: Second Edition* 2013.

The capitals mode indicators are briefly presented here. Further explanation is given in Lesson 27.

Capital letter indicator ⠠ dot 6

Capitalised word indicator ⠠⠠ dot 6, dot 6

Capitalised passage indicator ⠠⠠⠠ dot 6, dot 6, dot 6

Capitals terminator ⠠⠄ dot 6, dot 3

Capital Letter Indicator

A SINGLE dot 6 indicates a single capital letter.

Capitalised Word Indicator

The capitalised word indicator sets capitals mode for the rest of the word, including contractions, accented letters and ligatured letters. It terminates at a space, any non-alphabetic symbol, or a capital letter indicator.

Examples:

CAPITAL ⠠⠠⠉⠁⠏⠊⠞⠁⠇   MORE ⠠⠠⠍⠕

WAS ⠠⠠⠺⠎   BRAILLE ⠠⠠⠃�279

Capitalised Passage Indicator/
Capitals Terminator

The capitalised passage indicator sets capitals mode for three or more fully capitalised words in sequence. The passage must end with a capitals terminator.

Example:

GO TO BED!!

⠠⠠⠛⠕⠀⠞⠕⠀�062⠦⠦

Non-alphabetic symbols may be included within a capitalised passage.

Example:

TYPE AT 60 WPM

⠠⠠⠞⠽⠏⠑⠀⠁⠞⠀⠼⠋⠚⠀⠺⠏⠍⠠⠆

The capitals terminator is also used where capitalisation ceases in the middle of a word.

Example:

GPs ⠠⠠⠛⠏⠠⠄⠎

Grade 1 Mode Indicators

For further explanation, refer to Section 5 of *The Rules of Unified English Braille: Second Edition* 2013.

Grade 1 symbol indicator ⠰ dots 5 6

Grade 1 word indicator ⠰⠰ dots 5 6, dots 5 6

Grade 1 passage indicator ⠰⠰⠰ dots 5 6, dots 5 6, dots 5 6

Grade 1 terminator ⠰⠄ dots 5 6, dot 3

Contracted braille is known as grade 2 braille. Uncontracted braille is known as grade 1 braille.

A braille symbol may have different meanings depending on the mode. For example, dots 1 and 4 represent the letter "c" in grade 1 mode; represent the word "can" when standing alone in grade 2 mode; and represent the digit "3" in numeric mode.

Grade 1 indicators are used to set grade 1 mode when a symbol could otherwise be misread as a contraction or a numeral.

The type of grade 1 indicator used determines the extent of the grade 1 mode.

Grade 1 Symbol Indicator

A grade 1 symbol indicator is required in front of a single letter that could be misread as a wordsign, or a letters-sequence that could be misread as a shortform, or a shortform at the beginning of a longer word.

Examples:

U-boat	⠰⠥⠤⠃⠕⠁⠞	(not "us-boat")
al d<u>en</u>te	⠁⠇ �064�921�044�520�244�520	(not "also dente")
I l—	⠠⠊ ⠇⠤	(not "I like—")

But:

Gdansk	⠠⠛⠙�061�774�920�535

The letters "a", "i" and "o" do not require a grade 1 symbol indicator, as they do not have an equivalent alphabetic wordsign and cannot be misread.

Example:

The vowels a, e, i, o and u

⠠⠮ ⠧⠪⠑⠇⠎ ⠁⠂ ⠑⠂ ⠊⠂ ⠕ ⠯ ⠥

A grade 1 symbol indicator is required before a punctuation symbol that could be misread as a lower wordsign or groupsign.

Examples:

? many ⠦ �022many

girls:boys ⠛⠊⠗⠇⠎⠒�062�062

The grade 1 symbol indicator terminates numeric mode. A grade 1 symbol indicator is required before a lower case letter, a-j, where it immediately follows a number or decimal point. An indicator is not required for any other letter of the alphabet or the uppercase letters, A-J, as these have no numeric meaning.

Examples:

row 22b ⠗⠪ ⠼⠃⠃⠰⠃

activ8ing ⠁⠉⠞⠊⠧⠼⠦⠰⠊⠝⠛

prac24.doc ⠏⠗⠁⠉⠼⠃⠙⠲⠙⠕⠉

But:

row 22B ⠗⠪ ⠼⠃⠃⠠⠃

4tune ⠼⠙⠞⠥⠝⠑

Grade 1 Word Indicator

A space terminates grade 1 word mode.

The grade 1 word indicator is used for spelled out words to minimise the number of indicators required and improve the ease of reading.

Example:

c-h-e-e-s-e ⠰⠰⠉⠤⠓⠤⠑⠤⠑⠤⠎⠤⠑

Rather than:

c-h-e-e-s-e ⠰⠉⠤⠰⠓⠤⠰⠑⠤⠰⠑⠤⠰⠎⠤⠰⠑

The grade 1 word indicator is required if a word could be misread as a word on the Shortform Extension List and the shortform is not at the beginning of the word.

Example:

ozbrl ⠕⠵⠃⠗⠇

Grade 1 Passage Indicator/Grade 1 Terminator

Grade 1 passage mode is used for three words or more. A grade 1 passage must be terminated by the grade 1 terminator.

Example:

s-t-o-p r-i-g-h-t n-o-w

⠰⠰⠰⠎⠤⠞⠤⠕⠤⠏ ⠗⠤⠊⠤⠛⠤⠓⠤⠞ ⠝⠤⠕⠤⠺⠰⠄

Further Examples

Single letters used as designations for persons, points or objects follow the above rules.

Examples:

> <u>From</u> p to q.
>
> ⠰⠋ ⠏ ⠞⠕ ⠟⠲
>
> A <u>and</u> B met at Z.
>
> ⠰⠁ ⠯ ⠰⠃ ⠍⠑⠞ ⠁⠞ ⠰⠵⠲

Single initials, except A, I and O, must be preceded by the grade 1 symbol indicator, regardless of whether full stops are used.

Examples:

> J S Ba<u>ch</u>
>
> ⠰⠚ ⠰⠎ ⠠⠃⠁⠡
>
> J. S. Ba<u>ch</u>
>
> ⠰⠚⠲ ⠰⠎⠲ ⠠⠃⠁⠡

The grade 1 indicator is not required where capital letters are written as a group, unless the letter group could be misread as a contraction or shortform.

Example:

> <u>The</u> angle ABC
>
> ⠮ ⠁⠝⠛⠇⠑ ⠠⠠⠁⠃⠉

But:

> The line CD.
>
> ⠮ ⠇⠊⠝⠑ ⠰⠠⠉⠠⠙⠲

Apostrophe

Alphabetic wordsigns may be used where a word is followed by 'd, 'll, 're, 's, 't or 've, as stated in Lesson 7. A grade 1 symbol is required before a single letter followed by any of these endings to distinguish it from an alphabetic wordsign.

Examples:

M<u>in</u>d <u>your</u> p's <u>and</u> q's

⠿⠀⠿⠀⠿⠀⠀⠿⠀⠀⠿⠀⠀⠿⠀⠀⠿

Miss J's pupils

⠿⠀⠿⠀⠀⠿⠀⠀⠿

Miss <u>Just</u>'s pupils

⠿⠀⠿⠀⠀⠿⠀⠀⠿

Roman Numerals

Roman numerals follow the rules for capitals and the grade 1 indicator. Follow the print in the use of a full stop.

Examples:

v　　⠿　　　　　　iii　　⠿

X　　⠿　　　　　　XI　　⠿

X.　⠿　　　　　　VI.'s　⠿

A grade 1 indicator is required following a hyphen or dash where a subsequent Roman numeral could be misread as a wordsign.

The hyphen or dash terminates capitals mode. Capitals indicators may need to be restated.

Examples:

v-x　⠿　　　　　　X–XX　⠿

Ordinal Roman Numerals

Roman numerals are not in numeric mode, so contractions may be used for ordinal numbers.

Examples:

I<u>st</u>   ⠠⠊⠌   V<u>th</u>   ⠠⠧⠱

Ordinal Roman numerals using the capitalised word indicator should be separated from their suffixes by the capitals terminator.

Examples:

IIIrd   ⠠⠠⠊⠊⠊⠠⠄⠗⠙

XXXI<u>st</u>   ⠠⠠⠭⠭⠭⠊⠠⠄⠌

Sections and Sub-divisions

Letters used for sections or sub-divisions are sometimes enclosed in brackets. The grade 1 indicator, if required, immediately follows the opening bracket. The whole group is spaced as a word.

Example:

(b)   ⠦⠰⠃⠴   (B)   ⠦⠰⠠⠃⠴

But:

(a)   ⠦⠁⠴   (A)   ⠦⠠⠁⠴

NOTE: A grade 1 indicator is NOT required before **a**, **i** and **o**.

Practice 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.

Save your work using the following filename: Practice25.docx.

Extra Practice 25

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

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

Next year he will be in class 6A.

Pope John XXIIIrd did much to promote the ecumenical movement.

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

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

LESSON 26

Typeform Indicators

For further explanation, refer to Section 9 of *The Rules of Unified English Braille: Second Edition* 2013.

UEB uses typeform indicators to represent four different print typefaces:

- Italics

- Bold

- Underline

- Script (may be used for handwriting)

Although UEB provides the facility to indicate typefaces, a balance needs to be met between conveying information to the reader and adding clutter to the braille. For example, headings are not normally shown as bold in braille, even though a print copy may use bold. The formatting of the braille is usually sufficient indication of a heading.

Typeform indicators are two-cell symbols where the first cell (prefix) determines the typeform style and the second cell (root) determines the extent of the typeform.

Indicators	*Italic*	**Bold**	<u>Underline</u>	*Script*
Symbol	⠨⠆	⠘⠆	⠸⠆	⠈⠆
Word	⠨⠂	⠘⠂	⠸⠂	⠈⠂
Passage	⠨⠶	⠘⠶	⠸⠶	⠈⠶
Terminator	⠨⠄	⠘⠄	⠸⠄	⠈⠄

Typeform Symbol Indicator

The typeform symbol indicator applies to a single letter or symbol.

A typeform symbol indicator before a contraction applies only to the first letter of the contraction. A contraction is not used if any letter other than the first letter of the contraction requires a typeform indicator.

Examples:

*b*right ⠨⠆⠃⠗⠊⠣⠞

colo<u>u</u>r ⠠⠉⠕⠇⠕⠌⠥⠗

have ⠘⠆⠓⠧

NOTE: In this lesson, contractions are not underlined to avoid confusion with underline print font.

Typeform Word Indicator

The influence of the typeform word indicator extends until the next space is reached.

Use the typeform word indicator for one or two consecutive words or unbroken strings of braille symbols. For three or more consecutive words, use the passage indicator and terminator.

Examples:

The Times ⠨⠆⠠⠞⠓⠑ ⠠⠞⠊⠍⠑⠎

We <u>were</u> glad ⠠⠺⠑ ⠘⠆⠺ ⠛⠇⠁⠙

R.S.V.P. ⠨⠶⠠⠗⠲⠠⠎⠲⠠⠧⠲⠠⠏⠲⠨⠄

out-of-the-way ⠨⠶⠳⠞⠤⠷⠤⠮⠤⠺⠁⠽

NOTE: The above example is an unbroken string of letters and symbols, so only one italic word indicator is required.

Typeform Passage Indicator/
Typeform Terminator

The typeform passage indicator is used where a typeform applies to three or more words. This MUST be terminated by the typeform terminator.

The influence of a typeform passage indicator extends to all words, letters or symbols that follow it, until the typeform terminator sign is reached. This may extend past a print page turnover (refer to page 182) or a new braille page.

Example:

> *Three or more words.*
>
> ⠨⠼⠨⠶�054⠀⠹⠗⠑⠑⠀⠕⠗⠀⠍⠕⠗⠑⠀⠺⠕⠗⠙⠎⠲�n

Multiple Paragraphs/Text Elements

A typeform may extend over more than one paragraph or text element, for example, a stanza of poetry. An example where this may occur is a letter written in italics within a novel.

The typeform passage indicator is stated at the beginning of each new paragraph or text element. The terminator is only required once at the point where the typeform ends.

Lower Wordsigns/Groupsigns

When applying the Lower Sign Rule, typeform indicators and terminators are considered upper signs.

Examples:

> bein' ⠃⠑⠔⠄   *bein'* ⠨⠂⠃⠑⠔⠄

The lower wordsigns <u>be</u>, <u>were</u>, <u>his</u> and <u>was</u> may be used with typeform indicators and terminators, providing the lower wordsign is not in contact with lower punctuation.

Examples:

We *were* glad!   ⠀⠄⠀⠀⠀⠀⠀⠀

But:

As you were!   ⠀⠀⠀⠀⠀⠀⠀⠀

Multiple Typeform Indicators

The order of typeform indicators is not prescribed. Typeform indicators and terminators are nested where two or more different typeforms are shown. The first typeform to be opened is the last typeform to be closed.

Example:

<u>Anne of Green Gables</u>

Punctuation

A typeform terminator usually follows punctuation, except for paired punctuation such as quotation marks and brackets.

Example:

It will be sunny tomorrow!!

A terminator is NOT required where a typeform word indicator is used for a word followed by punctuation.

Example:

Did you watch *Titanic*?

⠠⠙⠊⠙ ⠽⠕⠥ ⠺⠁⠞⠡ ⠨⠠⠞⠊⠞⠁⠝⠊⠉⠦

A typeform indicator follows opening punctuation where there is paired punctuation, for example, quotation marks and brackets. The typeform terminator, if required, is stated before the closing punctuation, observing the principles of nesting.

Example:

(*Romeo and Juliet*)

⠐⠣⠨⠠⠗⠕⠍⠑⠕ ⠁⠝⠙ ⠨⠠⠚⠥⠇⠊⠑⠞⠐⠜

A series of items, such as book titles printed in italics, bold or underline, is treated as a continuous typeform passage, ignoring any separating punctuation. The typeform passage indicator is placed before the first item and the typeform terminator follows the last item.

