

The Rules of Unified English Braille

Second Edition 2013

Edited by
Christine Simpson

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International Council on English Braille

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The official version of *The Rules of Unified English Braille* is held as a PDF file on the ICEB website. Print and braille versions of the Rulebook may be downloaded from there.

Associated Document:

Unified English Braille [Guidelines for Technical Material](#) (available for download from the ICEB website)

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Foreword to the First Edition

It is a great pleasure for me to write the Foreword to *The Rules of Unified English Braille* and to chart the course of the development of Unified English Braille (UEB) over almost 20 years.

It has been an incredible journey! one that began in 1991 when the Braille Authority of North America (BANA) embarked on a research project to determine the feasibility of unifying its literary and technical codes. In 1993 the internationalisation of the project became a reality when the International Council on English Braille (ICEB) accepted the BANA proposal at its first executive meeting in Sydney, Australia. UEB was on the super highway! The destination remained unchanged but much of the journey had to be repeated over uncertain terrain.

The research and development to harmonise English Braille across codes and between countries has been based on six core principles:

1. use a 6 dot braille cell;
2. encompass Grade I and Grade II braille without making any major changes to the contractions of Grade II braille;
3. be usable by both beginning and advanced braille readers;
4. be computable to the greatest degree possible, without detriment to readability, from print to braille to print and employing an unambiguous braille representation of each print symbol;
5. embed textbook, mathematics, computer and other technical codes (excluding the music code); and
6. consider all submitted English braille codes in its formulation.

Braille experts from each of the participating countries of Australia, Canada, New Zealand, Nigeria, South Africa, United Kingdom and United States have from time to time re-examined previous decisions—although the core principles underpinning UEB have remained unchanged—in their painstaking analysis to assign symbols and codify the details of UEB. Each of these experts brought their own perspectives as code developers, educators, transcribers, proof-readers, and braille readers—who were always in the majority. These amazing participants were sustained by faith in their ability to compromise and the soul-searching necessary to leave behind the differences in English braille codes to realize the dream of a unified code for the future.

Recent social and technological changes have had major impacts on the lives of braille readers. Integration at school, at work, and into society in general requires braille that is compatible with print. Rules of the braille codes that served context-based braille in the past became a roadblock to today's automated production methods because of their huge reliance on human intervention. Technology offers accessibility to material produced electronically. UEB, by adhering to its six underlying principles, has provided the braille code for today and tomorrow.

Along the way, the journey involved countless email discussions. There were also face-to-face meetings of the Contractions, Formats, Math and Rules Committees

which devoted several days to resolve many months of electronic debate. Such things as:

- What to do about contraction usage and bridging syllables? The Contractions Committee was occupied for several years with these challenges.
- What were the best ways to use the new UEB symbols to express technical materials? The Math Committee published the [*Guidelines for Technical Material*](#) in 2008.
- Should shortform words be governed by rules, by a list, or by a combination of both? The approach to shortforms was rendered in March, 2010.
- What to do about accents in words? Finally it was decided that the accent would precede the affected letter, and that all accents would be shown.

One of UEB's main roadmaps gives the details for symbol construction. These guide the creation of future symbols and ensure that a symbol's beginning and ending are always identifiable—so important because many braille symbols are more than one cell.

Now, in June 2010, the UEB Rulebook is being published. Those involved in the project did not anticipate the length and complexity of their journey in the intervening years; but they soon discovered that having the principles, although the most important step, was only the first of many. Another factor was that all of the participants in the UEB project did so as volunteers with support obtained by their braille authorities. This truly was the project of a lifetime for them and worthy of the thousands of hours they gave to advancing UEB to its completion.

While this journey is complete, another one has begun as braille authorities in Australia, Canada, New Zealand, Nigeria and South Africa have adopted UEB and implementation has commenced. Many people are excited about UEB's refreshment of the braille code supporting the integration of blind people into the multi-faceted information society.

The UEB Rulebook will give great assistance to all who are currently working with UEB as well as those who will do so in the future. I congratulate the Australian Braille Authority for undertaking this very worthwhile and necessary project and all those who have assisted with its completion in such a short time.

I also extend my very best wishes to all those who will be taking part in the journey of the future of Unified English Braille.

Darleen Bogart
Chair, UEB Project Committee
1991–2010

Foreword to the Second Edition

Unified English Braille continues to expand its reach. As this second edition is published, the braille authorities of the United Kingdom and the United States have adopted UEB and are planning its implementation. The Irish National Braille and Alternative Format Association (INBAF) joined ICEB in December 2012, increasing our membership to eight. They will also be implementing UEB.

We are all indebted to Phyllis Landon for the diligent manner in which she has led the continued development of the UEB Rulebook. Her ability to cogently present the precise details of rules and examples is a huge asset to ICEB and I congratulate her and the Code Maintenance Committee on achieving a landmark publication for the ICEB.

Peter Osborne
President, International Council on English Braille

Preface to the First Edition

Unified English Braille (UEB) was adopted as Australia's official braille code on May 14 2005 during the Annual Meeting of the Australian Braille Authority (ABA). At the time, there were few teaching and learning resources available for UEB, and although the *UEB Primer* developed by Josie Howse in 2006 continues to be invaluable for anyone learning the basics of UEB, there was clearly a need for an authoritative and complete elaboration of the rules of the new code that could be used by braille educators, producers, and readers.

After preliminary discussion with several organisations involved in the teaching and production of braille, a project brief was adopted by the ABA Executive in August 2007 for the development of what has come to be known as the UEB Rulebook. The proposal included a specification of the work that would be required, as well as a budget for the project. There was discussion by the Executive of the Round Table on Information Access for People with Print Disabilities Inc. (of which the ABA is a subcommittee), and also at the General Assembly of the International Council on English Braille (ICEB) in April 2008. Following some fine-tuning of the original proposal, sponsorship was sought for the project in June 2008, and five organisations contributed funds to allow the project to commence in August 2008.

Christine Simpson was engaged by the Round Table to edit and compile the Rulebook based on the core formulation of the rules of UEB that was being done by the committees of the ICEB responsible for developing UEB. Christine is an experienced teacher of braille to adults, a leading producer of braille materials in Australia, and a lifelong user of braille in all aspects of her personal and professional life. Under the guidance of the ABA Executive, the UEB Rulebook development was supported by a Project Advisory Committee comprising representatives from the ABA Executive, the sponsoring organisations, and ICEB. This Committee has met regularly during the past two years, and has provided invaluable advice on all aspects of the book's development. The members of the Committee were:

- Bruce Maguire (Chair, Australian Braille Authority, and Chair of the Project Advisory Committee)
- Leona Holloway (Vision Australia)
- Josie Howse (Editor *UEB Primer*, ABA Executive Committee member)
- Bill Jolley (Australia's ICEB Representative)
- Phyllis Landon (Chair, UEB Rules Committee – ICEB)
- Janet Reynolds (Royal New Zealand Foundation of the Blind)
- Stefan Slucki (Royal Society for the Blind, South Australia)
- Maria Stevens (Braille Authority of New Zealand)
- Nicola Stowe/Tristan Clare (Royal Institute for Deaf and Blind Children)

RNIB chose not to appoint a member to the Committee. Christine Simpson provided secretarial support for the Committee.

As the UEB Rulebook nears completion, it is invigorating to reflect on the factors that have combined to nourish the project and ensure its success. I have identified three: collaboration, commitment, and convergence.

The development of UEB itself has been a triumph of collaborative endeavour, and it is not an exaggeration to say that with the Rulebook, collaboration has reached its apotheosis. Collaboration between organisations, collaboration between individuals, and collaboration among countries has all been integral to the success of the Rulebook. While some of this collaborative work took place through telephone meetings and face-to-face discussion, much of it was made possible by technologies such as the Internet, computer software, and refreshable braille displays. It is hard to imagine, for example, how the Rulebook could have been developed in such a comparatively short time without email, sophisticated word-processing software, and the Duxbury Braille Translator. Braille and emerging technologies are sometimes portrayed as competitors, especially by those who do not understand, and who thus feel threatened by, the liberating empowerment that braille offers. UEB seeks to equip braille (which, ironically, is one of the first “digital” technologies in every sense of that word) with the flexibility to evolve synergistically with other technologies. Indeed, the Internet and much computer software have evolved at the same time as UEB itself has been developed, and the Rulebook embodies a true technological harmony. We have been able to collaborate much more effectively, and reach a much wider group of braille users for feedback and comment, than would have been possible when the UEB project was begun. The result is that the Rulebook is truly an example of “democracy in action”, and it is responsive to the needs of a broad spectrum of braille users.

The Rulebook could not have been developed without the commitment of many people and groups. The organisations who provided financial sponsorship of the project have demonstrated their commitment to UEB and the aims and objectives of the Rulebook. The sponsors are:

- Royal Institute for Deaf and Blind Children (Australia)
- Royal National Institute of Blind People (UK)
- Royal New Zealand Foundation of the Blind
- Royal Society for the Blind, South Australia
- Vision Australia.

In addition to providing financial support, the sponsors have been generous with staff time for attending meetings of the Project Advisory Committee and reviewing drafts as the Rulebook has progressed.

The ICEB has been strongly committed to the UEB Rulebook project since the earliest stages of planning, and has expedited the work of the UEB Rules Committee and the UEB Project Committee to help ensure that the Rulebook could be completed on time and within budget. The ICEB has been represented on the Project Advisory Committee, and ICEB members have provided valuable feedback on the various drafts that have been circulated for comment.

The members of the Project Advisory Committee have all shown a personal commitment to the Rulebook project, and the result reflects their valuable input, advice, and feedback. The Committee met 14 times by teleconference, and all meetings were well-attended, and characterised by enthusiastic and thoughtful discussion.

The Executive of the Round Table, led by Brian Conway in his role of Round Table President, has been committed to the UEB Rulebook Project through the management of its financial aspects, as well as assisting with the design of the Rulebook cover, and arranging for printing.

The Round Table provides a forum for organisations in Australia and New Zealand with an interest in print disability to collaborate on matters of common concern, such as the development of standards and guidelines. The Round Table was successful in obtaining Government funding for UEB workshops that were held throughout Australia in the mid-1990s. The input and feedback provided by these workshops helped to shape the development of UEB in various ways and, ultimately, have influenced the content and structure of the Rulebook.

Many people have worked hard, often behind the scenes, to support and promote the development of the UEB Rulebook. In this sense, the Rulebook has been enriched by the commitment of the braille community, acting individually and together, to renew and consolidate the work that Louis Braille began almost 200 years ago.

In today's world of digital media, the term "convergence" is generally used to refer to a coming-together or blending of previously separate technologies. So we can say that over the past two decades there has been a growing convergence of telecommunications, computing and publishing, to the point where individuals can now create content using their computers, and then publish it on various websites using their mobile phones. However, in the context of the UEB Rulebook, I am using the term "convergence" to refer to a felicitous coming-together of personal attributes, capacities and qualities that have formed a sure foundation for the project. Everyone involved in one way or another with the project bears witness to the notion that ordinary people can accomplish extraordinary things, but three people stand out.

Phyllis Landon has provided constant enthusiasm, leadership and wisdom as she has chaired the UEB Rules Committee, drafted the various rules, and provided a never-ending source of ingenious examples that will, I am sure, enlighten generations of UEB students. Phyllis's contribution is imprinted on every page of the Rulebook (even this one), and it has been a privilege to work with her.

Darleen Bogart is almost as synonymous with UEB as Louis Braille is with braille. Darleen has been the Chair of the UEB project initiative since it was internationalised in 1993, and for two years before that she was Chair of the committee established by the Braille Authority of North America (BANA) to investigate the feasibility of creating a unified braille code. In 1993 the expectation was that the development of UEB would be completed within three years. We may have initially under-estimated the magnitude of the task, but during the past 17 years, Darleen has never wavered in her passionate belief that braille deserves the best that we can bring to it, and then some more. She has occasionally cajoled, sometimes persuaded, often encouraged, but always inspired us by her commitment, diplomacy, insight, and focus. Darleen has been an enthusiastic supporter of the UEB Rulebook project from the beginning, and she has nurtured it at every step along the way.

Christine Simpson was always the obvious choice as the editor and compiler of the Rulebook. As a braille teacher, she has an in-depth knowledge of UEB itself, and she knows how to communicate that knowledge in ways that lead to effective learning; as a producer of braille, Christine has an unsurpassed knowledge of the intricacies of braille translation and formatting; and as a user of braille, she has the dedication and passion to flow over, under, and around any obstacles and overcome any challenges. The development of the Rulebook has certainly presented some technical challenges. To allow drafts of the Rulebook's individual sections to be produced and updated effectively and efficiently in both print and braille, Christine developed an innovative approach that combined use of Microsoft Word's Styles and Template features with some of the advanced capabilities of the Duxbury Braille Translator. These techniques that Christine pioneered will be of value to anyone who needs to produce complex documents in print and braille through multiple revisions, and they certainly made it possible to provide much greater opportunities for feedback than would have otherwise been the case.

Christine has devoted almost two years of her working life to the development of the UEB Rulebook, and the result is a work of outstanding quality, accuracy, clarity, and value. It is a rich and lasting testimony to Christine's personal dedication to braille, her ability to harmonise different and sometimes quite divergent perspectives into a consensus, and her capacity to think creatively about the teaching, learning and use of braille.

The UEB Rulebook is the culmination of a journey that celebrates the contemporary relevance and vitality of braille. There will, of course, be future editions of the Rulebook as UEB continues to evolve and we gain more experience of using UEB in a variety of situations. No doubt each subsequent edition will have its own particular style in response to particular needs and challenges. This first edition, though, is one-of-a-kind (as first editions are apt to be): it sets a benchmark and establishes expectations of excellence that can only be good for braille and UEB.

We hope that the UEB Rulebook will be a valued resource for anyone who teaches braille, produces braille, or reads and writes braille. It is a book to be used and kept close at hand rather than left to languish on a shelf.

Above all, we hope that the UEB Rulebook will help strengthen braille as the primary literacy medium of people who are blind, and in so doing enable braille users to participate fully in all aspects of life.

Bruce Maguire
Chair, UEB Rulebook Project Advisory Committee
2008–2010

Preface to the Second Edition

At the meeting of its Executive in July 2010, responsibility for the maintenance of Unified English Braille was assumed by the International Council on English Braille. At that time, the Code Maintenance Committee (CMC) was established "to ensure that the ongoing work associated with the maintenance of UEB be carried out efficiently, effectively, and with appropriate stakeholder representation."

The members of the CMC since its formation have been:

- Sheila Armstrong (United Kingdom) to December 2012
- Antonnette Botha (South Africa)
- James Bowden (United Kingdom) from January 2013
- Christo de Klerk (South Africa)
- Leona Holloway (Australia) from December 2010
- Phyllis Landon, **Chair** (Canada)
- Stuart Lawlor (Ireland) from April 2013
- Bruce Maguire (Australia) to November 2010
- Jean Obi (Nigeria)
- Christine Simpson (Australia)
- Maria Stevens (New Zealand)
- Joe Sullivan (United States)

The work of the CMC has resulted in this second edition of the Rulebook. All major additions and substantive changes have been approved by the ICEB Executive.

The following sections of the Rulebook are new:

- [Section 14](#): Code Switching
- [Section 15](#): Scansion, Stress and Tone
- [Section 16](#): Line Mode, Guide Dots

This edition includes two new appendices which are:

- [Appendix 2](#): Word List
- [Appendix 3](#): Symbols List

Also new to this edition are:

- UEB signs for the music accidentals ([3.18](#))
- Nemeth Code indicator ([14.6](#))

Other changes have been made to correct errors in the first edition (of which there were very few) and to clarify issues. Refer, in particular, to:

- [2.3.1](#) and [2.3.2](#) (capitalization is not considered ornamentation);
- [2.4.7](#) (UEB modes may not extend through a switch to another code);
- [3.2](#) (the basic arrow signs);
- [4.2](#) (print representations of the modifiers are now included);

- [5.6.2](#) and [6.5.1](#) (the grade 1 terminator may be inserted to terminate grade 1 mode when established by the numeric indicator).

The completion of this second edition is thanks to the efforts of many accomplished people. Christine Simpson once again did an outstanding job of editing the print edition and ensuring a consistent appearance. Leona Holloway produced the symbols list and developed a method to provide an accurate representation of the letter modifiers for print readers. The braille edition was produced by CNIB volunteer transcribers. Mary Hughes and Jill Cooter are to be commended for their timely, accurate, and thorough transcription and proofreading. All members of the Code Maintenance Committee at some point contributed to this edition, whether through examples, suggestions, ideas or commentary. We have been fortunate to have the benefit of their time, experience, knowledge and wisdom.

I would like to thank Mary Schnackenberg for her assistance and encouragement, particularly when the Committee was first starting out. Pete Osborne has ensured that all matters brought to the ICEB Executive were dealt with quickly and efficiently.

This second edition reflects the unity of purpose and sense of cooperation within the English braille world. On behalf of the Code Maintenance Committee, I trust the Rulebook will be a valued reference tool which will contribute to a uniform standard and the increased exchange of materials for the readers of English braille.

Phyllis Landon
Chair, ICEB Code Maintenance Committee

Acknowledgements

Publication of this second edition of *The Rules of Unified English Braille* is the result of work undertaken by many people over an extended period of time.

Editing and production of the first edition of this Rulebook was sponsored by the following organisations. I acknowledge and thank:

- Royal National Institute of Blind People (UK)
- Royal Institute for Deaf and Blind Children (Australia)
- Vision Australia
- Royal New Zealand Foundation of the Blind
- Royal Society for the Blind of South Australia

During the process of compiling and editing this publication I have greatly appreciated the hard work and dedication of the many people who have provided source material and feedback. Formulation of the braille rules and compilation of many of the examples was originally undertaken by members of the UEB Rules Committee most capably lead by Phyllis Landon.

Phyllis has continued to lead the process of documenting and refining the UEB Rules and has spent countless hours drafting and wordsmithing text. Now, as Chair of the ICEB Code Maintenance Committee, she, along with her Committee, continues to give valuable hours of support and guidance to the development of this publication.

My thanks also go to members of the Rulebook Project Advisory Committee. Lead by Bruce Maguire, they provided me with invaluable guidance, encouragement and feedback for the production of our first edition and have sustained their support for the project in more recent times.

In particular I acknowledge with true appreciation the constant feedback, careful proofing and advice given to me by Phyllis Landon, Leona Holloway, Bill Jolley and Kathy Riessen. Without their careful review of wording, their numerous suggestions, additions and corrections, this Rulebook would not serve as the invaluable reference tool that readers have come to know and rely upon.

And finally, a special thank you to my husband John, whose thoughtful assistance with the print layout has been truly appreciated. His many suggestions to refine the visual look of this document have helped to make a complex set of rules and examples appear clear, uncluttered and easily manageable.

Christine Simpson
Editor

About This Book

The Rules of Unified English Braille is primarily intended for use by braille transcribers, although it is hoped that it will also serve as a key reference for braille translation software developers and other braille experts.

This publication is not a manual for learning braille. It is a reference that a transcriber may use often and a reader of braille may use occasionally for clarification. Topics are not in an order which allows the reader to learn the braille code. Good braille knowledge is essential for effective use of this publication.

The statement of each "braille rule" is followed by usage examples. Cross-references and notes are also included. The words "Refer to:" indicate text directing the reader to related material and the word "Note:" indicates text that serves to clarify a point, or to remind the reader of something important.

Text in square brackets should be considered as an "editorial note"; included for the purpose of helping the reader better understand an example or a point being illustrated. Text in round brackets is usually part of an example.

The print version has been prepared using SimBraille font for all braille examples, so it does not show the dot locator preceding the symbols under discussion. However, in the braille version the dot locator has been added where required.

Examples in the print version show the text in regular font and then in SimBraille. Examples are shown just once in the braille version. Where more than one example is placed on the same line, multiple spaces have been inserted for separation. In some instances a Transcriber Note has been added to the braille text to ensure that the point being illustrated is clear to the braille reader.

Under the heading "Examples:" readers will see instances of where a particular symbols-sequence or contraction is used, followed under the heading "But:" by a listing of instances where such symbols-sequences or contractions may not be used.

Lists of symbols are mostly in braille order (see [Section 1.1.2](#), Introduction).

[Section 11: Technical Material](#) summarises information in *Unified English Braille Guidelines for Technical Material* that constitutes rules rather than guidelines. It is presented in a slightly different style from the rest of the Rulebook. Print and braille versions of The Guidelines document can be downloaded from <http://www.iceb.org>.

[Appendix 1](#) presents the shortforms in alphabetic order, together with their associated wordlists. Each shortform wordlist is in two parts: firstly listing words which begin with the shortform, and then listing words where the shortform follows another syllable or syllables.

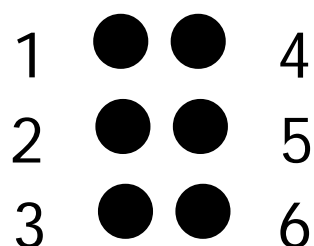
[Appendix 2](#) provides an alphabetic list of all example words used in [Section 10](#) to show contraction use.

[Appendix 3](#) is the complete list of UEB symbols in braille order. It shows, where applicable: UEB symbol, print symbol (print edition only), Unicode value, symbol name, usage and reference.

Section 1: Introduction

1.1 Definition of braille

1.1.1 Braille is a tactile method of reading and writing for blind people developed by Louis Braille (1809–1852), a blind Frenchman. The braille system uses six raised dots in a systematic arrangement with two columns of three dots, known as a braille cell. By convention, the dots in the left column are numbered 1, 2 and 3 from top to bottom and the dots in the right column are numbered 4, 5 and 6 from top to bottom.



1.1.2 The six dots of the braille cell are configured in 64 possible combinations (including the space which has no dots present). The 63 braille characters with dots are grouped in a table of seven lines. This table is used to establish "braille order" for listing braille signs.

Line 1:	⠠	⠡	⠢	⠣	⠤	⠥	⠦	⠧	⠨	⠩
Line 2:	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
Line 3:	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
Line 4:	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
Line 5:	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
Line 6:	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
Line 7:	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠

Line 1 is formed with characters in the upper part of the cell, using dots 1, 2, 4 and 5.

Line 2 adds dot 3 to each of the characters in Line 1.

Line 3 adds dots 3 and 6 to each of the characters in Line 1.

Line 4 adds dot 6 to each of the characters in Line 1.

Line 5 repeats the dot configurations of Line 1 in the lower part of the cell, using dots 2, 3, 5 and 6.

Line 6 is formed with characters using dots 3, 4, 5 and 6.

Line 7 is formed with characters in the right column of the cell, using dots 4, 5 and 6.

- 1.1.3 An individual may write braille by hand either using a slate and stylus to push dots out from the back of the paper working from right to left or using a mechanical device called a brailier. A person may also use an embosser to reproduce an electronic braille file. These methods all produce embossed braille on hardcopy paper.
- 1.1.4 A person may read an electronic braille file by using a refreshable braille display attached to his/her computer. This employs pins which raise and lower to form the braille characters.
- 1.1.5 Originally developed to represent the French language, braille has been adapted for English and many other languages.
- 1.1.6 Braille is used to represent all subject matter, including literature, mathematics, science and technology. Louis Braille developed the system which is used worldwide today for representing music.

1.2 Principles of Unified English Braille

- 1.2.1 Unified English Braille (UEB) is a system of English braille which represents all subjects except music.
- 1.2.2 The purpose of UEB is to allow the reader to understand without ambiguity what symbols are being expressed by a given braille text.
- 1.2.3 The primary transcribing rule is to produce braille that, when read, yields exactly the original print text (apart from purely ornamental aspects).
- 1.2.4 A print symbol has one braille equivalent in UEB. Use the braille sign for that print symbol regardless of the subject area.
- 1.2.5 In UEB the 64 braille characters including the space are designated as being either a prefix or a root. There are 8 prefixes: ⠠ plus the braille characters formed from the dots in the right column of the cell, that is the characters from Line 7 of the table in [section 1.1.2](#) above. The other 56 braille characters are roots. The UEB prefixes are:
 ⠠ ⠡ ⠢ ⠣ ⠤ ⠥ ⠦ ⠧
- 1.2.6 The last two braille characters in the table ⠨ and ⠩ are special prefixes. A special prefix may be used in combination with another special prefix to form a braille sign. Such braille signs are used only as indicators.

Example:

The passage indicators ⠠⠠⠠⠠ and ⠠⠠⠠⠠

- 1.2.7 Any other braille sign in UEB is constructed from a root or from a root plus one or more prefixes.

Examples:

⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

1.3 Basic signs found in other forms of English braille

Note: In the following sections, only braille signs found in both *English Braille American Edition* and *British Braille* are listed.

Contractions

- 1.3.1 Other forms of English braille write the wordsigns for "a", "and", "for", "of", "the" and "with" unspaced from one another.
- 1.3.2 Other forms of English braille use the following contractions which are not used in UEB:

⠠⠠⠠⠠ o'clock (shortform)

⠠⠠ dd (groupsign between letters)

⠠⠠ to (wordsign unspaced from following word)

⠠⠠⠠ into (wordsign unspaced from following word)

⠠⠠ by (wordsign unspaced from following word)

⠠⠠ ble (groupsign following other letters)

⠠⠠ com (groupsign at beginning of word)

⠠⠠⠠ ation (groupsign following other letters)

⠠⠠⠠ ally (groupsign following other letters)

Punctuation

1.3.3 Other forms of English braille use the following punctuation signs which are not used in UEB:

- ⠠ opening and closing parentheses (round brackets)
- ⠠⠠ closing square bracket
- ⠠⠠ closing single quotation mark (inverted commas)
- ⠠⠠⠠ ellipsis
- ⠠⠠ dash (short dash)
- ⠠⠠⠠⠠ double dash (long dash)
- ⠠⠠ opening square bracket

Composition signs (indicators)

1.3.4 Other forms of English braille use the following composition signs (indicators) which are not used in UEB:

- ⠠ non-Latin (non-Roman) letter indicator
- ⠠ accent sign (nonspecific)
- ⠠ print symbol indicator
- ⠠ italic sign (for a word)
- ⠠⠠ double italic sign (for a passage)

General symbols

1.3.5 Other forms of English braille use the following general symbols which are not used in UEB:

- ⠠ pound sign (pound sterling)
- ⠠⠠ paragraph sign
- ⠠⠠ section sign
- ⠠ dollar sign
- ⠠⠠ asterisk

- ⠠ end of foot
- ⠠⠠ caesura
- ⠠ short or unstressed syllable
- ⠠ long or stressed syllable

Technical subjects

- 1.3.6 Other forms of English braille use special codes to represent mathematics and science, computer notation and other technical or specialised subjects.

Section 2: Terminology and General Rules

2.1 Terminology

alphabetic: designating letters of the alphabet, including modified letters, ligatured letters and contractions, which stand for letters

alphabetic wordsign: any one of the wordsigns in which a letter represents a word

braille cell: the physical area which is occupied by a braille character

braille character: any one of the 64 distinct patterns of six dots, including the space, which can be expressed in braille

braille sign: one or more consecutive braille characters comprising a unit, consisting of a root on its own or a root preceded by one or more prefixes (also referred to as braille symbol)

braille space: a blank cell, or the blank margin at the beginning and end of a braille line

braille symbol: used interchangeably with braille sign

contracted: transcribed using contractions (also referred to as grade 2 braille)

contraction: a braille sign which represents a word or a group of letters

final-letter groupsign: a two-cell braille sign formed by dots 46 or dots 56 followed by the final letter of the group

grade 1: the meaning assigned to a braille sign which would otherwise be read as a contraction or as a numeral (Meanings assigned under special modes such as arrows are not considered grade 1.)

grade 1 braille: used interchangeably with uncontracted

grade 2 braille: used interchangeably with contracted

graphic sign: a braille sign that stands for a single print symbol

groupsign: a contraction which represents a group of letters

indicator: a braille sign that does not directly represent a print symbol but that indicates how subsequent braille sign(s) are to be interpreted

initial-letter contraction: a two-cell braille sign formed by dot 5, dots 45 or dots 456 followed by the first letter or groupsign of the word

item: any one of a precisely-defined grouping of braille signs used primarily in technical material to establish the extent of certain indicators, such as indices

letters-sequence: an unbroken string of alphabetic signs preceded and followed by non-alphabetic signs, including space

lower: containing neither dot 1 nor dot 4

mode: a condition initiated by an indicator and describing the effect of the indicator on subsequent braille signs

modifier: a diacritical mark (such as an accent) normally used in combination with a letter

nesting: the practice of closing indicators in the reverse order of opening

non-alphabetic: designating any print or braille symbol, including the space, which is not a letter, modified letter, ligatured letter or contraction

passage: three or more symbols-sequences

passage indicator: initiates a mode which persists indefinitely until an explicit terminator is encountered

prefix: any one of the seven braille characters having only right-hand dots (⠃ ⠆ ⠉ ⠊ ⠋ ⠌ ⠍) or the braille character ⠎

print symbol: a single letter, digit, punctuation mark or other print sign customarily used as an elementary unit of text

root: any one of the 56 braille characters, including the space, which is not a prefix

shortform: a contraction consisting of a word specially abbreviated in braille

standing alone: condition of being unaccompanied by additional letters, symbols or punctuation except as specified in [2.6](#), the "standing alone" rule; used to determine when a braille sign is read as a contraction

strong: designating contractions (other than alphabetic wordsigns) containing dots in both the top and bottom rows and in both the left and right columns of the braille cell

strong character: designating a braille character containing dots in both the top and bottom rows and in both the left and right columns of the braille cell, which therefore is physically unambiguous

symbols-sequence: an unbroken string of braille signs, whether alphabetic or non-alphabetic, preceded and followed by space (also referred to as symbols-word)

terminator: a braille sign which marks the end of a mode

text element: a section of text normally read as a unit (a single paragraph, a single heading at any level, a single item in a list or outline, a stanza of a poem, or other comparable unit), but not "pages" or "lines" in the physical sense that are created simply as an accident of print formatting

uncontracted: transcribed without contractions (also referred to as grade 1 braille)

upper: including dot 1 and/or dot 4

word indicator: initiates a mode which extends over the next letters-sequence in the case of the capitals indicator or over the next symbols-sequence in the case of other indicators

wordsign: a contraction which represents a complete word

2.2 Contractions summary

alphabetic wordsigns:

but	can	do	every	from	go	have	just
knowledge		like	more	not	people	quite	rather
so	that	us	very	will	it	you	as

strong wordsigns:

child	shall	this	which	out	still
-------	-------	------	-------	-----	-------

strong contractions: may be used as groupsigns and as wordsigns.

and	for	of	the	with
-----	-----	----	-----	------

strong groupsigns:

ch	gh	sh	th	wh	ed	er	ou
ow	st	ing	ar				

lower wordsigns:

be	enough	were	his	in	was
----	--------	------	-----	----	-----

lower groupsigns:

ea	be	bb	con	cc	dis	en	ff
gg	in						

initial-letter contractions: may be used as groupsigns and as wordsigns.

- beginning with dots 45;

upon	these	those	whose	word
------	-------	-------	-------	------
- beginning with dots 456;

cannot	had	many	spirit	their	world
--------	-----	------	--------	-------	-------
- beginning with dot 5;

day	ever	father	here	know	lord	mother
-----	------	--------	------	------	------	--------

name	one	part	question	right	some
time	under	young	there	character	through
where	ought	work			

final-letter groupsigns:

- beginning with dots 46;
ound ance sion less ount
- beginning with dots 56;
ence ong ful tion ness ment ity

shortforms:

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

2.3 Following print

2.3.1 Follow print when transcribing into braille, including accents, punctuation and capitalisation.

Note: This provision does not apply to print ornamentation as provided for in [2.3.2](#) below, or to parts of the braille text which are added by the transcriber, e.g. preliminary pages, page information lines, or transcriber's notes.

2.3.2 When transcribing, it is preferable to ignore print ornamentation which is present only to enhance the appearance of the publication

and does not impart any useful information.

Examples of print ornamentation include:

- different typefaces or fonts for headings
- the lowercase of letters with accents in a fully capitalised word
- coloured type used for all example words
- italics used for all variables in a text
- small capitals font used for all Roman numerals

2.3.3 When a facsimile transcription is required, reproduce all aspects of print as fully as possible including ornamentation.

Examples of circumstances when a facsimile transcription may be requested are:

- when the reader is responsible for editing the text
- when the reader is studying typography
- when the reader is studying original manuscripts

2.3.4 In general, do not correct print errors.

2.4 Indicators and modes

2.4.1 The purpose of indicators is to change the meaning of the following braille characters or to change an aspect of the following text (e.g. to indicate capitals or a special typeface).

2.4.2 Many braille signs have more than one meaning.

Examples:

- ⠠: the letter "f"; in numeric mode – digit "6"; contracted (grade 2) meaning – the alphabetic wordsign "from"
- ⠠: in grade 1 mode – arrow indicator; contracted (grade 2) meanings – the strong groupsign "ou" and the strong wordsign "out"
- ⠠: question mark; opening nonspecific quotation mark; contracted (grade 2) meaning – the lower wordsign "his"
- ⠠: vertical solid line segment; line indicator, as in poetry
- ⠠⠠: in numeric mode – numeric space followed by digit "4"; contracted (grade 2) meaning – the initial-letter contraction "day"
- ⠠⠠⠠: Greek letter sigma; contracted (grade 2) meaning – the final-letter groupsign "less"

- 2.4.3 The reader determines the meaning of a braille sign in several ways:
- by its spacing (e.g. the vertical solid line segment)
 - by applying the Standing Alone rule (e.g. alphabetic wordsigns)
 - by its position in relation to other signs (e.g. opening nonspecific quotation mark, line indicator, final-letter groupsigns)
 - by the mode in effect (e.g. digits, arrow indicator)

- 2.4.4 Use an indicator to establish the mode which determines the meaning of the braille signs which follow.

Note: The list below gives the basic indicators and the modes which they set. It does not include indicators for extended modes (e.g. grade 1 word indicator and grade 1 passage indicator), indicators for variations (e.g. bold arrow indicator), subsidiary indicators (e.g. superposition indicator used in shape mode) or terminators.

⠆⠆ sets shape mode: [Guidelines for Technical Material](#), Part 14, Shape Symbols and Composite Symbols

⠆⠆ sets arrow mode: [Guidelines for Technical Material](#), Part 13, Arrows

⠆⠆ sets numeric mode and grade 1 mode: [Section 6](#), Numeric Mode

⠆⠆⠆ opens and sets horizontal line mode: [Section 16](#), Line Mode, Guide Dots

⠆⠆ sets grade 1 mode: [Section 5](#), Grade 1 Mode

- 2.4.5 Use an indicator to change an aspect of the text which follows.

Note: The list below gives the basic indicators of this type.

⠆⠆ subscript indicator: [Guidelines for Technical Material](#), Part 7, Superscripts and Subscripts

⠆⠆ superscript indicator: [Guidelines for Technical Material](#), Part 7, Superscripts and Subscripts

⠆⠆⠆ script symbol indicator: [Section 9](#), Typeforms

⠆⠆⠆ bold symbol indicator: [Section 9](#), Typeforms

⠆⠆⠆ ligature indicator: [Section 4](#), Letters and Their Modifiers

⠆⠆⠆ underlined symbol indicator: [Section 9](#), Typeforms

⠆⠆⠆ italic symbol indicator: [Section 9](#), Typeforms

- [Section 4](#), Letters and Their Modifiers – no contractions following a modifier, no contractions before or after a ligature indicator
- [Section 5](#), Grade 1 Mode – no contractions within grade 1 mode
- [Section 6](#), Numeric Mode – no contractions within grade 1 mode when set by a numeric indicator
- [Section 12](#), Early Forms of English – no contractions in Old English.

In technical material these include: [See [Guidelines for Technical Material](#).:]

- Part 1, General Principles – no contractions in strings of fully capitalised letters.
- Part 14, Shape Symbols and Composite Symbols – no contractions in the description of a transcriber-defined shape.
- Part 16, Chemistry – no contractions in letters representing chemical elements.
- Part 17, Computer Notation – no contractions in a displayed computer program.

- 2.5.2 Uncontracted (grade 1) braille is different from grade 1 mode.
- 2.5.3 Grade 1 mode exists only when introduced by a grade 1 indicator or by a numeric indicator.
- 2.5.4 Uncontracted (grade 1) braille is a transcription option which may be selected for any number of reasons, including:
- when the pronunciation or recognition of a word would be hindered: [Section 10](#), Contractions
 - in Middle English: [Section 12](#), Early Forms of English
 - in foreign words: [Section 13](#), Foreign Language
 - in texts for readers who have not learned contracted braille
 - when the spelling of a word is featured, as in dictionary entries
- Note:* Braille authorities and production agencies may establish policies for the guidance of transcribers in the use of uncontracted (grade 1) braille.
- 2.5.5 Although contractions are not used in grade 1 mode, uncontracted (grade 1) braille may be employed without the use of grade 1 indicators.

Contracted (grade 2) braille

Note: The use of the contractions in contracted (grade 2) braille is covered in [Section 10](#), Contractions.

Note: UEB contracted braille differs slightly from other forms of English contracted braille. See [Section 1.3](#), Introduction, for basic signs found in other forms of English braille.

Other grades of braille

Note: Other grades of braille have been developed. One of these is grade 3 braille which contains several hundred contractions and is primarily for personal use. Another is grade 1½ braille. Employing only 44 one-cell contractions, this was the official code of the United States from 1918 to 1932.

2.6 Standing alone

2.6.1 A letter or letters-sequence is considered to be "standing alone" if it is preceded and followed by a space, a hyphen or a dash. The dash may be of any length, i.e. the dash or the long dash.

Examples:

x ⠠⠠ it ⠠ which ⠠ was ⠠ al ⠠⠠⠠ also ⠠⠠

e-x-u-d-e ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ do-it-yourself ⠠⠠⠠⠠⠠⠠⠠⠠

out-and-out ⠠⠠⠠⠠⠠⠠

5-yrf-678 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

I like x-it works. ⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠

his child-this one ⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠

my friend-Fr John ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

th--r ⠠⠠⠠⠠⠠⠠

Mme. M— ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

-s ⠠⠠⠠⠠⠠⠠ —st ⠠⠠⠠⠠⠠⠠

2.6.2 A letter or letters-sequence is considered to be "standing alone" when the following common punctuation and indicator symbols intervene between the letter or letters-sequence and the *preceding* space, hyphen or dash:

- opening parenthesis (round bracket), opening square bracket or opening curly bracket (brace bracket)
- opening quotation mark of any kind

- nondirectional quotation mark of any kind
- apostrophe [also see [Section 2.6.4](#)]
- opening typeform indicator of any kind
- capitals indicator of any kind
- opening transcriber's note indicator
- or any combination of these.

Examples:

(c	[can
{af	-(after
"do	'your
"yr-123	
'e 'as	<i>p</i>
people	<u>enough</u>
<i>child-safe</i>	N
Not Like That	LITTLE CHILD
-GREAT	
OUT OF TOWN	
[open TN]every	[open TN]In
-"[Be true.]"	

But:

<x, y>	this/that
*from	&c
Apt. #B	¶d
é	ū
~s	~st

- 2.6.3 A letter or letters-sequence is considered to be "standing alone" when the following common punctuation and indicator symbols intervene between the letter or letters-sequence and the *following* space, hyphen or dash:

Section 3: General Symbols and Indicators

		space (see 3.23)
⠆		opening braille grouping indicator (see 3.4)
⠠		first transcriber-defined print symbol (see 3.26)
⠡		shape indicator (see 3.22)
⠢		arrow indicator (see 3.2)
⠣	→	simple right pointing arrow (east) (see 3.2)
⠤	↓	simple down pointing arrow (south) (see 3.2)
⠥	←	simple left pointing arrow (west) (see 3.2)
⠦	↑	simple up pointing arrow (north) (see 3.2)
⠧	:	ratio (see 3.17)
⠨	::	proportion (see 3.17)
⠩		subscript indicator (see 3.24)
⠪	'	prime (see 3.11 and 3.15)
⠬	"	double prime (see 3.11 and 3.15)
⠭		superscript indicator (see 3.24)
⠮	ℎ	natural (see 3.18)
⠯	♭	flat (see 3.18)
⠰	♯	sharp (see 3.18)
⠱		second transcriber-defined print symbol (see 3.26)
⠲		closing braille grouping indicator (see 3.4)
⠼	@	commercial at sign (see 3.7)
⠾	¢	cent sign (see 3.10)
⠿	€	euro sign (see 3.10)
⠻	₣	French franc sign (see 3.10)
⠼	£	pound sign (pound sterling) (see 3.10)
⠼	₦	naira sign (see 3.10)
⠼	\$	dollar sign (see 3.10)
⠼	¥	yen sign (Yuan sign) (see 3.10)
⠼	&	ampersand (see 3.1)
⠼	<	less-than sign (see 3.17)
⠼	^	caret (see 3.6)

⠠⠨	~	tilde (swung dash) (see 3.25)
⠠⠨⠨		third transcriber-defined print symbol (see 3.26)
⠠⠨	>	greater-than sign (see 3.17)
⠠⠨⠨		opening transcriber's note indicator (see 3.27)
⠠⠨⠨		closing transcriber's note indicator (see 3.27)
⠠⠨⠨	†	dagger (see 3.3)
⠠⠨⠨	‡	double dagger (see 3.3)
⠠⠨	©	copyright sign (see 3.8)
⠠⠨	°	degree sign (see 3.11)
⠠⠨	¶	paragraph sign (see 3.20)
⠠⠨	®	registered sign (see 3.8)
⠠⠨	§	section sign (see 3.20)
⠠⠨	™	trademark sign (see 3.8)
⠠⠨	♀	female sign (Venus) (see 3.16)
⠠⠨	♂	male sign (Mars) (see 3.16)
⠠⠨⠨		fourth transcriber-defined print symbol (see 3.26)
⠠⠨	#	number sign (crosshatch, hash, pound sign) (see 3.19)
⠠⠨	•	bullet (see 3.5)
⠠⠨⠨		fifth transcriber-defined print symbol (see 3.26)
⠠⠨	”	ditto mark (see 3.12)
⠠⠨	+	plus sign (see 3.17)
⠠⠨	=	equals sign (see 3.17)
⠠⠨	×	multiplication sign (see 3.17)
⠠⠨	*	asterisk (star) (see 3.3)
⠠⠨	÷	division sign (see 3.17)
⠠⠨⠨		sixth transcriber-defined print symbol (see 3.26)
⠠⠨	–	minus sign (see 3.17)
⠠⠨⠨		dot locator for "use" (see 3.14)
⠠⠨		dot locator for "mention" (see 3.13)
⠠⠨	%	percent sign (see 3.21)
⠠⠨⠨		seventh transcriber-defined print symbol (see 3.26)

3.1 Ampersand ⠠⠠⠠⠠

3.1.1 Follow print for the use of the ampersand.

Examples:

Marks & Spencer ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

AT&T ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

&c (etc) ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

3.2 Arrows ⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠

3.2.1 Follow print for the use of arrows. In non-technical material, list the complete arrow symbol (without any grade 1 indicator) and its meaning on the symbols page or in a transcriber's note.

