

FILIPINO BRAILLE CODE

REVISED EDITION 2014

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FOREWORD

The right to education by every individual is reverberated in the World Declaration on Education for All (EFA). This is specifically enunciated in the Article on Universalizing Access and Promoting Equality to Education. EFA's ultimate goal is to meet the basic learning needs of all children, youth, and adults with focus on the disadvantaged group.

The desire to realize this goal has spurred the Special Education Division of the Bureau of Elementary Education now, Student Inclusion Division of the Bureau of Learning Delivery to provide an effective and meaningful instruction to the blind through a revised and up-to-date Filipino Braille Code.

According to Gloria Cruz Mendoza, the author of the original *Filipino Braille Code*, she started to formulate the system as a hobby and for her personal use. (Cruz, 1959) She started it while teaching in School for the Deaf and the Blind (now, separated into two schools such as Philippine National School for the Blind 'PNSB' and School for the Deaf 'PSD') in Pasay City. She published her Filipino Braille Code in her book entitled *The Filipino Braille Code, A Teacher's Manual* in 1959 while she was working in the Office of Vocational and Rehabilitation 'O.V.R.' (now, National Vocational and Rehabilitation Center 'NVRC').

The first revision of the *Filipino Braille Code* (FBC) was done in April 1990 and was field validated in Bacolod City, Davao City, and in different SPED schools and centers in Metro Manila. From the feedback and suggestions of several Braille instructors, this material was finalized in September, 1991.

After a decade, and with the introduction of new technology, the Philippine Printing House for the Blind (PPHB) of the Special Education Division (SPED), Bureau of Elementary Education (BEE), felt that another revision of the *Filipino Braille Code* is needed. This is in conformity with the computer program being used in transcribing textbooks into Braille.

So, the second revision of this material was done in June, 2003. It was validated the following year by the PPHB and SPED staff with the SPED teachers from different schools in Metro Manila. The finalization was done on June 17, 2004.

On April 2004, the International Council on English Braille (ICEB) declared that the Unified English Braille (UEB) is considerably completed and ready for the adoption of individual English speaking countries. This adoption of UEB will replace the existing Braille Codes for English, Mathematics, and Computer / Electronic text. After eight years, the Braille Authority of North America (BANA) voted to adopt UEB and stated that on January 4, 2016, the UEB will be fully implemented. This will replace the existing English Braille Code, the English Braille American Edition (EBAE). Hence, the official Braille Codes in United States will be the UEB, Nemeth Code, Music Code, and IPA Braille Code.

Due to this reasons, PPHB and SPED decided to conduct the third revision of FBC in order to conform with the changes on the International Braille Codes as well as to adapt the new features of UEB in terms of punctuations, typeforms, capitalization,

Braille indicators, and Braille modes.

On May 14-18, 2013, PPHB and SPED conducted the Seminar Workshop on the Revision of "Filipino Braille Code 2005" at the Regional Educational Learning Center (RELC), Cepeda Street, Conception Marikina. This revision aimed to (1) revise the contractions of FBC, (2) conform the FBC to the Unified English Braille (UEB)

standards, (3) make the FBC become computable as possible and 4) develop the rulebook for new FBC.

The validation was conducted on the new Filipino Braille Code in Region III on September 16-18, 2014, Region IV-A on September 23-26, 2014, and National Capital Region on September 29-October 3, 2014. This validation aimed to create a two way venue of ideas from Special Education Teachers teaching students with visual impairment to the writers of new Filipino Braille Code and vice versa. The data gathered from this validation were gathered, analyzed, interpreted respectively and served as the solid foundation of the new FBC Rulebook.

The finalization on FBC was done in Tagaytay International Convention Center (TICC), Tagaytay City on November 17-21, 2014.

The ultimate goal of this work is to give quality education for students with visual impairment by providing Braille Code which is up-to-date and conformed globally accepted Braille standards. This will be their tools to access information and basic education as well as any possible educational growth.

MARILYN D. DIMAANO

MARILETTE R. ALMAYDA

MIRLA R. OLORES

TEACHING GUIDELINES

The following are guidelines in teaching Filipino Braille Code:

1. Teach first the Filipino Braille alphabet (small and capital) followed by the non-contracted words;
2. Use period, comma, and question marks and capital sign when sentences are introduced;
3. Teach non-contracted in introducing sentences in Grade 1 until Grade 2
4. Teach the following contractions in Grade 3
 - a. Strong Contractions, Strong Wordsigns, and Strong Groupsigns.
 - b. Initial Letter Contractions, Other Contractions Beginning with dot 5 and Final Letter Contractions
 - c. Lower Wordsigns and Lower Groupsigns
 - d. Shortform words
5. Introduce the repetition signs; In Grade 4.
6. If the objectives for the grade you are teaching are still too difficult for your pupils who happen to be slow learners, adjust the level of objectives to suit the pupil's abilities;
7. If the objectives for the grade you are teaching are too easy for your pupils who happen to be fast learners, go up and get objectives from the next higher grade;
8. Strive for mastery of a particular objective before proceeding to the next higher one;
9. This code will also serve as a reference material for braillists in transcribing books in Filipino.

Acknowledgment

Philippine Printing House for the Blind and Student Inclusion Division (formerly Special Education Division) set to maintain and improve the Filipino Braille Code since 1990. In its third revision of the Filipino Braille Code, we would like to acknowledge the effort and valuable inputs of those persons behind this manuscript.

In particular, we would like to extend our gratitude: to Dr. Dina S. Ocampo, Undersecretary of Curriculum and Instruction of DepED Central Office; Dr. Marilyn D. Dimaano, Director IV of the Bureau of Elementary Education, Marilette R. Almayda, Director III of the Bureau of Learning Delivery, Mirla R. Olores, ret. Chief of the SPED Division; and Salvacion C. Olinares, Senior Education Program Specialist of SPED Division DepED Central Office for their guidance and approval on this project.

We would also like to thank Cristo de Klerk, Chairman of the International Council on English Braille (ICEB) and Frances Mary D'Andrea, Chairman of the Braille Authority of North America (BANA) for sharing their knowledge and inputs about Unified English Braille (UEB) and their sincere support on the adaption of UEB features in our Filipino Braille Code such as the UEB indicators and modes, punctuation, typeforms, and capitalization.

The staffs of the Philippine Printing House for the Blind is commended for their endeavor in completing this project; specially, Rebecca G. Arabain, Publication Production Supervisor; Jesus B. Alforte, Printing Foreman; and Allan R. Mesoga, Copyreader for sphere heading the revision, validation, and finalization of this Third Revision of the Filipino Braille Code. We would like to acknowledge the PPHB staffs who helped in the encoding and transcribing of materials needed for this project up to the revision, validation, and finalization of this rulebook; They are Nelly M. Hernandez, Encamacion B. Malvar, and Angel M. Nabor.

Our appreciation is further expressed to our consultants; Adelaida B. Elamparo, Julia R. Capulong, and Romeo M. Mina for enthusiastically sharing their knowledge and expertise for the completion of this project.

We also acknowledge Loreta G. Barboza, Chief Brailist, and Ma. Theresa L. Ducog, Assistant Brailist of Resources for the Blind Inc. for sharing their expertise in transcribing and encoding the finalization of this manuscript.

In addition, we would like to extend our sincerest thanks to Special Education teachers who willingly participated during the revision, validation, and finalization of this Filipino Braille Code's Third Revision. Their collaborative ideas and inputs serve as the solid foundation of this Filipino Braille Code Rulebook.

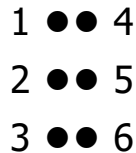
Of course, we would like to recognize the dedication of Jesus B. Alforte, who encoded the final print copy of this Rulebook; Encamacion B. Malvar, who transcribed the final Braille copy of this manuscript; and Allan R. Mesoga, who proofread the final copy of

this Filipino Braille Code Third Edition.

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.

1.1.3

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.

1.1.4 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 *braille*. A person may also use an embosser to reproduce an electronic braille file. These methods all produce embossed braille on hardcopy paper.

1.1.5 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.

1.1.6 Originally developed to represent the French language, braille has been adapted for Filipino (the national language of the Philippines) since 1959 and many other languages.

1.1.7 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.

1.1.8 The Filipino Braille Code is used in the Philippines since 1959. This code was formulated by Mrs. Gloria Cruz Mendoza, author of the original Filipino Braille Code (FBC) 1959. She patterned the FBC in English Braille American Edition (EBAE) and added the symbols known as Repetition Signs. These signs are the identity of FBC because no Braille codes except FBC has used repetition signs.

1.1.9 The FBC is maintained and continuously developed by the Philippine Printing House for the Blind (PPHB) and Special Education Division (SPED), Bureau of Elementary Education since 1990 until the publication of this manual.

1.2 Principles of Filipino Braille Code

1.2.1 Filipino Braille Code (FBC) is a system of Filipino braille which represents all subjects except mathematics, chemistry, computer programming, and music.

1.2.2 The purpose of FBC 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 FBC. Use the braille sign for that print symbol regardless of the subject area except those mentioned in 1.2.1.

1.2.5 In FBC 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 FBC 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 FBC is constructed from a root or from a root plus one or more prefixes.

Examples:

⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

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 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 ($\begin{smallmatrix} \cdot \\ \cdot \\ \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot \\ \cdot \\ \cdot \\ \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot \\ \cdot \\ \cdot \\ \cdot \\ \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot \\ \cdot \\ \cdot \\ \cdot \\ \cdot \\ \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot \\ \cdot \\ \cdot \\ \cdot \\ \cdot \\ \cdot \\ \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot \\ \cdot \\ \cdot \\ \cdot \\ \cdot \\ \cdot \\ \cdot \\ \cdot \end{smallmatrix}$) or the braille character $\begin{smallmatrix} \cdot \\ \cdot \\ \cdot \\ \cdot \\ \cdot \\ \cdot \\ \cdot \\ \cdot \end{smallmatrix}$

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:

bakit	computer	direksyo	fiesta	ganoon	hindi	ikaw
juice	kanya	lungsod	mga	ngayon	paano	kailan
rin	sandali	talaan	upang	virus	wagas	x-ray
yagit	zoo					

Strong Wordsigns:

hanggang	na	ay	maging	anak	ng
naging	eroplano	tunay	awit	araw	ingay

Strong Contractions: may be used as groupsigns and as wordsigns.

mahal	ang	pag
-------	-----	-----

Strong Groupsigns:

han	mag	an	nag	er	tu	aw	ing
-----	-----	----	-----	----	----	----	-----

Lower Wordsigns:

ba	ka	inyo
----	----	------

Lower Groupsigns:

ba	ka	en	ga	ha	in	umi
----	----	----	----	----	----	-----

Initial-Letter Contractions: may be used as groupsigns and as wordsigns.

