

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge International Diploma in Office Administration  
Standard Level**

Scheme of Work

5231  
Text Processing  
Core Module



UNIVERSITY *of* CAMBRIDGE  
International Examinations

## Introduction

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Text Processing is about creating documents – inputting data from handwritten and typewritten text, proofreading and editing, and dealing with problems related to the use of word processors and typewriters.

### What is assessed in this module?

- typing from typewritten text at a speed of at least 35 wpm in a five minute speed test using a word processor or typewriter
- typing a memorandum (memo) from manuscript draft :
  - to, from and reference details
  - subject heading
- typing a multi-page report from marked-up typescript and handwritten draft:
  - use of different line spacing
  - different styles of headings
  - inseting a paragraph or section of text from the left margin
  - underlining of text
  - amendments to text
  - typographical errors
  - numbering of second page
- typing a business letter from manuscript:
  - reference
  - special mark
  - subject heading
  - enclosure(s)
- producing an envelope or label from manuscript
- typing a notice, menu or agenda from manuscript:
  - short paragraphs and/or short lines of text
  - candidates to display text using as many forms of emphasis as possible

The memo, report and letter may also include

- errors of agreement of subject and verb or quantity and noun
- apostrophe errors which may be misplaced or superfluous
- spelling errors – only words listed in the syllabus will be included
- abbreviations to be typed in full – only words listed in the syllabus will be included
- punctuation errors – either omission of full stop or of initial capital at the beginning of a sentence

(Errors will **not** be indicated in any way – words containing errors will **not be circled** as in the Foundation Level)

## Tutor Preparation Required to Deliver this Module

You will need:

- access to a range of documents
- a range of stationery, e.g. letterheaded paper, plain A4 paper, labels, envelopes, etc.
- a variety of office equipment, e.g. word processors and printers, typewriters, etc.
- a collection of textbooks and tutor-prepared tasks
- various leaflets and information sheets concerning safe working practices etc.
- a range of reference books, e.g. dictionaries, thesauruses, etc.

## Underpinning Knowledge

- a good level of keyboarding skill
- an adequate standard of English
- an ability to display business documents
- an ability to type printed text at a minimum speed of 25 wpm over a five minute period

## General Principles and Procedures

Students at the Standard Level are likely to possess either basic word processing or typewriting skills.

At the beginning of their Text Processing course at the Standard Level, it is likely that students will have different levels of ability and skills. Tutors may wish to consider whole class teaching for the introduction of new knowledge and for discussion purposes. Group and individual teaching will also be appropriate for practice purposes, the development of skills and for tutorial activities.

Variety of learning activity is very important. Each teaching session should, where possible, include a number of different competence criteria, skills and knowledge, and a variety of material, with as many topics included as possible. Material for students to type can be obtained from many sources including newspapers, magazines, catalogues and brochures from numerous businesses such as finance, employment, personnel, etc.

Some students will be employed and will have opportunities to put their studies into practice. For those who are not employed, however, the ability to experience 'real' work is very important and the setting up of a training office for these students can be very valuable. Where training offices have been set up, it is not only the Text Processing students who benefit, but also other students, together with members of staff, who have taken advantage of the services offered.

Students should be familiar with safe working practices and tutors may find it useful to combine Text Processing and Office Procedures classes for some aspects - students usually benefit from combined studies of some topics. Consideration could also be given to shared teaching of modules such as Shorthand (dictation and transcription of letters, memos and reports, etc.) and also Organising Meetings and Events (production of documentation such as agendas, minutes, etc.)

Continuous assessment of students' work by the tutor will be essential to ensure understanding of teaching, to give positive feedback to students and to facilitate revision sessions when appropriate.

The use of regular drills is recommended so that **accurate** keyboarding is always promoted. Remedial drills can be useful and short sessions of speed drills, which pay particular attention to concentrated keyboarding, are recommended. Regular longer speed drills in preparation for the speed test (task one) in the final assessment should also be considered.

## Suggested Introductory Activity

Students will benefit from an introduction to the module, with an explanation of new knowledge to be acquired and what is required for success at the Standard Level. The use of OHTs to show students sample assessment tasks would be helpful (and tutors may also find it useful to prepare worked examples of tasks throughout the course of training). Students are usually anxious to start typing and a short introductory exercise will probably be welcomed. It may be necessary to help individual students with the equipment they are about to use, depending on their expertise and previous experience of using word processors or typewriters.

