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Speedwriting shorthand using WordPerfect 5.1 for transcription

Sherri Ashton Smith

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SPEEDWRITING SHORTHAND
USING WORDPERFECT 5.1 FOR TRANSCRIPTION

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Educational Administration

by
Sherri Ashton Smith

June 1993

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USING WORDPERFECT 5.1 FOR TRANSCRIPTION

A Project
Presented to the
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June 1993

Approved by:


Kenneth E. Lane, Chair
Educational Administration Project Committee

6/1/93

Date


Cheryl F. Fischer, Committee Member
Educational Administration Project Committee

6-1-93

Date

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My Deepest Appreciation To

Dr. Cheryl Fischer

Dr. Julius Kaplan

Dr. Kenneth Lane

§

Dr. Joe Pullis

Chapter One

Introduction

Sherri Smith first became a fan of Dr. Joe Pullis and his *Principles of Speedwriting Shorthand* several years ago when she was a teacher at *West Texas High School* in Stinnett, Texas. She was very fortunate at the time to have a principal, Mike Horton, who was ahead of his time in selecting courses for the curriculum to keep the high school a step ahead of the other high schools not only in the Texas Panhandle but also throughout the state. Mr. Horton approached the business teachers in his department with a new *technique* of shorthand through *Speedwriting* he had been hearing about in principal seminars throughout the year. In addition, one of the teachers knew of Joe Pullis and his *Speedwriting* course and that teacher was a firm believer in *Speedwriting*. It just so happened Dr. Pullis was giving an upcoming seminar at *Texas Tech University*. So, Mike Horton sent the three of his business teachers off to Lubbock, Texas for the weekend.

Now, Sherri Smith, was one of the original shorthand learners of all time. And, if that doesn't date her, you can't know how long shorthand has been around. Skeptic that she was that *anything* could take the place of *Gregg* ® or *Diamond Jubilee* ®, she agreed to go along for the ride with the sole idea in mind that this seminar would look good on her resume. End of that simplistic idea.

Dr. Pullis began the seminar with an introduction to his learning materials which were impressive. Not only did he provide textbooks and workbooks but

also instructor's guides, transparency masters and resource materials. He proceeded to conduct a mini-course in *Speedwriting*. By the end of the seminar, Sherri was convinced that *possibly* there *might be* another way to take shorthand. At that time, her fellow teacher had volunteered to teach the first class in *Speedwriting* the next semester so she didn't need to stick out her neck TOO awfully far. And, the business teachers started advertising for the class as soon as they returned to the high school.

And, they advertised in a different way than they had advertised for their shorthand classes in the past. They targeted their sales pitch to the continuing student, the student who planned to go on to college. They gave demonstrations at *Career Day*, at the *Parent Teacher Conference* meetings, in all the business classes, in classes when they could persuade other teachers to give them some time – they even gave a couple of demonstrations in the cafeteria at lunch time. The business teachers sought the college-oriented student and they got them. They had the highest enrollment for the fall class of any shorthand class that had been offered for some time. Surprisingly enough, the class consisted mostly of guys! They were happy with their efforts but Sherri was reserving final judgement until *U.I.L. Competition* and the showing *West Texas High School* speedwriting students would make.

As Fall approached, Mike Horton asked Sherri to drive to Stinnett for a conference. Her fellow-teacher and *Number One Speedwriting Advocate* would not

be returning for the upcoming year. He did not *elect* Sherri to take the speedwriting class, but he asked her to think about it. Mike Horton did not ask many favors of his staff and he took such good care of them all that she didn't think long. She became the self-appointed *Speedwriting* instructor for the upcoming fall.

To make a long story not so long. . . . Sherri was astounded at how much easier speedwriting was to learn for the students than shorthand. She could not believe how much more *sense* it made. Her students went to *U.I.L. Competition* and they won all three places at District. At Regionals, she placed two students in the top five positions, one who went on to State and who placed third. She placed against some shorthand teachers who were renown throughout the state for their power in *U.I.L. Shorthand Competition*. She was proud of her class and the entire Texas Panhandle was proud of them. Regretfully, she left *West Texas High School* after that year and she does not know what happened to the *Speedwriting* curriculum when she left.

Sherri is currently an instructor at the *College of the Desert* in Palm Desert, California, in the *Business & Hospitality Division*. At the *College*, they are experiencing the same thing that business teachers across America are experiencing ➡ the decline or demise of shorthand in the curriculum. In spite of this fact, she is still a member of the business community and she sees, everyday, organizations who are looking for employees who have some kind of shorthand

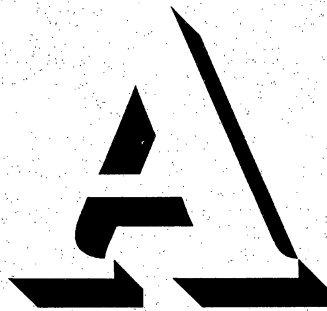
training. She is currently working on her master's degree and she sees people in the administrative program who have a critical need of shorthand for utilization in their managerial future. She sees students in the community college where she teaches who need an efficient and productive way to take notes, especially those who plan to further their education.

Additionally, Sherri sees the need for a brief introductory course in word processing. Every indication that she has from the business community is that *WordPerfect 5.1* is the most sought after and utilized software program today. She believes that a course that offers two skills to students ➔ speedwriting and word processing would be a successful and sought-after course on her campus.

Sherri approached her department chairman with the idea of submitting a new course to the Board of Directors at the *College of the Desert* ➔ she approved. She approached Dr. Lane with the idea of using a *Teacher Resource Guide* for that class as her thesis project ➔ he approved. She approached Dr. Pullis with the idea of using his *Principles of Speedwriting Shorthand* materials for the speedwriting portion of her project ➔ he approved.

Following is a teacher's guide for a semester course outline. This guide will provide the instructor with all the materials necessary for the semester. Although there are a number of ways this course could be presented, Sherri feels this module provides the most effective. She has written the outline for a class that meets two hours a session, twice a week, for six months.

ppendix



Curriculum
Guide for
Speedwriting
Shorthand

Goals & Objectives

Speedwriting

- ① ***Speedwriting Theory*** ➔ *The student shall be provided opportunities to:*
 - (A) learn speedwriting symbols;
 - (B) automatize brief forms/speed forms;
 - (C) write phonetically; and
 - (D) master speedwriting theory.
- ② ***Techniques*** ➔ *The student shall be provided opportunities to:*
 - (A) learn the correct writing position;
 - (B) develop correct writing techniques; and
 - (C) develop proportion rather than size of characters.
- ③ ***Skill Development*** ➔ *The student shall be provided opportunities to:*
 - (A) read under timing;
 - (B) write familiar outlines;
 - (C) preview dictation material;
 - (D) build speed by repetition;
 - (E) expand business vocabulary;
 - (F) construct unfamiliar outlines;
 - (G) improve concentration and retention; and

- (H) write for extended periods of time.
- ④ ***Transcription*** ➔ ***The student shall be provided opportunities to:***
 - (A) transcribe using a word processor;
 - (B) improve proofreading and correcting techniques;
 - (C) increase skill in punctuation, word division, spelling, and grammar usage; and
 - (D) produce copy in mailable business form under timed situations.
- ⑤ ***Electronic Information Processes*** ➔ ***The student shall be provided opportunities to*** discuss how the skill of speedwriting can expedite the flow of information in any number of settings.

Word Processing

- ① ***Proficiency in Keyboarding*** ➔ *The student shall be provided opportunities to:*
 - (A) refine techniques, speed, and, accuracy;
 - (B) improve level of proficiency in manipulating a computer;
 - (C) refine work habits; and
 - (D) care for equipment.
- ② ***Communication Skills*** ➔ *The student shall be provided opportunities to:*
 - (A) refine communication skills for producing mailable copy;
 - (B) express numbers correctly;
 - (C) compose various types of business messages; and
 - (D) refine proofreading abilities.
- ③ ***Problem Typing Skills*** ➔ *The student shall be provided opportunities to:*
 - (A) interpret and follow directions;
 - (B) complete business forms, both printed and unprinted;
 - (C) prepare copy for various types of duplicating processes;
 - (D) make decisions about placement, format, and priority of completion.
- ④ ***Production Skills*** ➔ *The student shall be provided opportunities to produce under timed situations usable copy of different kinds of business documents, messages, and forms from rough draft, corrected, and handwritten copy.*

⑤ ***Word Processing Skills*** ➔ ***The student shall be provided opportunities to:***

(A) develop word processing skills; and

(B) use word processing equipment.

⑥ ***Office Type Simulation*** ➔ ***The student shall be provided opportunities to:***

(A) develop skills in working with realistic business situations;

(B) develop competencies in organizing and planning for work in an office setting;

(C) increase awareness of the various word processing tasks; and

(D) develop human relation skills.

⑦ ***Electronic Information Processes*** ➔ ***The student shall be provided opportunities***

to discuss the use of current electronic methods of transmitting and receiving information as related to course content.

'Day

1

Sequence → Day One

- Review *Syllabus*
- Review *Student Assignment* Handout
- Review & Collect *Student Information* Handout
- Review *WordPerfect 5.1 Most Common Commands* Handout
- Review *WordPerfect 5.1 Features* Handout
- Review *Transparency 1*
- Guide Students Through Turning on Equipment and the *WordPerfect Tutorial* on the Computer
- Instruct Students to Complete Tutorial Lessons 1–4 Before Leaving Class

Lecture

Read over the Course Syllabus. Ask the student to complete the Student Information / Grade Sheet and leave it before they depart.

This class is designed to provide the student with two valuable skills. By the end of this semester, the student will be able to use the software package, **WordPerfect 5.1**. The student will also be able to transcribe notes and take dictation using Joe Pullis's *Speedwriting* language. This course begins with an introduction to WordPerfect to enable the student to effectively use the computer

software to transcribe the material. WordPerfect is one of the most versatile and popular word processing programs in existence.

This course is designed for the beginning computer student. Other students who have a knowledge of the computer will find the review helpful. Tell the students that WordPerfect, when activated, is like a blank piece of typing paper that already has one inch margins set up on the top, bottom, left and right. The tabs are set at every five spaces. Line spacing is set at *one*. These settings are called *default* settings. Any of the *default* settings can be changed by using *commands*. The *commands* are activated by using the *function keys*. The *function keys* may be used alone or in conjunction with three other keys → the CTRL key, the ALT key or the Shift key. {Refer students to WordPerfect Template.} When two keys are indicated {for example *Shift F6*, that means that the student will hold down the *Shift* key and then TAP the *F6* function key. Stress that the student should NOT try to strike the keys simultaneously because the right finger is most generally faster than the left finger and, inevitably, the student will instruct the computer to do something they did not intend for it to do. Further, if the instructions indicate to use the commands *F6, F8*, that means to tap the *F6* key, then to tap the *F8* key. The *comma* between the two commands acts as a pause. It is the students instruction to *tap* one key, finger up, *tap* the other key. Practice this for several commands before the student turns on the computer.

The monitor is the screen, the computer brains {or central processing unit} includes the software program that the student will use on *Drive C*, the keyboard is used to input the information the student will transport to the brains of the computer and the disk drive is where the student will save their information on their floppy disk. The student will save using *Disk Drive A*. The floppy disk is held by the label with the label face up. {Demonstrate and distribute sample disks for use the first day of class. The student should have their own computer disk the second day of class.} Show the students how to use the printer at their particular station. Review the steps of instruction from the Most Common Commands on *Saving and Printing* documents. Stress that the student follow these commands each time they are ready to save and print a document.

Review the WordPerfect Most Common Commands handout then instruct students to follow the steps to activate WordPerfect. Instruct the student to look at their status line in the bottom right corner of their screen. Explain that the student is beginning Document 1, on Page 1, Line 1, Position 1. Instruct the student to activate *Reveal Codes* by holding down the *ALT* key and *tapping* the *F3* key. Advise the students that *Reveal Codes* should be used at all times when they are keying text. The top portion of the screen shows to the student the actual document. The bottom portion of the document below the red line will indicate to the student all of the codes that are activated in the creation of documents. It is a little confusing, in the beginning, to get used to *Reveal Codes*, but encourage

the students to get in the habit of activating *Reveal Codes* as soon as they get into WordPerfect. My experience in teaching many years of WordPerfect classes, is that this one habit that will not only help the student understand WordPerfect more quickly but also make your job as the instructor much easier. It is a habit that is much easier learned and taught to beginning students than those who have previously used WordPerfect and not nearly as difficult to encourage as you might imagine. Review with the students the concept of *word wraparound*. Advise them they are only to use *Return/Enter* when a paragraph ends or to insert a blank line.

Remind students only to press *Return/Enter* at the end of a paragraph or for a blank line and to use *Backspace* or *DEL* to correct mistakes. Use the instructions in their Most Common Commands to save and print each document. Students are to complete WordPerfect Tutorials 1-6 by the end of class on day 1.

Review the fact that a great deal of homework and outside writing in this class is a necessity due to the fact *Speedwriting* is a skill that can only be taught through repetition. Counsel students of the importance of doing their homework and keeping up to date with outside assignments at all times.

Speedwriting Shorthand
Using
WordPerfect 5.1
for
Transcription

Instructor

Office Hours

Office Phone

Home Phone

Semester, 1993

Syllabus

{This schedule may be adjusted and/or corrected at any time by the instructor.}

Resources

- ❶ Textbook → *Principles of Speedwriting Shorthand*, Joe M. Pullis, Ed.D.
- ❷ {1} Stenographic Notebook
- ❸ {2} 5 ¼ Inch Floppy Computer Disks {Double Sided/Double Density}
- ❹ {1} Large Three-Ring Binder with Pockets
- ❺ {2} Ball Point Pens
- ❻ {1} Highlighter

Scope

This is a course targeted toward providing the student with two valuable skills → proficiencies in *Speedwriting* and the word processing program, *WordPerfect 5.1*. The course will focus on the fundamentals of utilizing IBM compatible microcomputers using the software package, *WordPerfect 5.1* in addition to the fundamentals of *Speedwriting Shorthand*.

Sequence

After completing this class, the student will be able to implement a wide variety of tasks using *Speedwriting Shorthand* and *WordPerfect 5.1*. The student will be provided opportunities to:

Speedwriting Theory

- ❶ Learn Speedwriting Symbols;
- ❷ Automate Brief Forms/Speed Forms;
- ❸ Write Phonetically; and
- ❹ Master Speedwriting Theory.

Techniques

- ❶ Learn the Correct Writing Position;
- ❷ Develop Correct Writing Techniques; and
- ❸ Develop Proportion rather than Size of Characters.

Skill Development

- ❶ Read under Timing;
- ❷ Write Familiar Outlines;
- ❸ Preview Dictation Material;
- ❹ Build Speed by Repetition;

- ⑤ Expand Business Vocabulary;
- ⑥ Construct Unfamiliar Outlines;
- ⑦ Improve Concentration and Retention; and
- ⑧ Write for Extended Periods of Time.

Transcription

- ① Transcribe using *WordPerfect 5.1* for Transcription
- ② Improve Proofreading and Correcting Techniques;
- ③ Increase Skill in Punctuation, Word Division, Spelling and Grammar Usage;
and
- ④ Produce Copy in Mailable Business Form under Timed Situations.

Proficiency in Keyboarding

- ① Refine Techniques, Speed and Accuracy;
- ② Improve Level of Proficiency in Manipulating the Word Processor;
- ③ Refine Work Habits; and
- ④ Care for Computer Equipment.

Problem Word Processing Skills

- ① Interpret and Follow Directions;
- ② Complete Business Forms;
- ③ Prepare Copy for Various Types of Duplicating Processes;

- ④ Make Decisions about Placement, Format and Priority of Completion;
- ⑤ Tabulate Tables; and
- ⑥ Produce Manuscripts, Reports and Legal Documents.

Production Skills

- ① Produce under Timed Situations Usable Copy of Different Kinds of Business Documents, Messages and Forms from Rough Draft, Corrected and Handwritten Copy;

Office Type Simulation

- ① Develop Skills in Working with Realistic Situations;
- ② Develop Competencies in Organizing and Planning for Work in any Number of Settings;
- ③ Increase Awareness of the Various Word Processing Tasks found in Specialized Offices; and
- ④ Develop Human Relations Skills.

Electronic Information Processes

- ① Discuss the Use of Current Electronic Methods of Transmitting and Receiving Information as Related to Course Content.

Laboratory Rules {in Class}

- ❶ Each student is responsible to sign-in during each class period. The sign-in sheet is the only official attendance record. The sign-in sheet will be on a clipboard at the front of the classroom.
- ❷ Any handouts for the class period will be located next to the sign-in sheet.
- ❸ Place all assignments in student three-ring binder in numerical order following *Student Assignment Checklist*. Check off assignments as they are completed. This record counts as a percentage of the final notebook grade so it should be current at all times.
- ❹ All assignments will be turned in at the designated location. All related assignments should be stapled together and divided into alpha stacks.
- ❺ No food, drinks or visitors will be allowed in the computer laboratory.
- ❻ Student assistance in the prudent use of computer paper supply is appreciated. Place any unused single sheets in the box next to the printer. Place any used but ungradeable paper in the recycling containers.
- ❼ Each student will be responsible for leaving their work station in a neat and orderly fashion. This includes turning off all equipment {including printer}, replacing keyboard cover {if applicable}, pick up and distribute any debris and last {but importantly} replace chair beneath the proper work station.

③ *Using another student's disk or assignments will result in a failing grade for the class. THERE WILL BE NO EXCEPTIONS TO THIS RULE.*

Grading Scale

Grades will consist of a combination of student assignments, laboratory production assignments, test grades, notebook grades, attendance, any extra credit points and final examination.

A	90 - 100	Daily Grades	40 %
B	80 - 90	Transcription Grades	40 %
C	70 - 80		
D	60 - 70	Mid Term	10 %
F	- 59		
	90		
	80	Final	10 %

Classroom Attendance

Students are expected to attend all session of the classes for which they are registered. It is the student's responsibility to contact the instructor regarding any absence. The instructor may be reached at either of the two numbers indicated on the front of this syllabus. In addition, a message may be left at the Message Center of the University.

The acceptance of an excuse for absence, other than illness or official leave of absence, is at the discretion of the instructor. When absences are excused due to illness or serious illness or death of a member of the student's family, or a field

trip, or an authorized absence on behalf of the college, all work assignments to be made up will be described by the instructor to the student in advance of the absence where possible. It is the responsibility of the student to ask another student for any notes transcribed or distributed in the class for which the student was absent. Any handouts that were distributed in class will be left on the clipboard under the sign-in sheet. *Please do not ask the instructor.* It is the student's responsibility to make up all class work missed to the satisfaction of the standards of the course.

Students whose continuous, unexcused absence exceeds the number of hours a class is scheduled to meet per week MAY be considered inactive and MAY be dropped by the instructor. However, there is NO RESPONSIBILITY on the part of the instructor to do so.

Cancellation of Classes

Classes in which the enrollment is too small to justify continuing will be cancelled. Where it is necessary to cancel classes, it is cancelled as early as possible in the semester to enable students to add other classes. Enrollment is monitored throughout the registration process to identify those classes which must be cancelled. If a class is cancelled, student should check with the Admissions Office to determine eligibility of refund. Refunds are not automatic.

Academic Advisors

Please refer to the University Schedule for individual student Academic Advisors.

Final Grades

Final grades will be posted on the window of this classroom on the _____ following the final examination.

Semester Schedule

{Paste a Copy of the Semester Schedule
in this Place}

Remind students to check the schedule for
holidays, deadlines, etc. throughout the semester.

Student Information Sheet

Student Name		Social Security #		Grade Sheet	
Address		Office Phone Home Phone		Student Information	
Employer		Occupation		Handout 2 3 3	

	Grade 1		Grade 26		Grade 51	Daily Grades 40 %
	Grade 2		Grade 27		Grade 52	
	Grade 3		Grade 28		Grade 53	
	Grade 4		Grade 29		Grade 54	Transcription Grades 40 %
	Grade 5		Grade 30		Grade 55	
	Grade 6		Grade 31		Grade 56	
	Grade 7		Grade 32		Grade 57	Mid-Term Exam 10%
	Grade 8		Grade 33		Grade 58	
	Grade 9		Grade 34		Grade 59	
	Grade 10		Grade 35		Grade 60	Final Exam 10 %
	Grade 11		Grade 36		Grade 61	
	Grade 12		Grade 37		Grade 62	
	Grade 13		Grade 38		Grade 63	Final Grade
	Grade 14		Grade 39		Grade 64	
	Grade 15		Grade 40		Grade 65	
	Grade 16		Grade 41		Grade 66	
	Grade 17		Grade 42		Grade 67	
	Grade 18		Grade 43		Grade 68	
	Grade 19		Grade 44		Grade 69	
	Grade 20		Grade 45		Grade 70	
	Grade 21		Grade 46		Grade 71 Notebook	
	Grade 22		Grade 47		Grade 72 Notebook	
	Grade 23		Grade 48		Grade 73 Notebook	
	Grade 24		Grade 49		Grade 74 Notebook	
	Grade 25		Grade 50		Grade 75 Notebook	

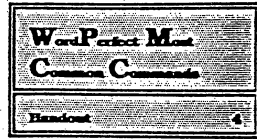
{Return One Copy Student Information Form to Instructor at the End of Class}

Student Information Sheet

Student Name			Social Security #			Grade Sheet		
Address			Office Phone Home Phone			Student Information		
Employer			Occupation			Handout 2 3 3		

	Grade 1		Grade 26		Grade 51	Daily Grades 40 %
	Grade 2		Grade 27		Grade 52	
	Grade 3		Grade 28		Grade 53	
	Grade 4		Grade 29		Grade 54	
	Grade 5		Grade 30		Grade 55	
	Grade 6		Grade 31		Grade 56	
	Grade 7		Grade 32		Grade 57	Transcription Grades 40 %
	Grade 8		Grade 33		Grade 58	
	Grade 9		Grade 34		Grade 59	
	Grade 10		Grade 35		Grade 60	
	Grade 11		Grade 36		Grade 61	
	Grade 12		Grade 37		Grade 62	
	Grade 13		Grade 38		Grade 63	Mid-Term Exam 10%
	Grade 14		Grade 39		Grade 64	
	Grade 15		Grade 40		Grade 65	
	Grade 16		Grade 41		Grade 66	
	Grade 17		Grade 42		Grade 67	
	Grade 18		Grade 43		Grade 68	
	Grade 19		Grade 44		Grade 69	Final Exam 10 %
	Grade 20		Grade 45		Grade 70	
	Grade 21		Grade 46		Grade 71 Notebook	
	Grade 22		Grade 47		Grade 72 Notebook	
	Grade 23		Grade 48		Grade 73 Notebook	
	Grade 24		Grade 49		Grade 74 Notebook	
	Grade 25		Grade 50		Grade 75 Notebook	Final Grade

(Keep One Copy Student Information Form for Student File)



WordPerfect Most Common Commands

Step 1	Switch "On" Computer Switch "On" Monitor WAIT for Virus Check to Complete
Step 2	Check Accuracy of Date & Time Insert Data Disk & Close Door
Step 3	Select WordPerfect on the Menu → DO NOT Press Enter
Step 4	Type: F5 Space Bar (for Directory) Space Bar (for Blank Page)

Cancel	F1
Retrieve	Shift 10
Directory	F5, Space Bar, 1 (To Retrieve)
Bold	F6
Underline	F8
Center	Shift F6
Save & Keep Document On Screen	F10
Blank Screen	F7, N, N
Speller	Ctrl F2, 3
Save & Print (Start New Document)	F7, Y "Name of Document", Enter {IF YOU HAVE ALREADY SAVED THE DOCUMENT, DO NOT RENAME, just →} Enter {IF YOU HAVE ALREADY SAVED THE DOCUMENT} Replace It N {Do Not Exit} <i>To Print</i> {Is the Printer On?} {Is the Paper Lined Up?} {Is the Printer Control Switch Set?} F5, Enter {Move Cursor to the Document to be Printed}, 4, Enter {Move to the Printer}, FF Space Bar {for a Blank Page}
Exit	F7, N, Y, F8, X

WordPerfect Features

Feature	Keystrokes	Menu Selection
Advance Printer	Shift F8, O, A	Layout → Other → Advance
Append Block	Ctrl F4, B, A	Edit → Append
Backup Options	Shift F1, E, B	File → Setup → Environment B
Base Font	Ctrl F8, F	Font → Base Font
Binding Offset	Shift F7, B	File → Print B
Block Text	Alt F4 or F12	Edit → Block
Box {Create}	Alt F9, {Box Type} C	Graphics → {Box Type} → Create
Box {Edit}	Alt F9, {Box Type} E	Graphics → {Box Type} → Edit
Case Conversion {Block}	Shift F3	Edit → Convert Case
Center Page {Top/Bottom}	Shift F8, P, C	Layout → Page C
Center Text	Shift F6	Layout → Align → Center
Color {Printer}	Ctrl F8, C	Font → Print Color
Columns On/Off	Alt F7, C, O	Layout → Columns → On
Compose Character	Ctrl 2 or Ctrl V	Font → Characters
Control Printer	Shift F7, C	File → Print C
Copy Block	Ctrl F4, B, C	Edit → Copy

Feature	Keystrokes	Menu Selection
Copy Sentence/Paragraph/Page	Ctrl F4	Edit → Select
Cross-Reference	Alt F5, R	Mark → Cross-Reference
Date Code	Shift F5, C	Tools → Date Code
Date Format	Shift F5, F	Tools → Date Format
Date Text	Shift F5, T	Tools → Date Text
Define Columns	Alt F7, C, D	Layout → Columns → Define
Document Comments	Ctrl F5, C	Edit → Comment
Document Compare	Alt F5, G, C	Mark → Document Compare
Document Initial Codes	Shift F8, D, C	Layout → Document → Initial Codes
Document Summary	Shift F8, D, S	File → Summary
DOS {Temporary Exit}	Ctrl F1	File → Goto DOS
Endnote	Ctrl F7, E	Layout → Endnote
Equation {Create}	Alt F9, E, C	Graphics → Equation → Create
Equation {Edit}	Alt F9, E, E	Graphics → Equation → Edit
Exit WordPerfect	F7	File → Exit
Export to Earlier Version	Ctrl F5, A	File → Text Out
Export to Text File	Ctrl F5, T, S	File → Text Out → DOS Text
Flush Right	Alt F6	Layout → Align → Flush Right
Font {Appearance}	Ctrl F8, A	Font → Appearance