Example:

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

⠨⠶⠠⠮ ⠠⠎⠳⠇ ⠷ ⠠⠺⠁⠗⠂ ⠠⠃⠁⠉⠅ ⠞⠕
⠠⠇⠊⠋⠑⠨�terminator �045... ⠂ ⠑⠞⠉⠲ ⠜⠗⠑ ⠎⠕⠍⠑ ⠷ ⠮
⠞⠊⠞⠇⠑⠎⠲

Show all typeforms in the following Practice exercises, except bold in the exercise heading.

Practice 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."

Extra Practice 26

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

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

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

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

LESSON 27

Use of Capitals Indicators

Capital Letter Indicator

⠠   dot 6

The capital letter indicator is placed immediately before a letter or contraction to indicate that the next letter is a capital.

Examples:

O	⠠⠕	D	⠠⠙
B<u>er</u><u>lin</u>	⠠⠃⠻⠇⠔	<u>Sh</u><u>ar</u>on	⠠⠩⠜⠕⠝
<u>Every</u>	⠠⠑	<u>Some</u>	⠠⠎
<u>In</u>	⠠⠔		
R.S.V.P.	⠠⠗⠲⠠⠎⠲⠠⠧⠲⠠⠏⠲		

Capitalised Word Indicator

⠠⠠   dot 6, dot 6

The capitalised word indicator applies capitalisation to all following letters, including contractions, accented letters (Lesson 30) and ligatured letters. The effect of the capitalised word indicator is terminated by a space or any other non-alphabetic symbol, such as punctuation. It is also terminated by another capitals indicator or capitals terminator.

Examples:

EDWARD ⠀⠀⠀⠀⠠⠠⠑⠙⠺⠜⠙

RSVP ⠀⠀⠀⠀⠠⠠⠗⠎⠧⠏

QUITE ⠀⠀⠀⠀⠠⠠⠟

DipTP ⠀⠀⠀⠀⠠⠙⠊⠏⠠⠠⠞⠏

AND/OR ⠀⠀⠀⠀⠠⠠⠯⠸⠌⠠⠠⠕⠗

MERRY-GO-ROUND ⠀⠀⠠⠠⠍⠻⠗⠽⠤⠠⠠⠛⠕⠤⠠⠠⠗⠘⠿⠙

Grade 1 indicators precede capitals indicators.

Example:

CD-ROM ⠀⠀⠀⠀⠠⠠⠰⠉⠙⠤⠠⠠⠗⠕⠍

A termination sign should be inserted before a lower case "s" that immediately follows an abbreviation or word consisting of two or more capital letters. An apostrophe before the lower case "s" terminates the capitalisation.

Examples:

GPs ⠀⠀⠀⠀⠠⠠⠛⠏⠠⠄⠎

GP's ⠀⠀⠀⠀⠠⠠⠛⠏⠄⠎

But:

Ps and Qs ⠀⠀⠠⠏⠎⠀⠯⠀⠠⠟⠎

When using capitals indicators and terminators within a word, ensure that the readability of the word is retained.

Examples:

NatWe<u>st</u>   ⠠⠝⠁⠞⠠⠺⠑⠌   B<u>Ed</u>   ⠠⠃⠠�045

DB<u>Engi</u>ne   ⠠⠠⠙⠃⠠⠑⠝⠛⠊⠑

NOTE: To retain "Engine" in a recognisable form, place a single capital letter before the "E". The capital letter indicator terminates capitals word mode.

Capitalised Passage Indicator/ Capitals Terminator

Capitalised passage indicator   ⠠⠠⠠   dot 6, dot 6, dot 6

Capitals terminator   ⠠⠄   dot 6, dot 3

A passage is three or more consecutive words. The capitalised passage indicator is used before the first word of the passage. The capitals terminator immediately follows the last affected word.

Example:

KEEP <u>OFF</u> <u>THE</u> GRASS.

⠠⠠⠠�po ⠷ ⠮ ⠛⠗⠁⠎⠎⠄⠲

Multiple Paragraphs/Text Elements

A capitalised passage may extend over more than one text element, for example, a series of paragraphs, stanzas of poetry, or list items.

The capitalised passage indicator must be restated at the beginning of each new paragraph or text element. The capitals terminator is only required once at the point where capitalisation ends.

A heading that extends over two or more lines is considered a single text element.

Text elements do not always constitute a continuous passage, for example, a series of headings or a capitalised heading followed by a capitalised paragraph. In this case, each text element is capitalised separately.

Example:

<div align="center">

C̲H̲A̲P̲T̲E̲R̲ O̲N̲E̲

T̲H̲E̲ F̲I̲R̲S̲T̲ W̲O̲R̲D̲

⠠⠠⠉⠓⠁⠏⠞⠻ ⠠⠕⠝⠑

⠠⠠⠹⠑ ⠋⠌ ⠠⠺⠕⠗⠙

</div>

Practice 27

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.

Extra Practice 27

"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 28

Proper Names and
Print Abbreviations

The following lessons show how the rules already learnt may be applied in specific situations.

Proper Names and Places

Proper names and places are brailled according to the standard rules for contractions.

Examples:

<u>Will</u> <u>More</u>	⠠⠺ ⠠⠍
Rob<u>er</u>t <u>Child</u>	⠠⠗⠕�062⠞ ⠠⠡
<u>St</u>aff<u>ord</u>	⠠⠌⠁⠋⠋⠕⠗⠙
Mat<u>the</u>ws	⠠⠍⠁⠞⠮�077
Mr <u>Day</u>	⠠⠍⠗ ⠠⠙
Ms <u>Young</u>	⠠⠍⠎ ⠠⠽
Mr Halli<u>day</u>	⠠⠍⠗ ⠠⠓⠁⠇⠇⠊⠙
Mr <u>Young</u>husb<u>and</u>	⠠⠍⠗ ⠠⠽�068⠎�062⠙

Shortforms may be used in proper names, regardless of pronunciation, following the rules for shortforms and longer words on the Shortform Extension List.

Examples:

Miss <u>Good</u> ⠀⠠⠍⠊⠎⠎ ⠠⠛⠙

Mr <u>Good</u>body ⠠⠍⠗ ⠠⠛⠙⠃⠕⠙⠽

Mrs <u>Little</u>john ⠠⠍⠗⠎ ⠠⠇⠇⠚⠕⠓⠝

Port <u>Said</u> ⠠⠏⠕⠗⠞ ⠠⠎⠙

But:

Mr Hapgood ⠠⠍⠗ ⠠⠓⠁⠏⠛⠕⠕⠙

Ms L<u>in</u>klett<u>er</u> ⠠⠍⠎ ⠠⠇⠔⠅⠇⠑⠞⠞⠻

Himalayas ⠠⠓⠊⠍⠁⠇⠁⠽⠁⠎

Personal Initials

Personal initials follow the print with regards to spacing and the use of abbreviation points.

A grade 1 symbol indicator is required where letters may be misread as alphabetic wordsigns, or where there may be confusion with shortforms.

Contractions may not be used within initials.

Examples:

Mr. A. B. Smi<u>th</u> ⠠⠍⠗⠲ ⠠⠁⠲ ⠠⠃⠲ ⠠⠎⠍⠊⠹

Mr A B Smi<u>th</u> ⠠⠍⠗ ⠠⠁ ⠠⠃ ⠠⠎⠍⠊⠹

Mr AB Smi<u>th</u> ⠠⠍⠗ ⠠⠠⠁⠃ ⠠⠎⠍⠊⠹

Mrs OW J<u>one</u>s ⠠⠍⠗⠎ ⠠⠠⠕⠺ ⠠⠚⠕⠝⠑⠎

Mrs. O.W. J<u>one</u>s ⠠⠍⠗⠎⠲ ⠠⠕⠲⠠⠺⠲ ⠠⠚⠕⠝⠑⠎

Print Abbreviations

Transcribe abbreviations with the same capitalisation and spacing as shown in the print.

Examples:

Rd (Road) ⠠⠗⠙   Mr (Mister) ⠠⠍⠗

MA ⠠⠠⠍⠁   AAA ⠠⠠⠁⠁⠁

Use a grade 1 symbol indicator where an abbreviation could be misread as an alphabetic wordsign or shortform.

Examples:

c. 1980 ⠰⠉⠲ ⠼⠁⠊�punt⠚

CD ⠠⠠⠉⠙

A grade 1 symbol indicator is generally not required where an abbreviation has internal full stops. Letters cannot be misread as wordsigns where punctuation occurs in the middle of the sequence.

Examples:

a.m.　⠁⠲⠍⠲　　　　V.C.　⠠⠧⠲⠠⠉⠲

B.Sc.　⠠⠃⠲⠠⠎⠉⠲　　Ph.D.　⠠⠏⠓⠲⠠⠙⠲

Contractions may be used in abbreviations.

Example:

m⎯ed.　⠍⠫⠲　　　　⎯edit.　⠫⠊⠞⠲

Use the lower groupsign ⎯be, ⎯con or ⎯dis in an abbreviation where it would normally be used in the unabbreviated form, provided it is followed by at least one other letter.

Examples:

⎯contd.　⠒⠞⠙⠲　　　　⎯conj.　⠒⠚⠲

But:

dis.　⠙⠊⠎⠲

A contraction is not used where it could be misread as a non-alphabetic wordsign.

Example:

St. John's st.　⠠⠎⠞⠲　⠠⠚⠕⠓⠝⠄⠎　⠎⠞⠲

Acronyms

Contractions may be used if an acronym is pronounced as a word.

Examples:

    qw<u>er</u>ty   ⠟⠺⠻⠞⠽

    AS<u>EA</u>N   ⠠⠁⠠⠎⠑⠁⠠⠝

    <u>IN</u>XS   ⠠⠔⠠⠭⠠⠎

Contractions may not be used where the letters making up an acronym are pronounced separately.

Examples:

    US   ⠠⠥⠠⠎   (United States)

    IT   ⠠⠊⠠⠞   (Information Technology)

    WHO   ⠠⠺⠠⠓⠠⠕   (World Health Organisation)

In the following Practice exercise, "Hawkshead" is a compound word, so the "sh" is not contracted. "Esthwaite" uses the <u>th</u> rather than the "st" contraction, as this follows the pronunciation of the word more closely. Refer item (7) of Choice of Contractions on page 199.

Practice 28

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., 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.

Extra Practice 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

Unit Abbreviations

Follow the print for unit abbreviations.

Capitalisation, position and print spacing of units are strictly followed.

The grade 1 symbol is required to terminate numeric mode, where lowercase letters **a-j** immediately follow a number without a space. Refer to page 140.

Examples:

3 ft.	⠼⠉ ⠋⠞⠲	8 l	⠼⠓ ⠇
8g	⠼⠓⠛	8 g	⠼⠓ ⠛
2 m	⠼⠃ ⠍	89p	⠼⠓⠊⠏
5 s	⠼⠑ ⠎	5 sec	⠼⠑ ⠎⠑⠉
16cm	⠼⠁⠋⠰⠉⠍	16 cm	⠼⠁⠋ ⠉⠍
80 kg	⠼⠓⠚ ⠅⠛	60 mph	⠼⠋⠚ ⠍⠏⠓
20L	⠼⠃⠚⠰⠠⠇	20 L	⠼⠃⠚ ⠠⠇
9 to 10 kg	⠼⠊ ⠞⠕ ⠼⠁⠚ ⠅⠛		
6 m 25 cm	⠼⠋ ⠍ ⠼⠃⠑ ⠉⠍		
£6 3s. 4d.	⠈⠇⠼⠋ ⠼⠉⠎⠲ ⠼⠙⠰⠙⠲		

Symbols

The equivalent braille sign, if available, should always be used.

NOTE: A complete list of symbols can be found in Sections 3 and 11 of *The Rules of Unified English Braille: Second Edition* 2013.

Degree sign °

⠸⠡   dots 4 5, dots 2 and 4 5

Examples:

45°. ⠼⠙⠑⠸⠡⠲   21°C ⠼⠃⠁⠸⠡⠠⠉

Answer in °F   ⠁⠝⠎⠺⠻   ⠔   ⠸⠡⠠⠋

Currency

dollar $ ⠈⠎   dot 4, dots 2 3 and 4 (dot 4, **s**)

cent ¢   ⠈⠉   dot 4, dots 1 and 4 (dot 4, **c**)

pound £   ⠈⠇   dot 4, dots 1 2 3 (dot 4, **l**)

euro €   ⠈⠑   dot 4, dots 1 and 5 (dot 4, **e**)

Currency units are brailled as they are shown in print.

Examples:

£600   ⠘⠷⠼⠋⠴⠴ $2   ⠈⠎⠼⠃

€12   ⠈⠑⠼⠁⠃   65¢   ⠼⠋⠑⠈⠉

$3 bn   ⠈⠎⠼⠉⠀�062⠃⠝   £5m   ⠘⠷⠼⠑⠍

$US34   ⠈⠎⠠⠥⠠⠎⠼⠉⠙

<u>the</u> £ rose   ⠮⠀⠘⠷⠀⠗⠕⠎⠑

<u>the</u> $ fell   ⠮⠀⠈⠎⠀⠋⠑⠇⠇

But:

65c   ⠼⠋⠑⠰⠉

Capitals

The use of capitals indicators in abbreviations follows the guidelines given in Lesson 27.

Examples:

3 V   ⠼⠉⠀⠠⠧   5 mA   ⠼⠑⠀⠍⠠⠁

8 Hz   ⠼⠓⠀⠠⠓⠵   13 MW   ⠼⠁⠉⠀⠠⠠⠍⠺

90 MHz   ⠼⠊⠚⠀⠠⠍⠠⠓⠵

30 M.P.G.   ⠼⠉⠚⠀⠠⠍⠲⠠⠏⠲⠠⠛⠲

60 MPH   ⠼⠋⠚⠀⠠⠠⠍⠏⠓

Contractions

Contractions may be used in unit abbreviations unless the letters that make up the abbreviation are pronounced separately.

Examples:

8 <u>in</u>s ⠼⠓⠸⠔⠎ ⠼⠑⠀⠍⠸⠔⠎ 5 m<u>in</u>s

But:

kwh �6⠅⠺⠓ kWh �6⠠⠅⠠⠺⠓

Reference Symbols and abbreviations

Section § ⠘⠎ dots 4 5, dots 2 3 and 4

Paragraph ¶ ⠘⠏ dots 4 5, dots 1 2 3 and 4

Braille should follow the print in the use of symbols or abbreviations for references.