- 1) The tutor could prepare a short letter of two or three short paragraphs of handwritten text to revise letter layout (reinforcing the need to produce letters on letterheaded paper). While students are typing the exercise, the tutor could walk among the students, offering help where appropriate and assessing students' mastery of skills, looking for such things as accuracy, style of typing, lightness of touch, etc. The tutor would also be noting students' posture, etc., giving immediate advice and practical support where appropriate.
- 2) Students should, of course be proofreading their work – on screen and/or printed copies (word processor operators) or before paper is removed (typists). Tutors can help with correction of errors to ensure that inconspicuous corrections are always achieved and, at a convenient point may wish to demonstrate to typists how to correct errors both before and after the paper has been removed from the typewriter.
- 3) On successful completion of the first task, the tutor may wish to reinforce (from Foundation Level) the importance of maintaining a clean and tidy desktop at all times and to remind students about how they are to keep their work – folders, lever arch files or similar. Word processor operators will also require detailed information about saving files (possibly on floppy disks).
- 4) Students now type a suitable typewritten exercise (perhaps from a textbook) of about 250 characters (50 words) - to be typed as accurately as possible but students should not stop to correct errors. Give them exactly two minutes (25 wpm). On completion, the students' work can be taken in for assessment by the tutor and, at the next session, given back to students, with feedback – e.g., the number and type of errors made, frequently occurring errors (such as 'th4e', 'from'/'form'), etc.
- 5) Students could then be given additional exercises of two or three short paragraphs of handwritten text as further practice of letter production. This will ensure revision of the topic before moving on to introducing the additional requirements for the typing of letters at Standard Level.

Many typewriting and text processing textbooks contain specially designed exercises to help with the development of speed and accuracy. Students will benefit from some **daily** practice but this need not be prolonged – just a few minutes to start with, building up to five and a half or six minutes just before students attempt their final assessment.

There are many activities which can be given to raise the speed of students. An example is -

- 1) students to type a passage of about 50 words – they should avoid making mistakes and type at a comfortable speed
- 2) they proofread what they have typed
- 3) type the same passage again; this time as fast as possible – no consideration to errors
- 4) proofread again
- 5) type the passage again, this time concentrating on accuracy
- 6) students proofread for a final time
- 7) each student should keep a notebook to record their progress in these 'tests'

After regular daily practice, the speeds of each student should significantly improve and accuracy should not have been sacrificed.

## Example Scheme of Work

Competence Criteria	Classroom Ideas	Resources	Notes
Session One			
2.1, 2.2, 3.1, 3.3	<ul style="list-style-type: none"> <li>introduction to the module</li> <li>typing of letters (revision from Foundation Level) – to include use of letterheaded paper, reference, subject heading, salutation, complimentary close and indication of enclosure</li> </ul>	<ul style="list-style-type: none"> <li>word processors or typewriters</li> <li>pre-printed letterheaded paper (if appropriate)</li> <li>students to have own copy of exercise (simple business letter) of two or three short paragraphs of handwritten text</li> <li>exercise (typewritten) of 250 characters (50 words) – speed drill</li> </ul>	<ul style="list-style-type: none"> <li>classes of either word processor operators <b>or</b> typists, preferably not a mixture</li> <li>letters must be typed on pre-printed letterheads or by use of templates (word processor operators only)</li> <li>remind students: 'Our ref' must appear as well as reference details</li> <li>'Today's date' must be inserted</li> <li>subject heading must be typed as drafted, such as in all CAPITALS, e.g. NEW SEASON'S CATALOGUE, or with <u>Initial Capitals and Underlining</u>, e.g. <u>New Season's Catalogue</u></li> </ul>
2.2, 1.1, 3.2	<ul style="list-style-type: none"> <li>tutor viewing mastery of typing skills and posture of students</li> </ul>	<ul style="list-style-type: none"> <li>exercise of two or three paragraphs (letter) of manuscript text, either in textbook or tutor-prepared</li> </ul>	<ul style="list-style-type: none"> <li>indication of enclosure(s) – type 'Enc' or 'Encs' at foot of letter or any other appropriate indication, e.g. typists: dots in the left margin at point enclosure mentioned in text</li> </ul>
2.4	<ul style="list-style-type: none"> <li>tutor to remind students of: <ul style="list-style-type: none"> <li>- maintaining a clean and tidy desk</li> <li>- procedure for filing of documents</li> <li>- word processor operators: saving files/disks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>instruction leaflet with details for saving documents</li> <li>floppy disks</li> <li>document wallets/lever arch files etc. for filing of documents produced</li> </ul>	<ul style="list-style-type: none"> <li>additional methods of correcting errors - <ul style="list-style-type: none"> <li>- word processor operators – deletion keys, copy, cut and paste, etc.</li> <li>- typists – making corrections both before and after paper has been removed from typewriter</li> </ul> </li> </ul>
3.2	<ul style="list-style-type: none"> <li>proofreading and making inconspicuous corrections</li> </ul>		
2.3 2.1, 2.2, 2.4, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>speed drill – two minutes (50 words)</li> <li>further exercise – business letters</li> </ul>		

