

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

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

Scheme of Work

5234
Shorthand
Optional Module



UNIVERSITY *of* CAMBRIDGE
International Examinations

Introduction

This Optional module is about using a system of shorthand to write verbatim notes from dictation at 80 words per minute and producing an accurate transcript, using a word processor or typewriter.

What is assessed in this Module?

- writing verbatim shorthand notes at a speed of 80 words per minute
 - a letter - two and a half minutes dictation
 - a memo - two minutes dictation
 - a report or article – two and a half minutes dictation
- **the vocabulary will be limited to the 2,000 most common words in the English language**
- dictation will include -

Letter

- salutation
- complimentary close (for example, 'Yours sincerely')
- name and job title (designation) of person sending the letter
- enclosure

Memo

- to/from details

Report

- an essential comma

- the letter, memo and report may also include the dictation of errors of agreement, times (such as 9 p.m.) and/or numbers (such as four people)
- **full stops and paragraphs will be included in the dictation**
- transcribing the shorthand notes accurately, using a word processor or a typewriter
- a Candidate Information Sheet will give the following details:

Letter

- reference
- name and address of person to whom letter is to be sent
- subject heading
- special mark
- name and job title of person sending the letter
- instructions to produce an envelope or a label

Memo

- to, from and reference details
- subject heading

Report

- a main heading
- instructions to use double or single line spacing

- any proper names included in the dictation of any tasks will be listed in the candidate information sheet

Tutor Preparation Required to Deliver this Module

You will need:

- a collection of letters, memos and reports/articles for dictation purposes – all material should be restricted to the 2,000 most common English words
- a range of stationery, e.g. good quality shorthand notebooks, letterheaded paper, memo forms, envelopes, labels etc.
- access to word processors and printers, or typewriters and templates of letters and memos
- information sheets for students undertaking tasks
- a variety of reference books, including shorthand dictionaries

Underpinning Knowledge

- ability to write accurate verbatim shorthand notes from dictation for at least two minutes at 60 words per minute
- adequate keyboard skills – able to type accurately at approximately 25 words per minute in order to produce accurate transcripts of a letter, memo and report within strict time scales
- have a good standard of English, particularly grammar and spelling
- ability to display business documents
- have a good vocabulary and comprehension

General Principles and Procedures

To be successful, a shorthand writer must be able to write complete and accurate shorthand notes from dictation. The ultimate test for a shorthand writer, at any level, is the writer's ability to use a shorthand system to make complete and legible notes and to produce an accurate transcript from those notes. Any system of shorthand may be used and, although the shorthand notes must be submitted for assessment, it is the transcription that is assessed.

Students may have covered the Foundation module in Shorthand and will be working to achieve a higher level of skills.

Tutors will be using a wide variety of teaching activity. A number of different competence criteria, skills and knowledge should be included in each teaching session whenever possible. Although a variety of topics is recommended, tutors will need to keep in mind that the vocabulary should be suitable, that is, at a basic level to start with, building up to more complicated vocabulary but within the 2,000 most common English words. A variety of material for dictation purposes can be obtained from many sources including newspapers, magazines, catalogues and brochures from numerous types of business such as Personnel (Human Resources), Finance and Travel etc. but care should be taken to ensure that the vocabulary is not too difficult – tutors may need to amend the material to ensure the language is at the appropriate level.

Tutors may wish to consider team teaching, particularly with tutors of Office Procedures, Organising Meetings and Events and Text Processing. There are topics common to these syllabuses, such as health and safety aspects, and various documents, such as letters, memos, reports, agendas, minutes, notices etc., may be dictated and transcribed using a word processor or typewriter.

Continuous assessment of students' work is recommended. This can help in the assessment of students' understanding of teaching, to facilitate revision sessions when appropriate and to give them constant positive feedback.