Feature	Keystrokes	Menu Selection
Font {Size}	Ctrl F8, S	Font
Footers	Shift F8, P, F	Layout → Page F
Footnote	Ctrl F7, F	Layout → Footnote
Force Odd/Even Page	Shift F8, P, O	Layout → Page O
Fully Justify Text	Shift F8, L, J, F	Layout → Justify → Full
Generate	Alt F5, G	Mark → Generate
Go to Character/Page	Ctrl Home	Search → Goto
Graphics Print Quality	Shift F7, G	File → Print G
Headers	Shift F8, P, H	Layout → Page H
Help	F3	Help
Hyphenation On/Off	Shift F8, L, Y	Layout → Line Y
Import Text File	Ctrl F5, T	File → Text In
Indent {Left Side Only}	F4	Layout → Align → Indent Left Side Only
Indent {Left & Right Sides}	Shift F4	Layout → Align → Indent Both Left & Right Sides
Index {Define}	Alt F5, D, I	Mark → Define → Index
Index {Mark Block for}	Alt F5, I	Mark → Index
Keyboard Layout	Shift F1, K	File → Setup → Keyboard Layout
Left-Justify Text	Shift F8, L, J, L	Layout → Justify → Left
Line Draw	Ctrl F3, L	Tools → Line Draw
Line {Graphic}	Alt F9, L	Graphics → Line
Line Height	Shift F8, L, H	Layout → Line H
Line Spacing	Shift F8, L, S	Layout → Line S
List Files	F5	File → List Files

Feature	Keystrokes	Menu Selection
List {Define}	Alt F5, D, L	Mark → Define → List
List {Mark Block for}	Alt F5, L	Mark → List
Location of Files	Shift F1, L	File → Setup → Location of Files
Macro {Define}	Ctrl F10	Tools → Macro → Define
Macro {Execute}	Alt F10	Tools → Macro → Execute
Margin Release	Shift Tab	Layout → Align → Margin Release
Margins {Left/Right}	Shift F8, L, M	Layout → Line M
Margins {Top/Bottom}	Shift F8, P, M	Layout → Page M
Master Document {Condense}	Alt F5, G, O	Mark → Master Documents → Condense
Master Document {Expand}	Alt F5, G, E	Mark → Master Documents → Expand
Merge Codes	Shift F9	Tools → Merge Codes
Merge Documents	Ctrl F9, M	Tools → Merge
Move Block	Ctrl F4, B, M	Edit → Move {Cut}
Move Sentence/Paragraph/Page	Ctrl F4	Edit → Select
Outline {Define}	Shift F5, D	Tools → Define
Outline On/Off	Shift F5, O	Tools → Outline
Page Break	Ctrl Enter	Layout → Align → Hard Page
Page Numbering	Shift F8, P, N	Layout → Page N
Paper Size	Shift F8, P, S	Layout → Page S
Paragraph Number	Shift F5, P	Tools → Paragraph Number
Password	Ctrl F5, P	File → Password

Feature	Keystrokes	Menu Selection
Print Document on Disk	Shift F7, D	File → Print D
Print Full Document	Shift F7, F	File → Print F
Print Multiple Copies	Shift F7, N	File → Print N
Print Page	Shift F7, P	File → Print P
Print Selected Pages	Shift F7, M	File → Print M
Protect Block from Page Break	Shift F8	Edit → Protect Block
Replace Text	Alt F2	Search → Replace
Retrieve Document	Shift F10	File → Retrieve
Reveal Codes	Alt F3, or F11	Edit → Reveal Codes
Right Justify Text	Shift F8, L, J, R	Layout → Justify → Right
Save Document or Block	F10	File → Save
Search Backward	Shift F2	Search → Backward
Search Forward	F2	Search → Forward
Select Printer	Shift F7, S	File → Print S
Size Text	Ctrl F8, S	Font
Sort & Select	Ctrl F9, S	Tools → Sort
Speller	Ctrl F2	Tools → Spell
Styles	Alt F8	Layout → Styles
Subdocument	Alt F5, S	Mark → Subdocument
Suppress Headers/Footers/Page Numbers	Shift F8, P, U	Layout → Page U
Switch Documents	Shift F3	Edit → Switch Documents

Feature	Keystrokes	Menu Selection
Tab Align	Ctrl F6	Layout → Align → Tab Align
Tab Settings	Shift F8, L, T	Layout → Line T
Table {Create}	Alt F7, T, C	Layout → Tables → Create
Table {Edit}	Alt F7, T, E,	Layout → Tables → Edit
Table of Contents {Define}	Alt F5, D, C	Mark → Define → Table of Contents
Table of Contents {Mark Block for}	Alt F5, C	Mark → Table of Contents
Text Printing Quality	Shift F7, T	File → Print T
Thesaurus	Alt F1	Tools → Thesaurus
Undelete Deleted Text	F1	Edit → Undelete
Underline Spaces/Tabs	Shift F8, O, U	Layout → Other U
View Document	Shift F7, V	File → Print V
Widow/Orphan Protection	Shift F8, L, W	Layout → Line W

5

ay

Sequence → Day Two

- Hand Out *Grade 1*, Save as *Grade1*
- Hand Out *Grade 2*, Save as *Grade2*
- Hand Out *Grade 3*, Save as *Grade3*
- Overhead Projector Review
 - F6 → **Bolding**
 - Enter → Force Hard Return
 - Enter → Leave Blank Space
 - Shift F6 → Center
 - CapsLock → All Capital Letters
- Review Procedures for Printing and Saving using *WordPerfect 5.1 Most Common Commands* Handout
- Instruct Students to Complete and Turn in Grades 1, 2 and 3 before Leaving Class

Key in the following text. Insert any commands and/or follow the instructions indicated in the { }. Be sure to save the assignment as Grade1 {no space}. Use Most Common Commands Handout to Save and Print. Five Points will be deducted for each error, so proofread carefully. Utilize the Reveal Codes Command {Alt F6} at all times.

{Press F6 to BEGIN bolding}What Speedwriting Shorthand Is{Press F6 to END bolding}{Press Enter to force a hard return}.

{Press Enter to leave a blank space}.

You are about to study {Press F6 to BEGIN bolding}Speedwriting Shorthand{Press F6 to END bolding}, a shorthand system that is based primarily on what you already know – the alphabet – to represent the sounds that make up our language.{Press Enter to force a hard return}.

{Press Enter to leave a blank space}.

Since you already know the alphabet, you will not spend much time retraining your mind and your hand to write the shorthand outlines. Instead, you will concentrate on applying the principles, or rules, of {Press F6 to BEGIN bolding}Speedwriting Shorthand{Press F6 to END bolding} to words commonly used in business. Taking notes, building speed and transcribing dictation will be accelerated as a result. In a short period of time, you will be writing shorthand as easily and naturally as you now write longhand.{Press Enter to force a hard return}.

{Press Enter to leave a blank space}.

As you study {Press F6 to BEGIN bolding}Speedwriting Shorthand{Press F6 to END bolding}, you will also learn techniques for practicing and writing your shorthand quickly and successfully. Begin today to develop good writing and study habits. The dedication that you give to learning and practicing your shorthand will help assure success in your career.{Press Enter to force a hard return}.

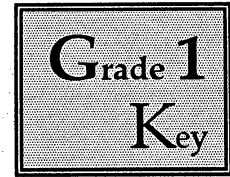
{Press Enter to leave a blank space}.

Your Name{Press Enter to force a hard return}.

Grade 1{Press Enter to force a hard return}.

Current Date{Press Enter to force a hard return}.

*Save and print this document using Most Common Commands Handout
AFTER carefully proofreading.*



What Speedwriting Shorthand Is

You are about to study **Speedwriting Shorthand**, a shorthand system that is based primarily on what you already know – the alphabet – to represent the sounds that make up our language.

Since you already know the alphabet, you will not spend much time retraining your mind and your hand to write the shorthand outlines. Instead, you will concentrate on applying the principles, or rules, of **Speedwriting Shorthand** to words commonly used in business. Taking notes, building speed and transcribing dictation will be accelerated as a result. In a short period of time, you will be writing shorthand as easily and naturally as you now write longhand.

As you study **Speedwriting Shorthand**, you will also learn techniques for practicing and writing your shorthand quickly and successfully. Begin today to develop good writing and study habits. The dedication that you give to learning and practicing your shorthand will help assure success in your career.

Your Name
Grade 1
Current Date

Minus five points for all errors.

Grade 2

Key in the following text. Insert any commands and/or follow the instructions indicated in the { }. Be sure to save the assignment as Grade2 {no space}. Use Most Common Commands Handout to Save and Print. Five Points will be deducted for each error, so proofread carefully. Utilize the Reveal Codes Command {Alt F6} at all times.

{Press F6 to BEGIN bolding} **Before You Begin** {Press F6 to END bolding} {Press Enter to force a hard return}.

{Press Enter to leave a blank space}.

Efficiency in taking dictation begins with selecting the appropriate writing tools. {Press Enter to force a hard return}.

{Press Enter to leave a blank space}.

{Press F6 to BEGIN bolding} **Choose your pen carefully.** {Press F6 to END bolding}

Use a good ball-point pen. A pen glides more easily across paper than a pencil does, so you will save time and energy with each stroke. Always have more than one pen ready – in case the first one stops writing during dictation. {Press Enter to force a hard return}.

{Press Enter to leave a blank space}.

{Press F6 to BEGIN bolding} **Use a steno-pad.** {Press F6 to END bolding} A shorthand steno-pad is spiral bound at the top so that pages will flip easily and the book will lie flat while you are writing. {Press Enter to force a hard return}.

{Press Enter to leave a blank space}.

A line down the center divides the page in half. Write on only one side of the page until that side is filled. Then move to the other side of the same page. When you have filled the entire page, flip the paper and continue writing on the next blank page. When you have reached the last page of the notebook, turn it over and begin writing from back to front using the same procedure. {Press Enter to force a hard return}.

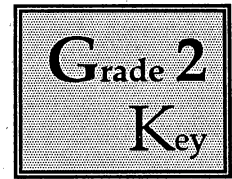
{Press Enter to leave a blank space}.

Your Name {Press Enter to force a hard return}.

Grade 2 {Press Enter to force a hard return}.

Current Date {Press Enter to force a hard return}.

*Save and print this document using Most Common Commands Handout
AFTER carefully proofreading.*



Before You Begin

Efficiency in taking dictation begins with selecting the appropriate writing tools.

Choose your pen carefully. Use a good ball-point pen. A pen glides more easily across paper than a pencil does, so you will save time and energy with each stroke. Always have more than one pen ready – in case the first one stops writing during dictation.

Use a steno-pad. A shorthand steno-pad is spiral bound at the top so that pages will flip easily and the book will lie flat while you are writing.

A line down the center divides the page in half. Write on only one side of the page until that side is filled. Then move to the other side of the same page. When you have filled the entire page, flip the paper and continue writing on the next blank page. When you have reached the last page of the notebook, turn it over and begin writing from back to front using the same procedure.

Your Name
Grade 2
Current Date

Minus five points for all errors.

Key in the following text. Insert any commands and/or follow the instructions indicated in the { }. Be sure to save the assignment as Grade3 {no space}. Use Most Common Commands Handout to Save and Print. Five Points will be deducted for each error, so proofread carefully. Utilize the Reveal Codes Command {Alt F6} at all times.

{Press *Shift F6* to Center Text, Press *F6* to BEGIN bolding, Press *CapsLock* to TURN ON Capital Letters}TEXT{Press *F6* to END bolding, *CapsLock* to TURN OFF Capital Letters}{Press *Enter* to force a *hard return*}.

{Press *Enter* to leave a *blank space*}.

{Press *F6* to BEGIN bolding}Organization of Principles Text{Press *F6* to END bolding}{Press *Enter* to force a *hard return*}.

{Press *Enter* to leave a *blank space*}.

The principle text for {Press *F6* to BEGIN bolding}Speedwriting Shorthand, Regency System{Press *F6* to END bolding}, is organized into lessons which contain principles, words illustrating each new principle, lists of brief forms and abbreviations along with Reading and Writing Exercises containing new vocabulary and reinforcement of vocabulary previously studied. The Reading and Writing Exercises contain thousands of words of shorthand practice material presented in shorthand notebook format. The key for each Reading and Writing Exercise is marked in 20-word intervals for ease in timing reading or giving dictation.{Press *Enter* to force a *hard return*}.

{Press *F6* to BEGIN bolding}Order of Principles Presentation{Press *F6* to END bolding}{Press *Enter* to force a *hard return*}.

{Press *Enter* to leave a *blank space*}.

The order of presentation of the principles is arranged to distribute the learning load equitably and to allow the introduction of realistic, business-related connected matter in the very early lessons.{Press *Enter* to force a *hard return*}.

{Press *Enter* to leave a *blank space*}.

Every seventh lesson is a review of the previous six lessons, with extensive word development activities providing reinforcement.{Press *Enter* to force a *hard return*}.

{Press *Enter* to leave a *blank space*}.

The English language consists of sounds which may be pronounced differently in various parts of our country. In order to have one standard pronunciation, the {Press *F6* to BEGIN bolding}New College Edition of the American Heritage Dictionary of the English Language{Press *F6* to END bolding} was used.{Press

Enter to force a *hard return*).

{Press *Enter* to leave a *blank space*}.

{Press *F6* to BEGIN bolding} **Transcription Skills** {Press *F6* to END bolding} {Press *Enter* to force a *hard return*}.

{Press *Enter* to leave a *blank space*}.

Because the transcription of mailable letters is the primary objective of shorthand instruction, pre-transcription skills are introduced early in the {Press *F6* to BEGIN bolding} **Speedwriting Shorthand** {Press *F6* to END bolding} principles text. In each lesson beginning with Lesson 8, one or more business vocabulary words are defined. These words are then used in context in the Reading and Writing Exercises for that lesson. {Press *Enter* to force a *hard return*}.

{Press *F6* to BEGIN bolding} **Spelling and Punctuation** {Press *F6* to END bolding} {Press *Enter* to force a *hard return*}.

{Press *Enter* to leave a *blank space*}.

Beginning with Lesson 16, commonly misspelled words are presented. Punctuation rules begin with Lesson 22. Research has indicated that relatively few rules of punctuation account for the overwhelming majority of usage in typical business correspondence. The eight comma rules taught in the {Press *F6* to BEGIN bolding} **Speedwriting Shorthand** {Press *F6* to END bolding} principles text account for the majority of all commas used in business correspondence. {Press *Enter* to force a *hard return*}.

{Press *Enter* to leave a *blank space*}.

After a comma rule has been introduced, examples of that rule are highlighted in the Reading and Writing Exercises and reinforced with notations. {Press *Enter* to force a *hard return*}.

{Press *Enter* to leave a *blank space*}.

{Press *F6* to BEGIN bolding} **Appendix Materials** {Press *F6* to END bolding} {Press *Enter* to force a *hard return*}.

{Press *Enter* to leave a *blank space*}.

The appendix of the text contains a summary of brief forms, abbreviations and phrases; abbreviations of the states, United States possessions and Canadian provinces; abbreviations of metric terms; and the principles by order of presentation and system category.

{Press *Enter* to force a *hard return*}.

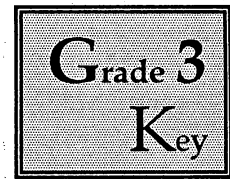
{Press *Enter* to leave a *blank space*}.

Your Name {Press *Enter* to force a *hard return*}.

Grade 3 {Press *Enter* to force a *hard return*}.

Current Date {Press *Enter* to force a *hard return*}.

*Save and print this document using Most Common Commands Handout
AFTER carefully proofreading.*



TEXT

Organization of Principles Text

The principle text for **Speedwriting Shorthand, Regency System**, is organized into lessons which contain principles, words illustrating each new principle, lists of brief forms and abbreviations along with Reading and Writing Exercises containing new vocabulary and reinforcement of vocabulary previously studied. The Reading and Writing Exercises contain thousands of words of shorthand practice material presented in shorthand notebook format. The key for each Reading and Writing Exercise is marked in 20-word intervals for ease in timing reading or giving dictation.

Order of Principles Presentation

The order of presentation of the principles is arranged to distribute the learning load equitably and to allow the introduction of realistic, business-related connected matter in the very early lessons.

Every seventh lesson is a review of the previous six lessons, with extensive word development activities providing reinforcement.

The English language consists of sounds which may be pronounced differently in various parts of our country. In order to have one standard pronunciation, the **New College Edition of the American Heritage Dictionary of the English Language** was used.

Transcription Skills

Because the transcription of mailable letters is the primary objective of shorthand instruction, pre-transcription skills are introduced early in the **Speedwriting Shorthand** principles text. In each lesson beginning with Lesson 8, one or more business vocabulary words are defined. These words are then used in context in the Reading and Writing Exercises for that lesson.

Spelling and Punctuation

Beginning with Lesson 16, commonly misspelled words are presented. Punctuation rules begin with Lesson 22. Research has indicated that relatively few rules of punctuation account for the overwhelming majority of usage in typical business correspondence. The eight comma rules taught in the **Speedwriting Shorthand** principles text account for the majority of all commas used in business correspondence.

After a comma rule has been introduced, examples of that rule are highlighted in the Reading and Writing Exercises and reinforced with notations.

Appendix Materials

The appendix of the text contains a summary of brief forms, abbreviations and phrases; abbreviations of the states, United States possessions and Canadian provinces; abbreviations of metric terms; and the principles by order of presentation and system category.

Your Name

Grade 3

Current Date

*Save and print this document using Most Common Commands Handout
AFTER carefully proofreading.*

DDay

3

Sequence → Day Three

- Hand Out *Grade 4*, Save as *Grade4*
- Hand Out *Grade 5*, Save as *Grade5*
- Overhead Projector Review
 - F8 → Underlining
 - F4 → Indent {Advise Students, Their Typed Copy will not Resemble Worksheet}
- Instruct Students to Complete and Turn in Grades 4, 5 and 6 before Leaving Class

Key in the following text. Insert any commands and/or follow the instructions indicated in the { }. Be sure to save the assignment as Grade4 {no space}. Use Most Common Commands Handout to Save and Print. Five Points will be deducted for each error, so proofread carefully. Utilize the Reveal Codes Command {Alt F6} at all times.

{Press F6 to BEGIN bolding, Press F8 to BEGIN Underlining;} **Study Plan** {Press F6 to END bolding, Press F8 to END underlining.} {Press Enter to force a hard return}.

{Press Enter to leave a blank space}.

1. {F4 to Indent} Study the principles and the words illustrating each principle at the beginning of each lesson. Think about how the principle applies to each of the words listed under it. {Press Enter to force a hard return}.

{Press Enter to leave a blank space}.

2. {F4 to Indent} Practice each word listed under the principle. First, say the word aloud – glass. Then sound–spell the word aloud as you would write it in shorthand –gay–l–s. Then sound–spell and write the shorthand outline for the word. Write each word two or three times or until you feel comfortable writing the word. {Enter to force a hard return}.

{Press Enter to leave a blank space}.

3. {F4 to Indent} Complete the exercises following the presentation of the principles. {Press Enter to force a hard return}.

{Press Enter to leave a blank space}.

4. {F4 to Indent} Read the shorthand outlines in the Reading and Writing Exercises in the textbook until the material can be read easily. If the correct word for an outline does not immediately come to mind, read on to the end of the sentence. The context, or meaning, of the sentence will help you identify the unfamiliar outlines. {Press Enter to force a hard return}.

{Press Enter to leave a blank space}.

{F4 to Indent} Consult the Student Transcript if you cannot determine the correct word with the help of sound–spelling and context. Beginning with Lesson 3, each letter or memorandum in the Transcript is marked in groups of 20 standard shorthand words (28 syllables). Small, raised, consecutive numbers are placed after each group of 20 shorthand words. Thus, if while reading

you are able to reach the number 4 in one minute, you would be reading at the rate of 80 words per minute (20 × 4). If you reach the number 5, you would be reading at the rate of 100 words per minute. As a general rule, you should be able to read about twice as fast as you expect to write from dictation. **{Press Enter to force a hard return}**.

{Press Enter to leave a blank space}.

5. **{F4 to Indent}** Write the Reading and Writing Exercises from the Transcript while dictating to yourself. **{Press Enter to force a hard return}**.

{F4 to Indent} a. **{F4 to Indent}** Read several words from the Transcript. **{Press Enter to force a hard return}**.

{F4 to Indent} b. **{F4 to Indent}** Write the words while you sound-spell and say each word aloud. **{Press Enter to force a hard return}**.

{F4 to Indent} c. **{F4 to Indent}** Repeat this procedure until you have written a letter or memorandum completely. Check the shorthand notes in the textbook for any outline that you may not know how to write. **{Press Enter to force a hard return}**.

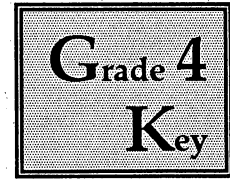
{F4 to Indent} d. **{F4 to Indent}** Read back the letter or memorandum from your own shorthand notes. **{Press Enter to force a hard return}**.

{Press Enter to leave a blank space}.

Your Name **{Press Enter to force a hard return}**.

Grade 4 **{Press Enter to force a hard return}**.

Current Date **{Press Enter to force a hard return}**.



Study Plan

1. Study the principles and the words illustrating each principle at the beginning of each lesson. Think about how the principle applies to each of the words listed under it.
2. Practice each word listed under the principle. First, say the word aloud – glass. Then sound–spell the word aloud as you would write it in shorthand – gay–l–s. Then sound–spell and write the shorthand outline for the word. Write each word two or three times or until you feel comfortable writing the word.
3. Complete the exercises following the presentation of the principles.
4. Read the shorthand outlines in the Reading and Writing Exercises in the textbook until the material can be read easily. If the correct word for an outline does not immediately come to mind, read on to the end of the sentence. The context, or meaning, of the sentence will help you identify the unfamiliar outlines.

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5. Write the Reading and Writing Exercises from the Transcript while dictating to yourself.
 - a. Read several words from the Transcript.
 - b. Write the words while you sound–spell and say each word aloud.

- c. Repeat this procedure until you have written a letter or memorandum completely. Check the shorthand notes in the textbook for any outline that you may not know how to write.
- d. Read back the letter or memorandum from your own shorthand notes.

Your Name
Grade 4
Current Date

{-5 Points All Errors}

Key in the following text. Insert any commands and/or follow the instructions indicated in the { }. Be sure to save the assignment as Grade5 {no space}. Use Most Common Commands Handout to Save and Print. Five Points will be deducted for each error, so proofread carefully. Utilize the Reveal Codes Command {Alt F6} at all times.

{Press F6 to BEGIN bolding, Press F8 to BEGIN Underlining} **Some Basic Principles** {Press F6 to END bolding, Press F8 to END underlining} {Press Enter to force a hard return}.

{Press Enter to leave a blank space}.

{Press F6 to BEGIN bolding} **Streamline letters as you write** {Press F6 to END bolding}. Every time you lift your pen to cross a *t* or dot an *i*, you lose valuable time and reduce your speed. {Press F6 to BEGIN bolding} **Speedwriting Shorthand** {Press F6 to END bolding} eliminates extra strokes by avoiding loops, dots and crosses whenever possible. As you practice, you will become comfortable with this techniques and you will find that streamlining letters makes writing faster, easier and just as easy to read. {Press Enter to force a hard return}.

{Press Enter to leave a blank space}.

{Press F6 to BEGIN bolding} **Write what you hear** {Press F6 to END bolding}. The English language contains many silent letters. In longhand, you write h-i-g-h even when you hear only the sound hi and k-n-o-w when you hear only no. In shorthand, you write what you hear - hi and no. You will learn to use sound-spelling to help you learn and remember shorthand vocabulary. {Press Enter to force a hard return}.

{Press Enter to leave a blank space}.

{Press F6 to BEGIN bolding} **Drop medial vowels** {Press F6 to END bolding}. Medial sounds are sounds that fall in the middle of a word. In shorthand, do not write vowels that fall in the middle of a word. {Press Enter to force a hard return}.

{Press Enter to leave a blank space}.

{Press F6 to BEGIN bolding} **Write initial and final vowels, those you hear at the beginning and the end of a word.** {Press F6 to END bolding}.

{Press F6 to BEGIN bolding} **Punctuation symbols** {Press F6 to END bolding}. Use quick, distinct symbols to show punctuation in shorthand notes. To show capitalization, draw a small curved line under the last letter of the outline. {Press Enter to force a hard return}.

{Press Enter to leave a blank space}.

{Press F6 to BEGIN bolding} **Brief Forms** {Press F6 to END bolding}. You will use

some words so often that you will find it helpful to write shortened outlines for them. These shortened outlines are called brief forms. Since brief forms are not written in full, you should memorize them. Study and practice the brief forms until you can write them quickly, easily and accurately as you write your own name – without hesitation. More than one word can be represented by the same brief form. When read in context, however, only one meaning will make sense. {Press *Enter* to force a *hard return*}.

{Press *Enter* to leave a *blank space*}.

{Press *F6* to BEGIN bolding} **Abbreviations** {Press *F6* to END bolding}. Many abbreviations are so common that they come to mind automatically. {Press *F6* to BEGIN bolding} **Speedwriting Shorthand** {Press *F6* to END bolding} makes use of these abbreviations. Since you already know many of these abbreviations, you will be able to write them quickly from the beginning. {Press *Enter* to force a *hard return*}.

{Press *Enter* to leave a *blank space*}.