Examples:

§12 ⠘⠎⠼⠁⠃   ¶4 ⠘⠏⠼⠙

Vol.5 ⠠⠧⠕⠇⠲⠼⠑   Vol. 5 ⠠⠧⠕⠇⠲ ⠼⠑

Vol 5 ⠠⠧⠕⠇ ⠼⠑   <u>ch</u>.16 ⠡⠲⠼⠁⠋

p<u>ar</u> 15 ⠏⠜ ⠼⠁⠑   ss.6-8 ⠎⠎⠲⠼⠋⠤⠓

p.6 ⠏⠲⠼⠋   p6 ⠏⠼⠋

Practice 29

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

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

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

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

Extra Practice 29

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

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

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

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

LESSON 30

Accented Letters
and Foreign Words

For further explanation on accents and foreign words, refer to Section 4.2 (Modifiers) and Section 13 (Foreign Language) of *The Rules of Unified English Braille: Second Edition* 2013.

Accented Letters

acute	⠈⠁	dots 4 5, dots 3 and 4	é	⠈⠑
grave	⠈⠡	dots 4 5, dots 1 and 6	è	⠈⠣
cedilla	⠈⠯	dots 4 5, dots 1 2 3 and 4 6	ç	⠈⠉
circumflex	⠈⠡	dots 4 5, dots 1 and 4 6	ê	⠈⠣
dieresis/umlaut	⠈⠒	dots 4 5, dots 2 and 5	ö	⠈⠶
tilde	⠈⠻	dots 4 5, dots 1 2 and 4 5 6	ñ	⠈⠝

The accent sign is positioned immediately before the affected letter and forms part of the letter.

Examples:

rôle

naïve

Typeform and capitals letter indicators, where required, precede the accent. Refer to the Order of Braille Indicators on page 136.

Example:

Épi̲n̲al

The presence of accented letters does not affect the use of the capitalised word indicator.

Examples:

ÉDOUARD ⠠⠠⠌⠙⠕⠥⠜⠙

FRANÇOIS ⠠⠠⠋⠗⠁⠝⠯⠕⠊⠎

An accented letter may not form part of a contraction.

The groupsigns for <u>ea</u>, <u>bb</u>, <u>cc</u>, <u>ff</u>, <u>gg</u> may be used immediately before an accented letter.

Examples:

b<u>less</u>éd ⠃⠇⠑⠎⠎⠌⠙   señor ⠎⠑⠝⠱⠕⠗

Gér<u>ar</u>d ⠠⠛⠌⠗⠜⠙   a<u>bb</u>é ⠁⠆⠌

Foreign Words

The accent symbols introduced above are only used within UEB. Other braille codes have different conventions, that are not discussed in this manual, for showing accents. For more information refer to Section 13 (Foreign Language) of *The Rules of Unified English Braille: Second Edition* 2013 and *World Braille Usage* 2013.

Words, phrases and passages that are distinctly foreign are brailled uncontracted in UEB. Grade 1 indicators are not required, unless there is ambiguity with wordsigns or shortforms.

Examples:

télévision ⠞⠌⠇⠌⠧⠊⠎⠊⠕⠝

le chien ⠇⠑ ⠉⠓⠊⠑⠝

"L'Angleterre est une nation de boutiquiers." <u>This</u> rem<u>ar</u>k is attribut<u>ed</u> to Napoleon.

⠐⠦⠠⠇⠄⠠⠁⠝⠛⠇⠑⠞⠻⠗⠑ ⠑⠌ ⠥⠝⠑ ⠝⠁⠞⠊⠕⠝ ⠲⠑ ⠃⠳⠞⠊⠟⠥⠊⠻⠎⠲⠴ ⠘⠦⠠⠞�karⰁ

⠠⠞⠓⠊⠎ ⠗⠑⠍⠜⠅ ⠊⠎ ⠁⠞⠞⠗⠊⠃⠥⠞�065 ⠞⠕ ⠠⠝⠁⠏⠕⠇�516⠝⠲

Contractions may be used in words and phrases of foreign origin that have been anglicised and are now commonly used in English.

Some texts use italics to indicate foreign words. In such texts, non-italicised words are considered anglicised and may be contracted.

Latin scientific names written in italics are not considered foreign and may be contracted.

Care should be taken when using contractions in words of a foreign origin to ensure that the pronunciation and structure of the word are not distorted. Refer to item (7) in General Rules for the Use of Contractions on page 199.

Examples:

c<u>ar</u>te blan<u>ch</u>e	⠉⠜⠞⠑ ⠃⠇⠁⠝⠡⠑
ex <u>part</u>e	⠑⠭ ⠏⠜⠞⠑
Avicennia marina	⠨⠁⠧⠊⠉⠢⠝⠊⠁ ⠍⠜⠊⠝⠁
panettone	⠏⠁⠝⠑⠞⠞⠕⠝⠑

NOTE: Panettone (an Italian sweet bread) is a word in common use and is pronounced pan-e-ton-ay. "one" is uncontracted as it is not a syllable.

Contractions may be used for proper names, personal titles (e.g. Senor) and place names.

Examples:

S<u>en</u>or Ju<u>ar</u>ez   ⠠⠎⠢⠕⠗ ⠠⠚⠥⠜�258�august...

But:

Bundestag   ⠠⠃⠥⠝⠙⠑⠎⠞⠁⠛

NOTE: "st" should not be contracted in this proper noun since it bridges the two elements "Bundes" and "tag" of this compound word.

Mixed Example:

Mén<u>ar</u>d, M<u>ar</u>c. *Élements pour une économie des industries culturelles.*

⠠⠍⠿⠜⠙⠂ ⠠⠍⠜⠉⠲   ⠠⠿⠇⠑⠞⠎⠲

  ⠠�070⠑⠇�025�044 ⠏⠳⠗ ⠥⠝

  ⠿⠉⠕⠝⠕⠍⠊⠑ ⠙⠑⠎ ⠔⠙⠥⠌⠚�045�036

  �063�075�045�023�022�046�036�004�021�036

The name "Silone" in the exercise below is pronounced "Si-lon-ay".

Practice 30

Jean-Paul was looking forward to spending three years at the University of Bordeaux, which was his belovéd 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—wilkommen—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.

Extra Practice 30

Germany is a federal republic consisting of 16 states (called "*Bundesländer*" or shortened to "*Länder*" in German). Germany is equally admired by visitors for its old-world charm and "*Gemütlichkeit*" (cosiness).

The major rivers of Brazil include the Amazon (the world's second-longest river and the largest in terms of volume of water), the Paraná and its major tributary the Iguaçu (which includes the Iguazu Falls), the Negro, São Francisco, Xingu, Madeira and Tapajós rivers.

French or *la langue française* is a Romance language spoken as a first language in a number of countries. A number of diplomatic words have been borrowed from French: attaché, envoy, embassy, chancery, chargé d'affaires, diplomacy, alliance, passport, protocol.

Why did Monsieur Lumière go where he did? Who did Benoît want to impress?

LESSON 31

Formatting

This is the final lesson in this Manual. Unlike Lessons 1-30, it does NOT have Practice exercises. This lesson has a series of longer passages for transcription. Each passage demonstrates a different principle of formatting.

A brief outline of formatting is given below. More information can be found in the *ABA Rules and Guidelines for Formatting of Braille Material 2014*.

Headings

Headings are formatted according to their hierarchy or level, rather than according to how they appear in print.

Block capitals are the only print enhancement for headings that are shown in braille. Bold, italics or underline should not be used in a heading unless they serve a specific purpose.

No blank line is left following a heading.

At least one line of braille must follow a heading on the same page, otherwise move the heading to the top of the next page.

Major Headings

Major headings, or first level headings, always have a blank line before them and are centred on a braille line. There should be at least six blank cells on each side of the heading. Where the heading is too long to fit on one line, split the heading across two or more lines, balancing the line lengths as is practical.

Minor Headings

A second level heading has a blank line before it, unless it immediately follows a major heading.

The heading begins in cell 5 of the line, leaving four blank spaces. A subsequent line also begins in cell 5 for headings that do not fit on a single line.

Examples of minor headings are the headings "Ingredients" and "Methods" in a recipe.

Lower Headings

When a third level of heading is required, this has a blank line before it, unless it immediately follows a major or minor heading.

The heading begins in cell 3 of the line, leaving two blank spaces. A subsequent line also begins in cell 3 for headings that do not fit on a single line.

Example:

⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀[blank line]

⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀[major heading]

⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀

⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀

⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀[blank line]

⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀[minor heading]

⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀

⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀

⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀[blank line]

⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀[lower heading]

⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀

⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀

Paragraphs

A new paragraph in braille always begins in cell 3, with an indent of two cells, regardless of print layout. Second and subsequent lines begin at the margin. Paragraphs are never separated with a blank line, even if one appears in print.

Practice exercises 23-30 were all in paragraph format.

Lists

List formatting should be used for a variety of material, such as numbered items or questions, bulleted items, indexes and glossaries.

Numbered lists and questions ALWAYS need a separation between the number or count letter and the text following. A full stop should be added if there is no separator in the print.

Each line of a list begins at the margin. If the line runs over to a second line in braille, this is indented to cell 3. Alternatively, the second line may be further indented to directly below the point where the text begins above. A consistent approach should be maintained.

Information on more complex lists is found in *ABA Rules and Guidelines for Formatting of Braille Material* 2014.

Example:

Read the information then answer the questions that follow.

- Unified English Braille, UEB, was recognised as an official code in April 2004.
- The Australian Braille Authority voted and agreed to adopt UEB in May 2005.

1. In what year was UEB adopted as an official code?
2. Which was the first country in the world to adopt UEB?

The first line is a paragraph. The second line begins the bulleted list.

Three centred asterisks are used to separate the information from the questions.

Option 1: Second line of list indented 2 cells.

⠀⠀⠀⠠⠃�279 ⠒ ⠂⠿⠻⠹⠐⠝ �306 �249⠊⠿ ⠒ ⠯⠿⠂ ⠿ ⠿⠪⠇⠇⠪⠺
⠒⠂ ⠠⠥⠝⠿⠿⠿⠾ ⠠⠶⠻⠇⠳⠝ ⠠⠃⠃⠇⠐ ⠠⠠⠥⠇⠘⠂ ⠒
⠀⠀⠏⠊⠂⠏⠿⠏⠂⠾⠾ ⠒ ⠐⠏ ⠮⠿⠿⠿⠿⠇ ⠺⠐⠏⠃ ⠶ ⠠⠂⠿⠃⠊⠮
⠀⠀⠼⠑⠿⠿⠛⠣

⠒⠶ ⠠⠶ ⠠⠰⠥⠌⠠⠗⠿⠇⠊⠝ ⠠⠃⠃⠇ ⠠⠰⠥⠺⠃⠣⠰⠝ ⠪⠩⠿⠾ ⠿
⠀⠀⠿⠿⠃⠿⠾ ⠿⠿ ⠗⠩⠐⠿ ⠠⠠⠥⠇⠃ ⠶ ⠠⠵⠗⠵ ⠼⠑⠿⠿⠛⠣

⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠒⠂ ⠒⠂ ⠒⠂

⠼⠂⠺ ⠠⠂ ⠠⠉⠛ ⠩⠪⠂ ⠿ ⠠⠠⠇⠪⠃ ⠉⠩⠿⠏⠩⠾ ⠾ ⠐⠏
⠀⠀⠮⠿⠿⠿⠿⠇ ⠺⠐⠏⠃⠀

⠼⠂⠺ ⠠⠆ ⠿ ⠒ ⠿⠰ ⠺⠠⠿⠃⠩ ⠶ ⠒ ⠒⠶ ⠿⠶ ⠗⠩⠐⠿
⠀⠀⠠⠠⠰⠠⠆⠐⠃⠣⠄
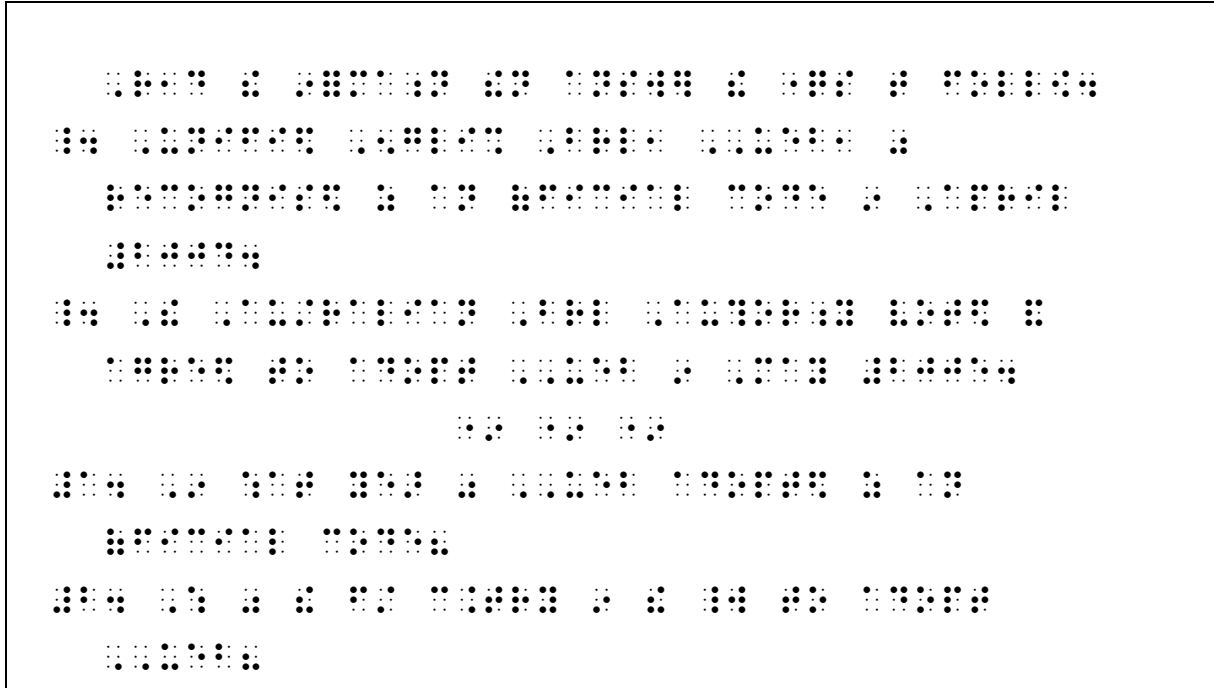
Option 2: Second line of list indented to line up with the text in the line above.