Session Two			
<p>2.1, 2.2, 2.4, 3.1, 3.2, 3.3 1.2</p> <p>3.3 2.3 2.1, 2.2, 2.4, 3.1, 3.2, 3.3</p>	<ul style="list-style-type: none"> <li>• feedback session on letters exercise (individual: tutor/student)</li> <li>• special marks – explanation of what these are and their purpose</li> <li>• brainstorming – whole class: tutor to elicit from students the possible dangers of using electricity</li> <li>• production of a label/envelope</li> <li>• speed drill – two minutes</li> <li>• revision exercise of about 130 words (handwritten business letter with reference, special mark and subject heading, etc., and production of an envelope or label)</li> </ul>	<ul style="list-style-type: none"> <li>• samples of letters with special marks – OHTs of these will also be helpful</li> <li>• exercise of 250 characters (50 words) – speed drill</li> <li>• various leaflets and brochures relating to local and national health and safety regulations and guidelines</li> <li>• collection of various sized envelopes and different types of labels</li> <li>• variety of exercises (handwritten letters)</li> </ul>	<ul style="list-style-type: none"> <li>• first session - individual tutorials, while others are typing</li> <li>• special marks must be typed as drafted, such as in all capitals, e.g. URGENT, or with initial capitals and underlining, e.g. <u>Private and Personal</u></li> <li>• special marks should appear either above or below the name and address details</li> <li>• tutor to elicit dangers posed by electrical appliances (in brainstorming session): broken or faulty switches; trailing cables; damaged or worn cables; loose connections; faulty plugs; danger of spillages, especially on keyboards, etc.</li> <li>• production of envelope/label: any suitable size is acceptable <ul style="list-style-type: none"> <li>- typing of envelope: leave appropriate top margin and approximately centre the name and address across the width of the envelope; use a justified left margin</li> <li>- typing of label: justified left margin special mark and name and address must appear on envelope/label. Word processor operators could copy, cut and paste the details from the letter when they are satisfied that these are absolutely accurate</li> </ul> </li> <li>• final exercise of session to consolidate all skills and knowledge</li> </ul>

Session Three			
3.1	<ul style="list-style-type: none"> <li>• feedback on review exercise from previous session</li> <li>• abbreviations – ensure students are familiar with those included in the Foundation Level: students to type a number of short handwritten paragraphs containing a number of abbreviations</li> </ul>	<ul style="list-style-type: none"> <li>• tutor-prepared list of abbreviations from Standard syllabus</li> <li>• tutor-prepared handwritten exercises of short paragraphs to test students' knowledge of abbreviations included in the Foundation Level</li> </ul>	<ul style="list-style-type: none"> <li>• first session on abbreviations – see the Foundation syllabus</li> <li>• new abbreviations included in Standard Level – dept(s), gntee(d), info, org(s), sec(s), Pk - Standard syllabus</li> </ul>
1.1	<ul style="list-style-type: none"> <li>• introduce new abbreviations at Standard Level</li> <li>• whole class discussion of technical aids available locally to help with posture, comfortable seating, desks, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• brochures, leaflets, catalogues etc. to enable students to see all the different technical aids which may be available locally</li> <li>• a collection of locally available copyholders if possible (or brochures containing copyholders)</li> </ul>	<ul style="list-style-type: none"> <li>• remind students that neither abbreviations nor words containing errors are circled</li> </ul>
2.3 2.1, 2.2, 2.4, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>• speed drill - two and a quarter minutes</li> <li>• revision exercise – a further 'test' of students' understanding and mastery</li> </ul>	<ul style="list-style-type: none"> <li>• various handwritten exercises – start with short paragraphs and slowly extend to larger paragraphs and then on to a short letter, all of which will contain abbreviations as well as other skills and knowledge tested so far</li> </ul>	<ul style="list-style-type: none"> <li>• many technical aids are available – <ul style="list-style-type: none"> <li>- copyholders</li> <li>- footrests</li> <li>- wrist rests</li> <li>- ergonomic keyboards</li> <li>- adjustable typists' chairs</li> <li>- different types and sizes of office desks</li> <li>- any other locally available aids</li> </ul> </li> </ul>