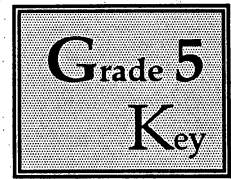
These and other principles of {Press *F6* to BEGIN bolding} **Speedwriting Shorthand** {Press *F6* to END bolding} will enable you to write sounds quickly and easily. {Press *Enter* to force a *hard return*}.

{Press *Enter* to leave a *blank space*}.

Your Name {Press *Enter* to force a *hard return*}.

Grade 5 {Press *Enter* to force a *hard return*}.

Current Date {Press *Enter* to force a *hard return*}.



Some Basic Principles

Streamline letters as you write. Every time you lift your pen to cross a *t* or dot an *i*, you lose valuable time and reduce your speed. **Speedwriting Shorthand** eliminates extra strokes by avoiding loops, dots and crosses whenever possible. As you practice, you will become comfortable with this techniques and you will find that streamlining letters makes writing faster, easier and just as easy to read.

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Drop medial vowels. Medial sounds are sounds that fall in the middle of a word. In shorthand, do not write vowels that fall in the middle of a word.

Write initial and final vowels, those you hear at the beginning and the end of a word.

Punctuation symbols. Use quick, distinct symbols to show punctuation in shorthand notes. To show capitalization, draw a small curved line under the last letter of the outline.

Brief Forms. You will use some words so often that you will find it helpful to write shortened outlines for them. These shortened outlines are called brief forms. Since brief forms are not written in full, you should memorize them. Study and practice the brief forms until you can write them quickly, easily and accurately as you write your own name – without hesitation. More than one word can be represented by the same brief form. When read in context, however, only one meaning will make sense.

Abbreviations. Many abbreviations are so common that they come to mind automatically. **Speedwriting Shorthand** makes use of these abbreviations. Since you already know many of these abbreviations, you will be able to write them quickly from the beginning.

These and other principles of **Speedwriting Shorthand** will enable you to write sounds quickly and easily.

Your Name
Grade 5
Current Date

{-5 Points All Errors}

Day

4

Sequence → Day Four

- Hand Out *Grade 6*, Save as *Grade6*
- Hand Out *Grade 7*, Save as *Grade7*
- Hand Out *Grade 8*, Save as *Grade8*
- Overhead Projector Review
 - F6 ↪ **Bolding**
 - Enter ↪ **Force Hard Return**
 - Enter ↪ **Leave Blank Space**
 - Shift F6 ↪ **Center**
 - CapsLock ↪ **All Capital Letters**
 - F8 ↪ **Underlining**
 - F4 ↪ **Indent**
- Demonstrate
 - Ctrl F2 ↪ **Spell Check**
 - Explain**
 - Difference in Spelling Errors and Word Usage Errors**
- Instruct Students to Use the Knowledge Learned from Day 1 and Day 2 to Complete and Turn in Grades 6, 7 and 8 before Leaving.

Key in the following text. Use the knowledge you gained from Day 1 and Day 2. Be sure to bold, underline and use all capitals where necessary. Five Points will be deducted for each error in incorrect word usage, format, style and appearance. Ten Points will be deducted for spelling errors {words that are not correct in usage but are not misspelled are not considered spelling errors}, so proofread carefully. Utilize the Reveal Codes Command {Alt F6} at all times.

What Shorthand Will Do for You

Shorthand is a skill that will help launch and then advance your career. Why? Shorthand gives you a special skill that makes you a more versatile employee. Your employer will know that you had the ambition and the ability to learn this skill.

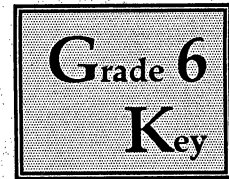
Here are some facts about shorthand and what it can do for you.

Shorthand enables you to begin at higher levels in the business world, which in turn leads to advancement in other areas. You will find that shorthand is helpful at any level – either for taking dictation or giving dictation. Your shorthand will help you get a good job. Advancement from there will depend on your ambition, career goals and performance.

You can use shorthand in many ways at any job level. Shorthand makes you a more productive employee. Whether you are doing research for a special project, composing a memorandum or a letter, taking notes at a meeting or in a class or on your job, shorthand saves time and allows faster completion of tasks. Your ability to increase your productivity on the job will help you earn respect as a valuable employee.

You can learn **Speedwriting Shorthand** quickly. **Speedwriting Shorthand** is an alphabetic system of shorthand that can be learned quickly and easily. With more experience on the job, your speed and accuracy will continue to improve.

Your Name
Grade 6
Current Date



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Grade 6
Current Date

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The Importance of Listening

Among the many skills that can help make you successful, listening is one of the most essential. Effective listening increases your productivity by helping you understand the needs, desires and ideas of the persons you work with. It helps you respond more quickly and efficiently and reduces the amount of time that you spend solving problems.

Effective listening differs from hearing. Listening is an active process. Good listeners do not just sit and let listening happen. They participate in the communication process by focusing on what the speaker is saying and thinking about how they will respond.

Some guidelines for becoming a better listener include the following:

1. Show interest in what the speaker is saying by maintaining eye contact.
2. Keep your attention focused on the speaker. When your thoughts start to drift or when you begin to daydream, immediately concentrate on the speaker again.
3. Search for the speaker's thoughts and ideas rather than focusing on just the speaker's words.
4. Summarize the speaker's message or theme, separate the major points from the minor ones and remember the specific facts that support the theme.

The ability to recognize and summarize major ideas is especially important when you combine your listening skills and shorthand skills. Shorthand can be used to record the dictation of letters and memorandums, to record instructions for work assignments, to record minutes or conversations or to record notes.

When you take dictation, focus your attention on the dictator even more sharply than you would in note taking so that you can hear and accurately record every word. However, if you miss a word, skip a space and ask the dictator to repeat it for you immediately after dictation.

Effective listening is vital not only to developing your shorthand skill, but also to making you a productive and valuable employee.

Your Name
Grade 7
Current Date

The Importance of Listening

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Your Name

Grade 7

Current Date

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Developing Your Shorthand Skill

Learning shorthand is similar to learning other skills, both in the classroom and on the job. Each new principle that you learn builds upon the ones you have learned previously, and it is easy to see the rapid progress that you make. As you study **Speedwriting Shorthand**, your confidence will increase and you will experience the satisfaction of learning a new skill.

Shorthand is a two-part process – taking dictation and transcribing it. Both are equally important.

Taking Dictation

The ability to write shorthand is a skill that comes with study and practice. As you move forward in the text book, your speed and confidence will increase. Later, when you are on the job and taking dictation regularly, your writing efficiency will increase even more. You will learn to write common phrases and terms as quickly as you hear them.

Transcribing Dictation

Transcription is the process of converting shorthand notes into flawless printed form. The equipment you use will be an IBM PC with WordPerfect 5.1 software. Whatever the equipment, you need the ability to type or keyboard, spell and punctuate accurately. Since every document you produce reflects your professionalism, all transcribed documents should have one thing in common – they should be absolutely free of errors.

Because transcription skills are so important, we will cover many transcription aids in this course. If spelling and punctuation are not among your favorite subjects, do not despair. You are not alone! You will, however, need these skills to be successful in any endeavor.

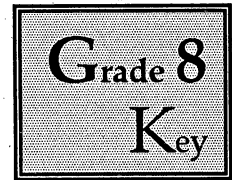
Learn to Spell Correctly – Correct spelling is so important that even one error can spoil a document. Spelling errors are embarrassing and costly. To build spelling skills, learn to rely upon the dictionary or the thesaurus. You have the advantage of a **Spell Check** program on your computer, but you cannot rely upon it entirely. Look up words you are not sure about. Read the definition and the correct spelling for that particular usage. Some words are so commonly misspelled that it is difficult to detect an error in them. As your transcription skills grow, you will learn to identify problem words. We will highlight some of these problems in this course.

Learn to Punctuate Correctly. Writing is punctuated for one reason – to add clarity. When you speak, you use voice tones and pauses to punctuate. You use an uplifted tone to ask a question. You pause between words and phrases to give order and meaning to the thought you are expressing. Without changes in voice tone and natural pauses, words would run together and much of the meaning would be lost.

On the printed page, however, you do not have the benefit of voice tones or natural pauses. You use punctuation marks instead.

The comma is an important mark of punctuation. A comma separates a word or phrase from the rest of the sentence. It forces you to pause as you read. To help you understand when and where to use commas, examples will be presented in this course.

Your Name
Grade 8
Current Date



Developing Your Shorthand Skill

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Your Name
Grade 8
Current Date

*{-10 Points Spelling Errors
-5 Points All Other Errors}*

'D Day

5

Sequence → Day Five

- Hand Out *Grade 9*, Save as *Grade9*
- Hand Out *Grade 10*, Save as *Grade10*
- Hand Out *Grade 11*, Save as *Grade11*
- Overhead Projector Review
Ctrl V, 5, 1, Enter ➔ Bullet
- Demonstrate
Bullets
4,0 ●
4,1 ○
4,2 I
5,1 ◆
12,229 ➔
- Instruct Students Complete and Turn in Grades 9 before Leaving.

Key in the following text. Be sure to bold, underline, use all capitals and bullets where necessary. Utilize the Reveal Codes Command {Alt F6} at all times.

COMMAS

Use Commas Between Three or More Words in a Series

The last word in a series will be preceded by either of these two words: and, or. In this text, a comma is always placed before and and or in a series. Some people, however, prefer this comma be omitted. Use your own personal preference in this rule of the comma.

- ◆ Letters arrived for Mary, Todd, Steven, and James.

Use Commas After Introductory Dependent Clauses

An introductory dependent clause is a group of words containing a subject and a verb that occurs at the beginning of a sentence. However, this clause is not a complete thought and cannot stand alone. It requires a main (independent) clause to make the sentence complete.

Introductory dependent clauses usually begin with recognizable words. The most common words are when, as, if. Other common examples are although, though, unless, since, while, until, before, whether and because.

- ◆ When Dr. Ellis arrives, please have her call my office.

Use Commas with Nouns of Direct Address

A direct address is a specific referral to a person's name, title and/or other designation. When the direct address occurs in the middle of the sentence, place a comma before and after it. If the direct address occurs at the beginning or at the end of the sentence, use only one comma.

- ◆ We know, Mary, that you are an excellent administrative assistant.

Use Commas with Appositives

An appositive is a word or group of words that explains, renames or identifies someone or something that immediately precedes it in the sentence.

Appositives are usually set off by commas from the rest of the sentence.

- ◆ His new textbook, Business English, has now been published.

Use Commas with Parenthetical Expressions

A parenthetical expression is a word or group of words that interrupts the natural flow of the sentence. These expressions are often used to add emphasis or show contrast. When removed from the sentence, such expressions do not change the meaning of the sentence.

When the word or phrase occurs in the middle of the sentence, place a comma before and after the expression. If the expression occurs at the beginning or end of the sentence, use only one comma.

- ◆ We will be happy, however, to send you the fabric we have in stock.

Use a Comma to Set Off Dates in Sentences

When naming a day of the week, followed by the date, place a comma after the day of the week and the date. If the date falls at the end of the sentence, place a comma only after the day of the week.

- ◆ The meeting scheduled for Wednesday, April 2, has been postponed.
- ◆ The next board meeting will be held on Tuesday, March 7.

Use a Comma Before Coordinate Conjunctions

The words and, or, but, for, nor are conjunctions. When one of these words connects two complete thoughts, place a comma before it. Make certain that the conjunction is connecting two complete thoughts – that is, either thought can stand alone without the rest of the sentence.

- ◆ David will type the report, and Susan will distribute it.

Use Commas with Introductory Phrases

An introductory infinitive phrase (a verb preceded by to) is followed by a comma.

- ◆ To get our proposal completed, we had to work for three months after closing hours.

An introductory participial phrase (a verb form used as an adjective) is followed by a comma.

- ◆ Leaving her umbrella at the office, the secretary got wet while running to catch her bus.

An introductory prepositional phrase or phrases consisting of five or more words, or an introductory prepositional phrase containing a verb form is followed by a comma.

- ◆ In two or three days, I will be finished with the inventory.
- ◆ At the beginning of our employment with Brown and Company, we were required to complete a training course.

Your Name

Grade 9

Current Date

COMMAS

Use Commas Between Three or More Words in a Series

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Your Name
Grade 9
Current Date

*{-10 Point Spelling Errors
-5 Points All Other Errors}*

Key in the following text. Be sure to bold, underline, use all capitals and bullets where necessary. Utilize the Reveal Codes Command {Alt F6} at all times.

TAKING DICTATION

Approach this activity with poise and involvement. be alert, enthusiastic and prepared.

Preparing for Dictation

1. **Assembling Materials**

- a. **Use a rubber band to separate previously recorded dictation from unused pages so that you can immediately open your notebook to a new page.**
- b. Attach several paper clips to the back of your steno-pad to flag priority items or to signal special instructions.
- c. Take an extra pen in case the first one stops writing.
- d. Use a colored pen to write corrections, to make changes or to indicate special instructions.

2. **Recording Dictation**

- a. Seat yourself comfortably so that you can write easily and hear clearly – use a desk, if possible, to support your steno-pad.
- b. Date the bottom of the page to identify the date of dictation.
- c. If you miss a word or are not sure about a word, wait until the dictator has finished and request clarification.
- d. If the dictation is interrupted, use the time to read your notes. Use your colored pen to insert punctuation, write instructions or identify any outlines that are not clear.
- e. Flag rush items with a paper clip or colored pen.

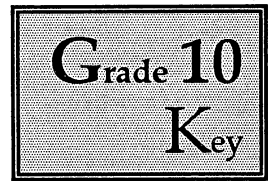
Before Leaving

Make sure you have all the information you need. If you have additional questions, ask them. If you are uncertain about where to find information, ask.

Before Transcribing

As soon as you leave the dictator, review your special notations to clarify details and instructions. Transcribe your notes as soon as time allows, beginning with high priority items.

Your Name
Grade 10
Current Date



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Grade 10
Current Date

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TRANSCRIBING SHORTHAND NOTES

When you transcribe shorthand notes, your goal is to produce an accurate printed document. The following step-by-step procedures provide an efficient, reliable method of producing the perfect transcript.

Before Beginning to Keyboard

- Determine the order in which each document should be completed. Which document should be done first, second, etc. Transcribe each document according to its order of priority.
- Determine the style, format and margin settings for each document.
- Verify the spellings of any words that you are not certain of by checking a dictionary. Learn to watch for commonly misspelled words that often slip by unnoticed.
- Elevate your notepad for convenient reading before beginning to keyboard.

Before Printing

- Proofread carefully – not once, but twice. Read first against your notes to be certain that your copy is complete and accurate; then read again for typographical, spelling or grammatical errors you might have overlooked.
- Make any necessary corrections before you print the document.

Before Presenting the Document for Signature

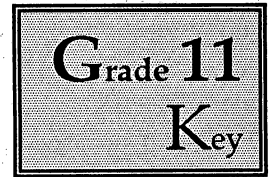
- Draw a line through the shorthand notes that you have transcribed to indicate that you no longer need them.
- Look at your transcript carefully. Is it attractively arranged on the page? When your transcribed copy is attractive and free of errors, it is ready.

A Word about Equipment and Supplies

Some supplies and procedures vary slightly, however, the following items are very helpful.

- ➔ A dictionary,
- ➔ An office procedures manual,
- ➔ An English usage manual.

Your Name
Grade 11
Current Date



TRANSCRIBING SHORTHAND NOTES

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Your Name
Grade 10
Current Date

Day

6

Sequence → Day Six

Speed Writing Lesson One

- **Overhead Projector Review**
Review *Transparency 1* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison
- **Demonstrate Homework Assignment Procedure in Stenographic Notebook**
- **Review Homework Heading**
Your Name
Grade 12 – Lesson 1
Current Date
- **Homework → Grade 12**
Instruct Students Complete and Turn in
Word Construction, Page 6 and 7 → Write Each Word Five Lines
Reading and Writing Exercises, Pages 7 and 8 → Write Each Line Five
Times
Homework Heading {Outside of Steno Pages}

Streamline letters as you write. Every time you lift your pen to cross a t or dot an i, you lose valuable time and reduce your speed. Speedwriting Shorthand eliminates extra strokes by avoiding loops, dots and crosses whenever possible. As you practice, you will become comfortable with this techniques and you will find that streamlining letters makes writing faster, easier and just as easy to read.

t	l	b	6
f	f	i	i
j	j	y	y
g	g	p	p
h	h	z	z

Write What You Hear

The English language contains many silent letters. In longhand you write h-i-g-h even when you hear only the sound hi and k-n-o-w even when you hear only no. In shorthand you write what you hear -> h-i and n-o. In the following examples, each word is followed by the sounds that are written in shorthand. This feature is known as sound-spelling and will help you to learn and remember shorthand vocabulary.

fee, f-e	fe	tie, t-i	te
free, f-r-e	fre	tray, t-r-a	tra
view, v-u	vu	ate, a-t	at
knew, n-u	nu	sigh, s-i	si
see, s-e	se	pay, p-a	pa
low, l-o	lo	fly, f-l-i	fle

Drop Medial Vowels

Medial sounds are sound that fall in the middle of a word. In shorthand, do not write vowels, that fall in the middle of a word.

build, b-l-d <i>bl d</i>	save, s-v <i>sv</i>
*legal, l-gay-l <i>lgf</i>	*glass, gay-l-s <i>gls</i>
did, d-d <i>dd</i>	bulletin, b-l-t-n <i>bltn</i>
budget, b-j-t <i>bjt</i>	*grade, gay-r-d <i>grd</i>

** The shorthand letter for g is pronounced gay, so the sound-spelling would be gay-l-s for glass; gay-r-d for grade; l-gay-l for legal. Using this principle, write the outlines for the following words.*

given, gay-v-n <i>gvn</i>	said, s-d <i>sd</i>
visit, v-z-t <i>vzt</i>	paper, p-p-r <i>ppr</i>

Write Initial and Final Vowels, Those You Hear at the Beginning and the End of a Word

office, o-f-s <i>ofs</i>	easy, e-z-e <i>ez</i>
ahead, a-h-d <i>ahd</i>	ready, r-d-e <i>rd</i>
*do, d-u <i>du</i>	often, o-f-n <i>ofn</i>
follow, f-l-o <i>flo</i>	*few, f-u <i>fu</i>

** Note that u is used for the long vowel sounds of oo and u. Using this principle, write the outlines for the following words.*

value, v-l-u <i>vlu</i>	enough, e-n-f <i>enf</i>
open, o-p-n <i>opn</i>	happy, h-p-e <i>hpe</i>

The three principles you have just learned will allow you to write many words you will encounter. In the remaining lessons, you will learn more principles that will enable you to write other sounds quickly and easily. Practice these words.

deposit, d-p-z-t <i>dpzt</i>	type, t-p <i>tp</i>
------------------------------	---------------------

news, n-z <u>nz</u>	*review, re-v-u <u>rvu</u>
sell, s-l <u>sl</u>	knowledge, n-l-j <u>nlj</u>
written, r-t-n <u>rtn</u>	apply, a-p-l-i <u>apl</u>
lease, l-s <u>ls</u>	*reason, re-z-n <u>rgn</u>
benefit, b-n-f-t <u>bnft</u>	unit, u-n-t <u>unt</u>

* Since medial vowels are omitted, the word beginning re is represented by an r.

Punctuation Symbols

Use quick, distinct symbols to show punctuation in the shorthand notes. To show capitalization, draw a small curved line under the last letter of the outline.

Sue, s-u <u>su</u>	Ed, e-d <u>ed</u>
Dallas, d-l-s <u>dl^s</u>	Debbie, d-b-e <u>dbe</u>
Ted, t-d <u>td</u>	New Haven, n-u h-v-n <u>nuhn</u>

To indicate a period at the end of a sentence, write

Let Bill know. ll bl mo.

To indicate a question mark, write

Does Bill know? dy bl mo?

To indicate the end of a paragraph, write

Bill does know. bl dy mo>

Brief Forms

You will use some words so often that you will find it helpful to write shortened outlines for them. These shortened outlines are called brief forms. Since brief forms are not written in full, you should memorize the. Study and practice the brief forms until you can write them as quickly, easily and accurately as you write your own name → without hesitation. More than one word can be represented by the same brief form. When read in context, however, only one meaning will make sense.

a, an •	we <i>w</i>
will, well <i>w</i>	the <i>t</i>
it, at <i>i</i>	is, his <i>i</i>
to, too <i>t</i>	in, not <i>n</i>

Day

7

Sequence → Day Seven

Speed Writing Lesson Two

- Overhead Projector Review
Review Transparency 2 with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison
- Demonstrate Homework Assignment Procedure in Stenographic Notebook
- Review Homework Heading
Your Name
Grade 13 – Lesson 2
Current Date
- Homework ➔ Grade 13
Instruct Students Complete and Turn in
Abbreviations, Page 11 ➔ Write Each Word One Line
Brief Forms, Page 11 ➔ Write Each Word One Line
Word Development, Page 12 ➔ Write Each Word One Line
Word Construction, Page 12 and 13 ➔ Write Each Word Two Lines
Reading and Writing Exercises, Pages 13 and 14 ➔ Write Each Line Three Times
Homework Heading {Outside of Steno Pages}

Write **c** for the Sound of k

copy, k-p-e <i>cop</i>	school, s-k-l <i>sch</i>
like, l-k <i>lc</i>	clerk, k-l-r-k <i>clrc</i>
package, p-k-j <i>pcj</i>	desk, d-s-k <i>dsc</i>

Write a Capital **C** for the Sound of ch, cha {Pronounced Chay}

change, chay-n-j <i>Cnj</i>	teach, t-chay <i>tc</i>
such, s-chay <i>sc</i>	check, chay-k <i>Cc</i>
chosen, chay-z-n <i>Czn</i>	church, chay-r-chay <i>Crc</i>

To write m and w with ease and speed, streamline the outlines.

Write **m** for the Sound of m

may, m-a <i>ma</i>	much, m-chay <i>mc</i>
name, n-m <i>nm</i>	my, m-i <i>mi</i>
mail, m-l <i>ml</i>	same, s-m <i>sm</i>

Write **w** for the Sound of w and wh

way, w-a <i>wa</i>	week, w-k <i>wk</i>
when, w-n <i>wn</i>	wage, w-j <i>wj</i>
what, w-t <i>wt</i>	where, w-r <i>wr</i>

winner, w-n-r <u>nr</u>	which, w-chay <u>ch</u>
To Add ing or thing as a Word Ending, Underscore the Last Letter of the Outline	
billing, b-l-ing <u>l</u>	*paying, p-a-ing <u>pa</u>
something, s-m-thing <u>m</u>	attaching, a-t-chay-ing <u>all</u>
watching, w-chay-ing <u>ch</u>	*saying, s-a-ing <u>sa</u>

<i>*Always write long vowels before marks of punctuation</i>	
To Form the Plural of any Outline Ending in a Mark of Punctuation Double the Last Mark of Punctuation	
billings, b-l-ings <u>ll</u>	savings, s-v-ings <u>sv</u>

Adding s Write Δ to Form the Plural of Any Outline Ending in a Letter Write Δ to Form Possessives Write Δ to Add s to a Verb Write Δ Even Though the Final Sound of Such Words may be z	
checks, chay-k-s <u>cs</u>	hopes, h-p-s <u>ps</u>
helps, h-l-p-s <u>lps</u>	jobs, j-b-s <u>bs</u>
Bill's, b-l-s <u>ls</u>	gives, gay-v-s <u>vs</u>

<i>An Δ is also used in the writing of proper nouns ending in s, even though the final sound may be z.</i>	
James, j-m-s <u>ms</u>	Ames, a-m-s <u>ms</u>
Burns, b-r-n-s <u>ns</u>	Charles, chay-r-l-s <u>ls</u>

Practice writing these additional words.	
care, k-r <i>cr</i>	claim, k-l-m <i>clm</i>
games, gay-m-s <i>gms</i>	course, k-r-s <i>crs</i>
room, r-m <i>rm</i>	units, u-n-t-s <i>unts</i>
truck, t-r-k <i>trk</i>	match, m-chay <i>mc</i>
building, b-l-d-ings <i>blld</i>	each, e-chay <i>ec</i>
training, t-r-n-ing <i>trn</i>	coverings, k-v-r-ings <i>cvr</i>

Many abbreviations are so common that they come to mind automatically. Speedwriting Shorthand makes use of these abbreviations. Since you already know many of these abbreviations, you will be able to write them quickly from the beginning.

Abbreviations

company <i>co</i>	president <i>p</i>
information <i>inf</i>	and <i>d</i>
vice president <i>vp</i>	return <i>ret</i>
catalog <i>cat</i>	

Brief Forms

are, our <i>r</i>	can <i>c</i>
for, full <i>f</i>	us <i>ds</i>
of, have, very <i>v</i>	

Day

8

Sequence → Day Eight

Speed Writing Lesson Three & Four

- Overhead Projector Review
Review *Transparency 3* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison
- Demonstrate Homework Assignment Procedure in Stenographic Notebook
- Review Homework Heading
Your Name
Grade 14 – Lesson 3 and 4
Current Date
- Homework → Grade 14
Instruct Students Complete and Turn in
Word Development, Page 16 and 17 → Write Each Word One Line
Word Construction, Page 17 → Write Each Word One Line
Reading and Writing Exercises, Pages 17 and 18 → Write Each Memorandum
One Time
Brief Forms, Page 20 → Write Each Word One Line
Brief Form Development, Page 20 → Write Each Word One Line
New Brief Form Development, Page 20 and 21 → Write Each Word One Line
Abbreviations, Page 21 → Write Each Word One Line
Salutations, Page 21 → Write Each Word One Line
Complimentary Closes, Page 21 → Write Each Word One Line
Word Development, Page 21 and 22 → Write Each Word One Line
Word Construction, Page 22 → Write Each Word One Line
Reading and Writing Exercises, Pages 22, 23 and 24 → Write Each Letter or
Memorandum One Time
Homework Heading {Outside of Steno Pages}

Transparency 3

**Write *m* for the Sounds of *m* and
Write *m* Also for the Sounds of *men*, *min*, *mon* and *mun***

memo, m-m-o <i>mo</i>	menu, men-u <i>mu</i>
members, mem-b-r-s <i>mbro</i>	mineral, min-r-l <i>mael</i>
memory, mem-r-e <i>mre</i>	monetary, mon-t-r-e <i>mbre</i>
mumps, mum-p-s <i>myps</i>	money, mun-e <i>me</i>

Write *m* for the Word Endings *mand*, *mend*, *mind* and *ment*

demand, d-mand <i>dm</i>	replacement, re-p-l-s-ment <i>replam</i>
amend, a-mend <i>am</i>	judgement, j-j-ment <i>ym</i>
remind, re-mind <i>rum</i>	*payment, p-a-ment <i>pam</i>
settlement, s-t-l-ment <i>slm</i>	*agreement, a-gay-r-e-ment <i>agrem</i>

* Always write the final root-word vowel when adding word endings.