⠀⠀⠀⠠⠃�279 ⠒ ⠂⠿⠻⠹⠐⠝ �306 �249⠊⠿ ⠒ ⠯⠿⠂ ⠿ ⠿⠪⠇⠇⠪⠺
⠒⠂ ⠠⠥⠝⠿⠿⠿⠾ ⠠⠶⠻⠇⠳⠝ ⠠⠃⠃⠇⠐ ⠠⠠⠥⠇⠘⠂ ⠒
⠀⠀⠀⠏⠊⠂⠏⠿⠏⠂⠾⠾ ⠒ ⠐⠏ ⠮⠿⠿⠿⠿⠇ ⠺⠐⠏⠃ ⠶ ⠠⠂⠿⠃⠊⠮
⠀⠀⠀⠼⠑⠿⠿⠛⠣

⠒⠶ ⠠⠶ ⠠⠰⠥⠌⠠⠗⠿⠇⠊⠝ ⠠⠃⠃⠇ ⠠⠰⠥⠺⠃⠣⠰⠝ ⠪⠩⠿⠾ ⠿
⠀⠀⠀⠿⠿⠃⠿⠾ ⠿⠿ ⠗⠩⠐⠿ ⠠⠠⠇⠪⠃ ⠶ ⠠⠵⠗⠵ ⠼⠑⠿⠿⠛⠣

⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠒⠂ ⠒⠂ ⠒⠂

⠼⠂⠺ ⠠⠂ ⠠⠉⠛ ⠩⠪⠂ ⠿ ⠠⠠⠇⠪⠃ ⠉⠩⠿⠏⠩⠾ ⠾ ⠐⠏
⠀⠀⠀⠮⠿⠿⠿⠿⠇ ⠺⠐⠏⠃⠄

⠼⠂⠺ ⠠⠆ ⠿ ⠒ ⠿⠰ ⠺⠠⠿⠃⠩ ⠶ ⠒ ⠒⠶ ⠿⠶ ⠗⠩⠐⠿
⠀⠀⠀⠠⠠⠰⠠⠆⠐⠃⠣⠄
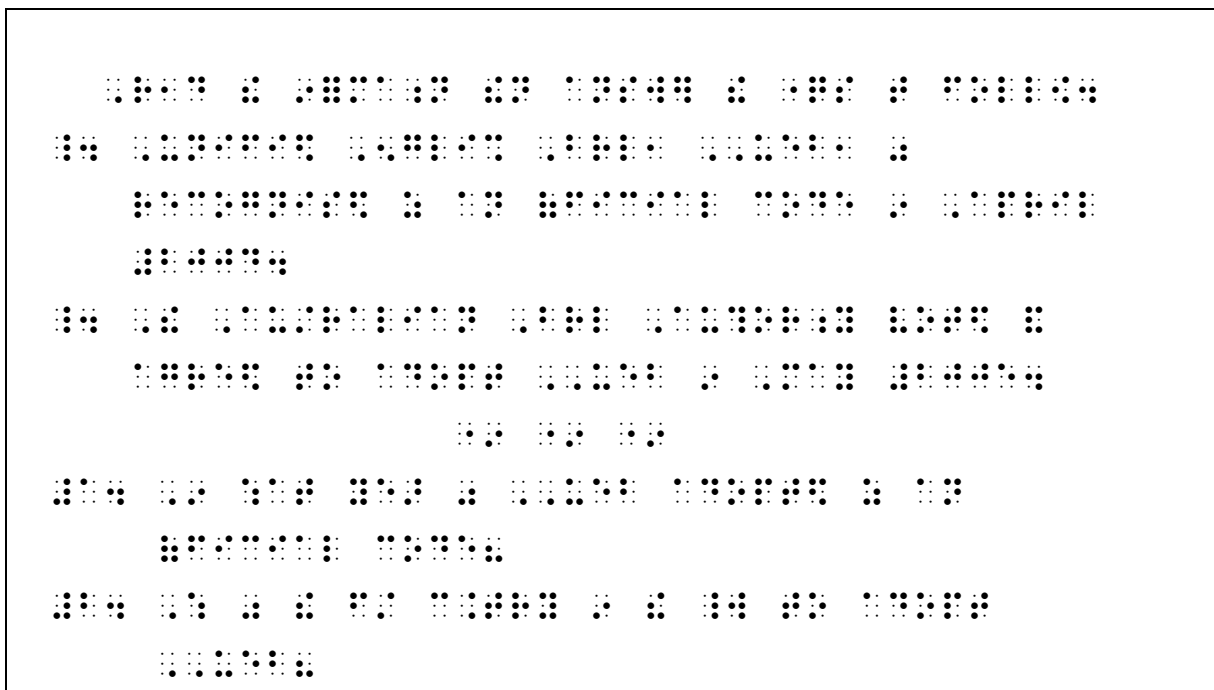
Poetry

Poetry follows a similar layout to lists.

Some poems have each line begin at the margin. Each line of the poem begins in cell 1. If a line of the poem does not fit on a single braille line, the run-over is indented to cell 3.

Some poems have lines that are indented. An indented line of the poem begins in cell 3 and ALL run-overs in the stanza begin in cell 5. Information on more complex indentation and other poetry layouts is found in *ABA Rules and Guidelines for Formatting of Braille Material* 2014.

A blank line is left between each verse or stanza. This blank line may appear at the top of a braille page if a new stanza begins the page.

A verse or stanza should not begin on the last line of a page of braille. A short stanza should be kept together on the same braille page.

Example:

There was a wild colonial boy, Jack Doolan was his name,
    Of poor but honest parents he was born in Castlemaine.
He was his father's only son, his mother's pride and joy,
    And dearly did his parents love this Wild Colonial Boy.

Come, all my hearties, we'll roam the mountainside,
Together we will plunder, together we will ride,
We'll scour along the valleys and we'll gallop o'er the plains,
And we'll scorn to live in slavery, bound down with iron chains.
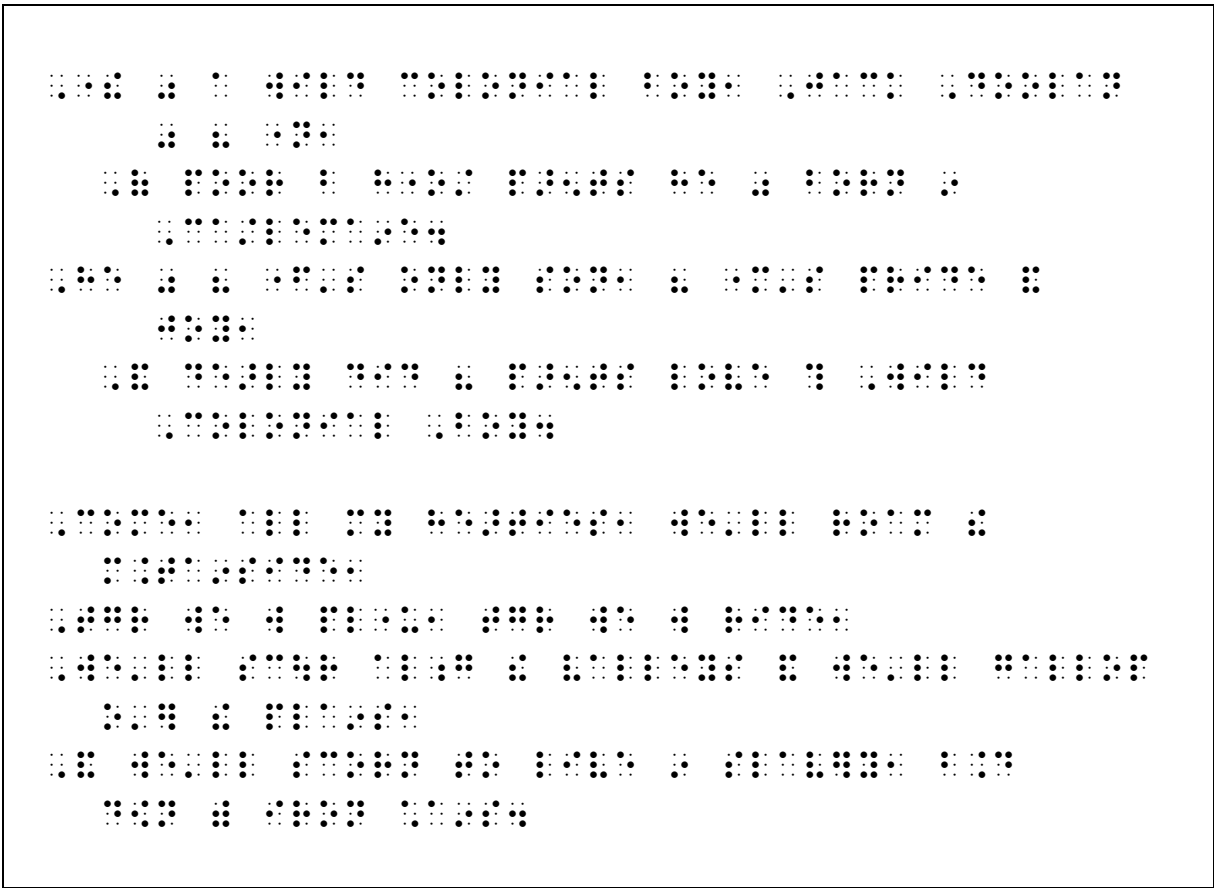
Drama

The dialogue of a play follows a similar layout to lists. The name of each speaker begins at the margin. Second and subsequent lines begin in cell 3.

Clear distinction is ALWAYS required between the speaker's name and the dialogue. A colon should be added if there is no other means of distinction between the speaker's name and the dialogue.

Stage directions that appear on their own line within the dialogue are formatted as an indented paragraph in braille. The paragraph begins in cell 7 and subsequent lines run over to cell 5.

Example:

From: *Major Barbara*, by George Bernard Shaw.

Undershaft: [submissively] Yes, my dear: I daresay that will be
best. [Making himself comfortable] Well, here I am. Now what
can I do for you all?

Lady Britomart: You need not do anything, Andrew. You are one of
the family. You can sit with us and enjoy yourself.

[*Lomax*'s too long suppressed mirth explodes in agonized
neighings.]

Lady Britomart: [outraged] Charles Lomax, if you can behave
yourself, behave yourself. If not, leave the room.

⠨⠥⠝⠙⠻⠩⠁⠋⠞⠒ ⠈⠣⠎⠥⠃⠍⠊⠎⠎⠊⠧⠑⠇⠽⠈⠜ ⠠⠽⠑⠎⠂ ⠍⠽ ⠙⠂⠗⠒
⠠⠊ ⠙⠬⠗⠑⠎�061⠽ ⠃ ⠲ ⠺⠊⠇⠇ ⠃⠑ ⠃⠑⠌⠲ ⠈⠣⠠⠍⠁⠅⠬ ⠓⠊⠍
⠉⠕⠍⠋�6⠞⠁⠃⠇⠑⠈⠜ ⠠⠺⠑�6⠂ ⠓⠻⠑ ⠠⠊ ⠁⠍⠲ ⠠⠝⠪ ⠱⠁⠞ ⠝
⠠⠊ ⠙ ⠋ ⠽ ⠁�6⠦

⠠⠇⠁⠙⠽ ⠠⠃⠗⠊⠞⠕⠍⠜⠞⠒ ⠠⠽ ⠝⠑⠑⠙ ⠝ ⠞ ⠙⠜⠽⠹⠬ ⠠⠁⠝⠙⠗⠑⠺⠲
⠠⠽ ⠜⠑ ⠕⠝ ⠷ ⠮ ⠋⠁⠍⠊�6⠽⠲ ⠠⠽ ⠝ ⠎⠊⠞ ⠺ ⠥ ⠯
⠑⠝⠚⠕⠽ ⠽�256⠲

⠈⠣⠠⠇⠕⠍⠁⠭�027⠎ ⠞⠕⠕ �6⠲ ⠎⠥⠏⠏⠗⠑⠎⠎⠫
⠍⠊⠗⠹ ⠑⠭⠏⠇⠕⠙⠑⠎ ⠊ ⠁⠛⠕⠝⠊⠵⠫ ⠝⠑⠊⠣⠬⠎⠲⠈⠜

⠠⠇⠁⠙⠽ ⠠⠃⠗⠊⠞⠕⠍⠜⠞⠒ ⠈⠣⠳⠞⠗⠁⠛⠫⠈⠜ ⠠⠡⠜⠇⠑⠎ ⠠⠇⠕⠍⠁⠭⠂
⠬ ⠽ ⠝ ⠃⠑⠓⠁⠧⠑ ⠽�256⠂ ⠃⠑⠓⠁⠧⠑ ⠽�256⠲ ⠠⠊⠋ ⠝⠕ ⠇⠑⠁⠧⠑
⠮ ⠗⠕⠕⠍⠲

Navigation Line

The navigation line is the top line of every page of braille. On the far left is the print page number; on the far right is the braille page number. Centred on the second and subsequent pages is a running title with information about the document.

Print Page Number

The print page number from the original document is positioned on the far left of the navigation line on each page of braille.

On the first page, or where a new print page coincides with a new braille page, the number is shown with no prefix.

Every subsequent braille page relating to the same print page has an alphabetic prefix before the print page number. The second braille page will have "a" before the print page number, the third page "b" and so on.

Braille Page Number

The braille page number is positioned on the far right of the navigation line. This starts at 1 and increments for each page of braille.

Running Title

The first page of a document does not usually have a running title on the navigation line. The document title is positioned as a major heading on the second line. The blank space in the navigation line is the blank line above this heading.

The running title is shown on the second and subsequent pages of a document. The running title enables quick identification of the content and is centred on the navigation line, between the print and braille page numbers.

