

GREGG

SHORTHAND MANUAL

Simplified

Third Edition

Gerard O'Kennedy

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Shorthand Manual
Simplified

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THE
GREGG
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MANUAL
SIMPLIFIED



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Preface

Gregg shorthand, whose inventor, John Robert Gregg, was an Irishman, born in Shantanogh, county Monaghan, in 1867, was first published in 1888. Since then, the system has been learned and used by millions of writers. It has been the standard system of shorthand in the United States and in Canada for many years. *Gregg Shorthand Manual Simplified* was first issued in 1950. The most recent edition of the *Simplified Manual* was published in 1960. There were no changes in the principles and outlines in the 1960 edition, merely a greater emphasis on the objectives of transcription and this book has been used in Ireland and the United Kingdom since then. However, a new edition called *Gregg Shorthand, The Diamond Jubilee Series* was introduced in the United States in 1975 and this represents the first review of the system since 1950. The changes were based on research by the authors, on suggestions made by experienced teachers, and on a study of the principles as applied by the stenographer in the office.

The major changes in the system concern:

Brief forms. The brief forms with a low frequency of business use have been eliminated; the words they represented are now written in full. The outlines for some brief forms have

been modified for easier joining and greater legibility. A few new brief forms have been added.

Phrases. An analysis of the notes of hundreds of students and stenographers revealed that many phrasing principles that had been taught were very seldom applied. These have been eliminated.

Word-beginnings and -endings. Those that are infrequently used or apply only to a limited number of words have been omitted.

Principles. The word-building principles that had presented both teaching and learning problems have been eliminated or modified. Among these are the rules governing the formation of the past tense, the omission of final *t* and *d* and the writing of *o* on its side before *r* and *l*.

As a result of these changes, the student will complete the principles sooner and thus be ready earlier for the second phase of his shorthand programme—shorthand skill development.

Another edition of the system, called *Gregg Shorthand for the Electronic Office (Short Course)*, was issued in the United States in 1984 and introduced a few further refinements.

The present edition, adapted to suit Irish and United Kingdom conditions and requirements, retains the popular innovations introduced in the *Simp-*

lified Manual and also incorporates many of the changes in the *Gregg Shorthand, Diamond Jubilee Series* and in *Gregg Shorthand Series 90*.

Non-shorthand elements of transcription

An important part of learning shorthand is learning how to transcribe. A number of exercises will help you to overcome a major transcription handicap—a limited vocabulary. These exercises include the following:

- Vocabulary Builders
- Spelling—Marginal reminders/
Reading aids
- Similar Words Drills
- Punctuation.

Shorthand spelling helps

When a new letter in the shorthand alphabet or a new theory principle is presented, the shorthand spelling is given.

Reading and Writing Practice

All the shorthand writing material in the Reading and Writing Practice is completely new and up to date. It consists of sentences covering the principles met for each lesson followed by sentence practice on brief forms.

Your practice programme

The speed with which you learn to read and write shorthand will depend largely on two factors—the time you devote to practice and the way in which you practise. If you practise efficiently, you will be able to complete each lesson in the shortest possible time and derive the greatest possible benefit.

Here are some suggestions that will help you to get the maximum benefit from the time you invest in shorthand practice.

Before you begin, select a quiet place in which to practise. Resist the temptation to turn on the radio or the television set! Then follow these easy steps:

Reading word lists

1. With the type exposed, spell—aloud if possible—the shorthand characters in each outline in the list, thus: 'say, s-a; ace, a-s.' Reading aloud will help to impress the shorthand outlines firmly on your mind. Read all the shorthand words in each list in this way—with the type exposed—until you feel you can read the shorthand outlines without referring to the key.

2. Cover the type with a card or piece of paper and read aloud from the shorthand, thus: 's-a, say; a-s, ace'.

3. If the spelling of a shorthand outline does not immediately give you the meaning, refer to the key and determine the meaning of any outline you cannot read. Do not spend more than a few seconds trying to decipher an outline.

4. After you have read all the words in the list, read them again if time permits.

Note: In reading brief forms for common words and phrases, do not spell the shorthand outlines.

It is a good plan, especially if you are studying without the aid of a teacher, to postpone writing until Lesson 6. This makes the shorthand characters more familiar so that, when you begin writing, you have a clearer mental picture of what to write and

are, therefore, enabled to write more accurately. If you are studying in a class, however, you will naturally work in accordance with the methods preferred by your teacher.

Reading sentences

Each lesson contains a Reading Practice (Lessons 1–5) or a Reading and Writing Practice (Lessons 6–39) in which sentences or letters are written in shorthand. Proper practice on this material will help you develop your shorthand ability. First read the material. Two procedures are suggested for reading shorthand—one with a student's transcript and one without a student's transcript.

Procedure with student's transcript. If you have a student's transcript, you should follow this procedure.

1. Place the transcript to the right of your textbook and open it at the key to the Reading Practice or the Reading and Writing Practice you are about to read.

