

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

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

Scheme of Work

5244  
Shorthand  
Optional Module



UNIVERSITY *of* CAMBRIDGE  
International Examinations

## Introduction

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This Optional Module is about using a system of shorthand to write verbatim notes from dictation at 100 wpm and producing an accurate transcript, using a word processor or typewriter.

### What is assessed in this module?

- 1) Writing verbatim shorthand notes at a speed of 100 wpm in the form of a letter, a memo (both two and a half minute dictation) and a report or an article (three minute dictation).

The letter will include:

- a salutation
- a complimentary close
- errors of agreement, enclosure(s) and possibly times and numbers
- apostrophes

The memo will include:

- errors of agreement, enclosure(s) and possibly times and numbers
- apostrophes

The report will include:

- instructions to present work in double and single linespacing
- errors of agreement, an essential comma and possibly times and numbers
- apostrophes

*Full stops and paragraphs will be included in the dictation.*

- 2) Transcribing the shorthand notes accurately, using a word processor or a typewriter.

The letter will include:

- name and designation of dictator
- special mark
- two extra copies and indication of routing

The memo will include:

- to, from and reference details
- subject heading

The report will include:

- a main heading

### Tutor Preparation Required to Deliver this Module

You will need:

- a collection of letters, memos and reports/articles which may be used for dictation purposes
- a range of stationery, e.g. good quality shorthand notebooks, letterheaded paper, etc.
- access to word processors or typewriters, printers, and photocopiers
- instruction sheets for students undertaking tasks
- a variety of reference books, including shorthand dictionaries, etc.

## **Underpinning Knowledge**

- ability to write accurate verbatim shorthand notes from dictation for at least two and a half minutes at 80 words per minute
- good keyboard skills – able to type accurately at approximately 35 words per minute in order to produce accurate transcripts of three documents within strict timescales
- a good standard of English, particularly grammar and spelling
- ability to display business documents
- a good level of general knowledge, wide vocabulary and comprehension
- a Pass or Distinction at Standard Level Shorthand, preferred but not obligatory

## **General Practice and Procedures**

To be a successful shorthand writer, it is necessary to be able to write shorthand notes at the speed at which the dictation is being read. The ultimate test for a shorthand writer, however, is the writer's ability to use the shorthand system chosen. Any system of shorthand may be used and, although the shorthand notes must be submitted for assessment, it is the transcription which is examined.

At this Advanced Level, it would be expected that students will have covered the Foundation and Standard Optional Modules in Shorthand and will be working within the Advanced Level to a higher level of mastery of the skills already acquired.

Variety of activity is very important. Each teaching session should, where possible, include a number of different competence criteria, skills and knowledge, as well as a variety of material, with as many topics as possible. Material for students to take dictation from can be obtained from many sources including newspapers, magazines, catalogues, brochures from businesses such as travel, finance, human resources, property, sports, printing, employment and numerous locally-based organisations.

It is anticipated that a large number of assessment objectives, skills and knowledge will be covered in any one session of teaching. Tutors may find it useful to work with the Text Processing tutor, especially with regard to the transcribing of shorthand notes on a word processor or typewriter.

Students should be familiar with safe working practices and, as advanced students, may be asked to advise on all kinds of workplace situations. Tutors may find it useful to combine Shorthand and Office Procedures classes for some aspects and students can greatly benefit from combined studies of some topics.

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

It is important for students to feel confident of coping with the greater demands of this high level of shorthand writing/speed.

The three Ps may be further developed:

- preview
- preparation
- practice

For example:

### **Preview**

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

## Preparation

- tutor goes through the typescript from the English grammar/spelling viewpoint
- tutor dictates the passage at a speed at which all students can comfortably write

## Practice

- students, very quietly, read back from their shorthand notes
- students at this high level should already be familiar with the critical overview of their shorthand notes
- tutor to remind students of advanced grouping/phrasing, special outlines and punctuation
- tutor dictates again at 10 wpm above the original speed
- students can read back aloud, either as a whole class, or in selected groups, or individual students (vary this as much as possible)
- 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 One

- tutor can dictate two or three times with a rise of 10 wpm on each dictation
- during repeats, substitute some of the words, eg people's names, or place names, or similar
- check, when the students are reading aloud from their notes, that the substitute words have been written correctly

### Technique Two

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

These techniques can lead to an increase in ability and also in confidence levels. Their use can also lead to an improvement in students' writing speeds of 20 wpm or more above their normal writing speed.