Note: The grade 1 indicator may be required before the arrow symbol to avoid it being misread.

Refer to: [Section 11.6](#), Technical Material, and [Guidelines for Technical Material](#), Part 13, for further information on arrows.

Examples:

Road signs of → and ← mark detours.

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

Put a ↑ on the map to indicate north.

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

Arrow used in the following example:

⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

The ENTER key is the one with ↵ on it.

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

3.3 Asterisk ⠠⠠⠠ dagger ⠠⠠⠠⠠⠠ and double dagger ⠠⠠⠠⠠⠠

3.3.1 Follow print for the use of the asterisk, dagger and double dagger, regardless of meaning.

Examples:

spoon

mass_{sun}

3.5 Bullet

3.5.1 Follow print for the use of the bullet.

Note: At times, other symbols may be used for a similar purpose.

Refer to: [3.22](#) for shapes and [3.26](#) for transcriber-defined symbols.

Example:

Nutritional considerations include:

- carbohydrates
- protein
- fat
- cholesterol
- fiber
- sodium

3.6 Caret

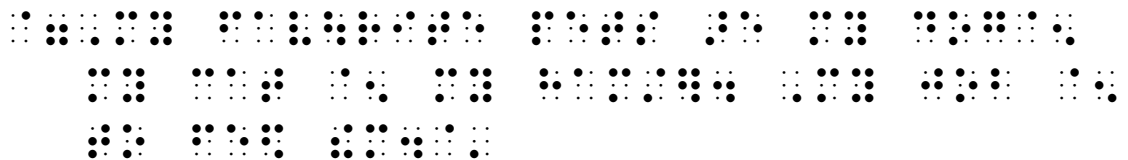
3.6.1 Follow print for the use of the caret.

Refer to: [Section 4.2](#), Letters and Their Modifiers, for the circumflex accent *above* a letter.

Example:

[caret used as an editing mark to show omissions:]

My favourite pets are my dog ^ my cat ^ my hamster. My job ^ to feed them.



3.7 Commercial at sign ⠠⠠

3.7.1 Follow print for the use of the commercial at sign.

Examples:

FLASH@lightning.net

Sell the candies @ 10¢ each.



3.8 Copyright ⠠⠠ registered ⠠⠠ and trademark ⠠⠠ signs

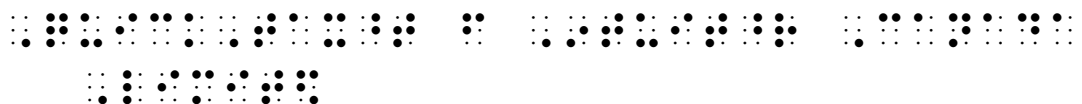
3.8.1 Follow print for the use of the copyright, registered and trademark signs. Usually the trademark sign appears raised from the baseline in print. This is not considered the superscript position.

Examples:

Copyright © 2009

©2009

QuickTax™ from Intuit® Canada Limited



3.9 Crosses ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠

3.9.1 Print uses crosses for a variety of purposes. Select the appropriate braille symbol based on the purpose of the cross.

Note: Use the letter "x" or "X" only when the cross has no mathematical or scientific meaning; for example: to represent a kiss.

Refer to: [3.3](#) for use of the dagger as a Latin or Christian cross (e.g. to signify death or a member of the clergy); and to [3.17](#) for the multiplication sign which is used to show dimensions, degree of magnification, and crosses between breeds of animals or between varieties of plants.

Example:

[from a genealogy:]

Amy Florence SAMPSON ♀ 1881-1956

Carlyle Kennedy SAMPSON ♂ 1885-1975

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

⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

3.17 Mathematical signs: plus ⠠⠠ equals ⠠⠠ multiplication ⠠⠠ division ⠠⠠ minus ⠠⠠ ratio ⠠⠠ proportion ⠠⠠ less-than ⠠⠠ and greater-than ⠠⠠

- 3.17.1 Follow print spacing for use of the plus, equals, multiplication, division, minus, ratio, proportion, less-than and greater-than signs when used in non-technical material.

Examples:

as easy as $2 + 2 = 4$

⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠

corn – c + b = born

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

5 is 25% of 20 ($5 \div 20 \times 100$)

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

⠠⠠⠠⠠⠠⠠⠠⠠⠠

positron < posi(tive) + (elec)tron

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

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

+44 1234 567890 (UK phone number)

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

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

a frame with an opening 7" W × 5" H

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

Examples:

5% ⠠⠠⠠⠠⠠⠠ 95 % ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠

a 50% increase ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

% of population ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

3.22 Shapes ⠠⠠

3.22.1 In non-technical material, list the complete shape symbol (without any grade 1 indicator) and its meaning on the symbols page or in a transcriber's note.

Note: A grade 1 indicator may need to be added before the symbol in the text of the document being transcribed.

Refer to: [Section 11.7](#), Technical Material, and [Guidelines for Technical Material](#), Part 14, for further information on shapes; and [3.26](#) for transcriber-defined symbols.

Examples:

[a multi-level organisation chart using bullets, squares and circles:]

- Vice-President Client Services
 - Director Library Services
 - Manager Braille Production
 - Manager Audio Production
 - Director Rehabilitation Services
- ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠
- ⠠⠠⠠⠠⠠⠠⠠⠠⠠
- ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
- ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
- ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
- ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
- ⠠⠠⠠⠠⠠⠠⠠⠠⠠

[A student textbook uses the following icons (as explained in the text) before certain material: pencil–Write an essay; pointing finger–Remember; question mark in a circle–Research.]

[Example words are widely spaced in print.]

3.24 Subscript ⠨ and superscript ⠠ indicators

3.24.1 Indicate the subscript or superscript position when used in print. In grade 2 braille, use grade 1 mode for the subscript and the superscript indicators.

Refer to: [Section 11.4](#), Technical Material, for superscripts and subscripts and to [3.4](#), for braille grouping indicators.

Examples:

W^m H_2O

3 yd^3 $4m^2$

vitamin B_{12}

born in 1682.³

born in 1982.^c

America³ (America Cubed—name of a sailing ship)

an earthquake measuring 6.5 M_w

the clarion¹ horn

¹ clarion: loud and clear

3.25 Tilde (swung dash) ⠨

3.25.1 Follow print for use of the tilde.

Refer to: [Section 4.2](#), Letters and Their Modifiers, for the tilde accent above a letter.

Examples:

[from a dictionary:]

head n. the top part of the body ... **~by a ~** by the length of the animal's head, as in horse racing --~ **over heels** tumbling as in a somersault

~ vt. to be in charge of ...

An economist would write $x \sim y$ to indicate that a consumer is indifferent between the goods x and y .

<http://www.business.com/~yourname>

Some people use the tilde around words to indicate an inflected tone of voice or singing as in ~Happy birthday to you~

3.26 Transcriber-defined symbols

- 3.26.1 Use a transcriber-defined symbol for any print symbol which has no UEB equivalent and which occurs so frequently in the text that the use of a transcriber-defined shape or composite symbol would be

Section 4: Letters and Their Modifiers

4.1 English alphabet

⠁	letter a	⠁	capital letter A
⠃	letter b	⠃	capital letter B
⠉	letter c	⠉	capital letter C
⠙	letter d	⠙	capital letter D
⠑	letter e	⠑	capital letter E
⠋	letter f	⠋	capital letter F
⠗	letter g	⠗	capital letter G
⠎	letter h	⠎	capital letter H
⠊	letter i	⠊	capital letter I
⠛	letter j	⠛	capital letter J
⠅	letter k	⠅	capital letter K
⠇	letter l	⠇	capital letter L
⠍	letter m	⠍	capital letter M
⠘	letter n	⠘	capital letter N
⠕	letter o	⠕	capital letter O
⠏	letter p	⠏	capital letter P
⠑	letter q	⠑	capital letter Q
⠞	letter r	⠞	capital letter R
⠑	letter s	⠑	capital letter S
⠞	letter t	⠞	capital letter T
⠥	letter u	⠥	capital letter U
⠧	letter v	⠧	capital letter V
⠧	letter w	⠧	capital letter W
⠭	letter x	⠭	capital letter X
⠽	letter y	⠽	capital letter Y
⠿	letter z	⠿	capital letter Z

4.1.1 Follow print for the transcription of letters.

Refer to: [Section 2.6](#), Terminology and General Rules, [Section 5](#), Grade 1 Mode, [Section 8](#), Capitalisation and [Section 10](#), Contractions for more information.

Examples:

A boy and his dog were on the path.

⠠⠠ ⠠⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠

McMurdo Sound ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

O'Flaherty ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

the A train and the B train

⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

IBM or Microsoft ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

SPOT! GO HOME! ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

your CD player but my CDs

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

iIlLOGical ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

OFr (Old French) ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

4.2 Modifiers

⠠⠠	/	solidus (forward slash) overlay on following letter
⠠⠠	⊖	horizontal stroke overlay on following letter
⠠⠠	◌̆	breve above following letter
⠠⠠	◌̄	macron above following letter
⠠⠠	◌̈́	cedilla below following letter
⠠⠠	◌̀	grave accent above following letter
⠠⠠	◌̂	circumflex above following letter
⠠⠠	◌̊	ring (circle) above following letter
⠠⠠	◌̃	tilde above following letter
⠠⠠	◌̈́	diaeresis (umlaut) above following letter
⠠⠠	◌́	acute accent above following letter
⠠⠠	◌̣	caron (hacek, wedge) above following letter
⠠⠠⠠		first transcriber-defined modifier on following letter
⠠⠠⠠		second transcriber-defined modifier on following letter
⠠⠠⠠		third transcriber-defined modifier on following letter

⠠⠱	⠱	solidus (forward slash) overlay on following capital letter
⠠⠶	⠶	horizontal stroke overlay on following capital letter
⠠⠿	⠿	breve above following capital letter
⠠⠾	⠾	macron above following capital letter
⠠⠶⠥	⠶⠥	cedilla below following capital letter
⠠⠬	⠬	grave accent above following capital letter
⠠⠻	⠻	circumflex above following capital letter
⠠⠷	⠷	ring (circle) above following capital letter
⠠⠽	⠽	tilde above following capital letter
⠠⠿	⠿	diaeresis (umlaut) above following capital letter
⠠⠸	⠸	acute accent above following capital letter
⠠⠿	⠿	caron (hacek, wedge) above following capital letter
⠠⠠⠠		first transcriber-defined modifier on following capital letter
⠠⠠⠠⠠		second transcriber-defined modifier on following capital letter
⠠⠠⠠⠠⠠		third transcriber-defined modifier on following capital letter

4.2.1 Place a modifier before the letter it modifies in braille, irrespective of whether it appears above, below or overlaying the letter(s) in print. Whenever a transcriber-defined modifier is used, give the print symbol it represents in a transcriber's note or on a symbols page.

Examples:

crème brûlée ⠠⠴⠗⠺⠽⠇⠺ ⠠⠠⠠

café (Fr.) ⠠⠴⠺⠺ ⠠⠠⠠

caffè (It.) ⠠⠴⠺⠺ ⠠⠠⠠

un bel dì ⠠⠥⠽ ⠠⠠⠠ ⠠⠠⠠

Im Frühling ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

curação ⠠⠠⠠⠠⠠⠠⠠⠠

skål! ⠠⠠⠠⠠⠠⠠

maître d'hôtel ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

Étienne ⠠⠑⠠⠞⠠⠞⠠⠑ ⠠⠏⠠⠃⠠⠏ ⠠⠓⠠⠉⠠⠙ háček ⠠⠓⠠⠉⠠⠙ ⠠⠏⠠⠃⠠⠏

Bjørnstjerne Bjørnson
⠠⠃⠏⠠⠕⠠⠑⠠⠗⠠⠗⠠ ⠠⠃⠏⠠⠕⠠⠑⠠⠗⠠⠗⠠ ⠠⠃⠏⠠⠏⠠⠗⠠⠗⠠ ⠠⠃⠏⠠⠓⠠⠙

Białka River ⠠⠃⠠⠞⠠⠏⠠ ⠠⠗⠠⠅⠠⠗ ⠠⠃⠠⠞⠠⠏⠠ ⠠⠗⠠⠅⠠⠗

Öresund Bridge ⠠⠞⠠⠕⠠⠗⠠⠑⠠ ⠠⠃⠠⠗⠠⠑ ⠠⠞⠠⠕⠠⠗⠠⠑ ⠠⠃⠠⠗⠠⠑

Shāh Jahān built the Tāj Mahal.
⠠⠑⠠⠕⠠ ⠠⠓⠠⠃⠠ ⠠⠃⠠⠞⠠⠑⠠ ⠠⠃⠠⠗⠠⠑ ⠠⠃⠠⠞⠠⠑ ⠠⠗⠠⠅⠠⠗ ⠠⠃⠠⠞⠠⠑
⠠⠃⠠⠞⠠⠑

Săpânța, Romania
⠠⠑⠠⠃⠠⠗⠠ ⠠⠓⠠⠃⠠ ⠠⠃⠠⠞⠠⠑⠠ ⠠⠗⠠⠅⠠⠗ ⠠⠃⠠⠞⠠⠑⠠ ⠠⠗⠠⠅⠠⠗

[In this example, the first transcriber-defined modifier represents a comma under the following letter.]

Ħaġar Qim in Malta
⠠⠕⠠⠕⠠ ⠠⠓⠠⠃⠠ ⠠⠃⠠⠞⠠⠑⠠ ⠠⠗⠠⠅⠠⠗ ⠠⠃⠠⠞⠠⠑⠠ ⠠⠗⠠⠅⠠⠗

[In this example, the second transcriber-defined modifier represents a dot above the following letter.]

4.2.2 If an indicator is required immediately before a modified letter, place the indicator before the modifier.

Examples:

Ždiar, Slovakia ⠠⠵⠠⠃⠠⠗ ⠠⠑⠠⠃⠠⠗⠠⠑⠠ ⠠⠑⠠⠃⠠⠗⠠⠑⠠ ⠠⠑⠠⠃⠠⠗⠠⠑⠠ ⠠⠑⠠⠃⠠⠗⠠⠑⠠

À LA CARTE MENU ⠠⠕⠠ ⠠⠃⠠ ⠠⠕⠠ ⠠⠗⠠⠅⠠⠗ ⠠⠃⠠⠞⠠⠑⠠ ⠠⠗⠠⠅⠠⠗ ⠠⠃⠠⠞⠠⠑⠠

4.2.3 Modifiers on letters do not terminate capitalised word mode.

Example:

AOÛT ⠠⠕⠠ ⠠⠕⠠ ⠠⠗⠠ ⠠⠓⠠

4.2.4 A modified letter may not form part of a contraction.

Examples:

blessèd ⠠⠃⠠⠑⠠⠑⠠⠑⠠⠑⠠

Général de Gaulle ⠠⠑⠠⠗⠠⠑⠠⠗⠠ ⠠⠑⠠⠗⠠⠑⠠⠗⠠ ⠠⠑⠠⠗⠠⠑⠠⠗⠠

Prométhée enchaîné

⠠⠏⠗⠔⠍⠑⠏⠏⠑⠑⠑⠗⠑⠄⠑⠠⠑⠗⠑⠄⠗⠏⠗⠗⠑⠎⠑

beau idéal ⠠⠃⠑⠞⠠⠠⠠⠠⠠⠠⠠

théâtre ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Löwenthal ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ señor ⠠⠠⠠⠠⠠⠠⠠⠠

Märchen ⠠⠠⠠⠠⠠⠠⠠⠠ Händel ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Note: In words such as *théâtre* where the contraction for *the* is not used, the contraction for *th* can be used.

- 4.2.5 If a single modifier applies to more than one letter, enclose the modified letters in braille grouping indicators. Grade 1 indicators are not required for the braille grouping indicators since the modifier can not be followed by a contraction.

Example:

oō as in tool ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

- 4.2.6 Where a modifier is shown in print without an associated letter, as in a dictionary entry or in instructional material, follow print.

Refer to: [Sections 3.6](#) and [3.25](#), General Symbols and Indicators, for the caret and the tilde (swung dash); and [Section 7.1](#), punctuation, for the solidus (forward slash) when these are separate characters rather than modifiers.

Example:

the acute (´) and grave (`) accents

⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

- 4.2.7 Use the modifiers listed above only in foreign language words and phrases in English context intended primarily for leisure reading, in English words or in anglicised words and phrases.

Where a significant knowledge of a foreign language is presupposed or is being taught, use signs from the indigenous foreign language braille code.

Refer to: [Section 13](#), Foreign Language, for more guidance.

4.2.8 Use the modifiers in this section for linguistic accents and diacritics only and not for modifiers in mathematics or for symbols in computer programming even if their appearance is visually similar in print.

Refer to: [Guidelines for Technical Material](#).

4.3 Ligatured letters

ligature indicator

ligature indicator where only following letter is capitalised

4.3.1 Place the ligature indicator between two letters which are joined to each other in print. Various methods are used in print to join letters, including but not limited to cross bars between the letters, tie bars or slurs over or under the letters, and letters joined together and printed as one symbol. Describe the method used in a transcriber's note or on the symbols page.

Examples:

Cœur de Lion

help the man fiend the roed

[an experimental alphabet]

4.3.2 The ligature indicator is considered a modifier. It does not terminate capitalised word mode and a letter joined to another by a ligature may not form part of a contraction.

Example:

ŒDIPUS

4.3.3 An indicator before the first letter joined to another by a ligature applies only to the first letter. When an indicator is required for the second letter, place the indicator before the ligature indicator.

Examples:

Ætna

as in the

4.4.2 The eng and schwa are also symbols in the International Phonetic Alphabet. When the symbols appear in phonetic material, use [IPA Braille](#) to transcribe the phonetic text.

4.5 Greek letters

⠠⠠	α	Greek alpha
⠠⠡	β	Greek beta
⠠⠢	γ	Greek gamma
⠠⠣	δ	Greek delta
⠠⠤	ε	Greek epsilon
⠠⠥	ζ	Greek zeta
⠠⠦	η	Greek eta
⠠⠧	θ	Greek theta
⠠⠨	ι	Greek iota
⠠⠩	κ	Greek kappa
⠠⠪	λ	Greek lambda
⠠⠫	μ	Greek mu
⠠⠬	ν	Greek nu
⠠⠭	ξ	Greek xi
⠠⠮	ο	Greek omicron
⠠⠯	π	Greek pi
⠠⠰	ρ	Greek rho
⠠⠱ or ⠠⠲	ς or σ	Greek sigma
⠠⠳	τ	Greek tau
⠠⠴	υ	Greek upsilon
⠠⠵	φ	Greek phi
⠠⠶	χ	Greek chi
⠠⠷	ψ	Greek psi
⠠⠸	ω	Greek omega
⠠⠠⠠	Α	capital Greek alpha
⠠⠠⠡	Β	capital Greek beta
⠠⠠⠢	Γ	capital Greek gamma
⠠⠠⠣	Δ	capital Greek delta

⠠⠠⠠⠠⠠⠠	E	capital Greek epsilon
⠠⠠⠠⠠⠠⠠	Z	capital Greek zeta
⠠⠠⠠⠠⠠⠠	H	capital Greek eta
⠠⠠⠠⠠⠠⠠	Θ	capital Greek theta
⠠⠠⠠⠠⠠⠠	I	capital Greek iota
⠠⠠⠠⠠⠠⠠	K	capital Greek kappa
⠠⠠⠠⠠⠠⠠	Λ	capital Greek lambda
⠠⠠⠠⠠⠠⠠	M	capital Greek mu
⠠⠠⠠⠠⠠⠠	N	capital Greek nu
⠠⠠⠠⠠⠠⠠	Ξ	capital Greek xi
⠠⠠⠠⠠⠠⠠	O	capital Greek omicron
⠠⠠⠠⠠⠠⠠	Π	capital Greek pi
⠠⠠⠠⠠⠠⠠	P	capital Greek rho
⠠⠠⠠⠠⠠⠠	Σ	capital Greek sigma
⠠⠠⠠⠠⠠⠠	T	capital Greek tau
⠠⠠⠠⠠⠠⠠	Υ	capital Greek upsilon
⠠⠠⠠⠠⠠⠠	Φ	capital Greek phi
⠠⠠⠠⠠⠠⠠	Χ	capital Greek chi
⠠⠠⠠⠠⠠⠠	Ψ	capital Greek psi
⠠⠠⠠⠠⠠⠠	Ω	capital Greek omega

4.5.1 Follow print for the transcription of Greek letters. Use the Greek letters listed above in English contexts or English technical materials.

Examples:

Use π in the equation. ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

For Σ read sum. ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

$\mu\mu$ stands for micromicron.

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

She is a member of ΦBK .

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

the Λ and the Ω ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

THE Λ AND THE Ω ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

4.5.2 Use signs from the Greek foreign language braille code for passages where a significant knowledge of Greek is presupposed or where the Greek language is being taught.

Refer to: [Section 13](#), Foreign Language, for more guidance.

Section 5: Grade 1 Mode

- ⠠ grade 1 symbol indicator
- ⠡ grade 1 word indicator
- ⠢ grade 1 passage indicator
- ⠣ grade 1 terminator

5.1 Mode indicators

Note: A braille symbol may have both a grade 1 meaning and a contraction (grade 2) meaning. Some symbols may also have a numeric meaning.

- 5.1.1 A grade 1 indicator is used to set grade 1 mode when the grade 1 meaning of a symbol could be misread as a contraction meaning or a numeric meaning.
- 5.1.2 The extent of grade 1 mode is determined by the grade 1 indicator in use.

5.2 Grade 1 symbol indicator ⠠

- 5.2.1 The grade 1 symbol indicator sets grade 1 mode for the next symbol.

Note: A grade 1 symbol indicator is not required before the letters a, i and o, because they do not have a contraction meaning when they stand alone.

Examples:

the vowels are: a, e, i, o and u

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Mrs X and Mr O ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

J. S. Bach ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

22b 22B 22p ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

adagio e cantabile ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Add either ? or ! to each sentence.

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

[question mark and exclamation mark]

3-dimensional ⠠⠑⠗⠗⠃⠊⠑⠏⠏⠊⠏⠒⠑⠠⠑⠗⠗⠃⠊⠑⠏⠏⠊⠏⠒⠑

5-CD set ⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑

c:\personal\2009finances

⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑

5.7 Grade 1 mode avoids confusion with contractions

5.7.1 Grade 1 mode is required to prevent a letter from being misread as an alphabetic wordsign.

Refer to: [Section 10.1](#), Contractions.

Examples:

b-e ⠠⠑⠒⠑⠠⠑⠒⠑

b-1 ⠠⠑⠒⠑⠠⠑⠒⠑

B-team ⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑

ev-er-y-which-way ⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑

ending in -s or -es ⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑

V-VII ⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑

viii-x ⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑

What have you d- ⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑

What have you d... ⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑

p. 7 ⠠⠑⠒⠑⠠⠑⠒⠑

p.7 ⠠⠑⠒⠑⠠⠑⠒⠑

p7 ⠠⠑⠒⠑

the letters "a" to "g" ⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑

Sections (h) and (i).

⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑

Did 'e 'n' Ma get to 't?

⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑

c/o maître d' ⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑

the people's right ⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑

p's and q's. ⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑⠠⠑⠒⠑

letter *d* ⠠⠑⠒⠑⠠⠑⠒⠑

"X marks the spot." ⠠⠭ ⠠⠎⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎ ⠠⠎ ⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎

Dr J. F. Smith, M.D.

⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎

s-p-e-l-l-i-n-g ⠠⠎⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎

5.7.2 Grade 1 mode is required to prevent a letters-sequence from being misread as a shortform or as containing a shortform.

Refer to: [Section 10.9](#), Contractions.

Examples:

CD-ROM ⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎

"Hm!" he mused. ⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎⠠⠎

Could you buy a CD/DVD? ⠠⠎⠠⠎⠠⠎ ⠠⠎ ⠠⠎⠠⠎⠠⠎ ⠠⠎

⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎

My friends are Fr Ted and Sr Ann.

⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎ ⠠⠎ ⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎⠠⠎

the Imm family ⠠⠎ ⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎

al dente ⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎

Use the ALT key. ⠠⠎⠠⠎⠠⠎ ⠠⠎ ⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎

NEC (National Executive Committee)

⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎

⠠⠎ ⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎

ozbrl (Australian listserve)

⠠⠎⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎

5.8 Grade 1 indicators and capitalisation

5.8.1 A grade 1 indicator precedes a capitalisation indicator.

Example:

T-SHIRTS FOR SALE ⠠⠎⠠⠎⠠⠎⠠⠎ ⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎ ⠠⠎ ⠠⠎⠠⠎⠠⠎⠠⠎⠠⠎

Example:

$$x^{\frac{a}{b}}y = x$$

[or]

[rather than]

5.10 Optional use of the grade 1 indicator

- 5.10.1 When an expression in grade 1 mode would be equivalent to the same text in grade 2 mode because no contractions would occur, a grade 1 indicator may be used although it is not required.

Example:

The engine stuttered rm-m-m-m-m then rm-mm-mm-mm then settled into r-mmmmmmm.

```

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

```

5.11 Use of grade 1 indicators in grade 1 text

- 5.11.1 In a work entirely in grade 1 braille (that is, using no contractions), grade 1 indicators are not used except as required for other reasons, e.g. for the lowercase letters a-j immediately following digits, and a question mark in an unusual position.

Examples:

C is for candy. ⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

Question 3c ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠

Section 6: Numeric Mode

⠠	digit one
⠡	digit two
⠢	digit three
⠣	digit four
⠤	digit five
⠥	digit six
⠦	digit seven
⠧	digit eight
⠨	digit nine
⠩	digit zero
⠠⠨	comma (decimal sign)
⠠⠩	full stop (period, decimal sign)
⠠ to ⠡	digit (in numeric mode only)
⠠⠠ to ⠠⠡	numeric space plus digit (in numeric mode only)
⠠	spaced numeric indicator (before space)
⠠⠠	numeric passage indicator (before space)
⠠⠠⠠	numeric passage terminator
⠠⠠	line continuation indicator (at end of line)
⠠⠠⠠	line continuation indicator with space (at end of line)
⠠	simple numeric fraction line (in numeric mode only)

6.1 Numeric indicators ⠠⠠ ⠠⠡ ⠠⠢ ⠠⠣ ⠠⠤ ⠠⠥ ⠠⠦ ⠠⠧ ⠠⠨ ⠠⠩

Note: These twelve symbols are the ten digits and the two symbols which are used as decimal signs. They are also numeric indicators.

6.1.1 Numeric indicators set numeric mode for the remainder of the symbols-sequence.

6.3 Termination of numeric mode

6.3.1 A space or any symbol not listed in [6.2.1](#) terminates numeric mode.

Examples:

7:30 a.m. ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

10:12:2009 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

9-10 ⠠⠠⠠⠠⠠⠠⠠

1914-18 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

2.5-5 ⠠⠠⠠⠠⠠⠠⠠⠠⠠

8-cab fleet ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

The score was 4-3 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

7-5 = 2 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

2-½ ⠠⠠⠠⠠⠠⠠⠠

¼-½ tsp ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

6¼—6½ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

¼ cup ⠠⠠⠠⠠⠠⠠⠠⠠⠠

model 09/52 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

on call 24/7 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

7(2) ⠠⠠⠠⠠⠠⠠⠠⠠

7(b) ⠠⠠⠠⠠⠠⠠⠠⠠

4—7 ⠠⠠⠠⠠⠠⠠⠠

4..7 ⠠⠠⠠⠠⠠⠠⠠

4567 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

6.4 Placement of numeric prefix with full stop (period)

6.4.1 When a full stop (period) is followed by a number, it precedes the numeric prefix ⠠ unless it is clear that it is a decimal point.

Examples:

Piano Sonata No.16 in C major is K.545.

$3/8 = .375$

$3/8 = .375$

6.5 Numeric indicators set grade 1 mode

6.5.1 A numeric indicator also sets grade 1 mode. Grade 1 mode, when set by a numeric indicator, is terminated by a space, hyphen, dash or grade 1 terminator.

6.5.2 While grade 1 mode is in effect, a grade 1 indicator is not required unless a lowercase letter a–j follows a digit, full stop/period or comma.

Examples:

32 3b

3B 3m

4.2 4.b

4.B 4.m

report3.doc

report3.xls

... in the Second World War^{2 3}

$3/8 = .375$

6.5.3 While grade 1 mode is in effect, contractions may not follow a number.

Examples:

houses4lease

He came 4th in the race.

$3/8 = .375$

6.5.4 Grade 1 mode is terminated by a hyphen or dash, thus allowing contractions to be used again. Therefore, a letter or letters that could read as a contraction will need the grade 1 indicator.

Examples:

If you go 1st—will I go 2nd?

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

I have a 6-CD boxed set.

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

There are 3 beds in this 4-bed ward.

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

in 1970—about March ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

3-dimensional ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

3-D ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

The 6-can pack—under seat 6-c.

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

only 4—more please ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

4-m ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

20-yr period ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

20yr period ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

6.6 The numeric space ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠

Note: The ten symbols ⠠⠠⠠ to ⠠⠠⠠ have the meaning "space and following digit" within a number. Spaces should be represented in this way when they are clearly numeric spaces. For example a single telephone number would be considered as one number, even though it includes country, city, and exchange codes as parts. If it is not clear that a space is a separator in a single number it should be treated as an ordinary space.

6.6.1 When spaces are used as separators within a single number use the ten symbols $\cdot\cdot\cdot\cdot$ to $\cdot\cdot\cdot\cdot$ to represent the space and its following digit.

Examples:

population: 3 245 000 $\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot$ $\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot$
ISBN: 978 1 55468 513 4
 $\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot$ \cdot
phone: (61) 3 1234 5678
 $\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot$ $\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot$ \cdot
date: 1947 08 31 $\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot$ \cdot
time: 16 00 $\cdot\cdot\cdot\cdot\cdot\cdot$ $\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot$

6.7 Treatment of dates, time, coinage, etc.

6.7.1 When transcribing dates, time, coinage, ordinal numbers, postal codes or telephone numbers: follow print punctuation and order of symbols.

Refer to: [*Guidelines for Technical Material*](#), Part 2, for more examples.

Examples:

7/11/59 \cdot
7.11.59 $\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot$
1960's $\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot$
'70s and '80s $\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot$ $\cdot\cdot$ $\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot$
10:30 a.m. $\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot$ $\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot$
10.30 am $\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot$ $\cdot\cdot\cdot\cdot\cdot\cdot$
\$8.75 $\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot$
£8.75 $\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot$
R8,75 $\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot$
\$1,500.00 \cdot

6.9 Numeric passage indicator ⠠⠠ and numeric terminator ⠠⠠

- 6.9.1 The numeric passage indicator sets numeric mode and grade 1 mode for all text until the terminator is reached.
- 6.9.2 The numeric terminator follows immediately after the last affected symbols-sequence, except as in [6.9.4](#) below.
- 6.9.3 Numeric indicators are not used in a numeric passage and any lowercase letter a-j is preceded by a grade 1 indicator.
- 6.9.4 To preserve the general format of the enclosed text the numeric passage indicator may be placed by itself on a line above and the terminator on a line below the text.

Note: A numeric passage may be useful in cases such as a long worked example in mathematics, a series of arithmetic exercises, or a table with mostly numeric content.

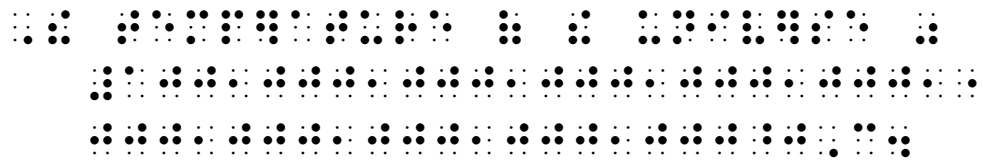
Refer to: [Guidelines for Technical Material](#), Part 4, for spatial arithmetic examples illustrating the use of both the spaced numeric indicator and the numeric passage indicator.

6.10 Division of a number between lines

- 6.10.1 Avoid division of a number between lines unless considerable space is saved. If division is necessary use the appropriate line continuation indicator and observe the following rules.
- 6.10.2 When it is necessary to break a long number across lines, place the break in a logical place—at a numeric space, or after a comma which is being used as a separator—not between two digits.
- 6.10.3 When the division occurs after a separating comma, or between two digits in a number which comprises a large string of digits with no separators, use the one-cell line continuation indicator ⠠ at the end of the line.
- 6.10.4 When the division takes place at a numeric space, use the two-cell line continuation indicator ⠠⠠ at the end of the line.
- 6.10.5 Since the line continuation indicators do not terminate numeric mode a numeric indicator is not required in the next line.

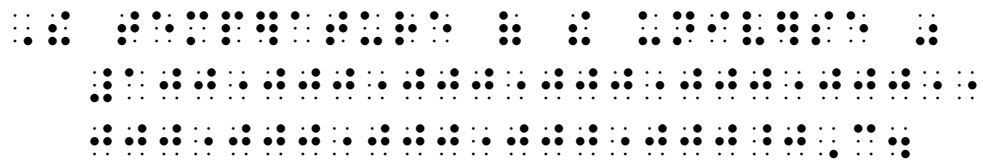
Examples:

The temperature of the universe was
 100,000,000,000,000,000,000,000,000,000°C.



[or when print uses spaces:]

The temperature of the universe was
 100 000 000 000 000 000 000 000 000 000°C.



Section 7: Punctuation

⠠	,	comma
⠠	;	semicolon
⠠	:	colon
⠠	.	full stop (period, dot, decimal point)
⠠⠠⠠	...	ellipsis
⠠	!	exclamation mark
⠠	?	question mark [also]
⠠		opening one-cell (nonspecific) quotation mark
⠠		closing one-cell (nonspecific) quotation mark
⠠⠠	"	opening double quotation mark
⠠⠠	"	closing double quotation mark
⠠⠠	'	opening single quotation mark
⠠⠠	'	closing single quotation mark
⠠⠠	«	opening Italian quotation mark (small double angle brackets)
⠠⠠	»	closing Italian quotation mark (small double angle brackets)
⠠⠠	"	nondirectional double quotation mark
⠠	'	apostrophe, nondirectional single quotation mark
⠠⠠	(	opening parenthesis (round bracket)
⠠⠠	)	closing parenthesis (round bracket)
⠠⠠	[	opening square bracket
⠠⠠	]	closing square bracket
⠠⠠	<	opening angle bracket
⠠⠠	>	closing angle bracket
⠠⠠	{	opening curly bracket (brace bracket)
⠠⠠	}	closing curly bracket (brace bracket)
⠠⠠	/	solidus (forward slash)
⠠⠠	\	reverse solidus (backslash)
⠠	–	hyphen

- 7.2.2 When an unspaced dash indicates an omission, do not separate it from the remainder of the symbols-sequence. In all other cases, a dash may be separated from what precedes or follows it at the beginning or end of a braille line.
- 7.2.3 Regardless of the length of the character in print, use one low line (underscore) ⠆⠆ in braille for each print dash below the line of type which indicates a blank to be filled in.

Refer to: [Section 9](#), Typeforms, for information about underlining.

Examples:

Are you in favor? _____ yes, _____ no.

$\text{⠠⠠⠠⠠} \text{⠆} \text{⠆} \text{⠠⠠⠠⠠⠠⠠⠠⠠} \text{⠠⠠⠠} \text{⠠⠠⠠⠠} \text{⠠⠠⠠} \text{⠠⠠⠠⠠}$

We saw _____ and _____ grazing in the field.

$\text{⠠⠠⠠⠠} \text{⠠⠠⠠⠠} \text{⠠⠠⠠} \text{⠆} \text{⠠⠠⠠} \text{⠠⠠⠠⠠⠠⠠} \text{⠆} \text{⠠} \text{⠆} \text{⠠⠠⠠⠠⠠⠠}$

Add the missing letters: s_n and d_ _ght_r.

$\text{⠠⠠⠠⠠} \text{⠆} \text{⠠⠠⠠⠠⠠⠠} \text{⠠⠠⠠⠠} \text{⠠⠠⠠⠠⠠} \text{⠆} \text{⠠⠠⠠⠠⠠} \text{⠆}$
 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

moons of Mars _____ $\text{⠠⠠⠠⠠⠠} \text{⠆} \text{⠠⠠⠠⠠} \text{⠠⠠⠠} \text{⠠⠠⠠}$

- 7.2.4 Use a long dash ⠆⠆⠆ in braille only when print uses both a short and long dash.

Example:

Mr D—— visits P—— regularly — you know that.

$\text{⠠⠠⠠} \text{⠠⠠⠠⠠⠠⠠⠠⠠} \text{⠠⠠⠠⠠⠠⠠} \text{⠠⠠⠠⠠⠠⠠} \text{⠠⠠⠠⠠⠠⠠}$
 $\text{⠠⠠⠠⠠⠠⠠⠠⠠⠠} \text{⠠⠠⠠} \text{⠆} \text{⠠} \text{⠠⠠} \text{⠠⠠}$

Hyphen(s) used as dash

- 7.2.5 Represent a spaced hyphen in print with a spaced hyphen in braille.

Example:

I'll be ready by 3:00 - well - maybe 3:10.

$\text{⠠⠠⠠⠠⠠} \text{⠆} \text{⠠⠠⠠⠠⠠} \text{⠠⠠⠠} \text{⠠⠠⠠⠠⠠⠠⠠} \text{⠆} \text{⠠⠠⠠⠠} \text{⠆}$
 $\text{⠠⠠⠠⠠⠠} \text{⠠⠠⠠⠠⠠⠠⠠}$

7.5 Question mark ⠠

- 7.5.1 In the majority of cases, a question mark does not require a grade 1 symbol indicator; however, be mindful of the situations covered in Rules [7.5.2](#) to [7.5.4](#) below.

Examples:

What??? ⠠⠠⠠⠠⠠⠠⠠

"What?!" ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

...?" ⠠⠠⠠⠠⠠

persons?/people? ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

- 7.5.2 Place a grade 1 symbol indicator before a question mark which appears in a position where it would be read as the wordsign "his" or where it would be read as an opening one-cell (nonspecific) quotation mark.
- 7.5.3 Place a grade 1 symbol indicator before a question mark which is "standing alone".

Example:

[?] ⠠⠠⠠⠠⠠⠠

- 7.5.4 Place a grade 1 symbol indicator before a question mark which follows a space, hyphen or dash. Any of the punctuation and indicator symbols listed in [2.6.2](#) of [Section 2](#), Terminology and General Rules, may intervene between the space, hyphen or dash and the question mark.

Examples:

?-1750 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

(?—1750) ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Replace each ? with a letter: ?e??u

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

7.6 Quotation marks ⠠⠨⠠⠨ ⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨

- 7.6.1 Use one-cell (nonspecific) quotation marks ⠠⠨ and ⠠⠨ for the predominant quotation marks in the text in all instances where the specific form of the quotation marks ("double", "single", "Italian" or "nondirectional") has no significance, that is, in the great majority of cases. Indicate the print form of the nonspecific quotation marks on the symbols page or in a transcriber's note.

Examples:

[The examples below are taken from different texts, which have differing predominant quotation marks in print.]

"Why is that?" he asked. [or] 'Why is that?' he asked.

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

[Two print versions – The first has double quotation marks, the second has single quotation marks.]

the play 'Hamlet' [or] the play "Hamlet"

⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨

[Two print versions – the first has single nondirectional quotation marks, the second has double nondirectional quotation marks.]

The letters "b" and "c"

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

[Double nondirectional quotation marks in print.]

the word 'nice' ⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨

[Single nondirectional quotation marks in print.]

"yes"es and "no"s ⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨ ⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨

[Double quotation marks in print.]

mother-'in-law' ⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨

[Single quotation marks in print.]

«... in accordance with ...»

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

[Italian quotation marks in print.]

- 7.6.2 For secondary or inner quotation marks (that is those other than the predominant quotation marks in the text), use the specific two-cell symbols.

Examples:

Spell "W-a-l-k" so the dog stays calm.

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

note silent letters in n-i-'g-h'-t

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

7.7 Multi-line brackets ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠

7.7.1 Place the appropriate multi-line bracket symbol on each braille line, aligning the symbols vertically. Generally, material is top justified in braille even when it is centred vertically in print.

Refer to: [Section 11.8](#), Technical Material, and [Guidelines for Technical Material](#), for more information.

Example:

I We
You } run fast.
They }

⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

⠠⠠⠠ ⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠

Section 8: Capitalisation

⠠⠠ to ⠠⠠	capital letters A to Z
⠠⠠⠠ to ⠠⠠⠠	capital Greek letters A [Alpha] to Ω [Omega]
⠠⠠	capitals word indicator
⠠⠠⠠	capitals passage indicator
⠠⠠	capitals terminator

Refer to: [Section 4](#), Letters and Their Modifiers, for the complete list of capitalised letters in the English and Greek alphabets.

8.1 Use of capitals

8.1.1 Follow print for the use of capital letters.

Note: The transcriber may reasonably reduce the use of capital letters in braille when they are used in print as a visual embellishment – such as for words written in capital letters at the beginning of paragraphs or chapters.

Refer to: [Section 9.6](#), of Typeforms, for how to transcribe small capital letters when used in print as a distinctive typeform.