2. Place the index finger of the left hand under each shorthand outline as it is read. Read the shorthand aloud, if possible, until you come to a word you cannot read. Spell the shorthand strokes in that outline. If the spelling does not *immediately* give you the meaning, anchor your left index finger on the outline and look at the transcript.

3. Determine the meaning of the outline you cannot read and place your right index finger on it.

4. Return to the shorthand from which you are reading—your left index finger has kept your place for you—and continue your reading in this manner.

5. When you have to turn back to the key again, your right finger is still

under the previous word for which you looked—seldom more than a line or two away from the new word for which you are looking. Therefore, very little time is wasted looking for the word in the key.

Note: At the beginning of the course, a class period should be set aside in each of the first two or three weeks to demonstrate how homework should be done. The teacher should ensure that the students are using both fingers properly.

Procedure without student's transcript. If you do not have a student's transcript, you should follow this procedure:

1. Before you start reading the shorthand, have a blank piece of paper or a blank card handy.

2. Read the shorthand aloud.

3. When you come to an outline that you cannot read, spell the shorthand strokes in the outline. If the spelling gives you the meaning, continue reading. If it does not, write the outline on your sheet of paper or card and continue reading. Do not spend more than a few seconds trying to decipher the outline.

4. After you have gone through the entire Reading and Writing Practice in this way, repeat this procedure if time permits. On this second reading you may be able to read some of the outlines that gave you trouble the first time. When that happens, cross those outlines off your sheet or card.

5. Finally—and very important—at the earliest opportunity ask your teacher or a classmate the meaning of the outlines that you could not read.

Remember, during the early stages your shorthand reading may not be very rapid. That is only natural as you are, in a sense, learning a new language.

age. If you practise regularly, however, you will find your reading speed increasing almost daily.

Reading and Writing Practice

Before you do any writing of shorthand, you should give careful consideration to the tools of your trade—your notebook and your writing instrument.

Your notebook. The best notebook for shorthand writing is one that measures five by eight inches and has a vertical line down the centre of each page. If the notebook has a spiral binding, so much the better, as the spiral binding enables you to keep the pages flat at all times. The paper, of course, should take ink well.

Your writing instrument. If at all possible, use a roller ball or a good biro for your shorthand writing. A pencil is not recommended. It requires less pressure to write with a roller ball or biro, consequently you can write for long periods without fatigue.

Having selected your writing tools, follow these steps in working through the Reading and Writing Practice:

1. Read the material you are going to copy. Always read the Reading and Writing Practice before copying it.

2. When you are ready to start writ-

ing, read a convenient group of words from the printed shorthand; then write the group, reading aloud as you write. Keep your place in the shorthand with your left index finger if you are right-handed or with your right index finger if you are left-handed.

In the early stages, your writing may not be very rapid, nor will your notes be as well written as those in the book. With regular practice, however, your notes will rapidly improve.

Refer back. From time to time, as you work on the early lessons, refer back to these suggestions to be sure that your study and practice are continuing in ways that bring you the greatest benefit.

Acknowledgement

I should like to thank the members of the staff of both second and third level schools and colleges for their useful suggestions before and during the preparation of the book, and in particular I owe a special word of thanks to Mr Sean og Sheehey, School of Business Studies, Regional Technical College, Tralee, County Kerry for the great and continuing interest he took in the book and the help he gave.

Gerard O'Kennedy

Chapter 1

LESSON 1

Gregg shorthand is easy to learn

The strokes you will use in Gregg shorthand are the same as those you have been accustomed to writing in longhand. In fact, they are easier to write than longhand. For example, in longhand there are many different ways of writing the sound of *f*. Here are six of them:



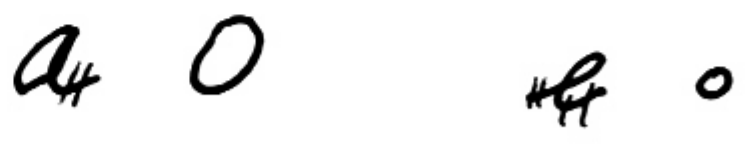
In Gregg shorthand there is only one way to write *f*, as you will see in the second lesson.

In Gregg shorthand we write only the sounds we hear in a word. Thus, *say* is written *sa*, *know* is written *no*, *knee* is written *ne*.

1. **N, M.** The shorthand stroke for *n* is a very short forward straight line. The shorthand stroke for *m* is a longer forward straight line. When writing these strokes and others that you learn, copy as neatly as you can the sizes as shown in the manual.



2. **A, E.** The shorthand stroke for *a* is a *large* circle. It is the longhand *a* with the final connecting stroke omitted. The shorthand stroke for *e* is a *tiny* circle. It is the longhand *e* with the connecting strokes omitted.



Note very large *a* circle and tiny *e* circle.

knee, n-e



name, n-a-m



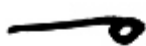
mean, m-e-n



may, m-a



me, m-e



main, m-a-n



3. T,D. The shorthand stroke for *t* is a short upward straight line. The stroke for *d* is a longer upward straight line.

