

MAASAI MARA UNIVERSITY

**REGULAR UNIVERSITY EXAMINATION
2018/2019 ACADEMIC YEAR
SECOND YEAR SECOND SEMESTER**

**SCHOOL OF EDUCATION
DEGREE OF BACHELOR OF EDUCATION SPECIAL
NEEDS**

COURSE CODE: SNE 1206

COURSE TITLE: INTRODUCTION TO BRAILLE

DATE: 16/4/2019

TIME: 8:30AM – 10:30 AM

INSTRUCTIONS

Answer **ALL** questions in **Section A** and **ANY Three** in **section B**

Section A (25 marks) COMPULSORY

1. (a) write the following words in braille.

- i. Start
- ii. Cobbler

- iii. Behave
- iv. Come
- v. Suggest
- vi. Bead
- vii. Oxen
- viii. Lengthen
- ix. Yourself
- x. Ladder

(10 marks)

(b) Explain the meaning of simple upper word signs as used in braille.

(3 marks)

(c) State two disadvantages of using slate and stylus in writing braille.

(2 marks)

(d) Identify five writing equipment used by the visually impaired learners.

(5 marks)

(e) Explain the functions of the five major parts of Perkins braille.

(5 marks)

Section B: ANSWER ANY THREE QUESTIONS

2. Transcribe the following sentences into print.

(Find attached script for braille)

(15 marks)

3. Write the following sentences in braille.

(15 marks)

- a. You will soon see the value of travel abroad.
- b. He talks with the people and for the people of all races.
- c. Within the office there are forty candles.
- d. Talk with us and if we can we will help.
- e. Why did they wash my sheets and white shirts so badly?
- f. Which child is it who is eight months old?
- g. They pour scorn on her, deride her and shout her down.
- h. Show me the town on the map.

- i. I trembled with both hands on my steering wheel and still gripping it with all my might.
- j. He got amazed how few people are thoroughly free of vexing problems.

4. Write the following passage into braille.

If you have tools or aids specific to your disability, plan how you would cope without them. For every aspect of your daily routine, plan an alternative procedure. Make a plan and write down. Keep a copy of your plan in your emergency supply kit and a list of important information and contacts in your wallet. Share your plan with your family, friends, care providers and others in your personal support network. Individuals, with or without disabilities, decrease the impact of a disaster by taking steps to prepare before an event occurs. Results from focus groups conducted by the National Organization on Disability's Emergency preparedness initiative indicate that people with disabilities need to be more self-reliant in emergencies. Be sure to use the additional resources listed at the conclusions of this brochure. Identify your resources, make a plan and create a 'ready kit' and a 'go kit'. Start today to become better prepared, safer and more secure. **(15 marks)**

5. De-braille the following passage into print.

(Find attached script of braille)

(15 marks)

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