8.2 Extent of capitals mode

8.2.1 The extent of capitals mode is determined by the capitals indicator in use.

8.3 Defining a capital letter

8.3.1 A capital letter is a two-cell symbol which consists of the prefix ⠠ (dot six) and the lowercase form of the letter.

Examples:

O ⠠⠠ V ⠠⠠⠠

20B ⠠⠠⠠⠠⠠ B.C. ⠠⠠⠠⠠⠠

Hush. Keep Quiet! ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

C. O. Linkletter ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

FRANÇOIS ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

ΠΒΦ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

DipTP ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

NEW YORK ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

TVOntario ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

"GO quickly and TAKE CARE!"

⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

ANGLO-SAXON ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

McGRAW-HILL ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

MERRY-GO-ROUND ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

UPPERCASE-lowercase ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

LITTLE-RED-RIDING-HOOD-type tales

⠠
 ⠠ ⠠ ⠠ ⠠ ⠠

The d'ARTAGNAN Romances

⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

O'SULLIVAN ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

DON'T ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

THAT'S ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

SHE'LL ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

JACK'S FO'C'S'LE

⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

WELCOME TO McDONALD'S

⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

OK'd ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

RSVP or R.S.V.P. ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

HOTELS.COM ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

This block contains three lines of Braille. The first line shows a single cell with a capital dot pattern. The second line shows several cells, each with a capital dot pattern, representing individual capitalised words. The third line shows another single cell with a capital dot pattern.

- 8.5.6 When transcribing a capitalised passage which extends over more than one text element and where the text elements do not constitute a continuous passage (e.g.: a series of headings), each text element is capitalised separately.

Example:

ON HEALTH AND MEDICINE

INDIGENOUS TEAS DELAY AGING

(READER'S DIGEST: August 1998)

Indigenous teas have been linked in recent studies to improved health and ...

This block contains five lines of Braille. The first line shows a single cell with a capital dot pattern. The second line shows several cells, each with a capital dot pattern, representing individual capitalised words. The third line shows another single cell with a capital dot pattern. The fourth line shows several cells, each with a capital dot pattern, representing individual capitalised words. The fifth line shows another single cell with a capital dot pattern.

- 8.5.7 A single heading is capitalised as a unit even if it extends over more than one braille line.

Example:

LIST OF SURVEY RECIPIENTS ORGANISED BY COUNTRY

This block contains two lines of Braille. The first line shows a single cell with a capital dot pattern. The second line shows several cells, each with a capital dot pattern, representing individual capitalised words.

Examples:

XI XIth

XXXI XXXIst

OK OKd

CD CDs

RV: Recreational Vehicle—Let's go RVing.

www.BLASTSoundMachine.com

www.BLASTsoundmachine.com

www.BLASTsoundmachine.com

www.BLASTsoundmachine.com

www.BLASTsoundmachine.com

- 8.8.2 Choose the method which best conveys the meaning. In particular, choose a method that avoids the need for capital indicators or terminators within natural subunits of an expression.

Note: In the examples below such subunits are the chemical element Br in KBr, the abbreviation Sc in BSc or the word Ontario in TVOntario.

Examples:

KBr (potassium bromide)

preSENT

BSc (Bachelor of Science)

TVOntario

PREsent

Wooooooooooooooooooooo (a ghostly sound)

preSENT

Wooooooooooooooooooooo (a ghostly sound)

preSENT

MHz ⠠⠠⠠⠠⠠⠠

ATandT ⠠⠠⠠⠠⠠⠠⠠⠠

8.8.3 Choose the method which gives consistency throughout a single title.

Examples:

H₂O O H OH KCl CH₂OH HOCH₂

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

⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ [chemical formulae from a single title]

8.9 Accented letters in fully capitalised words

8.9.1 When in print an accented letter in a fully capitalised word is shown in lowercase, the lowercase representation may be ignored in braille, except when facsimile transcription is required. Such practice should be explained in a transcriber's note.

Examples:

PREMIÈRE ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

ESPAÑOLA ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

[The accented letters are lowercase in the printed examples.]

Section 9: Typeforms

⠠⠠⠠	italic symbol indicator
⠠⠠	italic word indicator
⠠⠠⠠	italic passage indicator
⠠⠠⠠	italic terminator
⠠⠠⠠	boldface symbol indicator
⠠⠠	boldface word indicator
⠠⠠⠠	boldface passage indicator
⠠⠠⠠	boldface terminator
⠠⠠⠠	underlined symbol indicator
⠠⠠	underlined word indicator
⠠⠠⠠	underlined passage indicator
⠠⠠⠠	underlined terminator
⠠⠠⠠	script symbol indicator
⠠⠠	script word indicator
⠠⠠⠠	script passage indicator
⠠⠠⠠	script terminator
⠠⠠⠠⠠	first transcriber-defined typeform symbol indicator
⠠⠠⠠⠠	first transcriber-defined typeform word indicator
⠠⠠⠠⠠	first transcriber-defined typeform passage indicator
⠠⠠⠠⠠	first transcriber-defined typeform terminator

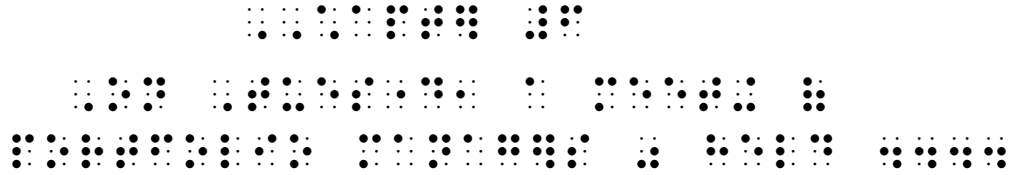
Note: Typeform indicators consist of two parts: a prefix and a root. The prefix designates the typeform and the root determines its extent. Additional transcriber-defined typeforms may be formed using the following prefixes:

⠠⠠⠠	prefix for second transcriber-defined typeform
⠠⠠⠠	prefix for third transcriber-defined typeform
⠠⠠⠠	prefix for fourth transcriber-defined typeform
⠠⠠⠠	prefix for fifth transcriber-defined typeform

[The three letter P's are italicised, but all single capital letters in this text are italicised so it is not considered significant.]

CHAPTER 6

ON TUESDAY, a meeting of portfolio managers was held



[The change in typeform for the heading is ignored. The typeform change at the beginning of the paragraph is an embellishment used at the beginning of each chapter in the book and is ignored for this transcription.]

9.2 Typeform symbol indicators

9.2.1 A typeform symbol indicator sets the designated typeform for the next letter or symbol.

Examples:

the set of real numbers, \mathfrak{R}



pneumonia

8 chickens!

story stories

24 should be 34

bright blue ball

27.9

Stop! May I help?

83%

It will cost \$45 not €45.



For help, click the ? icon.



change *y* to *i* ⠩⠏⠃⠃⠃⠩ ⠩⠏⠃⠃⠃⠩ ⠩⠏⠃⠩ ⠩⠏⠃⠩

55 not 56 ⠩⠏⠃⠃⠃⠩ ⠩⠩ ⠩⠏⠃⠃⠃⠩⠩⠩

- 9.2.2 When a typeform symbol indicator precedes a contraction, only the first letter is affected.

Examples:

I have enough knowledge.

⠩⠏⠃⠃⠃⠩ ⠩⠏⠃⠩ ⠩⠏⠃⠩ ⠩⠏⠃⠩⠩⠩

("Beyond belief!") ⠩⠃⠑⠑⠑⠃⠑⠃⠑⠃⠩⠩ ⠩⠃⠑⠑⠑⠃⠑⠃⠑⠃⠩⠩⠩

Which **bo**wl is broken?

⠩⠃⠑⠑⠑⠃⠑⠃⠑⠃⠩ ⠩⠃⠑⠑⠑⠃⠑⠃⠑⠃⠩ ⠩⠃⠩ ⠩⠃⠑⠑⠑⠃⠑⠃⠑⠃⠩⠩⠩

M is for **M**other ⠩⠏⠃⠩ ⠩⠩⠩ ⠩⠩ ⠩⠏⠃⠩⠩⠩

- 9.2.3 If any letter of a contraction other than the first is to be preceded by a typeform symbol indicator, the contraction is not used.

Examples:

mother mother mother mother

⠩⠏⠃⠩⠩⠩⠩⠩⠩ ⠩⠏⠃⠩⠩⠩⠩⠩⠩⠩ ⠩⠏⠃⠩⠩⠩⠩⠩⠩⠩ ⠩⠏⠃⠩⠩⠩⠩⠩⠩⠩⠩

[Notice that in a word such as *mother*, where the contraction for *mother* is not used, the contractions for *the*, *th* or *er* may be used.]

9.3 Typeform word indicators ⠩⠩⠩ ⠩⠩⠩ ⠩⠩⠩ ⠩⠩⠩ ⠩⠩⠩⠩

- 9.3.1 A typeform word indicator sets the designated typeform for the next symbols-sequence or the remainder of the current symbols-sequence.

- 9.3.2 The effect of the typeform word indicator is terminated by space (but not by a numeric space or by space at the end of a braille line in a divided symbols-sequence).

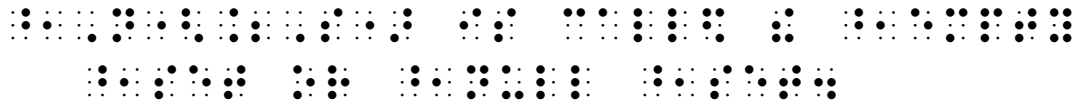
Refer to: [9.4](#) for more information and examples.

Examples:

Who is for the people? ⠩⠏⠃⠩⠩⠩⠩ ⠩⠩⠩ ⠩⠏⠃⠩⠩⠩ ⠩⠩ ⠩⠩⠩

She **was** right. ⠩⠏⠃⠩⠩⠩ ⠩⠩⠩⠩⠩ ⠩⠩⠩⠩⠩

N(S) is called the **empty set** or **null set**.



9.4 Typeform passage indicators and terminators



9.4.1 A typeform passage indicator sets the designated typeform for the next passage.

9.4.2 A passage is three or more symbols-sequences.

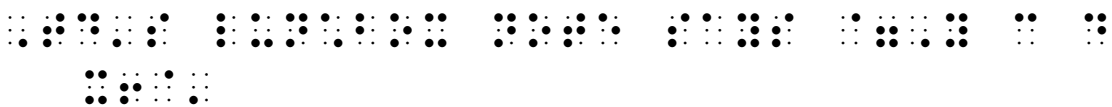
9.4.3 A passage is terminated by the designated typeform terminator following the last affected symbol.

9.4.4 A typeform word indicator may also be terminated within a symbols-sequence by the designated typeform terminator.

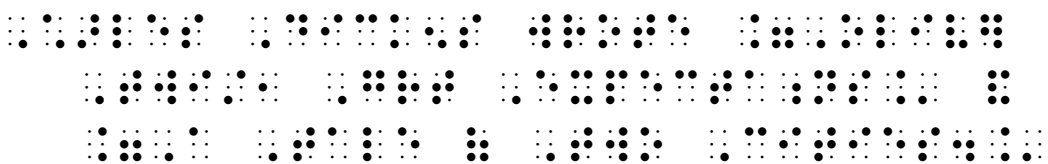
Refer to: [9.7](#), [9.8](#) and [9.9](#).

Examples:

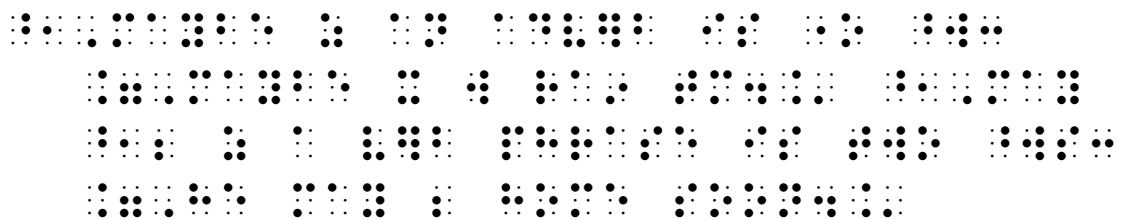
Today's lunchbox note says *You can do it!*



Charles Dickens wrote *Oliver Twist*, *Great Expectations* and *A Tale of Two Cities*.



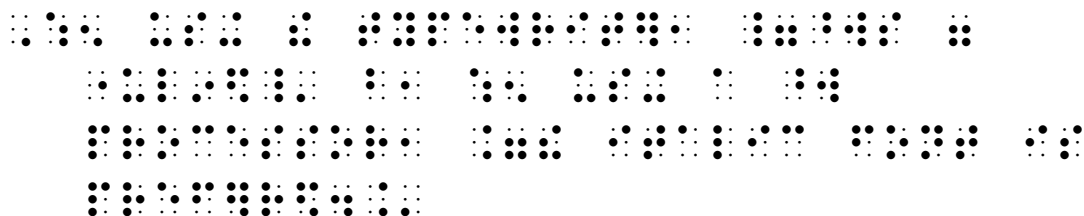
Maybe as an adverb is one word: *Maybe it will rain tomorrow.* **May be** as a verb phrase is two words: *He may be home soon.*



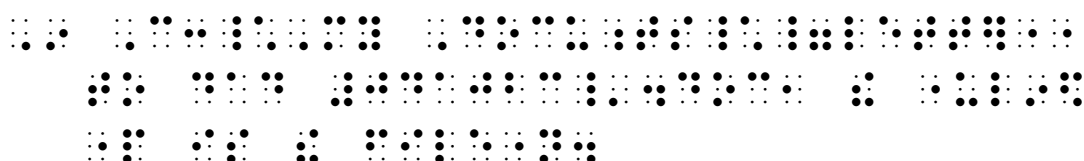
Click the **Up One Level** button.



When using the typewriter, words were underlined but, when using a word processor, *the italic font is preferred*.



In C:\My Documents\letter to dad 041023.doc, the underlined part is the filename.



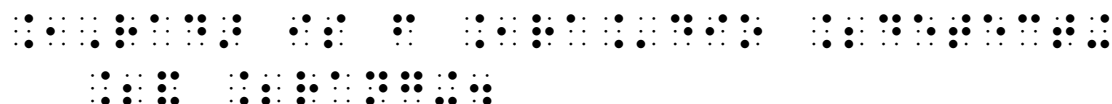
textbook

and/or

syllable emphasis



Radar is from *radio detecting and ranging*.



Harper *Flamingo* Canada



the *Globe's* business section



9.5 Transcriber-defined typeform indicators

Braille indicators for various typeforms

- 9.5.1 Use transcriber-defined typeform indicators for significant print typeform changes other than italics, boldface, underlining or script. This includes but is not limited to: different-sized type; coloured type; crossed-out type; sans serif font; and double, dotted, coloured or wavy underlining. List the transcriber-defined typeform

indicator on the special symbols page or in a transcriber's note giving the print typeform it represents.

Refer to: [9.6](#) for discussion and examples of small capitals.

Examples:

In response to the prompt Insert the CD-ROM in drive E:, you put the compact disk in drive E, and press Enter.

```

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

```

[In this case the first transcriber-defined typeform is used to indicate a change to a Courier New font.]

Your monday is ~~much~~ much busier than ~~my~~ is mine.

```

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

```

[In this case the second transcriber-defined typeform indicates double underlining, the third indicates crossed-out text and the fourth indicates dotted underlining.]

9.6 Small capitals

Note: Small capitals are letters formed as capitals but generally having the same height as lowercase letters such as a, c and e. Print most commonly uses small capitals in two ways as described below.

- 9.6.1 Although within a document all abbreviations and/or Roman numerals may be in small capitals, in braille these are best transcribed as capitals.

Refer to: [Section 8](#), Capitalisation.

Examples:

King Henry VIII ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

PT109 ⠠⠠⠠⠠⠠⠠⠠⠠⠠

- 9.6.2 Print sometimes uses small capitals for emphasis or distinction. These can usually be recognized by the use of regular size capitals for the letters of the small capitals text which are capitalised. When the

Section 10: Contractions

10.1 Alphabetic wordsigns

⠠	⠠⠠⠠	but
⠠	⠠⠠⠠	can
⠠	⠠⠠	do
⠠	⠠⠠⠠⠠⠠⠠	every
⠠	⠠⠠⠠⠠	from
⠠	⠠⠠	go
⠠	⠠⠠⠠⠠	have
⠠	⠠⠠⠠⠠	just
⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	knowledge
⠠	⠠⠠⠠⠠	like
⠠	⠠⠠⠠⠠	more
⠠	⠠⠠⠠	not
⠠	⠠⠠⠠⠠⠠⠠⠠	people
⠠	⠠⠠⠠⠠⠠	quite
⠠	⠠⠠⠠⠠⠠⠠	rather
⠠	⠠⠠	so
⠠	⠠⠠⠠⠠	that
⠠	⠠⠠	us
⠠	⠠⠠⠠⠠	very
⠠	⠠⠠	it
⠠	⠠⠠⠠	you
⠠	⠠⠠	as
⠠	⠠⠠⠠⠠	will

10.1.1 Use the alphabetic wordsign when the word it represents is "standing alone".

Refer to: [Section 2.6](#), Terminology and General Rules, for the definition of "standing alone".

Examples:

When will Will meet us? ⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠

Every child from here knows Mr More.

⠠⠠⠠ ⠠ ⠠ ⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠

"do re mi fa so" ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠

That is quite fair and very just.

⠠⠠⠠ ⠠⠠⠠ ⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠

"People, people who need people"

⠠⠠⠠⠠⠠⠠ ⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠

I do not like that watering-can!

⠠⠠⠠ ⠠ ⠠ ⠠ ⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

But, would the people rather do the can-can for us?

⠠⠠⠠⠠ ⠠⠠⠠ ⠠ ⠠ ⠠ ⠠ ⠠⠠ ⠠⠠⠠⠠ ⠠⠠ ⠠⠠

"You so-and-so-go away!" ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

"I do have some—but I would like more!"

⠠⠠⠠⠠ ⠠ ⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠ ⠠⠠⠠⠠

You can go—but not yet—**just wait!**

⠠⠠⠠ ⠠ ⠠⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

last will and testament ⠠⠠⠠⠠ ⠠ ⠠ ⠠⠠⠠⠠⠠⠠⠠

a child-like manner ⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

will-o'-the-wisp ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

"Do-It-Yourself" ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

come from—not go to ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠ ⠠⠠⠠

(just say so) ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠

As You Like It ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠

Knowledge is power. ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

But:

likes and dislikes ⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

childlike and likeness ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

moreover and evermore ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

dictionary, that the letters the wordsign represents are pronounced separately as in an acronym or abbreviation.

Examples:

US ⠠⠠⠠⠠⠠⠠ [United States]

IT ⠠⠠⠠⠠⠠⠠ [Information Technology]

But:

CAN Network ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

GO Train ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 [Government of Ontario, pronounced "go"].

10.1.4 Do not use the alphabetic wordsign for a syllable of a word shown in syllables.

Examples:

but-ton ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ be-have ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

dis as ter ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

10.2 Strong wordsigns

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ child

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ shall

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ this

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ which

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ out

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ still

10.2.1 Use the strong wordsign when the word it represents is "standing alone".

Refer to: [Section 2.6](#), Terminology and General Rules, for the definition of "standing alone".

Examples:

I shall still find out which **child** did this!

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

10.3 Strong contractions

⠠	⠠⠠⠠	and
⠠	⠠⠠⠠	for
⠠	⠠⠠	of
⠠	⠠⠠⠠	the
⠠	⠠⠠⠠⠠	with

10.3.1 Use the strong contraction wherever the letters it represents occur unless other rules limit its use.

Examples:

andante	⠠⠠⠠⠠⠠	England	⠠⠠⠠⠠⠠
grandad	⠠⠠⠠⠠⠠	grandmother	⠠⠠⠠⠠⠠⠠
meander	⠠⠠⠠⠠	merchandise	⠠⠠⠠⠠⠠⠠⠠
pandemic	⠠⠠⠠⠠⠠⠠	pandowdy	⠠⠠⠠⠠⠠
afford	⠠⠠⠠⠠	comfort	⠠⠠⠠⠠⠠
forgo	⠠⠠⠠	Fortran	⠠⠠⠠⠠⠠⠠
Pforzheimer	⠠⠠⠠⠠⠠⠠⠠⠠⠠	coffee	⠠⠠⠠⠠⠠
pianoforte	⠠⠠⠠⠠⠠⠠⠠⠠	lofty	⠠⠠⠠⠠
Geoffrey	⠠⠠⠠⠠⠠⠠⠠⠠	profane	⠠⠠⠠⠠⠠⠠
often	⠠⠠⠠	sofa	⠠⠠⠠
roof	⠠⠠⠠	whereof	⠠⠠⠠
tofu	⠠⠠⠠	bathed	⠠⠠⠠⠠
Athens	⠠⠠⠠⠠⠠	Esther	⠠⠠⠠⠠⠠
bother	⠠⠠⠠⠠	Matthew	⠠⠠⠠⠠⠠⠠
furthest	⠠⠠⠠⠠⠠	Parthenon	⠠⠠⠠⠠⠠⠠⠠
nevertheless	⠠⠠⠠⠠⠠⠠⠠	theatre	⠠⠠⠠⠠⠠
scythe	⠠⠠⠠⠠	Theresa	⠠⠠⠠⠠⠠⠠
thee	⠠⠠		

forthwith ⠒⠒⠒⠒

Swithin ⠒⠒⠒⠒⠒

withe ⠒⠒⠒

without ⠒⠒⠒⠒

with a knowledge of and respect for the rules

⠒ ⠒ ⠒ ⠒ ⠒ ⠒⠒⠒⠒⠒⠒⠒⠒⠒ ⠒ ⠒ ⠒⠒⠒⠒⠒⠒⠒

Thelma's roof will withstand the force of the wind and/or the rain.

⠒⠒⠒⠒⠒⠒⠒⠒⠒ ⠒⠒⠒⠒ ⠒ ⠒⠒⠒⠒ ⠒ ⠒⠒⠒⠒ ⠒ ⠒ ⠒⠒⠒⠒⠒ ⠒⠒⠒⠒⠒⠒⠒⠒⠒
⠒⠒⠒⠒⠒⠒⠒ ⠒ ⠒⠒⠒⠒⠒⠒

Andy Vandyke proofread the profile.

⠒⠒⠒⠒ ⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒ ⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒ ⠒ ⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒

out-of-the-way ⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒

But:

chifforobe ⠒⠒⠒⠒⠒⠒⠒⠒⠒

twofold ⠒⠒⠒⠒⠒⠒⠒⠒

insofar ⠒⠒⠒⠒⠒⠒

biofeedback ⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒

microfilm ⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒

apartheid ⠒⠒⠒⠒⠒⠒⠒⠒⠒

northeast ⠒⠒⠒⠒⠒⠒⠒⠒

thence ⠒⠒⠒⠒

sweetheart ⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒

Sontheimer ⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒

10.4 Strong groupsigns

⠒	⠒⠒	ch
⠒	⠒⠒	gh
⠒	⠒⠒	sh
⠒	⠒⠒	th
⠒	⠒⠒	wh
⠒	⠒⠒	ed
⠒	⠒⠒	er
⠒	⠒⠒	ou
⠒	⠒⠒	ow
⠒	⠒⠒	st
⠒	⠒⠒⠒	ing
⠒	⠒⠒	ar

10.4.1 Use the strong groupsign wherever the letters it represents occur unless other rules limit its use.

Examples:

aerial ⠠⠠⠠⠠⠠⠠

anteroom ⠠⠠⠠⠠⠠⠠⠠⠠

bear ⠠⠠⠠

brougham ⠠⠠⠠⠠⠠⠠⠠

cherished ⠠⠠⠠⠠⠠⠠⠠

coupon ⠠⠠⠠⠠⠠

derailed ⠠⠠⠠⠠⠠⠠⠠

dough ⠠⠠⠠⠠

Edith ⠠⠠⠠⠠⠠

er- ⠠⠠⠠

Erie ⠠⠠⠠⠠⠠

freedom ⠠⠠⠠⠠⠠⠠⠠

gingham ⠠⠠⠠⠠⠠⠠

hierarchy ⠠⠠⠠⠠⠠⠠⠠

lingerie ⠠⠠⠠⠠⠠⠠

malediction ⠠⠠⠠⠠⠠⠠⠠⠠⠠

merchandising ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

mistake ⠠⠠⠠⠠⠠⠠⠠

nightingale ⠠⠠⠠⠠⠠⠠⠠⠠⠠

oedema ⠠⠠⠠⠠⠠

"Ow!" ⠠⠠⠠⠠⠠⠠

predated ⠠⠠⠠⠠⠠⠠⠠

redistribute ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

riflery ⠠⠠⠠⠠⠠⠠

aghast ⠠⠠⠠⠠⠠

argh! ⠠⠠⠠⠠

boredom ⠠⠠⠠⠠⠠⠠⠠

cheddar ⠠⠠⠠⠠⠠

cough ⠠⠠⠠⠠

cringed ⠠⠠⠠⠠⠠

dingy ⠠⠠⠠⠠

ed. ⠠⠠⠠

e'er ⠠⠠⠠⠠

erase ⠠⠠⠠⠠⠠

error ⠠⠠⠠⠠⠠

ginger ⠠⠠⠠⠠

Goering ⠠⠠⠠⠠⠠⠠⠠

laugh ⠠⠠⠠⠠⠠

lowdown ⠠⠠⠠⠠⠠⠠

meningitis ⠠⠠⠠⠠⠠⠠⠠⠠⠠

meringue ⠠⠠⠠⠠⠠⠠

monowheel ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

nth ⠠⠠⠠

'ounds ⠠⠠⠠⠠⠠

(par) ⠠⠠⠠⠠⠠⠠⠠

psst ⠠⠠⠠⠠

reroute ⠠⠠⠠⠠⠠⠠

sheer ⠠⠠⠠⠠

Singh ⠠⠠⠠⠠⠠

'struth ⠠⠠⠠⠠⠠

thorough ⠠⠠⠠⠠⠠

toward ⠠⠠⠠⠠⠠

wharf ⠠⠠⠠⠠

Xth ⠠⠠⠠

sou'east ⠠⠠⠠⠠⠠⠠

Thomas ⠠⠠⠠⠠⠠⠠

thou ⠠⠠⠠

trebled ⠠⠠⠠⠠⠠⠠

whistle ⠠⠠⠠⠠⠠⠠

xxist ⠠⠠⠠⠠⠠

But:

ædile ⠠⠠⠠⠠⠠⠠⠠

blessèd ⠠⠠⠠⠠⠠⠠⠠⠠

foghorn ⠠⠠⠠⠠⠠⠠⠠

noway ⠠⠠⠠⠠⠠

parenthood ⠠⠠⠠⠠⠠⠠⠠⠠⠠

shanghai ⠠⠠⠠⠠⠠⠠⠠

viceregal ⠠⠠⠠⠠⠠⠠⠠⠠

anthill ⠠⠠⠠⠠⠠⠠⠠

deshabille ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

kilowatt ⠠⠠⠠⠠⠠⠠⠠⠠

painstaking ⠠⠠⠠⠠⠠⠠⠠⠠⠠

rawhide ⠠⠠⠠⠠⠠⠠⠠

Stalingrad ⠠⠠⠠⠠⠠⠠⠠⠠⠠

ch, sh, th, wh, ou, st

- 10.4.2 When the use of a strong group sign for "ch", "sh", "th", "wh", "ou" or "st" would be misread as a word, braille the letters individually.

Refer to: [Section 10.2](#), for further explanation about using these signs to represent words.

Examples:

Sh! ⠠⠠⠠⠠⠠

th' ⠠⠠⠠

St. ⠠⠠⠠⠠

Wh-? ⠠⠠⠠⠠⠠⠠⠠

St Stephen ⠠⠠⠠⠠⠠⠠⠠⠠⠠

ch-ch-chilly ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

But:

Shhh! ⠠⠠⠠⠠⠠⠠

th'n ⠠⠠⠠⠠

Ste Anne ⠠⠠⠠⠠⠠⠠⠠

ing

- 10.4.3 Use the strong group sign for "ing" wherever the letters it represents occur except at the beginning of a word.

Note: The beginning of a word is defined as the letters-sequence which follows a space, hyphen or dash and which may be preceded by the punctuation and indicator symbols listed in [Section 2.6.2](#), Terminology and General Rules.

Examples:

finger ⠠⠋⠊⠎⠠

ginger ⠠⠊⠎⠠

singe ⠠⠎⠊⠎⠠

singeing ⠠⠎⠊⠎⠠⠊⠎⠠

sting ⠠⠎⠊⠎⠠

stinging ⠠⠎⠊⠎⠠⠊⠎⠠

brown(ing) ⠠⠃⠗⠔⠎⠠⠠⠊⠎⠠

brown^{ing} ⠠⠃⠗⠔⠎⠠⠠⠊⠎⠠

SmithInge ⠠⠎⠏⠏⠏⠠⠠⠊⠎⠠

Ch'ing Dynasty ⠠⠉⠏⠠⠠⠊⠎⠠ ⠠⠔⠎⠠⠠⠎⠠⠠⠎⠠

But:

ingot ⠠⠊⠎⠠⠠⠔

Ingoldsby ⠠⠊⠎⠠⠠⠔⠎⠠⠠⠃⠏⠠

ingredients ⠠⠊⠎⠠⠠⠔⠎⠠⠠⠎⠠⠠⠔⠎⠠

ingrown ⠠⠊⠎⠠⠠⠔⠎⠠

to-ing and fro-ing ⠠⠔⠠⠠⠊⠎⠠ ⠠⠠⠠⠎⠠⠠⠔⠠⠠⠊⠎⠠

brown-*ing* ⠠⠃⠗⠔⠎⠠⠠⠊⠎⠠

Smith-*Inge* ⠠⠎⠏⠏⠏⠠⠠⠊⠎⠠

10.5 Lower wordsigns

⠠

⠠

be

⠠

⠠

enough

⠠

⠠

were

⠠

⠠

his

⠠

⠠

in

⠠

⠠

was

be, were, his, was

Note: These same signs may also represent punctuation signs.

- 10.5.1 Use the lower wordsign for "be", "were", "his" or "was" when the word it represents is "standing alone". However, the lower wordsign is not used when in contact with any punctuation sign, including the hyphen and dash, that has only lower dots. For the purposes of this rule, any type of quotation mark which may be present is considered to have only lower dots. When a capitals indicator or a capitals terminator is present, it is disregarded in determining whether to use the lower wordsign.

Refer to: [Section 2.6](#), Terminology and General Rules, for the definition of "standing alone".

Examples:

to be ⠠⠠⠠⠠⠠⠠⠠⠠

his car ⠠⠠⠠⠠⠠⠠⠠⠠

Be good. ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

HIS DOG ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

That *was* right! ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

BE ALL THAT YOU CAN BE ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Be happy. ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

to be or not to be ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

his hers its ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

"Was that his car?" ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

at my (not his) house ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

He is [was]; they are [were].

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

(Were there many?) ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

But:

his/her ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

What will you be? ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

would-be actor ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

his-and-hers towels ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

That were—I mean was—mine.



"Be safe." 

"Was that *his*?" 

'His mother owns "his" car.'



enough

10.5.2 Use the lower wordsign for "enough" when the word it represents is "standing alone". When a capitals indicator or a capitals terminator is present, it is disregarded in determining whether to use the lower wordsign. The lower wordsign is also used in the word "enough's".

Refer to: [Section 2.6](#), Terminology and General Rules, for the definition of "standing alone".

Examples:

it was enough 

GIVE MORE THAN ENOUGH 

Buy meat (enough for 2). 

(Did you have *enough* help? Just enough.)



Enough's happened. 

Mum's had-enough mood 

But:

www.enoughforall.org 

enough/sufficient 

in

10.5.3 Use the lower wordsign for "in" wherever the word it represents occurs provided that any sequence in which it occurs includes a sign with an upper dot. For the purposes of this rule, any type of quotation mark which may be present is considered to have only

lower dots. When a capitals indicator or a capitals terminator is present, it is disregarded in determining whether to use the lower word sign.

Examples:

not in here ⠠⠏⠗⠑⠃ ⠠⠊⠗⠑ ⠠⠏⠗⠑

In or out? ⠠⠊⠗ ⠠⠕⠗ ⠠⠕⠞ ⠠? ⠠⠊⠗ ⠠⠕⠞ ⠠⠕⠞

GO ALL IN ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

in't ⠠⠊⠗ ⠠⠅⠗ ⠠⠕⠞

mother-in-law ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

listen-in ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Listen!—In this case ... ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

"teach-in" ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

IN-DEPTH ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

("In no way.") ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

fade in ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

-in ⠠⠠⠠⠠⠠⠠⠠

In the box ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

after before between in ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

[open tn]In the table ...[close tn]
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

<in file> ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

in/out ⠠⠠⠠⠠⠠⠠⠠⠠

But:

Come in, stay in. ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

"In any case" ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

'Is that "in"?' ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Lower sign rule

10.5.4 Use the lower wordsigns for "enough" and "in" with any number of lower punctuation signs provided the sequence includes a sign with upper dots. For the purposes of this rule, any type of quotation mark which may be present is considered to have only lower dots. If there is not a sign with upper dots in the sequence, do not use the final lower wordsign.

Examples:

It was enough—more than enough.



We had enough—5. 

"That's enough!"—in a firm voice



Take enough. 

'Is that "in"?—in style, I mean.'



10.6 Lower groupsigns

	ea
	be
	bb
	con
	cc
	dis
	en
	ff
	gg
	in

be, con, dis

10.6.1 Use the lower groupsign for "be", "con" or "dis" when the letters it represents form the first syllable of a word.

Examples:

beatitude	⠠⠠⠠⠠⠠⠠⠠⠠	Beatrice	⠠⠠⠠⠠⠠⠠⠠⠠
become	⠠⠠⠠⠠⠠	begonia	⠠⠠⠠⠠⠠⠠
behemoth	⠠⠠⠠⠠⠠⠠	being	⠠⠠⠠
beneficent	⠠⠠⠠⠠⠠⠠⠠⠠	beta	⠠⠠⠠
first-begotten	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠		
air-conditioned	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠		
concept	⠠⠠⠠⠠⠠	congress	⠠⠠⠠⠠⠠⠠
control	⠠⠠⠠⠠⠠	re-connect	⠠⠠⠠⠠⠠⠠⠠⠠
disaster	⠠⠠⠠⠠	disco	⠠⠠⠠
dishonest	⠠⠠⠠⠠⠠⠠	dislike	⠠⠠⠠⠠⠠
dissect	⠠⠠⠠⠠⠠	distance	⠠⠠⠠⠠⠠
self-discipline	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠		

But:

beckon	⠠⠠⠠⠠⠠⠠	been	⠠⠠⠠
belligerent	⠠⠠⠠⠠⠠⠠⠠⠠⠠	benefit	⠠⠠⠠⠠⠠⠠
best	⠠⠠⠠	bethel	⠠⠠⠠⠠
better	⠠⠠⠠⠠⠠	unbecoming	⠠⠠⠠⠠⠠⠠⠠⠠
con	⠠⠠⠠	conch	⠠⠠⠠⠠
cone	⠠⠠⠠⠠	coney	⠠⠠⠠⠠⠠
inconvenient	⠠⠠⠠⠠⠠⠠⠠⠠⠠		
disc	⠠⠠⠠⠠	dish	⠠⠠⠠⠠
dishevel	⠠⠠⠠⠠⠠⠠⠠	dispirited	⠠⠠⠠⠠⠠⠠
disulphide	⠠⠠⠠⠠⠠⠠⠠⠠⠠	indistinct	⠠⠠⠠⠠⠠⠠⠠

- 10.6.2 Use the lower group sign for "be", "con" or "dis" only at the beginning of a word and only when followed by a letter, a contraction, a modified letter or a ligatured letter.

Examples:

Conn. ⠠⠠⠠⠠⠠ [Connecticut]

cont ⠠⠠ [continued]

dist. ⠠⠠⠠ [district]

mod cons ⠠⠠⠠ ⠠⠠ [modern conveniences]

But:

BEEd ⠠⠠⠠⠠⠠ [Bachelor of Education]

Belg ⠠⠠⠠⠠⠠ [Belgium]

bet ⠠⠠⠠ [between]

Bev ⠠⠠⠠⠠ [billion electron volts]

Con. ⠠⠠⠠⠠⠠ [Consolidated]

ea, bb, cc, ff, gg

- 10.6.5 Use the lower group sign for "ea", "bb", "cc", "ff", or "gg" when the letters it represents are both preceded and followed by a letter, a contraction, a modified letter or a ligatured letter unless other rules limit its use.

Note: These signs may also represent punctuation signs.

Examples:

abbé ⠠⠠⠠⠠⠠

accept ⠠⠠⠠⠠⠠

account ⠠⠠⠠⠠

acreage ⠠⠠⠠⠠⠠⠠

affirm ⠠⠠⠠⠠⠠

aggressive ⠠⠠⠠⠠⠠⠠⠠⠠⠠

agreeable ⠠⠠⠠⠠⠠⠠⠠

areas ⠠⠠⠠

arpeggio ⠠⠠⠠⠠⠠⠠

baccalaureate ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

beat ⠠⠠⠠

begging ⠠⠠⠠⠠

borealis ⠠⠠⠠⠠⠠⠠

bubble ⠠⠠⠠⠠⠠

bureau ⠠⠠⠠⠠⠠

Caribbean ⠠⠠⠠⠠⠠⠠⠠⠠

caveat ⠠⠠⠠⠠⠠⠠

creation ⠠⠠⠠⠠⠠⠠⠠

doggone ⠠⠠⠠⠠⠠⠠⠠

epicurean ⠠⠠⠠⠠⠠⠠⠠⠠⠠

genealogy ⠠⠠⠠⠠⠠⠠⠠⠠

head ⠠⠠⠠

likeable ⠠⠠⠠⠠⠠⠠⠠

lineage ⠠⠠⠠⠠⠠

Minneapolis ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Montreal ⠠⠠⠠⠠⠠⠠⠠⠠

muffin ⠠⠠⠠⠠

northeast ⠠⠠⠠⠠⠠⠠⠠

oceanic ⠠⠠⠠⠠⠠⠠

orgeat ⠠⠠⠠⠠⠠

pancreas ⠠⠠⠠⠠⠠⠠⠠

peanut ⠠⠠⠠⠠⠠

really ⠠⠠⠠⠠⠠

Seamus ⠠⠠⠠⠠⠠⠠

seashore ⠠⠠⠠⠠⠠⠠⠠

Sheffield ⠠⠠⠠⠠⠠⠠⠠⠠

speakeasy ⠠⠠⠠⠠⠠⠠⠠

tobacco ⠠⠠⠠⠠⠠⠠

Yeats ⠠⠠⠠⠠⠠

But:

afford ⠠⠠⠠⠠

arccosine ⠠⠠⠠⠠⠠⠠⠠

create ⠠⠠⠠⠠⠠⠠

disease ⠠⠠⠠⠠⠠

eggnog ⠠⠠⠠⠠⠠⠠

flaccid ⠠⠠⠠⠠⠠⠠

Hanseatic ⠠⠠⠠⠠⠠⠠⠠⠠⠠

Judaeian ⠠⠠⠠⠠⠠⠠⠠

Liliaceae ⠠⠠⠠⠠⠠⠠⠠⠠⠠

mecca ⠠⠠⠠⠠

motheaten ⠠⠠⠠⠠⠠⠠

Neapolitan ⠠⠠⠠⠠⠠⠠⠠⠠⠠

occupy ⠠⠠⠠⠠⠠

oleaginous ⠠⠠⠠⠠⠠⠠⠠

paeian ⠠⠠⠠⠠

peaceable ⠠⠠⠠⠠⠠⠠⠠

rabbi ⠠⠠⠠⠠

réchauffé ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Sean ⠠⠠⠠⠠

Seattle ⠠⠠⠠⠠⠠⠠⠠

sheriffs ⠠⠠⠠⠠⠠

tableau ⠠⠠⠠⠠⠠⠠

toreador ⠠⠠⠠⠠⠠⠠⠠

appear ⠠⠠⠠⠠⠠

bacchanal ⠠⠠⠠⠠⠠⠠⠠

bear	⠠⠠⠠⠠	beatitude	⠠⠠⠠⠠⠠⠠⠠⠠
Beatrice	⠠⠠⠠⠠⠠⠠⠠⠠	cinéaste	⠠⠠⠠⠠⠠⠠⠠⠠
coffee	⠠⠠⠠⠠⠠⠠	dumbbell	⠠⠠⠠⠠⠠⠠⠠⠠
'ead	⠠⠠⠠⠠	east	⠠⠠⠠⠠
ebb	⠠⠠⠠	ebb-tide	⠠⠠⠠⠠⠠⠠⠠⠠
hideaway	⠠⠠⠠⠠⠠⠠⠠⠠	idea(s)	⠠⠠⠠⠠⠠⠠⠠⠠
Leander	⠠⠠⠠⠠⠠⠠	limeade	⠠⠠⠠⠠⠠⠠⠠⠠
mah-jongg	⠠⠠⠠⠠⠠⠠⠠⠠	man-eater	⠠⠠⠠⠠⠠⠠⠠⠠
pineapple	⠠⠠⠠⠠⠠⠠⠠⠠	robb'd	⠠⠠⠠⠠⠠⠠
saccharine	⠠⠠⠠⠠⠠⠠⠠⠠	sea-green	⠠⠠⠠⠠⠠⠠⠠⠠
sheriff's	⠠⠠⠠⠠⠠⠠⠠⠠	snuff	⠠⠠⠠⠠⠠⠠
sou'east	⠠⠠⠠⠠⠠⠠⠠	stiff/y	⠠⠠⠠⠠⠠⠠⠠⠠
subbasement	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	theatre	⠠⠠⠠⠠⠠⠠
tea	⠠⠠⠠		

- 10.6.6 Do not use the lower groupsign for "ea", "bb", "cc", "ff", or "gg" when the letters it represents are preceded or followed by a capitals indicator or a capitals terminator.

Examples:

CliffSide ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

EggHead ⠠⠠⠠⠠⠠⠠⠠⠠

MacEACHEN ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

SeaWorld ⠠⠠⠠⠠⠠⠠⠠⠠

TEAspoon ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

ea

- 10.6.7 Do not use the lower groupsign for "ea" when the letters "ea" bridge a prefix and the remainder of the word.