Tutors may wish to further develop the '3Ps' introduced in the Foundation Level:-

Preview
Preparation
Practice

For example:

Preview

- give the students a typescript of the passage to be dictated
- students quietly read through the typescript
- whole class discusses possible shorthand outlines of words, groupings/phrases etc.
- tutor writes outlines on whiteboard (or similar)

Preparation

- tutor goes through the typescript, highlighting aspects of English grammar/spelling
- tutor dictates the passage at a speed at which all students can comfortably write

Practice

- students, very quietly, read their shorthand notes
- tutor to remind students of grouping/phrasing, special outlines and punctuation; (question and answer sessions can also be very successful)
- tutor dictates again at ten words per minute above the original speed
- students read back aloud, either as a whole class, or in selected groups, or individual students (tutors may wish to consider students' reluctance to do this at the beginning of their course)
- once the students are familiar with the passage, further practice should be given

There are many variations of dictation activity and tutors can keep their students motivated by using a variety of methods in different sessions. For example –

Technique 1

- tutor can dictate two or three times with a rise of ten words per minute on each dictation
- during repeats, substitute some of the words, e.g. names of people or places, or change the order in which words are dictated, e.g. 'the staff attended the meeting last week' could be altered to 'last week the staff attended the meeting'
- check, when the students are reading aloud from their notes, that the alterations have been written correctly

Technique 2

- tutor can dictate for one minute at a time so that students make a series of short burst efforts to write all the notes

The above techniques will not only improve shorthand writing ability but will also increase students' confidence. These techniques, and other similar ones, can also lead to an improvement in students' writing speeds of 20 words per minute or more above their normal writing speed.

It is quite common to find students writing at a variety of different speeds – for example, some may be able to write comfortably at 70 words per minute – while others may struggle at 60. Students respond well to routine. However, variety is the key to success. Tutors may wish to consider sessions with whole class, group and individual teaching.

Use of Cassette Tapes

Tutors may also wish to consider the use of cassette tapes. (The use of tapes enables students to practise *daily*.) Preparation of tapes is, however, very time consuming and the majority of tutors may not have time to do this. There are commercially produced cassette tapes available for purchase or hire, most starting at 40 words per minute.

It may be possible for a group of shorthand tutors to work together to develop a library of tapes for use by students both in class and outside the classroom (homework). Students are likely to benefit from having the longhand of the dictated passages. Tutors may write some of the shorthand outlines and word groupings/phrases in the margins of the longhand.

An example of a tape for a student writing at 60 words per minute is given below. (One side of a C60 cassette takes 30 minutes of dictation.)

- 1) Passage A two minutes' dictation at 60 words per minute
- 2) Passage A dictated again at 70 words per minute
- 3) Passage B two and a half minutes at 60 words per minute
- 4) Passage B dictated again at 70 words per minute
- 5) Passage C three minutes at 60 words per minute
- 6) Passage C dictated again at 70 words per minute
- 7) Passage D three and a half minutes at 60 words per minute
- 8) Passage D dictated again at 70 words per minute

and so on

Regular sessions on controlled writing, together with training in the proper use of the notebook and in joining strokes together, will help students to write verbatim notes.

Although the shorthand notes must be submitted in the final Assessment and will be inspected, it will be the transcription which will be assessed. The transcription must be an exact reproduction of verbatim shorthand notes recorded during the dictation at 80 words per minute.

To develop the shorthand skills required, students will need

- correct penmanship
- reading and copying practice
- to build up a good vocabulary
- to revise rules and theory
- to study and practise special outlines and word grouping/phrasing principles
- to practise checking transcripts with shorthand notes to ensure no words have been omitted

Taking Dictation from Unprepared Material

Students should expect to write notes occasionally from material with which they are not familiar. They will then become used to taking dictation at higher speeds and before the final Assessment, should be able to write comfortably at 90 words per minute for at least three minutes and be able to type a **complete** transcript within strict time scales.

In the final assessment, students will be given a printed information sheet which will contain proper names to be included in the dictation. They will be given five minutes to read this information during which time they may practise outlines for the words given and can practise possible word groupings/phrases which may be expected. They may also use shorthand and language/English dictionaries, word lists etc. to check outlines.