- beginning with dot 5;

binata	cellphone	dalaga	ewan	filipino	gunita
hapon	isip	jeep	kailangan	larawan	mabuti
noon	opo	patuloy	kislap	roon	subalit
talaga	ugali	buhay	wakas	eksamen	yaman
salita	-	-	-	-	-

Other Contractions Beginning with Dot 5

anggi	masama	nasa	panahon	alam
tungkol	ingat	away		

Final-Letter Groupsigns:

- beginning with dots 46;
syon
- beginning with dots 56;
siyon

Shortforms:

babae	bulag	braille	damdamin
dakila	dapat	datapwat	huwag
halos	halimbawa	halaman	huwaran
inaasahan	karunungan	kundi	kalayaan
komonikasyon	karapatan	karanasan	kasalukuyan
kasaysayan	kultura	kuwento	lalaki
lipunan	marahil	magiging	marami
nagiging	pagiging	Pagkat	palaisipan
pamahalaan	panitikan	pangungusap	sangguni
suliranin	samakatuwid	samantala	sapagkat
sumusunod	salawikain	talakay	talata
tagumpay	trabaho	watawat	

Repetition Signs

REPETITION	EXAMPLE
any consonant plus letter a repeated three times	nagpapapasag
any consonant plus letter i three times	nagtititli
any consonant plus letter u three times	naglululukso
Word plus hyphen plus same word	ano-ano
word with suffix ng plus hyphen plus same word without ng	berdeng-berde
word plus hyphen plus word plus suffix	bahay-bahayan

Note: Repetition signs are original features of Filipino Braille Code. The rules in this section are not patterned to any existing braille codes.

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
- colored 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 "fiesta"
- ⠫ in grade 1 mode – arrow indicator; contracted (Grade 2) meanings – the strong groupsign "tu" and the strong wordsign "tunay"
- ⠫ question mark; opening nonspecific quotation mark; contracted (Grade 2) meaning – the lower groupsign "ha"
- ⠫ 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 "dalaga"

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 group signs)
- 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
- ⠣ 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
- ⠨ underlined symbol indicator: Section 9, Typeforms
- ⠩ italic symbol indicator: Section 9, Typeforms
- ⠪ capitals word indicator: Section 8, Capitalization

2.4.6 The list below gives other indicators.

- ⠬ cursor indicator: *Guidelines for Technical Material*, Part 17, Computer Notation
- ⠭ ⠮ general fraction open and close indicators: *Guidelines for Technical Material*, Part 6, Fractions

- ⠠ ⠨ braille grouping opening and closing indicators: Section 3, General Symbols and Indicators
- ⠠⠠⠠⠠ ⠠⠠⠠⠠ transcriber's note opening and closing indicators: Section 3, General Symbols and Indicators
- ⠠ line continuation indicator: Section 6, Numeric Mode
- ⠠⠠⠠ dot locator for "use": Section 3, General Symbols and Indicators
- ⠠⠠⠠ dot locator for "mention": Section 3, General Symbols and Indicators

2.5 Grades of Braille

Uncontracted (Grade 1) Braille

- 2.5.1 The use of contractions is disallowed by certain rules. These include:
- Section 11, Stress (Modifiers) – no contractions following a modifier
 - 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
- 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 foreign words or vernacular: Section 10, Contractions
 - 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.

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.

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.

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:

- comma, semicolon, colon, full stop (period), ellipsis, exclamation mark or question mark
- closing parenthesis (round bracket), closing square bracket or closing curly bracket (brace bracket)
- closing quotation mark of any kind
- nondirectional quotation mark of any kind
- apostrophe [also see Section 2.6.4]
- typeform terminator of any kind
- capitals mode terminator

- closing transcriber's note indicator
- or any combination of these.

2.6.4 A word with an interior apostrophe is considered to be "standing alone" under the specific provisions of Section 10, Contractions, 10.1 (alphabetic wordsigns), 10.2.1 (strong wordsigns) and 10.5 (shortforms).

Section 3: General Symbols and Indicators

BRaille SYMBOLS	MEANINGS	PRINT SYMBOLS
	Space	
⠆	Opening Braille grouping indicator	
⠠	First transcriber-defined print symbol	
⠨	Shape indicator	
⠶	Arrow indicator	
⠶⠶	Simple right pointing arrow (east)	→
⠶⠨	Simple down pointing arrow (south)	↓
⠶⠷	Simple left pointing arrow (west)	←
⠶⠸	Simple up pointing arrow (north)	↑
⠆⠆	Ratio	:
⠆⠆⠆	Proportion	::
⠆	Subscript indicator	
⠆⠆	Prime	'
⠆⠆⠆	Double prime	"
⠆	Superscript indicator	
⠆⠆⠆	Natural	₤
⠆⠆⠆	Flat	♭
⠆⠆⠆	Sharp	♯
⠆⠆⠆	Second transcriber-defined print symbol	
⠆	Closing Braille grouping indicator	
⠆⠆⠆	Commercial at sign	@
⠆⠆⠆	Cent sign	¢

⠠⠠⠠	Euro sign	€
⠠⠠⠠	French franc sign	₣
⠠⠠⠠	Pound sign	£
⠠⠠⠠	Naira sign	₦
⠠⠠⠠	Philippine Peso sign	₱
⠠⠠⠠	Dollar sign	\$
⠠⠠⠠	Yen sign	¥
⠠⠠⠠	ampersand	&
⠠⠠⠠	less-than sign	<
⠠⠠⠠	caret	^
⠠⠠⠠	tilde	~
⠠⠠⠠⠠	Third transcriber-defined print symbol	
⠠⠠⠠	Greater-than sign	>
⠠⠠⠠⠠	Opening transcriber's note indicator	
⠠⠠⠠⠠	Closing transcriber's note indicator	
⠠⠠⠠⠠	dagger	†
⠠⠠⠠⠠	Double dagger	‡
⠠⠠⠠	copyright	©
⠠⠠⠠	Degree sign	°
⠠⠠⠠	Paragraph sign	¶
⠠⠠⠠	Registered sign	®
⠠⠠⠠	Section sign	§
⠠⠠⠠	Trademark sign	™
⠠⠠⠠	Female sign	♀
⠠⠠⠠	Male sign	♂
⠠⠠⠠⠠	Fourth transcriber-defined print symbol	
⠠⠠⠠	Number sign (crosshatch, hash, pound sign)	#
⠠⠠⠠	bullet	•
⠠⠠⠠⠠	Fifth transcriber-defined print symbol	

⠠⠠	Ditto mark	//
⠠⠨	Plus sign	+
⠠⠨⠨	Equal sign	=
⠠⠨⠨	Multiplication sign	×
⠠⠨⠨	asterisk	*
⠠⠨⠨	Division sign	÷
⠠⠨⠨⠨	Sixth transcriber-defined print symbol	
⠠⠨⠨	Minus sign	–
⠠⠨⠨⠨	Dot locator for “use”	
⠠⠨⠨	Dot locator for “mention”	
⠠⠨⠨	Percent sign	%
⠠⠨⠨⠨	Seventh transcriber-defined print symbol	

3.1 Ampersand ⠠⠨⠨

3.1.1 Follow print for the use of the ampersand.

Examples:

Marks & Spencer ⠠⠠⠨⠨⠨⠨⠨⠨ ⠠⠨⠨ ⠠⠨⠨⠨⠨⠨⠨⠨⠨

3.2 Simple 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.

Examples:

yelo → tubig ⠠⠨⠨⠨⠨⠨⠨ ⠠⠨⠨⠨⠨⠨⠨ ⠠⠨⠨⠨⠨⠨⠨

Hilaga ⠠⠨⠨⠨⠨⠨⠨⠨⠨

↓ ⠠⠨⠨⠨⠨

Timog ⠠⠨⠨⠨⠨⠨⠨⠨⠨

3.3 Asterisk ⠠⠫⠠⠨⠠⠈ and Double dagger ⠠⠫⠠⠨⠠⠈

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

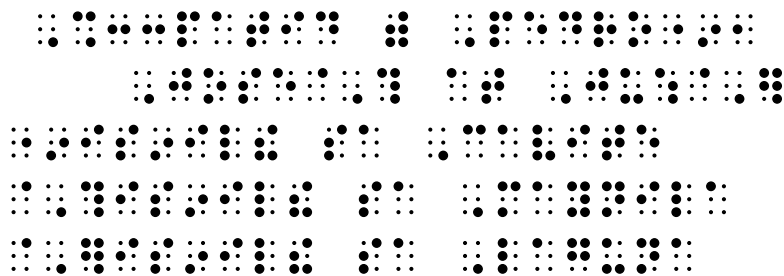
Examples:

Magkakapatid na Pedro*, Jose† at Juan‡

*isinilang sa Cavite

†isinilang sa Maynila

‡isinilang sa Laguna



3.4 Braille Grouping Indicators ⠠⠫⠠⠨⠠⠈

3.4.1 Use braille grouping indicators when necessary to ensure that the preceding braille symbol or indicator applies to all the symbols enclosed by the braille grouping indicators rather than just to the symbol immediately following.

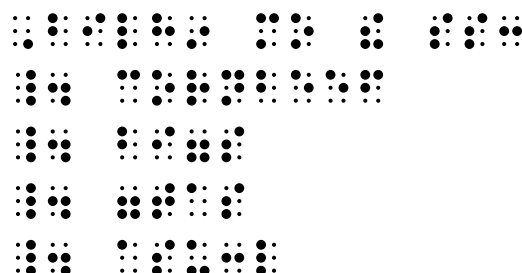
3.5 Bullet ⠠⠫⠠⠈

3.5.1 Follow print for the use of the bullet.

Example:

Bilhin mo ang sumusunod:

- cornbeef
- bigas
- gatas
- asukal



3.6 Caret ⠠ ⠨

3.6.1 Follow print for the use of the caret.

3.7 Commercial At Sign ⠠ ⠨

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

Examples:

FLASH@lightning.net



3.8 Copyright ⠠ ⠨ **Registered** ⠠ ⠨ **and Trademark** ⠠ ⠨ **Signs**

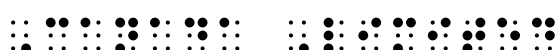
3.8.1 Follow print for the use of the copyright, registered and trademark signs. Usually the trademark sign appears raised from the baseline in print. This is not considered the superscript position.

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.

Examples:

4x4 vehicle



15×15×20 cm



3.10 Currency Signs ⠨⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠

3.10.1 Follow print for the use of currency signs.

Note: Some currencies are indicated by letter or letters e.g. “DM” for Deutsche Mark, “p” for pence, “R” for Rand,

Refer to: 3.26, for transcriber-defined symbols to represent currency signs with no FBC symbols.

Examples:

10¢ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ \$6 ⠠⠠ ⠠⠠⠠⠠⠠⠠

A\$40 ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

\$23,783,200 ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

\$2bn (2 billion dollars)
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

US\$ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

€75 ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

€50 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

1€ = 6.55957F ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

₦0.20 = 20 kobo ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

₱100.00 ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

₱0.25 ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

£24 ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

£7 8s 9d ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

£7/8/9 ⠠⠇⠠⠗⠠⠏⠠⠗

£7-8-9 ⠠⠇⠠⠐⠠⠗⠠⠐⠠⠗

R5,70 ⠠⠗⠠⠏⠠⠗ ⠠⠓⠠⠗⠠⠓⠠⠗ ¥360 ⠠⠏⠠⠗⠠⠗⠠⠗⠠⠗⠠⠗

3.11 Degrees ⠠⠠⠠⠠ Minutes ⠠⠠ ⠠⠠ and Seconds ⠠⠠⠠⠠ ⠠⠠⠠⠠

3.11.1 Follow print for use of the degree sign and the prime signs.

Note: The minute may be shown in print by an apostrophe and the second by a nondirectional double quote. This usage can be followed in braille.