Session Four			
2.1, 2.2, 2.4, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>• feedback on review exercise from previous session</li> <li>• exercise of several paragraphs of about 150 words to test students' knowledge of correction signs from the Foundation Level</li> </ul>	<ul style="list-style-type: none"> <li>• exercise of about 150 words - marked-up typescript and manuscript with handwritten instructions as revision of correction signs (Foundation Level)</li> <li>• a number of health and safety leaflets etc. to generate ideas on hazards and risks</li> </ul>	<ul style="list-style-type: none"> <li>• in the first exercise use only the correction signs in Foundation Level syllabus – see the Foundation syllabus</li> </ul>
2.1, 2.2, 2.4, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>• introduce correction signs new to Standard Level: 'stet', horizontal transposition of two or more words, and vertical transposition of two simple headings or two short paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• flipcharts or similar</li> <li>• photocopies of the Standard syllabus or tutor-prepared copies showing all the correction signs (amendments to text)</li> </ul>	<ul style="list-style-type: none"> <li>• risks/hazards: for example: electrical appliances, exposed or frayed wires, broken sockets, defective plugs, overloaded sockets, poor ventilation, furniture too near fires, worn or frayed carpets, poor lighting, wet or slippery floor surfaces, furniture/bags etc. placed in walkways, broken furniture etc.</li> </ul>
1.2,1.3	<ul style="list-style-type: none"> <li>• split class into small groups for discussion on possible risks and hazards in the training room</li> </ul>	<ul style="list-style-type: none"> <li>• further exercises of about 200 words to include all topics covered so far</li> </ul>	<ul style="list-style-type: none"> <li>• group discussion: groups of three or four students – each group selects a reporter to relate to whole class the findings of his/her group's discussion</li> </ul>
2.3 2.1, 2.2, 2.4, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>• speed drill – two minutes</li> <li>• revision exercise of about 200 words to include all topics covered so far</li> </ul>		<ul style="list-style-type: none"> <li>• students record responses for future reference</li> <li>• Standard Level correction signs are listed in the Standard syllabus</li> </ul>



Session Five			
2.1, 2.2, 2.4, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>• feedback on revision exercise from previous session – tutor to consider using OHTs of 'worked example' of exercise to use for question and answer session</li> <li>• exercise of about 250 words to include skills and knowledge of previous session and to include amendments to text in syllabus not already included in previous session</li> </ul>	<ul style="list-style-type: none"> <li>• exercise of 250 words - marked-up typescript and manuscript</li> <li>• speed drill extended to two and a half minutes</li> <li>• use flipchart to record responses from discussion (or brainstorming) – one student can be nominated to record the responses or tutor can do it, whichever is preferred</li> </ul>	<ul style="list-style-type: none"> <li>• constant review and feedback to students is vital for success – use a variety of methods for this to keep students' interest</li> <li>• continuation from previous session: risks and hazards in an office instead of the training room: e.g. incorrectly stored equipment, boxes, stationery items stacked haphazardly, clutter on stairs, obstructions in corridors, furniture placed in inappropriate places, toxic substances (cleaning materials etc.), incorrect storage of materials, etc.</li> <li>• tutor may prefer to keep same groups as previous session if students worked well or can choose to vary teaching method by use of brainstorming – tutor may need to help - to ensure all important items are included</li> <li>• ideal opportunity for tutor to include local and national health and safety regulations and guidelines</li> </ul>
2.3 1.2, 1.3	<ul style="list-style-type: none"> <li>• speed drill of two and a half minutes</li> <li>• further session on risks and hazards – extend to offices and other places of work: possibly use same groups as previous session (or tutor may wish to vary with brainstorming session)</li> </ul>		
2.1, 2.2, 2.4, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>• revision exercise covering all skills and knowledge included so far – tutor takes in and marks</li> </ul>		