At the Advanced Level, it may be helpful to split the class into small groups, depending on class size. It is quite usual in shorthand classes to find students writing at a variety of different speeds, for example, some may be able to write comfortably at 90 wpm, while others may struggle. Although it is important for students to have some routine, it is also important to have sessions with class, group and individual teaching.

## Use of Cassette Tapes

Tutors may wish to consider the use of cassette tapes. Preparation of tapes is, however, very time consuming and most tutors will not have time to give to this. There are commercially produced cassette tapes available for purchase or hire. They usually start at 50 wpm and progress to 120 wpm.

It may be possible for tutors to work together to develop a library of tapes for use by students both in the class at outside the classroom. It is a good idea to provide the student with the longhand of the passages to be dictated. Some of the outlines can be written in the margins of the longhand. Tapes also reinforce the importance of **daily** practice which is as important at the Advanced Level as it was at the Foundation Level.

An example of a tape for a student writing at 80 wpm is given below.

One side of a C60 cassette takes 30 minutes of dictation.

1. Passage A two and a half minutes' dictation at 80 wpm
2. Passage A dictated again at 90 wpm

- |    |           |                                    |
|----|-----------|------------------------------------|
| 3. | Passage B | three minutes at 80 wpm            |
| 4. | Passage B | dictated again at 90 wpm           |
| 5. | Passage C | three and a half minutes at 80 wpm |
| 6. | Passage C | dictated again at 90 wpm           |
| 7. | Passage D | four minutes at 80 wpm             |
| 8. | Passage D | dictated again at 90 wpm           |

and so on...

To be successful at this Advanced Level, a student must be able to write verbatim notes which will only be possible when using controlled writing together with training in the proper use of the notebook and in joining strokes together.

Although the shorthand notes must be submitted in the practical 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 100 wpm.

To develop the shorthand skills required students will need

- correct penmanship
- reading and copying practice
- to build up an extensive vocabulary
- to revise rules and theory
- to study and practise special outlines and advanced word grouping/phrasing principles
- to practise checking final transcript with shorthand notes to ensure there are no omissions

One useful idea that can help students to reduce the size and style of their shorthand note is to purchase shorthand notebooks with a vertical line ruled down the centre of the page. If this is not possible, a normal shorthand book with a ruled left margin can be used but the students rule a vertical line in the centre of the page.

The OHP is very useful to demonstrate this to students, but if this is not possible tutors may demonstrate to a group of three students at a time. Write shorthand notes down the left side of the notebook up to the vertical line only, then write down the right side of the notebook. As well as writing much smaller notes because of the more limited space using only one half of the page at a time, speed can often be increased with very little extra effort.

Dictate a short passage of about 100 words to give students an opportunity to try this technique. It may take a few sessions for students to gain from this method but it is well worthwhile persevering.

### **Taking Dictation from Unprepared Material**

At this high level, students should be expected to write notes from material with words included with which they are not familiar. They will then become used to taking dictation at high speeds and, before the practical assessment, should be able to write comfortably at 110 wpm and to be able to make a complete transcript.

In the practical assessment, students will be given a printed information sheet which will contain proper names to be included in the dictation. Students will be given four minutes' reading time during which they may study this sheet and may practise outlines for words given. They 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.

Information sheets will also give additional details required, e.g. in the letter: of references, names and addresses, special mark, subject heading, name and address of dictator, instructions to produce two extra copies and routing instructions. In the memo: to, from and reference details and subject heading. In the report or article: the main heading to be used.

The information sheet should be used by the students throughout the transcription period so that they can refer for spellings, capitalisation etc. Tutors can help students by producing information sheets for use by students before the practical assessment so that they will become familiar with their use.