Examples:

60 ° ⠠⠠⠠⠠ ⠠⠠⠠⠠ 21°C ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

70° F ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ °C ⠠⠠⠠⠠⠠⠠

250°, 350°, o 450°?

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

33°51'35.9"S

⠠⠠

151° 12' 40" E

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

3.12 Ditto Mark " ⠠⠠

3.12.1 Follow print for the number used and the approximate placement of the ditto mark, that is, under the item that it refers to on the line above.

Examples:

Siya ay Pilipino
Sila " "
Kami " "

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

3.13 Dot Locator for "Mention" ⠠⠠⠠

3.13.1 Use a dot locator for "mention" to set apart a braille symbol which is under discussion, as in a symbols list, a transcriber's note or in a publication about braille like this materials. Place the dot locator for "mention" before the braille symbol and unspaced from it. When a dot locator for "mention" is used, do not list the dot numbers of the braille symbol.

Note: A braille symbol, e.g., a typeform indicator or a grade 1 indicator, preceded by the dot locator for "mention" does not have its normal effect on the following text.

Examples:

[The dot locator is not shown in the print copy in these examples.]
[a symbols list:]

⠠⠠⠠ square

⠠⠠⠠ script passage indicator

⠠⠠⠠ acute accent over following letter

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

[a transcriber's note:] [tn open] Ang simbolong pahilis ⠠⠠⠠ ay ginagamit sa mabilis na pagbigkas.[tn close]

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

3.14 Dot Locator for "Use" ⠠⠠⠠

3.14.1 Use a dot locator for "use" unspaced before a braille symbol to assure that it will be physically recognizable. A braille symbol which has only lower dots and which is isolated from other text may otherwise be misread. A braille symbol preceded by a dot locator for "use" retains its normal effect on text.

Examples:

[headings of a table about punctuation marks:]

/	;	:

[a grid of letters:]

I D E A
 T O R N
 S T A T

3.15 Feet and Inches

3.15.1 Follow print for the use of the prime sign.

Note: The foot may be shown in print by an apostrophe and the inch by a nondirectional double quote. This can be followed in braille.

Examples:

6' 9"

5'10" 4' 11"

3.16 Female (Venus) and Male (Mars) signs

3.16.1 Follow print for the use of the female (Venus) and male (Mars) signs.

Example:

[from a genealogy:]
Josephine M. Bracken ♀ 1876-1902

$2 + 2 = 4$
 $5 \div 10 = 0.5$
 $20 \times 100 = 2000$
 $1 < 2$

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:

kasing dali ng 2 + 2 = 4

$⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄$

bola – b + l = lola

$⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄$

5 ay 25% ng 20 (5 ÷ 20 × 100)

$⋄ ⋄$
 $⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄$

positron < posi(tive) + (elec)tron

$⋄ ⋄$
 $⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄$

+44 1234 567890 (UK phone number)

$⋄ ⋄$
 $⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄$

7"W×5"H

$⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄ ⋄$

3.18 Number Sign (Crosshatch, Hash, Pound Sign) $⋄ ⋄$

3.18.1 Follow print for use of the number sign.

Examples:

#4 ⠠⠠⠠⠠ Apt. #D ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
20# supot ng harina ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠
Pindutin ang buton na # sa telepono.
⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

3.19 Paragraph ⠠⠠ and Section ⠠⠠⠠ Signs

3.19.1 Follow print for use of the paragraph and section signs.

Examples:

¶3 ⠠⠠⠠⠠ ⠠⠠C ⠠⠠⠠⠠⠠ ⠠⠠g ⠠⠠⠠⠠
§5 ⠠⠠⠠⠠⠠⠠ ⠠⠠K ⠠⠠⠠⠠⠠⠠
§d ⠠⠠⠠⠠ ⠠⠠§§ 5-15 ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

3.20 Percent Sign ⠠⠠

3.20.1 Follow print for use of the percent sign.

Examples:

5% ⠠⠠⠠⠠⠠⠠ 95 % ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠
% ng populasyon ⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

3.21 Shapes ⠠⠠

3.21.1 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.

Examples:

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

Section 4: FILIPINO ALPHABET

4.1 Filipino Alphabet. The 28 letters of the Filipino alphabet should be represented in braille as follows:

⠠ 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 ñ	⠠⠠⠠⠠ capital letter Ñ
⠠⠠⠠ letter ng	⠠⠠⠠ capital letter NG

⠏ 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

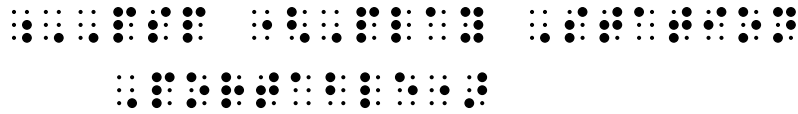
4.1.1 All the letters in the Filipino alphabet, should mean letters when they are used as parts of words.

Section 5. Grade 1 Mode

BRAILLE SYMBOLS	MEANINGS
⠏	Grade 1 symbol indicator
⠏⠎	Grade 1 word indicator
⠏⠎⠎	Grade 1 passage indicator
⠏⠎⠎⠎	Grade 1 terminator
⠏⠎⠎⠎⠎	Numeric indicator

Example:

PSP (Play Station Portable)



5.8 Grade 1 Indicators and Capitalization

5.8.1 A Grade 1 indicator precedes a capitalization indicator.

Example:

T-SHIRTS FOR SALE



5.9 Choice of Indicators

Note: An extended Grade 1 mode, i.e. Grade 1 word or Grade 1 passage mode, may be used for non-literary expressions. This is especially useful in mathematics and computer programming texts. However, keeping in mind the general principle that the resulting braille should be as easy to read as possible, it is often appropriate to use contracted braille with a Grade 1 indicator for just those symbols that can be misread as contractions. It is recommended that contracted braille is used for email addresses, filenames and web addresses.

5.9.1 As words are most easily recognised when presented in their familiar contracted form, minimise the number of switches between grades, the number of indicators required and the number of cells used.

Example:

k-k-k-komisyon



[rather than]



m-m-m-m-mababait



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.

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.

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)
⠠⠠⠠⠠	digit (in numeric mode only)
⠠⠠⠠⠠⠠	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.

6.2 Numeric Mode Symbols

6.2.1 The following symbols may occur in numeric mode:

- the ten digits;
- full stop (period);
- comma;
- the ten numeric space-digit symbols;
- simple numeric fraction line; and
- the two line continuation indicators.

Examples:

62 ⠆⠆⠆⠆ 1981 ⠆⠆⠆⠆⠆⠆⠆

3,500 ⠆⠆⠆⠆⠆⠆⠆⠆⠆⠆ 8.93 ⠆⠆⠆⠆⠆⠆⠆

.7 ⠆⠆⠆⠆⠆ 0.7 ⠆⠆⠆⠆⠆⠆

8,93 ⠆⠆⠆⠆⠆⠆⠆⠆ ,26 ⠆⠆⠆⠆⠆⠆

0,7 ⠆⠆⠆⠆⠆⠆ par. 4.2.2 ⠆⠆⠆⠆⠆⠆ ⠆⠆⠆⠆⠆⠆⠆⠆⠆⠆

4 500 000 ⠆⠆⠆⠆⠆⠆⠆⠆⠆⠆⠆⠆⠆⠆⠆⠆ [spaces in print]

Ang unang 50 decimal ng pie ay
3.141592653589793238462643388327950288419716939937510...

$\frac{3}{8}$

 $5\frac{3}{8}$

6.3 Termination of Numeric Mode

6.3.1 A space or any symbol not listed in 6.2.1 terminates numeric mode.

Examples:

8:30 a.m.

11:17:2014

9-10

2013-14

2.5-5

8-cab fleet

Ang iskor ay 4-3

7-5=2

2-1/2

1/4-1/2 tsp

6 1/4-6 1/2

1/4 cup

modelo 09/52

on call 24/7

7(2)

7(b)

... noong ikalawang digmaang pandaigdig² 1939–1945.³

⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

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

Examples:

Apartment4rent ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Siya pang 4th sa karera.

⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

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:

Kung ikaw ay 1st—ako ba ay 2nd?

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

3-dimensional ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

3-D ⠠⠠⠠⠠⠠⠠⠠⠠

Nasa 6-computer station ang hinahanap mo.

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

⠠⠠⠠⠠⠠⠠

4-m ⠠⠠⠠⠠⠠⠠⠠⠠

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 ⠠⠠⠠⠠ to ⠠⠠⠠⠠ to represent the space and its following digit.

Examples:

population: 3 245 000 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

ISBN: 978 1 55468 513 4

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

phone: (63) 2 633 7270

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

date: 1981 04 10 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

time: 12 00 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

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.

Examples:

7/11/59 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

7.11.59 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

1960's ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

'70s and '80s ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

10:30 a.m. ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

10.30 am ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

\$8.75 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

£8.75 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

₱8.75 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

\$1,500.00 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

€1.500,00 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

2nd ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

2d ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

1er ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ [premier]

M4G 3E8 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

W1N 9LF ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

N12 7BT ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

(632) 631-9993 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

For a taxi call 13-cabs.

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

	Full stop (period, dot, decimal point)	.
	Ellipsis	...
	Exclamation	!
	Question mark	?
	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	’
	Apostrophe	’
	Opening parenthesis	(
	Closing parenthesis)
	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	-
⠠⠨⠠⠨	Dash	—
⠠⠨⠠⠨⠠⠨	Long dash	——
⠠⠨⠠⠨	Low line (underline, underscore)	_
⠠⠨⠠⠨⠠⠨	Multi-line opening parenthesis (round bracket)	
⠠⠨⠠⠨⠠⠨	Multi-line closing parenthesis (round bracket)	
⠠⠨⠠⠨⠠⠨	Multi-line opening square bracket	
⠠⠨⠠⠨⠠⠨	Multi-line closing square bracket	
⠠⠨⠠⠨⠠⠨	Multi-line opening curly bracket	
⠠⠨⠠⠨⠠⠨	Multi-line closing curly bracket	

7.1 General

7.1.1 Follow print for the use of punctuation except for the specific provisions in the Punctuation rules which follows:

Examples:

D.P.W.H. ⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨

Ano ...? ⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨

Talahanayan 2.5

4:30

Tigil!

Dekada '90

Ikaw/Ako

Mga sangkap: pula, berde at dilaw na sili; sibuyas; patatas (o kamote).

Braille representation of the text above.

DepED <www.deped.gov.ph>

Braille representation of DepED <www.deped.gov.ph>

sa b) at f)

c:\users

G. M----

"Itanong kay Bb. -, maaaring alam niya."

Braille representation of the text above.