Write *M* a Capital *N* for the sound of *ent*, *nu* {Pronounced *ent*}

sent, s-nt <i>sn</i>	entry, nt-r-e <i>Me</i>
wants, w-nt-s <i>Mo</i>	renting, r-nt-ing <i>rM</i>
center, s-nt-r <i>snr</i>	current, k-r-nt <i>crM</i>

Use *M* to form contractions

don't, d-nt <i>dM</i>	couldn't, k-d-nt <i>cdM</i>
can't, k-nt <i>cM</i>	doesn't, d-z-nt <i>dzM</i>

Practice these additional words.

minimum, min-mum <i>mm</i>	front, f-r-nt <i>fM</i>
minutes, min-t-s <i>mlo</i>	apparent, a-p-r-nt <i>apM</i>
memorize, mem-r-z <i>muz</i>	agent, a-j-nt <i>aM</i>
mental, men-t-l <i>mll</i>	didn't, d-d-nt <i>daM</i>
recent, re-s-nt <i>reM</i>	won't, w-nt <i>M</i>

Write *★* for the Sound of ish or sh

finish, f-n-ish <i>fne</i>	show, ish-o <i>so</i>
machine, m-ish-n <i>an</i>	wish, w-ish <i>sh</i>
should, ish-d <i>sd</i>	issuing, i-ish-u-ing <i>u</i>

**Write a Capital *A* for the Word Beginning *ad* and *al*
{pronounced *add* and *al* or *all*}**

advise, ad-v-z <i>Avz</i>	also, al-s-o <i>Aso</i>
admit, ad-m-t <i>Ad</i>	advice, ad-v-s <i>Avs</i>
album, al-b-m <i>Al</i>	admire, ad-m-r <i>Ar</i>

If a word beginning with the letters a-d or a-l but does not incorporate the blended sounds of ad or al in the same syllable, write the word according to the sound.

adopt, a-d-p-t <i>adpt</i>	align, a-l-n <i>aln</i>
----------------------------	-------------------------

Write *m* for the Initial Sound of en or in {Pronounced *n*}

anything, en-e-thing <i>me</i>	engine, en-j-n <i>njn</i>
indent, in-d-nt <i>ndM</i>	engineers, en-j-n-r-s <i>njnrs</i>
involve, in-v-l-v <i>mvlv</i>	intent, in-t-nt <i>ntM</i>

Brief Forms

from <i>fr</i>	letter <i>L</i>
manage <i>ma</i>	would <i>d</i>
firm <i>fr</i>	perhaps <i>Ph</i>
on, own <i>o</i>	market <i>ma</i>
part, port <i>pl</i>	your <i>u</i>

Use brief forms and abbreviations to build related words.

Brief Form	for	Brief Forms	can and not
form, for-m <i>fm</i>		cancel, can-s-l <i>col</i>	
inform, in-for-m <i>mf</i>		cannot, can-not <i>cn</i>	
formal, for-m-l <i>fl</i>		Abbreviation <i>co</i> company	
formula, for-m-l-a <i>fla</i>		accompanying, a-company-ing <i>aco</i>	
fortune, for-chay-n <i>fm</i>		accompaniment, a-company-ment <i>acom</i>	

To avoid possible misinterpretations in reading and transcribing, write some outlines according to the rule rather than as derivatives of brief forms.

William, w-l-y-m <i>wym</i>	mechanical, m-k-n-k-l <i>mekel</i>
-----------------------------	------------------------------------

New Brief Form Development

management <i>ym</i>	yours <i>us</i>
manager <i>yr</i>	wouldn't <i>an</i>
managing <i>g</i>	report <i>rpl</i>
marketing <i>nt</i>	depart <i>dpl</i>
letters <i>Lo</i>	letterhead <i>Lhd</i>

Abbreviations

Mr. <i>mr</i>	Ms. <i>ms</i>
---------------	---------------

Mrs. <u>no</u>	Miss <u>M</u>
----------------	---------------

Salutations

Dear Mr. Gray <u>d m gra</u>	Dear Ms. Miller <u>d m m</u>
Dear Mrs. Chase <u>d m s Co</u>	Dear Miss Temple <u>d m t</u>
Dear Ed <u>d ed</u>	Dear Sue <u>d su</u>

Complementary Closes

Sincerely yours <u>su</u>	Very truly yours <u>vtr</u>
Cordially yours <u>cu</u>	Yours truly <u>ut</u>
Sincerely <u>s</u>	Yours very truly <u>vtr</u>
Cordially <u>c</u>	Respectfully yours <u>ru</u>

6

ay 7

Sequence → Day Nine

Speed Writing Lesson Five & Six

- *Overhead Projector Review*
Review *Transparency 4* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison





- *Review Homework Heading*
Your Name
Grade 15 – Lesson 5 and 6
Current Date

- *Homework* ➔ *Grade 15*
Instruct Students Complete and Turn in
Word Development, Page 28 ➔ Write Each Word One Line
Word Construction, Page 28 ➔ Write Each Word One Line
Reading and Writing Exercises, Pages 29, 30 and 31 ➔ Write Each Letter One Time
Writing Numbers, Page 32 ➔ Write Each Word One Line
Abbreviations, Page 32 ➔ Write Each Word One Line
Abbreviated Word Development, Page 32 ➔ Write Each Word One Line
Brief Forms, Page 33 ➔ Write Each Word One Line
Word Development, Page 33 ➔ Write Each Word One Line
Word Construction, Page 33 ➔ Write Each Word One Line
Reading and Writing Exercises, Pages 34, and 35 ➔ Write Each Letter or Memorandum One Time
Homework Heading {Outside of Steno Pages}

Transparency 4











Streamlining m and w

Write m and w with a swift, smooth sweep of the pen.

m 	me 
w 	way 











Loops and Solid Lines

Write l with a clearly defined loop; write t with a solid stem. Your stroke for t should be clearly taller {about twice the height} than your i. The same is true for l and e, nt and n, chay and k.

l 	t 
t 	i 
l 	e 
nt 	n 
chay 	k 





Closed Circles

It is important to close the circles in s, d, p, gay and a.

s 	sell 
d 	due 
p 	pay 
gay 	get 
a 	aim 






Stems on Tall Letters

Develop the habit of writing the stem long enough to distinguish d from a.

d		do	
a		ache	












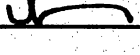
Writing s, ish, & {Ampersand}

Develop a curve in the s to distinguish it clearly from the ish.

s		so	
ish		show	
ampersand, and			



Streamlining Letters

Omit loops and upward strokes for h, t, b, f, u and i when these letters occur at the beginning of an outline. Omit tails at the end of an outline.

h		hope	
t		take	
b		big	
f		fine	
u		unit	
i		item	

Writing v and u

The outline for the letter v ends with a brief tail at the top; u ends in a swift downward stroke. Write v with a sharp point to distinguish it from u.

v		save	
---	---	------	---

u u	view vu
-----	---------

Final gay and j

These end in a swift, sold downward stroke.

g g	dog dg
j j	judge j

Final o

This ends at t the top of the circle; a ends in a downward stroke

o o	low lo
a a	say sa

Write o for the Sound of ow {ou}
Always Write This Sound in an Outline

allow, a-l-ow alo	doubt, d-ow-t dot
now, n-ow no	out, ow-t ot
proud, p-r-ow-d prood	town, t-ow-n lon

Write a Printed Capital S {Joined} for the Word Beginnings
cer, cir, ser, sur {Pronounced sir}

certain, cer-t-n Sln	serve, ser-v Sv
survey, sur-v-a Sva	certificate, cer-t-f-k-t Sufel
service, ser-v-s Svs	sermon, ser-mum Sm
circle, cir-k-l Sel	surprise, sur-p-r-z Spriz

Salutations

Gentlemen <i>g</i>	Dear Sir <i>dS</i>
Ladies <i>l</i>	Dear Sir or Madam
Ladies and Gentlemen <i>lg</i>	

Punctuation Symbols

Write ! to indicate an exclamation mark	Write = to indicate a dash Write ≡ to indicate a hyphen
<i>hope my ev fu!</i>	<i>lu room. l=mm lrc x</i>
To indicate an underlined title, draw a solid line under the outline <i>myc</i>	To indicate solid capitalization, double the curved line underneath the last letter of the outline <i>l</i>

To Form the Past Tense of Any Regular Verb, Write a Hyphen After the Outline {Pronounced duh or ed}

used, u-z-duh <i>uz-</i>	received, re-s-v-duh <i>rv-</i>
limited, l-m-t-ed <i>ld-</i>	finished, f-n-ish-duh <i>fn-</i>
helped, h-l-p-duh <i>hlp-</i>	copied, k-p-e-duh <i>cp-</i>

Writing Numbers

someone <i>sm</i>	12 pairs <i>12 prs</i>
anyone <i>me</i>	two girls <i>2 gils</i>

Abbreviations

north <i>N</i>	west <i>W</i>
south <i>S</i>	corporation <i>corp</i>
east <i>E</i>	enclose, enclosure <i>enc</i>

Abbreviated Word Development

northern <i>Nm</i>	eastern <i>Em</i>
southern <i>Sm</i>	western <i>Wm</i>

Brief Forms

be, but, been, buy, by <i>b</i>	accept <i>ac</i>
during <i>du</i>	after <i>af</i>
necessary <i>nee</i>	appropriate <i>apo</i>
why <i>y</i>	determine <i>de</i>

Friday

110

Sequence → Day Ten

Speed Writing Lesson Seven & Eight

- Overhead Projector Review
Review *Transparency 5* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison

- Review Homework Heading
Your Name
Grade 16 - Lesson 7 and 8
Current Date

- Homework ➔ Grade 16
Instruct Students Complete and Turn in
Brief Forms, Page 37 ➔ Write Each Word One Line
Outlines, Page 37 ➔ Write Each Word One Line
Reading and Writing Exercises, Pages 38, 39 and 40 ➔ Write Each Letter One Time
Brief Form Development, Page 43 ➔ Write Each Word One Line
Word Development, Page 44 ➔ Write Each Word One Line
Word Construction, Page 44 ➔ Write Each Word One Line
Reading and Writing Exercises, Pages 45, 46 and 47 ➔ Write Each Letter or Memorandum One Time
Homework Heading {Outside of Steno Pages}

- *Class Work Grade 17 and Grade 18*, Heading @ Bottom of Each Letter
From Homework Assignment, Transcribe Letter 4, Lesson 5, Grade 17
From Homework Assignment, Transcribe Letter 6, Lesson 6, Grade 18

Transparency 5

Review

view, v-u <i>vue</i>	package, p-k-j <i>pej</i>
build, b-l-d <i>ldd</i>	much, m-chay <i>ch</i>
easy, e-z-e <i>ez</i>	while, w-l <i>l</i>
billing, b-l-ing <i>lil</i>	jobs, j-b-s <i>js</i>
billings, b-l-ings <i>lil</i>	Ted's, t-d-s <i>tds</i>
member, mem-b-r <i>mbr</i>	helps, h-l-p-s <i>hps</i>
money, mun-e <i>me</i>	she, ish-e <i>se</i>
remind, re-mind <i>rm</i>	wish, w-ish <i>sh</i>
settlement, s-t-l-ment <i>slm</i>	advice, ad-v-s <i>avs</i>
patient, p-ish-nt <i>ptn</i>	also, al-s-o <i>aso</i>
en-j-n-r-s <i>nrs</i>	certain, cer-t-n <i>sn</i>
house, h-ow-s <i>hos</i>	surplus, sur-p-l-s <i>splo</i>
something, s-m-thing <i>sn</i>	copies, k-p-e-duh <i>cpo-</i>

Write *l* for the Sound of ith or th

them, ith-m <i>m</i>	health, h-l-ith <i>hle</i>
then, ith-n <i>n</i>	methods, m-ith-d-s <i>eds</i>
growth, gay-r-ith <i>grl</i>	although, al-ith-o <i>alo</i>

Write *l* for the Word Ending ly or ily {Pronounced lee or uh-lee}

family, f-m-ly <i>fl</i>	easily, e-z-ly <i>ezl</i>
yearly, y-r-ly <i>yl</i>	recently, re-s-nt-ly <i>reNl</i>

certainly, cer-t-n-ly <i>Sml</i>	rapidly, r-p-d-ly <i>rpdl</i>
Write a Capital D for the Word Beginning dis	
discuss, dis-k-s <i>Dcs</i>	disturb, dis-t-r-b <i>Dtrb</i>
display, dis-p-l-a <i>Dpla</i>	dislike, dis-l-k <i>Dlc</i>
dismay, dis-m-a <i>Dma</i>	distant, dis-t-nt <i>Dnt</i>

Write a Capital M for the Word Beginning mis	
mistake, mis-t-k <i>Mic</i>	mislay, mis-l-a <i>Mla</i>
mislead, mis-l-d <i>Med</i>	misfit, mis-f-t <i>Mf</i>
misplaced, mis-p-l-s-duh <i>Mpls-</i>	misgivings, mis-gay-v-ings <i>Mgv</i>

Word beginnings, word endings and sound blends that can also be individual words can be used to express words.

add <i>a</i>	missing <i>M</i>
all <i>a</i>	*men <i>m</i>

* Remember that man is written *m*.

Read and practice these additional words.

discover, dis-k-v-r <i>Dcvr</i>	either, e-ith-r <i>etr</i>
evidently, e-v-d-nt-ly <i>evdntly</i>	these, ith-z <i>ly</i>
really, r-l-ly <i>rlly</i>	this, ith-s <i>ly</i>
nearly, n-r-ly <i>nrl</i>	there, their, ith-r <i>ly</i>
gladly, gay-l-d-ly <i>glld</i>	misprint, mis-p-r-nt <i>Mprnt</i>

Grade 17
Key

Dear Sir or Madam:

Are you paying high rent and yet have very little to show for it? Perhaps you would like to own your own home, yet cannot seem to save enough money for the down payment.

If so, we can help you. We are now offering a new home payment plan which will allow you to place a low down payment on your new home. We also have a budget plan for house payments. If you take out a loan from us now, you can schedule your payments any way you wish.

Give us a minute of your time, and we will show you an easy payment plan for your household.

Cordially yours,

Your Name
Grade 17, Lesson 5, Letter 4
Current Date

Grade 17
Key

Dear Sir or Madam:

I would like to buy a copy of your new book, How to Increase Retail Sales. After reading a recent review of the book, I believe it will help in a college course in which I have enrolled. Because classes have begun, I need the book now. Could you rush a copy to my home address given in the above letterhead?

I have attached a check to cover the price of the book and mailing fees. I will be eager to have your reply.

Sincerely yours,

Your Name
Grade 18, Lesson 6, Letter 6
Current Date

Day

11

Sequence → Day Eleven

Speed Writing Lesson Nine & Ten

- *Overhead Projector Review*
Review *Transparency 6* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison

- *Review Homework Heading*
Your Name
Grade 19 – Lesson 9 and 10
Current Date

- *Homework* ➔ *Grade 19*
Instruct Students Complete and Turn in
More About Numbers, Page 48 ➔ Write Each Number One Line
Abbreviations, Page 49 ➔ Write Each Word One Line
Brief Forms, Page 49 ➔ Write Each Word One Line
Brief Form Development, Page 49 ➔ Write Each Word One Line
Reading and Writing Exercises, Pages 50, 51 and 52 ➔ Write Each Letter One Time
Word Development, Page 54 ➔ Write Each Word One Line
Word Construction, Page 54 and 55 ➔ Write Each Word One Line
Reading and Writing Exercises, Pages 55, 56 and 57 ➔ Write Each Letter or Memorandum One Time
Homework Heading {Outside of Steno Pages}

- *Class Work Grade 20 and Grade 21*, Heading @ Bottom of Each Letter
From Homework Assignment, Transcribe Letter 1, Lesson 7, Grade 20
From Homework Assignment, Transcribe Letter 2, Lesson 8, Grade 21

Transparency 6

Retain beginning or ending vowels when building compound words.

headache, h-d + a-k <i>hdac</i>	teenage, t-n + a-j <i>tnaj</i>
seaside, s-e + s-d <i>sesd</i>	highway, h-i + w-a <i>hiwa</i>

Retain the first and final root-word vowel when adding prefixes and suffixes. When a prefix contains a long vowel followed by a root-word, omit the prefix vowel.

disappear, dis-a-p-r <i>Dapr</i>	misuse, mis-u-z <i>Muz</i>
payment, p-a-ment <i>pam</i>	disallow, dis-a-l-ow <i>Dalo</i>
reapply, re-a-p-l-i <i>rapli</i>	readmit, re-ad-m-t <i>radm</i>

More About Numbers

An ordinal number shows the sequence of an item in a set: third child, fifth day. Write ordinal numbers this way.

42 nd <i>42d</i>	53 rd <i>53d</i>
85 th <i>85l</i>	

Abbreviations

credit <i>cr</i>	number <i>no</i>
total <i>tot</i>	percent <i>%</i>
amount <i>amt</i>	attempt <i>att</i>

Brief Forms

as, was <i>3</i>	great, grate <i>gr</i>
hospital <i>hosp</i>	were, with <i>w</i>

general <i>gm</i>	that <i>la</i>
arrange <i>ar</i>	

Brief Form Development	
within <i>m</i>	generally <i>ynl</i>
greatly <i>grl</i>	without <i>l</i>
arrangements <i>arms</i>	

Write a Capital <i>P</i> {Disjoined from Other Letters} for the Word Beginnings per and pur	
person, per-s-n <i>Psn</i>	per <i>P</i>
personnel, per-s-n-l <i>Psnl</i>	purchase, pur-chay-s <i>Pcs</i>
permit, per-m-t <i>Pmt</i>	purpose, pur-p-s <i>Pps</i>

Write a Capital <i>P</i> Also for the Word Beginnings pre, pro and pro {Pronounced prah}	
prefer, pre-f-r <i>Pfr</i>	proper, prah-p-r <i>Ppr</i>
problem, prah-b-l-m <i>Pblm</i>	proposal, pro-p-z-l <i>Ppzl</i>
provide, pro-v-d <i>Pvd</i>	produce, pro-d-s <i>Pds</i>

Write <i>g</i> for the Word Ending gram	
program <i>Pg</i>	telegram <i>Ug</i>

Grade 20
Key

Gentlemen:

We are happy you have decided to buy your new company cars from us.

Why don't you visit us sometime during the week and determine which models you wish to buy? We have many cars which would be appropriate for your corporation.

Our service people are very well trained and will keep your cars in top shape. At our firm, we take pride in our service, and we want you to be happy. We are ready to help in any way we can.

Sincerely,

Your Name
Grade 20, Lesson 1, Letter 7
Current Date

Grade 21
Key

MEMO TO: Bob Smith

It is nearly time for our family camp to begin. We have not heard from all of the families. Will you call and remind them to fill out their health forms? The forms can be mailed to us. We really need the forms before camp opens.

Your Name
Grade 21, Lesson 9, Memo 1
Current Date

Day

12

Sequence → Day Twelve

Speed Writing Lesson Eleven & Twelve

- Overhead Projector Review
Review *Transparency 7* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison

- Review Homework Heading
Your Name
Grade 22 – Lesson 11 and 12
Current Date

- Homework ➔ Grade 22
Instruct Students Complete and Turn in
Writing Months, Page 58 ➔ Write Each Number One Line
Abbreviations, Page 58 ➔ Write Each Word One Line
Brief Forms, Page 59 ➔ Write Each Word One Line
Brief Form Development, Page 59 ➔ Write Each Word One Line
Reading and Writing Exercises, Pages 60, 61 and 62 ➔ Write Each Letter One Time
Word Development, Page 64 ➔ Write Each Word One Line
Word Construction, Page 64 ➔ Write Each Word One Line
Reading and Writing Exercises, Pages 65, 66 and 67 ➔ Write Each Letter or Memorandum One Time
Homework Heading {Outside of Steno Pages}

- *Class Work Grade 23 and Grade 24*, Heading @ Bottom of Each Letter
From Homework Assignment, Transcribe Letter 3, Lesson 9, Grade 23
From Homework Assignment, Transcribe Letter 5, Lesson 10, Grade 24

Transparency 7

Write y for the Sound of oi {oy}
Always Write This Sound in an Outline

boy, b-oi <i>by</i>	loyal, l-oi-l <i>lyl</i>
choice, chay-oi-s <i>choys</i>	voice, v-oi-s <i>voys</i>
join, j-oi-n <i>joyn</i>	annoy, a-n-oi <i>any</i>

Write the Months of the Year in the Following Way

January <i>Ja</i>	July <i>Je</i>
February <i>Fe</i>	August <i>Ag</i>
March <i>Mr</i>	September <i>Sp</i>
April <i>Ap</i>	October <i>Oc</i>
May <i>Ma</i>	November <i>Nv</i>
June <i>Jun</i>	December <i>De</i>

Abbreviations

department <i>dpt</i>	insurance <i>ins</i>
envelope <i>env</i>	regard <i>re</i>
invoice <i>inv</i>	

Brief Forms

between <i>btwn</i>	participate <i>pp</i>
ship <i>shp</i>	property <i>prop</i>
situate <i>sl</i>	refer <i>rf</i>

those <i>loz</i>	respond, response <i>rsip</i>
operate <i>op</i>	suggest <i>sug</i>
point <i>py</i>	

Brief Form Development

leadership <i>ldrs</i>	situated <i>sd-</i>
operator <i>opr</i>	shipment <i>shm</i>
appointment <i>opym</i>	disappoint <i>Dapy</i>

**For Word Ending in a Long Vowel + T
{ate, ete, ite, ote, ute/oot}
Omit the t and Write the Vowel**

rate, r-ate <i>ra</i>	right, write, r-ite <i>ri</i>
late, l-ate <i>la</i>	might, m-ite <i>mi</i>
meet, m-ete <i>me</i>	wrote, r-ote <i>ro</i>
beat, b-ete <i>be</i>	boat, b-ote <i>bo</i>
cute, k-ute <i>cu</i>	suit, s-oot <i>su</i>

Additional practice.

locate, l-k-ate <i>lca</i>	invite, in-v-ite <i>mv</i>
hesitate, h-z-t-ate <i>hzta</i>	receipt, re-s-ete <i>rese</i>
defeated, d-f-ete-d <i>dfe-</i>	promoted, pro-m-ote-ed <i>pro-</i>
delighted, d-l-ite-ed <i>dli-</i>	white, w-ite <i>wi</i>
vote, v-ote <i>vo</i>	fight, f-ite <i>fi</i>

Reviewing Proper Names

Janet, j-n-t <i>janet</i>	William, w-l-y-m <i>william</i>
Pamela, p-m-l-a <i>pamela</i>	David, d-v-d <i>david</i>
Elizabeth, e-l-z-b-ith <i>elizabeth</i>	Ronald, r-n-l-d <i>ronald</i>
Claire, k-l-r <i>claire</i>	Martin, m-r-t-n <i>martin</i>
Shelley, ish-l-e <i>shelley</i>	Jim, j-m <i>jim</i>
Barbara, b-r-b-r-a <i>barbara</i>	Jeremy, j-r-m-e <i>jeremy</i>

Grade 23
Key

Gentlemen:

We received your letter informing us that our seaside cottage will be reassessed on the 14th. The letter went on to say that the value of this house increased greatly – by 25 percent – when the new highway was built.

We are sorry, but you have made a mistake. The highway which runs near our beach house is not new. If anything, it is old and badly in need of repair. The highway was built a few years after we bought our beach house. To our knowledge, the road was never repaired after it was built.

We hope that your office will take a better look at that highway. If our house is reassessed, we would like to see appropriate repairs made on the road.

Very truly yours,

Your Name
Grade 23, Lesson 9, Letter 3
Current Date

Grade 24
Key

Gentlemen:

The purpose of this letter is to determine why we have not received the cards we purchased from your company. When we decided to buy the cards, you were certain that we would have them ahead of time. As I recall, we asked that the cards be rushed. Your agent assured us that there would be no problem during this time of the year. We have been patient, but three weeks have gone by and we have not received the cards.

We hope that it will not be necessary to cancel, but after this week we will not accept the cards. From now on, it would be appropriate for you to inform us of delays by telegram or facsimile.