An information sheet will also give additional details required and specific instructions. It should be used by the students throughout the transcription period so that they can refer to it for spellings, capitalisation etc. Students will benefit greatly by being able to practise using information sheets before the final Assessment.

Accurately Transcribe Verbatim Shorthand Notes

As stated previously, the major test for a shorthand writer is to be able to record shorthand notes accurately at the chosen speed and to transcribe those notes within strict time scales. Students should, therefore, be aiming to produce a typescript which is well presented and free from error.

It may not be practical for students to transcribe on a word processor or typewriter every passage dictated. Some students find it very difficult to read aloud from their notes but this is something that employers will expect. It may be helpful, therefore, at the start of their course to encourage students to read back aloud in pairs, in small groups or whole class. As their confidence increases and as they get to know each other, tutors may be able to introduce individual reading back of notes. Eventually, students will be reading back their shorthand notes confidently. A mixture of transcription methods will help to keep students interested.

Scheme of Work

Competence Criteria	Classroom Ideas	Resources	Notes
Session One			
1.1, 1.2, 2.1, 2.2, 2.3, 3.2 4.3 1.3, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7 4.7 1.5 1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 1.3, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7	<ul style="list-style-type: none"> introduction to the module tutor dictates a business letter (unprepared) of one and a half minutes @ 60 wpm – while dictating, tutor viewing and helping students some input from tutor regarding stationery/templates for letterheads, saving of work, etc. – word processor operators and typists students transcribe on a word processor OR typewriter – tutor encouraging use of dictionaries, etc. and checking students' posture, helping students to adjust height of chairs etc. proofreading and making inconspicuous corrections – tutor to emphasise the importance of these aspects students assess their own work with some input from tutor class discussion – revision of safe working environment final part of session: dictation of a letter (unprepared) of one and a half minutes @ 60 wpm which students then transcribe for tutor to take in and assess – for review at next session 	<ul style="list-style-type: none"> passages marked into 'tens', to include dictation of full stops and paragraphs – various lengths of passages, starting with short letters, building up to longer reports etc. – limit vocabulary to 2000 most common English words: tutor-prepared and/or textbooks OHT of reference and name and address details for letters (or photocopied handouts) good quality notebooks pre-printed letterheads (if appropriate) writing implements – pens, pencils etc. word processors or typewriters floppy disks etc. document wallets/lever arch files etc. for filing of documents produced 	<ul style="list-style-type: none"> the first session - useful to assess students' ability and skills, etc. while dictating, tutor can check students' style of writing, position of notebook, penmanship, posture etc. remind students that letters are to be typed on pre-printed letterheads or by use of templates and must be dated – today's date tutor reminds students of importance of dictionaries while students are transcribing, tutor can be checking students' keyboarding skills, ability to display document etc. more advanced techniques of making corrections – word processor operators: use of delete keys, copy, cut and paste etc.: Typists: making corrections before/after paper removed from typewriter, etc. discussion to reinforce: no strain on fingers, hands and wrists while taking notes and transcribing – also include personal space, temperature, ventilation, lighting of working area, position of equipment, height of desks/chairs, current local and national health and safety legislation and guidelines