7.1.2 Only one blank cell follows punctuation in Braille even when print uses more space, e.g. at the end of a sentence.

7.1.3 Place a grade 1 symbol indicator before a punctuation mark which appears in a position where it would be read as a contraction.

Examples:

Palitan ng . ang : kung kinakailangan

Braille representation of the text above.

a:o

7.1.4 A string of lower punctuation marks may be surrounded by space.

Examples:

—" ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 "... ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

7.2 Dash, Low Line (Underscore), Long Dash and Hyphen ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

7.2.1 Follow print spacing of the dash. However, when the spacing in print is indeterminate or inconsistent, space the dash from adjacent words, unless it is clear that the dash indicates omission of part of a word.

Examples:

Ang bata ay mabait – masipag.

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

Kakain kami kung – ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

Kakain kami kung– ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Kakain kami ku– ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Mahalaga ako- mahalaga kayo – mahalaga ta-

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

[print shows the first dash unspaced from the word "ako"].

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.

re--lo ⠠⠗⠤⠤⠠⠠⠠

B— ⠠⠠⠠⠠⠠⠠

7.3 Ellipsis ⠠⠠⠠

7.3.1 Follow print for the number of dots used in the ellipsis. When spacing in print is indeterminate or inconsistent, space the ellipsis from adjacent words, unless it is clear that it indicates the omission of part of a word.

Example:

"Uy...! Ipinagtatanggol si" ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Hindi ko maintin...." ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

7.4 Solidus (Forward Slash) ⠠⠠⠠

7.4.1 When division at a linebreak is necessary following the solidus (forward slash), do not insert a hyphen.

Example:

salita/

parirala

⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

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.

Example:

Ano??? ⠠⠠⠠⠠⠠⠠⠠⠠

"Ano?!" ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

...?" ⠠⠠⠠⠠⠠⠠⠠⠠

bayan?/lungsod? ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

- 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 groupsign "ha" or where it would be read as an opening one-cell (nonspecific) quotation mark.

Example:

ma?ba ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠

- 7.5.3 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) ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠

Ano??? ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠

Palitan ang bawat ? ng mga letra: ?a??i

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

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.

Example:

“Bakit ganon?” tanong niya [or] `Bakit ganon?’ tanong niya

⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

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

«... alinsunod sa ...»

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

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.

Example:

$$\begin{pmatrix} \textit{Ako} \\ \textit{Tayo} \\ \textit{Sila} \end{pmatrix} \text{ ay mabilis tumatakbo.}$$

Section 8. Capitalization

BRAILLE SYMBOLS	MEANINGS
⠠⠠ to ⠠⠠	Capital letters A to Z
⠠⠠⠠ to ⠠⠠⠠	Capital greek letters A [Alpha] to Ω [Omega]
⠠⠠	Capitals word indicator
⠠⠠⠠	Capitals passage indicator
⠠⠠	Capitals terminator

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.

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.

8.3.2 Place the prefix dot 6 before a contraction when only its first letter is capitalised.

8.3.3 Only a modifier or a ligature indicator can be positioned between a letter and its capitals prefix.

8.4 Capitalised Word Indicator ⠠ ⠠

8.4.1 The capitalised word indicator sets capitals mode for the next letters-sequence or the remainder of the current letters-sequence.

8.4.2 The effect of a capitalised word indicator is terminated by a space, a single capital letter, a nonalphabetic symbol, or a capitals terminator, but not by a modifier or a ligature indicator.

8.4.3 A fully-capitalised hyphenated compound word is correctly capitalised if it is divided at the hyphen, at the end of the braille line.

Note: This means that the new braille line will begin with the capitalised word indicator (which is already required) following the hyphen.

8.4.4 A hyphen inserted during transcription to indicate word division at the end of a braille line does not terminate capitals word mode.

8.5 Capitalised Passage Indicator ⠠ ⠠ ⠠

8.5.1 The capitalised passage indicator sets capitals mode for the next passage.

8.5.2 A passage is three or more symbols-sequences and it may include non-alphabetic symbols.

8.5.3 A capitalised passage is terminated by the capitals terminator immediately following the last affected symbols-sequence.

8.5.4 A capitalised letter or letters-sequence placed adjacent to the beginning or end of a capitalised passage is not necessarily considered to be part of the passage, especially if it is separated from the passage by a space or punctuation.

8.5.5 When transcribing a capitalised passage which extends over more than one text element (e.g. a series of paragraphs, or a numbered or bulleted list of

points), each text element is preceded by the capitalised passage indicator and the capitals mode is terminated only at the end of the final text element.

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

8.6 Capitals Terminator ⠠⠠

- 8.6.1 The capitals terminator is placed after the final capitalised letter either within or following the symbols-sequence.
- 8.6.2 The capitals terminator may precede or follow punctuation and other terminators but it is best that indicators and paired characters such as parentheses, square brackets and quotes be nested. That is, close punctuation and indicators in reverse order of opening.
- 8.6.3 If it is necessary to terminate the capitals mode before the end of a symbols-sequence, place the capitals terminator after the last affected letter of either capitals word mode or capitals passage mode.

8.7 Placement of Indicators

- 8.7.1 The dot 6 prefix, the capitalised word indicator or the capitalised passage indicator is placed immediately before the first capitalised letter or modifier to that letter, such as a cedilla, grave accent or circumflex. Only a modifier or ligature indicator may come between the capitals indicator and the letter.

8.8 Choice of Capitalised Indicators

Note: While the default treatment for a sequence of capital letters is capitals word mode, there are situations where the transcriber has a choice between using either individual capital letters or capitals word mode. If both choices will render an unambiguous transcription, interpret the following rules as guidelines.

- 8.8.1 Choose the method which retains the usual braille form.
- 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.

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

Section 9: Typeforms/Font Attributes

BRAILLE SYMBOLS	MEANINGS
⠠⠠⠠	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
⠠⠠⠠⠠⠠⠠⠠	Second transcriber-defined typeform symbol indicator
⠠⠠⠠⠠⠠⠠⠠	Second transcriber-defined typeform word indicator
⠠⠠⠠⠠⠠⠠⠠⠠	Second transcriber-defined typeform passage indicator
⠠⠠⠠⠠⠠⠠⠠	Second transcriber-defined typeform terminator
⠠⠠⠠⠠⠠⠠⠠	Third transcriber-defined typeform symbol indicator
⠠⠠⠠⠠⠠⠠⠠	Third transcriber-defined typeform word indicator

⠠⠠⠠	Third transcriber-defined typeform passage indicator
⠠⠠⠠⠠	Third transcriber-defined typeform terminator
⠠⠠⠠⠠⠠	Fourth transcriber-defined typeform symbol indicator
⠠⠠⠠⠠	Fourth transcriber-defined typeform word indicator
⠠⠠⠠⠠⠠	Fourth transcriber-defined typeform passage indicator
⠠⠠⠠⠠⠠⠠	Fourth transcriber-defined typeform terminator
⠠⠠⠠⠠⠠	Fifth transcriber-defined typeform symbol indicator
⠠⠠⠠⠠⠠	Fifth transcriber-defined typeform word indicator
⠠⠠⠠⠠⠠⠠	Fifth transcriber-defined typeform passage indicator
⠠⠠⠠⠠⠠⠠⠠	Fifth transcriber-defined typeform terminator

9.1 Deciding When to Use Typeform Indicators

Refer to: 9.7 for guidance on the placement of typeform indicators and terminators in relation to opening and closing punctuation.

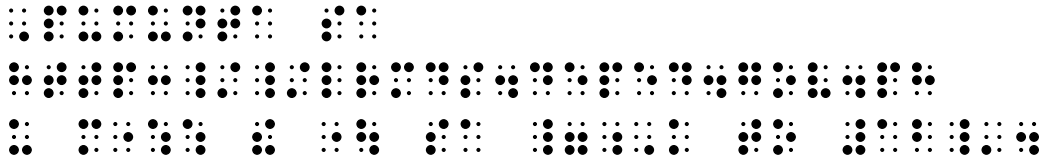
- 9.1.1 Despite wide use of different typeforms in print, it is not always necessary to indicate them when transcribing into braille. For example, print will commonly use a distinctive typeface for headings. This usage is generally ignored in braille where formatting will distinguish the headings from the rest of text. Also the print practice of italicising all variables in technical material is ignored.
- 9.1.2 Typeform indicators are considered necessary in braille when the print change in typeform is significant because it indicates emphasis or shows distinction, e.g. foreign words in Filipino text, titles within text, subject headings on paragraphs, silent thought, computer input distinguished from computer output, or the class of a variable in mathematics.
- 9.1.3 When it cannot be determined whether or not a change of typeform is significant, indicate the change.

Example:

31/ ⠠⠠⠠⠠⠠

[The lowercase letter l is in a different font only to distinguish it from the numeral 1.]

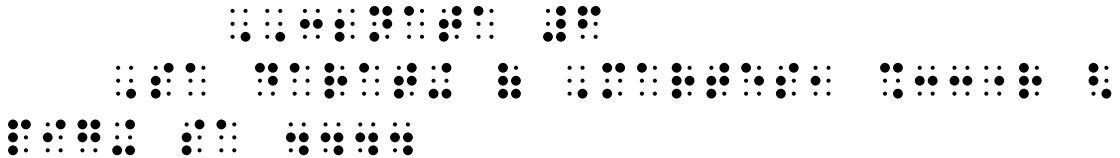
Pumunta sa <http://lrmds.deped.gov.ph> upang malaman ang tungkol sa K to 12.



[This example shows two underlined hyperlinks both of which can be activated in the electronic print file. The first is considered a print enhancement which need not be shown in braille. The second marks embedded text and unless shown as such the braille reader is unaware of the presence of the link.]

KABANATA 6

Sa darating na Martes, magkakaroon ng piging sa



[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.

ebola

38.9

83%

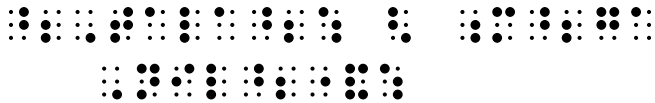
pitong puting puto

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

Example:

Hindi ba ikaw?

Talaan ng mga Nilalaman



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.

Example:

Hanggang hanggang hanggang



[Notice that in a word such as hanggang, where the contraction for hanggang is not used, the contractions for ang, an or ga 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).

Example:

R.S.V.P.

Anong awit ang pambata?



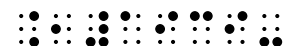
Mahal **ka** ng Panginoon.



kapitbahay

1939-1945

[or divided at the end of the braille line]



- 9.9.1 When transcribing a typeform passage which extends over more than one text element (e.g. a series of consecutive paragraphs), each text element is preceded by the typeform passage indicator and the typeform is terminated only at the point where the typeform changes.

Example:

Isa sa magandang katangian ng bagong Filipino Braille Code ay ang pagkakaroon nito ng iba't ibang Typeform indicators. Dahil dito maaari nang isalin sa Braille ang nakasalungguhit, nakaitaliko at boldface na simbolo ng malinaw kahit ito ay sabay na ginagamit sa isang pangungusap o talata.