### **Accurately Transcribe Verbatim Shorthand Notes**

The major test of shorthand skill is the ability to record shorthand notes at the chosen speed and to transcribe those notes accurately within strict timescales. Students should, therefore, be aiming to produce a typescript which is accurate and free from any errors.

It may not be practical for students to transcribe on a word processor or typewriter every passage that is dictated. Reading back aloud individually, in groups or the whole class together, can be used successfully, or students may read back their shorthand notes quietly to themselves. A mixture of transcription styles keeps students interested and helps their motivation.

## Example Scheme of Work

Competence Criteria	Classroom Ideas	Resources	Notes
Session One			
<p>1.1,1.2,1.3,2.1,2.2,2.3,3.2</p> <p>4.1</p> <p>1.3,4.1,4.3,4.4,4.5,4.6,4.8</p> <p>4.8</p> <p>1.5</p> <p>1.1,1.2,2.1,2.2,2.3,3.2,1.3,4.1,4.3,4.4,4.5,4.6,4.8</p>	<ul style="list-style-type: none"> <li>introduction to the Module</li> <li>tutor dictates a business letter (unprepared) of one and a half minutes at 80 wpm – while dictating, viewing writing implement being used, penmanship, position of notebook, posture etc.</li> <li>some input from tutor regarding saving of notes and transcripts – word processor operators and typists</li> <li>students transcribe on a word processor <b>or</b> typewriter – tutor again checking penmanship, posture etc.</li> <li>students assess their own work with some input from tutor</li> <li>proofreading and making corrections</li> <li>class discussion – revision of working environment</li> <li>final part of session should be dictation of a letter (unprepared) of two minutes at 80 wpm which students then transcribe for tutor to take in and assess – for review at next session</li> </ul>	<ul style="list-style-type: none"> <li>textbooks with passages marked into ‘tens’ and to include dictation of full stops and paragraphs – various lengths of passages, starting with short letters, building up to longer reports etc.</li> <li>OHT of reference and name and address details for letters</li> <li>good quality notebooks</li> <li>pre-printed letterheads (if appropriate)</li> <li>writing implements – pens, pencils etc.</li> <li>word processors or typewriters</li> <li>floppy disks etc.</li> <li>document wallets/lever arch files etc. for filing of documents produced</li> </ul>	<ul style="list-style-type: none"> <li>this first session will enable the tutor to assess whether students are capable of writing shorthand at 80 wpm in readiness for the Advanced Level in Shorthand</li> <li>while dictating, tutor can check style of writing, penmanship, posture etc</li> <li>remind students that letters are to be typed on pre-printed letterheads or by use of templates and must be dated – today’s date</li> <li>while students are transcribing, tutor can be checking students’ keyboarding skills, ability to display document etc.</li> <li>more advanced techniques of making corrections – word processor operators: use of overstriking, search and replace etc. Typists: half-space correcting, making corrections when paper removed from typewriter, etc.</li> <li>stress importance of inconspicuous corrections</li> <li>discussion to reinforce no strain on fingers, hands and wrists while taking notes and transcribing – also include space, temperature, ventilation, lighting of working area, position of equipment, height of desks/chairs, current local health and safety legislation and guidelines</li> </ul>

Session Two			
1.2,1.3,2.1	<ul style="list-style-type: none"> <li>• feedback session on transcript and shorthand notes</li> <li>• tutor offers immediate help to students on penmanship, size of notes, English grammar/spelling, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• OHT of shorthand notes and of transcript</li> <li>• textbooks with passages marked into 'tens' and to include dictation of full stops and paragraphs – various lengths of passages, starting with short letters, building up to longer reports etc.</li> </ul>	<ul style="list-style-type: none"> <li>• final exercise of session - a further opportunity for tutor to 'test' students: speed and transcription skills etc</li> </ul>
2.2	<ul style="list-style-type: none"> <li>• class discuss word groupings/ phrases which were/were not used</li> </ul>	<ul style="list-style-type: none"> <li>• good quality notebooks</li> <li>• writing implements – pens, pencils etc.</li> <li>• word processors or typewriters</li> </ul>	
1.1,1.2,1.3 2.1,2.2,2.3	<ul style="list-style-type: none"> <li>• tutor offers plan for future development of skills for successful completion of assessment for the Module, giving individual tutorials if possible</li> </ul>		
1.1,1.2,1.3,3.1	<ul style="list-style-type: none"> <li>• use the three Ps, either Technique one or two above for dictation of appropriate (prepared) passage</li> </ul>		
1.1,1.2,2.1,2.2, 2.3,3.2,1.3,4.1, 4.3,4.4,4.5,4.6, 4.8	<ul style="list-style-type: none"> <li>• final exercise of session – dictation at appropriate speed and transcription - for assessment</li> </ul>		