Yours truly,

Your Name
Grade 24, Lesson 10, Letter 5
Current Date

Day

13

Sequence → Day Thirteen

Speed Writing Lesson Thirteen & Fourteen

- Overhead Projector Review
Review *Transparency 8* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison

- Review Homework Heading
Your Name
Grade 25 - Lesson 13 and 14
Current Date

- Homework ➔ Grade 25
Instruct Students Complete and Turn in
Word Development, Page 70 and 71 ➔ Write Each Number One Line
Word Construction, Page 71 ➔ Write Each Word One Line
Reading and Writing Exercises, Pages 71, 72 and 73 ➔ Write Each Letter One Time
Brief Forms, Page 75 ➔ Write Each Word One Line
Brief Form Derivatives, Page 76 ➔ Write Each Word One Line
Reading and Writing Exercises, Pages 76, 77 and 78 ➔ Write Each Letter or Memorandum One Time
Homework Heading {Outside of Steno Pages}

- *Class Work Grade 26 and Grade 27*, Heading @ Bottom of Each Letter
From Homework Assignment, Transcribe Letter 4, Lesson 11, Grade 26
From Homework Assignment, Transcribe Letter 3, Lesson 12, Grade 27

Transparency 8

Write a for the Word Beginning an

answer, an-s-r <i>asr</i>	anticipate, an-t-s-p-ate <i>alspa</i>
antique, an-t-k <i>alc</i>	analyze, an-l-z <i>alz</i>

Write g for the Medial or Final Sound of Any Vowel + nk {ank, enk, ink, onk, unk}

bank, b-ank <i>bg</i>	length, l-enk-ith <i>lqg</i>
blank, b-l-ank <i>blg</i>	rank, r-ank <i>rg</i>
thank, ith-ank <i>tg</i>	link, l-ink <i>lg</i>

Abbreviations

junior <i>jr</i>	second, secretary <i>sec</i>
senior <i>sr</i>	

Brief Forms

am, more <i>m</i>	go, good <i>g</i>
charge <i>ch</i>	he, had, him <i>h</i>
doctor, direct <i>dr</i>	they <i>ly</i>

I am	I am	you are	you are
I can	I can	you can	you can
I had	I had	you have	you have
I have	I have	you know	you know
I will	I will	you will	you will
I will be	I will be	you would	you would
we are	we are	to be	to be
we can	we can	to go	to go
we have	we have	to have	to have
we hope	we hope	to have you	to have you
we would	we would	to have your	to have your
we would be	we would be	to know	to know

Additional practice.

I am	you are
I can	you can
we are	to be
we can	to go

The pronouns, I, we and you followed by a verb and the word to followed by a verb can be easily written and recognized as phrases.

Phrasing

Some word combinations, such as we are and to be, are used so often that they are usually spoken and read as a group. In shorthand, take advantage of this natural association by joining words together in one outline by phrasing.

we are	to be
--------	-------

When writing contractions that might be read back as a phrase, use an apostrophe to avoid confusion.

I will <i>I</i>	I'll <i>i'</i>
you will <i>u</i>	you'll <i>u'</i>
we are <i>er</i>	we're <i>er'</i>

Additional practice.

Dis <i>D</i>	Mis <i>M</i>
per, pur <i>P</i>	an <i>a</i>
pre, pro, pro {prah} <i>P</i>	ly <i>l</i>
ate <i>a</i>	gram <i>g</i>
ete <i>e</i>	ote <i>o</i>
ite <i>i</i>	ute, oot <i>u</i>
dismay, dis-m-a <i>Dma</i>	person, per-s-n <i>Psn</i>
mistake, mis-t-k <i>Mtc</i>	purpose, pur-p-s <i>Pps</i>
recently, re-s-nt-ly <i>reNtly</i>	prevent, pre-v-nt <i>Pvnt</i>
rate, r-ate <i>ra</i>	program, pro-gram <i>Pg</i>
health, h-l-ith <i>hle</i>	loyal, l-oi-l <i>loyl</i>
reapply, re-a-p-l-i <i>rapli</i>	payroll, p-a-r-l <i>parl</i>
answer, an-s-r <i>ansr</i>	bank, b-ank <i>bank</i>
January <i>Jan</i>	July <i>Jl</i>
February <i>Feb</i>	August <i>Ag</i>
March <i>Mr</i>	September <i>Sep</i>
April <i>Ap</i>	October <i>Oc</i>
May <i>Ma</i>	November <i>Nv</i>
June <i>Jun</i>	December <i>Dec</i>

Grade 26
Key

MEMO TO: Vice President Fowler

In regard to your memo of September 5, the printing machines will be situated in our plant by the beginning of December. As you know, we wanted to have them ready early in October but could not arrange to have them shipped at that time. We have asked for a total of 30 machine operators to participate in a training program during November, but we have not received responses from all of them.

Perhaps you should plan to hire new people to operate the machines. What do you suggest?

Your Name
Grade 26, Lesson 11, Letter 4
Current Date

Dear Editor Burns:

We were delighted with the great coverage you gave our fall carnival. We could not have hoped for a better response than we received.

We are now inviting you to participate in an event we have been planning for two years. This event will be called the Village Boat Show. The boats will be displayed in our village shopping center. Right now, it looks as though we may have some rather large boats here. If necessary, these boats will be located in the east parking lot.

We are planning to have between 20 and 30 boats on display for one week in April.

Will you plan to write an article to run during the week of the show? We also suggest running an article sometime late in March. I feel certain that I could arrange a preview of the boats if that would help.

Why don't we meet for lunch to discuss ways of promoting the show?

Sincerely,

Your Name
Grade 27, Lesson 12, Letter 3
Current Date

Day

14

Sequence → Day Fourteen
Speed Writing Lesson Fifteen & Sixteen

- Overhead Projector Review
Review *Transparency 9* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison

- Review Homework Heading
Your Name
Grade 28 – Lesson 15 and 16
Current Date

- Homework → Grade 28
Instruct Students Complete and Turn in
Word Development, Page 83 → Write Each Number One Line
Word Construction, Page 83 → Write Each Word One Line
Reading and Writing Exercises, Pages 84, 85 and 86 → Write Each Letter One Time
Word Development, Page 89 → Write Each Word One Line
Word Construction, Page 90 → Write Each Word One Line
Reading and Writing Exercises, Pages 90, 91 and 92 → Write Each Letter or Memorandum One Time
Homework Heading {Outside of Steno Pages}

- *Class Work Grade 29 and Grade 30*, Heading @ Bottom of Each Letter
From Homework Assignment, Transcribe Letter 4, Lesson 13, Grade 29
From Homework Assignment, Transcribe Letter 3, Lesson 14, Grade 30

Transparency 9

Write a Printed Capital S {Disjoined} for the Word Beginning Super

supervise, super-v-z <i>Suvz</i>	superman, super-m-n <i>Smn</i>
supermarket, super-market <i>Smrkt</i>	supersonic, super-s-n-k <i>Ssnk</i>
superpower, super-p-ow-r <i>Spor</i>	supervisor, super-v-z-r <i>Svzr</i>

Write a Printed Capital S {Disjoined} Also for the Word Endings Scribe and Script and for the Sound of Scrip

describe, d-scribe <i>DS</i>	inscribe, in-scribe <i>inS</i>
described, d-scribe-duh <i>dS-</i>	script <i>S</i>
prescribe, pre-scribe <i>PS</i>	*manuscripts, m-n-scripts <i>mS</i>

** A disjoined word ending is disjoined from the letters that precede it, not form those that follow it.*

Write S for the Word Beginning electr

electric, electr-k <i>elc</i>	electrical, electr-k-l <i>elcl</i>
electronic, electr-n-k <i>elnc</i>	electronically, electr-n-k-ly <i>elnel</i>

More Phrases

I could <i>icd</i>	will be <i>wlb</i>
I hope <i>ihp</i>	would be <i>wlb</i>
to see <i>tse</i>	it is <i>it</i>
for the <i>ft</i>	it's <i>it</i>
of the <i>of</i>	its <i>it</i>

that you <i>lau</i>	that your <i>lau</i>
Write w for the Word Ending ward	
backward, b-k-ward <i>bcw</i>	downward, d-ow-n-ward <i>downw</i>
forward, for-ward <i>fw</i>	toward, to-ward <i>tw</i>
rewarding, re-ward-ing <i>rw</i>	awards, a-ward-s <i>aws</i>

Write h for the Word Ending hood	
boyhood, b-oi-hood <i>bwh</i>	neighborhood, n-b-r-hood <i>nbrh</i>
girlhood, gay-r-l-hood <i>grlh</i>	likelihood, l-k-l-y-hood <i>lklh</i>
childhood, chay-l-d-hood <i>cdh</i>	parenthood, p-r-nt-hood <i>prnth</i>

Abbreviations	
avenue <i>ave</i>	hour <i>hr</i>
boulevard <i>blvd</i>	record <i>rec</i>
day <i>d</i>	example, executive <i>ex</i>
month <i>mo</i>	

Brief Forms	
appreciate <i>ap</i>	distribute <i>d</i>
please, up <i>p</i>	present <i>p</i>
specific, specify <i>sp</i>	correspond, correspondence <i>cor</i>

Brief Form and Abbreviated Word Development	
upon <i>po</i>	pleasing <i>p</i>
today <i>td</i>	specifically <i>sp</i>

daily <i>de</i>	monthly <i>ol</i>
-----------------	-------------------

Phrases	
---------	--

I would <i>id</i>	you can be <i>ueb</i>
I would appreciate <i>edap</i>	your would be <i>udlc</i>
I would be <i>idb</i>	and the <i>fr</i>
we should <i>escl</i>	at the <i>r</i>
we will <i>el</i>	that we <i>lao</i>
we would appreciate <i>edap</i>	

Grade 29
Key

Dear Bob:

Thank you for your advice on the Frank Nelson case. Frank will be glad to know that a senior member of the firm is willing to go to bat for him. Frank and I have had enough time to discuss his problem at length. Although he does not anticipate receiving his old rank, Frank believes that a great number of people will benefit if he wins this case. I think he is right, and we're hoping the judge thinks so too.

I'll certainly let you know if you can help.

Cordially yours,

Your Name
Grade 29, Lesson 13, Letter 4
Current Date

Grade 30
Key

Dear Susan:

We will soon be operating with new leadership. Recently the board voted to appoint a new president. A number of names were suggested. An offer was made right away, but the person chosen did not accept.

At this time I can say that we invited a very fine person to accept our offer, and she responded well to it. Her name will be given at the board meeting on October 4. We hope that all board members will be there to participate. Will you make arrangements for someone to be there from each of our departments?

Yours truly,

Your Name
Grade 24, Lesson 10, Letter 5
Current Date

Day

15

Sequence → Day Fifteen

Speed Writing Lesson Seventeen & Eighteen

- Overhead Projector Review
Review *Transparency 10* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison

- Review Homework Heading
Your Name
Grade 31 – Lesson 17 and 18
Current Date

- Homework → Grade 31
Instruct Students Complete and Turn in
Word Development, Page 95 and 96 → Write Each Number One Line
Word Construction, Page 96 → Write Each Word One Line
Reading and Writing Exercises, Pages 97, 98 and 99 → Write Each Letter One Time
Word Development, Page 101 → Write Each Word One Line
Word Construction, Page 101 and 102 → Write Each Word One Line
Reading and Writing Exercises, Pages 102, 103 and 104 → Write Each Letter or Memorandum One Time
Homework Heading {Outside of Steno Pages}

- *Class Work Grade 32 and Grade 33, Heading @ Bottom of Each Letter*
From Homework Assignment, Transcribe Letter 5, Lesson 15, Grade 32
From Homework Assignment, Transcribe Letter 3, Lesson 16, Grade 33

Transparency 10

Write γ for the Word Ending tion {Pronounced shun, zhun or chun: sion, cian, shion, cean, cion} or for a Vowel + ion {a-tion, e-tion or ish-un, u-tion}

vacation, v-k-tion $v\gamma$	physician, f-z-cian $fz\gamma$
position, p-z-tion $pz\gamma$	ocean, o-cean $o\gamma$
nation, n-tion $n\gamma$	fashion, f-shion $f\gamma$
supervision, super-v-sion $Sv\gamma$	session, s-sion $s\gamma$

Additional practice.

application, a-p-l-k-tion $aplk\gamma$	situation, situate-tion $syt\gamma$
addition, a-d-tion $ad\gamma$	operation, operate-tion $op\gamma$
decision, d-s-sion $ds\gamma$	suggestion, suggest-tion $sug\gamma$
solution, s-l-tion $sl\gamma$	distribution, distribute-tion $dist\gamma$
national, n-tion-l $n\gamma$	

Phrases

I believe $iblv$	for your $for\gamma$
you do udv	in the $in\gamma$
you should $usld$	of you uv
to keep tkp	of your uv
could be $cvbe$	will you vlv
for you $for\gamma$	will your vlv

Amounts of Money	
\$29.95 29 ⁹⁵	\$6,500,000 6M5HT\$
\$300 3H\$	\$2,000,000,000 2B\$

Abbreviations	
cent, cents c	hundred H
dollar, dollars \$	thousand T
pound lb	million M
inch in	billion B
ounce oz	

Brief Forms	
about ab	over O
has hs	under U
order od	customer K
include I	

Brief Form and Abbreviated Word Development	
customers Ks	orders ods
overall oa	holidays hlds
included I-	inclusion I

Phrases	
we do ede	have been vbe
we feel efl	of our vr

you need <i>und</i>	to you <i>lu</i>
to make <i>he</i>	to your <i>lu</i>

Grade 32
Key

Dear Evelyn:

What information do you have on electronic games? We are thinking of adding two new models to our catalog. MR. AND MRS. SUPERMAN is a game appropriate for people between the ages of seven and fifteen. We are also looking at a model called SUPERSONIC SPACESHIP. The point of this game is to prevent a war between two superpowers. People of all ages like this game.

The market for electronic games is changing rapidly. How are we to know which game to offer? We really need the benefit of your knowledge. Won't you respond as soon as you can?

Cordially yours,

Your Name
Grade 32, Lesson 15, Letter 5
Current Date

Grade 33
Key

Dear Mrs. Green:

Thank you for your letter informing us that your mailing address will be changing soon. We will make the change in our records as soon as we receive the enclosed form. Please give us specific information for forwarding your correspondence. Print or type your house number and the full name of your avenue or boulevard. Be certain to specify the month and day you wish to begin receiving mail at your new address.

We suggest that you mail notices to people you correspond with on a regular basis. We would be happy to supply you with the appropriate forms.

Cordially yours,

Your Name
Grade 33, Lesson 16, Letter 3
Current Date

Day

16

Sequence → Day Sixteen

Speed Writing Lesson Nineteen & Twenty

- *Overhead Projector Review*
Review *Transparency 11* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison
- *Review Homework Heading*
Your Name
Grade 34 – Lesson 19 and 20
Current Date
- *Homework* ➔ *Grade 34*
Instruct Students Complete and Turn in
Word Development, Page 107 ➔ Write Each Number One Line
Word Construction, Page 107 and 108 ➔ Write Each Word One Line
Reading and Writing Exercises, Pages 108, 109, 110 and 111 ➔ Write Each
Letter One Time
Word Development, Page 113 ➔ Write Each Word One Line
Word Construction, Page 113 and 114 ➔ Write Each Word One Line
Reading and Writing Exercises, Pages 114, 115, 116 and 117 ➔ Write Each
Letter or Memorandum One Time
Homework Heading {Outside of Steno Pages}
- *Class Work Grade 35 and Grade 36*, Heading @ Bottom of Each Letter
From Homework Assignment, Transcribe Letter 1, Lesson 17, Grade 35
From Homework Assignment, Transcribe Letter 2, Lesson 18, Grade 36

Transparency 11

Write a for the Initial and Final Sound of aw

law, l-aw <i>la</i>	saw, s-aw <i>sa</i>
audit, aw-d-t <i>adl</i>	authorized, aw-ith-r-z-duh <i>abrn-</i>
auto, aw-t-o <i>alo</i>	drawings, d-r-aw-ings <i>dra</i>

Write q for the Sound of kw {qu}

quite, q-ite <i>qi</i>	equipment, e-q-p-ment <i>eqpm</i>
quickly, q-k-ly <i>qcl</i>	adequate, ad-q-t <i>adl</i>
quote, q-ote <i>qo</i>	frequent, f-r-q-nt <i>frqn</i>

Phrases

we appreciate <i>eap</i>	to use <i>luz</i>
we had <i>eh</i>	have had <i>vh</i>
we were <i>e</i>	on the <i>o</i>
you were <i>u</i>	

Write a Capital M for the Sound end, nd {Pronounced end}

friend, f-r-nd <i>frn</i>	indicate, nd-k-ate <i>Mea</i>
sending, s-nd-ing <i>sn</i>	found, f-ow-nd <i>fon</i>
handling, h-nl-ling <i>hnl</i>	foundation, f-ow-nd-tion <i>fon</i>

Abbreviations

feet <i>ft</i>	agriculture <i>agr</i>
square <i>sq</i>	economic, economy <i>eco</i>
yard <i>yd</i>	

Brief Forms

advantage <i>adv</i>	business <i>bus</i>
again, against <i>ag</i>	several <i>sev</i>

Additional practice.

land, l-nd <i>ln</i>	find, f-nd <i>fn</i>
fund, f-nd <i>fn</i>	window, w-nd-o <i>wo</i>
bonds, b-nd-s <i>bnos</i>	ground, gay-r-ow-nd <i>gron</i>
dividends, d-v-d-nd-s <i>dvdno</i>	economical, economic-l <i>ecol</i>

Phrases

I know <i>ino</i>	to get <i>get</i>
we are not <i>aren</i>	to hear <i>hear</i>
we will be <i>elbe</i>	to send <i>send</i>
you will be <i>ulbe</i>	can be <i>cb</i>

MEMO TO: Members of the Board

I am recommending Dr. Albert Brown for a position on the Board of Directors. Dr. Brown was a physician here for more than 20 years. Some of you may remember the firm leadership he provided for our neighborhood schools. For example, it was Dr. Brown who urged a decision in favor of building South Junior High. He also raised revenue to purchase the property for an addition to that building.

I believe Dr. Brown will agree to head our drive for better educational programs. He takes charge of tough situations and is not afraid to go on record for what he thinks is right. This man ranks highly as a leader in our city.

Your Name

Grade 35, Lesson 17, Memorandum 1

Current Date

Grade 36
Key

Dear Mr. May:

As you know, we have had some problems with the word processing unit we purchased from your firm. Overall, the machine operates well, but it does not do all of the tasks we believed it would do. Your agent has recommended that we increase the central memory bank by adding features to it. We feel that the added features should have been included under the terms of our original agreement. Will we be charged the full amount for the changes we are forced to make?

We need a decision soon and look forward to your advice on this matter.

Sincerely, yours,

Your Name
Grade 36, Lesson 18, Letter 2
Current Date

Day

יום

Sequence → Day Seventeen

Speed Writing Lesson Twenty-One & Twenty-Two

- *Overhead Projector Review*
Review *Transparency 12* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison

- *Review Homework Heading*
Your Name
Grade 37 – Lesson 21 and 22
Current Date

- *Homework* ➔ *Grade 37*
Instruct Students Complete and Turn in
Abbreviations, Page 119 ➔ Write Each Word One Line
Brief Forms, Page 119 ➔ Write Each Word One Line
Reading and Writing Exercises, Pages 119, 120, 121 and 122 ➔ Write Each
Letter One Time
Word Development, Page 127 ➔ Write Each Word One Line
Word Construction, Page 127 and 128 ➔ Write Each Word One Line
Reading and Writing Exercises, Pages 128, 129, 130 and 131 ➔ Write Each
Letter or Memorandum One Time
Homework Heading {Outside of Steno Pages}

- *Class Work Grade 38 and Grade 39, Heading @ Bottom of Each Letter*
From Homework Assignment, Transcribe Letter 4, Lesson 19, Grade 38
From Homework Assignment, Transcribe Letter 5, Lesson 20, Grade 39

Recap and Review	
super <i>S</i>	electr <i>el</i>
ward <i>w</i>	hood <i>h</i>
tion <i>y</i>	scribe, script <i>S</i>
manuscripts, m-n-script-s <i>mSs</i>	prescribe, pre-scribe <i>PS</i>
vacation, v-k-tion <i>vey</i>	supermarket, super-market <i>Sma</i>
auto, aw-t-o <i>alo</i>	backward, b-k-ward <i>baw</i>
electrical, electr-k-l <i>elcl</i>	quite, q-ite <i>qe</i>
childhood, chay-l-d-hood <i>chedh</i>	friend, f-r-nd <i>frnd</i>
neighborhood, n-b-r-hood <i>mlbrh</i>	electrician, electr-cian <i>ely</i>
toward, to-ward <i>lw</i>	law, l-aw <i>la</i>
\$29.95 <i>29.95</i>	\$2,000,000 <i>2m\$</i>
\$300,000 <i>3HT\$</i>	

Write <i>m</i> for the Initial Sound of em or im {Pronounced m}	
emphasize, em-f-s-z <i>fes</i>	impress, im-p-r-s <i>prs</i>
embarrass, em-b-r-s <i>brs</i>	impatient, im-p-ish-nt <i>psnt</i>
image, im-j <i>j</i>	impose, im-p-z <i>pz</i>

Omit <i>p</i> in the Sound of mpt	
attempt, a-t-m-t <i>atd</i>	prompt, prah-m-t <i>Prd</i>
temptation, t-m-t-tion <i>my</i>	promptly, prah-m-t-ly <i>Prd</i>

Abbreviations

merchandise <i>ds</i>	especially <i>esp</i>
question <i>q</i>	et cetera <i>etc</i>
quart <i>qt</i>	university <i>U</i>

Brief Forms

ever, every <i>E</i>	character, characteristic <i>ch</i>
other <i>o</i>	industry <i>I</i>
satisfy, satisfactory <i>sat</i>	

Brief Form and Abbreviated Word Development

however <i>hw</i>	whatever <i>wh</i>
satisfactory <i>sat</i>	another <i>an</i>
questionnaire <i>qr</i>	quarterly <i>qr</i>
everyone <i>E</i>	industries <i>Ind</i>

Phrases

I have been <i>wb</i>	we believe <i>bel</i>
I should <i>sd</i>	we know <i>kn</i>
I was <i>w</i>	as well as <i>as</i>

Grade 38
Key

Gentlemen:

Thank you for your letter of May 12. You were quite right. The total amount of the bill should have been based on the quote we gave you a few months ago. We are making the change in our records and your invoice will show the new amount.

You were charged full price because we had not informed our agent of the agreement we had made with you. From now on, we will see to it that all parties are operating under the same agreement. We appreciate your order and will have the equipment shipped to you by the date you specified.

I am glad you brought this matter to my personal attention and look forward to serving you in the future.

Yours very truly,

Your Name
Grade 38, Lesson 19, Letter 4
Current Date

Grade 39
Key

Dear Chris:

I received your copies of the new land leasing agreements. They appear to be in order, but we are not certain whether or not we can get permission to drill. As you know, new legislation could prevent us from drilling on certain kinds of agricultural land. It now looks as if those laws will not apply to companies drilling less than 900 feet into the ground. It is not quite clear whether the law applies to natural gas or if it is limited to oil wells.

Our president has written to Senator Brown to get more information, but I am afraid we will not have a definite answer for several weeks. About all we can do not is remain patient.

Yours truly,

Your Name
Grade 39, Lesson 20, Letter 5
Current Date

'Day

18

Sequence → Day Eighteen

Speed Writing Lesson Twenty-three & Twenty-four

- *Overhead Projector Review*
Review *Transparency 134* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison

- *Review Homework Heading*
Your Name
Grade 40 – Lesson 23 and 24
Current Date

- *Homework* ➔ *Grade 40*
Instruct Students Complete and Turn in
Word Development, Page 133 ➔ Write Each Word One Line
Word Construction, Page 133 and 134 ➔ Write Each Word One Line
Reading and Writing Exercises, Pages 134, 135, 136 and 137 ➔ Write Each Letter One Time
Word Development, Page 139 ➔ Write Each Word One Line
Word Construction, Page 140 ➔ Write Each Word One Line
Reading and Writing Exercises, Pages 140, 141, 142 and 143 ➔ Write Each Letter or Memorandum One Time
Homework Heading {Outside of Steno Pages}

- *Class Work Grade 41 and Grade 42*, Heading @ Bottom of Each Letter
From Homework Assignment, Transcribe Letter 4, Lesson 21, Grade 41
From Homework Assignment, Transcribe Letter 3, Lesson 22, Grade 42

Transparency 13

Write **k** for the Sounds of com, con, coun {ow}, count

account, a-count ake	accommodate, a-com-d-ate akeda
county, count-e ke	concern, con-s-r-n korn
common, com-n kn	council, coun-s-l kol

Write **s** for the Sound of st {Pronounced est}

still, st-l sl	trust, t-r-st trst
state, st-ate sa	most, m-st ms
instead, in-st-d inst	fastest, f-st-st fstst

Additional practice.

discount, dis-count dis	constant, con-st-nt knstnt
commission, com-sion ksion	cost, k-st st
postage, p-st-j pstj	finest, f-n-st fnst
confirm, con-firm kfr	storage, s-t-r-j strj
condition, con-d-tion kdn	concerning, con-s-r-n-ing korn

Phrases

I would like idlk	you could ukd
we are pleased urp-	to receive urvr
you cannot ucn	to say lsa

Days of the Week	
Sunday <i>Sn</i>	Thursday <i>Th</i>
Monday <i>Mn</i>	Friday <i>Fr</i>
Tuesday <i>Tu</i>	Saturday <i>Sa</i>
Wednesday <i>Wd</i>	

Abbreviations	
federal <i>fed</i>	street <i>S</i>
government <i>govt</i>	okay <i>ok</i>
represent, representative <i>rep</i>	incorporate, incorporated <i>inc</i>

Brief Forms	
continue <i>cu</i>	accomplish <i>ak</i>
deliver <i>dl</i>	complete <i>cp</i>
opportunity <i>opl</i>	contribute <i>kl</i>
come, came, committee <i>k</i>	convenient, convenience <i>kv</i>

Brief Form Development	
continued <i>cu -</i>	accomplishments <i>akms</i>
completed <i>cp -</i>	contributions <i>klms</i>
opportunities <i>opls</i>	income <i>mk</i>

Phrases

I feel

if

*as soon as

as

you would be

udlr

as we

af

*

Omit the shorthand outline for the italicized word.

Grade 41
Key

Dear Miss Collins:

This is in response to your letter of application. It so happens that we are looking for a person to replace our correspondence secretary, who is being promoted to a different position.

I am attaching a copy of the job description. If you wish to apply for this specific position, please write a letter indicating when you would be free to begin and the level of salary you desire. Please remember to include a copy of your resume with the letter.