Examples:

deactivate ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

geanticline ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

preamble ⠠⠠⠠⠠⠠⠠⠠⠠

reaction ⠠⠠⠠⠠⠠⠠

en, in

- 10.6.8 Use the lower group sign for "en" or "in" wherever the letters it represents occur unless other rules limit its use.

Examples:

antinode ⠠⠠⠠⠠⠠⠠⠠⠠

arena ⠠⠠⠠⠠

been ⠠⠠⠠⠠

begin ⠠⠠⠠⠠

be'ind ⠠⠠⠠⠠⠠⠠

benefit ⠠⠠⠠⠠⠠⠠⠠

binary ⠠⠠⠠⠠⠠

binomial ⠠⠠⠠⠠⠠⠠⠠⠠

Blakeney ⠠⠠⠠⠠⠠⠠⠠⠠⠠

Caen ⠠⠠⠠⠠

casino ⠠⠠⠠⠠⠠⠠

china ⠠⠠⠠⠠

Chopin ⠠⠠⠠⠠⠠⠠

citizeness ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

deafen ⠠⠠⠠⠠⠠

denote ⠠⠠⠠⠠⠠⠠

deny ⠠⠠⠠⠠

disingenuous ⠠⠠⠠⠠⠠⠠⠠⠠⠠

double-entendre ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

e'en ⠠⠠⠠⠠

Einstein ⠠⠠⠠⠠⠠⠠⠠⠠

enceinte ⠠⠠⠠⠠⠠⠠⠠

engine ⠠⠠⠠⠠⠠

Enid ⠠⠠⠠⠠

enormous ⠠⠠⠠⠠⠠⠠⠠

equinox ⠠⠠⠠⠠⠠⠠⠠

faint ⠠⠠⠠⠠⠠

feminine ⠠⠠⠠⠠⠠⠠⠠⠠

goin' ⠠⠠⠠⠠⠠

haven't ⠠⠠⠠⠠⠠⠠⠠

henna ⠠⠠⠠⠠⠠

Inc. ⠠⠠⠠⠠⠠

incline ⠠⠠⠠⠠⠠⠠

ingot	⠠⠢⠠⠠⠠⠠	in's	⠠⠢⠠⠠⠠
into	⠠⠢⠠⠠⠠	maenad	⠠⠠⠠⠠⠠⠠⠠
Montenegro	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	p(en)	⠠⠠⠠⠠⠠⠠
phoenix	⠠⠠⠠⠠⠠⠠⠠	prenatal	⠠⠠⠠⠠⠠⠠⠠⠠
p(in)	⠠⠠⠠⠠⠠⠠	renew	⠠⠠⠠⠠⠠
queen	⠠⠠⠠⠠⠠	self-induced	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
shut-ins	⠠⠠⠠⠠⠠⠠⠠	within	⠠⠠⠠⠠
to-ing	⠠⠠⠠⠠⠠⠠		
<i>But:</i>			
Athens	⠠⠠⠠⠠⠠⠠	benign	⠠⠠⠠⠠⠠⠠
business	⠠⠠⠠⠠⠠⠠⠠	cringed	⠠⠠⠠⠠⠠
fenced	⠠⠠⠠⠠⠠	filename	⠠⠠⠠⠠⠠⠠⠠
forenoon	⠠⠠⠠⠠⠠⠠⠠	Francene	⠠⠠⠠⠠⠠⠠⠠⠠
lament	⠠⠠⠠⠠⠠	ménage	⠠⠠⠠⠠⠠⠠⠠⠠⠠
señor	⠠⠠⠠⠠⠠⠠⠠⠠	toenail	⠠⠠⠠⠠⠠⠠⠠

- 10.6.9 To prevent it from being misread as "enough", do not use the lower groupsign for "en" when the letters "en" are "standing alone".

Refer to: [Section 2.6](#), Terminology and General Rules, for the definition of "standing alone".

Examples:

Aix-en-Provence	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
Chou En-lai	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
en route	⠠⠠⠠⠠⠠⠠⠠

Lower sign rule

- 10.6.10 Use any number of lower groupsigns and lower punctuation signs following one another provided the sequence includes a sign with

⠠	⠠⠠⠠	lord
⠠⠠	⠠⠠⠠⠠⠠⠠	mother
⠠⠠	⠠⠠⠠⠠	name
⠠⠠	⠠⠠⠠	one
⠠⠠	⠠⠠⠠⠠	part
⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠	question
⠠⠠	⠠⠠⠠⠠⠠	right
⠠⠠	⠠⠠⠠⠠	some
⠠⠠	⠠⠠⠠⠠	time
⠠⠠	⠠⠠⠠⠠⠠	under
⠠⠠	⠠⠠⠠⠠⠠⠠	young
⠠⠠	⠠⠠⠠⠠⠠	there
⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠	character
⠠⠠	⠠⠠⠠⠠⠠⠠⠠	through
⠠⠠	⠠⠠⠠⠠⠠	where
⠠⠠	⠠⠠⠠⠠⠠	ought
⠠⠠	⠠⠠⠠⠠	work

10.7.1 Use the initial-letter contraction as a wordsign and wherever the letters it represents occur; except for the specific provisions given below; and unless other rules limit its use.

Examples:

foreword	⠠⠠⠠⠠	misworded	⠠⠠⠠⠠⠠⠠⠠
sword	⠠⠠⠠	word-for-word	⠠⠠⠠⠠⠠⠠⠠⠠⠠
Wordsworth	⠠⠠⠠⠠⠠⠠⠠⠠		
cannot	⠠⠠⠠		
Germany	⠠⠠⠠⠠⠠	many-sided	⠠⠠⠠⠠⠠⠠⠠⠠
dispirited	⠠⠠⠠⠠⠠	spirits	⠠⠠⠠⠠
spiritual	⠠⠠⠠⠠⠠		
theirs	⠠⠠⠠⠠		
SeaWorld	⠠⠠⠠⠠⠠⠠⠠⠠	underworld	⠠⠠⠠⠠⠠

world-wide	⠠⠺⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗	worldly	⠠⠺⠠⠗⠠⠗⠠⠗⠠⠗
day-by-day	⠠⠑⠠⠺⠠⠑⠠⠺⠠⠑⠠⠺⠠⠑⠠⠺⠠⠑	Dayton	⠠⠑⠠⠺⠠⠑⠠⠑⠠⠑⠠⠑
Friday	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑	G'day	⠠⠑⠠⠑⠠⠑⠠⠑
father-in-law	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑	fatherless	⠠⠑⠠⠑⠠⠑⠠⠑
grandfather	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑		
acknowledge	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑	knowing	⠠⠑⠠⠑⠠⠑
Knowles	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑	well-known	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑
Gaylord	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑	lordosis	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑
lordship	⠠⠑⠠⠑⠠⠑⠠⠑	m'lord	⠠⠑⠠⠑⠠⠑
godmother	⠠⠑⠠⠑⠠⠑⠠⠑		
mother-of-pearl	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑		
motherly	⠠⠑⠠⠑⠠⠑⠠⠑	smother	⠠⠑⠠⠑⠠⠑
apartheid	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑	Bonaparte	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑
impartial	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑	part-time	⠠⠑⠠⠑⠠⠑⠠⠑
partake	⠠⠑⠠⠑⠠⠑⠠⠑	parterre	⠠⠑⠠⠑⠠⠑⠠⠑
party	⠠⠑⠠⠑⠠⠑		
passe-partout	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑		
Spartan	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑		
questionnaire	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑	unquestionable	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑
affrighted	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑	aright	⠠⠑⠠⠑⠠⠑
brighten	⠠⠑⠠⠑⠠⠑⠠⠑	millwright	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑
right-handed	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑	righteous	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑
youngest	⠠⠑⠠⠑⠠⠑⠠⠑	Youngstown	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑
characteristic	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑	characterise	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑
throughout	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑		
elsewhere	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑	somewhere	⠠⠑⠠⠑⠠⠑⠠⠑⠠⠑

whereby ⠠⠠⠠⠠⠠

drought ⠠⠠⠠⠠⠠

Houghton ⠠⠠⠠⠠⠠⠠⠠

thoughtful ⠠⠠⠠⠠⠠⠠⠠

coworker ⠠⠠⠠⠠⠠⠠

stonework ⠠⠠⠠⠠⠠⠠

workday ⠠⠠⠠⠠⠠

But:

Dayan ⠠⠠⠠⠠⠠⠠

today ⠠⠠⠠

chlordane ⠠⠠⠠⠠⠠⠠⠠⠠

Parthenon ⠠⠠⠠⠠⠠⠠⠠⠠

wherever ⠠⠠⠠⠠⠠⠠

wherein ⠠⠠⠠⠠⠠

fought ⠠⠠⠠⠠⠠

oughtn't ⠠⠠⠠⠠⠠⠠⠠

fireworks ⠠⠠⠠⠠⠠⠠⠠⠠

unworkable ⠠⠠⠠⠠⠠⠠⠠⠠⠠

working ⠠⠠⠠⠠

Sanday ⠠⠠⠠⠠⠠⠠

Lucknow ⠠⠠⠠⠠⠠⠠⠠⠠

chemotherapy ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

where'er ⠠⠠⠠⠠⠠⠠

Dworkin ⠠⠠⠠⠠⠠⠠⠠⠠

upon, these, those, whose, there

- 10.7.2 Use the initial-letter contraction for "upon", "these", "those", "whose" or "there" when its meaning as a whole word is retained.

Examples:

upon these shores ⠠⠠⠠⠠⠠⠠⠠⠠⠠

Whose are those? ⠠⠠⠠⠠⠠⠠⠠⠠

hereupon ⠠⠠⠠⠠⠠

whereupon ⠠⠠⠠⠠⠠

whosoever ⠠⠠⠠⠠⠠⠠⠠⠠

thereby ⠠⠠⠠⠠⠠

therefore ⠠⠠⠠⠠⠠

therein ⠠⠠⠠⠠

thereupon ⠠⠠⠠⠠⠠

But:

coupon ⠠⠠⠠⠠⠠⠠

Dupont ⠠⠠⠠⠠⠠⠠⠠⠠

hypotheses ⠠⠠⠠⠠⠠⠠⠠⠠⠠

Theseus ⠠⠠⠠⠠⠠⠠⠠⠠

spathose ⠠⠎⠏⠏⠏⠠⠎⠏⠏⠠⠎⠏⠏⠠⠎⠏⠏

bothered ⠠⠃⠕⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

isothere ⠠⠢⠎⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

Theresa ⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

Thoseby ⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

ethereal ⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

smithereens ⠠⠎⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

withered ⠠⠞⠞⠠⠞⠞⠠⠞⠞

had

- 10.7.3 Use the initial-letter contraction for "had" when the "a" is short, unless other rules limit its use.

Examples:

Galahad ⠠⠒⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

Haddon ⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

Hadley ⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

haddock ⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

hadji ⠠⠞⠞⠠⠞⠞

hadn't ⠠⠞⠞⠠⠞⠞⠠⠞⠞

But:

Chad ⠠⠞⠞⠠⠞⠞

Hadrian ⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

shadow ⠠⠞⠞⠠⠞⠞⠠⠞⠞

Hades ⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

menhaden ⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

Thaddeus ⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

ever

- 10.7.4 Use the initial-letter contraction for "ever" when the stress is on the first "e" and when the letters are not preceded by "e" or "i".

Examples:

asseverate ⠠⠎⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

Everest ⠠⠞⠞⠠⠞⠞⠠⠞⠞

fever ⠠⠞⠞⠠⠞⠞

nevertheless ⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

several ⠠⠎⠞⠞⠠⠞⠞⠠⠞⠞

Unilever ⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

beverage ⠠⠃⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

everything ⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

irreverence ⠠⠢⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞⠠⠞⠞

reverend ⠠⠞⠞⠠⠞⠞⠠⠞⠞

Severn ⠠⠎⠞⠞⠠⠞⠞⠠⠞⠞

But:

believer ⠠⠠⠠⠠⠠⠠

eversion ⠠⠠⠠⠠⠠⠠

Guinevere ⠠⠠⠠⠠⠠⠠⠠⠠

McKeever ⠠⠠⠠⠠⠠⠠⠠⠠⠠

Monteverdi ⠠⠠⠠⠠⠠⠠⠠⠠⠠

persevere ⠠⠠⠠⠠⠠⠠⠠

reverberate ⠠⠠⠠⠠⠠⠠⠠⠠⠠

revere ⠠⠠⠠⠠⠠

reverify ⠠⠠⠠⠠⠠⠠⠠

severity ⠠⠠⠠⠠⠠⠠⠠

thievery ⠠⠠⠠⠠⠠⠠

here, name

- 10.7.5 Use the initial-letter contraction for "here" or "name" when the letters it represents are pronounced as one syllable unless other rules limit its use.

Examples:

adhere ⠠⠠⠠⠠⠠

atmosphere ⠠⠠⠠⠠⠠⠠⠠⠠

cohere ⠠⠠⠠⠠⠠

hereabout ⠠⠠⠠⠠⠠

herewith ⠠⠠⠠⠠

sphere ⠠⠠⠠⠠⠠

filename ⠠⠠⠠⠠⠠⠠⠠

nameable ⠠⠠⠠⠠⠠⠠⠠

renamed ⠠⠠⠠⠠⠠⠠

surname ⠠⠠⠠⠠⠠⠠

But:

adhered ⠠⠠⠠⠠⠠⠠

bothered ⠠⠠⠠⠠⠠⠠

coherence ⠠⠠⠠⠠⠠⠠⠠

elsewhere ⠠⠠⠠⠠⠠⠠⠠

ethereal ⠠⠠⠠⠠⠠⠠

heredity ⠠⠠⠠⠠⠠⠠

Hereford (City) ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

enamel ⠠⠠⠠⠠⠠⠠

ornament ⠠⠠⠠⠠⠠⠠⠠⠠

unamended ⠠⠠⠠⠠⠠⠠⠠⠠

Vietnamese ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

one

- 10.7.6 Use the initial-letter contraction for "one" when the letters it represents are pronounced as one syllable, or are in a word ending with the letters "oney", or are in the words "honest" or "monetary" and their derivatives. However, do not use the contraction when the letters "one" are preceded by the letter "o" or when other rules limit its use.

Examples:

acetone ⠠⠠⠠⠠⠠⠠⠠

atonement ⠠⠠⠠⠠⠠⠠⠠

baloney ⠠⠠⠠⠠⠠⠠⠠

bygone ⠠⠠⠠⠠⠠

cone ⠠⠠⠠

demonetise ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

dishonesty ⠠⠠⠠⠠⠠⠠⠠⠠

done ⠠⠠⠠

everyone ⠠⠠⠠⠠⠠

honey ⠠⠠⠠⠠

Jones ⠠⠠⠠⠠

lonesome ⠠⠠⠠⠠⠠

Mulroney ⠠⠠⠠⠠⠠⠠⠠⠠

one-sided ⠠⠠⠠⠠⠠⠠⠠⠠

oneness ⠠⠠⠠⠠

phone ⠠⠠⠠⠠

scone ⠠⠠⠠⠠

stonework ⠠⠠⠠⠠⠠

stoney ⠠⠠⠠⠠

But:

anemone ⠠⠠⠠⠠⠠⠠⠠

baroness ⠠⠠⠠⠠⠠

baronet ⠠⠠⠠⠠⠠

Boone ⠠⠠⠠⠠⠠

Cantonese ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

colonel ⠠⠠⠠⠠⠠⠠

Conestoga ⠠⠠⠠⠠⠠⠠⠠

crooner ⠠⠠⠠⠠⠠

cushioned ⠠⠠⠠⠠⠠⠠⠠

Donegal ⠠⠠⠠⠠⠠⠠⠠

erroneous ⠠⠠⠠⠠⠠⠠⠠

Hermione ⠠⠠⠠⠠⠠⠠⠠⠠

Indonesia ⠠⠠⠠⠠⠠⠠⠠⠠⠠

krone ⠠⠠⠠⠠

Monet ⠠⠠⠠⠠⠠

onerous ⠠⠠⠠⠠⠠

phonetic ⠠⠠⠠⠠⠠⠠⠠

pioneer ⠠⠠⠠⠠⠠⠠

poisoned ⠠⠠⠠⠠⠠⠠⠠

Rhône ⠠⠠⠠⠠⠠⠠⠠

Rooney ⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺
 stoned ⠠⠺⠠⠺⠠⠺⠠⠺

sooner ⠠⠺⠠⠺⠠⠺⠠⠺

some

- 10.7.7 Use the initial-letter contraction for "some" when the letters it represents form a syllable of the basic word.

Examples:

blithesome ⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺	chromosome ⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺
fearsome ⠠⠺⠠⠺⠠⠺⠠⠺	handsome ⠠⠺⠠⠺⠠⠺⠠⠺
handsomer ⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺	lonestome ⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺
somebody ⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺	somesuch ⠠⠺⠠⠺⠠⠺⠠⠺
somewhere ⠠⠺⠠⠺⠠⠺⠠⠺	twosome ⠠⠺⠠⠺⠠⠺⠠⠺

But:

blossomed (blossom) ⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺
 gasometer ⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺
 isometric ⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺
 ransomed (ransom) ⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺
 somersault ⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺
 Somerset ⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺

time

- 10.7.8 Use the initial-letter contraction for "time" when the letters it represents are pronounced the same as the word "time".

Examples:

daytime ⠠⠺⠠⠺⠠⠺⠠⠺	maritime ⠠⠺⠠⠺⠠⠺⠠⠺
mistimed ⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺	pastime ⠠⠺⠠⠺⠠⠺⠠⠺
sometimes ⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺	springtime ⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺
timeously ⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺	Timex ⠠⠺⠠⠺⠠⠺

untimely ⠠⠠⠠⠠⠠⠠⠠⠠

But:

altimeter ⠠⠠⠠⠠⠠⠠⠠⠠⠠

centime ⠠⠠⠠⠠⠠⠠⠠

centimeter ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Mortimer ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

multimedia ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

sentiment ⠠⠠⠠⠠⠠⠠⠠⠠

under

- 10.7.9 Use the initial-letter contraction for "under" except when the letters it represents are preceded by the vowels "a" or "o" and when the letters "un" form a prefix.

Examples:

blunder ⠠⠠⠠⠠⠠⠠

misunderstand ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

thundered ⠠⠠⠠⠠⠠⠠⠠

undergo ⠠⠠⠠⠠⠠

underpaid ⠠⠠⠠⠠⠠⠠

Wunderhorn ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

But:

flounder ⠠⠠⠠⠠⠠⠠⠠

laundrying ⠠⠠⠠⠠⠠⠠⠠⠠⠠

Saunders ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

underived ⠠⠠⠠⠠⠠⠠⠠⠠⠠

underogatory ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

10.8 Final-letter groupsigns

Dots 46

⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ound

⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ance

⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ sion

⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ less

⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ount

Dots 56

⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ence

⠠⠠⠠ ⠠⠠⠠⠠⠠ ong

⠠⠠⠠ ⠠⠠⠠⠠⠠ ful

⠠⠠	⠠⠠⠠⠠	tion
⠠⠠	⠠⠠⠠⠠	ness
⠠⠠	⠠⠠⠠⠠	ment
⠠⠠	⠠⠠⠠	ity

- 10.8.1 Use the final-letter groupsign when the letters it represents follow a letter, a contraction, a modified letter or a ligatured letter unless other rules limit its use.

Examples:

amount	⠠⠠⠠⠠⠠	baroness	⠠⠠⠠⠠⠠⠠⠠
bastion	⠠⠠⠠⠠⠠⠠	blessing	⠠⠠⠠⠠⠠
business	⠠⠠⠠⠠⠠⠠⠠	cancel	⠠⠠⠠⠠⠠
carefully	⠠⠠⠠⠠⠠⠠⠠⠠	cement	⠠⠠⠠⠠⠠
cheerful	⠠⠠⠠⠠⠠	chockfull	⠠⠠⠠⠠⠠⠠⠠⠠
circuitry	⠠⠠⠠⠠⠠⠠⠠	commencement	⠠⠠⠠⠠⠠⠠⠠⠠⠠
comment	⠠⠠⠠⠠⠠⠠	confusion	⠠⠠⠠⠠⠠⠠
country	⠠⠠⠠⠠⠠	county	⠠⠠⠠⠠⠠
creation	⠠⠠⠠⠠⠠⠠	dancer	⠠⠠⠠⠠⠠
deity	⠠⠠⠠⠠	Du Plessis	⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠
experienced	⠠⠠⠠⠠⠠⠠⠠⠠		
expressionless	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠		
extramental	⠠⠠⠠⠠⠠⠠⠠⠠⠠	fences	⠠⠠⠠⠠⠠
finesse	⠠⠠⠠⠠⠠	found	⠠⠠⠠⠠
fractional	⠠⠠⠠⠠⠠⠠⠠⠠	Frances	⠠⠠⠠⠠⠠⠠⠠
governess	⠠⠠⠠⠠⠠⠠⠠	Guinness	⠠⠠⠠⠠⠠⠠⠠
incongruous	⠠⠠⠠⠠⠠⠠⠠⠠		
influenceable	⠠⠠⠠⠠⠠⠠⠠⠠⠠		
lioness	⠠⠠⠠⠠⠠⠠	longevity	⠠⠠⠠⠠⠠⠠⠠

memento	⠠⠍⠑⠍⠑⠗⠏⠗⠠	mongoose	⠠⠍⠗⠒⠠⠠⠠⠠⠠⠠⠠
mountain	⠠⠍⠠⠠⠠⠠⠠	noblesse	⠠⠠⠠⠠⠠⠠⠠
persuasion	⠠⠠⠠⠠⠠⠠⠠⠠	pity	⠠⠠⠠⠠
pongee	⠠⠠⠠⠠⠠	prong	⠠⠠⠠⠠⠠
rationally	⠠⠠⠠⠠⠠⠠⠠⠠	rotation	⠠⠠⠠⠠⠠⠠⠠
Rountree	⠠⠠⠠⠠⠠⠠⠠	séance	⠠⠠⠠⠠⠠⠠⠠
silenced	⠠⠠⠠⠠⠠⠠⠠	sinfulness	⠠⠠⠠⠠⠠⠠⠠⠠
Spencer	⠠⠠⠠⠠⠠⠠⠠	sponge	⠠⠠⠠⠠⠠⠠
sound	⠠⠠⠠⠠	sublessee	⠠⠠⠠⠠⠠⠠⠠⠠
Tennessee	⠠⠠⠠⠠⠠⠠⠠⠠	thence	⠠⠠⠠⠠
tongue	⠠⠠⠠⠠⠠⠠	unfulfilled	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
unless	⠠⠠⠠⠠⠠	unlessoned	⠠⠠⠠⠠⠠⠠⠠⠠⠠
Wenceslaus	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	wounded	⠠⠠⠠⠠⠠

But:

"alone"ness	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
ancestor	⠠⠠⠠⠠⠠⠠⠠⠠
channel-less	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
congruous	⠠⠠⠠⠠⠠⠠
electroencephalogram	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
encephalitis	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
fiancé	⠠⠠⠠⠠⠠⠠⠠⠠
lessee	⠠⠠⠠⠠⠠⠠
nongaseous	⠠⠠⠠⠠⠠⠠⠠⠠⠠
'ound	⠠⠠⠠⠠⠠ [hound]
regardless	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
inessential	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
moongod	⠠⠠⠠⠠⠠⠠⠠⠠
one-ness	⠠⠠⠠⠠⠠⠠⠠
pityard	⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠	deceive	⠠⠠⠠⠠	deceiving
⠠⠠	either	⠠⠠	friend
⠠⠠	first	⠠⠠	good
⠠⠠⠠	great	⠠⠠	him
⠠⠠⠠	himself	⠠⠠⠠	herself
⠠⠠⠠	immediate	⠠⠠	little
⠠⠠	letter	⠠⠠⠠	myself
⠠⠠	much	⠠⠠	must
⠠⠠⠠	necessary	⠠⠠⠠	neither
⠠⠠	paid	⠠⠠⠠⠠	perceive
⠠⠠⠠⠠⠠	perceiving	⠠⠠⠠	perhaps
⠠⠠	quick	⠠⠠⠠	receive
⠠⠠⠠⠠	receiving	⠠⠠⠠	rejoice
⠠⠠⠠⠠	rejoicing	⠠⠠	said
⠠⠠	such	⠠⠠	today
⠠⠠⠠	together	⠠⠠	tomorrow
⠠⠠	tonight	⠠⠠	itself
⠠⠠	its	⠠⠠	your
⠠⠠⠠	yourself	⠠⠠⠠⠠	yourselves
⠠⠠⠠⠠	themselves	⠠⠠	children
⠠⠠	should	⠠⠠⠠	thymself
⠠⠠⠠⠠	ourselves	⠠⠠	would
⠠⠠	because	⠠⠠	before
⠠⠠	behind	⠠⠠	below
⠠⠠	beneath	⠠⠠	beside
⠠⠠	between	⠠⠠	beyond
⠠⠠⠠	conceive	⠠⠠⠠⠠	conceiving
⠠⠠	oneself		

Shortforms as words

- 10.9.1 Use the shortform whenever the word it represents is "standing alone", regardless of meaning or pronunciation, and regardless of whether the word is used as an ordinary word or as a proper name.

befriended	⠠⠃⠠⠋⠠⠑⠠⠋⠠⠑⠠⠑⠠⠋	friendly	⠠⠋⠠⠗⠠⠋⠠⠑⠠⠑⠠⠋
abouts	⠠⠃⠠⠠⠋⠠⠠⠃	acrosses	⠠⠠⠃⠠⠠⠃⠠⠠⠃⠠⠠⠃
again	⠠⠠⠠⠠⠠⠠⠠	almosts	⠠⠠⠠⠠⠠⠠⠠
hims	⠠⠠⠠⠠⠠	hereinbefore	⠠⠠⠠⠠⠠⠠⠠⠠⠠
hereinbelow	⠠⠠⠠⠠⠠⠠⠠⠠	inbetween	⠠⠠⠠⠠⠠⠠⠠
misconceived	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠		

[These words are not on the Shortforms List, and use of the shortforms they would contain is not allowed under Rule [10.9.3](#).]

"couldx"	⠠⠠⠠⠠⠠⠠⠠⠠	Himalayas	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
Suchet	⠠⠠⠠⠠⠠⠠	Yourcenar	⠠⠠⠠⠠⠠⠠⠠⠠

Words not appearing on the Shortforms List

10.9.3 Use any of the ten shortforms listed below within a longer word that is not on the Shortforms List, provided the word is "standing alone" (including any affix with an apostrophe) and that any restrictions for the shortform are met.

- "braille" or "great": Use the shortform wherever it occurs.
- "children": Use the shortform provided that it is not followed by a vowel or "y".
- "blind", "first", "friend", "good", "letter", "little" or "quick": Use the shortform if it begins the word and is not followed by a vowel or "y".

Examples:

Braillette board	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠		⠠⠠⠠⠠
Marcillat-en-Combraille, France			
	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠		⠠⠠⠠⠠⠠
Greatford Hall	⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠	
greatgreatgreatgrandchildren	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠		
Greatorex	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠		
Blindcraft	⠠⠠⠠⠠⠠⠠⠠⠠⠠	Blindheim	⠠⠠⠠⠠⠠⠠⠠⠠

But:

www.sch.edu.au [website for Sydney Children's Hospital]

- 10.9.5 Use a grade 1 symbol indicator before a letters-sequence that could be read as a shortform when "standing alone", or which occurs at the beginning of a longer letters-sequence.

Examples:

ab initio et al–

Al-Azar

Alt.: 3000 ft.

"Hm, would Al like this CD?"

Grtsamada [Vedic Poet]

BLCUP

[Beijing Language and Culture University Press]

spelled "ei" or "ie"?

gd Inch. TM sd yu shd meet me b4 yr mtg 2 read lr. wl b qk. l8r.

[text message]

- 10.9.6 Use a grade 1 word indicator before a longer sequence when a letters-sequence after the beginning could be read as a shortform. No other contractions may be used within the longer sequence.

Examples:

Dobrljin [town in Bosnia and Herzegovina]

ozbrl [Australian email list]

10.10 Preference

10.10.1 Where there is more than one possible choice in the use of groupsigns, make the selection based on the following principles, unless other rules apply.

10.10.2 Give preference to the groupsign which causes a word to occupy fewer cells.

Examples:

advanced ⠠⠠⠠⠠⠠⠠⠠

aright ⠠⠠⠠

bastion ⠠⠠⠠⠠⠠

coherence ⠠⠠⠠⠠⠠⠠

Congo ⠠⠠⠠⠠

congratulate ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

congruity ⠠⠠⠠⠠⠠⠠

dancer ⠠⠠⠠⠠

dispirited ⠠⠠⠠⠠⠠

distinct ⠠⠠⠠⠠⠠

disturbed ⠠⠠⠠⠠⠠⠠

happiness ⠠⠠⠠⠠⠠⠠⠠

meander ⠠⠠⠠⠠

named ⠠⠠⠠

oneness ⠠⠠⠠⠠

thence ⠠⠠⠠

timer ⠠⠠⠠

vengeance ⠠⠠⠠⠠⠠

wither ⠠⠠

But:

captainess ⠠⠠⠠⠠⠠⠠⠠⠠

10.10.3 Give preference to the strong contractions provided their use does not waste space.

Examples:

afford ⠠⠠⠠⠠

bathed ⠠⠠⠠⠠

calisthenics ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

coffee ⠠⠠⠠⠠⠠

effort ⠠⠠⠠⠠

gathered ⠠⠠⠠⠠⠠

Leander ⠠⠠⠠⠠⠠

offer ⠠⠠⠠

office ⠠⠠⠠⠠⠠

other ⠠⠠⠠

Parthenon ⠠⠠⠠⠠⠠⠠⠠

proffer ⠠⠠⠠⠠⠠

slithered ⠠⠠⠠⠠⠠⠠⠠

theatre ⠠⠠⠠⠠⠠

then ⠠⠠

weathered ⠠⠠⠠⠠⠠

But:

thence ⠠⠠⠠⠠

- 10.10.4 Use the lower group sign for "be", "con" or "dis" in preference to other group signs when the letters it represents form the first syllable of a word.

Examples:

beatitude ⠠⠠⠠⠠⠠⠠⠠⠠

Beatrix ⠠⠠⠠⠠⠠⠠

bedraggled ⠠⠠⠠⠠⠠⠠⠠

benevolence ⠠⠠⠠⠠⠠⠠⠠⠠

benighted ⠠⠠⠠⠠⠠⠠

benign ⠠⠠⠠⠠⠠

berated ⠠⠠⠠⠠⠠

congee ⠠⠠⠠⠠

congenial ⠠⠠⠠⠠⠠⠠

dishonesty ⠠⠠⠠⠠⠠⠠⠠

distance ⠠⠠⠠⠠⠠

But:

beach ⠠⠠⠠

beautiful ⠠⠠⠠⠠⠠⠠⠠

bed ⠠⠠

benefit ⠠⠠⠠⠠⠠⠠

benzene ⠠⠠⠠⠠⠠⠠

berth ⠠⠠⠠

dish ⠠⠠⠠

dishevelled ⠠⠠⠠⠠⠠⠠⠠⠠⠠

- 10.10.5 With the exception of [10.10.4](#) above, use the strong group signs in preference to the lower group signs.

Examples:

bacchanal ⠠⠠⠠⠠⠠⠠⠠⠠

bear ⠠⠠⠠

fear ⠠⠠⠠

heart ⠠⠠⠠⠠

nearly ⠠⠠⠠⠠⠠

nuclear ⠠⠠⠠⠠⠠⠠

saccharine ⠠⠠⠠⠠⠠⠠⠠

sting ⠠⠠

But:

egghead ⠠⠠⠠⠠⠠⠠⠠⠠

10.10.6 Use the final-letter groupsign for "ence" in the letters-sequences "encea", "enced" and "encer".

Examples:

Clemenceau ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ commenced ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

experienced ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

influenceable ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

silenceable ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

silencer ⠠⠠⠠⠠⠠⠠⠠⠠

Spencer ⠠⠠⠠⠠⠠⠠⠠⠠

10.10.7 With the exception of [10.10.6](#) above, use the strong groupsigns and the lower groupsigns in preference to the initial-letter contractions and the final-letter groupsigns provided their use does not waste space. [Space-saving takes precedence over this rule.]

Examples:

adhered ⠠⠠⠠⠠⠠⠠⠠⠠

adherent ⠠⠠⠠⠠⠠⠠⠠⠠⠠

adherer ⠠⠠⠠⠠⠠⠠⠠⠠

cohered ⠠⠠⠠⠠⠠⠠⠠⠠

component ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

effulgent ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

heredity ⠠⠠⠠⠠⠠⠠⠠⠠

onerous ⠠⠠⠠⠠⠠⠠⠠⠠

opponent ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Parthian ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

poisoned ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

prisoner ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

shadow ⠠⠠⠠⠠⠠⠠⠠⠠

sooner ⠠⠠⠠⠠⠠⠠⠠⠠

stoned ⠠⠠⠠⠠⠠⠠⠠⠠

telephoned ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Thaddeus ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

toner ⠠⠠⠠⠠⠠⠠⠠⠠

But:

advanced ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

10.10.8 Select the group sign which more nearly approximates the usual pronunciation of the word and which does not distort the form of the word.

Examples:

apartheid ⠠⠠⠠⠠⠠⠠⠠⠠

asthma ⠠⠠⠠⠠⠠⠠

dishevelled ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

gingham ⠠⠠⠠⠠⠠⠠

hypotheses ⠠⠠⠠⠠⠠⠠⠠⠠⠠

isthmus ⠠⠠⠠⠠⠠⠠⠠

posthumous ⠠⠠⠠⠠⠠⠠⠠⠠⠠

stronghold ⠠⠠⠠⠠⠠⠠⠠⠠⠠

towhee ⠠⠠⠠⠠⠠⠠

where'er ⠠⠠⠠⠠⠠⠠

whereas ⠠⠠⠠⠠⠠

wherever ⠠⠠⠠⠠⠠⠠

10.10.9 Do not use a group sign if its use would seriously distort the pronunciation or hinder the recognition of the word.

Examples:

chemotherapy ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

chlordanne ⠠⠠⠠⠠⠠⠠⠠⠠

whaddaya ⠠⠠⠠⠠⠠⠠⠠⠠

Lower sign rule

10.10.10 Do not use the final group sign or word sign in a sequence that would otherwise consist wholly of lower signs. For the purposes of this rule, any type of quotation mark which may be present is considered to have only lower dots. When a capitals indicator or a capitals terminator is present, it is disregarded in determining whether to use a lower word sign.

Examples:

enough-bein' ⠠⠠⠠⠠⠠⠠⠠⠠

in..... ⠠⠠⠠⠠⠠⠠⠠⠠ [dots signify omitted letters]

Was that in?—in bounds? ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

"Enough!" ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

IN MY HOUSE ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

10.11 Bridging

Compound words

10.11.1 Do not use a group sign which would bridge the words which make up an unhyphenated compound word.

Examples:

Airedale ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

blowhard ⠠⠠⠠⠠⠠⠠⠠⠠

carthorse ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

dumbbell ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

fathead ⠠⠠⠠⠠⠠⠠⠠⠠

grasshopper ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

hideaway ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

insofar ⠠⠠⠠⠠⠠⠠

kettledrum ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

longhand ⠠⠠⠠⠠⠠⠠

painstaking ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

pineapple ⠠⠠⠠⠠⠠⠠⠠⠠⠠

Southend ⠠⠠⠠⠠⠠⠠⠠⠠

storeroom ⠠⠠⠠⠠⠠⠠⠠⠠⠠

sweetheart ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

toenail ⠠⠠⠠⠠⠠⠠⠠⠠

Bighorn ⠠⠠⠠⠠⠠⠠⠠⠠

bottleneck ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

cowherd ⠠⠠⠠⠠⠠⠠

egghead ⠠⠠⠠⠠⠠⠠

flearidden ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

indiarubber ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Jamestown ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

northeast ⠠⠠⠠⠠⠠⠠⠠

photoflash ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

rawhide ⠠⠠⠠⠠⠠⠠⠠⠠

stateroom ⠠⠠⠠⠠⠠⠠⠠⠠⠠

stronghold ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

tearoom ⠠⠠⠠⠠⠠⠠

wiseacre ⠠⠠⠠⠠⠠⠠⠠⠠

Aspirated "h"

10.11.2 Do not use the strong group signs for "ch", "gh", "sh", "th", or "wh" or the strong contraction for "the" when the "h" is aspirated.

Examples:

Cunnyngham ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

kighthood ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
mishandle ⠠⠠⠠⠠⠠⠠⠠⠠⠠

mishap ⠠⠠⠠⠠⠠⠠

mishear ⠠⠠⠠⠠⠠⠠

Newhaven ⠠⠠⠠⠠⠠⠠⠠⠠

shanghaied ⠠⠠⠠⠠⠠⠠⠠⠠⠠

Sontheim ⠠⠠⠠⠠⠠⠠⠠⠠⠠

stronghold ⠠⠠⠠⠠⠠⠠⠠⠠

But:

Brigham ⠠⠠⠠⠠⠠⠠⠠

Chatham ⠠⠠⠠⠠⠠⠠⠠

Higham ⠠⠠⠠⠠⠠⠠

Prefixes

- 10.11.3 Use the lower groupsign for "be", "con" or "dis" when the letters it represents form the first syllable of a word.

Examples:

bedazzle ⠠⠠⠠⠠⠠⠠⠠

bedevil ⠠⠠⠠⠠⠠⠠

benighted ⠠⠠⠠⠠⠠⠠

benumb ⠠⠠⠠⠠⠠

berate ⠠⠠⠠⠠⠠

bereave ⠠⠠⠠⠠⠠

congeal ⠠⠠⠠⠠

congruent ⠠⠠⠠⠠⠠⠠

disharmony ⠠⠠⠠⠠⠠⠠⠠

dishonest ⠠⠠⠠⠠⠠⠠

- 10.11.4 Do not use the lower groupsign for "ea" when the letters "ea" bridge a prefix and the remainder of the word.

Examples:

preamplifier ⠠⠠⠠⠠⠠⠠⠠⠠⠠

readjust ⠠⠠⠠⠠⠠⠠

reappoint ⠠⠠⠠⠠⠠⠠⠠⠠

reassure ⠠⠠⠠⠠⠠⠠⠠

- 10.11.5 With the exceptions of [10.11.3](#) and [10.11.4](#) above, in general use a groupsign which bridges a prefix and the remainder of a word unless its use would hinder the recognition or pronunciation of the word. In particular, use the groupsigns for "ed", "en", "er", "of" and "st".

Examples:

abbreviate ⠠⠠⠠⠠⠠⠠⠠⠠

accent ⠠⠠⠠⠠

affect	⠠⠠⠠⠠⠠⠠	aggressive	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
aqueduct	⠠⠠⠠⠠⠠⠠⠠⠠	arise	⠠⠠⠠⠠⠠
Benedict	⠠⠠⠠⠠⠠⠠⠠⠠	deduce	⠠⠠⠠⠠⠠⠠
denominate	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	denote	⠠⠠⠠⠠⠠⠠
denouement	⠠⠠⠠⠠⠠⠠⠠⠠	denounce	⠠⠠⠠⠠⠠⠠⠠⠠
derail	⠠⠠⠠⠠⠠⠠	deregister	⠠⠠⠠⠠⠠⠠⠠⠠⠠
derivable	⠠⠠⠠⠠⠠⠠⠠⠠⠠	derogatory	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
edacious	⠠⠠⠠⠠⠠⠠⠠	edict	⠠⠠⠠⠠⠠
edition	⠠⠠⠠⠠⠠⠠	educate	⠠⠠⠠⠠⠠⠠
effaceable	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	effect	⠠⠠⠠⠠⠠⠠⠠
enormous	⠠⠠⠠⠠⠠⠠⠠⠠	enounce	⠠⠠⠠⠠⠠⠠⠠
enumerate	⠠⠠⠠⠠⠠⠠⠠⠠⠠	erase	⠠⠠⠠⠠⠠
erosion	⠠⠠⠠⠠⠠⠠	froward	⠠⠠⠠⠠⠠⠠⠠
irredentist	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	malediction	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
mistake	⠠⠠⠠⠠⠠⠠⠠	mistrust	⠠⠠⠠⠠⠠⠠⠠⠠
multinomial	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠		
pandemonium	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠		
perinatal	⠠⠠⠠⠠⠠⠠⠠⠠⠠	predate	⠠⠠⠠⠠⠠⠠⠠
predecease	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	predecessor	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
predestine	⠠⠠⠠⠠⠠⠠⠠⠠⠠	predicament	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
prediction	⠠⠠⠠⠠⠠⠠⠠⠠⠠	predominate	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
prerequisite	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠		
prerogative	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠		
profanity	⠠⠠⠠⠠⠠⠠⠠⠠⠠	professor	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
profile	⠠⠠⠠⠠⠠⠠⠠	profoundly	⠠⠠⠠⠠⠠⠠⠠⠠⠠
profusion	⠠⠠⠠⠠⠠⠠⠠⠠	redact	⠠⠠⠠⠠⠠⠠⠠

rededicate ⠠⠗⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 redeemable ⠠⠗⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 redouble ⠠⠗⠑⠇⠑⠇⠑⠇⠑⠇⠑
 renege ⠠⠗⠑⠇⠑⠇⠑⠇⠑
 renegotiate ⠠⠗⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 renewable ⠠⠗⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 renumber ⠠⠗⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 reread ⠠⠗⠑⠇⠑⠇⠑⠇⠑
 sedate ⠠⠗⠑⠇⠑⠇⠑⠇⠑⠇⠑
 Vandyke ⠠⠧⠁⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑

But:

aerofoil ⠠⠁⠑⠗⠕⠇⠇⠑⠇⠑⠇⠑⠇⠑
 antitype ⠠⠁⠇⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 biofeedback ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 centimeter ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 cofounder ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 disulphide ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 filofax ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 gasometer ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 inessential ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 infrared ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 kilowatt ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 microfilm ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 pronoun ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 retroflex ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 riboflavin ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 styrofoam ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 subbasement ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 unamended ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑

- 10.11.6 Use a groupsign when the addition of a prefix or the formation of an unhyphenated compound word provides an opportunity to use a groupsign not used in the original word, even if this alters the usual braille form of the original word. However, do not use the groupsign if its use would hinder the recognition or pronunciation of the word.