Session Three			
<p>1.1,1.2,2.1,2.2, 2.3,3.2,1.3,4.1, 4.3,4.4,4.5,4.6, 4.8 1.3</p> <p>1.1,1.2,2.1,2.2, 2.3,3.2,1.3,4.1, 4.3,4.4,4.5,4.6, 4.7,4.8</p>	<ul style="list-style-type: none"> <li>• feedback on review exercise from previous session – tutor to see each student individually while students are preparing the next passage</li> <li>• using the three Ps – dictation and transcription of a letter to include the production of two extra copies and routing</li> <li>• brainstorming of technical aids which are available to aid ease of transcription</li> <li>• revision exercise – dictation of letter with two copies (unprepared) at appropriate speed and transcription</li> </ul>	<ul style="list-style-type: none"> <li>• re-dictate revision passage if appropriate</li> <li>• passage to give about two minutes' dictation time at appropriate speed</li> <li>• OHT of several examples showing routing details, etc.</li> <li>• several short letters for students to show understanding and routing of extra copies</li> <li>• revision exercise of about two minutes' dictation time</li> </ul>	<ul style="list-style-type: none"> <li>• use first session as an opportunity for individual tutorials with each student, particularly on review of shorthand notes/transcription in revision exercise</li> </ul> <p>Extra copies:</p> <ul style="list-style-type: none"> <li>• routing details to appear on both copies (blind copies)</li> <li>• routing details may appear on all copies</li> <li>• name of person to receive extra copy <b>must</b> be included</li> <li>• 'File' may be included but not essential</li> <li>• if 'File' is included routing must be shown on the second copy</li> <li>• routing may be any method of highlighting destination name</li> <li>• technical aids, try to ensure students include: <ul style="list-style-type: none"> <li>- footrests</li> <li>- wrist bars</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			
<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, 4.6,4.8</p> <p>4.5</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, 4.6,4.8</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• errors of agreement – use OHTs as well as questions and answers to probe students for errors and how to correct them – prepared dictation</li> <li>• research into reference books available to students within training center/college</li> <li>• revision exercise (unprepared dictation and transcription) of letter, covering all skills and knowledge included so far, for tutor assessment</li> </ul>	<ul style="list-style-type: none"> <li>• OHTs of shorthand notes and transcript</li> <li>• OHTs showing variety of errors of agreement</li> <li>• dictation passages (of about two to two and a half minutes) giving students plenty of practice at picking out errors during dictation and then correcting them</li> </ul>	<ul style="list-style-type: none"> <li>• constant review and feedback to students is vital</li> <li>• errors of agreement should include: subject/verb and quantity/noun</li> <li>• 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</li> <li>• students should split into groups to find out what reference books are available for their use within set time limits</li> <li>• on return from research, each group’s reporter explains findings to whole class – then whole class discussion</li> </ul>