Dahil dito mas magiging madali sa mga bulag na malaman ang eksaktong pagkakagamit ng mga ito sa print. Makatutulong din ito sa kanilang akademikong pag-unlad.

The image shows the first paragraph of the example text transcribed into Braille. The text is: "Isa sa magandang katangian ng bagong Filipino Braille Code ay ang pagkakaroon nito ng iba't ibang Typeform indicators. Dahil dito maaari nang isalin sa Braille ang nakasalungguhit, nakaitaliko at boldface na simbolo ng malinaw kahit ito ay sabay na ginagamit sa isang pangungusap o talata." The Braille uses various indicators for emphasis and structure, such as the Typeform indicator (dots 1-2-3-4-5-6) and the Boldface indicator (dots 1-2-3-4-5-6-7-8-9-10-11-12).

The image shows the second paragraph of the example text transcribed into Braille. The text is: "Dahil dito mas magiging madali sa mga bulag na malaman ang eksaktong pagkakagamit ng mga ito sa print. Makatutulong din ito sa kanilang akademikong pag-unlad." The Braille uses various indicators for emphasis and structure, such as the Typeform indicator (dots 1-2-3-4-5-6) and the Boldface indicator (dots 1-2-3-4-5-6-7-8-9-10-11-12).

{The example passage is in hand written or script.}

Section 10. Filipino Braille Contractions

10.1 The Alphabetic Wordsign Contractions

The following are the alphabetic wordsign contractions in Filipino Braille:

Alphabetic Wordsigns

CONTRACTION	MEANING
⠠⠋⠢⠞⠊⠞	bakit
⠠⠎⠠⠍⠗⠊⠑	computer
⠠⠔⠗⠑⠕⠎⠏⠏⠠	direksyon
⠠⠋⠊⠎⠞⠠	fiesta
⠠⠒⠠⠝⠠⠔	ganoon
⠠⠋⠊⠏⠗⠊	hindi
⠠⠊⠎⠠⠎	ikaw
⠠⠗⠠⠎⠠	juice
⠠⠕⠎⠠	kanya
⠠⠕⠕⠏⠗⠠	lungsod
⠠⠓⠒⠠	mga
⠠⠕⠒⠠	ngayon
⠠⠏⠠⠠⠏⠠	paano
⠠⠕⠕⠕⠕	kailan
⠠⠕⠕	rin
⠠⠎⠠⠔⠕⠕	sandali
⠠⠕⠕⠠	talaan
⠠⠕⠏⠠	upang
⠠⠕⠕⠕	virus
⠠⠕⠒⠠	wagas

⠠	x-ray
⠠⠠	yagit
⠠⠠⠠	zoo

10.1.1 Use the alphabetic wordsigns when the word it represents is “standing alone.” 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 can be of any length, that is the dash or the long dash.

Examples:

direksyon--timog

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

mga yagit sa lungsod

⠠⠠ ⠠⠠ ⠠⠠⠠⠠ ⠠⠠

Ebola Virus

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

fiesta ngayon

⠠⠠ ⠠⠠

10.1.2 The contractions for computer/fiesta should not be used for the word kompyuter/pista/pyesta.

10.1.3 Ligatures can be added to a one-cell wordsign contractions. The ligature **g** (⠠⠠) is added to words ending in letter **n** while the ligature **ng** (⠠⠠⠠) is added to words ending in vowels.

Examples:

ganoong ⠠⠠⠠

ring ⠠⠠⠠

kanyang ⠠⠠⠠⠠

talaang ⠠⠠⠠

paanong ⠠⠠⠠⠠

10.2 Strong Contractions

BRAILLE SYMBOL	STRONG WORDSIGNS	STRONG GROUPSIGNS
⠠	mahal	mahal

⠠	pag	pag
⠠	ang	ang

10.2.1 Strong contractions can be used as groupsigns and as wordsigns.

Examples:

Maanghang ang sili.

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Ang mahal ng mahalimuyak na sabon.

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

10.3 Strong Wordsigns and Strong Groupsigns

BRAILLE SYMBOL	STRONG WORDSIGNS	STRONG GROUPSIGNS
⠠	maging	mag
⠠	anak	an
⠠	naging	nag
⠠	eroplano	er
⠠	tunay	tu
⠠	awit	aw
⠠	ingay	ing
⠠	hanggang	han
⠠	ng	
⠠	araw	
⠠	na	
⠠	ay	

Example:

Mahal na mahal kita hanggang ngayon.

⠠⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠

Ang mahalagang handog ay para sa iyo.

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

Handa na ang mga tauhan.

⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

- 10.3.1 Except for the contractions for “maging” and “naging”, all the other strong wordsigns can be used in hyphenated compound words including those words divided at the end of a line.

Examples:

anak-araw

⠠⠠⠠⠠⠠⠠

anak-pawis

⠠⠠⠠⠠⠠⠠⠠⠠

pala-
anak

⠠⠠⠠⠠⠠⠠⠠⠠
⠠⠠

pa-
awit

⠠⠠⠠⠠⠠⠠
⠠⠠

- 10.3.2 Strong wordsign whose groupsigns meaning are different from their wordsign meanings, such as the contractions for “han”, “an”, etc., should not be used before the hyphen or as runovers in words divided at the end of the line.

Examples:

han-
dog

⠠⠠⠠⠠⠠⠠⠠⠠
⠠⠠⠠⠠⠠

[not]

han-
dog

⠠⠠⠠⠠⠠⠠
⠠⠠⠠⠠⠠

lunti-
an

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
⠠⠠⠠

[not]

lunti-
an

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
⠠⠠

ar- [not] ar-
 tista tista

The image shows the Braille representation of the prefix 'ar-' and the word 'tista'. 'ar-' is represented by a 2-dot cell followed by a 3-dot cell. 'tista' is represented by a 2-dot cell followed by a 3-dot cell, a 4-dot cell, and a 5-dot cell.

10.3.3 The Strong wordsigns take on their groupsigns meanings when they are used as parts of words. All the groupsigns in this section can be used in the beginning, middle or end of a word.

Examples:

anhang magmahalan pagmamahal
 handa tahanan tauhan
 sawi lawa awa

The image shows the Braille representation of several words: 'anhang', 'magmahalan', 'pagmamahal', 'handa', 'tahanan', 'tauhan', 'sawi', 'lawa', and 'awa'. Each word is shown with its corresponding Braille symbol.

10.3.4 The groupsign contractions for "mag"- and "nag"- plus all the strong contractions such as the contractions for "mahal", "pag", and "ang", can be used in hyphenated words. They may stand before the hyphen or as runovers in words divided at the end of the line.

Examples:

mag-asawa nag-atubili
 pagma- la-
 mahal pag

The image shows the Braille representation of hyphenated words: 'mag-asawa', 'nag-atubili', 'pagma-', 'la-', 'mahal', and 'pag'. Each word is shown with its corresponding Braille symbol.

10.4 Lower Wordsigns and Lower Groupsigns

BRaille SYMBOL	LOWER WORDSIGNS	LOWER GROUPSIGNS
⠠	ba	ba

⠠	ka	ka
⠠	-	en
⠠	-	ga
⠠	-	ha
⠠	inyo	in
⠠	-	umi

10.4.1 The lower signs which can be used as wordsigns or groupsigns, are formed by using the lower half of the braille cell dots 2, 3, 5 and 6.

10.4.2 The lower wordsigns for “**ba**”, “**ka**”, and “**inyo**” can be preceded by the capital or italic sign, and they can be used within the word with upper dots, but should never be in contact with the punctuation marks, except with the apostrophe **t** (‘t) or **y** (‘y).

Examples:

Inyo ba ang kabayong iyon?

⠠⠠ ⠠ ⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

Sino ka?

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠

Magbihis ka’t aalis tayo.

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

10.4.3 The ligature “ng” **⠠⠠** can be added to the lower wordsign “inyo”.

Examples:

Siya ang inyong lola.

⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

10.4.4 When the words “**ba**” and “**ka**” are followed by a ligature **ng**, the letters **b**, and **k**, and the strong groupsign for “**ang**” should be used in preference to the lower signs.

Examples:

bang



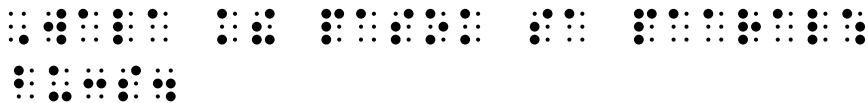
Ano bang uri ng hayop ito?



kang



Wala kang pasok sa paaralan bukas.



- 10.4.5 As part of words, the lower groupsigns for “**ba**”, “**ka**”, and “**umi**” should be used as initial or medial contractions. However, they can be used as terminal contractions if they are in contact with the apostrophe t (‘t’) or apostrophe y (‘y’).

Examples:

bato



pagkakaisa



makapal



lumikha



naglaba’t



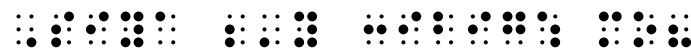
nagluto



Magbihis ka’t aalis tayo.



Siya ba’y kaibigan mo?



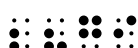
- 10.4.6 The lower groupsigns for “**ga**”, “**en**”, and “**in**” should be used as initial, medial and terminal signs. The lower groupsigns “**ha**”, should be used as medial contractions only. Both lower groupsigns for “**ga**” and “**ha**” can be contracted if in contact with apostrophe t (‘t’) or apostrophe y (‘y’). Lower groupsigns for “**en**” and “**in**” can be contracted even if in contact with the punctuation marks.

Examples:

bagay



bahagi



palagay



nilaga ⠠⠠⠠⠠⠠⠠	gamot ⠠⠠⠠⠠⠠⠠	halaga ⠠⠠⠠⠠⠠⠠
inalis ⠠⠠⠠⠠⠠⠠	malinis ⠠⠠⠠⠠⠠⠠⠠	mahalin ⠠⠠⠠
Enteng ⠠⠠⠠⠠⠠⠠	Helen ⠠⠠⠠⠠⠠⠠	
luha't pighati ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠		
luha'y tumulo ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠		
May holen si Ben ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠		

10.4.7 Two or more lower groupsigns may follow one another only if one of them is in contact with an upper sign containing dot 1 or dot 4.

Examples:

pagkakain ⠠⠠⠠⠠⠠⠠	kababaan ⠠⠠⠠⠠⠠⠠
bagal ⠠⠠⠠⠠	nakababahala ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

10.4.8 If a word can be written in purely lower groupsigns and no other alternative groupsign contraction is available, the last lower groupsigns should be spelled out.

Examples:

babain ⠠⠠⠠⠠⠠⠠	kainin ⠠⠠⠠⠠⠠⠠	babahain ⠠⠠⠠⠠⠠⠠⠠⠠
------------------	------------------	----------------------

10.4.9 The lower groupsigns can be used in contact with a hyphen only in hyphenated word and in a word divided at the end of a line provided that one of the lower groupsigns is in contact with an upper sign containing a dot 1 or dot 4.