Session Two			
1.3, 2.1, 2.2, 2.3	<ul style="list-style-type: none"> • feedback session to whole class on transcript and shorthand notes • tutor offers immediate help to students on style, size of notes, etc. and English grammar/spelling, etc. 	<ul style="list-style-type: none"> • OHT of shorthand notes and of transcripts • tutor-prepared or textbook passages marked into 'tens' and to include dictation of full stops and paragraphs – limit vocabulary to 2000 most common English words 	<ul style="list-style-type: none"> • give students time to try out different writing implements • stress importance of spell checking work but not total reliance and give examples such as wrong/omitted punctuation, wrong words e.g. 'their'/'there' that spellchecker would not pick up
1.2	<ul style="list-style-type: none"> • tutor demonstrates use of various writing implements (e.g. ink pens, ballpoints, pencils, etc.) and give students the opportunity to try each one for themselves 	<ul style="list-style-type: none"> • writing implements – variety of pens, pencils etc. • word processors or typewriters 	<ul style="list-style-type: none"> • encourage students always to check their transcripts very carefully with shorthand notes to ensure no words omitted or wrong words inserted
2.1, 2.2, 2.3	<ul style="list-style-type: none"> • tutor offers plan for future development of skills for successful completion of final assessment for the module, giving individual tutorials if possible 		<ul style="list-style-type: none"> • a video or film (which may be hired) can be most successful in highlighting the dangers posed by electrical appliances – also change of teaching method
1.4	<ul style="list-style-type: none"> • reminder of dangers posed by electricity and what to do if there is an accident 		<ul style="list-style-type: none"> • session to include information on what action students should take if there should be an accident
1.1, 1.2, 1.3, 3.1	<ul style="list-style-type: none"> • use the 3Ps, either technique one or two for dictation of appropriate passage (approximately 120 words) 		<ul style="list-style-type: none"> • final exercise of session - a further opportunity for tutor to 'test' students: speed and transcription skills
1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 1.3, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7	<ul style="list-style-type: none"> • final exercise – dictation (unprepared) at appropriate speed and transcription - for assessment 		

Session Three			
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 1.3, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7	<ul style="list-style-type: none"> • feedback on final exercise from previous session – tutor to see each student individually while students are preparing the next passage • consider re-dictation of passage if appropriate • using the 3Ps – dictation and transcription of a letter (to include an enclosure) of approximately two minutes' dictation at 70 wpm • discussion (whole class) of technical aids which are available locally to enable pain-free transcription • revision exercise – dictation of letter (unprepared) one and a half minutes at 70 wpm, and transcription 	<ul style="list-style-type: none"> • passages of about 115 – 140 words – limit vocabulary to 2000 most common English words 	<ul style="list-style-type: none"> • use first session as an opportunity for individual tutorials with each student, particularly on review of shorthand notes/transcription in revision exercise • include the indication of an enclosure in dictation of letter, e.g. 'I am enclosing ...' • discussion on technical aids - try to ensure students include – <ul style="list-style-type: none"> - adjustable typists' chairs - different types and sizes of office desks - footrests - ergonomic keyboards - wrist rests - any other locally available aids
1.3			
1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 1.3, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7			

Session Four			
4.2	<ul style="list-style-type: none"> • feedback on revision exercise from previous session – vary by using OHTs of 'worked example' of shorthand notes and transcript to use for question and answer session • errors of agreement – use OHTs as well as questions and answers to probe students for errors and how to correct them dictation • use 3Ps – dictation and transcription of letters and short paragraphs including various errors of agreement (of approximately two and a half minutes dictation @ 70 wpm) 	<ul style="list-style-type: none"> • OHTs of shorthand notes and transcripts • OHTs showing a variety of errors of agreement • dictation passages (of about 140 - 170 words) giving students plenty of practice at picking out errors of agreement and then correcting them – limit vocabulary to 2000 most common English words 	<ul style="list-style-type: none"> • constant review and feedback to students • errors of agreement should include: subject/verb (errors in verbs, e.g. 'we was working late': 'we were working late') quantity/noun (errors in nouns, e.g. 'two child': 'two children') • questions and answers can be extremely useful to elicit grouping/ phrasing, outlines, as well as detecting errors of agreement and how they should be corrected • students work in pairs to find out what reference books are available for their use, e.g. English and shorthand dictionaries, thesauruses, etc. • on return from research, whole class discussion on reference facilities – try to coax all students to take part
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7	<ul style="list-style-type: none"> • research into local reference books available to students within the classroom • revision exercise (unprepared dictation two minutes @ 70 wpm and transcription) of letter – covering all skills and knowledge included so far – for tutor assessment 		
4.5			
1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7			