The title of the passage should be used for the running title in this lesson. Shorten the title, if necessary, so the running title will fit between the print and braille page numbers, with a space on each side. The running title only occurs on the navigation line and NEVER runs over to a second line.

Print Page Turnovers

Practice passages in this lesson extend over two or more print pages. The print page turnover is used to inform the reader of the exact point where a new print page begins.

- End the braille line after brailling the last word on the print page.

- On the next line, begin at the margin and braille a continuous line of hyphens across the page, leaving just enough room to braille the new print page number. No space is left between the hyphens and the page number.

- Move to the next line and continue brailling, maintaining the print format.

Example:

This example shows a print page turnover from print page 48 to 49 in the middle of a paragraph.

⠑⠼⠓⠊⠀⠀⠀⠀⠰⠃⠌⠔⠮⠐⠎⠀⠰⠺⠌⠮⠀⠃⠀⠡⠀⠰⠺�}⠹�265�@�276⠀⠀⠀⠀�@�534⠖
⠎⠡⠃⠀⠓⠂⠆⠀⠰⠦⠀⠺⠎⠃⠰⠮⠀⠮⠣⠼⠀⠬⠒⠀⠦⠌⠮⠂⠎⠀⠷⠀⠓⠲⠀⠎⠃⠎⠀⠙⠒
⠚⠇⠦⠎⠀⠿⠀⠌⠺⠴⠀⠿⠀⠢⠍⠇⠦⠴⠀⠰⠿⠀⠝⠎⠀⠮⠀⠓⠴⠴⠀⠿⠓⠲⠺⠼⠹⠴⠦
⠝⠎⠀⠙⠒⠀⠳⠀⠓⠌⠹⠹⠴⠀⠿⠀⠒

⠤⠤⠼⠙⠔⠄
⠃⠂⠉⠌⠂⠹⠌⠃⠂⠎⠀⠴⠶⠀⠔⠎⠀⠺⠲⠙⠀⠳⠀⠿⠀⠿⠀⠿⠺⠇⠇⠴⠀⠿⠼⠀⠰⠝⠃⠎⠹⠴⠆
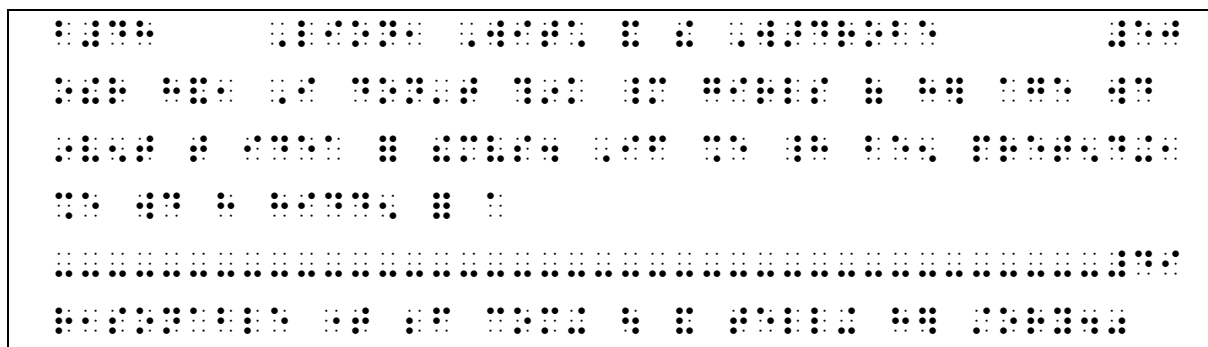
At least one line of braille should follow a page turnover on the braille page. Otherwise, begin the new print page on the next braille page.

No print page turnover is required where a new braille page coincides with a new print page. The print page number at the top of the braille page has no prefix, indicating the beginning of the new print page.

The influence of typeform, capitalised or grade 1 passage indicators extends beyond a print page turnover.

Passages for Transcription

There are four sample passages for transcription. Each passage illustrates a different aspect of formatting.

Treat each passage as a separate document.

Passage 1: A sample of prose. The Latin names of birds and animals should be contracted. This is an extract from *An Australian Bird Book,* J.A. Leach, 1870-1920.

Passage 2: A recipe: a traditional lamington recipe.

Passage 3: A poem: *Cuppacumalonga* by C.J. Dennis.

Passage 4: A play: an extract from *The Importance of Being Earnest*, by Oscar Wilde, 1895.

Getting started

On the first page of each passage, braille only the print and braille page numbers on the navigation line. Use the Manual page numbers for the print pages numbers and begin each passage with braille page 1.

On the second line, braille the title as a major heading. Sometimes this consists of two separate titles. For example, the first passage has the title "An Australian Bird Book" and a subtitle "A LECTURE". Braille these centred one under the other, with no blank line between.

Begin brailling the passage on the next line.

The running title on subsequent braille pages reflects the title of the passage. For example, "Australian Bird Book".

At the end of each passage, braille a row of 12 centred colons as instructed for Practice exercises 23 onwards.

An Australian Bird Book

A LECTURE

Australia is the wonderland of the scientist and of the Nature-lover. It is a great living "museum", stocked with marvels of many kinds, including so-called "living fossils", the sole survivors of otherwise extinct groups of animals.

Competent authorities have proposed to divide the world, biologically, into two parts—Australia and the rest of the world, and they have considered Australia the more important part.

This division was based mainly on the study of mammals—animals which suckle their young—for Australia is the home of the two surviving members of the lowest group of mammals—Monotremata, the egg-laying Platypus (*Ornithorhynchus*), and the Spiny Ant-eater (*Echidna*). Further, marsupials, except for two kinds found in America, are confined to this long-isolated southern land.

Here, shut off from the severe competition experienced by the animals of northern lands, marsupials were modified so that they were adapted for life in almost every realm utilized by the higher mammals of other countries. Thus there are herbivorous, carnivorous, and insectivorous marsupials. Owing, probably, to the advent of Bats—true flying mammals—at, possibly, a comparatively early time, the marsupial was beaten in the air, and so a true flying form was not evolved, though the so-called "Flying Phalanger" is some distance on the way.

As regards the other group of flying animals—birds—Australia is even of greater interest, for here are found unique archaic forms of life, such as the Emu, Cassowary, Mound-Builders, and Lyre-Birds, and "every widely-spread family of birds but two is represented; the only widely-spread families of birds totally absent from Australia are Woodpeckers and Vultures."

Woodpeckers, however, have crossed Wallace's line into Celebes and adjacent islands, and may yet reach Australia naturally.

Further, many well-known birds, such as Pigeons, Parrots, and Kingfishers, reach their highest development in the Australian region, and, more important still, the whole bird world seems to reach its culminating point in this wonderland. It is a factor adding to the interest of Australia's fauna that three of the four families placed at the head of the bird world in the natural system of classification adopted by ornithologists, and used by Dr. Sharpe in his just recently completed *Hand-List of Birds*, should be absolutely confined to the Australian Continent and adjacent islands. Thus Australia can justly claim to be the most highly developed of regions, so far as birds are concerned, for Bower-Birds, Birds of Paradise, and Bell-Magpies (*Streperas*) are peculiar, while the penultimate family—the Crow family—is shared with the other regions of the world.

Thus, with regard to birds, the term "fossil continent" applied to Australia is not appropriate, as it is but partly true.

Since the birds native to Australia are so interesting in themselves, and are so varied in kind, Australians should know, love, and jealously protect these beautiful creatures. Strict regulations should be framed to prevent the exploitation of Nature's gifts by those who destroy useful or precious and rare birds for the sake of gain. Even collectors, who, under the guise of scientific work, collect eggs, and kill birds to trade in their skins, should be supervised.

Let us now consider the different groups of birds. Living birds were formerly divided into two sub-classes—(1) *Ratitae* (Lat., *ratis*, a raft), and (2) *Carinatae* (Lat., *carina*, a keel). The first is the small group of flightless, running birds, made up of five living birds, all inhabiting southern lands. These are the Emu and Cassowary of Australia, the Ostrich of South Africa, the Rhea or South American Ostrich, and the Kiwi or Apteryx of New Zealand. Taken together with other evidence, all pointing in the same way, these birds have led scientists to think of a great southern land mass connecting the southern lands, for the Emu did not fly here, nor did the Rhea fly to South America, but they must have reached their present home by a land-bridge not necessarily complete at any one time.

Lamingtons

INGREDIENTS

Sponge Cake

125g butter, softened
1 cup caster sugar
½ teaspoon vanilla extract
3 eggs
1¾ cups SR flour, sifted
½ cup milk
2 cups desiccated coconut

Icing

3½ cups icing sugar mixture
¼ cup cocoa powder
1 tbsp butter, softened
½ cup boiling water

METHOD

1. Preheat oven to 180°C/160°C fan-forced. Grease a 3cm-deep, 20cm ×
    30cm (base) lamington pan. Line with baking paper, leaving a 2cm
    overhang on all sides.

2. Using an electric mixer, beat butter, sugar and vanilla until light and
    fluffy. Add eggs, one at a time, beating well after each addition (mixture
    may curdle).

3. Sift half the flour over butter mixture. Stir to combine. Add half the milk.
    Stir to combine. Repeat with remaining flour and milk.

4. Spoon into prepared pan. Smooth top. Bake for 30 minutes or until a
    skewer inserted in centre comes out clean. Stand in pan for 10 minutes.
    Turn out onto a wire rack. Cover with a clean tea towel. Set aside
    overnight.

5. Make icing: Sift icing sugar and cocoa into a bowl. Add butter and boiling water. Stir until smooth.

6. Cut cake into 15 pieces. Place coconut in a dish. Using a fork, dip 1 piece of cake in icing. Shake off excess. Toss in coconut. Place on a wire rack over a baking tray. Repeat with remaining cake, icing and coconut. Stand for 2 hours or until set. Serve.

Passage 3

CUPPACUMALONGA

by C.J. Dennis

"Rover, rover, cattle-drover, where go you to-day?"

    I go to Cuppacumalonga, fifty miles away;

    Over plains where Summer rains have sung a song of glee,

Over hills where laughing rills go seeking for the sea,

I go to Cuppacumalonga, to my brother Bill.

    Then come along, ah, come along!

    Ah, come to Cuppacumalonga!

    Come to Cuppacumalonga Hill!

"Rover, rover, cattle-drover, how do you get there?"

    For twenty miles I amble on upon my pony mare,

    Then walk awhile and talk awhile to country men I know,

Then up to ride a mile beside a team that travels slow,

And last to Cuppacumalonga, riding with a will.

    Then come along, ah, come along!

    Ah, come to Cuppacumalonga!

    Come to Cuppacumalonga Hill!

"Rover, rover, cattle-drover, what do you do then?"

    I camp beneath a kurrajong with three good cattle-men;

    Then off away at break of day, with strong hands on the reins,

To laugh and sing while mustering the cattle on the plains–

For up to Cuppacumalonga life is jolly still.

    Then come along, ah, come along!

    Ah, come to Cuppacumalonga!

    Come to Cuppacumalonga Hill!

"Rover, rover, cattle-drover, how may I go too?"

    I'll saddle up my creamy colt and he shall carry you—

    My creamy colt who will not bolt, who does not shy nor kick—

We'll pack the load and take the road and travel very quick.

And if the day brings work or play we'll meet it with a will.

    So Hi for Cuppacumalonga!

    Come Along, ah, come along!

    Ah, come to Cuppacumalonga Hill!

The Importance of Being Earnest

FIRST ACT

SCENE

Morning-room in **Algernon**'s flat in Half-Moon Street. The room is luxuriously and artistically furnished. The sound of a piano is heard in the adjoining room.

[**Lane** is arranging afternoon tea on the table, and after the music has ceased, **Algernon** enters.]

Algernon: Did you hear what I was playing, Lane?

Lane: I didn't think it polite to listen, sir.

Algernon: I'm sorry for that, for your sake. I don't play accurately—any one can play accurately—but I play with wonderful expression. As far as the piano is concerned, sentiment is my forté. I keep science for Life.

Lane: Yes, sir.

Algernon: And, speaking of the science of Life, have you got the cucumber sandwiches cut for Lady Bracknell?

Lane: Yes, sir. [Hands them on a salver.]

Algernon: [Inspects them, takes two, and sits down on the sofa.] Oh! … by the way, Lane, I see from your book that on Thursday night, when Lord Shoreman and Mr. Worthing were dining with me, eight bottles of champagne are entered as having been consumed.

Lane: Yes, sir; eight bottles and a pint.

Algernon: Why is it that at a bachelor's establishment the servants invariably drink the champagne? I ask merely for information.

Lane: I attribute it to the superior quality of the wine, sir. I have often observed that in married households the champagne is rarely of a first-rate brand.

Algernon: Good heavens! Is marriage so demoralising as that?

Lane: I believe it is a very pleasant state, sir. I have had very little experience of it myself up to the present. I have only been married once. That was

in consequence of a misunderstanding between myself and a young person.

Algernon: [Languidly.] I don't know that I am much interested in your family life, Lane.

Lane: No, sir; it is not a very interesting subject. I never think of it myself.

Algernon: Very natural, I am sure. That will do, Lane, thank you.

Lane: Thank you, sir. [**Lane** goes out.]

Algernon: Lane's views on marriage seem somewhat lax. Really, if the lower orders don't set us a good example, what on earth is the use of them? They seem, as a class, to have absolutely no sense of moral responsibility.

[Enter **Lane**.]

Lane: Mr. Ernest Worthing.

[Enter **Jack**.]
[**Lane** goes out.]

Algernon: How are you, my dear Ernest? What brings you up to town?

Jack: Oh, pleasure, pleasure! What else should bring one anywhere? Eating as usual, I see, Algy!

Algernon: [Stiffly.] I believe it is customary in good society to take some slight refreshment at five o'clock. Where have you been since last Thursday?

Jack: [Sitting down on the sofa.] In the country.

Algernon: What on earth do you do there?

Jack: [Pulling off his gloves.] When one is in town one amuses oneself. When one is in the country one amuses other people. It is excessively boring.

Algernon: And who are the people you amuse?

Jack: [Airily.] Oh, neighbours, neighbours.