Session Five			
<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, 4.8</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, 4.8</p>	<ul style="list-style-type: none"> <li>• review of revision exercise</li> <li>• production of memos: dictate a memo (prepared) of about two and a half minutes at 90 wpm to include numbers (eg 5, 100) and times (eg 3 pm)</li> <li>• 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</li> <li>• revision exercise - dictate a letter and a memo at 90 wpm (two to two and a half minutes) to include all topics covered so far – for assessment by tutor</li> </ul>	<ul style="list-style-type: none"> <li>• tutor produces two or three memos showing the correct display, for students to keep for reference</li> <li>• various passages of memos which include numbers and times</li> </ul>	<ul style="list-style-type: none"> <li>• memos may be typed on pre-printed forms, by use of templates or students typing headings</li> <li>• remind students to include today's date in transcription</li> <li>• students should be given practice at writing numbers and times in dictation and correctly transcribing them in a consistent manner – in readiness for their practical assessment</li> <li>• tutor (or nominated student) to list groups' findings on flipchart or similar</li> <li>• tutor can then use question and answer session to relate the findings to shorthand note-taking</li> </ul>

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 4.6,4.8</p> <p>1.5</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 4.6,4.8</p>	<ul style="list-style-type: none"> <li>• feedback on revision exercise</li> <li>• production of reports: dictate a report (prepared) at 90 wpm (two and a half minutes) and include an essential comma, apostrophe and double/ single linespacing</li> <li>• discussion (in pairs) on confidentiality of information – each pair to report to class and then whole class discussion on findings</li> <li>• revision exercise – dictation (unprepared) of a report to include all skills and knowledge covered so far for a report</li> </ul>	<ul style="list-style-type: none"> <li>• passage of a report to be produced in double linespacing with one paragraph only in single linespacing</li> <li>• passages to include essential comma and apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>• students need to understand that the linespacing instruction will be dictated to them and is included in the word count</li> <li>• all continuation sheets must be numbered and page one may also be numbered if desired</li> <li>• any style of page numbering is acceptable</li> <li>• essential comma as in a list, eg. 'The directors, company secretary and shareholders.'</li> <li>• essential apostrophe as in: 'the secretary's office environment'</li> <li>• confidentiality of information – tutor to ensure the following points: <ul style="list-style-type: none"> <li>- take care of papers – do not leave lying about</li> <li>- use floppy disks and lock these away</li> <li>- switch off screen if someone is watching what is being typed</li> <li>- use a screen saver</li> <li>- use a shredder – don't throw papers in a bin</li> <li>- never talk to anyone about anything to do with work</li> <li>- close down computer very carefully, ensuring everything has been saved</li> </ul> </li> </ul>

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 4.6,4.8 1.1,1.2,2.1,2.2 2.3,3.2,1.3,4.1 4.2,4.3,4.4,4.5 4.6,4.8</p>	<ul style="list-style-type: none"> <li>• feedback on revision exercise</li> <li>• introduce Information Sheets – limit to letters for this first session on Information Sheets</li> <li>• dictate letter (prepared) at 90 wpm (three minutes)</li> <li>• revision exercise – (unprepared) dictation at 90 wpm and transcription</li> </ul>	<ul style="list-style-type: none"> <li>• OHTs of sample Information Sheets (letters)</li> <li>• photocopied Information Sheets for passages so that each student has a copy</li> <li>• letterheaded paper (if appropriate)</li> <li>• passages of 270 words to include at least one error of agreement, one number, one apostrophe and one time</li> <li>• cassette tapes for students who wish to practise outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• letter Information Sheets should include all proper names, reference, special mark, subject heading to be used during dictation, together with the name and address of dictator, instructions to produce two extra copies and routing instructions</li> <li>• information sheets at the Advanced Level will also include information, which is not dictated, to be used by students in the transcription of their notes</li> <li>• the sheets should be available for use by the students during the dictation and transcription</li> <li>• students will benefit from the opportunity to practise outlines for the words to be included before the dictation</li> <li>• students may find it useful to practise other outlines which could be expected</li> </ul>
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 4.6,4.8 1.1,1.2,2.1,2.2 2.3,3.2,1.3,4.1 4.2,4.3,4.4,4.5 4.6,4.8</p>	<ul style="list-style-type: none"> <li>• feedback on revision exercise</li> <li>• Information Sheets (memos)</li> <li>• dictate (prepared) memo of two minutes at 100 wpm</li> <li>• revision exercise dictate (unprepared) memo of two and a half minutes at 100 pm and transcribe – tutor to assess</li> </ul>	<ul style="list-style-type: none"> <li>• OHTs of sample Information Sheets (memos)</li> <li>• photocopied Information Sheets for passages so that each student has a copy</li> <li>• memo forms (if appropriate)</li> <li>• passages of 200 to 250 words to include at least one error of agreement, one number, one apostrophe and one time</li> <li>• cassette tapes for students who wish to practise outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• memo Information Sheets should include to, from and reference details, subject heading and proper names in the dictation</li> <li>• remind students that they must include today's date on all memos</li> </ul>