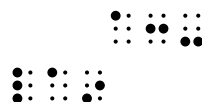
Examples:

magkabaha-bahagi



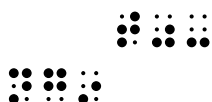
aka-

lain



tumi-

ngin



10.4.10 Lower Groupsigns in Words with Repeated Syllables. Lower groupsigns can be used in words with repeated syllables.

10.4.11 The syllable to be repeated twice occurs at the beginning of a word.

Examples:

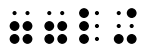
babalik



kakausapin



gagaling



gagalaw



10.4.12 The syllable to be repeated twice occurs in the middle of a word.

Examples:

mababago



makakamit



maggagala



nahahabag



mababaliw



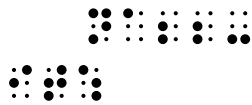
mahahaba



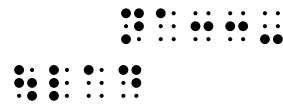
10.4.13 The syllable to be repeated twice is followed by a hyphen in a word divided at the end of a line.

Examples:

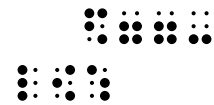
nababa-
itan



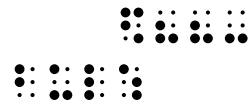
nakaka-
tulad



naggaga-
lawan



naghaha-
bulan



10.4.14 The strong groupword signs for “**ang**”, “**an**”, and “**aw**” should be used in preference to the lower groupsigns where both the strong groupsigns contractions and the lower groupsigns can be used to form syllables as long as it would not distort the pronunciation or hinder the recognition of the word.

Examples:

bangko



kanta



kanal



banda



banak



ihaw



ihawin



lugaw



lugawan



10.5 Initial Letter Contractions

10.5.1 The following initial letter contractions are preceded by dot 5 (").

BRAILLE SYMBOLS	MEANINGS
⠠⠠⠠	binata
⠠⠠⠠⠠	cellphone
⠠⠠⠠	dalaga
⠠⠠⠠	ewan
⠠⠠⠠	filipino
⠠⠠⠠	gunita
⠠⠠⠠	hapon
⠠⠠⠠	isip
⠠⠠⠠	jeep
⠠⠠⠠	kailangan
⠠⠠⠠	larawan
⠠⠠⠠	mabuti
⠠⠠⠠	noon
⠠⠠⠠	opo
⠠⠠⠠	patuloy
⠠⠠⠠	kislap
⠠⠠⠠	roon
⠠⠠⠠	subalit
⠠⠠⠠	talaga
⠠⠠⠠	ugali
⠠⠠⠠	buhay
⠠⠠⠠	wakas
⠠⠠⠠	eksamen
⠠⠠⠠	yaman
⠠⠠⠠	salita

Other Contractions Beginning with Dot 5.

⠠⠠⠠⠠	anggi
⠠⠠⠠⠠	masama
⠠⠠⠠⠠	nasa
⠠⠠⠠⠠	panahon
⠠⠠⠠⠠	alam
⠠⠠⠠⠠	tungkol
⠠⠠⠠⠠	ingat
⠠⠠⠠⠠	away

10.5.2 Initial letter contractions and other contractions beginning with dot 5 can be used as wordsign or groupsign. Prefixes, suffixes, letters or ligatures can be added to them even if the addition may form words whose meanings may or may not be related to the original meanings of the words to which such addition have been made.

Examples: with **prefixes/suffixes**

kabinataan

⠠⠠⠠⠠⠠⠠⠠⠠

paglalarawan

⠠⠠⠠⠠⠠⠠⠠⠠⠠

kaugalian

⠠⠠⠠⠠⠠⠠⠠

alamat

⠠⠠⠠⠠⠠⠠

salamin

⠠⠠⠠⠠⠠⠠⠠

salamat

⠠⠠⠠⠠⠠⠠⠠⠠

kailanganin

⠠⠠⠠⠠⠠⠠

gunitain

⠠⠠⠠⠠⠠

kawayan

⠠⠠⠠⠠⠠⠠⠠

masamain

⠠⠠⠠⠠⠠

mayaman

⠠⠠⠠⠠⠠⠠⠠

pagyamanin

⠠⠠⠠⠠⠠⠠⠠⠠

pagsalitaan

⠠⠠⠠⠠⠠⠠⠠

with **letter/ligature:**

binatay

⠠⠠⠠⠠⠠

binatak

⠠⠠⠠⠠⠠

salitan

⠠⠠⠠⠠⠠⠠

kailangang

⠠⠠⠠⠠⠠⠠

ugaling

⠠⠠⠠⠠⠠⠠⠠

larawang

⠠⠠⠠⠠⠠

masamang

⠠⠠⠠⠠⠠⠠⠠

10.5.3 The apostrophe t ('t) or apostrophe y ('y) can be added only to initial letter contraction with vowel endings.

Examples:

gunita't masama'y salita't
 ⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒ ⠠⠓⠠⠑⠠⠓⠠⠓⠠⠓⠠⠓⠠⠓ ⠠⠑⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒

10.5.4 When prefixes and/or suffixes are added to the words "hapon", "tungkol", and "panahon", the letter o in the last syllable of each word changes to u.

Examples:

hapunan tungkulin kapanahunan
 ⠠⠓⠠⠓⠠⠓⠠⠓⠠⠓ ⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒ ⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒

10.6 Final Letter Groupsigns

10.6.1 Final letter groupsign contractions beginning with dots 4, 6 (⠠⠠) and dots 5, 6 (⠠⠠)

BRAILLE SYMBOLS	MEANINGS
⠠⠠	syon
⠠⠠	siyon

10.6.2 The contractions for **"syon"** can be used only in the middle or at the end of a word. The ligature **g** can be added to them when they are used terminally.

Examples:

edisyon bakasyon edukasyon
 ⠠⠑⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒ ⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒ ⠠⠑⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒

emosyonal propesyonal
 ⠠⠑⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒ ⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒

komisyonado lokasyong
 ⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒ ⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒

iskursiyon proteksiyon
 ⠠⠑⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒ ⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒⠠⠒

transkripsiyon















liksiyong



10.7 Short Form Words

10.7.1 List of ShortForm Words. The following contractions are called short form words.

BRAILLE SYMBOLS	MEANINGS
	babae
	bulag
	braille
	damdamin
	dakila
	dapat
	datapwat
	huwag
	halos
	halimbawa
	halaman
	huwaran
	inaasahan
	karunungan
	kundi
	kalayaan
	komunikasyon
	karapatan
	karanasan
	kasalukuyan
	kasaysayan
	kultura
	kuwento
	lalaki
	lipunan

	marahil
	magiging
	marami
	nagiging
	pagiging
	pagkat
	palaisipan
	pamahalaan
	panitikan
	pangungusap
	sangguni
	suliranin
	samakatawid
	samantala
	sapagkat
	sumusunod
	salawikain
	talakay
	talata
	tagumpay
	trabaho
	watawat

10.7.2 Prefix, suffix, or both can be added to a short-form word regardless of its original meaning.

Examples:

kundiman



madamdamin



panlipunan



pangkasalukuyan



pampamahalaan



pagtagumpayan



samantalahin



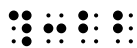
talakayin



10.7.3 Only prefix can be added to the following short form words: babae, bulag, dakila, and braille.

Examples:

pagkababae



pambabae



nagbibraille



pambulag



pinakadakila



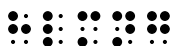
10.7.4 The ligature **g** can be added to respective short-form word that ends in letter **n**, while the ligature **ng** to short-form word that ends in a vowel.

Examples:

damdaming



halimbawang



karanasang



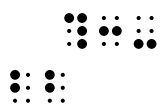
kuwentong



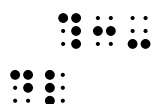
10.7.5 A short-form word should not be divided at the end of a line, but can be separated from any prefix addition.

Examples:

pagka-
babae



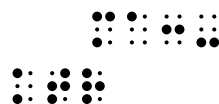
pagka-
dakila



pang-
komunikasyon



maka-
kultura



10.7.6 When a suffix is added to the word "kuwento" and "trabaho" , the letter **o** at the end of the word changes to **u**.

Examples:


kuwentuhan



trabahuhin

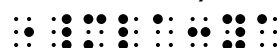


10.8 Repetition Signs

- 10.8.1 The Repetition Sign  is found before a consonant, the letter **/a/** should be added to the consonant and the resulting syllable should be pronounced three times.

Examples:

mamamalakaya



papapakin



niyayaya




mamamayan



bababa



- 10.8.2 When the repetition sign  (5, 4-5-6) is followed by a series of consonants, pronounce the first consonant three times with the **/a/** sound. However, the third syllable should be pronounced with the second consonant's sound.

Examples:

mamamasyal



nananampalataya



ibababad



nananambitan




nagtatatakbo



nagpapapadyak



- 10.8.3 The repetition sign  is found before a consonant, the **/i/** sound should be added to the consonant and the resulting syllable should be pronounced three times.

Example:

nagsisisi




nagtititili



nagbibibili



- 10.8.4 When the repetition sign  is followed by a series of consonants, pronounce the first consonant three times with the **/i/** sound. However, the third syllable should be pronounced with the second consonant's sound.

Examples:

pinagbibibigkas



pinaglililigtas



pinagtitikman



pinagdidiktahan



- 10.8.5 The Repetition Sign $\cdot\cdot\cdot\cdot$ is found before a consonant, the /u/ sound should be added to the consonant and the resulting syllable should be pronounced three times.

Examples:

tututulan



sususugan



natututuhan



pinagkukukuha



pinagpupuputol



- 10.8.6 When the repetition sign $\cdot\cdot\cdot\cdot$ is followed by a series of consonants, pronounce the first syllable three times with the /u/ sound. However, the third syllable should be pronounced with the second consonant's sound.

Examples:

pinagtututukso



pinagbububuksan



nagkukukumpas



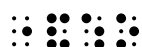
naglululukso



- 10.8.7 The repetition sign $\cdot\cdot\cdot\cdot$ is found before the word. The word should be pronounced twice. This should be used to repeat a hyphenated word if the letters of the word are exactly identical.

Examples:

ano-ano



bukod-bukod



kahon-kahon



buto-buto



milyon-milyon



sunod-sunod



taon-taon dugtong-dugtong pito-pito
 ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

halo-halo piso-piso solo-solo
 ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

10.8.8 When this sign ⠠⠠ is found within a word, say the syllable(s) / prefix before the sign and pronounce the word after the sign twice if the word is exactly identical.

Examples:

kapuna-puna pagkalaki-laki
 ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

kadala-dala magsabay-sabay
 ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

magpatak-patak kataka-taka
 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

10.8.9 The repetition sign ⠠⠠ is found within a word, read the word with the ligature first then repeat the word before the sign.

Examples:

pulang-pula berdeng-berde babaeng-babae
 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

mabuting-mabuti libreng-libre
 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

10.8.10 The repetition sign ⠠⠠ is found within a word, say the syllable(s) or words before the sign first and then read the syllable(s) before the sign with the syllable/suffix after it.

Examples:

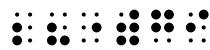
kasal-kasalan bahay-bahayan
 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

isip-isipin tinda-tindahan
 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

pala-palagay



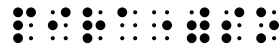
baha-bahagi



pare-pareho



pira-piraso



10.9 Proper Nouns and Foreign Wordss

10.9.1 **Proper nouns.** Full contractions should be used in all proper nouns regardless of proper pronunciation.