Algernon: Got nice neighbours in your part of Shropshire?

Jack: Perfectly horrid! Never speak to one of them.

Algernon: How immensely you must amuse them! [Goes over and takes sandwich.] By the way, Shropshire is your county, is it not?

Jack: Eh? Shropshire? Yes, of course. Hallo! Why all these cups? Why cucumber sandwiches? Why such reckless extravagance in one so young? Who is coming to tea?

Algernon: Oh! merely Aunt Augusta and Gwendolen.

Jack: How perfectly delightful!

Algernon: Yes, that is all very well; but I am afraid Aunt Augusta won't quite approve of your being here.

Jack: May I ask why?

Algernon: My dear fellow, the way you flirt with Gwendolen is perfectly disgraceful. It is almost as bad as the way Gwendolen flirts with you.

Jack: I am in love with Gwendolen. I have come up to town expressly to propose to her.

Algernon: I thought you had come up for pleasure? … I call that business.

Jack: How utterly unromantic you are!

Additional Symbols

The following print symbols, whilst not included in the lessons and Practice exercises, occur in literary text. Print symbols are spaced in braille as shown in print.

NOTE: The presence of a symbol in a sequence prohibits the use of wordsigns, shortforms and shortform extension words.

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⠐⠡⠉ dots 4 5, dots 1 and 4 (dots 4 5, **c**)

Dagger †

⠈⠠⠿ dot 4, dot 6, dots 1 and 4 5 6

The dagger is sometimes used as a reference mark, or as the Latin or Christian cross to signify a member of clergy or death. Follow print in its usage.

Double Dagger ‡

⠈⠠⠿ dot 4, dot 6, dots 1 2 and 4 5 6

The double dagger follows print usage.

Musical Accidentals

Flat ♭ ⠸⠣ dots 3 and 4 5 6, dots 1 2 and 6

Sharp ♯ ⠸⠩ dots 3 and 4 5 6, dots 1 and 4 6

Natural ♮ ⠸⠡ dots 3 and 4 5 6, dots 1 and 6

These symbols are similar to their counterparts in Braille Music Notation and are to be used wherever they appear in a literary context.

Examples:

B ♭ trumpet ⠀⠀⠀⠀⠀⠀⠀⠀⠠⠃⠀⠣⠀⠞⠗⠥⠍⠏⠑⠞

chord of C♯ major ⠀⠀⠀⠀⠉⠓⠕⠗⠙⠀⠷⠀⠠⠉⠀⠩⠀⠍⠁⠚⠕⠗

The ⠀sign ⠀⠀⠀⠀⠀⠀⠀⠞⠓⠑⠀⠎⠊⠛⠝

Registered Trademark ®

⠘⠗ ⠀⠀dots 4 5, dots 1 2 3 and 5 (dots 4 5, **r**)

Trademark ™

⠘⠞ ⠀⠀dots 4 5, dots 2 3 and 4 5 (dots 4 5, **t**)

BRAILLE REFERENCE

General Rules for the Use of Contractions

All the contractions have now been learnt. Following are some general rules for their use.

For detailed rules and more examples, refer to *The Rules of Unified English Braille: Second Edition* 2013.

(1) Contractions may NOT be used to bridge the components of an unhyphenated compound word.

Example:

c<u>ar</u>thorse ⠉⠀⠜⠀⠹⠀⠕⠀⠗⠀⠎⠀⠑ (<u>th</u> groupsign not used)

fl<u>ea</u>ridd<u>en</u> ⠋⠇⠂⠀⠗⠊⠙⠙⠢ (<u>ar</u> groupsign not used)

(2) In general, contractions are permissible between a prefix and the remainder of a word, in particular the groupsigns <u>ed</u>, <u>en</u>, <u>er</u>, <u>of</u>, <u>st</u>.

Examples:

r<u>ed</u>uce ⠗⠫⠥⠉⠑   d<u>en</u><u>ou</u>nce ⠙⠢⠳⠝⠉⠑

d<u>er</u>ail ⠙⠻⠁⠊⠇   pr<u>of</u>ile ⠏⠗⠯⠊⠇⠑

mi<u>st</u>ake ⠍⠊⠌⠁⠅⠑

(3) The lower groupsign for "ea" may NOT be used to bridge a prefix and
the remainder of the word.

Examples:

readmit   �motext

reaction   ⠃⠗⠑⠁⠉⠰⠝

(4) Contractions may NOT be used if they would seriously distort the
pronunciation or hinder the recognition of a word.

Examples:

fruity   ⠋⠗⠥⠊⠞⠽

chemotherapy   ⠉⠓⠑⠍⠕⠞⠓⠑⠗⠁⠏⠽

whaddaya   ⠺⠓⠁⠙⠙⠁⠽⠁

(5) The contractions <u>ch</u>, <u>gh</u>, <u>sh</u>, <u>th</u>, <u>wh</u> or <u>the</u> may NOT be used where the
"h" is clearly aspirated.

Examples:

mishap   ⠍⠊⠎⠓⠁⠏

Coghill's Creek   ⠠⠉⠕⠛⠓⠊⠇⠇⠄⠎   ⠠⠉⠗⠑⠑⠅

But:

<u>In</u><u>gh</u>am   ⠠⠊⠝⠛⠓⠁⠍

Choice of Contractions

Sometimes there is more than one choice of how to contract a word. Some of the rules that determine the choice have been introduced already.

Following is a summary of the rules by which these choices should be made, unless other rules apply.

(1) Use the contraction that results in the use of the least number of cells.

Example:

coh<u>er</u> <u>ence</u> ⠉⠕⠓⠻⠁⠝⠉⠑

NOTE: The contraction for <u>here</u> is not used, as this results in seven cells overall instead of six.

(2) The strong contractions <u>and</u> <u>for</u> of <u>the</u> <u>with</u> have preference, unless fewer cells can be used.

Example:

c<u>of</u>fee ⠉⠷�066⠑⠑ (do not use <u>ff</u> groupsign)

But:

<u>th</u> <u>ence</u> ⠹⠢⠉⠑

NOTE: The contraction for <u>the</u> is not used, as this results in four cells overall instead of three.

(3) "be", "con" and "dis" have preference where they are the first syllable of a word.

Example:

congenial　⠢⠉⠕⠝⠛⠢⠝⠊⠁⠇　(do not use ong groupsign)

But:

benzene　⠃⠢⠝⠵⠢⠝⠑　("be" is not a syllable)

(4) Other than (3) above, strong groupsigns have preference to lower groupsigns. Strong groupsigns have dots in the top AND bottom rows PLUS dots in the left AND right sides of the cell.

Examples:

nearly　⠝⠑⠜⠇⠽　(do not use ea groupsign)

bacchanal　⠃⠁⠉⠉⠓⠁⠝⠁⠇　(do not use cc groupsign)

(5) Use the final-letter groupsign ence where it is followed by "a", "d" or "r".

Examples:

influenceable　⠔⠋⠇⠥⠰⠑⠁⠃⠇⠑

commenced　⠉⠕⠍⠰⠑⠙

Spencer　⠎⠏⠰⠑⠗

(6) Other than (5) above, ONE-CELL strong and lower groupsigns have preference over TWO-CELL initial-letter contractions and final-letter groupsigns, unless fewer cells can be used.

Examples:

adh<u>er</u> <u>ed</u> ⠿⠿⠿⠿⠿ (do not use <u>here</u> contraction)

<u>st</u>on<u>ed</u> ⠿⠿⠿⠿ (do not use <u>one</u> contraction)

(7) Choose the contraction that best matches the pronunciation and form of the word.

Examples:

is<u>th</u>mus ⠿⠿⠿⠿⠿⠿ (do not use <u>st</u> groupsign)

as<u>th</u>ma ⠿⠿⠿⠿⠿ (do not use <u>st</u> groupsign)

a<u>part</u>heid ⠿⠿⠿⠿⠿⠿⠿ (do not use <u>the</u> contraction)

wh<u>er</u> <u>ever</u> ⠿⠿⠿⠿ (use <u>ever</u> rather than <u>where</u>)

Word Division

It is preferable not to divide words at the end of a braille line. The following guidelines should only be used for extremely long words or when brailling using a manual method.

Hyphenated Words

Words with an existing hyphen may be divided with the hyphen at the end of a braille line.

Examples:

well-behaved   self-indulgent   ill-disguised

Compound Words

Compound words are usually kept on a single braille line. If splitting is necessary, a compound word is best divided into its component parts.

Examples:

thereabouts   there-abouts

notwithstanding   not-withstanding or notwith-standing

Divide between syllables

Words of one syllable must NEVER be divided.

Non-compound words should be divided between syllables.

Dictionaries and online resources can assist in splitting words into appropriate syllables to enable word division at the end of a braille line.

Examples:

circumlocution   circum-locution

But:

schmaltzed

Contractions in Word Division

Where the Hyphen Exists in Print

Where a hyphen exists in the print copy, the word sequence may be broken AFTER the hyphen at the end of a braille line, using the same contractions as if it were unbroken.

The Lower Sign Rule must be met and some lower contractions may need to be spelt out, if used with punctuation.

Examples:

child-like ⠉�karriere

child-   like

air-conditioner

air-   conditioner

teach-in

teach-   in

is-was

is-   was

NOTE: The wordsign <u>was</u> may not touch a hyphen. As "was" is spelt out in the unbroken sequence, it must also be spelt out in the broken sequence.

Examples: (Lower Sign Rule)

t<u>ea</u><u>ch</u>-<u>in</u>. ⠞⠑⠁⠉⠓⠤⠔⠲

    t<u>ea</u><u>ch</u>-   in.

    ⠞⠑⠁⠉⠓⠤   ⠔⠲

<u>in</u>-laws   ⠔⠤⠇⠁⠺⠎

    in-   laws

    ⠔⠔⠤   ⠇⠁⠺⠎

Where the Hyphen is Added by a Transcriber

"ing"

The <u>ing</u> groupsign may not begin a line. Use the <u>in</u> contraction where "ing" begins a new line.

Example:

nigh<u>t</u><u>in</u><u>g</u>ale ⠝⠊⠛⠞⠔⠛⠁⠇⠑

    nigh<u>t</u>-   <u>in</u>gale

    ⠝⠊⠛⠞⠤   ⠔⠛⠁⠇⠑

<u>be</u>, <u>con</u>, <u>dis</u> groupsigns

The groupsigns <u>be</u>, <u>con</u> and <u>dis</u> may not begin a new line following an added hyphen.

Avoid dividing a word immediately after "be", "con" or "dis" as lower contractions may not be used before a hyphen and no space is saved.

Examples:

anticonvulsive ⠲⠀⠰⠁⠝⠞⠊⠀⠉⠕⠝⠧⠥⠇⠎⠊⠧⠑⠲

anti-   convulsive

⠰⠁⠝⠞⠊⠤   ⠉⠕⠝⠧⠥⠇⠎⠊⠧⠑

overdisc<u>ount</u> ⠕�v⠑⠗⠙⠊⠎⠉⠳⠞

ov<u>er</u>-   disc<u>ount</u>

⠕�v⠑⠗⠤   ⠙⠊⠎⠉⠳⠞

<u>in</u>, <u>en</u> groupsigns

These groupsigns may be used with any hyphen but only if the Lower Sign Rule is met.

Example:

maid<u>en</u>hair f<u>er</u>n ⠍⠁⠊⠙⠢⠓⠁⠊⠗ ⠋⠻⠝

maid<u>en</u>-   hair f<u>er</u>n

⠍⠁⠊⠙⠢⠤   ⠓⠁⠊⠗ ⠋⠻⠝

But:

<u>dis</u><u>in</u>t<u>er</u><u>est</u>edly ⠙⠊⠎⠔⠞⠻⠑⠌⠑⠙⠇⠽

<u>dis</u>in-   t<u>er</u><u>est</u>edly

⠙⠊⠎⠊⠝⠤   ⠞⠻⠑⠌⠑⠙⠇⠽

Final-Letter Groupsigns

Final-letter groupsigns may not be used at the beginning of a new line following an added hyphen.

Examples:

sec<u>tion</u>   ⠎⠑⠉⠰⠞⠔

    sec-   tion

    ⠎⠑⠉⠤   ⠞⠊⠕⠝

fai<u>th</u><u>ful</u><u>ness</u>   ⠋⠁⠽⠋⠥⠇⠰⠎

    fai<u>th</u>-   <u>ful</u><u>ness</u>

    ⠋⠁⠽⠤   ⠋⠥⠇⠰⠎

Shortforms

A shortform should never be divided. Longer words on the Shortform Extension List may be divided but the internal shortforms may not.

Examples:

<u>good</u> <u>afternoon</u>   ⠛⠙⠁⠋⠝

    <u>good</u>-   <u>afternoon</u>

    ⠛⠙⠤   ⠁⠋⠝

un<u>rejoice</u><u>ful</u><u>ness</u>   ⠥⠝⠗⠚⠉⠋⠥⠇⠰⠎

    un<u>rejoice</u>-   <u>ful</u><u>ness</u>

    ⠥⠝⠗⠚⠉⠤   ⠋⠥⠇⠰⠎

Wordsigns and Shortforms

The use of wordsigns and shortforms is determined by the Standing Alone Rule, as found in *The Rules of Unified English Braille: Second Edition* 2013.

- A wordsign should NOT be used as part of a longer word.

- A shortform may only be used in a longer word (including any affix with an apostrophe) that is found on the Shortform Extension List, or if it meets the specific requirements stated in the list.

- The letter "s" may be added to any shortform or word on the Shortform Extension List, with the exception of "about", "almost" and "him".

- Wordsigns and shortforms may be used regardless of pronunciation or meaning and whether or not they are used as proper names.

Alphabetic and strong wordsigns, shortforms and shortforms in shortform extension words MAY BE USED:

- Where the word is preceded AND followed by a space, hyphen or dash (including a long dash)

- With punctuation in its standard grammatical position, i.e.:

  * Apostrophe, opening quotation marks (of any type), opening brackets (round, square or braces) at the beginning of a word
  * Closing quotation marks, closing brackets, apostrophe, full stop, comma, colon, semicolon, exclamation mark, question mark or ellipsis at the end of a word

- With typeform, capitals, and opening transcriber's note indicators at the beginning of the word

- With typeform and capitals terminators and closing transcriber's note indicators at the end of a word

Alphabetic and strong wordsigns MAY BE USED:

- Where the word is followed by 'd, 'll, 're, 's, 't or 've

Wordsigns, shortforms and shortforms in shortform extension words MAY NOT BE USED where the word between spaces, hyphens or dashes:

- Includes any numeral or print symbol. Some common print symbols are forward and backward slash or the asterisk.