Examples:

anteater ⠠⠁⠇⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 contradistinction ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 disease ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 extramental ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 heartsease ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑
 incongruity ⠠⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑⠇⠑

incongruous ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ indistinct ⠠⠠⠠⠠⠠⠠⠠⠠⠠

indistinguishable ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

motheaten ⠠⠠⠠⠠⠠⠠⠠ northeast ⠠⠠⠠⠠⠠⠠⠠

redistribution ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

speakeasy ⠠⠠⠠⠠⠠⠠⠠⠠ spreadeagle ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

uncongenial ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ undisturbed ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

unfulfilled ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ unlessoned ⠠⠠⠠⠠⠠⠠⠠⠠⠠

But:

disingenuous ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

electroencephalogram ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Suffixes

10.11.7 Generally, use a groupsign which bridges a word and its suffix unless its use would hinder the recognition or pronunciation of the word.

Examples:

acreage ⠠⠠⠠⠠⠠⠠⠠ agreeable ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

arboreal ⠠⠠⠠⠠⠠⠠⠠ baroness ⠠⠠⠠⠠⠠⠠⠠

boredom ⠠⠠⠠⠠⠠⠠⠠ Brigham ⠠⠠⠠⠠⠠⠠⠠⠠⠠

changeability ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

chargeable ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ Chatham ⠠⠠⠠⠠⠠⠠⠠

delineate ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ dukedom ⠠⠠⠠⠠⠠⠠⠠

effaceable ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ European ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

finery ⠠⠠⠠⠠⠠ foreseeably ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

freedom ⠠⠠⠠⠠⠠⠠⠠ genealogy ⠠⠠⠠⠠⠠⠠⠠⠠⠠

governess ⠠⠠⠠⠠⠠⠠⠠ Higham ⠠⠠⠠⠠⠠⠠⠠

imagery ⠠⠠⠠⠠⠠⠠⠠ laureate ⠠⠠⠠⠠⠠⠠⠠⠠

likeable ⠠⠠⠠⠠⠠⠠⠠ lineage ⠠⠠⠠⠠⠠⠠⠠

lineal ⠠⠠⠠⠠⠠

midwifery ⠠⠠⠠⠠⠠⠠⠠⠠

noticeable ⠠⠠⠠⠠⠠⠠⠠⠠⠠

orangery ⠠⠠⠠⠠⠠⠠⠠

permeable ⠠⠠⠠⠠⠠⠠⠠⠠

popedom ⠠⠠⠠⠠⠠⠠

savagery ⠠⠠⠠⠠⠠⠠⠠

lioness ⠠⠠⠠⠠⠠⠠

mileage ⠠⠠⠠⠠⠠⠠⠠

oleaginous ⠠⠠⠠⠠⠠⠠⠠⠠

peaceable ⠠⠠⠠⠠⠠⠠⠠⠠

permeate ⠠⠠⠠⠠⠠⠠⠠⠠

rateable ⠠⠠⠠⠠⠠⠠⠠⠠

venereal ⠠⠠⠠⠠⠠⠠

But:

biscuity ⠠⠠⠠⠠⠠⠠⠠⠠

Chisholm ⠠⠠⠠⠠⠠⠠⠠⠠

fruity ⠠⠠⠠⠠⠠⠠⠠

rabbity ⠠⠠⠠⠠⠠⠠⠠

chieftainess ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

citizeness ⠠⠠⠠⠠⠠⠠⠠⠠⠠

orangeade ⠠⠠⠠⠠⠠⠠⠠⠠⠠

twofold ⠠⠠⠠⠠⠠⠠⠠

- 10.11.8 Use the lower group sign for "ea", "bb", "cc", "ff" or "gg" at the end of a word when a suffix is added to the word or when it is the first word in an unhyphenated compound word.

Examples:

areaway ⠠⠠⠠⠠⠠⠠

ebbing ⠠⠠⠠⠠

eggplant ⠠⠠⠠⠠⠠⠠⠠

ideas ⠠⠠⠠⠠

seaman ⠠⠠⠠⠠⠠

seashore ⠠⠠⠠⠠⠠⠠

stiffly ⠠⠠⠠⠠⠠

teatime ⠠⠠⠠⠠⠠

Diphthongs

- 10.11.9 Generally, use a group sign which bridges a diphthong and an adjoining letter unless the diphthong is printed as a ligature.

Examples:

aerial ⠠⠠⠠⠠⠠

aerobic ⠠⠠⠠⠠⠠⠠

Baedeker ⠠⠠⠠⠠⠠⠠⠠

Betws-y-Coed ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Blaenau Ffestiniog ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Caernarvon ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ Daedalus ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

diaeresis ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

encyclopaedia ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

faerie ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Goering ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Gruenfeld ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Judaean ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Liliaceae ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

maenad ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Oedipus ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

orthopaedic ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

paean ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

phoenix ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Schoenberg ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

subpoena ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

But:

færie ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

10.12 Miscellaneous

Abbreviations and acronyms

10.12.1 Preferably, when it is known, or can be determined from the text or by reference to a standard dictionary, that letters within an abbreviation or acronym that would make up a contraction are pronounced separately as letters, do not use the contraction. In case of doubt, use the contraction.

Examples:

WHO ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ [World Health Organisation]

OED ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ [Oxford English Dictionary]

kwh or kWh ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

CH6-1234 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

W2N 6CH ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

US ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ [United States]

Tell me wh-	⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠	⠠⠠⠠⠠⠠
-tion	⠠⠠⠠⠠⠠⠠	-ccio	⠠⠠⠠⠠⠠⠠
-ean	⠠⠠⠠⠠	-ence	⠠⠠⠠⠠⠠
-ing	⠠⠠⠠⠠	-ount	⠠⠠⠠⠠⠠
-in	⠠⠠⠠⠠	-est	⠠⠠⠠⠠
-ed	⠠⠠⠠	-ar	⠠⠠⠠
ar-	⠠⠠⠠	be-	⠠⠠⠠⠠
-es	⠠⠠⠠⠠	-s	⠠⠠⠠⠠
~s	⠠⠠⠠⠠		

Guidelines when pronunciation or syllabification is unknown

- 10.12.6 Several contraction rules are based on the pronunciation and/or syllabification of the word. The Preference rule states that a contraction is not to be used when it would "hinder the recognition of the word". [Sections 10.10.8](#) and [10.10.9](#) (the Preference rule) refer to the pronunciation of a word.

These rules represent best practices to be applied when the transcriber or proofreader is familiar with the word, when the required information about the word can be found in the text itself or when it is readily available in reference material at hand, such as a dictionary or braille word list.

Examples:

Bighorn	⠠⠠⠠⠠⠠⠠⠠⠠	chemotherapy	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
Hades	⠠⠠⠠⠠⠠⠠	Hermione	⠠⠠⠠⠠⠠⠠⠠⠠⠠
Mortimer	⠠⠠⠠⠠⠠⠠⠠⠠⠠	Newhaven	⠠⠠⠠⠠⠠⠠⠠⠠
OED	⠠⠠⠠⠠⠠⠠	[Oxford English Dictionary]	
Stalingrad	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	US	⠠⠠⠠⠠⠠ [United States]
Vietnamese	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠		

- 10.12.7 When the word is unfamiliar and when the pronunciation or syllabification is unknown and difficult to ascertain, then it is

permissible for contraction use to be based on the best judgment of the transcriber and/or proofreader. When translation software is being used, its contraction usage may be followed.

Examples:

Berea ⠠⠠⠠⠠⠠⠠ [or] ⠠⠠⠠⠠⠠⠠

Ione ⠠⠠⠠⠠⠠⠠ [or] ⠠⠠⠠⠠⠠

Simone ⠠⠠⠠⠠⠠⠠⠠ [or] ⠠⠠⠠⠠⠠⠠⠠

Townshend ⠠⠠⠠⠠⠠⠠⠠⠠⠠ [or] ⠠⠠⠠⠠⠠⠠⠠⠠

Twillingate ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ [or] ⠠⠠⠠⠠⠠⠠⠠⠠⠠

10.12.8 The guidelines relating to unknown pronunciation or syllabification apply in particular to proper names, abbreviations, acronyms, contrived words (as in science fiction) and anglicised foreign words.

10.12.9 In all cases, consistency within a transcription is required.

10.12.10 It is recognized that these guidelines relating to unknown pronunciation and syllabification may result in a particular word being contracted differently from one transcription to another.

Lisping

10.12.11 For lisped words, follow the basic contraction rules of [Sections 10.1 to 10.11](#).

Examples:

thecond thentury ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ [second century]

thenotaph ⠠⠠⠠⠠⠠⠠⠠ [cenotaph]

sisther or thithter ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ [sister]

thuthpenthe ⠠⠠⠠⠠⠠⠠⠠ [suspense]

Medial punctuation and indicators

10.12.12 When punctuation, an indicator or a terminator occurs within a word, follow print and follow the basic contraction rules of [Sections 10.1 to 10.11](#).

Examples:

knowledge ⠠⠠⠠⠠⠠⠠⠠⠠⠠ "just"ice ⠠⠠⠠⠠⠠⠠⠠⠠⠠

rather ⠠⠗⠁⠞⠞⠑⠗

you'll ⠠⠽⠕⠘⠑⠗⠗

shall ⠠⠎⠏⠁⠞⠞

this'll ⠠⠞⠏⠏

grandEST ⠠⠗⠗⠗⠑⠎⠞

with(er) ⠠⠽⠞⠞

THIRSTy ⠠⠞⠏⠗⠎⠞

touched ⠠⠞⠕⠘⠑⠞

mist-ing ⠠⠓⠎⠞⠗

enough ⠠⠑⠗⠞⠞

his'n ⠠⠏⠎

invalid ⠠⠎⠁⠗⠗⠑⠗

dissent ⠠⠔⠎⠎

"en"gage ⠠⠑⠗⠗

CliffEdge ⠠⠘⠗⠑⠗

rubb'd ⠠⠗⠞⠔

those ⠠⠞⠓⠎

HANDsome ⠠⠏⠗⠎

founDAtion ⠠⠑⠗⠗

judg"mental" ⠠⠗⠗⠗⠗

count(less) ⠠⠘⠗⠑⠗ CarLess ⠠⠘⠗⠑⠗

grey'ound ⠠⠗⠗⠑⠗

togetherness ⠠⠞⠑⠗⠗

"be"friend ⠠⠑⠗⠑⠗

verY ⠠⠕⠑⠗

go'n ⠠⠗⠔

child(ish) ⠠⠘⠎⠗

out'a ⠠⠕⠗⠗

profit ⠠⠑⠗⠑⠗

"the"s ⠠⠞⠞

ni(gh)t ⠠⠗⠎⠗

flowing ⠠⠑⠗⠑⠗

thou're ⠠⠞⠓⠑⠗

wer(e) ⠠⠕⠑⠑

in't ⠠⠎⠗

(be)long ⠠⠑⠗⠑⠗

O'Connor ⠠⠕⠘⠗⠑⠗

uneaten ⠠⠑⠑⠑⠑

dragg(ing) ⠠⠔⠗⠑⠑

NorthEast ⠠⠗⠔⠑⠑

there(upon) ⠠⠞⠑⠑

WordPerfect ⠠⠕⠑⠑

boundary ⠠⠑⠑⠑⠑

Omitted letters

10.12.13 For a word with omitted letters, follow print and follow the rules of [Section 5](#), Grade 1 Mode, and the basic contraction rules of [Sections 10.1 to 10.11](#).

Examples:

t-n ⠠⠠⠠⠠⠠⠠

J---y ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

s- ⠠⠠⠠⠠⠠

S— ⠠⠠⠠⠠⠠⠠

n...ce ⠠⠠⠠⠠⠠⠠⠠⠠ [niece]

fr...nd ⠠⠠⠠⠠⠠⠠⠠⠠ [friend]

w...ghed ⠠⠠⠠⠠⠠⠠⠠⠠ [weighed]

Speech hesitation, slurred words, vocal sounds

10.12.14 For a word which shows speech hesitation, slurring or a vocal sound, follow the basic contraction rules of [Sections 10.1 to 10.11](#).

Examples:

we-e-ellll ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

a-a-ah—ch-o-o-oh ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

mmm-more ⠠⠠⠠⠠⠠⠠⠠

shhhh ⠠⠠⠠⠠⠠

errrr ⠠⠠⠠⠠⠠

pfft ⠠⠠⠠⠠

doodle-e-do ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

the-e-enk ⠠⠠⠠⠠⠠⠠⠠⠠⠠

so-o-o-o ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

as-s-s-s ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

aaarrggghh ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

hm ⠠⠠⠠⠠

br-r-r ⠠⠠⠠⠠⠠⠠⠠⠠⠠

coooooountry ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

ggggood ⠠⠠⠠⠠⠠⠠⠠⠠

llittle ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

loooong ⠠⠠⠠⠠⠠⠠⠠⠠

sisterrr ⠠⠠⠠⠠⠠⠠⠠⠠

Spelling

10.12.15 For a word which is spelled, follow print and follow the rules of [Section 5](#), Grade 1 Mode, and [Section 8](#), Capitalisation.

Examples:

Take the dog for a w-a-l-k.

w-i-n-d-o-w

M-a-c-L-e-a-n

N O W!

U-N-I-T-E-D

Stammering

10.12.16 For a word which is stammered, follow print and the rules of [Section 5](#), Grade 1 Mode, and the contraction rules of [Sections 10.1 to 10.11](#).

Examples:

d-d-day

ch-child

y-y-you

b...but

c-c-c-conceive

st-st-stay

s-s-stutter

g-good

qu-quick

m-m-m-mine

wh-where

f-f-father

th-the de-ce-ce-cease

s-s-s-s-super-st-stition

th-these

g-ghost

gr-ground

lea-leave

m-must

w-what

c-can't

w-was

ch-ch-children

th-themselves

b-b-below

Syllabified words

10.12.17 For a word shown in syllables, follow the basic contraction rules of [Sections 10.1 to 10.11](#). In particular, do not use an alphabetic word sign for a syllable of a word shown in syllables.

Examples:

for-ev-er-more ⠠⠋⠠⠅⠠⠺⠠⠗⠠⠋⠠⠗⠠⠑

not-with-stand-ing ⠠⠏⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗

some-one ⠠⠎⠠⠔⠠⠑

en-chant-ment ⠠⠑⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗

in-fea-si-ble ⠠⠊⠠⠋⠠⠋⠠⠎⠠⠋⠠⠋

child-ish-ly ⠠⠒⠠⠗⠠⠗⠠⠗

dis-in-ter-est ⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗

al-be-it ⠠⠗⠠⠋⠠⠗⠠⠗

friend-li-ness ⠠⠋⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗

for-get-ting ⠠⠋⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗ bless-ed ⠠⠋⠠⠗⠠⠗⠠⠗

out-side ⠠⠕⠠⠗⠠⠗⠠⠗ be-low ⠠⠋⠠⠗⠠⠗⠠⠗

10.13 Word division

Note: It is preferable that transcribers do not divide words at the end of a braille line. Be aware that the braille authorities of some countries have specific guidelines on word division and such guidelines if available should be followed. However, when words do need to be divided at the end of a line, observe the following contraction rules.

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

10.13.1 Divide a word between syllables even if it means that a strong contraction or a group sign is not used.

ing

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

Examples:

meningitis ⠠⠍⠑⠏⠗⠊⠗⠊⠗⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊

nightingale ⠠⠎⠊⠒⠊⠒⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊

showering.) ⠠⠎⠊⠒⠊⠒⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊

SmithInge ⠠⠎⠊⠒⠊⠒⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊

Lower sign rule

- 10.13.5 In a word divided between braille lines, use any number of lower group signs and lower punctuation signs following one another provided the sequence includes a sign with upper dots. For purposes of this rule, when quotation marks are present, they are considered to have only lower dots. If there is not a sign with upper dots in the sequence, do not use the final lower group sign.

Examples:

"Comin'?" ⠠⠎⠊⠒⠊⠒⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊ and:
⠠⠎⠊⠒⠊⠒⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊

(Disentangle ⠠⠎⠊⠒⠊⠒⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊

disinherit ⠠⠎⠊⠒⠊⠒⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊

enjoy ⠠⠎⠊⠒⠊⠒⠊⠠⠊⠎⠊⠗⠊

linen... ⠠⠎⠊⠒⠊⠒⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊

shortenin' ⠠⠎⠊⠒⠊⠒⠊⠠⠊⠎⠊⠗⠊⠠⠊⠎⠊⠗⠊

Dash

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

Section 11: Technical Material

11.1 Introduction

This section presents the underlying rules governing the transcription of Technical Material. Some of the more common symbols are defined and simple examples of their use are included.

More detailed examples, lists of symbols and guidance covering a wider range and complexity of technical material are provided in the publication *Unified English Braille, [Guidelines for Technical Material](#)*.

Refer to: [Guidelines for Technical Material](#) when dealing with works of a technical nature, such as educational material in the areas of Mathematics, Science and Computer Studies.

11.2 Signs of operation and comparison

Some common operation signs

⠠⠠⠠⠠	+	plus
⠠⠠⠠⠠	−	minus (when distinguished from hyphen)
⠠⠠⠠⠠	×	times (multiplication cross)
⠠⠠⠠⠠	÷	divided by (horizontal line between dots)

Some common comparison signs

⠠⠠⠠⠠	=	equals
⠠⠠⠠⠠	<	less than, or opening angle bracket
⠠⠠⠠⠠	>	greater than, or closing angle bracket

Refer to: [Guidelines for Technical Material](#), Part 3, Signs of Operation, Comparison and Omission, for a full list of operation and comparison signs.

Spacing of operation and comparison signs in non-technical material

- 11.2.1 When isolated calculations appear in a literary text, the print spacing should be followed.

Examples:

$$\frac{x}{y}$$

$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

Refer to: [Guidelines for Technical Material](#), Parts 6.4 and 6.5, for more examples of general fractions.

11.4 Superscripts and subscripts

- ⠨ level change down (subscript)
- ⠠ level change up (superscript, exponent or power)
- ⠢ braille grouping open
- ⠣ braille grouping close

Definition of an item

11.4.1 The scope of a level change indicator, that is, the symbol(s) affected by it, is the next "item". An item is defined as any of the following groupings:

- An entire number, i.e. the initiating numeric symbol and all succeeding symbols within the numeric mode thus established (which would include decimal points, commas and simple numeric fraction lines).
- An entire general fraction, enclosed in fraction indicators ([Section 11.3](#)).
- An entire radical expression, enclosed in radical indicators ([Section 11.5](#)).
- An arrow ([Section 11.6](#)).
- An arbitrary shape ([Section 11.7](#)).
- Any expression enclosed in matching pairs of round parentheses, square brackets or curly braces.
- Any expression enclosed in the braille grouping indicators.

If none of the foregoing apply, the item is the next individual symbol.

Superscripts and subscripts within literary text

11.4.2 If a superscript or subscript appears within a grade 2 passage, it may need a grade 1 indicator.

Less common arrows

11.6.4 Less common arrows can also be indicated in braille.

Refer to: [Guidelines for Technical Material](#), Part 13, Arrows, for the treatment of:

- arrows with shafts which are diagonal, curved or dotted;
- arrows with tips which are half barbed, curved or straight; and
- equilibrium arrows that occur in Chemistry.

11.7 Shape symbols

- ⠠ shape indicator
- ⠠⠠ transcriber-defined shape indicator
- ⠨ shape terminator
- ⠠⠠⠠ regular (equilateral) triangle
- ⠠⠠⠠ square
- ⠠⠠ circle

Refer to: [Guidelines for Technical Material](#), Part 14, Shape Symbols and Composite Symbols, for more examples.

Use of the shape termination indicator

11.7.1 If a shape is followed by a space then no termination symbol is needed. If however the shape symbol is followed by punctuation, or unspaced from a following symbol, then the shape terminator must be used.

Examples:

△ ABC ⠠⠠⠠ ⠠⠠⠠ △ABC ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 [triangle symbol followed by the letters ABC with and without a space.]

Transcriber-defined shapes

11.7.2 The description within transcriber-defined shapes should be a short series of initials or a single grade 1 word. They should not be used if the print symbol is already covered elsewhere in the code. The definitions of all shape symbols should be available to the reader in either a transcriber's note or on a special symbols page.

that is displayed in grade 1 should preferably also be in grade 1, for consistency. Other expressions, such as email addresses, web sites, URLs, filenames, and computer expressions not displayed on separate lines, should normally be transcribed in grade 2 braille.

Refer to: [Section 2](#), Terminology and General Rules, for the "Standing Alone" rule; and also to [Section 10](#), Contractions, for examples of email and web addresses.

Refer to: [Guidelines for Technical Material](#), Part 17, Computer Notation, for an example of a program fragment.

Section 12: Early Forms of English

	ȝ	lowercase yogh
	Ȝ	capital yogh
	þ	lowercase thorn
	ƿ	capital thorn
	ð	lowercase eth
	Ɔ	capital eth
	ƿ	lowercase wynn (wen)
	ƿ	capital wynn (wen)
	æ	ligature ae (ash)
	Æ	capital ligature AE (ash)
	œ	ligature oe
	ƆE	capital ligature OE
		macron above following letter

- 12.1** Follow the provisions of [Sections 4.2](#) and [4.3](#), Letters and Their Modifiers for the treatment of ligatured letters and the macron.

Example:

Hwæ̅r wæ̅re ðū̅?

- 12.2** Use uncontracted braille for Old English, that is, English written before about 1100.

Example:

Bēoð gē stille.

- 12.3** In Middle English (c. 1100 to c. 1450) the use of contractions is optional. When contractions are used, have regard for spelling variations.

Example:

[Luke 2:10 from Wyclif Bible (c. 1380) with uncontracted braille:]
 & þe aungil seide to hem, nyle ʒee dreeden, lo soþli I euangelise to
 ʒou a gret ioʒe þat shall be to alle puple.

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

⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

[examples using contracted braille:]

al (all) ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

bothe (both) ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

citye (city) ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

could (cold) ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

daynty (dainty) ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

dolefull (doleful) ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

fful (full) ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

forthe (forth) ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

gentillesse ⠠⠠⠠⠠⠠⠠⠠⠠⠠

gentlenes (gentleness) ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

hadde ⠠⠠⠠⠠⠠

heathenesse (heathendom) ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

loue (love) ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

monethe (month) ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

onely (only) ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

ouer (over) ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

sones (sons) ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

soone ⠠⠠⠠⠠⠠⠠

swolewith (swallows) ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Section 13: Foreign Language

Foreign code signs used in this section (non-UEB symbols)

⠠	ε	Greek epsilon
⠠	μ	Greek mu
⠠	ου	Greek omikron ypsilon
⠠	ç	French c-cedilla
⠠	é	French e-acute
⠠	à	French a-grave
⠠	á	Spanish a-acute
⠠	è	French e-grave
⠠	é	Spanish e-acute
⠠	ú	Spanish u-acute
⠠	î	French i-circumflex
⠠	ô	French o-circumflex
⠠	ụ	Igbo u-dot-under
⠠	οι	Greek omikron iota
⠠	ọ	Igbo o-dot-under
⠠⠠		French opening italic passage
⠠	¿	Spanish question mark [opening question mark is inverted in print]
⠠	()	French parenthesis (round bracket), opening and closing
⠠	í	Spanish i-acute
⠠	ó	Spanish o-acute
⠠		French closing italic passage
⠠		French capital sign

13.1 Determining what is foreign

- 13.1.1 A foreign language is any natural or artificial language in use now or in the past other than English. It may be written in Roman or non-Roman script. Any form of English transliterated in non-Roman script is also to be treated as foreign.

13.6 Using foreign code signs

- 13.6.1 Use foreign code signs in the representation of foreign language material where there is substantial occurrence of the foreign language, as in:
- grammars and other instructional materials,
 - English commentaries on foreign works for study,
 - bilingual texts (whether set out in parallel or consecutively) such as official forms, opera libretti and other translations, and
 - any situation where significant knowledge of the foreign language is presupposed or being taught.

- 13.6.2 In a foreign language braille code, it is possible to have six categories of sign:

1. Signs representing the basic elements of the script (whether alphabet, syllabary, or other);
2. Signs representing accents (including indicators of breathing, tone, stress or quantity);
3. Punctuation signs and indicators;
4. Ancillary signs (including any signs liable to occur in literary contexts, which may or may not be more prevalent in technical material, such as the ampersand, asterisk, bullet, at sign, dagger, and the signs representing basic mathematical operations);
5. Technical signs, which are unlikely ever to appear in literary contexts;
6. Contractions.

Refer to: The most recent edition of [World Braille Usage](#) which lists by country signs used in categories (1) to (3).

- 13.6.3 When foreign code signs are used, do not use UEB contractions.

- 13.6.4 When using foreign code signs for basic elements of the script and/or for accents, that is, categories (1) and (2) above, it is permissible though not required to use the foreign code signs for any of the other categories. Do not use a UEB sign that conflicts with an element in the foreign code. Also do not mix foreign code signs and the equivalent UEB signs for the same language in the same book.

Examples:

[from a textbook teaching Spanish:]

To indicate profession or vocation:

Carlos Fuentes **es** escritor.

Carlos Fuentes is a writer.

Yo **soy** músico.

I am a musician.

Tú **eres** doctora.

You are a doctor.

[from the grammar section of a Spanish-English dictionary:]

Asking Questions:

¿está aquí tu hermano?	is your brother here?
¿el agua está fría?	is the water cold?
tú le diste el dinero, ¿verdad?	you gave him the money, didn't you?

Braille representation of the text above, showing contractions and foreign code signs.

[from a bilingual, English and French, government document:]

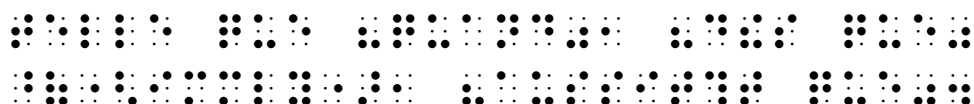
Make the certified cheque or money order (*for Licence Renewal Fee only*) payable to the Minister of Finance.

Libellez le chèque certifié ou le mandat (*concernant le droit de renouvellement du permis seulement*) à l'ordre du ministre des Finances.

Braille representation of the text above, showing contractions and foreign code signs.

13.6.5 List all foreign code signs used on a preliminary page.

13.6.6 Use foreign code contractions, i.e. category (6) above, only for a language written in Roman script which is also one of the official languages of the country from which the document originates or for which it is requested. However, in no case is the use of foreign code contractions mandatory.



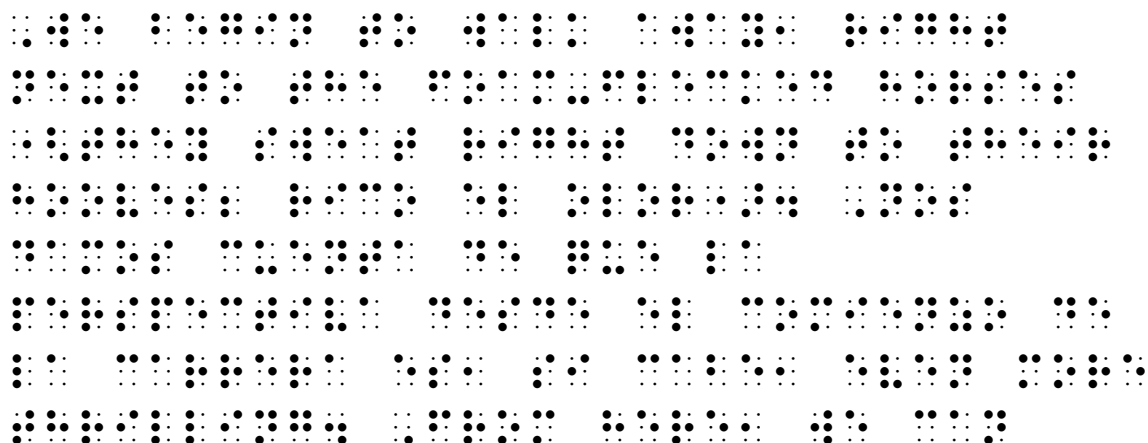
13.8 Mixed-language literature

- 13.8.1 For a literary work in which English and one or more other languages are interspersed freely with no typographical or other distinction, consider the braille codes of the languages involved and the issue of ambiguity in determining whether to use UEB contractions and how to represent accented letters. Do not mix UEB signs and foreign code signs for any particular print character or braille indicator.

Note: The following example is a mix of English and Spanish. In this example, foreign code signs are used for accented letters since it is expected that readers would be familiar with them. Uncontracted braille is used to avoid ambiguity. UEB signs are used for punctuation and indicators.

Example:

We begin to walk away, right next to the foam-flecked horses (they sweat right down to their hooves; rico el olor). Nos damos cuenta de que la perspectiva desde el comienzo de la carrera es, si cabe, even more thrilling. From here, we can sense the anticipation of riders and their mounts; the horses turn and twitch, reluctant or bored, y los jinetes intentan contenerlos, inspirarlos. They take off like a shot, four legs pumping together, rider crouched down on the haunches and then rising up, some of them, nearly vertical. Algunos caballos fustigados to within an inch of their lives, it seems—thwack se escucha el crop—mientras otros run like hell, simplemente porque sí. No látigo required. [from *Killer Crónicas* by Susana Chávez-Silverman]



Section 14: Code Switching

Code switching indicators

- ⠠⠠ non-UEB word indicator
- ⠠ non-UEB word terminator
- ⠠⠠⠠ opening non-UEB passage indicator
- ⠠⠠⠠ closing non-UEB passage indicator

Note: The opening non-UEB passage indicator is actually two UEB symbols: ⠠⠠ followed by ⠠.

Code switching indicators for IPA Braille

- ⠠⠠⠠ [opening IPA bracket; opening square bracket with switch from UEB to IPA
- ⠠⠠] closing IPA bracket; closing square bracket with switch from IPA to UEB
- ⠠⠠⠠ / opening IPA slash; opening solidus (forward slash) with switch from UEB to IPA
- ⠠⠠ / closing IPA slash; closing solidus (forward slash) with switch from IPA to UEB
- ⠠⠠⠠ general opening IPA indicator
- ⠠⠠ general IPA terminator

Note: The closing IPA bracket, the closing IPA slash and the general IPA terminator are IPA indicators, not UEB indicators.

Code switching indicators for music braille

- ⠠⠠ opening music indicator when following a space
- ⠠⠠ music terminator when following a space

Note: The music terminator is a music braille indicator, not a UEB indicator.

Code switching indicators for Nemeth Code

- ⠠⠠ opening Nemeth Code indicator followed by space
- ⠠⠠ Nemeth Code terminator preceded by space

Note: The Nemeth Code terminator is a Nemeth Code indicator, not a UEB indicator.

Non-UEB symbols used in this section

⠠	γ	Greek letter gamma
⠠	◌͂	Greek rough breathing mark
⠠	ι	Greek letter iota
⠠	λ	Greek letter lambda
⠠	ن	Arabic letter noon
⠠	ο	Greek letter omicron
⠠	π	Greek letter pi
⠠	ق	Arabic letter qaf
⠠	◌◌̣	Arabic damma
⠠	é	French e-acute
⠠	(	Nemeth left parenthesis
⠠	è	French e-grave
⠠	é	Spanish e-acute
⠠	ط	Arabic letter tah
⠠	)	Nemeth right parenthesis
⠠	ê	French e-circumflex
⠠	ɔ	IPA open o
⠠	♭	Music flat sign
⠠	ɶ	IPA esh
⠠	ë	French e-diaeresis
⠠	ŋ	IPA eng
⠠	ð	IPA edh
⠠	ñ	Spanish n-tilde
⠠	οι	Greek omicron iota
⠠	1	Nemeth numeral 1
⠠	2	Nemeth numeral 2
⠠	◌◌̣	Arabic sukun
⠠	:	IPA length mark
⠠	3	Nemeth numeral 3
⠠⠠	→	British Chemistry right arrow
⠠	4	British Chemistry subscript numeral 4
⠠	4	Nemeth numeral 4

⠠	ə	IPA schwa
⠠	¿ ?	Spanish question mark
⠠	ɾ	IPA fish-hook r
⠠	7	Nemeth numeral 7
⠠	0	Nemeth numeral 0
⠠	ɪ	IPA small capital i
⠠	+	Nemeth plus
⠠	ó	Spanish o-acute
⠠	ɹ	IPA turned r
⠠		Music four-four time signature
⠠	ä	German a-umlaut
⠠	–	Nemeth minus
⠠	˘	IPA wedge above
⠠		Nemeth superscript indicator
⠠	ˈ	IPA vertical stroke (superior)
⠠		BANA Computer Braille Code continuation indicator
⠠		BANA Computer Braille Code end Computer Braille Code
⠠	ˌ	IPA vertical stroke (inferior)
⠠		BANA Computer Braille Code caps lock indicator
⠠		British Chemistry two letter chemical element sign
⠠		Nemeth baseline indicator
⠠		French capital sign
⠠	=	Nemeth equals
⠠	θ	IPA theta
⠠	ë	Afrikaans e-diaeresis
⠠	+	British Chemistry plus
⠠	,	Nemeth mathematical comma

14.1 Purpose of code switching

14.1.1 The purpose of code switching is to indicate text which is transcribed in a braille code other than UEB. This may include:

- braille codes for languages other than English, such as Afrikaans, French, German, Spanish, Vietnamese
- [IPA Braille](#): *An Updated Tactile Representation of the International Phonetic Alphabet* [see [14.4](#)]
- [New International Manual of Braille Music Notation](#) [see [14.5](#)]
- [The Nemeth Braille Code for Mathematics and Science Notation](#) [see [14.6](#)]
- other non-UEB braille codes for subjects such as mathematics, chemistry, computer science (assuming the transcriber has a special reason for switching, which in general is not necessary in UEB)
- historical braille codes
- proposed braille codes

14.2 When to use code switching indicators

14.2.1 When a text is to be read in hardcopy braille, do not use code switching indicators when the nature and extent of the non-UEB text can be determined by the context or format.

Examples:

[Spanish in column format:]

pensión completa

full board

¿puedo verlo?

may I see it?

baño compartido

private bath

⠠⠏⠑⠏⠗⠑⠏⠊⠎⠊⠒⠏⠊⠏⠊⠏⠁⠇⠊⠑	⠠⠏⠑⠏⠑⠏⠊⠏⠊⠏⠁⠇⠊⠑	⠠⠑⠏⠑⠑⠑	⠠⠑⠑⠑⠑⠑
⠠⠑⠑⠑⠑⠑	⠠⠑⠑⠑⠑⠑	⠠⠑⠑⠑⠑	⠠⠑⠑⠑⠑⠑
⠠⠑⠑⠑⠑⠑	⠠⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑	⠠⠑⠑⠑⠑⠑⠑⠑⠑	⠠⠑⠑⠑⠑

[boldface used only for Spanish:]

No article is used after **qué** and **vaya** in exclamations.

⠠⠑⠑⠑	⠠⠑⠑⠑⠑⠑⠑⠑⠑	⠠⠑⠑	⠠⠑⠑⠑⠑	⠠⠑⠑	⠠⠑⠑⠑⠑⠑⠑⠑	⠠⠑
⠠⠑⠑⠑⠑⠑⠑⠑⠑	⠠⠑	⠠⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑⠑				

14.2.2 In situations where code switching indicators are not used, ensure that the format or position of the non-UEB material is clear to the reader. Often the text itself will make it obvious, for example: when the introduction of a bilingual dictionary explains that the entry word in French is followed by its pronunciation in IPA; when the text has

two columns headed "Spanish" and "English"; or when the text states that the words in German are in bold. If the text does not explicitly draw attention to the non-UEB material, use a transcriber's note to explain the format or position of non-UEB braille codes.

- 14.2.3 Use code switching indicators for non-UEB material when writing braille that will be translated into print or where context and format cues are not obvious or meaningful, for example when a file will be read electronically.
- 14.2.4 Use code switching indicators when the non-UEB braille would be ambiguous and when the nature and extent of the non-UEB text cannot be determined by the context or format.

Example:

[quotes not limited to French:]

"Peut-être" has an alternate expression, "peut-être que".



- 14.2.5 When code switching indicators with identifiers are used, explain them either on a special symbols page or in a transcriber's note positioned before the affected material. [See [14.3.3](#).]

14.3 How to use code switching indicators

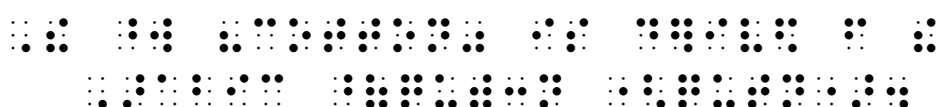
Refer to: [14.4](#) for code switching indicators for IPA Braille, to [14.5](#) for code switching indicators for music braille and to [14.6](#) for code switching indicators for Nemeth Code.

- 14.3.1 Place the non-UEB word indicator immediately preceding the symbols-sequence to which it applies. Its effect is terminated by the next space or by the next non-UEB word terminator.

Examples:

[Arabic:]

The word "cotton" is derived from the Arabic قُطْن (qtn).



- 14.3.10 In the rare instance where the closing non-UEB passage indicator could realistically be misread as a symbol within the non-UEB code, instead use an opening non-UEB passage indicator augmented with the identifier "en" (for English) to indicate that UEB is resuming. If even this would be misread, the transcriber may devise a safe indicator to resume UEB.

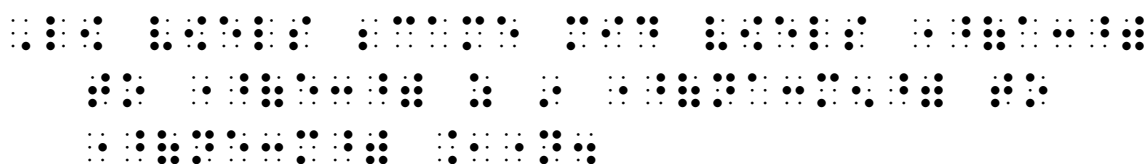
14.4 IPA Braille within UEB text

Refer to: [4.4](#) for the eng and schwa when not used in phonetic or phonemic material.

- 14.4.1 Transcribe phonetic and phonemic material according to the provisions of [IPA Braille: An Updated Tactile Representation of the International Phonetic Alphabet](#). The following sections provide for switching between UEB and IPA Braille.
- 14.4.2 Generally phonetic material within a text is identified in print by being enclosed in square brackets. Use the opening IPA bracket and closing IPA bracket. The effect of the opening IPA bracket is terminated only by the closing IPA bracket and not by a space.

Example:

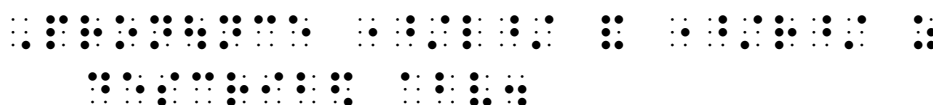
Low vowels became mid vowels [a:] to [e:] as in [na:mə] to [ne:m] *name*.



- 14.4.3 Phonemic material within a text is normally enclosed in solidi (forward slashes) in print. Use the opening IPA slash and the closing IPA slash.

Example:

Pronounce /l/ and /r/ as described above.

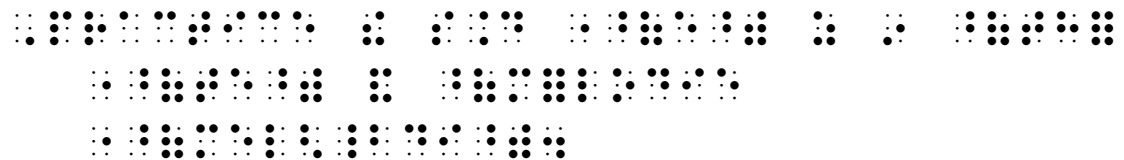


- 14.4.4 When IPA Braille and one other non-UEB braille code are used in a text, then non-UEB indicators can be used without identifiers for the other non-UEB braille code.

Example:

[IPA and French:]

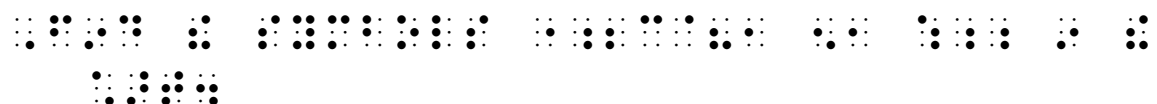
Practice the sound [e] as in thé [te] and mélodie [melɔ'di].



- 14.4.5 When print does not use square brackets or solidi (forward slashes) to identify IPA material, and when the nature and extent of the material cannot be determined by context or format, then use the general opening IPA indicator and the general IPA terminator to enclose the IPA material.

Example:

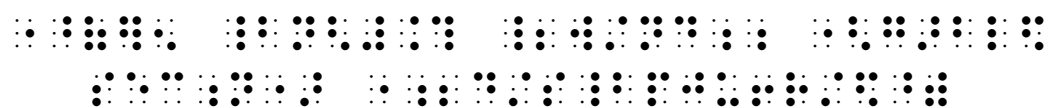
Find the symbols č, ə, j in the chart.



- 14.4.6 To temporarily switch from IPA Braille to UEB, use the general IPA terminator and return to IPA Braille with the general opening IPA indicator.

Example:

[ðə 'nɔɪθ ˌwɪnd (garbled section) dɪs'pjuːrɪŋ]



14.5 Music braille within UEB text

Refer to: [3.18](#) for the natural, flat or sharp when used within UEB text and not within musical notation.

- 14.5.1 Transcribe music according to the provisions of [New International Manual of Braille Music Notation](#). Follow its provisions to determine when indicators are needed to switch between UEB and music braille.

14.5.2 To switch from UEB to music braille when an indicator is necessary, leave a space and place the opening music indicator immediately before the musical notation.