Examples:

Madrigal



Balintawak



Magtanggol



Tagumpay



Bauan



Juan



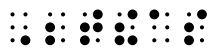
Adrian



Indian



Batangas



Pampanga



Kagawaran ng Edukasyon



Araw ng Kalayaan



Kasaysayan at Panitikan



Mang Inasal



10.9.2 **Foreign Words** All foreign words and the vernacular embedded in Filipino language should be uncontracted and with italic sign.

Examples:

Basahin ang pangungusap na nakasulat sa iba't ibang "mother tongue" ng ating bansa.

1. Filipino

Ang anumang mabigat na gawain at suliranin ay mapapagaan kung may pagtutulungan at pagkakaisa ang bawat kasapi ng komunidad.

Ang anumang mabigat na gawain at suliranin ay mapapagaan kung may pagtutulungan at pagkakaisa ang bawat kasapi ng komunidad.

2. Bicolano

An pagtatarabangan dangan pakikipagkapwa kaipuhan sa pagsolba sa mga problema kan komunidad.

An pagtatarabangan dangan pakikipagkapwa kaipuhan sa pagsolba sa mga problema kan komunidad.

3. Binisaya

Mahinungdanon ang pagtinabangay ug pakighigala sa pagsulba ng mga problema sa komunidad.

Mahinungdanon ang pagtinabangay ug pakighigala sa pagsulba ng mga problema sa komunidad.

4. Waray

Himua nga susbaranon an mag-upay nga buhat han tawo ha komunidad.

Himua nga susbaranon an mag-upay nga buhat han tawo ha komunidad.

10.9.3 Foreign and vernacular proper nouns such as Title of books and magazines,

naganap	[not]	naganap
⠠⠠⠠⠠		⠠⠠⠠⠠⠠⠠

10.10.3 If the use of either one contraction or any of its alternatives in a word would save an equal amount of spaces, preference should be given to the contractions which indicates correct syllabication.

Examples:

kanin	[not]	kanin
⠠⠠⠠		⠠⠠⠠
banta	[not]	banta
⠠⠠⠠⠠		⠠⠠⠠⠠
ganado	[not]	ganado
⠠⠠⠠⠠⠠		⠠⠠⠠⠠⠠
kabanata	[not]	kabanata
⠠⠠⠠⠠⠠⠠		⠠⠠⠠⠠⠠⠠

10.10.4 If there are no alternative contractions, use any possible contractions even if it would violate the primary division of a word.

Examples:

buwanan	arawan	tanawin
⠠⠠⠠⠠⠠	⠠⠠⠠⠠	⠠⠠⠠⠠
pera	bingi	tawa
⠠⠠⠠	⠠⠠⠠	⠠⠠⠠

SECTION 11 STRESS (MODIFIERS)

11.1 Stress Signs (Modifiers) The following signs listed below should be used in stressed words and should be placed before the affected syllables. All words with stress signs should be written in uncontracted forms.

Print Sign	Braille Symbol
------------	----------------

´	⠠⠠ (dots 4-5, 3-4)	pahilis mabilis (fast pronunciation)
---	--------------------	---

`	⠠⠠ (dots 4-5, 1-6)	paiwa malumi (penultimate glottal)
---	--------------------	---

^ ⠠⠨⠨ (dots 4-5, 1-4-6) **pakupya** maragsa (acute glottal)

walang tuldik

malumay

Note: For other letter modifiers, please see Appendix B

Examples:

pulís (policeman) [mabilis]
 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

sukà (vinegar) [malumi]
 ⠠⠠⠠⠠⠠⠠⠠

dagâ (rat) [maragsa]
 ⠠⠠⠠⠠⠠⠠⠠⠠

Kababayan (townmate/countryman) [malumay]
 ⠠⠠⠠⠠⠠⠠⠠⠠

dalì (one inch) [malumi] **dalî** (quickness) [maragsa]
 ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

Daing (dried fish) [malumay] **daíng** (moaning) [mabilis]
 ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

basa (read) [malumay] **basâ** (wet) [maragsa]
 ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠










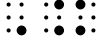
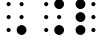
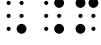
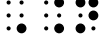
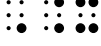







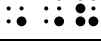


lata (can) [malumay] **latâ** (weariness) [maragsa]
 ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

baga (burning coal) [malumay] **bagà** (lung) [maragsa]
 ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

tubo(pipe)[malumay] **tubó**(sugar cane)[mabilis] **tubò**(interest)[malumi]
 ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

Appendix A Greek Letters

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

	capital Greek alpha	Α
	capital Greek beta	Β
	capital Greek gamma	Γ
	capital Greek delta	Δ
	capital Greek epsilon	Ε
	capital Greek zeta	Ζ
	capital Greek eta	Η
	capital Greek theta	Θ
	capital Greek iota	Ι
	capital Greek kappa	Κ
	capital Greek lambda	Λ
	capital Greek mu	Μ
	capital Greek nu	Ν
	capital Greek xi	Ξ
	capital Greek omicron	Ο
	capital Greek pi	Π
	capital Greek rho	Ρ
	capital Greek sigma	Σ
	capital Greek tau	Τ
	capital Greek upsilon	Υ
	capital Greek phi	Φ
	capital Greek chi	Χ
	capital Greek psi	Ψ
	capital Greek omega	Ω

Appendix B Letter Modifiers

BRAILLE SYMBOLS	MEANINGS	PRINT SYMBOLS
⠠⠨	Solidus (forward slash) overlay on following letter	ℓ
⠠⠨⠠	Horizontal stroke overlay on following letter	θ
⠠⠨⠠	Breve above following letter	ă
⠠⠨⠠	Macron above following letter	ā
⠠⠨⠠	Cedilla below following letter	ñ
⠠⠨⠠	Grave accent above following letter	è
⠠⠨⠠	Circumflex above following letter	â
⠠⠨⠠	Ring (circle) above following letter	å
⠠⠨⠠	Tilde above following letter	õ
⠠⠨⠠	Diaeresis (umlaut) above following letter	ä
⠠⠨⠠	Acute accent above following letter	á
⠠⠨⠠	Caron (hacek, wedge) above following letter	š
⠠⠨⠠⠠	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	Ø
⠠⠨⠠⠠	Horizontal stroke overlay on following capital letter	Θ
⠠⠨⠠⠠	Breve above following capital letter	Ŏ
⠠⠨⠠⠠	Macron above following capital letter	Ū

⠠⠨⠠	Cedilla below following capital letter	Ḥ
⠠⠨⠠	Grave accent above following capital letter	Ẁ
⠠⠨⠠	Circumflex above following capital letter	Ẃ
⠠⠨⠠	Ring (circle) above following capital letter	Å
⠠⠨⠠	Tilde above following capital letter	Õ
⠠⠨⠠	Diaeresis (umlaut) above following capital letter	ÿ
⠠⠨⠠	Acute accent above following capital letter	́
⠠⠨⠠	Caron (hacek, wedge) above following capital letter	ř
⠠⠨⠠	First transcriber-defined modifier on following capital letter	
⠠⠨⠠	Second transcriber-defined modifier on following capital letter	
⠠⠨⠠	Third transcriber-defined modifier on following capital letter	

Place a modifier before the letter it modifies in braille, irrespective of whether it appears above, below, or overlaying the letter or letters 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. If an indicator is required immediately before a modified letter, place the indicator before the modifier. Modifiers on letters do not terminate capitalized word mode. A modified letter may not form part of a contraction. 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 cannot be followed by a contraction.

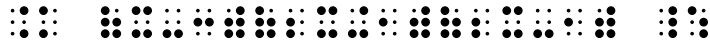
Where the modifier is shown in print without an associated letter, as in a dictionary entry or in instructional material, follow print. Use the modifiers listed above only in foreign language, words, and phrases except for the (ñ) which is part of the Filipino Alphabet. Use the modifiers above for linguistic 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.

Appendix C Nemeth Code within FBC Contexts

When Nemeth Code is to be used for mathematics, the actual math and technical notation should be presented in Nemeth code or the Nemeth-based chemistry code, as applicable, while the surrounding text should be presented in FBC.

Basic Guidance on When to Switch

1. Any mathematical or chemical formula should be done in Nemeth Code. This includes fragmentary expressions, including isolated signs of operation or comparison when mentioned in reference to such formulas. (But see #3 - Exceptions regarding mere mention of letter variables or numbers.)
2. All other text, including punctuation that is logically associated with surrounding sentences, should be done in FBC. (But see #3 - Exceptions regarding enclosures and for commas and semicolons between mathematical or chemical expressions.)
3. Exceptions: Despite the above principles, it is nevertheless desirable not to overdo switching just for the sake of a simple item that is easily read in either code. On that basis, avoid switching in the following two cases:
 - a. A mere mention of a number or a letter variable within an otherwise FBC context should be done in FBC. This "number" exception applies to both Arabic and Roman numbers and includes numbers that contain commas and decimal points, but not fractions, which should be done in Nemeth code.
 - b. When a comma or semicolon occurs between items that are to be transcribed in Nemeth Code, even if they could logically be regarded as belonging to the sentence structure, the comma or semicolon should be transcribed in Nemeth Code. Likewise parentheses, brackets, or braces that enclose only material that is to be transcribed in Nemeth code may be transcribed as part of that material even if they could logically be considered as belonging to the larger sentence structure.
4. To avoid use of switch indicators when a single word standing alone occurs between two math expressions, a one-word switch indicator (6, 3) may be used in Nemeth mode to indicate that the following word is in FBC. Contractions may be used in the subsequent word. The one-word switch indicator should precede the word whether or not it contains contractions. Otherwise, **no contractions are used in Nemeth mode**. Similar to the capital indicators, the one-word switch indicator is disregarded for purposes of the FBC lowersign rule.
5. A switch from Nemeth to FBC or from FBC to Nemeth terminates the effect of typeform and capitalization indicators without the need for explicit terminators.



[The opening indicator is placed at the end of the text line preceding the beginning of the math expression to bring on a line by itself.]

Additional Guidelines

1. The title page and any supplemental title pages of a book are transcribed in FBC.
2. The transcriber should look through the entire book and make decisions about how the switches will be handled before beginning the transcription so that there is consistency throughout the book. For special symbols such as the percent sign, degree mark, and mentions of Greek letters, the transcriber should, when consistency of representation is seen to be especially beneficial to the reader, switch to Nemeth Code for such symbols (along with any attached numbers) when the same symbol occurs in nearby math notation, even though the local context does not constitute math notation.
3. Labels for figures (such as "Figure 1") should be transcribed in FBC.
4. In a numbered or lettered series of math problems that are in Nemeth code, leave Nemeth mode in effect for the identifiers to avoid excessive switching, even though these identifiers are not technically part of the math.