Session Five			
<p>4.6</p> <p>1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p> <p>1.4</p> <p>1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p>	<ul style="list-style-type: none"> • review of exercise from previous session • production of memos: advise students on how these should be displayed and include use of templates or typing headings, etc. • using 3Ps, dictate a memo of about two minutes @ 80 wpm to include an enclosure • split class into groups of four or five. Each group to research and make list of possible ways of preventing damage to health when using VDUs • return to whole class for findings to be recorded – keep for future reference • revision exercise - dictate an unprepared letter and a memo @ 80 wpm (one to one and a half minutes) to include all topics covered so far – for assessment by tutor 	<ul style="list-style-type: none"> • tutor produces two or three memos showing the correct display – for students to keep for reference • various passages (memos and letters) – of 105 – 160 words: limit vocabulary to 2000 most common English words • flipchart, whiteboard, etc. 	<ul style="list-style-type: none"> • memos may be typed on pre-printed forms, by use of templates, or students may type headings • remind students to include today's date in transcription • group research: tutor to list findings on flipchart or similar • findings should include: avoid glare, flicker or bright reflection on screen; ensure screen is positioned correctly; keep screen clean; correct posture; regular breaks; etc. • tutor can then use question and answer session to relate the findings to ways of preventing damage to health when taking shorthand notes: position of notebook; posture; adjustable chair; correct procedure for turning the page of the notebook; desk height etc.

Session Six			
<p>1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 1.3, 4.,1 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p> <p>1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p> <p>1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p>	<ul style="list-style-type: none"> • feedback from previous session • introduce information sheets – limit to letters to start with: dictate letters (prepared) @ 90 wpm (two minutes) • include production of envelope or label (whichever is most appropriate for the equipment being used) • revision exercise – (unprepared) dictation @ 80 wpm (two and a half minutes) and transcription – include all skills and knowledge covered so far • revision exercise – dictation (unprepared) of a report (three minutes @ 80 wpm) 	<ul style="list-style-type: none"> • OHTs of sample information sheets (letters) • photocopied information sheets for passages so that each student has a copy • letterheaded paper (if appropriate) or access to letterhead templates • passages of 180 – 240 words to include essential comma – limit vocabulary to 2000 most common English words • number of envelopes or labels – any suitable size is acceptable 	<ul style="list-style-type: none"> • letter: information sheets should include all proper names, reference, special mark, subject heading, and name and address of dictator plus instructions to produce an envelope or label • envelope: leave position details approximately centred across – use a justified left margin • label: justified left margin – ensure all details are included • special mark and name and address must appear on envelope/label • word processor operators can use copy, cut and paste from letter when they are sure these details are accurate • remind students that special mark and subject heading must be presented in same style as shown, e.g. capitals as 'URGENT' or initial capitals and underlined as '<u>Private and Confidential</u>' • give students sufficient time to study the information sheet before dictation - they will benefit from the opportunity to practise outlines for the words to be included in the dictation and those which may be expected • give students plenty of practice using candidate information sheets • tutor should encourage students to constantly refer to these throughout transcription as well as prior to dictation