We hope to choose final candidates within a few days, so we would like to have your letter no later than February 1.

Yours very truly,

Your Name
Grade 41, Lesson 21, Letter 4
Current Date

Grade 42
Key

Dear Sir:

I have several questions about your university. Would you please send me a copy of your catalog, an application form and other general information regarding enrollment policies? I am enclosing copies of my academic records, which I hope you will find satisfactory. Are there other courses I should take to ensure that my application will be accepted?

I would also like specific details about your School of Business. Currently I am thinking of majoring in marketing, with an emphasis in merchandising and marketing analysis. I hope you can advise me on other fields such as personnel management, sales management, economics, etc.

I have been told that you place seniors in jobs related to their chosen fields for one full quarter during the final year. Is this the case for every senior? I would also appreciate receiving whatever information you have about job markets in business and industry.

Yours very truly,

Your Name
Grade 42, Lesson 22, Letter 3
Current Date

ST
ay

Sequence → Day Nineteen

Speed Writing Lesson Twenty-five & Twenty-six

- Overhead Projector Review
Review *Transparency 14* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison
- Review Homework Heading
Your Name
Grade 43 – Lesson 25 and 26
Current Date
- Homework → Grade 43
Instruct Students Complete and Turn in
Word Development, Page 145 → Write Each Word One Line
Word Construction, Page 146 → Write Each Word One Line
Reading and Writing Exercises, Pages 146, 147, 148 and 149 → Write Each Letter One Time
Word Development, Page 151 → Write Each Word One Line
Word Construction, Page 151 and 152 → Write Each Word One Line
Reading and Writing Exercises, Pages 152, 153, 154 and 155 → Write Each Letter or Memorandum One Time
Homework Heading {Outside of Steno Pages}
- *Class Work Grade 44 and Grade 45*, Heading @ Bottom of Each Letter
From Homework Assignment, Transcribe Letter 3, Lesson 23, Grade 44
From Homework Assignment, Transcribe Letter 4, Lesson 24, Grade 45

Transparency 14

Write *q* for the Word Ending quire

require, re-quire <i>rq</i>	inquiry, in-quir-ee <i>mqe</i>
requirement, re-quirement-s <i>rqms</i>	acquire, a-quire <i>aq</i>
inquire, in-quire <i>mq</i>	required, re-quire-dun <i>rq-</i>

Write *z* for the Sound of zh

pleasure, p-l-z-r <i>plzr</i>	treasure, t-r-z-r <i>trzr</i>
measure, m-z-r <i>mzr</i>	leisure, l-z-r <i>lzr</i>

Writing State & City Names

Alabama <i>AL</i>	California, CA <i>CA</i>
Boston, MA <i>boston MA</i>	Columbus, OH <i>chulo OH</i>
Tulsa, OK <i>ulsa OK</i>	Las Vegas, NV <i>lo vgs NV</i>
Madison, WI <i>madon WI</i>	Buffalo, NY <i>bflon NY</i>

Phrases

I look <i>lc</i>	to do <i>ldu</i>
we could <i>ecd</i>	to give <i>lgr</i>
we have been <i>evb</i>	to visit <i>vlst</i>
we would like <i>edlc</i>	

Write ' for the Word Ending ness

kindness, k-nd-ness <i>ɪn'</i>	witnesses, w-t-nesses <i>ɪʹ</i>
illness, i-l-ness <i>ɪʹ</i>	carelessness, k-r-l-s-ness <i>keɪls'</i>
*happiness, h-p-e-ness <i>hæpɪ'</i>	helplessness, h-l-p-l-s-ness <i>helplɪs'</i>

* Always write long vowels before marks of punctuation.

Brief Forms

both <i>bəʊ</i>	individual <i>ɪnɪvɪdʒl</i>
public <i>pʌb</i>	important, importance <i>ɪmpt</i>

Brief Form Development

publicly <i>pʌblɪ</i>	publication <i>pʌblɪk</i>
willingness <i>ɪ</i>	individually <i>ɪnɪvɪdʒl</i>

Phrases

to come <i>ʌ</i>	to determine <i>dɪ</i>
to offer <i>ɒ</i>	

Grade 44
Key

Dear Ms. Miller:

We have sent several notices informing you that your account is past due, and still we have not heard from you. Almost three months have gone by, and we have not received your check. Is there some reason you cannot send even the minimum payment.

There is still some time to make your account current and maintain your good credit standing. Please call our office today and make arrangements to settle this matter.

We will be glad to help in any way. If we understand your problem, perhaps we can arrange a payment schedule to accommodate your needs.

Yours truly,

Your Name
Grade 44, Lesson 23, Letter 3
Current Date

Grade 45
Key

Dear Mrs. Davis:

Thank you for your invitation to address the National Life Insurance convention. I would very much like to accept, but my present schedule will not permit me to attend. Perhaps I can suggest someone else.

When I was in New Orleans last year, I had the opportunity to hear a fine speaker, Janet Chase. Her background and accomplishments are impressive.

You can reach Ms. Chase at her home at 413 West Elm Street. I think you would be completely satisfied with her as a speaker.

Sincerely yours,

Your Name
Grade 45, Lesson 24, Letter 4
Current Date

Day

20

Sequence → Day Twenty

Speed Writing Lesson Twenty-Seven & Twenty-Eight

- *Overhead Projector Review*
Review *Transparency 15* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison

- *Review Homework Heading*
Your Name
Grade 46 – Lesson 27 and 28
Current Date

- *Homework → Grade 46*
Instruct Students Complete and Turn in
Word Development, Page 157 → Write Each Word One Line
Word Construction, Page 157 → Write Each Word One Line
Reading and Writing Exercises, Pages 158, 159, 160 and 161 → Write Each Letter One Time
Outline, Page 163, Transcribe Each Outline
Brief Forms, Page 163 and 164 → Write Each Word One Line
Reading and Writing Exercises, Pages 164, 165, 166 and 167 → Write Each Letter or Memorandum One Time
Homework Heading {Outside of Steno Pages}

- *Class Work Grade 47 and Grade 48, Heading @ Bottom of Each Letter*
From Homework Assignment, Transcribe Letter 4, Lesson 26, Grade 47
From Homework Assignment, Transcribe Letter 3, Lesson 27, Grade 48

Transparency 15

**When Using Salutation and Closings in Context,
Write Them According to the Rule**

gentlemen, j-nt-l-men <i>JNem</i>	sincerely, s-n-s-r-ly <i>smrcl</i>
cordially, k-r-j-l-ly <i>crjll</i>	

Abbreviations

advertise <i>Adv</i>	Christmas <i>Xmas</i>
----------------------	-----------------------

Brief Forms

always <i>a</i>	prove <i>pr</i>
consider <i>ks</i>	note <i>nl</i>
ordinary <i>ord</i>	

Brief Form Development

consideration <i>ksj</i>	improvement <i>prvm</i>
noted <i>nl-</i>	approval <i>aprvl</i>
ordinarily <i>ordl</i>	

Practice & Review

em, im <i>em</i>	ness <i>'</i>
quire <i>g</i>	account, a-count <i>ak</i>
emphasize, em-f-s-z <i>for</i>	common, com-n <i>kn</i>
impress, im-p-r-s <i>pro</i>	concern, con-s-r-n <i>kon</i>
image, im-j <i>ij</i>	still, st-l <i>sl</i>
attempt, a-t-m-t <i>at</i>	estate, e-st-ate <i>eda</i>
promptly, prah-m-t-ly <i>phul</i>	most, m-st <i>s</i>
temptation, t-m-t-tion <i>ty</i>	pleasure, p-l-z-r <i>plaz</i>
requirement, re-quire-ment <i>rqm</i>	measure, m-z-r <i>mz</i>
inquiry, in-quire,-e <i>mge</i>	treasure, t-r-z-r <i>brz</i>
acquire, a-quire <i>aq</i>	illness, i-l-ness <i>el'</i>
kindness, k-nd-ness <i>kn'</i>	cordially, k-r-j-l-ly <i>crjll</i>
witnesses, w-t-nesses <i>l''</i>	sincerely, s-n-s-r-ly <i>snrly</i>
Sunday <i>Sn</i>	gentlemen, j-nt-l-men <i>gnm</i>
Monday <i>Mn</i>	Thursday <i>Th</i>
Tuesday <i>Tu</i>	Friday <i>Fr</i>
Wednesday <i>Wd</i>	Saturday <i>Sl</i>
Boston, MA <i>bsn MA</i>	Tulsa, OK <i>lusa OK</i>
Las Vegas, NV <i>ls vgs NV</i>	Dallas, TX <i>das TX</i>

Grade 47
Key

Dear Mrs. Moore:

Thank you for your letter concerning the use of our floor cleaner. We are delighted to hear that the machine performed so well. We have been pleasantly surprised by the large demand for this machine. So many people request it that we have a waiting list.

In order to serve more customers, we are acquiring another machine. As soon as this machine is ready for use, you may call in your reservation directly to our store on Second Street. We hope the new system provides more efficient service for everyone.

We appreciate your comments. I hope you will visit us often.

Very truly yours,

Your Name
Grade 47, Lesson 25, Letter 4
Current Date

Dear Melvin:

Although I have given much thought to your suggestion that I run for a seat in the House of Representatives. I have decided against doing so at this time. My wife is recovering from a recent illness, and her continued return to good health is our most important concern.

However, I would like to offer my support to another individual who would make an outstanding representative. Sue Martin has served as manager of public relations, director of consumer affairs and assistant to the Secretary of State. I feel confident she would be received well by the public.

Both my wife and I wish to thank you for your kindness and encouragement. Under different conditions, I would have gladly accepted. I hope the opportunity comes again in the future.

Yours very truly,

Your Name
Grade 48, Lesson 26, Letter 3
Current Date

Day

21

Sequence → Day Twenty-One
SpeedWriting Lesson Twenty-Nine & Thirty

- **Overhead Projector Review**
Review Transparency 16 with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison

- **Review Homework Heading**
Your Name
Grade 49 – Lesson 29 and 30
Current Date

- **Homework → Grade 49**
Instruct Students Complete and Turn in
Word Development, Page 171 → Write Each Word One Line
Word Construction, Page 171 → Write Each Word One Line
Reading and Writing Exercises, Pages 172, 173 and 174 → Write Each Letter
One Time
Word Development, Page 176 → Write Each Word One Line
Word Construction, Page 176 → Write Each Word One Line
Reading and Writing Exercises, Pages 177, 178 and 179 → Write Each Letter
or Memorandum One Time
Homework Heading {Outside of Steno Pages}

- **Class Work Grade 50 and Grade 51, Heading @ Bottom of Each Letter**
From Homework Assignment, Transcribe Letter 4, Lesson 27, Grade 50
From Homework Assignment, Transcribe Letter 4, Lesson 28, Grade 51

Transparency 16

Write \vee for the Words Beginning with the Sound of Any Vowel + x {aks, eks, iks, oks, uks or eggs}

accident, x-d-nt $\vee d n$	exist, x-st \exists
explain, x-p-l-n $\vee p l n$	examination, x-min-tion $\vee m i n$
excite, x-ite \vee	excellent, x-l-nt $\vee l n$

Write \times for the Medial and Final Sound of x

boxes, b-x-s \times	textbook, t-x-t-b-k \times
tax, t-x \times	relax, re-l-x \times

Write \times for the Word Beginnings extr and extra

extreme, extr-m \times	extremely, extr-m-ly \times
extra \times	extraordinary, extra-ordinary \times
exchange, x-chay-n-j \times	index, nd-x \times
extend, x-t-nd \times	reflex, re-f-l-x \times
express, x-p-r-s \times	maximum, m-x-mum \times

Phrases

you will find $\vee f i n d$	as your \vee
to call \vee	on you \vee
as you \vee	on your \vee

Write *g* for the Medial or Final Sounds of Any Vowel + ng when the Sound is Part of the Root Word and is not a Suffix {ang, eng, ing, ong, ung}

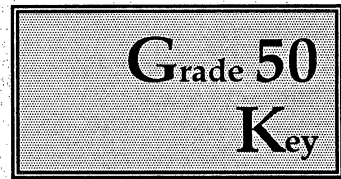
sang, s-ang <i>sg</i>	long, l-ong <i>lg</i>
nothing, n-ith-ing <i>mlg</i>	single, s-ing-l <i>sgl</i>
young, y-ung <i>yg</i>	thing, ith-ing <i>lg</i>

Brief Forms

already <i>ar</i>	next <i>mx</i>
immediate <i>m</i>	experience <i>yp</i>
approximate <i>apx</i>	

Brief Form Development

immediately <i>ml</i>	approximately <i>apxl</i>
-----------------------	---------------------------



Dear Parent:

Our school dental health program is about to get underway.

As part of this program, your child will have the opportunity to participate in a dental clinic free of charge. Each child will be given a free toothbrush and shown how to use it properly.

Because of the importance of good home care during this program, we ask all parents to help us by supervising their children's habits both in the mornings and evenings.

Please note that this program does not replace regular dental care. Although your child may be receiving regular dental treatments, he or she can still benefit from participating in the classroom clinic.

This program has been approved by the county dental council. If you wish your child to participate, please sign the form below giving your consent. Return it to your child's teacher by October 5.

Sincerely yours,

Your Name
Grade 50, Lesson 27, Letter 4
Current Date

Grade 51
Key

MEMO TO: Fred White

May I propose a new method for recording claims in our central data processing unit? I suggest that claims representatives use a stamp which indicates that the item has been reviewed and should be either accepted or not accepted for processing. When a document comes to a data clerk without this stamp, that item should be returned with the request that it be completed properly.

This method would require very little additional effort and would result in a more efficient and convenient system for everyone.

Your Name
Grade 51, Lesson 38, Letter 4
Current Date

Day

۲۲

Sequence → Day Twenty-Two
Speed Writing Lesson Thirty-One & Thirty-Two

- *Overhead Projector Review*
Review *Transparency 17* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison

- *Review Homework Heading*
Your Name
Grade 52 – Lesson 31 and 32
Current Date

- *Homework → Grade 52*
Instruct Students Complete and Turn in
Word Development, Page 182 → Write Each Word One Line
Word Construction, Page 182 → Write Each Word One Line
Reading and Writing Exercises, Pages 183, 184 and 185 → Write Each Letter
One Time
Word Development, Page 187 → Write Each Word One Line
Word Construction, Page 187 → Write Each Word One Line
Reading and Writing Exercises, Pages 188, 189, 190 and 191 → Write Each
Letter or Memorandum One Time
Homework Heading {Outside of Steno Pages}

- *Class Work Grade 53 and Grade 54*, Heading @ Bottom of Each Letter
From Homework Assignment, Transcribe Letter 1, Lesson 29, Grade 53
From Homework Assignment, Transcribe Letter 1, Lesson 30, Grade 54

Transparency 17

Write *ß* for the Word Ending bil, ble {bul} or bly

table, t-ble <i>ß</i>	mobile, m-ble <i>ß</i>
double, d-ble <i>dß</i>	eligible, e-l-j-ble <i>elß</i>
possible, p-s-ble <i>psß</i>	assembly, a-s-m-bly <i>asß</i>
possibly, p-s-bly <i>psß</i>	available, a-v-l-ble <i>avß</i>

Omit the Final t of a Root Word after the Sound of k

act, a-k <i>ac</i>	object, o-b-j-k <i>objc</i>
elect, e-l-k <i>elc</i>	deduct, d-d-k <i>ddc</i>
instruct, in-st-r-k <i>instrc</i>	effect, e-f-k <i>efc</i>

Additional practice

responsible, response-ble <i>respß</i>	expect, x-p-k <i>xpc</i>
deductible, d-d-k-ble <i>ddcß</i>	elected, e-l-k-ed <i>elc-</i>
probably, prah-b-bly <i>pß</i>	impact, im-p-k <i>ipc</i>
product, prah-d-k <i>pdcc</i>	protected, pro-t-k-ed <i>ptkc-</i>

Indicate Time This Way

ten o'clock <i>10°</i>	8:30 am <i>8³⁰</i>
12 noon <i>12ⁿⁿ</i>	9:30 pm <i>9³⁰ p</i>

Phrases	
as I <i>aj</i>	thank you <i>lau</i>
has been <i>hale</i>	would like <i>alc</i>
should be <i>sale</i>	

Write a Slightly Raised and Disjoined ² for the Word Ending ity {Pronounced uh-tee}	
quality, q-l-ity <i>ql²</i>	authority, a-ith-r-ity <i>alr²</i>
facilities, f-s-l-ity <i>fs²</i>	majority, m-j-r-ity <i>jr²</i>
possibility, p-s-bil-ity <i>psb²</i>	security, s-k-r-ity <i>scr²</i>

Write () to Indicate Parentheses	
Most of our staff (80%) have vacations.	<i>80% (80%)</i>

Brief Forms	
able <i>B</i>	difficult <i>djc</i>
opinion <i>opn</i>	contract <i>kc</i>
employ <i>ep</i>	

Brief Form Development	
difficulty <i>djce</i>	enable <i>mb</i>
responsibility <i>rspb²</i>	ability <i>B²</i>

Grade 53
Key

Dear Mrs. Edwards:

I am applying for the position of copy editor with your firm. I believe you will find my background appropriate for the duties described in your newspaper advertisement. Included in the enclosed resume is a list of books I have edited. I have also written indexes, cover copy and advertising brochures. During the last four years I have emphasized studies in computer programming.

I am extremely eager to meet with you and learn more about your department. Your company produces excellent books which rate highly in the marketplace. May we discuss this position in person? I will call on July 23 to arrange an appointment at your convenience.

I look forward to talking with you then.

Very truly yours,
Grade 53, Lesson 29, Letter 1
Current Date

Grade 54
Key

Dear Policyholder:

The insurance benefits described in the attached bulletin bring many improvements to your existing program.

Our new medical plan covers long hospital stays and medical leaves from your job.

In order to help you better understand your new insurance plan, we are enclosing a bulletin containing complete details. Please study it. We encourage you to discuss the new program with your personnel officer soon. Use this individual meeting as an opportunity to ask questions about your coverage. It is important that you fully understand the program in order to use it to your best advantage.

Yours truly,

Your Name
Grade 54, Lesson 30, Letter 1
Current Date

Day

23

Sequence → Day Twenty-Three

Speed Writing Lesson Thirty-Three, Thirty-Four & Thirty-Five

- Overhead Projector Review
Review *Transparency 19* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison

- Review Homework Heading
Your Name
Grade 55 – Lesson 33, 34 and 35
Current Date

- Homework → Grade 55
Instruct Students Complete and Turn in
Word Development, Page 193 → Write Each Word One Line
Word Construction, Page 193 and 194 → Write Each Word One Line
Reading and Writing Exercises, Pages 194 → Write Letter ① One Time
Word Development, Page 199 → Write Each Word One Line
Word Construction, Page 199 → Write Each Word One Line
Reading and Writing Exercises, Pages 201 → Write Letter ② One Time
Brief Forms, Page 205 → Write Each Outline One Line
Reading and Writing Exercises, Pages 206 and 207 → Write Letter ③ One Time
Homework Heading {Outside of Steno Pages}

- *Class Work Grade 56 and Grade 57, Heading @ Bottom of Each Letter*
From Homework Assignment, Transcribe Letter 2, Lesson 31, Grade 56
From Homework Assignment, Transcribe Letter 1, Lesson 32, Grade 57

Transparency 19

Write u for the Word Beginning un

until, un-t-l <i>ull</i>	unfair, un-f-r <i>ufr</i>
unpaid, un-p-d <i>upd</i>	unchanged, un-chay-n-j-duh <i>uChy-</i>
unless, un-l-s <i>uls</i>	uncover, un-k-v-r <i>ucvr</i>

Brief Form Development

unable <i>uB</i>	unfortunate <i>ufCnd</i>
unsatisfactory <i>usal</i>	unnecessary <i>unec</i>

Phrases

nevertheless <i>nuvls</i>	time to time <i>ttt</i>
nonetheless <i>nnlso</i>	up to date <i>pta</i>

Write sh for the Sound of shul and the Word Ending chul {cial, ital}

official o-f-ish-l <i>ofsh</i>	financial, f-n-n-ish-l <i>fnns</i>
special, s-p-ish-l <i>spsh</i>	potential, p-t-n-ish-l <i>ptns</i>
initial, i-n-ish-l <i>insh</i>	social, s-ish-l <i>ssh</i>

Abbreviations

volume <i>vol</i>	America, American <i>am</i>
literature <i>lit</i>	

Brief Forms

develop <i>dev</i>	acknowledge <i>ack</i>
organize <i>org</i>	associate <i>aso</i>
success <i>suc</i>	congratulate <i>cg</i>
standard <i>std</i>	

Brief Form Development

acknowledgment <i>ackm</i>	associations <i>asoys</i>
organizations <i>orgs</i>	development <i>devm</i>
organizing <i>org</i>	congratulations <i>cgys</i>
standards <i>stds</i>	developing <i>dev</i>

Recap & Review

extr and extra <i>X</i>	aks, eks, iks, oks, uks, eggs <i>-</i>
un <i>u</i>	ity <i>'</i>
bil, ble {bul}, bly <i>B</i>	cial, tial {shul, chul} <i>sl</i>
accident, x-d-nt <i>adnt</i>	long, l-ong <i>lg</i>
facilities, f-s-l-ity <i>fsly</i>	exciting, x-ite-ing <i>it</i>
exist, x-st <i>st</i>	until, un-t-l <i>ull</i>
double, d-ble <i>dbl</i>	relaxing, re-l-x-ing <i>rlx</i>
extremely, extr-m-ly <i>Xmly</i>	effect, e-f-k <i>efk</i>
financial, f-n-n-ish-l <i>fnl</i>	social, s-ish-l <i>ssl</i>

one o'clock 1 ^o	11:30 am 11 ³⁰ a
12 noon 12 ⁿⁿ	10:30 pm 10 ³⁰ p
nevertheless <i>neverls</i>	time to time <i>time to time</i>
nonetheless <i>nonels</i>	up to date <i>upto</i>

Grade 56
Key

Dear Ms. James:

Thank you for promptly reporting the loss of your charge card. As I explained during our phone conversation, our computer registered the loss at the time you made the call. That prompt action is especially important for your protection. You are no longer responsible for the purchases made by anyone other than authorized persons.

The enclosed cards contain new account numbers. If you have additional copies of your old cards on hand, please dispose of them now. The new cards are in effect now and are the only cards authorized for your account.

We are always happy to be of help.

Cordially yours,

Your Name
Grade 56, Lesson 31, Letter 2
Current Date

Dear Mr. Webster:

This is to confirm our phone conversation concerning the contract you already have with James Brown.

As I indicated earlier, Mr. Brown has decided to resell the property and has employed me to make the arrangements for him. The proposed new owners wish to purchase his equity and assume the basic contract now in effect.

Please note the following changes are to be made: The new loan rate will replace the rate paid originally. We will start over with a new ten-year term.

Please ask your attorney to draw up the new agreement with these changes. We will review it before closing. If the new agreement requires a title search, the new owners will accept that responsibility.

I appreciate your help in completing the new contract.