Example:

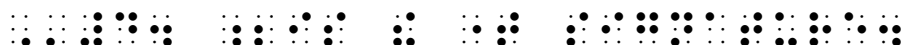
The key signature is 



14.5.3 Follow the provisions of [New International Manual of Braille Music Notation](#) for returning to UEB from music braille.

Example:

 is the time signature.



14.6 Nemeth Code within UEB text

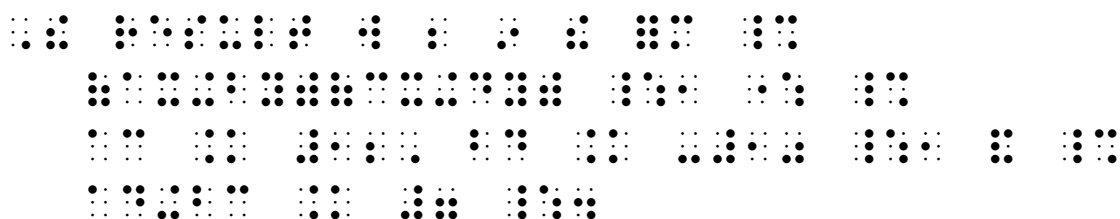
14.6.1 When technical material is transcribed according to the provisions of [The Nemeth Braille Code for Mathematics and Science Notation](#) within UEB text, the following sections provide for switching between UEB and Nemeth Code.

14.6.2 Place the opening Nemeth Code indicator followed by space before the sequence to which it applies. Its effect is terminated by the Nemeth Code terminator preceded by space.

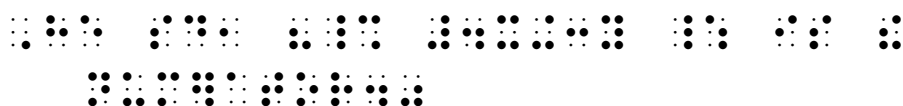
Note: The spaces required with the indicator and terminator do not represent spaces in print.

Examples:

The result will be in the form $(ax + by)(cx + dy)$, where $ac = 12$, $bd = -10$, and $ad + bc = 7$.



He said, "4x+3y is the numerator."



14.6.3 When the Nemeth Code text is displayed on one or more lines separate from the UEB text, the opening Nemeth Code indicator and the Nemeth Code terminator may each be placed on a line by itself.

Example:

Solution. Again we group the first two terms and the last two terms.

$$\begin{aligned}
 4x^3 - 12x^2 - x + 3 &= 4x^2(x - 3) - (x - 3) \\
 &= (x - 3)(4x^2 - 1) \\
 &= (x - 3)(2x + 1)(2x - 1).
 \end{aligned}$$

A mad kingfisher
rocketing about in the
red fog at sunrise
—Malcolm Lowry

⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠ ⠠⠠ ⠠⠠
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15.2 Stress

⠠⠠⠠ primary stress sign
⠠⠠⠠ secondary stress sign

15.2.1 Follow print when capitals, letter modifiers, change of typeface and/or symbols written on the line above are used to indicate stress either in the syllables of a word or in the words in a phrase, sentence or poem.

Examples:

or/gan/i/ZA/tion

⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

hót bréath on my ánkles,

—Ezra Pound

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

Ōvĕr thĕ / sĕa, pĕst / Crĕte, // ōn thĕ / Sĕrĭān / shōre ...

—Charles Kingsley

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
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còunterintélligence

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commercial [kə mŭr shəl]

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 x / x / x / x / x /

But soft! What light through yonder window breaks?

⠠⠃⠗⠕⠞⠞⠊⠞⠊⠗ ⠠⠎⠊⠒⠞ ⠠⠕⠞⠞⠊⠞⠊⠗ ⠠⠎⠊⠒⠞ ⠠⠞⠊⠒⠊⠎⠊⠞⠊⠗ ⠠⠎⠊⠒⠊⠞ ⠠⠎⠊⠒⠊⠞ ⠠⠎⠊⠒⠊⠞ ⠠⠎⠊⠒⠊⠞
 ⠠⠃⠗⠕⠞⠞⠊⠞⠊⠗ ⠠⠎⠊⠒⠞ ⠠⠕⠞⠞⠊⠞⠊⠗ ⠠⠎⠊⠒⠞ ⠠⠞⠊⠒⠊⠎⠊⠞⠊⠗ ⠠⠎⠊⠒⠊⠞ ⠠⠎⠊⠒⠊⠞ ⠠⠎⠊⠒⠊⠞ ⠠⠎⠊⠒⠊⠞
 ⠠⠎⠊⠒⠊⠞ ⠠⠎⠊⠒⠊⠞ ⠠⠎⠊⠒⠊⠞
 ⠠⠎⠊⠒⠊⠞ ⠠⠎⠊⠒⠊⠞ ⠠⠎⠊⠒⠊⠞ ⠠⠎⠊⠒⠊⠞ ⠠⠎⠊⠒⠊⠞ ⠠⠎⠊⠒⠊⠞ ⠠⠎⠊⠒⠊⠞

Diagram of poetic metre:

. - . - / . . - - / . - . - / . . -
 ⠠⠃⠗⠕⠞⠞⠊⠞⠊⠗ ⠠⠎⠊⠒⠞ ⠠⠕⠞⠞⠊⠞⠊⠗ ⠠⠎⠊⠒⠞ ⠠⠞⠊⠒⠊⠎⠊⠞⠊⠗ ⠠⠎⠊⠒⠞ ⠠⠎⠊⠒⠞ ⠠⠎⠊⠒⠞
 ⠠⠎⠊⠒⠞ ⠠⠎⠊⠒⠞ ⠠⠎⠊⠒⠞ ⠠⠎⠊⠒⠞ ⠠⠎⠊⠒⠞ ⠠⠎⠊⠒⠞ ⠠⠎⠊⠒⠞ ⠠⠎⠊⠒⠞ ⠠⠎⠊⠒⠞ ⠠⠎⠊⠒⠞ ⠠⠎⠊⠒⠞

15.2.2 When print uses marks before or after a syllable to indicate it is stressed, use the primary and secondary stress signs and follow print placement. Describe what print sign is used on the symbols page or in a transcriber's note.

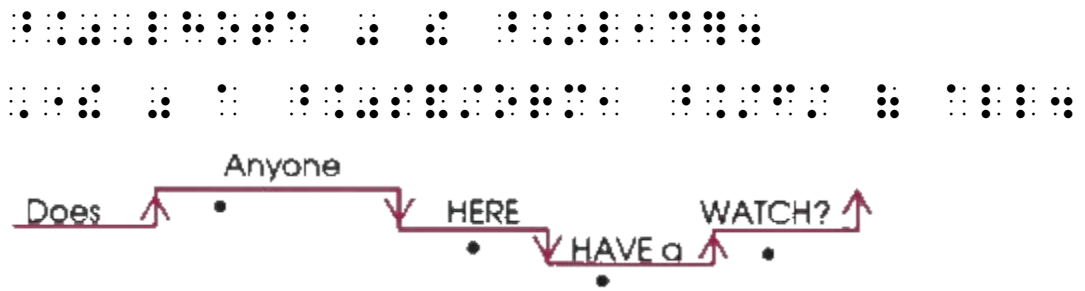
Refer to: [Section 3.11](#), General Symbols and Indicators, for the prime sign used for feet and minutes; and to [Guidelines for Technical Material](#), Part 11 for the prime sign used in technical material.

Examples:

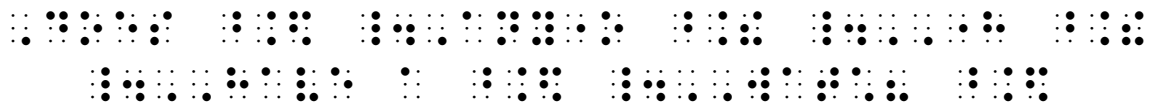
ap' ri hen' shən (apprehension)

[The first stress mark is a prime (or accent) and the second is a bold prime.]

⠠⠁⠑ ⠠⠗⠊ ⠠⠎⠊⠒⠊⠞⠊⠗ ⠠⠎⠊⠒⠊⠞⠊⠗ ⠠⠎⠊⠒⠊⠞⠊⠗ ⠠⠎⠊⠒⠊⠞⠊⠗ ⠠⠎⠊⠒⠊⠞⠊⠗ ⠠⠎⠊⠒⠊⠞⠊⠗ ⠠⠎⠊⠒⠊⠞⠊⠗ ⠠⠎⠊⠒⠊⠞⠊⠗
 |kombi neshn (combination)
 [The first stress mark is a low vertical line and the second is a high vertical line.]



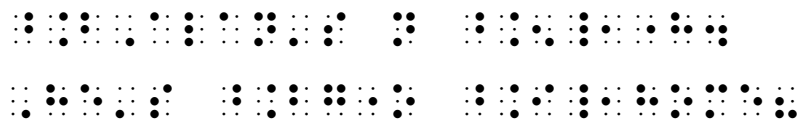
[Change of tone is indicated by a change of level and also with arrows. The bullet before a word in braille represents a bullet under the word in print.]



'Alan's not here.

He's 'gone 'home?

[The stress marks are high vertical marks. The first tone mark is a low left-leaning mark and the second is a high right-leaning mark.]



15.4 Phonetic scansion, stress and tone

- 15.4.1 When scansion, stress and tone are shown with the International Phonetic Alphabet, use the most recent edition of [IPA Braille: An Updated Tactile Representation of the International Phonetic Alphabet](#).

Section 16: Line Mode, Guide Dots

16.1 When to use line mode

16.1.1 Use line mode when it is advantageous to draw "lines" using standard braille cells. Line mode enables regular text and diagrammatic lines to coexist without ambiguity, even within the same diagram.

Refer to: [Section 7](#), Punctuation, for the hyphen, dash, long dash and low line; [Guidelines for Technical Material](#), Part 4, for the lines in spatial calculations and other technical diagrams; and Part 16.7, for the lines and bonds in structural formulae used in chemistry.

16.1.2 Use line mode for features such as lines separating column headings from items in the column and for horizontal lines before and after text set apart in boxes.

16.1.3 Do not use line mode when the attributes of the lines or their relationship with one another is important, such as in the study of geometry or the measurement of angles.

16.1.4 Do not use line mode when the diagram would be too complex to be read by touch.

16.1.5 Where the technology is available, it is often better to represent lines in diagrams with tactile graphics.

16.2 Horizontal line mode

⠠⠠	horizontal line mode indicator
⠠	simple (solid single) horizontal line segment
⠡	variant horizontal line segment (e.g. dotted or dashed)
⠢	double horizontal line segment
⠣	triple horizontal line segment
⠤	corner with upward vertical
⠥	corner with downward vertical
⠦	crossing with left-leaning diagonal line
⠧	crossing with vertical line
⠨	crossing with right-leaning diagonal line
⠩	horizontal line mode terminator

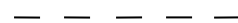
- 16.2.1 Use the horizontal line mode indicator to open any horizontal line.
- 16.2.2 Within horizontal line mode, use the appropriate horizontal line segments, corners and/or crossings to represent the line.

Examples:

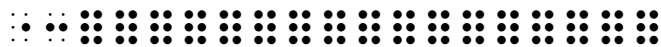
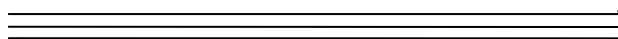
[a solid single horizontal line:]



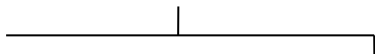
[a dashed horizontal line:]



[a triple horizontal line:]



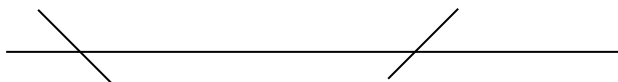
[a line with an upward pointing corner midway and a downward pointing corner at the right end:]



[a line with a vertical crossing:]

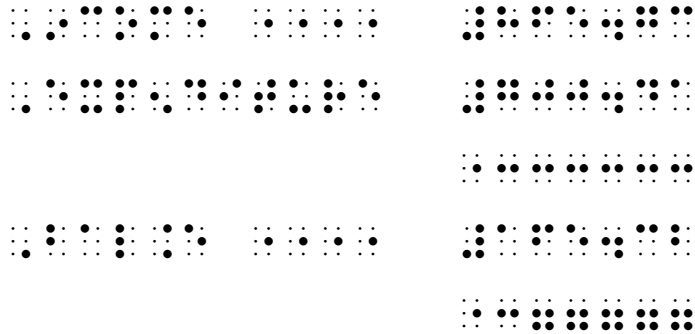


[a line with both a left-leaning crossing and a right-leaning crossing:]



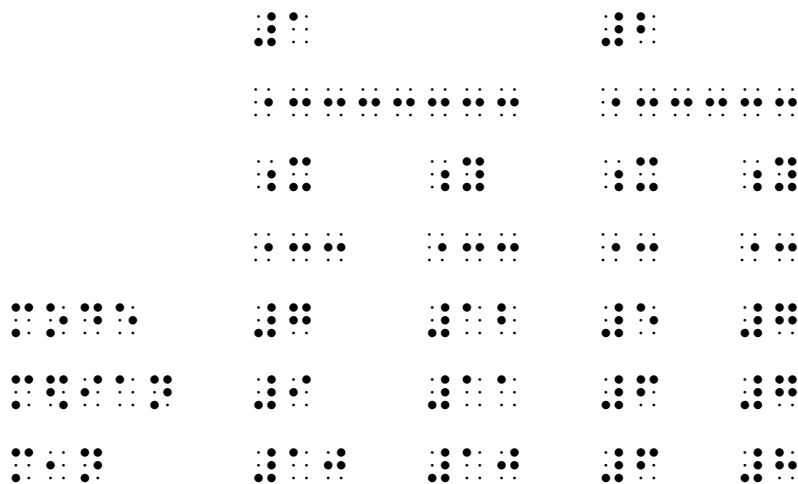
[horizontal lines on a balance sheet:]

Income	865.73
Expenditure	<u>700.41</u>
Balance	<u>165.32</u>



[horizontal lines following column headings in a table:]

	1		2	
	x	y	x	y
mode	7	12	5	7
median	9	11	6	7
mean	10	10	6	8

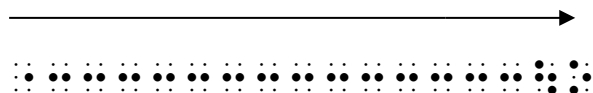


16.2.3 When an arrow is continuous with the line, use the arrow indicator $\mathring{\cdot}$ to signal the beginning of the arrow. Use the symbols of arrow mode to represent the arrow. Upon completion of the arrow, horizontal line mode continues.

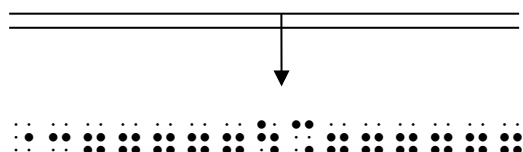
Refer to: [Guidelines for Technical Material](#), Part 13, for rules on constructing arrows.

Examples:

[a line with a right-pointing arrow at the right end:]



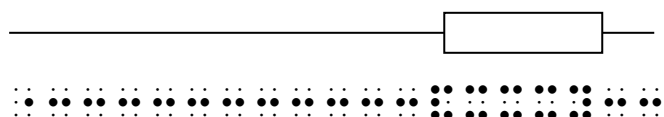
[a double line with a downward-pointing arrow at the mid-point:]



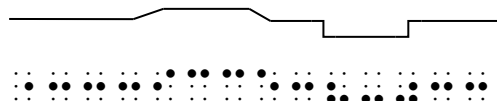
- 16.2.4 To represent distinctive types of lines, use any valid single-cell UEB symbol in addition to those indicated in [16.2.2](#) and excluding the arrow indicator ⠆, the horizontal line mode terminator ⠇ and space. In general, choose a symbol based on the physical shape of the line or feature (such as a junction) rather than the meaning of the symbol in other contexts.

Examples:

[a line with a small rectangle near the right end:]



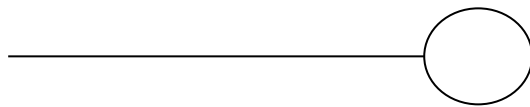
[a line with different levels and with slanted and right-angle changes of level:]



- 16.2.5 Terminate horizontal line mode with a space or with the horizontal line mode terminator.

Examples:

[a line with a circle at the right end:]



[a line with text at the midpoint:]



- 16.2.6 When the variant horizontal line segment is used, describe the line it represents on the special symbols page or in a transcriber's note.

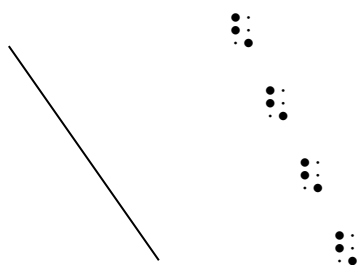
16.3 Diagonal and vertical lines

- ⠇ vertical single solid line segment
- ⠇⠇ first variant vertical line segment (e.g. dotted or dashed)
- ⠇⠇⠇ second variant vertical line segment (e.g. double line)
- ⠇⠈ left-leaning single solid diagonal line segment
- ⠇⠉ right-leaning single solid diagonal line segment
- ⠇⠇⠈ variant left-leaning diagonal line segment
- ⠇⠇⠉ variant right-leaning diagonal line segment

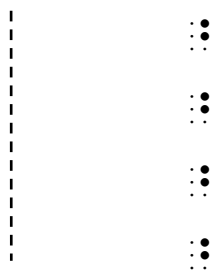
- 16.3.1 Use the diagonal and vertical line segments to represent diagonal and vertical lines. Group one or more of the symbols together when necessary providing that each group is surrounded by spaces.

Examples:

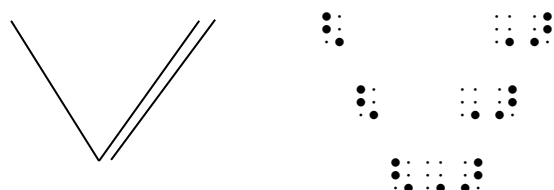
[a single solid left-leaning diagonal line:]



[a dotted vertical line:]



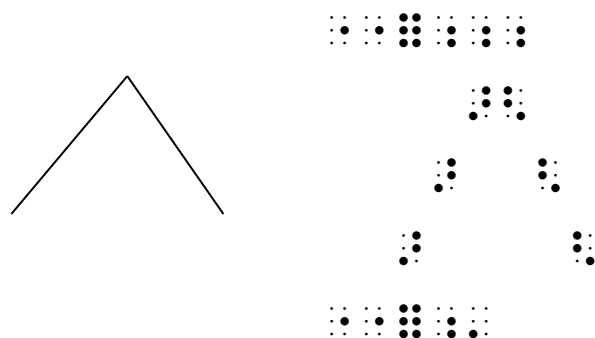
[a left-leaning diagonal line meeting a double right-leaning diagonal line in a v-shape:]



16.3.2 When a line drawing is in a text in contracted (grade 2) braille and when a string of two or more of the line-drawing characters ⠇ and ⠈ occur in the line drawing in any combination and surrounded by spaces, use grade 1 mode for the line drawing.

Example:

[a right-leaning diagonal line meeting a left-leaning diagonal line in an inverted v-shape:]



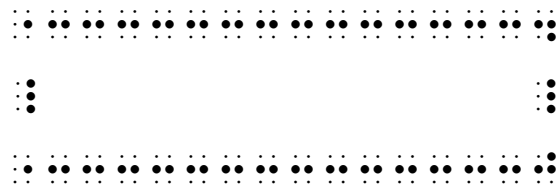
16.3.3 When a variant vertical or diagonal line segment is used, describe the line it represents on the special symbols page or in a transcriber's note.

16.4 Combining lines

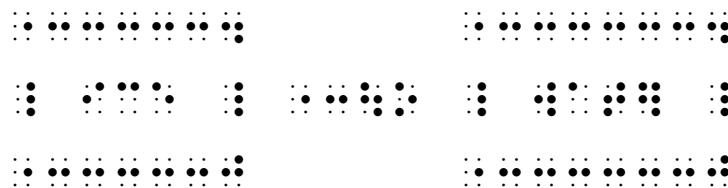
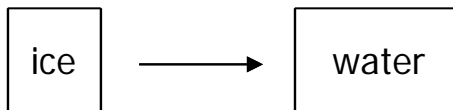
- 16.4.1 When lines and other elements of a diagram, such as an arrow, are touching or continuous, position the corresponding braille characters adjacent to one another, horizontally, vertically or diagonally.
- 16.4.2 Even when the left end of a horizontal line forms a corner or crossing with a vertical or diagonal line, open the horizontal line with the horizontal line mode indicator.

Examples:

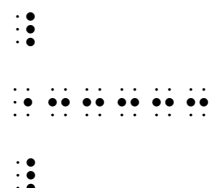
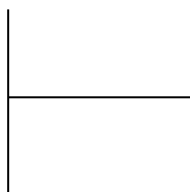
[a box, wider than tall:]



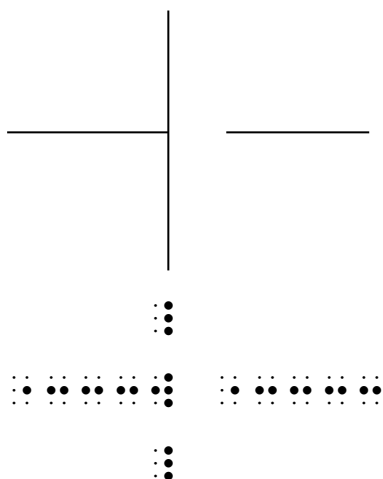
[box diagram:]



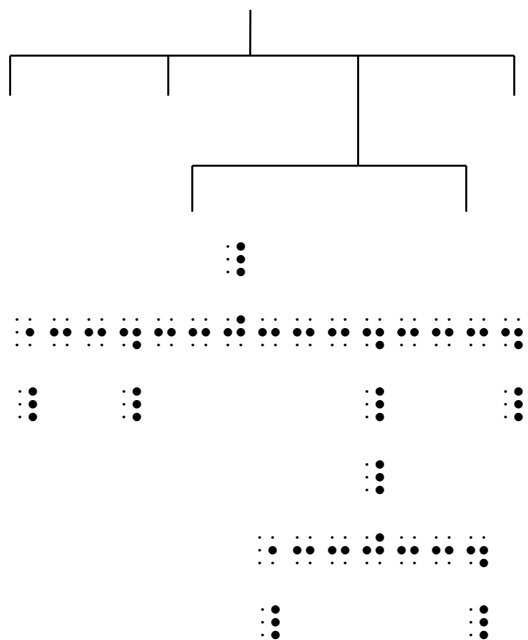
[a vertical line with a horizontal line extending rightward from its midpoint:]



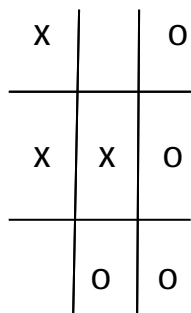
[a vertical line crossing a horizontal line with a gap in the horizontal line to the right of the vertical line:]

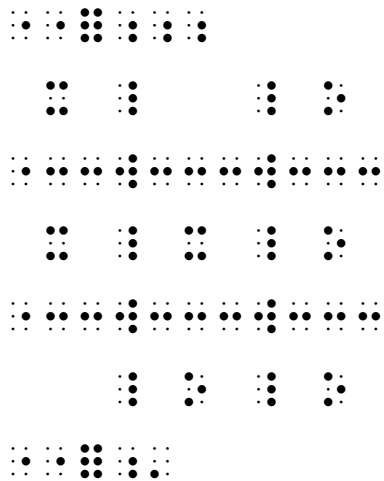


[a diagram representing an organizational chart or a family tree:]

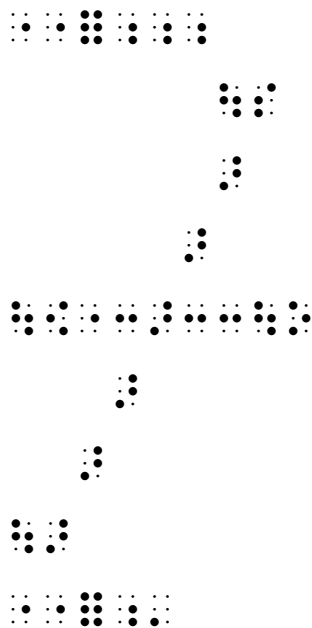
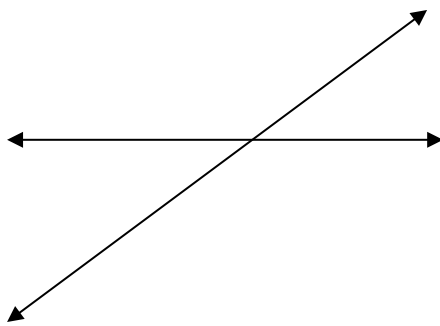


[noughts and crosses:]





[a right-leaning line crossing a horizontal line with an arrow at both ends of both lines:]

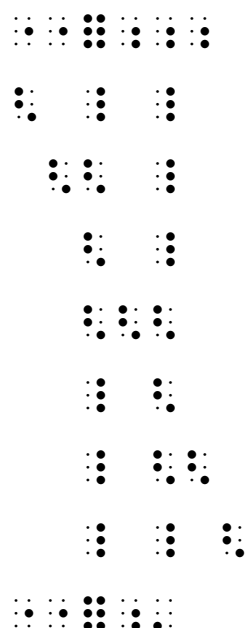
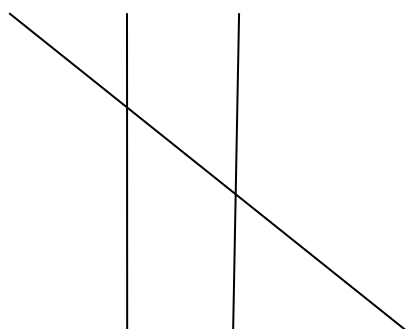


16.4.3 Use a space before and after each vertical line segment, first variant vertical line segment, second variant vertical line segment or combination of such segments. When a vertical line or one of the variant vertical lines crosses a diagonal line or is too close to a diagonal line, use either of the diagonal line segments or variant diagonal line segments.

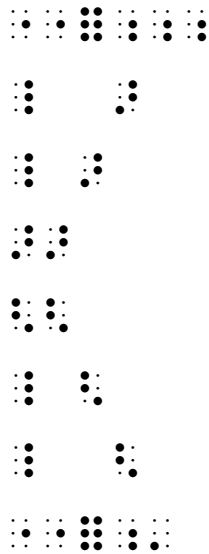
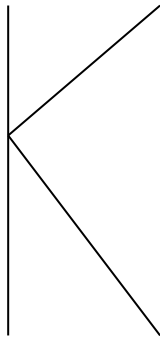
Examples:

[two vertical lines crossed by a left-leaning diagonal line:]

Note: This diagram is almost too complex to use line mode.



[a vertical line touched by two diagonal lines on the right to form a K-shape:]



16.5 Guide dots

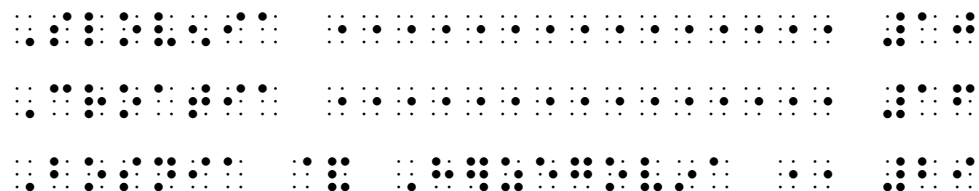
⠠⠠ guide dots (with space before and after)

- 16.5.1 Use a sequence of guide dots to enable the reader to track across a gap in the braille, as in a table of contents or columned material. Use no less than two guide dots and leave at least one blank cell before and after the sequence.

Examples:

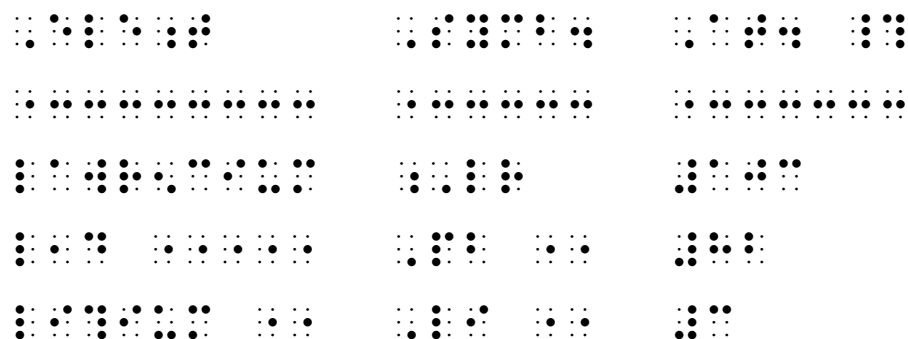
[excerpt from a table of contents:]

Slovenia	10
Croatia	16
Bosnia & Herzegovina	29



[excerpt from a table of elements:]

<i>Element</i>	<i>Symb.</i>	<i>At. #</i>
lawrencium	Lr	103
lead	Pb	82
lithium	Li	3



Appendix 1: Shortforms List

This Appendix provides the Shortforms List and following it, the rules used to determine whether a word is added to the list. The Shortforms List is maintained by the ICEB Code Maintenance Committee.

Refer to: [Section 10.9](#), Contractions, for the rules on the use of shortforms.

The list

Added "s" and apostrophe "s"

When an "s" or apostrophe "s" is added to any word on the list, use the shortform with the following three exceptions:

abouts ⠠⠠⠠⠠⠠⠠

almosts ⠠⠠⠠⠠⠠⠠⠠⠠

hims ⠠⠠⠠⠠⠠

about ⠠⠠⠠

aboutface	aboutfaced	aboutfacer
aboutfacing	aboutturn	aboutturned
eastabout	gadabout	hereabout
knockabout	layabout	northabout
rightabout	roundabout	roustabout
runabout	southabout	stirabout
thereabout	turnabout	walkabout
westabout	whereabout	

above ⠠⠠⠠⠠

aboveboard	aboveground	abovementioned
hereinabove		

according ⠠⠠⠠

accordingly	unaccording	unaccordingly
-------------	-------------	---------------

across ⠠⠠⠠⠠

readacross

after ⠠⠠⠠

afterbattle

afterburn

afterburning

aftercoffee

afterdeck

aftergame

afterhatch

afterlife

afterlunch

aftermatch

aftermeeting

aftermost

afterparty

aftersale

aftershave

aftershower

aftertax

aftertheatre

aftertreatment

afterworld

morningafter

whereafter

afterbirth

afterburned

aftercare

afterdamp

afterdinner

afterglow

afterhatches

afterlight

afterlunches

aftermatches

aftermidday

afterpain

afterpiece

afterschool

aftershock

aftersupper

aftertaxes

afterthought

afterword

hereafter

thereafter

whereinafter

afterbreakfast

afterburner

afterclap

afterdark

afterflow

afterguard

afterhour

afterlives

aftermarket

aftermath

aftermidnight

afterparties

afterplay

aftersensation

aftershow

aftertaste

aftertea

aftertime

afterwork

hereinafter

thereinafter

afternoon ⠠⠠⠠⠠

afternoontea

goodafternoon

midafternoon

afterward ⠠⠠⠠⠠

again ⠠⠠⠠⠠

hereagain

hereinagain

thereagain

thereinagain

whereagain

whereinagain

against ⠠⠠⠠⠠⠠

hereagainst

thereagainst

whereagainst

almost ⠠⠠⠠⠠**already** ⠠⠠⠠⠠⠠**also** ⠠⠠⠠**although** ⠠⠠⠠⠠⠠**altogether** ⠠⠠⠠⠠⠠**always** ⠠⠠⠠⠠**because** ⠠⠠⠠**before** ⠠⠠⠠

beforehand

behind ⠠⠠⠠

behindhand

below ⠠⠠⠠

belowdeck

belowground

belowmentioned

beneath ⠠⠠⠠

beneathdeck

beneathground

beside ⠠⠠⠠**between** ⠠⠠⠠⠠

betweendeck

betweentime

betweenwhile

beyond ⠠⠃⠑⠏⠗⠊⠎**blind** ⠠⠃⠗⠊⠎ [See also [Section 10.9.3 \(c\)](#)]

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 ⠠⠃⠗⠊⠞⠊⠗ [See also [Section 10.9.3 \(a\)](#)]

brailled	brailler	braillewriter
braillewriting	brailley	misbraille
misbrailled	rebraille	rebrailled
rebrailler	unbraille	unbrailled

children ⠠⠉⠏⠊⠞⠗⠑⠗⠊⠞ [See also [Section 10.9.3 \(b\)](#)]

children'swear	brainchildren	fosterchildren
godchildren	grandchildren	greatgrandchildren
lovechildren	schoolchildren	stepchildren

conceive ⠠⠉⠗⠊⠎⠑⠊⠞

conceived	conceiver
-----------	-----------

conceiving ⠠⠉⠗⠊⠎⠑⠊⠞⠊⠗

could ⠠⠠⠠⠠

could've

couldn't

coulda

couldn't've

couldest

couldst

deceive ⠠⠠⠠⠠⠠

deceived

undeceive

deceiver

undeceived

archdeceiver

undeceiver

deceiving ⠠⠠⠠⠠⠠⠠

undeceiving

declare ⠠⠠⠠⠠⠠

declared

undeclared

declarer

undeclare

declaring ⠠⠠⠠⠠⠠⠠**either** ⠠⠠⠠**first** ⠠⠠⠠ [See also [Section 10.9.3 \(c\)](#)]

firstaid

firstclass

firstdayer

firstgeneration

firstling

firstnight

firstrated

feetfirst

firstaider

firstclasses

firstfruit

firsthand

firstly

firstnighter

firstrating

headfirst

firstborn

firstday

firstfruiting

firsthanded

firstness

firstrate

firststring

tailfirst

friend ⠠⠠⠠ [See also [Section 10.9.3 \(c\)](#)]

friendless

friendlier

friendliness

friendship

defriend

friendlessness

friendlies

friendlinesses

befriend

galfriend

friendlessnesses

friendliest

friendly

boyfriend

gentlemanfriend

gentlemenfriends	girlfriend	guyfriend
ladyfriend	manfriend	menfriends
penfriend	schoolfriend	unfriend
unfriendlier	unfriendliest	unfriendliness
unfriendlinesses	unfriendly	womanfriend
womenfriends		

good ⠠⠠⠠ [See also [Section 10.9.3 \(c\)](#)]

goodafternoon	goodby	goodbye
goodbyeing	goodbying	goodday
gooder	goodest	goodevening
goodfellow	goodfellowship	goodhearted
goodheartedly	goodheartedness	goodhumor
goodhumored	goodhumoredly	goodhumoredness
goodhumorednesses	goodhumour	goodhumoured
goodhumouredly	goodhumouredness	goodhumourednesses
goodie	goodish	goodlier
goodliest	goodliness	goodlook
goodlooker	goodlooking	goodly
goodman	goodmen	goodmorning
goodnature	goodnatured	goodnaturedly
goodnaturedness	goodness	goodnesses
goodnight	goodsized	goodsized
goodtempered	goodtemperedly	goodtime
goodun	goodwife	goodwill
goodwilled	goodwives	goody
goodyear	feelgood	scattergood
supergood		

great ⠠⠠⠠⠠ [See also [Section 10.9.3 \(a\)](#)]

greataunt	greatbatch	greatcircle
greatcoat	greaten	greatened
greatener	greatening	greater

greatest	greatgrandaunt	greatgrandchild
greatgrandchildren	greatgranddad	greatgranddaughter
greatgrandfather	greatgrandfatherhood	greatgrandma
greatgrandmother	greatgrandmotherhood	greatgrandnephew
greatgrandniece	greatgrandpa	greatgrandparent
greatgrandparenthood	greatgrandson	greatgranduncle
greathearted	greatheartedly	greatheartedness
greatheartednesses	greatly	greatnephew
greatness	greatnesses	greatniece
greatsword	greatuncle	

herself ⠠⠠⠠⠠

him ⠠⠠

himbo

himboes

himself ⠠⠠⠠⠠

immediate ⠠⠠⠠⠠

immediately

immediateness

its ⠠⠠⠠

itself ⠠⠠⠠

letter ⠠⠠⠠ [See also [Section 10.9.3 \(c\)](#)]

letterbomb	letterbombed	letterbomber
letterbombing	letterbox	letterboxed
letterboxer	letterboxes	letterboxing
letterbodies	letterbody	lettered
letterer	letterform	letterhead
letterheading	lettering	letterman
lettermen	letteropener	letterperfect
letterpress	letterpressed	letterpresses
letterpressing	letterquality	letterspace

letterspaced

letterspacing

lettertext

bloodletter

chainletter

hateletter

loveletter

newsletter

reletter

relettered

relettering

unlettered

little ⠠⠠⠠ [See also [Section 10.9.3 \(c\)](#)]

littled

littleneck

littleness

littlenesses

littler

littlest

belittle

belittled

belittlement

belittler

much ⠠⠠⠠

muchly

muchness

forasmuch

inasmuch

insomuch

overmuch

must ⠠⠠⠠

must've

musta

mustard

mustier

mustiest

mustily

mustiness

mustn't

mustn't've

musty

myself ⠠⠠⠠⠠**necessary** ⠠⠠⠠⠠

unnecessary

neither ⠠⠠⠠⠠**oneself** ⠠⠠⠠⠠**ourselves** ⠠⠠⠠⠠⠠**paid** ⠠⠠⠠

highlypaid

illpaid

lowlypaid

overpaid

poorlypaid

postpaid

prepaid

repaid

underpaid

unpaid

wellpaid

perceive ⠠⠠⠠⠠⠠⠠

perceived

apperceived

misperceived

unperceived

perceiver

apperceiver

misperceiver

apperceive

misperceive

unperceive

perceiving ⠠⠠⠠⠠⠠⠠⠠

apperceiving

misperceiving

unperceiving

perhaps ⠠⠠⠠⠠

perhapses

quick ⠠⠠⠠ [See also [Section 10.9.3 \(c\)](#)]

quickdraw

quickener

quickest

quickfreeze

quickfrozen

quickishly

quickness

quickset

quicksilvering

quickstepped

quicktempered

quickwittedly

doublequick

quicken

quickenings

quickfire

quickfreezing

quickie

quicklime

quicknesses

quicksilver

quicksnap

quickstepper

quicktime

quickwittedness

superquick

quickenings

quicker

quickfiring

quickfroze

quickish

quickly

quicksand

quicksilvered

quickstep

quickstepping

quickwitted

quicky

unquick

receive ⠠⠠⠠⠠

received

preceive

receiver

preceiver

receivership

unreceived

receiving ⠠⠠⠠⠠⠠⠠

preceiving

rejoice ⠠⠗⠑⠔⠊⠙⠑

rejoiced

rejoicefulness

unrejoiced

unrejoicefully

rejoiceful

rejoicer

unrejoicer

unrejoicefulness

rejoicefully

unrejoice

unrejoiceful

rejoicing ⠠⠗⠑⠔⠊⠙⠑⠊⠑

rejoicingly

unrejoicing

unrejoicingly

said ⠠⠎⠑⠃⠃

saidest

foresaid

saidst

gainsaid

aforesaid

missaid

should ⠠⠎⠑⠔⠔

should've

shouldn't

shoulda

shouldn't've

shouldest

shouldst

such ⠠⠎⠑⠘

suchlike

somesuch

nonesuch

nonsuch

themselves ⠠⠎⠑⠎⠑⠎⠑⠎**thyself** ⠠⠎⠑⠎⠑⠎**today** ⠠⠎⠑⠃**together** ⠠⠎⠑⠘⠑⠞⠑

togetherness

tomorrow ⠠⠎⠑⠎⠑⠗**tonight** ⠠⠎⠑⠎⠑⠎**would** ⠠⠎⠑⠔

would've

wouldn't

woulda

wouldn't've

wouldest

wouldst

'twould

'twould've

'twoulda

'twouldn't

'twouldn't've

your ⠠⠽⠠⠺⠠⠷**yourself** ⠠⠽⠠⠺⠠⠷⠠⠺⠠⠽⠠⠺⠠⠷

do-it-yourselfer

yourselves ⠠⠽⠠⠺⠠⠷⠠⠺⠠⠷⠠⠺⠠⠷

Rules for list construction

Shortforms as words

1. The 75 shortforms of Unified English Braille are on the Shortforms List.

Shortforms as parts of longer words

2. When a shortform is part of a longer word, add the longer word to the Shortforms List provided that:
 - (a) the longer word retains an original meaning and the original spelling of the shortform; and
 - (b) use of the shortform is not prohibited by rules 3–5 which follow.

Examples:

ahimsa ⠠⠁⠓⠊⠄⠺⠠⠁

brailist ⠠⠃⠗⠠⠊⠇⠠⠊⠺⠠⠺⠠⠺

declaration ⠠⠔⠠⠃⠠⠗⠠⠁⠗⠠⠺⠠⠺⠠⠺⠠⠺

drafter ⠠⠔⠠⠗⠠⠁⠔⠠⠺

lacrosse ⠠⠇⠠⠁⠠⠕⠠⠗⠠⠺⠠⠺⠠⠺

marabout ⠠⠄⠠⠗⠠⠁⠠⠃⠠⠔

mustache ⠠⠄⠠⠺⠠⠗⠠⠕⠠⠕⠠⠕

mustang ⠠⠄⠠⠺⠠⠗⠠⠕⠠⠄

muster ⠠⠄⠠⠺⠠⠗

necessarily ⠠⠄⠠⠺⠠⠗⠠⠕⠠⠗⠠⠺⠠⠺⠠⠺⠠⠺⠠⠺

rafter ⠠⠗⠠⠁⠠⠔⠠⠺

shoulder ⠠⠺⠠⠕⠠⠗⠠⠔⠠⠺

3. Do not add a longer word to the Shortforms List if using the shortform in it would create another word.

Examples:

abouts ⠠⠁⠃⠠⠔⠠⠺⠠⠺⠠⠺ [not] ⠠⠄⠠⠔ [abdominal muscles]

acrosses ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ [not] ⠠⠠⠠⠠⠠⠠

again ⠠⠠⠠⠠⠠⠠ [not] ⠠⠠⠠⠠

almosts ⠠⠠⠠⠠⠠⠠⠠ [not] ⠠⠠⠠⠠⠠

hims ⠠⠠⠠⠠⠠ [not] ⠠⠠⠠⠠ [as in *HMS Pinafore*]

after, blind and friend

4. When the shortform for "after", "blind" or "friend" is part of a longer word and is followed by a vowel or a "y", do not add the longer word to the Shortforms List.