Session Nine			
All	<ul style="list-style-type: none"> <li>• feedback on revision exercise</li> <li>• introduce Information Sheets – reports</li> <li>• dictate reports (prepared) at 110 wpm for three minutes</li> <li>• revision exercise – dictate (unprepared) a report at 110 wpm for three minutes and transcribe - for tutor assessment</li> </ul>	<ul style="list-style-type: none"> <li>• OHTs of sample Information Sheets (Reports)</li> <li>• photocopied Information Sheets for passages so that each student has a copy</li> <li>• passages of 330 words</li> <li>• cassette tapes for students who wish to practise outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Report Information Sheets should include the main heading to be used</li> </ul>
Session Ten			
All	<ul style="list-style-type: none"> <li>• feedback on revision exercise</li> <li>• consolidation exercises – dictation of a letter, memo and report at 100 wpm - for assessment</li> </ul>	<ul style="list-style-type: none"> <li>• tutor-produced Information Sheets, ensuring that each student has a copy</li> <li>• passages: a letter (two and a half minutes), memo (two and a half minutes), and a report (three minutes) at 100 wpm</li> <li>• cassette tapes for students who wish to practise outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• giving students the opportunity to practice the full range of skills and knowledge required</li> <li>• tutor takes in for marking and review at next session</li> </ul>
Session Eleven			
All	<ul style="list-style-type: none"> <li>• review of work in previous session</li> <li>• specimen paper</li> </ul>	<ul style="list-style-type: none"> <li>• a photocopy of specimen paper for each student</li> <li>• cassette tapes for students who wish to practise outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• review work from previous session</li> <li>• one hour, 35 minutes to be used for the specimen paper – in formal test conditions</li> <li>• for marking and assessment by tutor</li> </ul>
Session Twelve			
All	<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> </ul>	<ul style="list-style-type: none"> <li>• tutor-prepared OHTs of worked examples of shorthand notes and transcript (word processed or typed whichever appropriate) of each task in specimen paper</li> <li>• tutor to prepare individual tasks (on a cassette tape if possible) for students</li> </ul>	<ul style="list-style-type: none"> <li>• this session should be used to help students as much as possible – each student will have different needs</li> </ul>
Session Thirteen			
5.1,5.2	<ul style="list-style-type: none"> <li>• practical assessment in Shorthand at Advanced Level</li> </ul>		

## List of Resources

### Books

Title	Author(s)	Publisher	ISBN/Date
Collins English Dictionary			
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 Shorthand First Course	Osborne	Longman	1995
Pitman 2000 Shorthand Pocket Dictionary		Longman	1995
Pitman New Era Rapid Review and Speed Development	Coombs	Longman	1996
Pitman New Era Shorthand	O'Dea	Longman	1997
Principles of Speedwriting	Pullis	Glencoe/Macmillan McGraw Hill	
Quickhand Tm	Grossman	Wiley & Sons	1976
Roget's Thesaurus			
Secretarial Duties	Harrison	Longman	1996
SuperWrite: Alphabetic Writing System, Office Professional	Lemaster, Baer	South-Western Publishing	1998
Teach Yourself Shorthand – Pitman 2000	Coombes	Pitman	1992
Teeline Fast	Dix	Heinemann	1990
Teeline Gold Course Book	Clarkson, Hall, Osborne, Parkinson	Heinemann	
Teeline Gold Speed Ladder	Bowers, Hall	Heinemann	1992
Teeline Gold Student Pack	Various	Heinemann	
Teeline Gold Word List	Tilly, Smith	Heinemann	
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	

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)

## Cassette Tapes

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

## 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, e.g.

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

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

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