Session Seven			
<p>1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p> <p>1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p> <p>1.5</p> <p>1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p> <p>1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p>	<ul style="list-style-type: none"> • feedback on exercise from previous session • inclusion of an essential comma in reports – tutor to give numerous examples • information sheets (memos) - use 3Ps - dictate memo of two and a half minutes @ 90 wpm to include all skills and knowledge for memos covered so far • brainstorm the ways in which information may be kept secure and confidential • using 3Ps, dictate reports and memos of one and a half to two minutes @ 90 wpm – students transcribe and then mark each other's work – with tutor advising, etc. • revision exercise dictate (unprepared) memo of two minutes @ 80 wpm and transcribe – tutor to assess 	<ul style="list-style-type: none"> • OHTs (or photocopies) of essential commas – word 'comma' will be included in dictation • OHTs of sample information sheets - memos • photocopied information sheets for passages so that each student has a copy • memo forms (if appropriate) • passages of 120 to 200 words to include at least one error of agreement – limit vocabulary to 2000 most common English words 	<ul style="list-style-type: none"> • commas – include only essential commas such as in a list: 'desk, (comma) chair and filing cabinet'in reports only • student must record comma in notes and in transcription • memo information sheets should include to, from and reference details, subject heading and proper names in the dictation • remind students that they must include today's date on all memos • brainstorming: include <ul style="list-style-type: none"> - always put confidential documents in a locked cupboard or drawer when you leave the room; - be careful to close down your computer carefully, having saved all your work beforehand - copy all files onto a floppy disk and ensure that this disk is locked away carefully when not in use; - never discuss any of the documents you have handled with anyone; - never leave confidential papers lying about anywhere; - switch off screen if appropriate; - use a screen saver; - use a shredder rather than throwing papers into a bin • students marking each other's work can be very useful and is good for morale – helps students to see other's problems – sharing

Session Eight			
<p>1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p> <p>1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p> <p>1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p>	<ul style="list-style-type: none"> • feedback on revision exercise from previous session • introduce information sheets – reports • dictate reports (prepared) three minutes @ 90 wpm • revision exercise – dictate (unprepared) a report @ 80 wpm for three minutes and transcribe - for tutor assessment 	<ul style="list-style-type: none"> • OHTs of sample information sheets (reports) • tutor-prepared examples of reports to give students as many different reports as possible – local, national and international if possible • photocopied information sheets for passages so that each student has a copy • passages of 180 - 240 words – limit vocabulary to 2000 most common English words 	<ul style="list-style-type: none"> • report information sheets should include the main heading to be used and instructions for double or single line spacing • passages of reports - include one 'time' e.g. '7 pm' and/or one number, e.g. '3 members of staff' – tutor to agree with students how these will be written in shorthand notes
Session Nine			
<p>1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p>	<ul style="list-style-type: none"> • feedback on revision exercise • consolidation exercises – dictation of a letter, memo and report @ 90 wpm - for assessment 	<ul style="list-style-type: none"> • tutor-produced information sheets, ensuring that each student has a copy • passages: letters (two and a half minutes), memos (two minutes), and reports (two and a half minutes) @ 90 wpm – limit vocabulary to 2000 most common English words 	<ul style="list-style-type: none"> • giving students the opportunity to practise the full range of skills and knowledge required • tutor takes in for marking and review at next session
Session Ten			
<p>all</p>	<ul style="list-style-type: none"> • review of work in previous session • specimen paper 	<ul style="list-style-type: none"> • a photocopy of the candidate information sheet from the specimen paper for each student 	<ul style="list-style-type: none"> • review work from previous session • one and a half hours to be used for the specimen paper – in formal test conditions • allow one and a quarter hours for production of the transcription • for marking and assessment by tutor

Session Eleven			
all	<ul style="list-style-type: none"> • feedback on previous session • 'remedial' exercises – to meet different needs of students 	<ul style="list-style-type: none"> • tutor-prepared OHTs of worked examples of shorthand notes and transcripts (word processed or typed whichever appropriate) of each task in specimen paper • tutor to prepare individual tasks (on a cassette tape if possible) for students 	<ul style="list-style-type: none"> • this session should be used to help students as much as possible – each student will have different needs
Session Twelve			
5.1, 5.2	<ul style="list-style-type: none"> • final assessment in Shorthand at Standard Level 		