Yours truly,

Your Name
Grade 57, Lesson 32, Letter 1
Current Date

Day

344

Sequence → Day Twenty-Four

Speed Writing Lesson Thirty-Six, Thirty-Seven & Thirty-Eight

- Overhead Projector Review
Review *Transparency 20* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison

- Review Homework Heading
Your Name
Grade 58 - Lesson 36, 37 and 38
Current Date

- Homework ↪ Grade 58
Instruct Students Complete and Turn in
Word Development, Page 212 ↪ Write Each Word One Line
Word Construction, Page 212 ↪ Write Each Word One Line
Reading and Writing Exercises, Pages 214 ↪ Write Letter ③ One Time
Word Development, Page 217 and 218 ↪ Write Each Word One Line
Word Construction, Page 218 ↪ Write Each Word One Line
Reading and Writing Exercises, Pages 210 ↪ Write Letter ④ One Time
Word Development, Page 223 ↪ Write Each Outline One Line
Word Construction, Page 223 ↪ Write Each Word One Line
Reading and Writing Exercises, Pages 226 and 227 ↪ Write Letter ⑤ One Time
Homework Heading {Outside of Steno Pages}

**Write *n* for the sounds of ance, ence, nce and nse
{Pronounced ence}**

dance, d-nce <i>dn</i>	since, s-nce <i>sn</i>
balance, b-l-nce <i>bln</i>	defense, d-f-nse <i>dfn</i>
expense, x-p-nse <i>xpn</i>	advance, ad-v-nce <i>avn</i>
agency, a-j-nce-e <i>ajne</i>	efficiency, e-f-ish-nce-e <i>efishne</i>

Write *s* for the Word Beginning sub

submit, sub-m-t <i>sm</i>	subway, sub-w-a <i>swa</i>
subscribe, sub-scribe <i>ss</i>	substantial, sub-st-n-ish-l <i>ssnshl</i>
subscription, sub-scrip-tion <i>ssn</i>	subject, sub-j-k <i>syc</i>

Phrases

that you are <i>tu a</i>	that you will <i>tu l</i>
--------------------------	---------------------------

Write *v* for the Medial or Final Sound of tive

active, a-k-tive <i>acr</i>	relative, r-l-tive <i>rlv</i>
effective, e-f-k-tive <i>efcv</i>	objective, o-b-j-k-tive <i>objcv</i>
selective, s-l-k-tive <i>slcv</i>	positive, p-z-tive <i>pozv</i>
actively <i>acr l</i>	relatively <i>rlv l</i>
activity <i>acr '</i>	effectiveness <i>efcv '</i>

notification	successful
grateful	notify
Brief Form Development	

identification, i-d-nt-ification	classification, k-l-s-ification
modifications, m-d-ifications	qualification, q-l-ification
Write λ for the Word Ending tion	

to work	I appreciate
that I	
Phrases	

working	usually
unusual	manufacturer
manufacturing	
Brief Form Development	

work, world	usual
signature, significant, significance	manufacture
Brief Forms	

Day

25

Sequence → Day Twenty-Five

Speed Writing Lesson Thirty-Nine, Forty, Forty-One & Forty-Two

- *Overhead Projector Review*
Review *Transparency 21* with Students Writing Along, Saying Forms Aloud
Complete Each Line In Unison
- *Announce*
Mid-Term Exam Day 26
Counts as Five Grades 60-64
All Abbreviations
All Brief Forms
- *Review Homework Heading*
Your Name
Grade 59 – Lesson 39, 40, 41 and 42
Current Date
- *Homework* ➔ *Grade 59*
Instruct Students Complete and Turn in
Word Development, Page 230 ➔ Write Each Word One Line
Word Construction, Page 230 ➔ Write Each Word One Line
Word Development, Page 236 and 218 ➔ Write Each Word One Line
Word Construction, Page 236 ➔ Write Each Word One Line
Word Development, Page 243 ➔ Write Each Outline One Line
Word Construction, Page 243 ➔ Write Each Word One Line
Brief Forms, Page 249 ➔ Write Each Form One Time
Homework Heading {Outside of Steno Pages}

Transparency 21

Write a Capital N for the Word Beginnings enter, inter and intro

enterprise, enter-p-r-z <i>Npraz</i>	international, inter-n-tion-l <i>Nnyl</i>
interest, inter-st <i>ns</i>	introduced, intro-d-s-duh <i>Nds</i>
interview, inter-v-u <i>Nru</i>	introductory, intro-d-k-t-r-e <i>Ndelre</i>

Write *sf* for the Word Beginning and Ending self

self-addressed, self-a-d-r-s-duh	himself, him-self <i>hsf</i>
self-made, self-m-d <i>sf d</i>	herself, h-r-self <i>hsf</i>
self-confidence, self-con-f-d-nce	yourself, your-self <i>usf</i>
self-assurance, self-a-ish-r-nce	itself, it-self <i>sf</i>

Write *vs* for the Word Ending selves

ourselves, our-selves <i>rvs</i>	yourselves, your-selves <i>usvs</i>
themselves, ith-m-selves <i>hvs</i>	

Abbreviations

establish <i>est</i>	superintendent <i>S</i>
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Brief Forms

circumstance <i>Stk</i>	once <i>on</i>
particular <i>plc</i>	administrate <i>Am</i>
control <i>kl</i>	sample <i>sa</i>

Brief Form Development	
circumstances <i>Sks</i>	particularly <i>plcl</i>
circumstantial <i>Sksl</i>	administration <i>Amny</i>
controlled <i>kl-</i>	sample <i>sa</i>

When a Word Contains Two Medial, Consecutively Pronounced Vowels, Write the First Vowel	
trial, t-r-i-l <i>vul</i>	client, k-l-i-nt <i>clnt</i>
annual, an-u-l <i>aul</i>	material, m-t-r-el <i>brl</i>
premium, pre-m-e-um <i>P</i>	actually, a-k-chay-u-l-ly <i>acCull</i>
previous, pre-v-e-s <i>Pves</i>	diagram, d-i-gram <i>diag</i>
various, v-r-e-s <i>vres</i>	period, p-r-e-d <i>precl</i>

When a Word Ends in Two Consecutively Pronounced Vowel Sounds, Write Only the Last Vowel	
area, a-r-a <i>ara</i>	audio, aw-d-o <i>ado</i>
radio, r-d-o <i>rdo</i>	create, k-r-ate <i>cra</i>
idea, i-d-a <i>ida</i>	media, m-d-a <i>da</i>

Write T for the Word Beginnings tran and trans	
transfer, trans-f-r <i>Tfr</i>	transcribe, tran-scribe <i>TS</i>
tranquil, tran-q-l <i>Tql</i>	transistor, tran-st-r <i>Tsr</i>
translate, trans-l-ate <i>Tla</i>	transportation, trans-port-tion <i>Tpy</i>

Always Use the Word Beginnings trans, sur and com for Blending Sounds

transact, tran-a-k <i>Tac</i>	surround, sur-ow-nd <i>SoM</i>
community, com-n-ity <i>km^c</i>	

Avoid Blending Initial Sound of a Major Accented Syllable with a Preceding Syllable

indulge, in-d-l-j <i>ndly</i>	entire, en-t-r <i>ntr</i>
addition, a-d-tion <i>ady</i>	allow, a-l-ow <i>alo</i>

Recap & Review

sub <i>s</i>	tran, trans <i>T</i>
enter, inter, intro <i>n</i>	self <i>sf</i>
ful <i>f</i>	self <i>sf</i>
ify <i>b</i>	selves <i>svs</i>
effective, e-f-k-tive <i>efcr</i>	himself, him-self <i>haf</i>
grateful, grate-ful <i>grf</i>	ourselves, our-selves <i>ovsvs</i>
qualify, q-l-ify <i>qlf</i>	trail, t-r-i-l <i>trul</i>
qualification, q-l-fication <i>qlfy</i>	idea, i-d-a <i>ida</i>
interview, inter-v-u <i>nvru</i>	transcribe, trans-cribe <i>TS</i>
self-addressed, self-a-d-r-s-duh	since, s-nce <i>sn</i>

Day

26

Abbreviations

Sequence → Day Twenty-Six Speed Writing Mid-Term

Mid Term

and	catalog	company	information	president	return	vice president	Miss
Mr.	Mrs.	Ms.	corporation	east	enclose, enclosure	north	south
west	amount	attention	credit	number	percent	total	department
envelope	insurance	invoice	regard	junior	second, secretary	senior	avenue
boulevard	day	example, executive	hour	month	record	billion	cent, cents
dollar, dollars	hundred	inch	million	ounce	pound	thousand	agriculture
economic, economy	feet	square	yard	especially	et cetera	merchandise	quart
question	university	federal	government	incorporate incorporated	okay	represent representative	street
advertise	Christmas	America American	literature	volume	establish	superintendent	

Brief Forms

Sequence → Day Twenty-Six
Speed Writing Mid-Term

Mid Term

a, an	it, at	is, his	in, not	the	to, too	we	will, well
are, our	can	for, full	of, have, very	us	firm	from	letter
manage	market	on, own	part, port	perhaps	would	your	accept
after	appropriate	be, but, been, buy, by	determine	during	necessary	why	arrange
as, was	general	great, grate	hospital	that	were, with	between	operate
participate	point	property	refer	respond, response	ship	situate	suggest
those	any, more	charge	doctor, direct	go, good	he, had, him	they	appreciate
correspond, correspondence	distribute	please, up	present	specific, specify	about	customer	has
include	order	over	under	advantage	again, against	business	several
character, characteristic	ever, every	industry	other	satisfy, satisfactory	accomplish	come, came, committee	complete
continue	contribute	convenient, convenience	deliver	opportunity	both	important, importance	individual
public	always	consider	note	ordinary	prove	already	approximate
experience	immediate	next	able	contract	difficult	employ	opinion
acknowledge	associate	congratulate	develop	organize	standard	success	manufacture
signature, significant	usual	work, world	administrate	circumstance	control	once	particular
sample							

Phrases

Sequence → Day Twenty-Six
Speed Writing Mid-Term

Mid Term

I am	I can	I had	I have	I will	I will be	we are	we can
we have	we hope	we would	we would be	you are	you can	you have	you know
you will	you would	to be	to go	to have	to have you	to have your	to know
to pay	thank you for	thank you for your	thank you for your letter	I could	I hope	to see	for the
of the	that you	that your	will be	would be	it is	I would	I would appreciate
I would be	we should	we will	we would appreciate	you can be	you would like	and the	at the
that we	I believe	you do	you should	to keep	could be	for you	for your
in the	of you	of your	will you	will your	we do	we feel	you need
to make	have been	of our	to you	to your	we appreciate	we had	we were
you were	to use	have had	on the	I know	we are not	we will be	you will be
to get	to hear	to send	can be	I have been	I should	I was	we believe
we know	as well as	I would like	we are pleased	you cannot	you could	to receive	to say
I feel	you would be	as soon as	as we	I look	we could	we have been	we would like
to do	to give	to visit	to come	to offer	to determine	you will find	to call
as you	as your	on you	on your	as I	has been	should be	thank you
would like	nevertheless	nonetheless	time to time	up to date	that you are	that you will	I appreciate
to work	that I	I can be	I cannot	I do	I have had	I shall	we can be

Abbreviations

Sequence → Day Twenty-Six Speed Writing Mid-Term

Mid Term Key

<i>and</i> and	<i>cal</i> catalog	<i>co</i> company	<i>inf</i> information	<i>P</i> president	<i>ret</i> return	<i>VP</i> vice president	<i>M</i> Miss
<i>Mr.</i> Mr.	<i>Mrs.</i> Mrs.	<i>Ms.</i> Ms.	<i>corp</i> corporation	<i>E</i> east	<i>enc</i> enclose, enclosure	<i>N</i> north	<i>S</i> south
<i>W</i> west	<i>amt</i> amount	<i>att</i> attention	<i>cr</i> credit	<i>No</i> number	<i>%</i> percent	<i>tot</i> total	<i>dpt</i> department
<i>env</i> envelope	<i>ins</i> insurance	<i>inv</i> invoice	<i>re</i> regard	<i>jr</i> junior	<i>sec</i> second, secretary	<i>sr</i> senior	<i>ave</i> avenue
<i>blvd</i> boulevard	<i>d</i> day	<i>ex</i> example, executive	<i>hr</i> hour	<i>mo</i> month	<i>rec</i> record	<i>B</i> billion	<i>c</i> cent, cents
<i>\$</i> dollar, dollars	<i>H</i> hundred	<i>in</i> inch	<i>M</i> million	<i>oz</i> ounce	<i>lb</i> pound	<i>T</i> thousand	<i>agr</i> agriculture
<i>eco</i> economic, economy	<i>ft</i> feet	<i>sq</i> square	<i>yd</i> yard	<i>esp</i> especially	<i>etc</i> et cetera	<i>mer</i> merchandise	<i>qt</i> quart
<i>q</i> question	<i>u</i> university	<i>fed</i> federal	<i>gov</i> government	<i>inc</i> incorporate incorporated	<i>ok</i> okay	<i>rep</i> represent representative	<i>st</i> street
<i>adv</i> advertise	<i>Xmas</i> Christmas	<i>am</i> America American	<i>lit</i> literature	<i>vol</i> volume	<i>est</i> establish	<i>S</i> superintendent	

Brief Forms

Sequence → Day Twenty-Six
Speed Writing Mid-Term

Mid Term Key

a, an	it, at	is, his	in, not	the	to, too	we	will, well
are, our	can	for, full	of, have, very	us	firm	from	letter
manage	market	on, own	part, port	perhaps	would	your	accept
after	appropriate	be, but, been, buy, by	determine	during	necessary	why	arrange
as, was	general	great, grate	hospital	that	were, with	between	operate
participate	point	property	refer	respond, response	ship	situate	suggest
those	am, more	charge	doctor, direct	go, good	he, had, him	they	appreciate
correspond, correspondence	distribute	please, up	present	specific, specify	about	customer	has
include	order	over	under	advantage	again, against	business	several
character, characteristic	ever, every	industry	other	satisfy, satisfactory	accomplish	come, came, committee	complete
continue	contribute	convenient, convenience	dellver	opportunity	both	important, importance	Individual
public	always	consider	note	ordinary	prove	already	approximate
experience	immediate	next	able	contract	difficult	employ	opinion
acknowledge	associate	congratulate	develop	organize	standard	success	manufacture
signature, significant	usual	work, world	administrate	circumstance	control	once	particular
sample							

Sequence → Day Twenty-Six
Special Writing Mid-Term



I am	I can	I had	I have	I will	I will be	we are	we can
I am	I can	I had	I have	I will	I will be	we are	we can
we are	we would	we could	we can	we are	we can	we have	we know
you will	you would	you could	you can	you are	you can	you have	you know
to pay	to have your	to go	to have	to have you	to see	to know	to know
of the	that your	that you	that you	that you	that you	that you	that you
I would be	we should	we should	we would appreciate	we would appreciate	we would appreciate	we would appreciate	we would appreciate
in the	of you	of your	will you	will you	will you	will you	will you
to make	have been	have had	on the	on the	on the	on the	on the
you were	to use	to hear	as well as	I would like	as soon as	you would be	I feel
to do	to give	to visit	to come	to offer	to determine	has been	as you
would like	nevertheless	nonetheless	time to time	up to date	that you are	that you will	would like
to work	that I	I can be	I cannot	I do	I have had	I shall	we can be

Day 1

Sequence → Day Twenty-Seven

→ Review Transcription Grading System

6 + Errors = 0

5 Errors = 75

4 Errors = 80

3 Errors = 85

2 Errors = 90

1 Error = 95

0 Errors = 100

Students Must Pass At Least One Transcription Per Day

More Than One Passable Transcription may be Used for Extra Credit, Substituted for a Grade on Another Day when Student does not get a Passable Transcription or Substituted for a Lower Grade on Another Day

→ Review Daily Transcription Heading

Example

Your Name

Grade 60, Series A-B or C, 60 wpm

Current Date

→ Homework

No Assigned Homework → Suggested Practice Selective Lessons in Textbook

READING RATE (words per minute)

Words in Letter	80	90	100	110	120	130	140	150	160	170	180	190	200
82	1:01	0:55	0:49	0:45	0:41	0:38	0:35	0:33	0:31	0:29	0:28	0:26	0:25
84	1:03	0:56	0:50	0:46	0:42	0:39	0:36	0:34	0:31	0:29	0:28	0:27	0:25
86	1:04	0:57	0:52	0:47	0:43	0:40	0:37	0:34	0:32	0:31	0:29	0:27	0:26
88	1:06	0:59	0:53	0:48	0:44	0:41	0:38	0:35	0:33	0:31	0:29	0:28	0:26
90	1:08	1:00	0:54	0:49	0:45	0:42	0:39	0:36	0:34	0:32	0:30	0:28	0:27
92	1:09	1:01	0:55	0:50	0:46	0:42	0:39	0:37	0:34	0:32	0:31	0:29	0:28
94	1:10	1:03	0:56	0:51	0:47	0:43	0:40	0:38	0:35	0:33	0:31	0:30	0:28
96	1:12	1:04	0:58	0:52	0:48	0:44	0:41	0:38	0:36	0:34	0:32	0:30	0:29
98	1:13	1:05	0:59	0:53	0:49	0:45	0:42	0:39	0:37	0:35	0:32	0:31	0:29
100	1:15	1:07	1:00	0:55	0:50	0:46	0:43	0:40	0:38	0:35	0:34	0:32	0:30
102	1:16	1:08	1:01	0:56	0:51	0:47	0:44	0:41	0:38	0:36	0:34	0:32	0:31
104	1:18	1:09	1:02	0:57	0:52	0:48	0:45	0:42	0:39	0:37	0:35	0:33	0:31
106	1:19	1:11	1:04	0:58	0:53	0:49	0:45	0:42	0:40	0:37	0:35	0:33	0:32
108	1:21	1:12	1:05	0:59	0:54	0:50	0:46	0:43	0:40	0:38	0:36	0:34	0:32
110	1:23	1:13	1:06	1:00	0:55	0:51	0:47	0:44	0:41	0:39	0:37	0:35	0:33
112	1:24	1:15	1:07	1:01	0:56	0:52	0:48	0:45	0:42	0:40	0:37	0:35	0:34
114	1:25	1:16	1:08	1:02	0:57	0:53	0:49	0:46	0:43	0:40	0:38	0:36	0:34
116	1:27	1:17	1:10	1:03	0:58	0:54	0:50	0:46	0:43	0:41	0:38	0:37	0:35
118	1:28	1:19	1:11	1:04	0:59	0:54	0:51	0:47	0:44	0:41	0:40	0:37	0:35
120	1:30	1:20	1:12	1:05	1:00	0:55	0:51	0:48	0:45	0:43	0:40	0:38	0:36
122	1:31	1:21	1:13	1:07	1:01	0:56	0:52	0:49	0:46	0:43	0:41	0:39	0:37
124	1:33	1:23	1:14	1:08	1:02	0:57	0:53	0:50	0:46	0:44	0:41	0:39	0:37
126	1:34	1:24	1:16	1:09	1:03	0:58	0:54	0:50	0:47	0:44	0:42	0:40	0:38
128	1:36	1:25	1:17	1:10	1:04	0:59	0:55	0:51	0:48	0:45	0:43	0:40	0:38
130	1:38	1:27	1:18	1:11	1:05	1:00	0:56	0:52	0:49	0:46	0:43	0:41	0:39
132	1:39	1:28	1:19	1:12	1:06	1:01	0:57	0:53	0:49	0:47	0:44	0:42	0:40
134	1:40	1:29	1:20	1:13	1:07	1:02	0:57	0:54	0:50	0:47	0:44	0:42	0:40
136	1:42	1:31	1:22	1:14	1:08	1:03	0:58	0:54	0:51	0:48	0:46	0:43	0:41
138	1:43	1:32	1:23	1:15	1:09	1:04	0:59	0:55	0:52	0:49	0:46	0:44	0:41
140	1:45	1:33	1:24	1:16	1:10	1:05	1:00	0:56	0:53	0:49	0:47	0:44	0:42

Grade 60, Series A, 60 wpm

We hope to see you soon.
Will you pay a fee?
It is a new file unit.
Is the unit too tall?
Sue will not fly to Dallas.

Grade 60, Series B, 60 wpm

Ed is in his office.
Did you receive a bill?
Tell Debbie to pay it.
You will do well in an office job.
We will give you a raise in pay.

Grade 60, Series C, 60 wpm

Is Bill at the office?
The review is easy to type.
Sue will grade it.
Is the new budget ready to review?
We did not receive it.

Day

28

Sequence → Day Twenty-Eight

→ Review Transcription Grading System

6 + Errors =	0
5 Errors =	75
4 Errors =	80
3 Errors =	85
2 Errors =	90
1 Error =	95
0 Errors =	100

Students Must Pass At Least One Transcription Per Day

More Than One Passable Transcription may be Used for Extra Credit, Substituted for a Grade on Another Day when Student does not get a Passable Transcription or Substituted for a Lower Grade on Another Day

→ Review Daily Transcription Heading

Example

Your Name

Grade 61, Series A B or C, 60 wpm

Current Date

→ Homework

No Assigned Homework → Suggested Practice Selective Lessons in Textbook

Grade 61, Series A, 60 wpm

Are you ready to do some typing?
We will help you if we can. It is our job.
The president and vice president of our company will see us in a week.
Do you have the new bulletin? It is very well written.
Which week are you planning to visit the office?

Grade 61, Series B, 60 wpm

Let me know when the information arrives.
I will mail a full deposit.
You will receive a free gift for each savings deposit.
I will return the check to the company.
Here is a check to cover the fee in full.

Grade 61, Series C, 60 wpm

We are making changes in our company catalog.
We will mail you a copy very soon.
We are attaching a copy of the bill. When can you mail us a check?
Bob needs to know something very soon.
I will leave the information at his desk.

Day

29

Sequence → Day Twenty-Nine

→ Review Transcription Grading System

<i>60 wpm</i>	<i>70 wpm</i>
6 + Errors =	06 Errors = 0
5 Errors =	755 Errors = 80
4 Errors =	804 Errors = 85
3 Errors =	853 Errors = 90
2 Errors =	902 Errors = 95
1 Error =	951 Error = 100
0 Errors =	1000 Errors = 105

Students Must Pass At Least One Transcription Per Day

More Than One Passable Transcription may be Used for Extra Credit, Substituted for a Grade on Another Day when Student does not get a Passable Transcription or Substituted for a Lower Grade on Another Day

→ Review Daily Transcription Heading

Example

Your Name

Grade 62, Letter 1-6, 60-70 wpm

Current Date

→ Homework

No Assigned Homework → Suggested Practice Selective Lessons in Textbook

Mr. Charles Gray
555 Tachevah Drive
Palm Springs, CA 92262

Dear Mr Gray:

Our rental buildings need repair. We should paint the walls and replace the floor coverings in each¹ room. We should also replace the washing machines in each unit.

Our leasing agent doesn't want us to raise the² rent. Each lease is current. She is hoping to keep the buildings full.

What is Ed's advice? I will ask the agent to³ give you a call to set a time to show you each building.

Sincerely yours,

Grade 62, Letter 2, 60 wpm

Mrs. Jane Chase
Box 387
Cactus, TX 79013

Dear Mrs. Chase:

We have your letter applying for a job in our firm.

Will you also mail us a letter which¹ gives us information on the typing and filing classes you have taken? We may have an opening in our² office soon.

For your information, we are attaching a copy of our company's hiring policies. Let³ us know when you can visit our firm. We hope to hear from you soon.

Yours truly,

Miss Sue Green
3875 West Hummingbird Way
Salt Lake City, UT 84120

Dear Miss Green:

I sent an informal letter to the president of the firm asking to see a copy¹ of the new marketing report. To my knowledge, we do not yet have a reply.

Would you also remind the² president we would very much like to know his plans for opening our new offices? It is time to decide³ on which furnishings will need. We would like to have your advice, too.

Let me know when you can make the trip to our⁴ new plant.

Yours sincerely,

Miss Brandy Harper
300 Bennett
Dumas, TX 79029

Dear Miss Harper:

Perhaps you have not seen our new catalog. If not, will you take a few minutes to read the form¹ we are attaching? You will see we are showing many new items.

If you would like to receive a copy of² the catalog, sign the form and return it to our office. We will rush the catalog to you.

Many people³ like to use our catalog to shop at home. Won't you choose the easy way to shop, too?

Cordially yours,

Mr. Bill Davidson
1001 Avenue R
Sunray, TX 79086

Dear Mr. Davidson:

We do not have a plan for training our people to run our new machines. Perhaps the¹ plant manager and the chief engineer can help design a plan we could use for the entire company. Let us² know what you plan to do.

Also, will you mail us a copy of your new budget? We need to review it at³ management planning time. Perhaps we can save money in the future if we take time to look at each part our budget⁴.

Yours sincerely,

Mr. or Mrs. Bell
906 Harrison
Borger, TX 79007

Dear Sir or Madam:

Are you paying high rent and yet have very little to show for it? Perhaps you would like to¹ own your own home, yet cannot seem to save enough money for the down payment.

If so, we can help you. We are now² offering a new home payment plan which will allow you to place a low down payment on your new home. We also³ have a budget plan for house payment. If you take out a loan from us now, you can schedule you payments any way⁴ you wish.

Cordially yours,

Day

30

Sequence → Day Thirty

→ Review Transcription Grading System

60 wpm

6 + Errors =	0
5 Errors =	75
4 Errors =	80
3 Errors =	85
2 Errors =	90
1 Error =	95
0 Errors =	100

70 wpm

6 + Errors =	0
5 Errors =	80
4 Errors =	85
3 Errors =	90
2 Errors =	95
1 Error =	100
0 Errors =	105

80 wpm

6 + Errors =	0
5 Errors =	85
4 Errors =	90
3 Errors =	95
2 Errors =	100
1 Error =	105
0 Errors =	110

Students Must Pass At Least One Transcription Per Day

More Than One Passable Transcription may be Used for Extra Credit, Substituted for a Grade on Another Day when Student does not get a Passable Transcription or Substituted for a Lower Grade on Another Day

→ Review Daily Transcription Heading

Example

Your Name

Grade 63 Letter 1–6, 60–80 wpm

Current Date

→ Homework

No Assigned Homework → Suggested Practice Selective Lessons in Textbook

Grade 63, Letter 1, 60 wpm

Dr. Ken Lane
California State University @ San Bernardino
5500 University Parkway
San Bernardino, CA 92407

Dear Sir:

I would like to buy a copy of your new book, The Law and The Education System. After reading a recent¹ review of the book, I believe it will help in a college course in which I have enrolled. Because classes have begun², I need the book now. Could you rush a copy to my home address given in the above letterhead?

I have³ attached a check to cover the price of the book and mailing fees. I will be eager to have your reply.⁴

Sincerely yours,

Grade 63, Letter 2, 70 wpm

Coachella Valley Water District
85 820 Coachella Heights
Coachella, CA 92236

Dear Sir:

Perhaps you have forgotten your payment is due. Would you take a minute to mail us a check?

We have been¹ patient, but we do not know if you have received our letters reminding you to make your payment on time. Won't you² call us? It is not necessary to pay your bill in full. If you cannot manage to pay the entire bill, we³ will accept part of it.

If the current plan is too much for your budget, why not visit our loan office? Our agent⁴ may be of help to you.

Yours very truly,

Grade 63, Letter 3, 70 wpm

Mr. Ed Smith
4341 Walter Court
Granger, UT 84120

Dear Ed:

Enclosed is the information you wanted. It is a report based on an old market survey made by¹ our vice president. I hope you will forgive the delay in getting the information to you. We could not get² it by the time you wanted it because of our copy machine. The president of our firm sent the machine out³ for repairs the same week we received your letter. We have a company policy which does not allow us to⁴ take file items out of the office.

Cordially yours,

Grade 63, Letter 4, 70 wpm

Miss Donna Breun
926 Sam Hill
Irving, TX 75002

Dear Donna:

We are glad to report you have been accepted for classes beginning in the fall. We recommend you¹ plan now what courses you wish to take. The enclosed catalog should be of help.

You may be certain the skills you learn² here will be appropriate for any office. If you choose the medical or engineering fields, your training³ will serve you well.

Do feel free to ask us for advice at any time. We are happy to be a part of your⁴ future.

Sincerely yours,

Grade 61, Letter 5, 80 wpm

Mr. Richard Elder
Box 66
South Fork, CO 81154

Dear Richard:

Now is the time to plan our summer sale. Many retail managers hold large sales during different¹ times of the year. Why don't we try something new and determine a time for one big summer event? We can turn the² entire shopping center into a major sidewalk sale.

I would like to see the sale run for a full week. Perhaps³ we could keep the shops open after regular closing times.

If you agree, I will talk to the merchants and let⁴ you know what is decided.