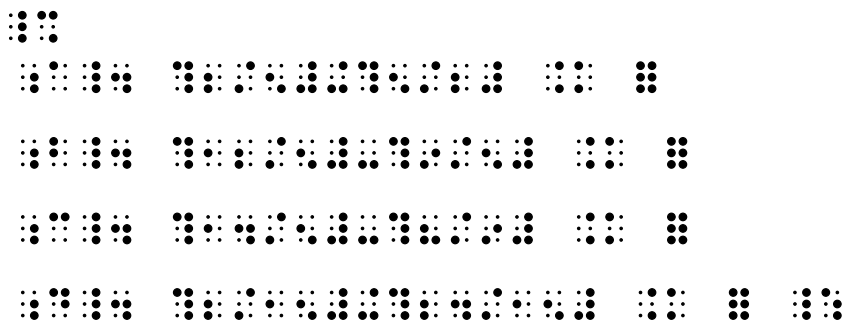
Example:

a. $\frac{2}{5} + \frac{5}{2} =$

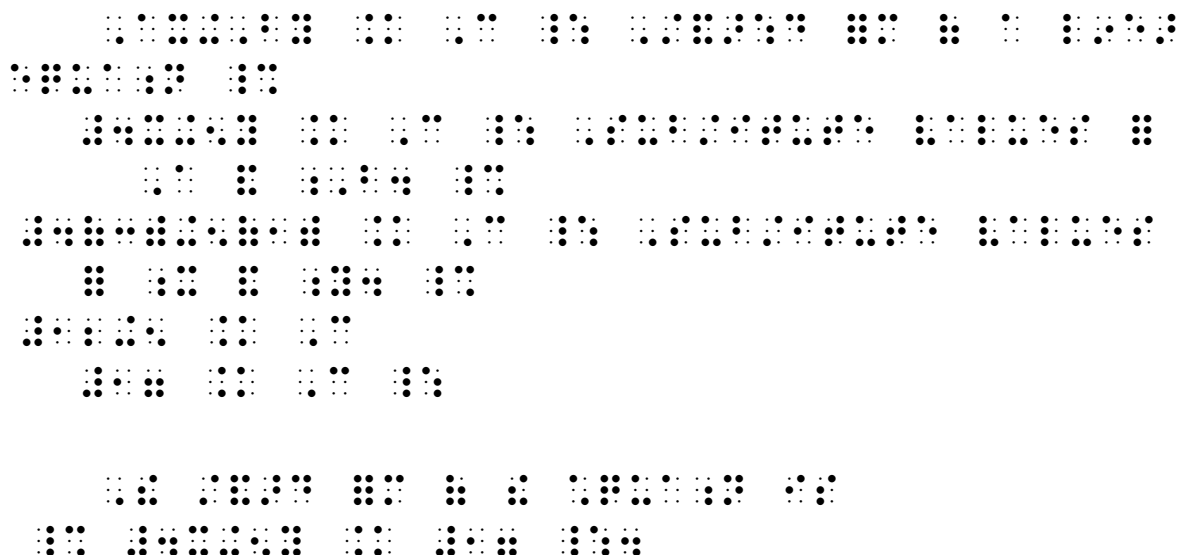
b. $\frac{12}{5} - \frac{9}{5} =$

c. $\frac{14}{5} - \frac{8}{9} =$

d. $\frac{2}{15} + \frac{24}{15} =$



5. In general, keep the switch indicators on the same line as the mathematics to which they apply with the following exceptions:
 - a. As shown in the example above, the opening Nemeth Code indicator at the beginning of a list of numbered or lettered identifiers should be placed by itself on the line above the first item. This ensures that all identifiers begin in the same cell. If space permits, the Nemeth Code terminator should still be placed on the same line with the text where Nemeth mode ends.
 - b. If space permits, an opening Nemeth Code indicator that precedes a spatial problem may be placed on the same line with the end of the text above the problem. The required blank line follows the opening Nemeth Code indicator. If there is no room on the line with the preceding text, the opening Nemeth Code indicator is placed at the margin on a line by itself and followed by the requisite blank line. When Nemeth mode is closed after a spatial problem, the Nemeth Code terminator is placed at the margin on a line by itself and is preceded by the required blank line (the blank lines around spatial problems are done in Nemeth mode).
 - c. If code switching occurs within a math problem and would interfere with the alignment of the problem, an opening Nemeth Code indicator may be placed at the end of the line before the math to which it applies. If there is no room on the line, the indicator is treated as a run over to that line.
6. If exercise directions end with an expression in Nemeth code and the subsequent math problem starts with Nemeth code, Nemeth mode may be left in effect between the end of the directions and the start of the problem.
7. If a tactile graphic intervenes between two items in Nemeth code, leave Nemeth mode in effect for the graphic. When applicable, place a note on the transcriber's notes page indicating that Nemeth Code is used in tactile graphics.
8. When short comments in words appear alternated with math problems (such as comments on equations), switch out of Nemeth code to transcribe the comments in contracted braille.
9. In uncontracted Nemeth braille, the English Letter Indicator (ELI) is used wherever required by §24-§30 of the Nemeth Code. It would mean, for example, that multiple choice and exercise letters as well as single letter abbreviations would need the ELI.
10. FBC emphasis indicators are used in the surrounding text, and Nemeth emphasis indicators are used only if it is necessary to indicate emphasis inside the Nemeth code switches.
11. If code switching is necessary within the text of an emphasized passage as, for example, in a labeled statement, the beginning emphasis indicators are repeated after each switch to show that emphasis continues (See #5 under



6. Follow Formats for displayed literary text, with the exception of blocked paragraphs, which are not used in Nemeth. Follow Nemeth rules for displayed math expressions (displayed material begins 2 cells to the right of the material above it with runovers two cells to the right of that; no blank lines).
7. Instructions are transcribed in 5-3 (follows Nemeth formatting rules). At least one line of the instructions must be on the same braille page as the questions that follow.
8. Instructions must be followed by lettered or numbered exercises. If there are no exercises following the instructions, the text is considered a narrative paragraph and transcribed in 3-1.
9. For an exercise with any number of subentry levels, use margins 1-5 for the first level, and 3-5 for all subsequent levels, (follows Nemeth).
10. If the body of a table, including row headings, consists only of numbers, the numeric indicator may be omitted. No TN is required. The whole table is done according to Nemeth and must be within Nemeth switches.
11. In listed table format, when transcribing within the Nemeth switches, a double dash (four cells of dots 36) is used for blank entries that are to be filled in.
12. Use analogy symbols according to the rules of Nemeth Code.
13. In a technical context, use the Nemeth caret; in surrounding text, use the FBC caret.
14. Words enclosed in shapes are transcribed according to the methods for shapes with internal modification and must be enclosed within Nemeth switches.

Appendix D List of Participants

Revision of Filipino Braille Code Participants
Marikina RELC
May 14-18, 2013

Management Staffs:

1. Mirla R. Olores - Chief of SPED Division
2. Romeo M. Mina - Senior Education Program Specialist, SPED Division
3. Rebecca G. Arabain - Publication Production Supervisor, PPHB
4. Jesus B. Alforte - Printing Foreman, PPHB
5. Allan R. Mesoga - Proofreader II, PPHB

Consultants:

1. Adelaida B. Elamparo
2. Julia R. Capulong

Support Staffs:

1. Nelly M. Hernandez - Typesetter II, PPHB
2. Encarnacion B. Malvar - Typesetter II, PPHB
3. Elizabeth D. Salinas - Administrative Aide IV, PPHB
4. Augusto M. Salinas - Administrative Aide I, PPHB

Participants:

1. Loreta G. Barboza - Chief Brailist, RBI Braille Production
2. Elvira C. Bautista - Administrative Officer II, PPHB
3. Abigail D. Carinugan - SPED Teacher, Sta. Ana Elementary School
4. Miguel L. Centeno - Proofreader II, PPHB
5. Danny M. Dalida - Proofreader II, PPHB
6. Ma. Theresa L. Ducog - Assistant Brailist, RBI Braille Production
7. Marilou C. Goloya - SPED Teacher, Sta. Ana Elementary School
8. Olivia T. Gutierrez - SPED Teacher, PNSB
9. Gloria G. Jamandre - SPED Teacher, PNSB
10. Preciosa O. Macasaet - Copyreader, PPHB
11. Evelyn T. Matienzo - SPED Teacher, Commonwealth Elementary School
12. Olivia L. Pagurayan - SPED Professor, PNU
13. Joel P. Rescober - SPED Teacher, Quirino High School

Validation of Filipino Braille Code

Region III Validation Team:

1. Zenaida G. Concon - Senior Education Program Specialist, SPED Division
2. Salvacion C. Olinares - Education Program Specialist II, SPED Division
3. Allan R. Mesoga - Proofreader II, PPHB
4. Angel M. Nabor - Typesetter II, PPHB

Region IV-A Validation Team:

1. Annalyn A. Aquino - Education Program Specialist II, SPED Division
2. Lauro L. Purcil - Education Program Specialist I, SPED Division
3. Rebecca G. Arabain - Publication Production Supervisor, PPHB
4. Encarnacion B. Malvar - Typesetter II, PPHB

NCR Validation Team:

1. Nancy C. Pascual - Senior Education Program Specialist, SPED Division
2. Allan R. Mesoga - Proofreader II, PPHB
3. Nelly M. Hernandez - Typesetter n, PPHB
4. Encarnacion B. Malvar - Typesetter II, PPHB

Finalization on Filipino Braille Code

Tagaytay International Convention Center

November 17-21, 2014

Management Staffs:

1. Mirla R. Olores - Chief of SPED Division
2. Salvacion C. Olinares - Education Program Specialist II, SPED Division
3. Rebecca G. Arabain - Publication Production Supervisor, PPHB
4. Jesus B. Alforte - Printing Foreman, PPHB
5. Allan R. Mesoga - Proofreader II, PPHB

Consultants:

1. Adelaida B. Elamparo
2. Julia R. Capulong
3. Romeo M. Mina

Group I (Technical Materials):

1. Rebecca G. Arabain - Publication Production Supervisor, PPHB
2. Loreta G. Barboza - Chief Brailist, RBI Braille Production
3. Miguel L. Centeno - Proofreader II, PPHB
4. Nelly M. Hernandez - Typesetter II, PPHB
5. Preciosa O. Macasaet - Copyreader, PPHB
6. Encarnacion B. Malvar - Typesetter II, PPHB
7. Allan R. Mesoga - Proofreader II, PPHB

8. Romeo M. Mina - Consultant
9. Angel M. Nabor - Typesetter n, PPHB
10. Ma. Lea I. Vilvar - Librarian, NLP Braille Section

Group II (Filipino Braille Contractions):

1. Julia R. Capulong - Consultant
2. Adelaida B. Elamparo - Consultant
3. Rosalie R. Condes - Principal, PNSB
4. Danny M. Dalida - Proofreader II, PPHB
5. Ma. Theresa L. Ducog - Assistant Brailist, RBI Braille Production
6. Marilou C. Goloya - SPED Teacher, Sta. Ana Elementary School
7. Olivia T. Gutierrez - SPED Teacher, PNSB
8. Gloria G. Jamandre - SPED Teacher, PNSB
9. Rhoda A. Nucom - SPED Teacher, Bagong Silang Elementary School

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