Examples:

aftereffect ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ afterimage ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

blinded ⠠⠠⠠⠠⠠⠠⠠ blinding ⠠⠠⠠⠠⠠⠠⠠

befriended ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

be and con shortforms

5. When any of the shortforms that begin with "be" or "con" are within a longer word, do not add the longer word to the Shortforms List unless the letters the shortform represents begin the longer word.







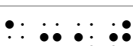



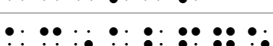

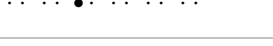







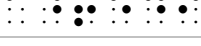
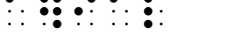




Examples:

hereinbefore ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ inbetween ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠












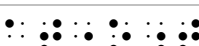
















misconceived ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Appendix 2: Word List














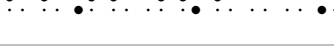




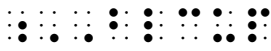













This Appendix provides an alphabetic list of the example words used to show contraction use in [Section 10](#): Contractions.












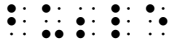







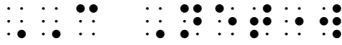


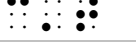

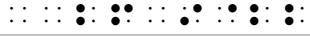



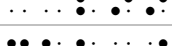


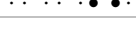
ab initio		10.9.5
abbé		10.6.5
abbreviate		10.11.5
about-face		10.9.1
abouts		10.9.2
aboveground		10.9.2
accent		10.11.5
accept		10.6.5
account		10.6.5
acetone		10.7.6
acknowledge		10.7.1
acreage		10.6.5 , 10.11.7
acrosses		10.9.2
adhere		10.7.5
adhered		10.7.5 , 10.10.7
adherent		10.10.7
adherer		10.10.7
advanced		10.10.2 , 10.10.7
ædile		10.4.1
aerial		10.4.1 , 10.11.9
aerobic		10.11.9
aerofoil		10.11.5
affect		10.11.5
affirm		10.6.5
afford		10.3.1 , 10.6.5 , 10.10.3
affrighted		10.7.1






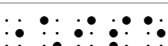
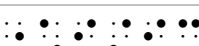




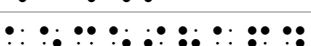






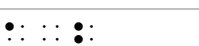



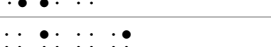
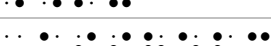




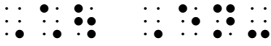

aftercare	⠠⠠⠠⠠⠠⠠	10.9.2
afterdinner	⠠⠠⠠⠠⠠⠠⠠	10.9.2
aftereffect	⠠⠠⠠⠠⠠⠠⠠⠠	10.9.2
afterimage	⠠⠠⠠⠠⠠⠠⠠⠠	10.9.2
again	⠠⠠⠠⠠	10.9.2
aggressive	⠠⠠⠠⠠⠠⠠⠠	10.6.5 , 10.11.5
aghast	⠠⠠⠠⠠	10.4.1
agreeable	⠠⠠⠠⠠⠠⠠⠠	10.6.5 , 10.11.7
air-conditioned	⠠⠠⠠⠠⠠⠠⠠⠠	10.6.1
Airedale	⠠⠠⠠⠠⠠⠠⠠	10.11.1
Aix-en-Provence	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	10.6.9
Al	⠠⠠	10.9.5
Al-Azar	⠠⠠⠠⠠⠠⠠⠠	10.9.5
almosts	⠠⠠⠠⠠⠠	10.9.2
alt.	⠠⠠⠠	10.9.5
altimeter	⠠⠠⠠⠠⠠⠠⠠	10.7.8
amount	⠠⠠⠠⠠	10.8.1
ancestor	⠠⠠⠠⠠⠠⠠⠠	10.8.1
andante	⠠⠠⠠⠠⠠	10.3.1
Andy	⠠⠠⠠	10.3.1
anemone	⠠⠠⠠⠠⠠⠠⠠	10.7.6
anteater	⠠⠠⠠⠠⠠⠠⠠	10.11.6
anteroom	⠠⠠⠠⠠⠠⠠⠠	10.4.1
anthill	⠠⠠⠠⠠⠠⠠⠠	10.4.1
antinode	⠠⠠⠠⠠⠠⠠⠠	10.6.8
antitype	⠠⠠⠠⠠⠠⠠⠠⠠	10.11.5
apartheid	⠠⠠⠠⠠⠠⠠⠠	10.3.1 , 10.7.1 , 10.10.8
appear	⠠⠠⠠⠠⠠	10.6.5
aqueduct	⠠⠠⠠⠠⠠⠠⠠	10.11.5
arboreal	⠠⠠⠠⠠⠠⠠	10.11.7
arccosine	⠠⠠⠠⠠⠠⠠⠠	10.6.5

















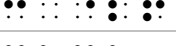
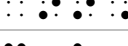










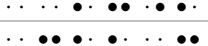
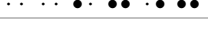
areas		10.6.5
areaway		10.11.8
arena		10.6.8
argh!		10.4.1
aright		10.7.1, 10.10.2
arise		10.11.5
arpeggio		10.6.5
asseverate		10.7.4
asthma		10.10.8
Athens		10.3.1, 10.6.8
atmosphere		10.7.5
atonement		10.7.6
baccalaureate		10.6.5
bacchanal		10.6.5, 10.10.5
Baedeker		10.11.9
baloney		10.7.6
baroness		10.7.6, 10.8.1, 10.11.7
baronet		10.7.6
bastion		10.8.1, 10.10.2
bathed		10.3.1, 10.10.3
beach		10.10.4
bear		10.4.1, 10.6.5, 10.10.5
beat		10.6.5
beatitude		10.6.1, 10.6.5, 10.10.4
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Beatrix		10.10.4
beautiful		10.10.4
be've		10.6.2














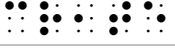






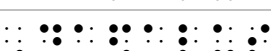
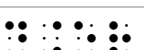










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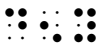





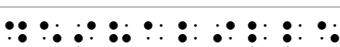


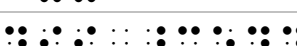




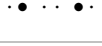


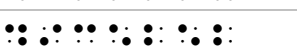

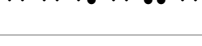





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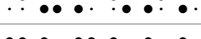
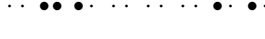

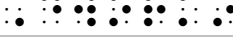


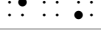





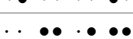
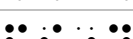


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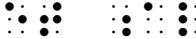




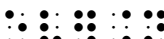








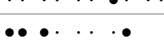
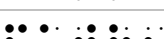


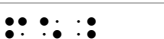









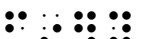

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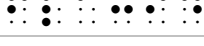

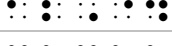

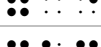





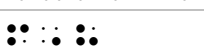












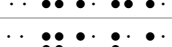


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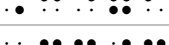




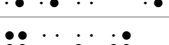


















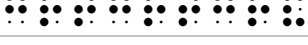
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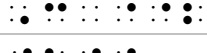

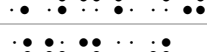

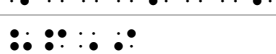









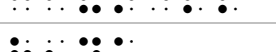





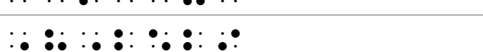






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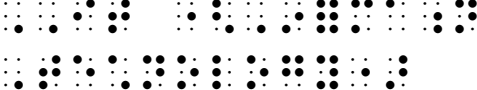








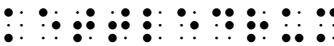





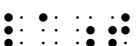


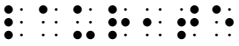

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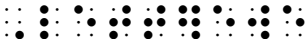




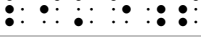


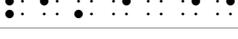




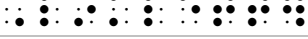











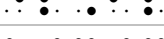





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Gruenfeld		10.11.9



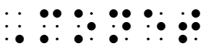















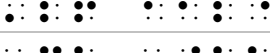






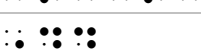






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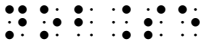










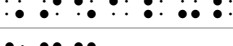

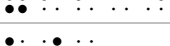

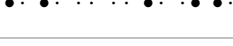
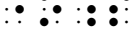












hideaway	⠠⠋⠊⠑⠁⠄⠠⠋⠊⠑⠄	10.6.5 , 10.11.1
hierarchy	⠠⠋⠊⠗⠁⠗⠊⠄⠠⠋⠊⠗⠁⠗⠊⠄	10.4.1
Higham	⠠⠋⠊⠗⠁⠋⠠⠋⠊⠗⠁⠋	10.11.2 , 10.11.7
Himalayas	⠠⠋⠊⠋⠁⠗⠁⠄⠠⠋⠊⠋⠁⠗⠁⠄	10.9.2
hims	⠠⠋⠊⠋⠠⠋⠊⠋	10.9.2
his-and-hers	⠠⠋⠊⠠⠁⠗⠠⠋⠊⠠⠋⠊⠠⠋⠊⠠⠋⠊⠠⠋⠊	10.5.1
hm	⠠⠋⠋⠠⠋⠋	10.9.5
hoity-toity	⠠⠋⠔⠊⠄⠠⠋⠔⠊⠄⠠⠋⠔⠊⠄	10.8.3
honey	⠠⠋⠔⠊⠄	10.7.6
Houghton	⠠⠋⠔⠔⠠⠋⠔⠔	10.7.1
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imagery	⠠⠊⠋⠁⠗⠠⠊⠋⠁⠗	10.11.7
impartial	⠠⠊⠋⠏⠁⠗⠠⠊⠋⠏⠁⠗	10.7.1
inbetween	⠠⠊⠋⠋⠠⠊⠋⠋	10.9.2
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incongruity	⠠⠊⠋⠠⠊⠋⠠⠊⠋	10.11.6
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indiarubber	⠠⠊⠋⠠⠊⠋	10.11.1
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Indonesia	⠠⠊⠋⠠⠊⠋	10.7.6
inessential	⠠⠊⠋⠠⠊⠋	10.8.1 , 10.11.5
influenceable	⠠⠊⠋⠠⠊⠋	10.8.1 , 10.10.6
infrared	⠠⠊⠋⠠⠊⠋	10.11.5
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it'll		10.1.2
its		10.1.2
it's		10.1.2
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man-eater	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.6.5
many-sided	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.7.1
Marcillat-en-Combraille	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗ ⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.9.3
maritime	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.7.8
Matthew	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.3.1
McConnell	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.6.2
McKeever	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.7.4
meander	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.3.1 , 10.10.2
mecca	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.6.5
memento	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.8.1
ménage	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.6.8
menhaden	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.7.3
meningitis	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.4.1
merchandise	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.3.1
merchandising	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.4.1
meringue	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.4.1
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millwright	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.7.1
Minneapolis	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.6.5
misconceived	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.9.2
mishandle	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.11.2
mishap	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.11.2
mishear	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.11.2
mistake	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.4.1 , 10.11.5
mistimed	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.7.8
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misunderstand	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.7.9
misworded	⠠⠇⠠⠑⠠⠇⠠⠊⠠⠗⠠⠊⠠⠗⠠⠊⠠⠗	10.7.1







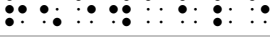




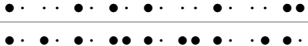


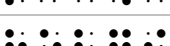
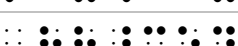

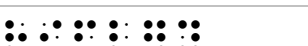







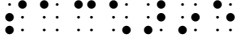


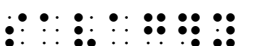




m'lord		10.7.1
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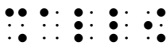









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ow	⠠⠠	10.4.1
ozbrl	⠠⠠⠠⠠⠠⠠⠠	10.9.6
paean	⠠⠠⠠⠠	10.6.5 , 10.11.9
painstaking	⠠⠠⠠⠠⠠⠠⠠⠠⠠	10.4.1 , 10.11.1
pancreas	⠠⠠⠠⠠⠠⠠⠠	10.6.5
pandemic	⠠⠠⠠⠠⠠⠠	10.3.1
pandemonium	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	10.11.5
pandowdy	⠠⠠⠠⠠⠠	10.3.1
par	⠠⠠	10.4.1
parenthood	⠠⠠⠠⠠⠠⠠⠠⠠	10.4.1
partake	⠠⠠⠠⠠⠠	10.7.1
parterre	⠠⠠⠠⠠⠠	10.7.1
Parthenon	⠠⠠⠠⠠⠠⠠⠠⠠	10.3.1 , 10.7.1 , 10.10.3
Parthian	⠠⠠⠠⠠⠠⠠⠠	10.10.7
part-time	⠠⠠⠠⠠⠠	10.7.1
party	⠠⠠⠠	10.7.1
passe-partout	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	10.7.1
pastime	⠠⠠⠠⠠⠠	10.7.8
peaceable	⠠⠠⠠⠠⠠⠠⠠	10.6.5 , 10.11.7
peanut	⠠⠠⠠⠠⠠	10.6.5
peoples	⠠⠠⠠⠠⠠⠠⠠	10.1.1
people's	⠠⠠⠠	10.1.2
perinatal	⠠⠠⠠⠠⠠⠠⠠	10.11.5
permeable	⠠⠠⠠⠠⠠⠠⠠	10.11.7
permeate	⠠⠠⠠⠠⠠⠠	10.11.7
persevere	⠠⠠⠠⠠⠠⠠⠠	10.7.4
persuasion	⠠⠠⠠⠠⠠⠠⠠	10.8.1
Pforzheimer	⠠⠠⠠⠠⠠⠠⠠⠠⠠	10.3.1

phoenix	⠏⠋⠞⠊⠞⠊⠎	10.6.8 , 10.11.9
phone	⠏⠋⠞⠊⠎	10.7.6
phonetic	⠏⠋⠞⠊⠞⠊⠎⠊⠎⠞⠊⠎	10.7.6
photoflash	⠏⠋⠞⠊⠞⠊⠎⠊⠎⠞⠊⠎	10.11.1
pianoforte	⠏⠋⠞⠊⠞⠊⠎⠊⠎⠞⠊⠎	10.3.1
pineapple	⠏⠋⠞⠊⠞⠊⠎⠊⠎⠞⠊⠎	10.6.5 , 10.11.1
pioneer	⠏⠋⠞⠊⠞⠊⠎	10.7.6
pity	⠏⠋⠞⠊⠞⠊⠎	10.8.1
pityard	⠏⠋⠞⠊⠞⠊⠎	10.8.1
poisoned	⠏⠋⠞⠊⠞⠊⠎	10.7.6 , 10.10.7
pongee	⠏⠋⠞⠊⠞⠊⠎	10.8.1
popedom	⠏⠋⠞⠊⠞⠊⠎	10.11.7
Port Said	⠏⠋⠞⠊⠞⠊⠎⠊⠎⠞⠊⠎	10.9.1
Portliddle	⠏⠋⠞⠊⠞⠊⠎⠊⠎⠞⠊⠎	10.9.3
posthumous	⠏⠋⠞⠊⠞⠊⠎	10.10.8
preamble	⠏⠋⠞⠊⠞⠊⠎	10.6.7
preamplifier	⠏⠋⠞⠊⠞⠊⠎	10.11.4
predate	⠏⠋⠞⠊⠞⠊⠎	10.11.5
predated	⠏⠋⠞⠊⠞⠊⠎	10.4.1
predecease	⠏⠋⠞⠊⠞⠊⠎	10.11.5
predecessor	⠏⠋⠞⠊⠞⠊⠎	10.11.5
predestine	⠏⠋⠞⠊⠞⠊⠎	10.11.5
predicament	⠏⠋⠞⠊⠞⠊⠎	10.11.5
prediction	⠏⠋⠞⠊⠞⠊⠎	10.11.5
predominate	⠏⠋⠞⠊⠞⠊⠎	10.11.5
prenatal	⠏⠋⠞⠊⠞⠊⠎	10.6.8
prerequisite	⠏⠋⠞⠊⠞⠊⠎	10.11.5
prerogative	⠏⠋⠞⠊⠞⠊⠎	10.11.5
prisoner	⠏⠋⠞⠊⠞⠊⠎	10.10.7
profane	⠏⠋⠞⠊⠞⠊⠎	10.3.1
profanity	⠏⠋⠞⠊⠞⠊⠎	10.11.5
professor	⠏⠋⠞⠊⠞⠊⠎	10.11.5

proffer	⠏⠗⠔⠋⠋⠗	10.10.3
profile	⠏⠗⠔⠋⠋⠗⠋⠗⠋	10.3.1 , 10.11.5
profoundly	⠏⠗⠔⠋⠋⠗⠔⠋⠗⠏⠗⠏⠗⠏	10.11.5
profusion	⠏⠗⠔⠋⠋⠗⠔⠋⠗⠏⠗⠏	10.11.5
prong	⠏⠗⠔⠋⠗⠗	10.8.1
proofread	⠏⠗⠔⠋⠗⠔⠋⠗⠔⠗⠔⠗⠔	10.3.1
prounion	⠏⠗⠔⠋⠗⠔⠋⠗⠔⠗⠔⠗⠔⠗⠔	10.11.5
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queen	⠗⠗⠔⠗⠗	10.6.8
questionnaire	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.7.1
quicker	⠗⠗⠔⠗⠗	10.9.2
quickly	⠗⠗⠔⠗⠗	10.9.2
Quicksburg	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.9.3
quick-witted	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.9.1
rabbi	⠗⠗⠔⠗⠗	10.6.5
rabbity	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.8.3 , 10.11.7
ransomed	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.7.7
rateable	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.11.7
rationally	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.8.1
rawhide	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.4.1 , 10.11.1
reaction	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.6.7
readjust	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.11.4
really	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.6.5
reappoint	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.11.4
reassure	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.11.4
rebrailled	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.9.2
réchauffé	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.6.5
re-connect	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.6.1
redact	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.11.5
rededicate	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.11.5
redeemable	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.11.5
redistribute	⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗⠔⠗⠗	10.4.1


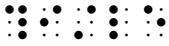


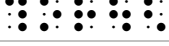







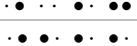

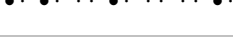


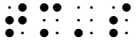













redistribution		10.11.6
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renegotiate		10.11.5
renew		10.6.8
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righteous		10.7.1
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Saunders		10.7.9
savagery		10.11.7
Schoenberg		10.11.9
scone		10.7.6
scythe		10.3.1



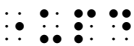


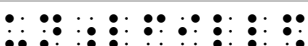






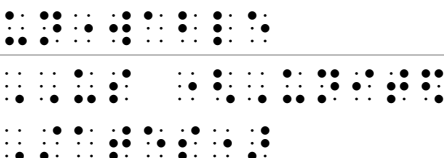








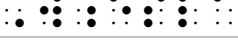
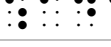







sea-green		10.6.5
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silenceable		10.10.6
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silencer		10.10.6
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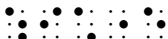





















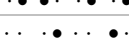
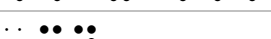









singe		10.4.3
singeing		10.4.3
Singh		10.4.1
slithered		10.10.3
smithereens		10.7.2
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so la ti		10.1.1
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sofa		10.3.1
somebody		10.7.7
somersault		10.7.7
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Spencer		10.8.1 , 10.10.6
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spirits	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.7.1
spiritual	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.7.1
sponge	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.8.1
spreadeagle	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.11.6
springtime	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.7.8
St	⠠⠎⠞⠞	10.4.2
St.	⠠⠎⠞⠞⠠⠎⠞⠞	10.4.2
Stalingrad	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.4.1
standstill	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.2.1
stateroom	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.11.1
Ste	⠠⠎⠞⠞	10.4.2
stiffly	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.11.8
still-life	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.2.1
still's	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.2.2
Stillson	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.2.1
sting	⠠⠎⠞⠞	10.4.3 , 10.10.5
stinging	⠠⠎⠞⠞⠞	10.4.3
stoned	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.7.6 , 10.10.7
stonework	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.7.1 , 10.7.6
stoney	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.7.6
storeroom	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.11.1
stronghold	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.10.8 , 10.11.1 , 10.11.2
'struth	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.4.1
styrofoam	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.11.5
subbasement	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.6.5 , 10.11.5
sublessee	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.8.1
subpoena	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.11.9
Suchet	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.9.2
suchlike	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.9.2
sudden	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.6.10
surname	⠠⠎⠞⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞⠠⠎⠞⠞	10.7.5

sweetheart	⠠⠎⠞⠑⠞⠏⠞⠑⠠⠏⠞⠞⠞⠠	10.3.1 , 10.11.1
Swithin	⠠⠎⠞⠞⠞⠞⠞	10.3.1
sword	⠠⠎⠞⠞⠞	10.7.1
tableau	⠠⠞⠞⠞⠞⠞⠞⠞	10.6.5
t'do	⠠⠞⠞⠞⠞⠞	10.1.1
tea	⠠⠞⠞⠞	10.6.5
teach-in	⠠⠞⠞⠞⠞⠞⠞⠞	10.5.3
tearoom	⠠⠞⠞⠞⠞⠞⠞⠞	10.11.1
teatime	⠠⠞⠞⠞⠞⠞	10.11.8
telephoned	⠠⠞⠞⠞⠞⠞⠞⠞⠞⠞⠞⠞	10.10.7
Tennessee	⠠⠞⠞⠞⠞⠞⠞⠞⠞⠞	10.8.1
th'	⠠⠞⠞⠞	10.4.2
Thaddeus	⠠⠞⠞⠞⠞⠞⠞⠞⠞⠞⠞	10.7.3 , 10.10.7
that'll	⠠⠞⠞⠞⠞⠞	10.1.2
t'have	⠠⠞⠞⠞⠞⠞⠞⠞	10.1.1
theatre	⠠⠞⠞⠞⠞⠞⠞	10.3.1 , 10.6.5 , 10.10.3
thee	⠠⠞⠞	10.3.1
theirs	⠠⠞⠞⠞	10.7.1
Thelma	⠠⠞⠞⠞⠞⠞⠞	10.3.1
then	⠠⠞⠞	10.10.3
thence	⠠⠞⠞⠞	10.3.1 , 10.8.1 , 10.10.2 , 10.10.3
thereby	⠠⠞⠞⠞⠞⠞	10.7.2
therefore	⠠⠞⠞⠞⠞⠞	10.7.2
therein	⠠⠞⠞⠞	10.7.2
Theresa	⠠⠞⠞⠞⠞⠞⠞⠞	10.3.1 , 10.7.2
thereupon	⠠⠞⠞⠞⠞⠞	10.7.2
Theseus	⠠⠞⠞⠞⠞⠞⠞⠞	10.7.2
thievery	⠠⠞⠞⠞⠞⠞⠞⠞	10.7.4
this'd	⠠⠞⠞⠞	10.2.2

this'n		10.2.2
thistle		10.2.1
th'n		10.4.2
Thomas		10.4.1
thorough		10.4.1
Thoseby		10.7.2
thou		10.4.1
thoughtful		10.7.1
throughout		10.7.1
thundered		10.7.9
timeously		10.7.8
timer		10.10.2
Timex		10.7.8
tobacco		10.6.5
toenail		10.6.8, 10.11.1
tofu		10.3.1
to-ing		10.4.3, 10.6.8
tomorrow's		10.9.2
toner		10.10.7
tongue		10.8.1
to-night		10.9.1
toreador		10.6.5
toward		10.4.1
towhee		10.10.8
trebled		10.4.1
twofold		10.3.1, 10.11.7
twosome		10.7.7
unamended		10.7.5, 10.11.5
unbecoming		10.6.1
uncongenial		10.11.6
undergo		10.7.9

underived		10.7.9 , 10.11.5
underogatory		10.7.9
underpaid		10.7.9
underworld		10.7.1
undisturbed		10.11.6
unfulfilled		10.8.1 , 10.11.6
Unilever		10.7.4
unless		10.8.1
unlessoned		10.8.1 , 10.11.6
unquestionable		10.7.1
untimely		10.7.8
unworkable		10.7.1
US (United States)		10.1.3
Vandyke		10.3.1 , 10.11.5
venereal		10.11.7
vengeance		10.10.2
viceregal		10.4.1
Vietnamese		10.7.5
weathered		10.10.3
well-known		10.7.1
Wenceslaus		10.8.1
whaddaya		10.10.9
wharf		10.4.1
whereas		10.10.8
whereby		10.7.1
where'er		10.7.1 , 10.10.8
wherein		10.7.1
whereof		10.3.1
whereupon		10.7.2
wherever		10.7.1 , 10.10.8

whichever		10.2.1
which'll		10.2.2
which've		10.2.2
whiskey-still		10.2.1
whistle		10.4.1
whosoever		10.7.2
will-o'-the-wisp		10.1.1
wisecre		10.11.1
withe		10.3.1
wither		10.10.2
withered		10.7.2
within		10.6.8
without		10.2.1, 10.3.1
withstand		10.3.1
word-for-word		10.7.1
Wordsworth		10.7.1
workday		10.7.1
working		10.7.1
worldly		10.7.1
world-wide		10.7.1
would-be		10.5.1
wounded		10.8.1
wrench		10.2.1
Wunderhorn		10.7.9
Xth		10.4.1
xxist		10.4.1
Yeats		10.6.5
you'd		10.1.2
you'll		10.1.2
you'm		10.1.2
youngest		10.7.1
Youngstown		10.7.1
Yourcenar		10.9.2

you're		10.1.2
you's		10.1.2
you've		10.1.2

Appendix 3: Symbols List

This list of symbols is arranged according to braille order, i.e.

Line 1: ⠠ ⠡ ⠢ ⠣ ⠤ ⠥ ⠦ ⠧ ⠨ ⠩
 Line 2: ⠪ ⠫ ⠬ ⠭ ⠮ ⠯ ⠰ ⠱ ⠲ ⠳
 Line 3: ⠴ ⠵ ⠶ ⠷ ⠸ ⠹ ⠺ ⠻ ⠼ ⠽
 Line 4: ⠿ ⠻ ⠼ ⠽ ⠾ ⠿ ⠻ ⠼ ⠽ ⠾
 Line 5: ⠿ ⠻ ⠼ ⠽ ⠾ ⠿ ⠻ ⠼ ⠽ ⠾
 Line 6: ⠿ ⠻ ⠼ ⠽ ⠾ ⠿
 Line 7: ⠿ ⠻ ⠼ ⠽ ⠾ ⠿

Print column:

A dashed circle ○ is used to indicate the position of a letter or item for symbols that are placed in relation to text.

Unicode column:

The Unicode values given are not intended to be strictly definitive but are a useful reference. To insert a symbol in many Windows applications including Word, type the Unicode number then Alt-x. This method usually requires a space before the Unicode number.

Usage and reference column:

When not otherwise indicated, symbols are assumed to take a grade 1 meaning. "Grade 2" refers to the contracted meaning of the symbol.

References are enclosed in brackets, with the type of bracket indicating the source document as follows:

This document, *The Rules of Unified English Braille*, 2013 – round brackets ()

Unified English Braille [Guidelines for Technical Material](#), October 2008 – square brackets []

Both these documents are available for download from the ICEB website at <http://www.iceb.org/ueb.html>.

Some symbols are not specified in either of these documents but have been included here for completeness.

Braille	Print	Unicode	Name	Usage and reference
	(space)	0020	space (no dots)	(3.23)
⠁	a	0061	lowercase letter a	(4.1)
⠠	1	0031	digit 1	numeric mode (6.1)
⠠⠠	about		about	grade 2 (10.9)
⠠⠠⠠	above		above	grade 2 (10.9)
⠠⠠⠠	according		according	grade 2 (10.9)
⠠⠠⠠	across		across	grade 2 (10.9)
⠠⠠⠠	after		after	grade 2 (10.9)
⠠⠠⠠	afternoon		afternoon	grade 2 (10.9)
⠠⠠⠠	afterward		afterward	grade 2 (10.9)
⠠⠠⠠	again		again	grade 2 (10.9)
⠠⠠⠠	against		against	grade 2 (10.9)
⠠⠠⠠	also		also	grade 2 (10.9)
⠠⠠⠠	almost		almost	grade 2 (10.9)
⠠⠠⠠	already		already	grade 2 (10.9)
⠠⠠⠠	altogether		altogether	grade 2 (10.9)
⠠⠠⠠	although		although	grade 2 (10.9)
⠠⠠⠠	always		always	grade 2 (10.9)
⠁	b	0062	lowercase letter b	(4.1)
⠠	but		but	grade 2, standing alone (10.1)
⠠	2	0032	digit 2	numeric mode (6.1)
⠠⠠	blind		blind	grade 2 (10.9)
⠠⠠⠠	braille		braille	grade 2 (10.9)


Braille	Print	Unicode	Name	Usage and reference
⠉	c	0063	lowercase letter c	(4.1)
⠉⠁⠎	can		can	grade 2, standing alone (10.1)
⠼	3	0033	digit 3	numeric mode (6.1)
⠉⠉⠇	could		could	grade 2 (10.9)
⠇	d	0064	lowercase letter d	(4.1)
⠇⠔	do		do	grade 2, standing alone (10.1)
⠼	4	0034	digit 4	numeric mode (6.1)
⠇⠉⠇⠁⠗⠑	declare		declare	grade 2 (10.9)
⠇⠉⠇⠁⠗⠊⠑	declaring		declaring	grade 2 (10.9)
⠇⠉⠉⠑⠑	deceive		deceive	grade 2 (10.9)
⠇⠉⠉⠑⠑⠊⠑	deceiving		deceiving	grade 2 (10.9)
⠑	e	0065	lowercase letter e	(4.1)
⠑⠑⠗⠑	every		every	grade 2, standing alone (10.1)
⠼	5	0035	digit 5	numeric mode (6.1)
⠉⠑⠊⠗	either		either	grade 2 (10.9)
⠇	f	0066	lowercase letter f	(4.1)
⠇⠒⠔	from		from	grade 2, standing alone (10.1)
⠼	6	0036	digit 6	numeric mode (6.1)
⠇⠒⠑⠎	friend		friend	grade 2 (10.9)
⠇⠒⠑⠎	first		first	grade 2 (10.9)
⠇	g	0067	lowercase letter g	(4.1)
⠇⠔	go		go	grade 2, standing alone (10.1)
⠼	7	0037	digit 7	numeric mode (6.1)

Braille	Print	Unicode	Name	Usage and reference
⠠⠠	good		good	grade 2 (10.9)
⠠⠠⠠	great		great	grade 2 (10.9)
⠠	h	0068	lowercase letter h	(4.1)
⠠	have		have	grade 2, standing alone (10.1)
⠠	8	0038	digit 8	numeric mode (6.1)
⠠⠠	him		him	grade 2 (10.9)
⠠⠠⠠	himself		himself	grade 2 (10.9)
⠠⠠⠠	herself		herself	grade 2 (10.9)
⠠	i	0069	lowercase letter i	(4.1)
⠠	9	0039	digit 9	numeric mode (6.1)
⠠⠠⠠	immediate		immediate	grade 2 (10.9)
⠠	j	006a	lowercase letter j	(4.1)
⠠	just		just	grade 2, standing alone (10.1)
⠠	0	0030	digit 0	numeric mode (6.1)
⠠	e.g. ↵		corner with upward vertical	horizontal line mode (16.2)
⠠	k	006b	lowercase letter k	(4.1)
⠠	knowledge		knowledge	grade 2, standing alone (10.1)
⠠	l	006c	lowercase letter l	(4.1)
⠠	like		like	grade 2, standing alone (10.1)
⠠⠠	little		little	grade 2 (10.9)
⠠⠠	letter		letter	grade 2 (10.9)
⠠	m	006d	lowercase letter m	(4.1)
⠠	more		more	grade 2, standing alone (10.1)

Braille	Print	Unicode	Name	Usage and reference
⠠⠍⠽⠑⠎	myself		myself	grade 2 (10.9)
⠠⠍⠘	much		much	grade 2 (10.9)
⠠⠍⠎	must		must	grade 2 (10.9)
⠠⠎	n	006e	lowercase letter n	(4.1)
⠠⠎⠠	not		not	grade 2, standing alone (10.1)
⠠⠎⠠⠍⠠⠎	necessary		necessary	grade 2 (10.9)
⠠⠎⠠⠎⠠	neither		neither	grade 2 (10.9)
⠠⠠	o	006f	lowercase letter o	(4.1)
⠠⠠	e.g. →		right pointing arrow (east), arrow terminator	arrow mode (11.6) [13.1]
⠠⠠	p	0070	lowercase letter p	(4.1)
⠠⠠	people		people	grade 2, standing alone (10.1)
⠠⠠⠠	paid		paid	grade 2 (10.9)
⠠⠠⠠⠠⠠	perceive		perceive	grade 2 (10.9)
⠠⠠⠠⠠⠠⠠	perceiving		perceiving	grade 2 (10.9)
⠠⠠⠠⠠	perhaps		perhaps	grade 2 (10.9)
⠠⠠	q	0071	lowercase letter q	(4.1)
⠠⠠	quite		quite	grade 2, standing alone (10.1)
⠠⠠⠠	quick		quick	grade 2 (10.9)
⠠⠠	r	0072	lowercase letter r	(4.1)
⠠⠠	rather		rather	grade 2, standing alone (10.1)
⠠⠠	e.g. →		regular barb, full, in line of direction	arrow mode (11.6) [13.3]

Braille	Print	Unicode	Name	Usage and reference
⠠⠗⠑⠘⠑	receive		receive	grade 2 (10.9)
⠠⠗⠑⠘⠑⠗	receiving		receiving	grade 2 (10.9)
⠠⠗⠑⠔⠗⠗	rejoice		rejoice	grade 2 (10.9)
⠠⠗⠑⠔⠗⠗⠗	rejoicing		rejoicing	grade 2 (10.9)
⠠⠎	s	0073	lowercase letter s	(4.1)
⠠⠎⠔	so		so	grade 2, standing alone (10.1)
⠠⠠⠠	e.g. ↗		up and right pointing arrow (northeast), arrow terminator	arrow mode [13.1]
⠠⠎⠑⠔	said		said	grade 2 (10.9)
⠠⠎⠠⠠	such		such	grade 2 (10.9)
⠠⠠⠠	t	0074	lowercase letter t	(4.1)
⠠⠠⠠	that		that	grade 2, standing alone (10.1)
⠠⠠⠠⠠	today		today	grade 2 (10.9)
⠠⠠⠠⠠⠠	together		together	grade 2 (10.9)
⠠⠠⠠⠠	tomorrow		tomorrow	grade 2 (10.9)
⠠⠠⠠⠠	tonight		tonight	grade 2 (10.9)
⠠⠠⠠	u	0075	lowercase letter u	(4.1)
⠠⠠⠠	us		us	grade 2, standing alone (10.1)
⠠⠠⠠	v	0076	lowercase letter v	(4.1)
⠠⠠⠠	very		very	grade 2, standing alone (10.1)
⠠⠠⠠	x	0078	lowercase letter x	(4.1)
⠠⠠⠠	x	0078	lowercase letter x as a cross	(3.9)
⠠⠠⠠	it		it	grade 2, standing alone (10.1)

Braille	Print	Unicode	Name	Usage and reference
⠠⠠	itself		itself	grade 2 (10.9)
⠠⠨	its		its	grade 2 (10.9)
⠨	y	0079	lowercase letter y	(4.1)
⠠	you		you	grade 2, standing alone (10.1)
⠠	e.g. →		curved barb, full, in line	arrow mode [13.3]
⠠⠠	your		your	grade 2 (10.9)
⠠⠠⠠	yourself		yourself	grade 2 (10.9)
⠠⠠⠠⠠	yourselves		yourselves	grade 2 (10.9)
⠨	z	007a	lowercase letter z	(4.1)
⠠	as		as	grade 2, standing alone (10.1)
⠠			superposition indicator	between two items [14.3.2]
⠠	and		and	grade 2 (10.3)
⠠			curved barb, full, counter	arrow mode [13.3]
⠠			cursor indicator	on a line by itself [17]
⠠			horizontal juxtaposition indicator	between two items [14.3.4]
⠠	for		for	grade 2 (10.3)
⠠	○		circle	shape mode (11.7) [14]
⠠	≡		triple horizontal line segment	horizontal line mode (16.2)
⠠			general fraction open indicator	(11.3) [6]
⠠	of		of	grade 2 (10.3)
⠠	∫	222b	integral sign	[11]

Braille	Print	Unicode	Name	Usage and reference
⠠	the		the	grade 2 (10.3)
⠠⠠⠠⠠	themselves		themselves	grade 2 (10.9)
⠠			general fraction close indicator	(11.3) [6]
⠠	with		with	grade 2 (10.3)
⠠				unassigned in grade 1
⠠	ch		ch	grade 2 (10.4)
⠠	child		child	grade 2, standing alone (10.2)
⠠⠠	children		children	grade 2 (10.9)
⠠			opening braille grouping indicator	when followed by nonspace (3.4 , 11.4) [7]
⠠	gh		gh	grade 2 (10.4)
⠠	e.g. ↘		down and right pointing arrow (southeast), arrow terminator	arrow mode [13.1]
⠠	e.g. 		crossing with left-leaning diagonal line	horizontal line mode (16.2)
⠠	↙		left-leaning single solid diagonal line segment	when surrounded by spaces/other diagonal line segments (16.3)
⠠	√		open radical (root)	(11.5) [8]
⠠	sh		sh	grade 2 (10.4)
⠠	shall		shall	grade 2, standing alone (10.2)
⠠	e.g. ↓		down pointing arrow (south), arrow terminator	arrow mode (11.6) [13.1]
⠠⠠	should		should	grade 2 (10.9)



Braille	Print	Unicode	Name	Usage and reference
⠄			first transcriber-defined print symbol	(3.26) [11]
⠄	th		th	grade 2 (10.4)
⠄	this		this	grade 2, standing alone (10.2)
⠄⠄⠄	thysself		thysself	grade 2 (10.9)
⠄	̄		bar over previous item	[12]
⠄	wh		wh	grade 2 (10.4)
⠄	which		which	grade 2, standing alone (10.2)
⠄	e.g. ↖		up and left pointing arrow (northwest), arrow terminator	arrow mode [13.1]
⠄			shape terminator	shape mode (11.7) [14.1]
⠄			shape indicator	(3.22 , 11.7) [14]
⠄	ed		ed	grade 2 (10.4)
⠄			vertical juxtaposition indicator	between two items [14.3.3]
⠄	er		er	grade 2 (10.4)
⠄			arrow indicator	(3.2 , 11.6) [13.1]
⠄	ou		ou	grade 2 (10.4)
⠄	out		out	grade 2, standing alone (10.2)
⠄	e.g. →		straight barb, full (directionless)	arrow mode [13.3]
⠄⠄⠄⠄	ourselves		ourselves	grade 2 (10.9)
⠄			physical enclosure indicator	between two items (11.7) [14.3.1]
























Braille	Print	Unicode	Name	Usage and reference
⠠	ow		ow	grade 2 (10.4)
⠠	e.g. ←		left pointing arrow (west), arrow terminator	arrow mode (11.6) [13.1]
⠠	w	0077	lowercase letter w	(4.1)
⠠	will		will	grade 2, standing alone (10.1)
⠠			regular barb, full, counter to line of direction	arrow mode (11.6) [13.3]
⠠	e.g. †		crossing with vertical line	horizontal line mode (16.2)
⠠⠠	would		would	grade 2 (10.9)
⠠	,	002c	comma	(7)
⠠	,	002c	comma, comma as decimal	numeric mode (6)
⠠	ea		ea	grade 2, preceded and followed by a letter (10.6)
⠠	e.g. →		short dotted line shaft	arrow mode (11.6) [13.2]
⠠	e.g. ---		variant horizontal line segment (e.g. dotted or dashed)	horizontal line mode (16.2)
⠠⠠	e.g. ⠠→		medium dotted line shaft	arrow mode (11.6) [13.2]
⠠⠠⠠	e.g. ⠠⠠→		long dotted line shaft	arrow mode (11.6) [13.2]
⠠	;	003b	semicolon	(7)
⠠	be		be	grade 2, forming the first syllable of a word (10.6)
⠠	bb		bb	grade 2, preceded and followed by a letter (10.6)

Braille	Print	Unicode	Name	Usage and reference
⠃⠑	be		be	grade 2, standing alone (10.5)
⠃⠃⠑	because		because	grade 2 (10.9)
⠃⠃⠑	before		before	grade 2 (10.9)
⠃⠃⠑	behind		behind	grade 2 (10.9)
⠃⠃⠑	below		below	grade 2 (10.9)
⠃⠃⠑	beneath		beneath	grade 2 (10.9)
⠃⠃⠑	beside		beside	grade 2 (10.9)
⠃⠃⠑	between		between	grade 2 (10.9)
⠃⠃⠑	beyond		beyond	grade 2 (10.9)
⠃⠑	:	003a	colon	(7)
⠃⠑	:	2236	ratio	(3.17) [3]
⠃⠑	con		con	grade 2, forming the first syllable of a word (10.6)
⠃⠃	cc		cc	grade 2, preceded and followed by a letter (10.6)
⠃⠑	e.g. →		short single straight line shaft	arrow mode (11.6) [13.2]
⠃⠑	—		simple (solid single) horizontal line segment	horizontal line mode (16.2)
⠃⠑			strike through for tally marks	preceded by vertical line, followed by space [4.2]
⠃⠃⠑	conceive		conceive	grade 2 (10.9)
⠃⠃⠑	conceiving		conceiving	grade 2 (10.9)
⠃⠃⠑	::	2237	proportion	(3.17)
⠃⠑	e.g. →		medium single straight line shaft	arrow mode (11.6) [13.2]