Yours truly,

Grade 63, Letter 6, 80 wpm

ESCO Manufacturing
74 303 Highway 111
Palm Desert, CA 92260

Dear Sir:

Recently I bought two lovely chairs from your company. Although the chairs have been used for a floor display¹, neither showed any damage at the time. When the chairs arrived at my home, I felt very disturbed. To my dismay², I discovered a rather large rip in the fabric. Either I did not see the rip when I bought the chairs, or it³ happened during the trip to my house. In either case, the chairs will have to be returned.

Sincerely,

Day 31

Sequence → Day Thirty-One

→ Review Transcription Grading System

60 wpm	70 wpm	80 wpm	90 wpm
6 + Errors = 0	6 + Errors = 0	6 + Errors = 0	6 + Errors = 0
5 Errors = 75	5 Errors = 80	5 Errors = 85	5 Errors = 90
4 Errors = 80	4 Errors = 85	4 Errors = 90	4 Errors = 95
3 Errors = 85	3 Errors = 90	3 Errors = 95	3 Errors = 100
2 Errors = 90	2 Errors = 95	2 Errors = 100	2 Errors = 105
1 Error = 95	1 Error = 100	1 Error = 105	1 Errors = 110
0 Errors = 100	0 Errors = 105	0 Errors = 110	0 Errors = 115

Students Must Pass At Least One Transcription Per Day

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→ Review Daily Transcription Heading

Example

Your Name

Grade 64 Letter 1–6, 60–90 wpm

Current Date

→ Homework

No Assigned Homework → Suggested Practice Selective Lessons in Textbook

Fort Peck Services
Box 1027
Poplar, MT 59255

All Marketing Heads:

In your yearly report, will you discuss some new methods of marketing our new¹ engines? We are planning to set high goals for sales this year and need ways to help us achieve them. Perhaps you could give² us the results of your recent market research in which you asked dealers for their views on future sales. It may be³ necessary to determine a new policy to be used in our company. If so, your report would⁴ certainly be of help.

Sincerely yours,

Grade 64, Letter 2, 70 wpm

City of Price
736 North Windsor Circle
Price, UT 84501

Gentlemen:

We received your letter informing us that our seaside cottage will be reassessed on the 14th.¹ The letter went on to say that the value of this house increased greatly – by 25 percent – when the² new highway was built.

We are sorry, but you have made a mistake. The highway which runs near our beach house is not new³. If anything, it is old and badly in need of repair. The highway was built a few years after we bought our⁴ beach house. To our knowledge, the road was never repaired after it was built.

Yours very truly,

Mr. Dennis Miller
Box 222
Stinnett, TX 79083

Dear Mr. Miller:

We did check to see if you will receive your cars on schedule. We called the trucking firm to determine¹ when the cars would arrive in New Haven, and the manager said the cars left early this morning. Although² some of the trucks are being delayed, yours should arrive on time this week. The manager assured us you will get a³ call if there is anything new to report. We are happy to be of help.

Very truly yours,

Heart Institute of the Desert
39 000 Bob Hope Drive
Rancho Mirage, CA 92270

Dear Sir:

In my proposal for the new hospital, I plan to provide a design¹ for the building as well as general information needed to get a building permit. Why don't you prepare² a news release giving details of the proposals. Residents of this city should know that our hospital will³ offer many new programs which will benefit out-patients as well as in-patients. We have received much attention⁴ from the newspaper recently.

Sincerely yours,

J.D. Holdens
3612 East Coronado
Phoenix, AZ 85008

Gentlemen:

The purpose of this letter is to determine why we have not received the cards we purchased from your¹ company. When we decided to buy the cards, you were certain that we would have them ahead of time. As I² recall, we asked that the cards be rushed. Your agent assured us that there would be no problem during this time of the³ year. We have been patient, but three weeks have gone by and we have not received the cards.

We hope that it will not be⁴ necessary to cancel.

Yours truly,

James Brown
9020 North May
Oklahoma City, OK 73120

Dear Mr. Brown:

What is your advice on the attached health care program? With this program, the company would¹ provide a place, as well as a time, for running or swimming. It was proposed that we use the south side of the building² for this purpose. This plan was proposed by the president, who believes that people should be allowed to get proper³ health care while on their jobs. Do you see any problems with such an arrangement?

Sincerely,

Day

32

Sequence → Day Thirty-Two

→ Review Transcription Grading System

60 wpm	70 wpm	80 wpm	90 wpm
6 + Errors = 0	6 + Errors = 0	6 + Errors = 0	6 + Errors = 0
5 Errors = 75	5 Errors = 80	5 Errors = 85	5 Errors = 90
4 Errors = 80	4 Errors = 85	4 Errors = 90	4 Errors = 95
3 Errors = 85	3 Errors = 90	3 Errors = 95	3 Errors = 100
2 Errors = 90	2 Errors = 95	2 Errors = 100	2 Errors = 105
1 Error = 95	1 Error = 100	1 Error = 105	1 Errors = 110
0 Errors = 100	0 Errors = 105	0 Errors = 110	0 Errors = 115

Students Must Pass At Least One Transcription Per Day

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→ Review Daily Transcription Heading

Example

Your Name

Grade 65 Letter 1-6, 70-90 wpm

Current Date

→ Homework

No Assigned Homework → Suggested Practice Selective Lessons in Textbook

J.F. Davidson
73 080 El Paseo
Palm Desert, CA 92260

Gentlemen:

In your letter of April 13, you referred to a delay in our January shipment of¹ office supplies. We are sorry for any problems caused by the delay, but our copy of the invoice shows that² your supplies were shipped as soon as payment was received. May we suggest this method for getting your shipment of³ envelopes on time? You can avoid delay by mailing your check by May 30. Your envelopes will be shipped on⁴ June 7.

Sincerely yours,

Jason Keith
6296 River Crest Drive
Riverside, CA 92507

Dear Jason:

Your recent appointment as vice president was great news. The company certainly made a wise choice.¹ As head of the shipping department, you provided many years of loyal service. It is reassuring to² see the company respond by giving you proper credit.

With your leadership, all departments will now operate³ efficiently. I hope you will call on me to help in any way I can. As soon as you have some free time,⁴ why don't we have lunch?

Yours very truly,

City of La Quinta
78 105 Calle Estado
La Quinta, CA 92253

Dear Mayor Pena:

In regard to your memo of September 5, the printing machines will be¹ situated in your city by the beginning of December. As you know, we wanted to have them ready² early in October but could not arrange to have them shipped at that time. We have asked a total of 30 machine³ operators to participate in a training program during November, but we have not received responses⁴ from all of them.

Very truly yours,

Landmark Land
233 Carondelet
New Orleans, LA 70130

Dear Sir:

I can now give you our new policy for insuring machines shipped by truck. Will you inform¹ all participating dealers that beginning July 1 we will not replace machines damaged on the dealer's² property? If the dealers wish to discuss this matter, refer them to the claims department.

We ask that any³ damage be shown on the invoice at the point of arrival. We would like the dealers to be told of the changes⁴ now.

Sincerely yours,

David Leathers
114 Spruce Street
Dumas, TX 79029

Dear David:

I was delighted to hear that you were promoted to department manager. Fred certainly chose¹ the right person for the job.

Now that you are part of the management team, I will enjoy seeing you regularly² at meetings. I know this will be a busy year for you. If you have problems locating information³, I hope you will call on me. We all operate as a team here. Do not hesitate to ask for help.

Yours truly,

Editor Burns
83 415 Rosa Avenue
Thermal, CA 92244

Dear Editor Burns:

We were delighted with the coverage you gave our fall carnival. We could not have hopes¹ for a better response than we received.

We are now inviting you to participate in an event we have² been planning for two years. This event will be called the Village Boat Show. The boats will be displayed in our village shopping³ center. Right now it looks as though we may have some rather large boats here. If necessary, those boats will be located in the parking lot.

Sincerely,

Day

BB

Sequence → Day Thirty-Three

→ Review Transcription Grading System

60 wpm		70 wpm		80 wpm		90 wpm	
6 + Errors =	0	6 + Errors =	0	6 + Errors =	0	6 + Errors =	0
5 Errors =	75	5 Errors =	80	5 Errors =	85	5 Errors =	90
4 Errors =	80	4 Errors =	85	4 Errors =	90	4 Errors =	95
3 Errors =	85	3 Errors =	90	3 Errors =	95	3 Errors =	100
2 Errors =	90	2 Errors =	95	2 Errors =	100	2 Errors =	105
1 Error =	95	1 Error =	100	1 Error =	105	1 Errors =	110
0 Errors =	100	0 Errors =	105	0 Errors =	110	0 Errors =	115

Students Must Pass At Least One Transcription Per Day

More Than One Passable Transcription may be Used for Extra Credit, Substituted for a Grade on Another Day when Student does not get a Passable Transcription or Substituted for a Lower Grade on Another Day

→ Review Daily Transcription Heading

Example

Your Name

Grade 66 Letter 1–6, 70–90 wpm

Current Date

→ Homework

No Assigned Homework → Suggested Practice Selective Lessons in Textbook

Mr. John Smith
Box 1440
Moreno Valley, CA 92388

Dear Mr. Smith:

We are having a great number of problems with our Magic Teller bank machines. Evidently¹ they were not programmed to accept charge cards from this city. Will we have to replace the machines? We are hoping that² you can help us avoid doing that. New machines sell for a high price, while our used machines are worth little more than junk.³

Our marketing manager is planning to be in San Francisco very soon. Could you meet with him?⁴

Cordially yours,

Grade 66, Letter 2, 80 wpm

Miss Anderson
Box 660
Edmond, OK 73083

Dear Miss Anderson:

Thank you for your letter regarding jobs for college seniors. Your grades do indeed rank you at¹ the top of your class. We would be glad to have you apply. I am enclosing a copy of a bulletin which will² supply many of the answers that you need.

Although generally we need transcriptionists on a full-time basis³, we sometimes have a few part-time openings for college juniors and seniors. I suggest you send in your application soon⁴.

Yours very truly,

Grade 66, Letter 3, 80 wpm

Mr. Steve Braley
13198 Forest Hill Boulevard
West Palm Beach, FL 33414

Dear Mr. Braley:

I am returning the blank check you set us by mistake. We hope that you will mail us a second¹ check without delay. Because you have a good credit rating, you will not be charged a late fee.

We would like to² suggest that you use our printed envelopes for mailing your payments. Those envelopes are addressed to the credit³ department, and your payments will be sent directly to the proper office.

Thank you for giving this matter your⁴ attention.

Very truly yours,

Rosemary Parks
Box 66
Morse, TX 79062

Dear Rosemary:

Thank you for the advice on the Frank Nelson case. Frank will be glad to know that a senior member of¹ firm is willing to go to bat for him. Frank and I have had enough time to discuss his problem at length. Although² he does not anticipate receiving his old rank, Frank believes that a great number of people will benefit³ if he wins this case. I think he is right, and we're hoping the judge thinks so, too.

I will certainly let you know if you can⁴ help.

Cordially yours,

Dr. John Ames
#19 Western Plaza
Amarillo, TX 79109

Dear Dr. Ames:

I want you to know that I am looking for more antique furnishing for your office. I have¹ located a desk and chair which I think you will like, but I am afraid that the length of the desk is not right for your² office. What would be a good time for you to look at it?

I also know of a nice antique desk for your³ secretary. You will love the light oak finish. I think it would be more appropriate for your waiting room than for your⁴ office.

Sincerely yours,

Grade 66, Letter 6, 90 wpm

Kent Phillips
68 190 Espada
Cathedral City, CA 92234

Dear Mr. Phillips:

It delights me to inform you that our credit department agreed to the total amount of¹ your loan. We can also arrange for a down payment of between 12 and 15 percent.

Your loan was referred to² the credit manager, and it received close attention. As you may know, we are having problems getting property³ loans through. It was a help that your property is located near the new hospital. That adds a great deal to the value.

Sincerely yours,

Day

34

Sequence → Day Thirty-Four

→ Review Transcription Grading System

70 wpm		80 wpm		90 wpm		100 wpm	
6 + Errors	= 0	6 + Errors	= 0	6 + Errors	= 0	6 + Errors	= 0
5 Errors	= 80	5 Errors	= 85	5 Errors	= 90	5 Errors	= 95
4 Errors	= 85	4 Errors	= 90	4 Errors	= 95	4 Errors	= 100
3 Errors	= 90	3 Errors	= 95	3 Errors	= 100	3 Errors	= 105
2 Errors	= 95	2 Errors	= 100	2 Errors	= 105	2 Errors	= 110
1 Error	= 100	1 Error	= 105	1 Errors	= 110	1 Error	= 115
0 Errors	= 105	0 Errors	= 110	0 Errors	= 115	0 Errors	= 120

Students Must Pass At Least One Transcription Per Day

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→ Review Daily Transcription Heading

Example

Your Name

Grade 67 Letter 1–6, 80–100 wpm

Current Date

→ Homework

No Assigned Homework → Suggested Practice Selective Lessons in Textbook

Grade 67, Letter 1, 80 wpm

Riverside County Fire Department
46 209 Oasis Street, Suite 405
Indio, CA 92201

Dear Purchasing Agent:

Are you looking for a new electronic typewriter? We have a new model we call the¹ SUPERSONIC. It is a new type of electronic memory typewriter which will change your office routine². This great little machine does big jobs. You name it. Our machine does it.

You and your secretary can operate it³ easily. How? By pressing a few keys, you can produce a letter in seconds or an entire report in minutes.⁴

Sincerely,

Mr. Fred Robertson
Box 11
Darrrouzett, TX 79024

Dear Fred:

I am delighted that your chain of supermarkets will be joining our corporation. I hope it is¹ evident how happy we are to have you on board. You are now part of the family. We hope to see you² often.

In your letter accepting our offer, you used many generous words to describe my role. I am very glad³ to have played a part in these happenings.

As a team, we are certain to achieve many changes in this firm⁴.

Yours very truly,

Grade 67, Letter 3, 80 wpm

Mr. David Smith
1704 Pecos Street
Amarillo, TX 79102

Dear David:

I am afraid I will have to be away from the office for a week or so. During my trip out¹ West, I injured my back in a bad fall. The doctor prescribed medicine and a week in bed. I am hoping that² his advice will solve the problem. If it does not, the doctor may have to operate. It would then be necessary³ for me to take a medical leave of three to four weeks.

I will let you know more as soon as I can.

Sincerely,

Mr. Clyde Jones
Box 954
Evergreen, AL 36401

Dear Mr. Jones:

Our senior class was pleased to learn that you lived in our town during your childhood. As an executive¹ in a large corporation, you are a good example of someone from our own neighborhood who moved up to² the top of this field. We have voted you an award and are inviting you to be present at our awards night³ on March 1.

During the program, we will present a look at the future, and we would appreciate having your⁴ views on careers.

Very truly yours,

Grade 67, Letter 5, 90 wpm

Mr. Howard Stegar
Box 100
Scotts Mill, OR 97325

Dear Howard:

Your letter brought back pleasant boyhood memories from the days when I was growing up on College¹ Avenue. Tell your class I would be pleased to accept their award in person. Let me know what hours you would like me to² be present.

It is rewarding to know that you are looking ahead. There are many issues facing executives³ today, but the chief problem is locating good people to keep the office running efficiently.

Sincerely yours,

Sunrise Company
42 600 Cook Street
Palm Desert, CA 92260

Dear Sir:

Thank you for forwarding a set of your designs for the new electric engine. Now that we have had¹ some time to look at them, we are delighted to say that we think you have given us a fine example for the² future, as well as the present.

We have decided to distribute copies to our field engineers, and we have³ asked them to respond in 30 days. In all likelihood we will hear from them even before then.

Sincerely yours,

Day
33

Sequence → Day Thirty-Five

→ Review Transcription Grading System

<i>70 wpm</i>		<i>80 wpm</i>		<i>90 wpm</i>		<i>100 wpm</i>	
6 + Errors	= 0	6 + Errors	= 0	6 + Errors	= 0	6 + Errors	= 0
5 Errors	= 80	5 Errors	= 85	5 Errors	= 90	5 Errors	= 95
4 Errors	= 85	4 Errors	= 90	4 Errors	= 95	4 Errors	= 100
3 Errors	= 90	3 Errors	= 95	3 Errors	= 100	3 Errors	= 105
2 Errors	= 95	2 Errors	= 100	2 Errors	= 105	2 Errors	= 110
1 Error	= 100	1 Error	= 105	1 Errors	= 110	1 Error	= 115
0 Errors	= 105	0 Errors	= 110	0 Errors	= 115	0 Errors	= 120

Students Must Pass At Least One Transcription Per Day

More Than One Passable Transcription may be Used for Extra Credit, Substituted for a Grade on Another Day when Student does not get a Passable Transcription or Substituted for a Lower Grade on Another Day

→ Review Daily Transcription Heading

Example

Your Name

Grade 68 Letter 1-6, 80-100 wpm

Current Date

→ Homework

Final Exam Tomorrow

Dr. Parsley
Tarkio College
912 College Street
Tarkio, MO 64491

Dear Dr. Parsley:

I am recommending Dr. Albert Brown for a position on our Board¹ of Directors. Dr. Brown was a physician here for more than 20 years. Some of you may remember the firm² leadership he provided for our neighborhood schools. For example, it was Dr. Brown who urged a decision in³ favor of building the new library wing. He also raised revenue to purchase the property for an addition⁴ to that building.

Sincerely,

Mr. Jim Carlson, Director
Pampa Memorial
1025 Terry
Pampa, TX 79065

Dear Jim:

What do you think of the enclosed article written by Susan Williams? It shows how we could increase¹ out-patient services as a way of reducing hospital fees. Dr. Williams says that with proper supervision², more patients could be released on the day after an operation. In many cases, the person could go³ home on the same day.

I believe we should look into what Dr. Williams is saying. She is providing a great service⁴.

Yours very truly,

Mrs. Terry Waida
Route 5, Box 311-K
Victoria, TX 77901

Dear Mrs. Waida:

There is truth in the saying, "You are what you eat." Think about the billions of meals that are¹ prepared yearly.

To be a great cook, you need cookbooks you can rely upon. Why not join our cookbook club for great² dining enjoyment? As a member of our cookbook club, you can learn to prepare great daily meals. You will also³ save money at the supermarket. There is more good news - your membership fee is included in the purchase⁴ of three or more books.

Yours very truly,

Grade 68, Letter 4, 90 wpm

Mrs. Randy Wallace
715 Vardou
Lubbock, TX 79403

Dear Mrs. Wallace:

Join us and use our new checking service. It is very easy.

What does our bank offer you? We¹ have many checking plans to meet your needs. For example, if you keep a minimum of \$200 in² the bank, there will be no service charge. If you do not wish to keep a minimum amount, you can pay a monthly fee³ of \$4.50. You may prefer to pay for each check you write at 10 cents per check. There is no limit.

Cordially yours,

Grade 68, Letter 5, 100 wpm

Mr. Abe Wilson
Box 79, Etter Route
Dumas, TX 79029

Dear Wilson:

Our office building is quite old. Recently we were told that our lighting is not adequate¹ to meet current laws. We are faced with a decision. Can we solve the problem by equipping all desks with electric² lamps, or should we call in a company such as yours to replace our overhead lights with new units?

Our³ electrical engineer has said that new overhead lights would provide better lighting. He also added that the total amount would be \$2,000.

Cordially yours,

WordPerfect Corporation
81 North State Street
Orem, UT 84057

Gentlemen:

Thank you for your letter of May 12. You were quite right. The total amount of the bill should have been based¹ on the quote we gave you a few months ago. We are making the change in our records, and your invoice will show the² new amount.

You were charged full price because we had not informed our agent of the agreement we had made with you³. From now on, we will see to it that all parties are operating under the same agreement. We appreciate your order.

Yours very truly,

Day

36

Abbreviations

Sequence → Day Thirty-Six Speed Writing Final

Final

and	catalog	company	information	president	return	vice president	Miss
Mr.	Mrs.	Ms.	corporation	east	enclose, enclosure	north	south
west	amount	attention	credit	number	percent	total	department
envelope	insurance	invoice	regard	junior	second, secretary	senior	avenue
boulevard	day	example, executive	hour	month	record	billion	cent, cents
dollar, dollars	hundred	inch	million	ounce	pound	thousand	agriculture
economic, economy	feet	square	yard	especially	et cetera	merchandise	quart
question	university	federal	government	incorporate incorporated	okay	represent representative	street
advertise	Christmas	America American	literature	volume	establish	superintendent	

Brief Forms

Sequence → Day Thirty-Six
Speed Writing Final

Final

a, an	it, at	is, his	in, not	the	to, too	we	will, well
are, our	can	for, full	of, have, very	us	firm	from	letter
manage	market	on, own	part, port	perhaps	would	your	accept
after	appropriate	be, but, been, buy, by	determine	during	necessary	why	arrange
as, was	general	great, grate	hospital	that	were, with	between	operate
participate	point	property	refer	respond, response	ship	situate	suggest
those	am, more	charge	doctor, direct	go, good	he, had, him	they	appreciate
correspond, correspondence	distribute	please, up	present	specific, specify	about	customer	has
include	order	over	under	advantage	again, against	business	several
character, characteristic	ever, every	industry	other	satisfy, satisfactory	accomplish	come, came, committee	complete
continue	contribute	convenient, convenience	deliver	opportunity	both	important, importance	individual
public	always	consider	note	ordinary	prove	already	approximate
experience	immediate	next	able	contract	difficult	employ	opinion
acknowledge	associate	congratulate	develop	organize	standard	success	manufacture
signature, significant	usual	work, world	administrate	circumstance	control	once	particular
sample							

Phrases

Sequence → Day Thirty-Six
Speed Writing Final

Final

I am	I can	I had	I have	I will	I will be	we are	we can
we have	we hope	we would	we would be	you are	you can	you have	you know
you will	you would	to be	to go	to have	to have you	to have your	to know
to pay	thank you for	thank you for your	thank you for your letter	I could	I hope	to see	for the
of the	that you	that your	will be	would be	it is	I would	I would appreciate
I would be	we should	we will	we would appreciate	you can be	you would like	and the	at the
that we	I believe	you do	you should	to keep	could be	for you	for your
in the	of you	of your	will you	will your	we do	we feel	you need
to make	have been	of our	to you	to your	we appreciate	we had	we were
you were	to use	have had	on the	I know	we are not	we will be	you will be
to get	to hear	to send	can be	I have been	I should	I was	we believe
we know	as well as	I would like	we are pleased	you cannot	you could	to receive	to say
I feel	you would be	as soon as	as we	I look	we could	we have been	we would like
to do	to give	to visit	to come	to offer	to determine	you will find	to call
as you	as your	on you	on your	as I	has been	should be	thank you
would like	nevertheless	nonetheless	time to time	up to date	that you are	that you will	I appreciate
to work	that I	I can be	I cannot	I do	I have had	I shall	we can be

Brief Forms

Sequence → Day Thirty-Six Speed Writing Final

Final Key

a, an	it, at	is, his	in, not	the	to, too	we	will, well
are, our	can	for, full	of, have, very	us	firm	from	letter
manage	market	on, own	part, port	perhaps	would	your	accept
after	appropriate	be, but, been, buy, by	determine	during	necessary	why	arrange
as, was	general	great, grate	hospital	that	were, with	between	operate
participate	point	property	refer	respond, response	ship	situate	suggest
those	am, more	charge	doctor, direct	go, good	he, had, him	they	appreciate
correspond, correspondence	distribute	please, up	present	specific, specify	about	customer	has
include	order	over	under	advantage	again, against	business	several
character, characteristic	ever, every	industry	other	satisfy, satisfactory	accomplish	come, came, committee	complete
continue	contribute	convenient, convenience	deliver	opportunity	both	important, importance	individual
public	always	consider	note	ordinary	prove	already	approximate
experience	immediate	next	able	contract	difficult	employ	opinion
acknowledge	associate	congratulate	develop	organize	standard	success	manufacture
signature, significant	usual	work, world	administrate	circumstance	control	once	particular
sample							

Abbreviations

Sequence → Day Thirty-Six Speed Writing Final

Final Key

and	catalog	company	information	president	return	vice president	Miss
Mr.	Mrs.	Ms.	corporation	east	enclose, enclosure	north	south
west	amount	attention	credit	number	percent	total	department
envelope	insurance	invoice	regard	junior	second, secretary	senior	avenue
boulevard	day	example, executive	hour	month	record	billion	cent, cents
dollar, dollars	hundred	inch	million	ounce	pound	thousand	agriculture
economic, economy	feet	square	yard	especially	et cetera	merchandise	quart
question	university	federal	government	incorporate incorporated	okay	represent representative	street
advertise	Christmas	America American	literature	volume	establish	superintendent	

Phrases

Sequence → Day Thirty-Six
Speed Writing Final

Final Key

I am	I can	I had	I have	I will	I will be	we are	we can
we have	we hope	we would	we would be	you are	you can	you have	you know
you will	you would	to be	to go	to have	to have you	to have your	to know
to pay	thank you for	thank you for your	thank you for your letter	I could	I hope	to see	for the
of the	that you	that your	will be	would be	it is	I would	I would appreciate
I would be	we should	we will	we would appreciate	you can be	you would like	and the	at the
that we	I believe	you do	you should	to keep	could be	for you	for your
in the	of you	of your	will you	will your	we do	we feel	you need
to make	have been	of our	to you	to your	we appreciate	we had	we were
you were	to use	have had	on the	I know	we are not	we will be	you will be
to get	to hear	to send	can be	I have been	I should	I was	we believe
we know	as well as	I would like	we are pleased	you cannot	you could	to receive	to say
I feel	you would be	as soon as	as we	I look	we could	we have been	we would like
to do	to give	to visit	to come	to offer	to determine	you will find	to call
as you	as your	on you	on your	as I	has been	should be	thank you
would like	nevertheless	nonetheless	time to time	up to date	that you are	that you will	I appreciate
to work	that I	I can be	I cannot	I do	I have had	I shall	we can be

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