- Includes punctuation not in its standard grammatical position, for example, the dot in an electronic address or the colon used as a ratio between two words.

- Includes any typeform and capitals indicators or terminators not at the beginning or end of the word.

Lower Sign Rule

The lower wordsigns <u>be</u>, <u>his</u>, <u>was</u> and <u>were</u> are not affected by this rule, as they may not be used with lower punctuation.

For the purpose of this rule, a sequence is any continuous string of characters between spaces.

- Use any number of lower groupsigns and lower punctuation signs together, provided the sequence includes an upper sign.

- Use the lower wordsigns <u>enough</u> and <u>in</u> with any number of lower punctuation signs, provided the sequence includes an upper sign.

The upper sign may be a letter, contraction, typeform indicator, typeform terminator, symbol or punctuation that includes an upper dot.

NOTE: When applying this rule, the two-cell quotation signs are not considered to be upper signs.

If the sequence would not otherwise have an upper sign, the final contraction is not used.

Braille Tables

Alphabetic Contractions

		Wordsign	Initial Contractions			Final Groupsigns	
		Standing Alone	With Dot 5	With Dots 4 5	With Dots 4 5 6	With Dots 4 6	With Dots 5 6
⠁	a	...	...	...	...	...	...
⠃	b	but	...	...	...	...	...
⠉	c	can	...	...	cannot	...	...
⠙	d	do	day	...	...	-ound	...
⠑	e	every	ever	...	...	-ance	-ence
⠋	f	from	father	...	...	...	...
⠛	g	go	...	...	...	...	-ong
⠓	h	have	here	...	had	...	...
⠊	i	...	...	...	...	...	...
⠚	j	just	...	...	...	...	...
⠅	k	knowledge	know	...	...	...	...
⠇	l	like	lord	...	...	...	-ful
⠍	m	more	mother	...	many	...	...
⠝	n	not	name	...	...	-sion	-tion
⠕	o	...	one	...	...	...	...
⠏	p	people	part	...	...	...	...
⠟	q	quite	question	...	...	...	...
⠗	r	rather	right	...	...	...	...
⠎	s	so	some	...	spirit	-less	-ness
⠞	t	that	time	...	...	-ount	-ment
⠥	u	us	under	upon	...	...	...
⠧	v	very	...	...	...	...	...
⠺	w	will	work	word	world	...	...
⠭	x	it	...	...	...	...	...
⠽	y	you	young	...	...	...	-ity
⠵	z	as	...	...	...	...	...

Strong Contractions

	Contraction	Initial Contractions		
		With Dot 5	With Dots 4 5	With Dots 4 5 6
⠷	and	...	...	...
⠿	for	...	...	...
⠷	of	...	...	...
⠮	the	there	these	their
⠾	with	...	...	...

Strong Groupsigns/Wordsigns

Groupsign	Wordsign		Initial Contractions/Brackets				
		Standing Alone	With Dot 5	With Dots 4 5	With Dots 4 5 6	With Dots 4 6	With Dot 4, Dots 4 6
⠡	ch	child	character	...	...	...	
⠣	gh	...	(	...	{	[	open tni
⠩	sh	shall	...	...	...	...	
⠹	th	this	through	those	...	...	
⠱	wh	which	where	whose	...	...	
⠫	ed	...	...	...	...	...	
⠻	er	...	...	...	...	...	
⠳	ou	out	ought	...	...	...	
⠪	ow	...	...	...	...	...	
⠌	st	still	...	...	...	...	
⠜	ar	...	)	...	}	]	close tni
⠬	-ing	...	...	...	...	...	

NOTE: tni is a Transcriber's Note Indicator as introduced on page 116.

Lower Contractions

	Wordsign	Groupsign/Punctuation		
		Start of Word	Middle of Word	End of Word
⠢	...	...	-ea-	, (comma)
⠆	be	be-	-bb-	; (semicolon)
⠒	...	con-	-cc-	: (colon)
⠲	...	dis-	. (dot)	. (full stop)
⠖	enough	en	en	en
⠶	...	...	-ff-	! (exclamation)
⠶	were	...	-gg-	...
⠦	his	" (open)	...	? (question mark)
⠔	in	in	in	in
⠴	was	...	...	" (close)
⠤	...	- (hyphen)	- (hyphen)	- (hyphen)
⠄	...	' (apostrophe)	' (apostrophe)	' (apostrophe)

Prefixes

Sign

⠼	Numeric mode
⠈	Script; currency
⠘	Bold; symbol; initial-letter contraction
⠨	Italic; Greek letter; final-letter contraction
⠸	Underline; initial-letter contraction
⠐	Maths operation sign; initial-letter contraction
⠰	Grade 1 mode; final-letter contraction
⠠	Capitals mode

Shortforms

Refer to page 205, Wordsigns and Shortforms, for the rules of use.

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

Shortform Extension List

The words on this list are taken from *The Rules of Unified English Braille: Second Edition* 2013 with the addition of exceptions that highlight the specific words where the usual shortform extensions may not be used.

about

aboutface	aboutfaced	aboutfacer
aboutfacing	aboutturn	aboutturned
east about	gadabout	here about
knockabout	layabout	north about
right about	round about	roust about
runabout	south about	stirabout
there about	turnabout	walkabout
west about	where about	

But:

abouts

above

aboveboard	aboveground	abovementioned
hereinabove		

according

accordingly	unaccording	unaccordingly

across

readacross

after ⠈⠗

afterbattle   afterbirth   afterbreakfast
afterburn   afterburned   afterburner
afterburning   aftercare   afterclap
aftercoffee   afterdamp   afterdark
afterdeck   afterdinner   afterflow
aftergame   afterglow   afterguard
afterhatch   afterhatches   afterhour
afterlife   afterlight   afterlives
afterlunch   afterlunches   aftermarket
aftermatch   aftermatches   aftermath
aftermeeting   aftermidday   aftermidnight
aftermost   afterpain   afterparties
afterparty   afterpiece   afterplay
aftersale   afterschool   aftersensation
aftershave   aftershock   aftershow
aftershower   aftersupper   aftertaste
aftertax   aftertaxes   aftertea
aftertheatre   afterthought   aftertime
aftertreatment   afterword   afterwork
afterworld   hereafter   hereinafter
morningafter   thereafter   thereinafter
whereafter   whereinafter

afternoon ⠈⠁⠋

afternoontea   goodafternoon   midafternoon

afterward ⠈⠁⠺

again ⠈⠛

hereagain   hereinagain   thereagain
thereinagain   whereagain   whereinagain

against   ⠪⠡

here against   there against   where against

almost   ⠁⠇⠍

But:

almo<u>st</u>

already   ⠁⠇�279

also   ⠁⠇⠎

although   ⠁⠇⠹

altogether   ⠁⠇⠞

always   ⠁⠇⠵

because   ⠆⠉

before   ⠃⠋

before<u>hand</u>

behind   ⠃⠓

behind<u>hand</u>

below   ⠃⠇

below<u>deck</u>   below<u>gr</u><u>ound</u>   below<u>men</u> <u>tion</u> <u>ed</u>

beneath   ⠃⠢

beneath<u>deck</u>   beneath<u>gr</u><u>ound</u>

---

beside ⠐⠃

between ⠐⠃⠝

beyond ⠐⠃⠽

betweendeck   betweentime   betweenwhile

blind ⠃⠇

[If not on the list below, blind may still be used, provided it is at the beginning of a longer word and is not followed by a vowel or "y".]

blindfish	blindfishes	blindfold
blindfolded	blindfolder	blindfolding
blindly	blindman	blindmen
blindness	blindnesses	blindside
blindsided	blindsider	blindsiding
blindsight	blindstories	blindstory
blindworm	colorblind	colorblindness
colorblindnesses	colourblind	colourblindness
colourblindnesses	deafblind	deafblindness
deafblindnesses	purblind	purblindly
purblindness	purblindnesses	snowblind
snowblindness	snowblindnesses	unblindfold
unblindfolded	unblindfolding	

braille ⠃⠗⠇

[braille may be used wherever it occurs, even if the longer word is not on the list below.]

brailled	brailler	braillewriter
braillewriting	brailley	misbraille
misbrailled	rebraille	rebrailled
rebrailler	unbraille	unbrailled

children   ⠨⠉

[If not on the list below, <u>children</u> may still be used, provided it is not followed by a vowel or "y".]

<u>children</u>'swe<u>ar</u>   bra<u>in</u><u>children</u>   fost<u>er</u><u>children</u>
god<u>children</u>   gr<u>and</u><u>children</u>   greatgr<u>and</u><u>children</u>
love<u>children</u>   s<u>ch</u>ool<u>children</u>   st<u>ep</u><u>children</u>

conceive   ⠒⠉⠧

<u>conceive</u>d   <u>conceive</u>r

conceiving   ⠒⠉⠧⠻

could   ⠉⠙

<u>could</u>'ve   <u>could</u>a   <u>could</u>est
<u>could</u>n't   <u>could</u>n't've   <u>could</u> st

deceive   ⠙⠉⠧

<u>deceive</u>d   <u>deceive</u>r   ar<u>ch</u><u>deceive</u>r
un<u>deceive</u>   un<u>deceive</u>d   un<u>deceive</u>r

deceiving   ⠙⠉⠧⠻

un<u>deceiving</u>

declare   ⠙⠉⠇

<u>declare</u>d   <u>declare</u>r   un<u>declare</u>
un<u>declare</u>d

declaring   ⠙⠉⠇⠛

either   ⠿⠑

first ⠼⠋

[If not on the list below, <u>first</u> may still be used, provided it is at the beginning of a longer word and is not followed by a vowel or "y".]

<u>first</u>aid	<u>first</u>aid<u>er</u>	<u>first</u>born
<u>first</u>class	<u>first</u>classes	<u>first</u> <u>day</u>
<u>first</u> <u>day</u> <u>er</u>	<u>first</u>fruit	<u>first</u>fruit<u>ing</u>
<u>first</u><u>gen</u> <u>er</u>a<u>tion</u>	<u>first</u>h<u>and</u>	<u>first</u>h<u>and</u> <u>ed</u>
<u>first</u>l<u>ing</u>	<u>first</u>ly	<u>first</u> <u>ness</u>
<u>first</u>ni<u>gh</u>t	<u>first</u>ni<u>gh</u>t<u>er</u>	<u>first</u>rate
<u>first</u>rat<u>ed</u>	<u>first</u>rat<u>ing</u>	<u>first</u> <u>st</u>r<u>ing</u>
feet<u>first</u>	h<u>ea</u>d<u>first</u>	tail<u>first</u>

friend ⠼⠋⠗

[If not on the list below, <u>friend</u> may still be used, provided it is at the beginning of a longer word and is not followed by a vowel or "y".]

<u>friend</u> <u>less</u>	<u>friend</u> <u>less</u> <u>ness</u>	<u>friend</u> <u>less</u> <u>ness</u>es
<u>friend</u>li<u>er</u>	<u>friend</u>lies	<u>friend</u>lie<u>st</u>
<u>friend</u>li<u>ness</u>	<u>friend</u>li<u>ness</u>es	<u>friend</u>ly
<u>friend</u> <u>ship</u>	<u>be</u> <u>friend</u>	boy<u>friend</u>
de<u>friend</u>	gal<u>friend</u>	<u>gentleman</u><u>friend</u>
<u>gen</u>tlem<u>en</u> <u>friend</u>s	girl<u>friend</u>	guy<u>friend</u>
lady<u>friend</u>	man<u>friend</u>	m<u>en</u> <u>friend</u>s
p<u>en</u> <u>friend</u>	s<u>ch</u>ool<u>friend</u>	un<u>friend</u>
un<u>friend</u>li<u>er</u>	un<u>friend</u>lie<u>st</u>	un<u>friend</u>li<u>ness</u>
un<u>friend</u>li<u>ness</u>es	un<u>friend</u>ly	woman<u>friend</u>
wom<u>en</u> <u>friend</u>s		

good ⠛�media

[If not on the list below, <u>good</u> may still be used, provided it is at the beginning of a longer word and is not followed by a vowel or "y".]

<u>good</u><u>afternoon</u>	<u>good</u>by	<u>good</u>bye
<u>good</u>bye<u>ing</u>	<u>good</u>by<u>ing</u>	<u>good</u> <u>day</u>
<u>good</u> <u>er</u>	<u>good</u>e<u>st</u>	<u>good</u>ev<u>en</u> <u>ing</u>
<u>good</u>fell<u>ow</u>	<u>good</u>fell<u>ow</u> <u>ship</u>	<u>good</u>he<u>ar</u>t<u>ed</u>
<u>good</u>he<u>ar</u>t<u>ed</u>ly	<u>good</u>he<u>ar</u>t<u>ed</u> <u>ness</u>	<u>good</u>humor

goodhumor_ed_ goodhumor_ed_ly goodhumor_ed_ness
goodhumor_ed_ness_es goodhum_ou_r goodhum_ou_r_ed_
goodhum_ou_r_ed_ly goodhum_ou_r_ed_ness goodhum_ou_r_ed_ness_es
goodie good_ish good_li_er
good_lie_st_ good_li_ness good_look
good_look_er good_look_ing goodly
goodman good_men good_morn_ing
goodnature goodnatur_ed_ goodnatur_ed_ly
goodnatur_ed_ness good_ness good_ness_es
goodni_gh_t goodsize goodsiz_ed_
goodtemp_er_ed_ goodtemp_er_ed_ly good_time_
goodun good_wife good_will
good_will_ed_ good_wives goody
goody_ear_ feel_good scatt_er_good
sup_er_good

great ⠉⠛⠗

[great may be used wherever it occurs, even if the longer word is not on the list below.]

greataunt great_bat_ch_ great_circle
great_coat great_en great_en_ed_
great_en_er great_en_ing great_er
great_est_ greatgr_and_aunt greatgr_and_child
greatgr_and_children greatgr_and_dad greatgr_and_dau_gh_ter
greatgr_and_father greatgr_and_father_hood greatgr_and_ma
greatgr_and_mother greatgr_and_mother_hood greatgr_and_nephew
greatgr_and_niece greatgr_and_pa greatgr_and_par_en_t
greatgr_and_par_en_thood greatgr_and_son greatgr_and_uncle
great_he_art_ed_ great_he_art_ed_ly great_he_art_ed_ness
great_he_art_ed_ness_es greatly greatnephew
great_ness great_ness_es greatniece
great_sword great_uncle

herself ⠓⠎

him ⠢⠓

    <u>him</u>bo   <u>him</u>boes

      But:

    hims

himself ⠢⠓⠎⠋

immediate ⠨⠭⠍

    <u>immediate</u>ly   <u>immediate</u><u>ness</u>

its ⠭⠎

itself ⠭⠋

letter ⠇⠗

      [If not on the list below, <u>letter</u> may still be used, provided it is at the beginning of a longer word and is not followed by a vowel or "y".]