Session Six			
2.1, 2.2, 2.4, 3.1, 3.2, 3.3 2.3 1.2, 1.3	<ul style="list-style-type: none"> <li>• review of revision exercise from previous session</li> <li>• typewritten exercise containing typographical errors</li> <li>• speed drill of two and a half minutes</li> <li>• question and answer session – reporting of faults and accidents and regular checking of equipment</li> <li>• exercise including insetting a paragraph of text and underlining three or four words</li> <li>• revision exercise of 250 words to include all topics covered so far – for assessment by tutor</li> </ul>	<ul style="list-style-type: none"> <li>• OHT giving two or three examples of each typographical error listed in syllabus</li> <li>• various exercises (marked-up typescript and handwritten) to include all skills and knowledge included so far as well as typographical errors, insetting and underlining</li> <li>• tutor-prepared information sheets on reporting of faults and on regular checking of equipment – to include local health and safety regulations and guidelines where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• typographical errors (see syllabus) to include – <ul style="list-style-type: none"> <li>- extra letter, e.g. 'sinceere'</li> <li>- omitted letter, e.g. 'reson'</li> <li>- superfluous symbol, e.g. 'com;puter'</li> <li>- transposed letter, e.g. 'flourescent'</li> </ul> </li> <li>• remind students that errors will <b>not</b> be circled in Standard Level – they have to read through the drafts even more carefully to find the errors <ul style="list-style-type: none"> <li>- tutor should ensure that all important points are covered in question and answer session and that local guidelines for reporting of faults and safety procedures and practices in case of accidents are included</li> <li>- insetting must be by exact measurement given in instruction</li> <li>- underlining of words, exactly as shown in draft, must be done accurately so that underlining is neither too long nor too short</li> </ul> </li> </ul>
2.1, 2.2, 2.4, 3.1, 3.2, 3.3			
2.1, 2.2, 2.4, 3.1, 3.2, 3.3			

Session Seven			
<p>2.1, 2.2, 2.4, 3.1, 3.2, 3.3 2.3 1,1, 1.2, 1.3</p> <p>2.1, 2.2, 2.4, 3.1, 3.2, 3.3</p>	<ul style="list-style-type: none"> <li>• review revision exercise – use as opportunity for individual tutorials</li> <li>• typing of memos: revision from Foundation Level</li> <li>• speed drill of three minutes</li> <li>• revision of safe use of VDUs from Foundation Level – students, in pairs, prepare a checklist giving problems and how to address these</li> <li>• revision exercise – typing a manuscript memo of 100 words (to be assessed by tutor)</li> </ul>	<ul style="list-style-type: none"> <li>• tutor produces two or three memos on OHTs if possible showing the correct display – for students to keep for reference</li> <li>• tutor-prepared (or textbook) of handwritten exercises of about 90 words - memos</li> <li>• speed drill extended to three minutes</li> <li>• tutor may wish to obtain furniture catalogues, brochures etc. or possibly a video film or DVD or similar</li> </ul>	<ul style="list-style-type: none"> <li>• memos may be typed on pre-printed forms, by use of templates or students may type headings</li> <li>• today's date must be inserted on all memos</li> <li>• safety issues regarding the use of VDUs to include: adjust chair and VDU to comfortable position; avoid glare or bright reflection on screen; ensure sufficient space under desk to move legs freely and use footrest if possible; keep screen clean; take regular short breaks; keep wrists straight when keying and use wrist rests if possible</li> </ul>
Session Eight			
<p>2.1, 2.2, 2.4, 3.1, 3.2, 3.3</p> <p>2.3 2.1, 2.2, 2.4, 3.1, 3.2, 3.3</p>	<ul style="list-style-type: none"> <li>• feedback on revision exercise</li> <li>• errors of agreement, using OHP - question and answer session to elicit errors and how they should be corrected from students</li> <li>• speed drill of three and a half minutes</li> <li>• revision exercise with a variety of skills and knowledge covered so far but particularly errors of agreement</li> </ul>	<ul style="list-style-type: none"> <li>• OHTs showing variety of errors of agreement</li> <li>• exercises (typewritten and manuscript) giving students plenty of practice of detecting and correcting errors (exercises of letters, and memos of varying lengths: 120 – 300 words)</li> <li>• speed drill extended to three and a half minutes</li> </ul>	<ul style="list-style-type: none"> <li>• errors of agreement are – <ul style="list-style-type: none"> <li>- noun and verb (errors to appear in the verb only, for example: 'they was')</li> <li>- quantity and noun (errors to appear in the noun only, for example: '7 girl')</li> </ul> </li> <li>• remind students that errors will <b>not</b> be circled in Standard Level drafts</li> </ul>