List of Resources

Books

TITLE	AUTHOR(S)	PUBLISHER	ISBN/DATE
Collins English Dictionary			
Computer Shorthand: Speed Building Real-T	Freer	Prentice Hall	2000
EasyScript Express Unique Speed Writing Method to Take Fast Notes and Dictation	Levin	Legend Publishing	2001
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 in the Office: Book for Clerks-typists and Transcribers	Stanwell, Swift	Hodder & Stoughton	1975
First Aid in the Workplace – What To Do In The First Five Minutes	Gould	Brady/Prentice Hall	0 835 9510 9X
Fowlers English Usage			
Gregg's Shorthand Dictionary	Zoubek	McGraw-Hill	1988
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
Phrasebuilder: New Era	Coombs	Longman	1997
Pitman 2000 First Course: Graded Exercises	Coombs	Longman	1996
Pitman 2000 Rapid Review & Speed Development	Coombs	Longman	1995
Pitman 2000 Shorthand Short Course	Coombs	Longman	1995
Pitman 2000 Shorthand First Course	Osborne	Longman	1995
Pitman 2000 Shorthand First Course: Facility Drills	Coombs	Longman	1995
Pitman 2000 Shorthand Pocket Dictionary		Longman	1995
Pitman New Era Rapid Review and Speed Development	Coombs	Longman	1996
Pitman New Era Pocket Shorthand Dictionary		Longman	1997
Pitman New Era Shorthand	O'Dea	Longman	1996
Pitman New Era Shorthand: Workbook 1 Anniversary Edition	Canning	Longman	1995
Principles of Speedwriting	Pullis	Glencoe/Macmillan McGraw Hill	
Quickhand Tm	Grossman	Wiley & Sons	1976
Rx Shorthand	Jablonski	Hanley & Belfus Inc	2001
Roget's Thesaurus			

Secretarial Duties	Harrison	Longman	1996
Speedwriting, Note-taking and Study Skills	Pullis	McGraw-Hill Education	1995
SuperWrite: Alphabetic Writing System, Office Professional	Lemaster, Baer	South-Western Publishing	1998
Teach Yourself Shorthand – Pitman 2000	Coombes	Pitman	1992
Teeline	Hill, Bowers	Heinemann	1983
Teeline Fast	Dix	Heinemann	1990
Teeline Gold Course Book	Clarkson, Hall, Osborne, Parkinson	Heinemann	1991
Teeline Gold Speed Ladder	Bowers, Hall	Heinemann	1992
Teeline Gold Student Pack	Various	Heinemann	1994
Teeline Gold Word List	Tilly, Smith	Heinemann	1992
Teeline Gold Workbook	Butler	Heinemann	1991
Teeline Word Groupings	Hill, Bowers	Heinemann	1987
Test Your Business English: Secretarial: Intermediate	Pohl	Penguin	1997
The Chambers English Dictionary			
The Professional Secretary	Spencer, Pruss	Continuum International Publishing Group	2000
The Teeline Gold Workbook	Butler	Heinemann	
Tolley's Office Health and Safety Handbook	Loughborough University Centre for Hazards and Risk Management	Tolley Publications	1998
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	Helgesen, Adams	Longman	1995
Workplace English: Office File: Student Book	Helgesen, Adams	Longman	1995

CD-ROMs

Bookshelf British Reference Collection (Microsoft)

Cassette Tapes

- Brush Up Your Shorthand: 50+ Timed Dictations, (Cassette), (Norton), Norton Publishing, 1987
- EasyScript II Unique Speed Writing Method (Cassette), (Levin), Legend Publishing, 1993
- Effective English for the Office (Phillips), Macmillan Education, 1996
- English for the Office (Moore), Macmillan Education, 1981
- Phrasebuilder: New Era, Cassette, Coombs, Longman, 1997
- Pitman 2000 Shorthand: Short Course, Cassette 3, Units 10-13 (Bryan Coombs), 1991
- Pitman Shorthand Speed Development No 3: Cassette 2, Longman, 1981
- Rapid Review and Speed Development, Cassette 3 (Coombs) 1991
- Rapid Review and Speed Development, Cassette 4 (Coombs) 1991
- Workplace English: Office File: Cassette, Helgesen, Adams, Longman, 1995

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

www.heinemann.co.uk/vocational

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

www.ask.com

www.google.com

www.yahoo.com