Chapter 6: Braille

CONTENTS 9 exercises · 28 questions

6.1	Let us Think — Answer the following	3 Q
6.2	Let us Think — Think and discuss	2 Q
6.3	Let us Speak	3 Q
6.4	Let us Write A — Braille writing activity	5 Q
6.5	Let us Write B — Precautions to protect eyes	1 Q
6.6	Let us Write C — Past continuous tense	6 Q
6.7	Let us Write D — Fill in the blanks (picture story)	5 Q
6.8	Let us Do	2 Q
6.9	Let us Explore	1 Q

6.1 Let us Think — Answer the following

Q1 Describe the Braille alphabet.

The Braille alphabet uses raised dots that can be felt with the fingertips. There is one Braille symbol made up of a pattern of raised dots for each of the twenty-six letters of the English alphabet. Because the letters cannot be written too close together, Braille requires more space than regular print.

Q2 Why was 'Night Writing' not a success?

'Night Writing' was invented by Captain Charles Barbier de la Serre as an alphabet of raised dots and dashes for soldiers to read in the dark. It was not a success because it was too difficult to use.

Q3 What did Louis Braille do to make reading easier for the blind?

Louis Braille took the idea of 'Night Writing' and simplified it. He created a new system of raised dots — one symbol for each letter of the alphabet — that was easy to read by touch. This system, known as the Braille alphabet, allowed blind people to read and write independently.

6.2 Let us Think — Think and discuss

Q1 You may have seen people with blindness walking with a white cane. Why is the cane always white-coloured?

Sample answer: The white cane is a signal to others that the person using it has blindness or low vision. The white colour makes the cane easy to see from a distance, so drivers and pedestrians can notice it quickly and be careful around the person.

Q2 Imagine that the world becomes dark for a day and there is no light. What difficulties might one face on such a day?

Sample answer: If the world became dark for a day, people would find it very hard to move around safely without bumping into things. Reading, cooking, and going to school would become very difficult. We would also feel scared and confused, and we would miss the colours and beauty around us.

6.3 Let us Speak

Q1 Close your eyes, pick an object, put it back. Complete the sentence: The object in my hand was …… in shape.

Sample answer: The object in my hand was round in shape.

Q2 Complete the sentence: The object in my hand was …… (longer/shorter) than my forefinger.

Sample answer: The object in my hand was shorter than my forefinger.

Q3 Complete the sentence: The object in my hand was a ……

Sample answer: The object in my hand was a small rubber eraser.

6.4 Let us Write A — Braille writing activity

Q1 Write the word 'Cat' using the Braille alphabet (paste bindis to show the raised dot pattern for each letter).

Using the Braille chart in the lesson, write each letter's dot pattern for C, A and T.

Q2 Write the word 'Boy' using the Braille alphabet.

Using the Braille chart, write the dot patterns for B, O and Y.

Q3 Write the word 'Jug' using the Braille alphabet.

Using the Braille chart, write the dot patterns for J, U and G.

Q4 Write the word 'Man' using the Braille alphabet.

Using the Braille chart, write the dot patterns for M, A and N.

Q5 Write your name in Braille.

Sample answer: Look up each letter of your name in the Braille alphabet chart and paste bindis to show the dot pattern for each letter.

6.5 Let us Write B — Precautions to protect eyes

Q1 Louis Braille lost his eyesight in an accident. List the precautions that should be taken to protect eyes from harm.

Sample answer: 1. Never play with sharp tools, needles, or scissors. 2. Always wear protective glasses when near fireworks or crackers. 3. Do not rub your eyes with dirty hands. 4. Avoid staring directly at bright light or the sun. 5. Keep chemical liquids and sprays away from the face.

6.6 Let us Write C — Past continuous tense

Q1 Change to past: The dogs are barking at the stranger.

The dogs were barking at the stranger.

Q2 Change to past: Grandfather is searching for his spectacles.

Grandfather was searching for his spectacles.

Q3 Change to past: Sheeba is writing a letter.

Sheeba was writing a letter.

Q4 Change to past: He is singing a song.

He was singing a song.

Q5 Change to past: We are playing kho-kho.

We were playing kho-kho.

Q6 Change to past: The man is using his hands to push his wheelchair.

The man was using his hands to push his wheelchair.

6.7 Let us Write D — Fill in the blanks (picture story)

Q1 Fill in the blanks using the given options (was clapping / were sitting / was entering / was scattering / was hanging / was feeding): My friend Tarandeep told me an interesting thing yesterday. She …… her friends, the squirrels and the sparrows. She …… grains for them.

She was feeding her friends, the squirrels and the sparrows. She was scattering grains for them.

Q2 Fill in the blank: Her grandmother …… out the clothes to dry on a clothesline.

Her grandmother was hanging out the clothes to dry on a clothesline.

Q3 Fill in the blank: Grandmother …… the house when a strong wind began to blow.

Grandmother was entering the house when a strong wind began to blow.

Q4 Fill in the blank: The sparrows and squirrels …… on the clothes to prevent them from falling.

The sparrows and squirrels were sitting on the clothes to prevent them from falling.

Q5 Fill in the blank: Tarandeep …… her hands with joy.

Tarandeep was clapping her hands with joy.

6.8 Let us Do

Q1 Press a shape or letter onto paper with a matchstick or the back of a pencil. Close your eyes, flip the page, and run your finger over the raised surface. Can you make out the shape?

Press firmly on the paper to create a raised outline. When you turn the paper over and close your eyes, feel the bump with your fingertip. With practice, you will be able to tell if it is a circle, a cross, or a letter. This activity helps you understand how blind people read by touch.

Q2 There are some children with low vision (wearing thick glasses or holding a book too close to their eyes). Being a classmate and friend, how can you assist them?

Sample answer: I can sit next to them and share my notes. I can bring a printout of class material with large, clear font so they can read it easily. I can also read questions aloud during group work and make sure they are not left out of any classroom activities.

6.9 Let us Explore

Q1 Find out about the nearest resource centre for people with blindness.

Ask your teacher or a family member to help you find the nearest centre in your city that supports people with blindness. You can also look for information at your local library or community centre.