Session Nine			
3.1	<ul style="list-style-type: none"> <li>• feedback on revision exercise (individual tutorials)</li> <li>• class activity – question and answer session – apostrophe, spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• tutor to prepare OHTs including various examples of each type of error – use to question students as to what is incorrect, why it is incorrect and how each can be corrected</li> </ul>	<ul style="list-style-type: none"> <li>• apostrophe errors, spelling errors, punctuation errors – see syllabus</li> </ul>
2.1, 2.2, 2.4, 3.1, 3.3	<ul style="list-style-type: none"> <li>• exercises to include all previous skills and knowledge as well as errors from this session and revision of double linespacing and page numbering</li> </ul>	<ul style="list-style-type: none"> <li>• marked-up typescript exercise of about 300 words to include all skills and knowledge to date</li> <li>• handwritten letter (about 170 words) and memo (120 words) and marked-up typescript and handwritten report (300 words) for assessment by tutor</li> </ul>	<ul style="list-style-type: none"> <li>• again, remind students that errors will not be circled in Standard Level drafts</li> </ul>
2.3 1.2, 1.3	<ul style="list-style-type: none"> <li>• speed drill of three and a half minutes</li> <li>• talk by safety manager (or similar) on what to do when an accident occurs (revision)</li> </ul>		<ul style="list-style-type: none"> <li>• an external speaker or other training centre personnel may be considered for revision session of safety issues, etc.</li> </ul>
2.1, 2.2, 2.4, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>• revision exercise of letter, memo and report to include all skills and knowledge covered so far</li> </ul>		

Session Ten			
2.1, 2.2, 2.4, 3.1, 3.2, 3.3 2.3 2.5	<ul style="list-style-type: none"> <li>• feedback on revision exercise</li> <li>• typing of agendas, notices and menus</li> <li>• speed drill of four and a half minutes</li> <li>• revision from Foundation Level – resources available: revise those available – can be useful to use library, as well as training room, facilities</li> </ul>	<ul style="list-style-type: none"> <li>• give students various typed examples (approximately 100 words) of agendas, notices and menus showing layout, forms of emphasis which can be used, etc. – use OHP or slides if possible</li> <li>• speed drill extended to four and a half minutes</li> </ul>	<ul style="list-style-type: none"> <li>• emphasis can be <u>underlining</u>, <b>boldening</b>, CAPITALS, change of font style, or change of font size etc.</li> <li>• agendas - include all the usual headings</li> <li>• notices can be mixed – any topic with various headings, short lines, short paragraphs etc.</li> <li>• menus – use a wide variety: mostly local food but also include national and international menus where possible</li> <li>• resources will vary from country to country but should include those listed in the syllabus</li> </ul>
2.1, 2.2, 2.4, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>• revision exercise(s) – a mixture of letters, memos and reports to assess students on skills and knowledge covered so far</li> </ul>		
Session Eleven			
2.1, 2.2, 2.4, 3.1, 3.2, 3.3 2.3	<ul style="list-style-type: none"> <li>• feedback on revision exercise(s) from previous session</li> <li>• consolidation exercises to include all skills and knowledge to date</li> <li>• speed drill of five minutes</li> <li>• various exercises for tutor assessment</li> </ul>	<ul style="list-style-type: none"> <li>• tutor-produced exercises to include a manuscript memo (approximately 120 words), manuscript letter (approximately 170 words), a marked-up typescript and manuscript report (approximately 300 words) and a menu, agenda or notice (approximately 110 words)</li> <li>• speed drill extended to five minutes</li> </ul>	<ul style="list-style-type: none"> <li>• giving students the opportunity to practice the full range of skills and knowledge required for the final assessment</li> <li>• tutor can be walking round the room, marking tasks as they are produced and giving students plenty of encouragement and feedback</li> <li>• tutor takes in final exercises for marking and review at next session</li> </ul>