<u>letter</u>bomb	<u>letter</u>bomb<u>ed</u>	<u>letter</u>bomb<u>er</u>
<u>letter</u>bomb<u>ing</u>	<u>letter</u>box	<u>letter</u>box<u>ed</u>
<u>letter</u>box<u>er</u>	<u>letter</u>boxes	<u>letter</u>box<u>ing</u>
<u>letter</u>bodies	<u>letter</u>body	<u>letter</u> <u>ed</u>
<u>letter</u> <u>er</u>	<u>letter</u><u>form</u>	<u>letter</u>h<u>ea</u>d
<u>letter</u>h<u>ea</u>d<u>ing</u>	<u>letter</u><u>ing</u>	<u>letter</u>man
<u>letter</u>m<u>en</u>	<u>letter</u>op<u>en</u> <u>er</u>	<u>letter</u>p<u>er</u>fect
<u>letter</u>press	<u>letter</u>press<u>ed</u>	<u>letter</u>presses
<u>letter</u>press<u>ing</u>	<u>letter</u>qual<u>ity</u>	<u>letter</u>space
<u>letter</u>spac<u>ed</u>	<u>letter</u>spac<u>ing</u>	<u>letter</u>text
blood<u>letter</u>	cha<u>in</u><u>letter</u>	hate<u>letter</u>
love<u>letter</u>	news<u>letter</u>	re<u>letter</u>
re<u>letter</u> <u>ed</u>	re<u>letter</u> <u>ing</u>	un<u>letter</u> <u>ed</u>

little ⠇⠇

[If not on the list below, <u>little</u> may still be used, provided it is at the beginning of a longer word and is not followed by a vowel or "y".]

<u>little</u>d	<u>little</u>neck	<u>little ness</u>
<u>little ness</u>es	<u>little</u>r	<u>little st</u>
<u>be little</u>	<u>be little</u>d	<u>be little ment</u>
<u>be little</u>r		

much ⠿

<u>much</u>ly	<u>much ness</u>	<u>for as much</u>
<u>in as much</u>	<u>in so much</u>	<u>ov er much</u>

must ⠍⠌

<u>must</u>'ve	<u>must</u>a	<u>must ar</u>d
<u>must</u>ier	<u>must</u>iest	<u>must</u>ily
<u>must</u>iness	<u>must</u>n't	<u>must</u>n't've
<u>must</u>y		

myself ⠍⠽⠋

necessary ⠝⠑⠉

un<u>necessary</u>

neither ⠝⠑⠊

oneself ⠐⠕⠋

ourselves ⠳⠗⠧⠎

paid ⠿

hi<u>gh</u>ly<u>paid</u>	ill<u>paid</u>	l<u>ow</u>ly<u>paid</u>
ov<u>er</u><u>paid</u>	poorly<u>paid</u>	po<u>st</u><u>paid</u>
pre<u>paid</u>	re<u>paid</u>	und<u>er</u><u>paid</u>
un<u>paid</u>	well<u>paid</u>	

perceive ⠏⠻⠉⠧

<u>perceive</u>d	<u>perceive</u>r	ap<u>perceive</u>
ap<u>perceive</u>d	ap<u>perceive</u>r	mis<u>perceive</u>
mis<u>perceive</u>d	mis<u>perceive</u>r	un<u>perceive</u>
un<u>perceive</u>d		

perceiving ⠏⠻⠉⠊⠧

ap<u>perceiving</u>	mis<u>perceiving</u>	un<u>perceiving</u>

perhaps ⠏⠺⠓

<u>perhaps</u>es

quick ⠟⠅

[If not on the list below, <u>quick</u> may still be used, provided it is at the beginning of a longer word and is not followed by a vowel or "y".]

<u>quick</u>draw	<u>quick</u><u>en</u>	<u>quick</u><u>en</u>ed
<u>quick</u><u>en</u>er	<u>quick</u><u>en</u>ing	<u>quick</u><u>er</u>
<u>quick</u><u>est</u>	<u>quick</u>fire	<u>quick</u>fir<u>ing</u>
<u>quick</u>freeze	<u>quick</u>freez<u>ing</u>	<u>quick</u>froze
<u>quick</u>froz<u>en</u>	<u>quick</u>ie	<u>quick</u>i<u>sh</u>
<u>quick</u>i<u>sh</u>ly	<u>quick</u>lime	<u>quick</u>ly
<u>quick</u><u>ness</u>	<u>quick</u><u>ness</u>es	<u>quick</u>s<u>and</u>
<u>quick</u>set	<u>quick</u>silv<u>er</u>	<u>quick</u>silv<u>er</u><u>ed</u>
<u>quick</u>silv<u>er</u><u>ing</u>	<u>quick</u>snap	<u>quick</u><u>st</u>ep
<u>quick</u><u>st</u>epp<u>ed</u>	<u>quick</u><u>st</u>epp<u>er</u>	<u>quick</u><u>st</u>epp<u>ing</u>
<u>quick</u>temp<u>er</u><u>ed</u>	<u>quick</u><u>time</u>	<u>quick</u>witt<u>ed</u>
<u>quick</u>witt<u>ed</u>ly	<u>quick</u>witt<u>ed</u><u>ness</u>	<u>quick</u>y
d<u>ou</u>ble<u>quick</u>	sup<u>er</u><u>quick</u>	un<u>quick</u>

receive �moter

received   receiver   receivership
preceive   preceiver   unreceived

receiving

preceiving

rejoice

rejoiced   rejoiceful   rejoicefully
rejoicefulness   rejoicer   unrejoice
unrejoiced   unrejoicer   unrejoiceful
unrejoicefully   unrejoicefulness

rejoicing

rejoicingly   unrejoicing   unrejoicingly

said

saidest   saidst   aforesaid
foresaid   gainsaid   missaid

should

should've   shoulda   shouldest
shouldn't   shouldn't've   shouldst

such

suchlike   nonesuch   nonsuch
somesuch

themselves

thyself

today   ⠀⠞⠙

together   ⠀⠞⠛⠗

together ness

tomorrow   ⠀⠞⠍

tonight   ⠀⠞⠝

would   ⠀⠺⠙

would've	woulda	wouldest
wouldn't	wouldn't've	would st
'twould	'twould've	'twoulda
'twouldn't	'twouldn't've	

your   ⠀⠽⠗

yourself   ⠀⠽⠗⠋

do-it-yourself er

yourselves   ⠀⠽⠗⠧⠎

Glossary of Braille Signs

Shortforms have not been included in this list. A complete alphabetical list of shortforms can be found on page 210.

A

a ⠁

Acute Accent ⠈⠁

Ampersand & ⠈⠯

–ance ⠠⠁

and ⠯

Apostrophe ' ⠄

ar ⠜

as ⠵

Asterisk * ⠐⠔

"At" Sign @ ⠈⠁

B

b ⠃

Backward slash \ ⠸⠡

–bb– ⠆

be ⠆

be– ⠆

Bold

    Symbol ⠘⠆

    Word ⠘⠂

    Passage ⠘⠶

    Terminator ⠘⠄

Brackets

    Brace/Curly Brackets { }

    ⠨⠣   ⠨⠜

    Round Brackets ( )

    ⠐⠣   ⠐⠜

    Square Brackets [ ]

    ⠨⠣   ⠨⠜

Bullet • ⠸⠲

but ⠃

C

c ⠉

<u>can</u> ⠉

<u>cannot</u> ⠩⠝

Capitals

    Letter ⠠

    Word ⠠⠠

    Passage ⠠⠠⠠

    Terminator ⠠⠄

−<u>cc</u>− ⠬

Cedilla ⠈⠯

Cent ¢ ⠈⠉

<u>ch</u> ⠡

<u>character</u> ⠐⠡

<u>child</u> ⠡

Circumflex ⠘⠯

Colon, ratio : ⠒

Comma , ⠂

<u>con</u>− ⠒

Continuation Indicator ⠐

Copyright © ⠘⠉

D

d ⠙

Dagger † ⠈⠠⠹

Dash — ⠠⠤

<u>day</u> ⠐⠙

Decimal ⠨

Degree ° ⠘⠚

<u>dis</u>− ⠲

Divide ÷ ⠨⠌

<u>do</u> ⠙

Dollar $ ⠈⠎

Double Dagger ‡ ⠈⠠⠻

E

e ⠑

−<u>ea</u>− ⠂

<u>ed</u> ⠫

Ellipsis … ⠲⠲⠲

<u>en</u> ⠢

−<u>ence</u> ⠨⠑

<u>enough</u> ⠢

Equals = ⠶ ⠿

<u>er</u> ⠻

Euro € ⠈ ⠑

<u>ever</u> ⠐ ⠑

<u>every</u> ⠑

Exclamation ! ⠖

F

f ⠋

<u>father</u> ⠐ ⠋

–<u>ff</u>– ⠖

Flat ♭ ⠼⠣

<u>for</u> ⠿

Forward Slash / ⠲⠌

Fraction line (simple) ⠌

<u>from</u> ⠋

–<u>ful</u> ⠸ ⠇

Full stop . ⠲

G

g ⠛

–<u>gg</u>– ⠶

<u>gh</u> ⠣

<u>go</u> ⠛

Grade 1

    Symbol ⠰

    Word ⠰⠰

    Passage ⠰⠰⠰

    Terminator ⠰⠄

Grave Accent ⠐⠡

H

h ⠓

<u>had</u> ⠫⠱

<u>have</u> ⠓

<u>here</u> ⠐⠓

<u>his</u> ⠦

Hyphen - ⠤

I

i ⠊

<u>in</u> ⠔

–<u>ing</u> ⠬

<u>it</u> ⠭

Italic

    Symbol ⠨�katex

    Symbol ⠨⠂

    Word ⠨⠆

    Passage ⠨⠶

    Terminator ⠨⠄

−ity ⠰⠽

J

j ⠚

just ⠚

K

k ⠅

know ⠅⠝

knowledge ⠅

L

l ⠇

−less ⠐⠇⠎

like ⠇

Long Dash —— ⠠⠤⠤

lord ⠇�xx

M

m ⠍

many ⠍⠁⠝

−ment ⠰⠰⠞

Minus − ⠐⠤

more ⠍

mother ⠍⠹

Multiply × ⠐⠦

N

n ⠝

name ⠝⠁⠍

Natural ⠼⠡

−ness ⠰⠎

not ⠝

Numeric Prefix ⠼

Numeric Space ⠐

O

o ⠕

of ⠷

one ⠐⠕

–<u>ong</u> ⠰⠬

<u>ou</u> ⠳

<u>ought</u> ⠳�074

–<u>ound</u> ⠰⠬

–<u>ount</u> ⠰⠝

<u>out</u> ⠳⠞

<u>ow</u> ⠪

P

p ⠏

Paragraph Symbol ¶ ⠸⠏

<u>part</u> ⠐⠏

<u>people</u> ⠏

Percent % ⠨⠴

Plus + ⠐⠖

Pound £ ⠨⠇

Q

q ⠟

<u>question</u> ⠐⠟

Question Mark ? ⠦

<u>quite</u> ⠟

Quotation Marks

   General Non-specific ⠦ ⠴

   Inner Single ⠠⠦ ⠠⠴

   Inner Double ⠨⠦ ⠨⠴

R

r ⠗

<u>rather</u> ⠗

Ratio ⠒

Registered Trademark ® ⠘⠗

<u>right</u> ⠐⠗

S

s ⠎

Script

   Symbol ⠈⠎

   Word ⠈⠃

   Passage ⠈⠶

   Terminator ⠈⠆

Section Symbol § ⠸⠎

Semicolon ; ⠆

<u>sh</u> ⠩

<u>shall</u> ⠩

Sharp ♯ ⠼

−<u>sion</u> ⠐⠩

Slash

    Backward \ ⠸⠌

    Forward / ⠸⠌

<u>so</u> ⠎

<u>some</u> ⠢⠍

<u>spirit</u> ⠎⠏

<u>st</u> ⠌

<u>still</u> ⠌

T

t ⠞

<u>th</u> ⠹

<u>that</u> ⠞

<u>the</u> ⠮

<u>their</u> ⠮⠗

<u>there</u> ⠐⠮

<u>these</u> ⠸⠮

<u>this</u> ⠹

<u>those</u> ⠦⠮

<u>through</u> ⠐⠮

Tilde Accent ⠈⠻

Tilde Symbol ~ ⠈⠔

<u>time</u> ⠐⠞

−<u>tion</u> ⠰⠝

Trademark ™ ⠘⠱

Transcriber's Note Indicators

    ⠈⠦⠄⠂   ⠠⠄⠠⠴

U

u ⠥

Umlaut ⠈⠒

<u>under</u> ⠐⠥

Underline

    Symbol ⠨⠯

    Word ⠨⠔

    Passage ⠨⠶

    Terminator ⠨⠄

Underscore (low line) ⠨⠤

<u>upon</u> ⠐⠥

<u>us</u> ⠥

V

v ⠧

<u>very</u> ⠧

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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