Braille	Print	Unicode	Name	Usage and reference
⠠⠠⠠	e.g. →		long single straight line shaft	arrow mode (11.6) [13.2]
⠠.	.	002e	full stop (period), dot	(7)
⠠.	.	002e	full stop (period), decimal point	numeric mode (6)
⠠dis	dis		dis	grade 2, forming the first syllable of a word (10.6)
⠠↵	e.g. ↵		shaft with sharp turn to the right (in line of direction)	arrow mode [13.2]
⠠⠠⠠	e.g. ㄱ		corner with downward vertical	horizontal line mode (16.2)
⠠⠠⠠	e.g. ...		ellipsis	(7.3)
⠠.	e.g. H ₂ O		subscript indicator	(3.24 , 11.4) [7]
⠠en	en		en	grade 2 (10.6)
⠠enough	enough		enough	grade 2, standing alone (10.5)
⠠↷	e.g. ↷		shaft curved or bent to the right (clockwise in line of direction)	arrow mode [13.2]
⠠!	!	0021	exclamation mark	(7)
⠠!	!	0021	factorial sign	[11]
⠠ff	ff		ff	grade 2, preceded and followed by a letter (10.6)
⠠'	'	2032	prime	distinguished from apostrophe in print (3.11 , 3.15) [2.10, 10, 11]
⠠gg	gg		gg	grade 2, preceded and followed by a letter (10.6)

Braille	Print	Unicode	Name	Usage and reference
⠠	were		were	grade 2, standing alone (10.5)
⠠	e.g. \Rightarrow		short double line shaft	arrow mode (11.6) [13.2]
⠠	=		double horizontal line segment	horizontal line mode (16.2)
⠠⠠	"	2033	double prime	(3.11 , 3.15) [2.10]
⠠⠠	e.g. \Rightarrow		medium double line shaft	arrow mode (11.6) [13.2]
⠠⠠⠠	e.g. \Rightarrow		long double line shaft	arrow mode (11.6) [13.2]
⠠	?	003f	question mark	(7.5)
⠠	e.g. " or '		opening one-cell (nonspecific) quotation mark	before beginning of word (7.6)
⠠	his		his	grade 2, standing alone (10.5)
⠠	e.g. x^2		superscript indicator	(3.24 , 11.4) [7]
⠠	in		in	grade 2 (10.5 , 10.6)
⠠	e.g. \curvearrowleft		shaft curved or bent to the left (anticlockwise in line of direction)	arrow mode [13.2]
⠠	e.g. " or '		closing one-cell (nonspecific) quotation mark	(7.6)
⠠	was		was	grade 2, standing alone (10.5)
⠠	e.g. \hookleftarrow		shaft with sharp turn to the left (in line of direction)	arrow mode [13.2]
⠠	e.g. $\frac{1}{2}$		simple numeric fraction line	numeric mode (6 , 11.3) [6]
⠠	st		st	grade 2 (10.4)
⠠	still		still	grade 2, standing alone (10.2)

Braille	Print	Unicode	Name	Usage and reference
⠠	√		close radical (root)	(11.5) [8]
⠠			visible space	[3.6, 17]
⠠	ing		ing	grade 2 (10.4)
⠠	e.g. ↑		up pointing arrow (north), arrow terminator	arrow mode (11.6) [13.1]
⠠			spaced numeric indicator	before space (6.8) [4.1]
⠠⠠	1	0031	digit 1 and set numeric and grade 1 modes	(5.6 , 6)
⠠⠠⠠			regular undecagon (hendecagon)	shape mode [14]
⠠⠠⠠			regular dodecagon	shape mode [14]
⠠⠠⠠			regular decagon	shape mode [14]
⠠⠠	2	0032	digit 2 and set numeric and grade 1 modes	(5.6 , 6)
⠠⠠	3	0033	digit 3 and set numeric and grade 1 modes	(5.6 , 6)
⠠⠠	△		regular (equilateral) triangle	shape mode (11.7) [14]
⠠⠠	4	0034	digit 4 and set numeric and grade 1 modes	(5.6 , 6)
⠠⠠	□		square	shape mode (11.7) [3.6, 14]
⠠⠠	5	0035	digit 5 and set numeric and grade 1 modes	(5.6 , 6)
⠠⠠			regular pentagon	shape mode [14]

Braille	Print	Unicode	Name	Usage and reference
	6	0036	digit 6 and set numeric and grade 1 modes	(5.6 , 6)
			regular hexagon	shape mode [14]
	7	0037	digit 7 and set numeric and grade 1 modes	(5.6 , 6)
			regular heptagon	shape mode [14]
	8	0038	digit 8 and set numeric and grade 1 modes	(5.6 , 6)
			regular octagon	shape mode [14]
	9	0039	digit 9 and set numeric and grade 1 modes	(5.6 , 6)
			regular nonagon	shape mode [14]
	0	0030	digit 0 and set numeric and grade 1 modes	(5.6 , 6)
	∥	2225	parallel to	[11]
	ɣ	021d	lowercase yogh	(12)
	∞	221e	infinity sign	[11]
	þ	00fe	lowercase thorn	(12)
	₪	266e	natural	(3.18)
	♭	266d	flat	(3.18)
	♯	266f	sharp	(3.18)
			second transcriber-defined print symbol	(3.26) [11]
	ð	00f0	lowercase eth	(12)
	ƿ	01bf	lowercase wynn (wen)	(12)

Braille	Print	Unicode	Name	Usage and reference
⠠⠠⠠	,	002c	decimal comma and set numeric and grade 1 modes	(6)
⠠⠠⠠	.	002e	decimal point and set numeric and grade 1 modes	(6)
⠠⠠			numeric passage indicator	before space (6.9) [4.1]
⠠⠠			numeric passage terminator	(6.9) [4.1]
⠠⠠	⊥	22a5	perpendicular to (up tack)	[11]
⠠⠠⠠	∟	22be	measured right angle sign	[11]
⠠			closing braille grouping indicator	(3.4, 11.4) [7]
⠠	ar		ar	grade 2 (10.4)
⠠	e.g. ↙		down and left pointing arrow (southwest), arrow terminator	arrow mode [13.1]
⠠	e.g. ✂		crossing with right-leaning diagonal line	horizontal line mode (16.2)
⠠	/		right-leaning single solid diagonal line segment	when surrounded by spaces/other diagonal line segments (16.3)
⠠	'	0027	apostrophe	(7)
⠠	'	0027	nondirectional single quote	(7.6.6)
⠠	'	0027	minutes	(3.11)
⠠	'	0027	feet	(3.15)

Braille	Print	Unicode	Name	Usage and reference
⠄			opening non-UEB passage indicator terminator	following the commence opening non-UEB passage indicator (14)
⠄			horizontal line mode terminator	horizontal line mode (16.2)
⠄	-	002d	hyphen	(7.2) [3.3]
⠠⠠	@	0040	commercial at sign	(3.7) [11]
⠠⠠	¢	00a2	cent sign	(3.10) [2.10]
⠠⠠	∂	2202	partial derivative (curly d)	[11]
⠠⠠	€	20ac	euro sign	(3.10) [2.10]
⠠⠠	₣	20a3	French franc sign	(3.10) [2.10]
⠠⠠	∅	2205	null set (slashed zero)	[10]
⠠⠠	£	00a3	pound sign (pound sterling)	(3.10) [2.10]
⠠⠠	₦	20a6	Naira sign	(3.10) [2.10]
⠠⠠	e.g. →	21c0	regular barb, upper half, in line	arrow mode [13.3]
⠠⠠	\$	0024	dollar sign	(3.10) [2.10]
⠠⠠	¥	00a5	yen sign (yuan sign)	(3.10) [2.10]
⠠⠠	e.g. ↷		curved barb, upper half, in line	arrow mode [13.3]
⠠⠠	&	0026	ampersand	(3.1) [11]
⠠⠠			curved barb, upper half, counter	arrow mode [13.3]
⠠⠠	∫	222e	closed line integral (small circle halfway up)	[11]
⠠⠠	/	0338	solidus (forward slash) overlay on following letter	(4.2)

Braille	Print	Unicode	Name	Usage and reference
⠨⠠	<	003c	opening angle bracket	(7) [3, 5]
⠨⠠	<	003c	less-than	(3.17, 11.2) [3]
⠨⠠	¬	00ac	"not" sign (line horizontal, then down at right)	[10]
⠨⠠	e.g. ∅ or ⊖		line through previous item (cancellation, "not")	[3, 4.1.6, 12]
⠨⠠	e.g. ♥		transcriber-defined shape indicator	(11.7) [14.2]
⠨⠠			straight barb, upper half (directionless)	arrow mode [13.3]
⠨⠠			regular barb, upper half, counter	arrow mode [13.3]
⠨⠠			script word indicator	(9)
⠨⠠			script symbol indicator	(9)
⠨⠠	⊖	0336	horizontal stroke overlay on following letter	(4.2)
⠨⠠	^	005e	caret (hat)	(3.6) [11]
⠨⠠	v	2228	or (upright v shape)	[10]
⠨⠠			script passage indicator	(9)
⠨⠠	∧	2227	and (inverted v shape)	[10]
⠨⠠	~	007e	tilde (swung dash)	(3.25) [11]
⠨⠠	∴	2235	"since" (three dots in inverted pyramid)	[11]

Braille	Print	Unicode	Name	Usage and reference
	̆	0306	breve above following letter	(4.2)
	e.g.		parallelogram	shape mode [14]
			third transcriber-defined print symbol	(3.26) [11]
			first transcriber-defined typeform word indicator	(9)
			first transcriber-defined typeform symbol indicator	(9)
			first transcriber-defined typeform passage indicator	(9)
			first transcriber-defined typeform terminator	(9)
	>	003e	closing angle bracket	(7) [3, 5]
	>	003e	greater-than	(3.17, 11.2) [3]
			script terminator	(9)
	̄	0304	macron above following letter	(4.2)
	⊃	220b	contains as an element (reverse variant epsilon)	[10]
	⊂	22b2	is a normal subgroup of (closed "less than")	[10]
	e.g.		transcriber-defined filled (solid) shape indicator	[14.2]
	⊨	22a3	reverse assertion ("T" lying on right side)	[10]

Braille	Print	Unicode	Name	Usage and reference
	e.g. \rightleftharpoons		equilibrium arrow, trend to the left	[16]
	\triangleright	22b3	inverse "is normal subgroup" (closed "greater than")	[10]
	e.g. $\bullet \bullet$ $\bullet \bullet$		quadruple dot for electrons or bond	[16]
	e.g. -----		quadruple dashed line bond	[16]
	e.g. $\times \times$ $\times \times$		quadruple cross for electrons	[16]
	e.g. $\circ \circ$ $\circ \circ$		quadruple small circle for electrons	[16]
	e.g. ====		quadruple line bond	[16]
			opening transcriber's note indicator	(3.27)
	e.g.		transcriber-defined shaded shape indicator	[14.2]
			closing transcriber's note indicator	(3.27)
	†	2020	dagger	(3.3)
	†	2020	dagger as a cross	(3.9)
	‡	2021	double dagger	(3.3)
	e.g. ⋮		first variant vertical line segment	when surrounded by spaces/other vertical line segments (16.3)
	\forall	2200	"for all" (inverted A)	[11]
	©	00a9	copyright sign	(3.8)

Braille	Print	Unicode	Name	Usage and reference
⠠⠨	∇	2207	del, nabla (inverted capital delta)	[11]
⠠⠠	€	2208	is an element of (variant epsilon)	[10]
⠠⠠	°	00b0	degree sign	(3.11) [2.10]
⠠⠠	ŋ	014b	lowercase eng	(4.4)
⠠⠠	¶	00b6	paragraph sign	(3.20)
⠠⠠	®	00ae	registered sign	(3.8)
⠠⠠	§	00a7	section sign	(3.20)
⠠⠠	™	2122	trademark sign	(3.8)
⠠⠠	upon		upon	grade 2 (10.7)
⠠⠠	♀	2640	female sign (Venus)	(3.16)
⠠⠠	♂	2642	male sign (Mars)	(3.16)
⠠⠠	◌̣	0327	cedilla below following letter	(4.2)
⠠⠠			non-UEB word indicator	(14)
⠠⠠	these		these	grade 2 (10.7)
⠠⠠			non-UEB word terminator	(14)
⠠⠠	◌̀	0300	grave accent above following letter	(4.2)
⠠⠠	⊂	2282	contained in, is a subset of (U open to right)	[10]
⠠⠠	◌̂	0302	circumflex above following letter	(4.2)
⠠⠠	those		those	grade 2 (10.7)

Braille	Print	Unicode	Name	Usage and reference
⠠⠨	→		simple right-pointing arrow over previous item	[12]
⠠⠨	whose		whose	grade 2 (10.7)
⠠⠨	◌̊	030a	ring (circle) above following letter	(4.2)
⠠⠨	◌̃	0303	tilde above following letter	(4.2)
⠠⠨			bold arrow indicator	[13.1]
⠠⠨			calculator window	
⠠⠨	word		word	grade 2 (10.7)
⠠⠨			boldface word indicator	(9)
⠠⠨			boldface symbol indicator	(9)
⠠⠨	◌̈	0308	dieresis (umlaut) above following letter	(4.2)
⠠⠨	◌̇	0307	dot over previous item	[12]
⠠⠨	∃	2203	"there exists" (reverse E)	[11]
⠠⠨	e.g. æ		ligature indicator	(4.3 , 12)
⠠⠨			boldface passage indicator	(9)
⠠⠨	e.g. "	201c	opening double quotation mark	(7.6)
⠠⠨	≈	2248	approximately equal to (tilde over tilde)	[3]
⠠⠨	e.g. "	201d	closing double quotation mark	(7.6)

Braille	Print	Unicode	Name	Usage and reference
⠠⠠⠠	´	0301	acute accent above following letter	(4.2)
⠠⠠⠠	ˇ	030c	caron (hacek, wedge) above following letter	(4.2)
⠠⠠⠠⠠			fourth transcriber-defined print symbol	(3.26) [11]
⠠⠠⠠⠠			second transcriber-defined typeform word indicator	(9)
⠠⠠⠠⠠			second transcriber-defined typeform symbol indicator	(9)
⠠⠠⠠⠠			second transcriber-defined typeform passage indicator	(9)
⠠⠠⠠⠠			second transcriber-defined typeform terminator	(9)
⠠⠠⠠	⊃	2283	contains, is a superset of (U open to left)	[10]
⠠⠠⠠			boldface terminator	(9)
⠠⠠⠠⠠			first transcriber-defined modifier on following letter	(4.2)
⠠⠠⠠⠠			second transcriber-defined modifier on following letter	(4.2)

Braille	Print	Unicode	Name	Usage and reference
⠠⠠⠠	⌘	22a8	"is valid" sign (assertion with double stem on "T")	[10]
⠠⠠⠠	↔	21cc	equilibrium arrow (harpoons)	[16]
⠠⠠⠠			third transcriber- defined modifier on following letter	(4.2)
⠠⠠⠠	≈	224f	equals sign with bump in top bar (difference between or approximately equal)	[3]
⠠⠠⠠	e.g. '		primary stress sign	(15.2)
⠠⠠⠠	e.g. †		high tone	(15.3)
⠠⠠⠠	e.g. ↗		global rise	(15.3)
⠠⠠⠠	e.g. ↘		high falling	(15.3)
⠠⠠⠠	e.g. ↗		high rising	(15.3)
⠠⠠⠠	e.g. ↓		down step	(15.3)
⠠⠠⠠	e.g. ↶		rise-fall	(15.3)
⠠⠠⠠	e.g. ↑		up step	(15.3)
⠠⠠⠠			secondary stress sign	(15.2)
⠠⠠⠠	e.g. ‡		mid tone	(15.3)
⠠⠠⠠	e.g. ↙		low falling	(15.3)
⠠⠠⠠	e.g. ↗		low rising	(15.3)
⠠⠠⠠	e.g. ↘		global fall	(15.3)
⠠⠠⠠	e.g. ↶		fall-rise	(15.3)

Braille	Print	Unicode	Name	Usage and reference
⠠⠠⠠	e.g. 4		low tone	(15.3)
⠠⠠⠠⠠	i	00a1	inverted exclamation mark	(13.5)
⠠⠠⠠⠠	¿	00bf	inverted question mark	(13.5)
⠠			line indicator, as in poetry	unspaced before, followed by space (15.1)
⠠	e.g. |		vertical single solid line segment	when surrounded by spaces/other vertical line segments [4.1] (16.3)
⠠	|		tally mark	[4.2]
⠠⠠			lowercase reserved non-Roman letter	
⠠⠠			lowercase reserved non-Roman letter	
⠠⠠			lowercase reserved non-Roman letter	
⠠⠠	cannot		cannot	grade 2 (10.7)
⠠⠠			lowercase reserved non-Roman letter	
⠠⠠			lowercase reserved non-Roman letter	
⠠⠠			lowercase reserved non-Roman letter	
⠠⠠			lowercase reserved non-Roman letter	
⠠⠠			lowercase reserved non-Roman letter	

Braille	Print	Unicode	Name	Usage and reference
⠠⠏⠗⠗	had		had	grade 2 (10.7)
⠠⠏⠗⠗			lowercase reserved non-Roman letter	
⠠⠏⠗⠗			lowercase reserved non-Roman letter	
⠠⠏⠗⠗			lowercase reserved non-Roman letter	
⠠⠏⠗⠗			lowercase reserved non-Roman letter	
⠠⠏⠗⠗			lowercase reserved non-Roman letter	
⠠⠏⠗⠗	many		many	grade 2 (10.7)
⠠⠏⠗⠗			lowercase reserved non-Roman letter	
⠠⠏⠗⠗			lowercase reserved non-Roman letter	
⠠⠏⠗⠗			lowercase reserved non-Roman letter	
⠠⠏⠗⠗			lowercase reserved non-Roman letter	
⠠⠏⠗⠗			lowercase reserved non-Roman letter	
⠠⠏⠗⠗			lowercase reserved non-Roman letter	
⠠⠏⠗⠗	spirit		spirit	grade 2 (10.7)
⠠⠏⠗⠗			lowercase reserved non-Roman letter	

Braille	Print	Unicode	Name	Usage and reference
⠠⠠⠠			lowercase reserved non-Roman letter	
⠠⠠⠠			lowercase reserved non-Roman letter	
⠠⠠⠠			lowercase reserved non-Roman letter	
⠠⠠⠠			lowercase reserved non-Roman letter	
⠠⠠⠠			lowercase reserved non-Roman letter	
⠠⠠⠠	≡	2261	equivalent to (three horizontal lines)	[3]
⠠⠠⠠	their		their	grade 2 (10.7)
⠠⠠⠠	\	005c	reverse solidus (backslash)	(7) [11]
⠠⠠⠠	{	007b	opening curly bracket (brace bracket)	(7) [5]
⠠⠠⠠			opening Nemeth Code indicator	(14.6)
⠠⠠⠠	#	0023	number sign (crosshatch, hash, pound sign)	(3.19) [11]
⠠⠠⠠	̃	0303	tilde over previous item	[12]
⠠⠠⠠	e.g. ■		filled (solid) shape indicator	[14]
⠠⠠⠠	|	007c	vertical line in scansion	(15.1)
⠠⠠⠠	|	007c	vertical bar in mathematics	[5, 11]
⠠⠠⠠	∠	2220	angle sign	[11]

Braille	Print	Unicode	Name	Usage and reference
⠠⠠⠠			lowercase reserved non-Roman letter	
⠠⠠⠠	world		world	grade 2 (10.7)
⠠⠠⠠			underlined word indicator	(9)
⠠⠠⠠			underlined symbol indicator	(9)
⠠⠠⠠	⊢	22a6	assertion ("is a theorem" sign, "T" lying on left side)	[10]
⠠⠠⠠	•	2022	bullet	(3.5)
⠠⠠⠠	ə	0259	lowercase schwa	(4.4)
⠠⠠⠠	±	00b1	plus-or-minus (plus over minus)	[3]
⠠⠠⠠			underlined passage indicator	(9)
⠠⠠⠠	«	00ab	opening Italian quotation mark (small double angle brackets)	(7.6)
⠠⠠⠠	≈	2243	approximately equal to (tilde over horizontal straight line)	[3]
⠠⠠⠠	»	00bb	closing Italian quotation mark (small double angle brackets)	(7.6)
⠠⠠⠠	/	002f	solidus (forward slash)	(7 , 15.1)
⠠⠠⠠⠠			fifth transcriber-defined print symbol	(3.26) [11]
⠠⠠⠠⠠			third transcriber-defined typeform word indicator	(9)

Braille	Print	Unicode	Name	Usage and reference
⠠⠠⠠			third transcriber-defined typeform symbol indicator	(9)
⠠⠠⠠			third transcriber-defined typeform passage indicator	(9)
⠠⠠⠠			third transcriber-defined typeform terminator	(9)
⠠⠠	}	007d	closing curly bracket (brace bracket)	(7) [5]
⠠⠠			underline terminator	(9)
⠠⠠	±	2213	minus-or-plus (minus over plus)	[3]
⠠⠠⠠	≤	2264	less than or equal to	[3]
⠠⠠⠠	≥	2265	greater than or equal to	[3]
⠠⠠⠠	⊆	2286	contained in or equal to	[10]
⠠⠠⠠	⊇	2287	contains or equal to	[10]
⠠⠠⠠	⊆̅	22b4	is normal subgroup of or equal (closed "less than" with line under)	[10]
⠠⠠⠠				unassigned/reserved
⠠⠠⠠	⊇̅	22b5	inverse "normal subgroup or equal" (closed "greater than" with line under)	[10]
⠠⠠⠠				unassigned/reserved

Braille	Print	Unicode	Name	Usage and reference
			4 tally marks with strike through (representing 5 items)	[4.2]
	e.g. • • •		triple dot for electrons or bond	[16]
	e.g. ⋯⋯⋯		triple dashed line bond	[16]
	∝	221d	is proportional to (varies as)	[3, 11]
	eg. x x x		triple cross for electrons	[16]
	e.g. ° ° °		triple small circle for electrons	[16]
	e.g. ≡		triple line bond	[16]
			line continuation indicator	at end of line (6.10) [1.4, 17]
	e.g. 10 100	00a0	numeric space before digit 1	numeric mode (6.6)
	e.g. 10 200	00a0	numeric space before digit 2	numeric mode (6.6)
	e.g. 10 300	00a0	numeric space before digit 3	numeric mode (6.6)
	day		day	grade 2 (10.7)
	e.g. 10 400	00a0	numeric space before digit 4	numeric mode (6.6)
	ever		ever	grade 2 (10.7)
	e.g. 10 500	00a0	numeric space before digit 5	numeric mode (6.6)
	father		father	grade 2 (10.7)
	e.g. 10 600	00a0	numeric space before digit 6	numeric mode (6.6)
	e.g. 10 700	00a0	numeric space before digit 7	numeric mode (6.6)
	here		here	grade 2 (10.7)

Braille	Print	Unicode	Name	Usage and reference
⠠⠠	e.g. 10 800	00a0	numeric space before digit 8	numeric mode (6.6)
⠠⠠	e.g. 10 900	00a0	numeric space before digit 9	numeric mode (6.6)
⠠⠠	e.g. 10 000	00a0	numeric space before digit 0	numeric mode (6.6)
⠠⠠	know		know	grade 2 (10.7)
⠠⠠	lord		lord	grade 2 (10.7)
⠠⠠	mother		mother	grade 2 (10.7)
⠠⠠	name		name	grade 2 (10.7)
⠠⠠	one		one	grade 2 (10.7)
⠠⠠⠠	oneself		oneself	grade 2 (10.9)
⠠⠠	part		part	grade 2 (10.7)
⠠⠠	question		question	grade 2 (10.7)
⠠⠠	right		right	grade 2 (10.7)
⠠⠠	some		some	grade 2 (10.7)
⠠⠠	time		time	grade 2 (10.7)
⠠⠠	under		under	grade 2 (10.7)
⠠⠠	young		young	grade 2 (10.7)
⠠⠠			commences opening non-UEB passage indicator	followed by ⠠ (14)
⠠⠠	there		there	grade 2 (10.7)
⠠⠠	character		character	grade 2 (10.7)
⠠⠠	(	0028	opening parenthesis (round bracket)	(7) [5]
⠠⠠	√	221a	radical without vinculum	[8]
⠠⠠	through		through	grade 2 (10.7)

Braille	Print	Unicode	Name	Usage and reference
⠠⠠	̂		hat over previous item	[12]
⠠⠠	where		where	grade 2 (10.7)
⠠⠠	ought		ought	grade 2 (10.7)
⠠⠠	work		work	grade 2 (10.7)
⠠⠠	"	3003	ditto mark	(3.12)
⠠⠠			horizontal line mode indicator	(16.2) [4.1]
⠠⠠	.	22c5	multiplication dot	[3]
⠠⠠	e.g. •		single dot for electron or bond	[16]
⠠⠠	e.g. -----		single dashed line bond	[16]
⠠⠠	+	002b	plus	(3.17 , 11.2) [3]
⠠⠠	=	003d	equals	(3.17 , 11.2) [3]
⠠⠠	×	00d7	times (multiplication cross)	(3.17 , 11.2) [3]
⠠⠠	×	00d7	times as a cross	(3.9)
⠠⠠	e.g. ×		single cross for electron	[16]
⠠⠠	*	002a	asterisk	(3.3) [11]
⠠⠠	◦	2218	"hollow dot"	[11]
⠠⠠	e.g. ◦		single small circle for electron	[16]
⠠⠠	÷	00f7	divided by	(3.17 , 11.2) [3]
⠠⠠⠠			sixth transcriber-defined print symbol	(3.26) [11]
⠠⠠⠠			fourth transcriber-defined typeform word indicator	(9)

Braille	Print	Unicode	Name	Usage and reference
⠠⠠⠠⠠			fourth transcriber-defined typeform symbol indicator	(9)
⠠⠠⠠⠠			fourth transcriber-defined typeform passage indicator	(9)
⠠⠠⠠⠠			fourth transcriber-defined typeform terminator	(9)
⠠⠠	)	0029	closing parenthesis (round bracket)	(7) [5]
⠠⠠	–	2212	minus (when distinguished from hyphen)	(3.17, 11.2) [3]
⠠⠠⠠⠠	[	005b	opening IPA bracket, opening square bracket with switch from UEB to IPA	(14.4)
⠠⠠⠠⠠	/	002f	opening IPA slash, opening solidus (forward slash) with switch from UEB to IPA	(14.4)
⠠⠠⠠⠠	e.g. \rightleftharpoons		equilibrium arrow, trend to the right	[16]
⠠⠠⠠⠠	≈	2245	tilde over equals sign (approximately equal)	[3]
⠠⠠			line continuation indicator with space	at end of line (6.10) [17]























Braille	Print	Unicode	Name	Usage and reference
⠠⠠			guide dots	with space before and after (16.5)
⠠⠠⠠			dot locator for "use"	(3.14) [1.7]
⠠⠠⠠⠠			general opening IPA indicator	(14.4)
⠠⠠⠠⠠	—	2015	long dash	(7.2) [3.6]
⠠⠠	α	03b1	lowercase Greek alpha	(4.5) [11.7]
⠠⠠	β	03b2	lowercase Greek beta	(4.5) [11.7]
⠠⠠	δ	03b4	lowercase Greek delta	(4.5) [11.7]
⠠⠠	ound		ound	grade 2, following a letter (10.8)
⠠⠠	ε	03b5	lowercase Greek epsilon	(4.5) [11.7]
⠠⠠	ance		ance	grade 2, following a letter (10.8)
⠠⠠	φ	03c6	lowercase Greek phi	(4.5) [11.7]
⠠⠠	γ	03b3	lowercase Greek gamma	(4.5) [11.7]
⠠⠠	ι	03b9	lowercase Greek iota	(4.5) [11.7]
⠠⠠	ϑ		"normal" (superscript circle crossed by horizontal line)	
⠠⠠	κ	03ba	lowercase Greek kappa	(4.5) [11.7]
⠠⠠	λ	03bb	lowercase Greek lambda	(4.5) [11.7]
⠠⠠	μ	03bc	lowercase Greek mu	(4.5) [11.7]
⠠⠠	ν	03bd	lowercase Greek nu	(4.5) [11.7]
⠠⠠	sion		sion	grade 2, following a letter (10.8)

Braille	Print	Unicode	Name	Usage and reference
⠠⠠⠠	ο	03bf	lowercase Greek omicron	(4.5) [11.7]
⠠⠠⠠	π	03c0	lowercase Greek pi	(4.5) [11.7]
⠠⠠⠠	ρ	03c1	lowercase Greek rho	(4.5) [11.7]
⠠⠠⠠	σ or ς	03c3 or 03c2	lowercase Greek sigma	(4.5) [11.7]
⠠⠠⠠	less		less	grade 2, following a letter (10.8)
⠠⠠⠠	τ	03c4	lowercase Greek tau	(4.5) [11.7]
⠠⠠⠠	ount		ount	grade 2, following a letter (10.8)
⠠⠠⠠	υ	03c5	lowercase Greek upsilon	(4.5) [11.7]
⠠⠠⠠	ξ	03be	lowercase Greek xi	(4.5) [11.7]
⠠⠠⠠	ψ	03c8	lowercase Greek psi	(4.5) [11.7]
⠠⠠⠠	ζ	03b6	lowercase Greek zeta	(4.5) [11.7]
⠠⠠⠠	χ	03c7	lowercase Greek chi	(4.5) [11.7]
⠠⠠⠠			dot locator for "mention"	(3.13)
⠠⠠⠠	`	0060	grave accent alone	
⠠⠠⠠	[	005b	opening square bracket	(7) [5]
⠠⠠⠠	θ	03b8	lowercase Greek theta	(4.5) [11.7]
⠠⠠⠠	η	03b7	lowercase Greek eta	(4.5) [11.7]
⠠⠠⠠	e.g. ▒		shaded shape indicator	[14]
⠠⠠⠠	|	00a6	broken vertical bar	[11]
⠠⠠⠠	ω	03c9	lowercase Greek omega	(4.5) [11.7]

Braille	Print	Unicode	Name	Usage and reference
⠠⠠			italic word indicator	(9)
⠠⠨			italic symbol indicator	(9)
⠠⠨			directly below	[7]
⠠⠨	U	222a	union (upright U shape)	[10]
⠠⠨			italic passage indicator	(9)
⠠⠨	∩	2229	intersection (inverted U shape)	[10]
⠠⠨			directly above	[7]
⠠⠠	%	0025	percent sign	(3.21) [2.10]
⠠⠠	e.g. $\frac{x}{4}$		general fraction line	(11.3) [6]
⠠⠠⠠			seventh transcriber-defined print symbol	(3.26) [11]
⠠⠠⠠			fifth transcriber-defined typeform word indicator	(9)
⠠⠠⠠			fifth transcriber-defined typeform symbol indicator	(9)
⠠⠠⠠			fifth transcriber-defined typeform passage indicator	(9)
⠠⠠⠠			fifth transcriber-defined typeform terminator	(9)
⠠⠠	]	005d	closing square bracket	(7) [5]
⠠⠠			italic terminator	(9)
⠠⠠	—	005f	low line (underscore)	(7.2) [3.6, 11]

Braille	Print	Unicode	Name	Usage and reference
	\ll	226a	is much less than	[3]
	\gg	226b	is much greater than	[3]
	\subsetneq	228a	contained in, but not equal to (proper subset)	[10]
	\supsetneq	228b	contains, but is not equal to (proper superset)	[10]
	\trianglelefteq		normal subgroup but not equal (closed "less than" with cancelled line under)	[10]
	$\overset{\circ}{}$		arc over previous item	[12]
	\sphericalangle	2221	measured angle sign	[11]
	\vDash	2ae4	reverse "is valid" sign	[10]
	\trianglerightneq		inverse "normal subgroup but not equal" (closed "greater than" with cancelled line under)	[10]
	e.g. $\bullet\bullet$		double dot for electrons or bond	[16]
	e.g. -----		double dashed line bond	[16]
	\doteq	2251	equals sign dotted above and below (approximately equal)	[3]
	e.g. \times \times		double cross for electrons	[16]

Braille	Print	Unicode	Name	Usage and reference
⠠⠠⠠⠠⠠⠠	e.g. ○ ○		double small circle for electrons	[16]
⠠⠠⠠⠠⠠⠠	e.g. ==		double line bond	[16]
⠠			grade 1 symbol indicator	(5.2) [1.7]
⠠⠠	ence		ence	grade 2, following a letter (10.8)
⠠⠠	ong		ong	grade 2, following a letter (10.8)
⠠⠠	ful		ful	grade 2, following a letter (10.8)
⠠⠠	tion		tion	grade 2, following a letter (10.8)
⠠⠠	ness		ness	grade 2, following a letter (10.8)
⠠⠠	ment		ment	grade 2, following a letter (10.8)
⠠⠠	ity		ity	grade 2, following a letter (10.8)
⠠⠠			grade 1 terminator	(5.5) [1.7]
⠠⠠			grade 1 word indicator	(5.3) [1.7]
⠠⠠⠠⠠			grade 1 passage indicator	(5.4) [1.7]
⠠⠠	A	0041	capital letter A	(4.1, 8)
⠠⠠	B	0042	capital letter B	(4.1, 8)
⠠⠠	C	0043	capital letter C	(4.1, 8)
⠠⠠	D	0044	capital letter D	(4.1, 8)
⠠⠠	E	0045	capital letter E	(4.1, 8)
⠠⠠	F	0046	capital letter F	(4.1, 8)
⠠⠠	G	0047	capital letter G	(4.1, 8)
⠠⠠	H	0048	capital letter H	(4.1, 8)

Braille	Print	Unicode	Name	Usage and reference
	I	0049	capital letter I	(4.1 , 8)
	J	004a	capital letter J	(4.1 , 8)
	K	004b	capital letter K	(4.1 , 8)
	L	004c	capital letter L	(4.1 , 8)
	M	004d	capital letter M	(4.1 , 8)
	N	004e	capital letter N	(4.1 , 8)
	O	004f	capital letter O	(4.1 , 8)
	P	0050	capital letter P	(4.1 , 8)
	Q	0051	capital letter Q	(4.1 , 8)
	R	0052	capital letter R	(4.1 , 8)
	e.g. →		regular barb, lower half, in line	arrow mode [13.3]
	S	0053	capital letter S	(4.1 , 8)
	T	0054	capital letter T	(4.1 , 8)
	U	0055	capital letter U	(4.1 , 8)
	V	0056	capital letter V	(4.1 , 8)
	X	0058	capital letter X	(4.1 , 8)
	X	0058	capital letter X as a cross	(3.9)
	Y	0059	capital letter Y	(4.1 , 8)
	e.g. ↷		curved barb, lower half, in line	arrow mode [13.3]
	Z	005a	capital letter Z	(4.1 , 8)
			curved barb, lower half, counter	arrow mode [13.3]
	∴	2234	"therefore" (three dots in upright pyramid)	[11]

Braille	Print	Unicode	Name	Usage and reference
	e.g.		variant left-leaning diagonal line segment	when surrounded by spaces/other diagonal line segments (16.3)
			bar under previous item	[12]
			straight barb, lower half (directionless)	arrow mode [13.3]
	W	0057	capital letter W	(4.1 , 8)
			regular barb, lower half, counter	arrow mode [13.3]
	"	0022	nondirectional double quotation mark	(7.6.6) [17]
	"	0022	seconds	(3.11)
	"	0022	inches	(3.15)
	e.g. '	2018	opening single quotation mark	(7.6)
	e.g. '	2019	closing single quotation mark	(7.6)
	Ʒ	021c	capital yogh	(12)
	Þ	00de	capital thorn	(12)
	Ð	00d0	capital eth	(12)
	ƿ	01f7	capital wynn (wen)	(12)
	e.g.		variant right-leaning diagonal line segment	when surrounded by spaces/other diagonal line segments (16.3)
			capitals terminator	(8.6)
			opening music indicator	when following a space (14.5)
	—	2014	dash	when distinguished from a hyphen in the print (7.2)

Braille	Print	Unicode	Name	Usage and reference
⠠⠠	e.g. —		single line bond	[16]
⠠⠠⠠	/	0338	solidus (forward slash) overlay on following capital letter	(4.2)
⠠⠠⠠	⸍	0336	horizontal stroke overlay on following capital letter	(4.2)
⠠⠠⠠	◌̆	0306	breve above following capital letter	(4.2)
⠠⠠⠠	◌̄	0304	macron above following capital letter	(4.2)
⠠⠠⠠	Ŋ	014a	capital eng	(4.4)
⠠⠠⠠	◌̸	0327	cedilla below following capital letter	(4.2)
⠠⠠⠠	◌̀	0300	grave accent above following capital letter	(4.2)
⠠⠠⠠	◌̂	0302	circumflex above following capital letter	(4.2)
⠠⠠⠠	◌→		simple right-pointing arrow under previous item	[12]
⠠⠠⠠	◌◌̆	030a	circle (ring) above following capital letter	(4.2) [2.10]
⠠⠠⠠	◌̃	0303	tilde above following capital letter	(4.2)
⠠⠠⠠	◌̈	0308	dieresis/umlaut above following capital letter	(4.2)

Braille	Print	Unicode	Name	Usage and reference
⠠⠠⠠⠠	◌̣	0323	dot under previous item	[12]
⠠⠠⠠⠠			ligature indicator where only the following letter is capitalised	(4.3 , 12)
⠠⠠⠠⠠	◌́	0301	acute accent above following capital letter	(4.2)
⠠⠠⠠⠠	◌̣̣	030c	caron (hacek, wedge) above following capital letter	(4.2)
⠠⠠⠠⠠⠠			first transcriber-defined modifier on following capital letter	(4.2)
⠠⠠⠠⠠⠠			second transcriber-defined modifier on following capital letter	(4.2)
⠠⠠⠠⠠⠠			third transcriber-defined modifier on following capital letter	(4.2)
⠠⠠	e.g. ||		second variant vertical line segment	when surrounded by spaces/other vertical line segments (16.3)
⠠⠠⠠			capital reserved non-Roman letter	
⠠⠠⠠			capital reserved non-Roman letter	
⠠⠠⠠			capital reserved non-Roman letter	
⠠⠠⠠			capital reserved non-Roman letter	
⠠⠠⠠			capital reserved non-Roman letter	

Braille	Print	Unicode	Name	Usage and reference
			capital reserved non-Roman letter	
			capital reserved non-Roman letter	
			capital reserved non-Roman letter	
			capital reserved non-Roman letter	
			capital reserved non-Roman letter	
			capital reserved non-Roman letter	
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			capital reserved non-Roman letter	
			capital reserved non-Roman letter	

Braille	Print	Unicode	Name	Usage and reference
⠠⠠⠠	{		multi-line opening curly bracket	(7.7) [5, 15]
⠠⠠⠠	˜	0330	tilde under previous item	[12]
⠠⠠⠠	|		multi-line vertical bar	[5, 15]
⠠⠠⠠			capital reserved non-Roman letter	
⠠⠠⠠	ə	018f	capital schwa	(4.4)
⠠⠠⠠	}		multi-line closing curly bracket	(7.7) [5, 15]
⠠⠠⠠			closing non-UEB passage indicator	(14)
⠠⠠⠠	[		multi-line opening round parenthesis	(7.7, 11.8) [5, 15]
⠠⠠⠠	ˆ	032d	hat under previous item	[12]
⠠⠠⠠	]		multi-line closing round parenthesis	(7.7, 11.8) [5, 15]
⠠⠠⠠	Α	0391	capital Greek alpha	(4.5, 8) [11.7]
⠠⠠⠠	Β	0392	capital Greek beta	(4.5, 8) [11.7]
⠠⠠⠠	Δ	0394	capital Greek delta	(4.5, 8) [11.7]
⠠⠠⠠	Ε	0395	capital Greek epsilon	(4.5, 8) [11.7]
⠠⠠⠠	Φ	03a6	capital Greek phi	(4.5, 8) [11.7]
⠠⠠⠠	Γ	0393	capital Greek gamma	(4.5, 8) [11.7]
⠠⠠⠠	Ι	0399	capital Greek iota	(4.5, 8) [11.7]
⠠⠠⠠	Κ	039a	capital Greek kappa	(4.5, 8) [11.7]
⠠⠠⠠	Λ	039b	capital Greek lambda	(4.5, 8) [11.7]

Braille	Print	Unicode	Name	Usage and reference
⠠⠠⠠⠠	M	039c	capital Greek mu	(4.5 , 8) [11.7]
⠠⠠⠠⠠	N	039d	capital Greek nu	(4.5 , 8) [11.7]
⠠⠠⠠⠠	O	039f	capital Greek omicron	(4.5 , 8) [11.7]
⠠⠠⠠⠠	Π	03a0	capital Greek pi	(4.5 , 8) [11.7]
⠠⠠⠠⠠	P	03a1	capital Greek rho	(4.5 , 8) [11.7]
⠠⠠⠠⠠	Σ	03a3	capital Greek sigma	(4.5 , 8) [11.7]
⠠⠠⠠⠠	T	03a4	capital Greek tau	(4.5 , 8) [11.7]
⠠⠠⠠⠠	Υ	03a5	capital Greek upsilon	(4.5 , 8) [11.7]
⠠⠠⠠⠠	Ξ	039e	capital Greek xi	(4.5 , 8) [11.7]
⠠⠠⠠⠠	Ψ	03a8	capital Greek psi	(4.5 , 8) [11.7]
⠠⠠⠠⠠	Z	0396	capital Greek zeta	(4.5 , 8) [11.7]
⠠⠠⠠⠠	X	03a7	capital Greek chi	(4.5 , 8) [11.7]
⠠⠠⠠⠠	[		multi-line opening square bracket	(7.7) [5, 15]
⠠⠠⠠⠠	Θ	0398	capital Greek theta	(4.5 , 8) [11.7]
⠠⠠⠠⠠	H	0397	capital Greek eta	(4.5 , 8) [11.7]
⠠⠠⠠⠠	Ω	03a9	capital Greek omega	(4.5 , 8) [11.7]
⠠⠠⠠⠠	]		multi-line closing square bracket	(7.7) [5, 15]
⠠⠠⠠			capitalised word indicator	(8.4)
⠠⠠⠠⠠			capitalised passage indicator	(8.5)