Session Twelve			
all	<ul style="list-style-type: none"> <li>review of work in previous session: whole class plus question and answer if appropriate</li> <li>specimen paper</li> </ul>	<ul style="list-style-type: none"> <li>a photocopy of specimen paper for each student</li> </ul>	<ul style="list-style-type: none"> <li>review work from previous session - tutorials</li> <li>speed test: one minute to scan text; five minutes to type text from typewritten draft</li> <li>print out or take paper out of typewriter</li> <li>tutor collects speed test printouts while students have ten minutes to read through tasks two to five</li> <li>one hour and 25 minutes to be used for tasks two, three, four and five – in formal test conditions</li> <li>for marking and assessment by tutor</li> </ul>
Session Thirteen			
2.1, 2.2, 2.4, 3.1, 3.2, 3.3  2.3	<ul style="list-style-type: none"> <li>feedback on previous session</li> <li>'remedial' exercises – individual ones to meet different needs of each student</li> <li>speed drill of five and a half minutes</li> </ul>	<ul style="list-style-type: none"> <li>tutor-prepared OHTs of worked examples of each task in specimen paper</li> <li>tutor to prepare individual tasks for students in light of assessment</li> <li>speed drill extended to five and a half minutes</li> </ul>	<ul style="list-style-type: none"> <li>this session should be used for individual tasks, to give students an opportunity to ask questions so that they know exactly what to expect and feel properly prepared</li> </ul>
Session Fourteen			
4.1, 4.2	<ul style="list-style-type: none"> <li>final assessment in Text Processing at Standard Level</li> </ul>		

## List of Resources

### Books

Title	Author(s)	Publisher	ISBN/Date
Applied Typing and Information Processing	Coles-Mogford, Drummond	Nelson Thornes	0 7480 71897 4
Collins English Dictionary			
Effective English for the Office – Cassette Tape	Phillips	Macmillan Education	1996
Effective English for the Office; Book 2	Phillips	Macmillan Education	1996
English for Office Professionals	Moon	Prentice Hall	1987
English for Secretarial and Office Work	Scott	Gill & Macmillan	1996
English for the Office	Little	Financial Times Prentice Hall	1976
English for the Office	Moore	Macmillan Education	1979
English for the Office: Cassette Tape	Moore	Macmillan Education	1981
English in the Office: Book for Clerk-typists and Transcribers	Stanwell, Swift	Hodder & Stoughton	1975
Examination Typewriting	Bailey	Thomson Learning	1992
First Aid in the Workplace – What To Do In The First Five Minutes	Gould	Brady/Prentice Hall	0 835 9510 9X
Fowlers English Usage			
Merriam-Webster's Secretarial Handbook	Huth	Merriam-Webster	1994
Office Practice	Norman	Longman	1982
Office Procedures	Harrison	Longman	1996
Office Skills	Foster	Nelson Thornes	1994
Professional Text Production and Keyboarding	Cashin, Jones, Dulmage	Longman Higher Education	0 583 6933 9
Roget's Thesaurus			
Secretarial Duties	Harrison	Longman	1996
Test Your Business English: Secretarial: Intermediate	Pohl	Penguin	1997
Text Processing	Spencer	Heinemann	0 435 45391 2
The Chambers English Dictionary			
The Professional Secretary	Spencer, Pruss	Continuum International Publishing Group	2000
Tolley's Office Health and Safety Handbook	Loughborough University Centre for Hazards and Risk Management	Tolley Publications	1998
Typing	Ambler	Thomson Learning	1993
Using WordPerfect 6.1 for Windows	Stewart	Computer Step	1 874 02911 3
Word 2000 for Windows – Advancing Word 2000	McKenzie, Bryden	Heinemann	0 435 45433 1
Word 97 for Windows – Advancing Word 97	McKenzie, Bryden	Heinemann	0 435 45428 5
WordPerfect 6.0	Miller	DDC Publishing	1 562 43046 7
Workplace English: Office File: Teacher's Manual	Melgesen, Adams	Longman	1995

## **CD-Roms**

Bookshelf British Reference Collection (Microsoft) – incorporating Chambers Dictionary as well as other English grammar resources

## **Websites**

There are many useful websites – where you can buy resources on-line and others of publishers etc. detailing what is available, e.g.

[www.amazon.com](http://www.amazon.com)

[www.heinemann.co.uk/vocational](http://www.heinemann.co.uk/vocational)

Search engines are also very good sources of information, for example –

[www.ask.com](http://www.ask.com)

[www.google.com](http://www.google.com)

[www.yahoo.com](http://www.yahoo.com)