T



D



T

eat, e-t



neat, n-e-t



tea, t-e



tame, t-a-m



team, t-e-m



eight, a-t



D

day, d-a



deed, d-e-d



made, m-a-d



aid, a-d



need, n-e-d



date, d-a-t



Note that *t* and *d* are written at an angle of 45 degrees.

4. H. The letter *h* is a dot placed above the vowel.

he, h-e



heat, h-e-t








heed, h-e-d



5. Brief forms. There are many words that we use again and again when we speak or write. As an aid to rapid writing, brief forms are provided in shorthand for many of these words. This is also a common practice in longhand. For example, *Mr* for *Mister*, *Sat* for *Saturday*, *memo* for *memorandum*.







Because these brief forms occur so frequently, be sure to learn them well.

I		in,* not	
am, more		would	
it, at		a, an	

Notice that some of the strokes represent more than one word. You will have no difficulty in selecting the correct word in a sentence; the sense of the sentence will help you.

* *in* is also used as a word beginning in words like: *indeed*, *in-d-ed*

6. Punctuation and capitalization

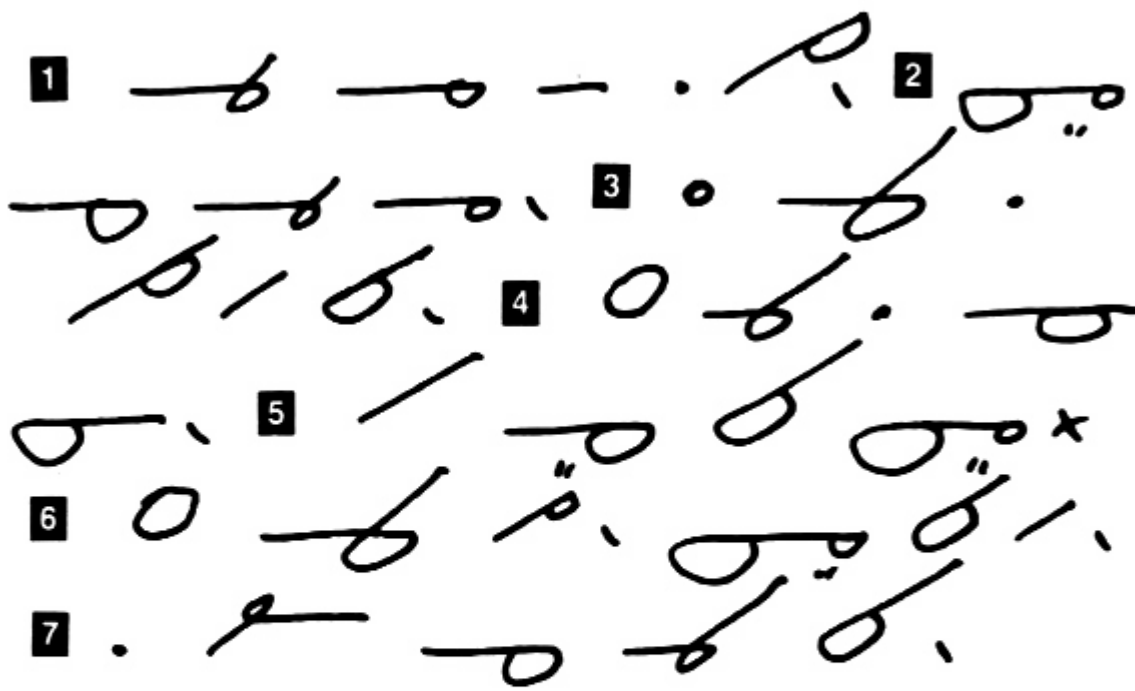
period		dash	
question mark		parentheses	
paragraph		hyphen	

For all other punctuation marks, the regular longhand forms are used.

Capitalization is indicated by two short upward dashes underneath the word to be capitalized.

Reading practice








With the strokes you have learned, you can already read the following sentences. Spell each shorthand word aloud as you read it, thus: *m-e-t*, *meet*; *m-e*, *me*; *d-a*, *day*. You need not spell brief forms; for example, in sentence 1 say 'in a' for the brief form.



1. Meet me in a day.
2. Amy may meet me.
3. He made a date at eight.
4. I need a main aim.
5. Would May aid Amy?
6. I made tea. Amy ate it.
7. A team may need aid.










LESSON 2

7. S-Z. The shorthand sign for *s* and *z* resembles a longhand comma in shape and size (comma *s*) and is written downwards. Because *s* often has the sound of *z* as in *is*, the same stroke is used to express *z*.

<p>say, s-a </p> <p>same, s-a-m </p> <p>ace, a-s </p>	<p>S-Z , </p> <p>seat, s-e-t </p> <p>sees, s-e-s </p> <p>easy, e-s-e </p>
--	---

The *y* in *easy* is pronounced *e* and is therefore represented by the *e* circle.

8. F, V. The stroke for *f* has the same shape as the stroke for *s*, but it is larger—about half the height of the space between the lines in your shorthand notebook. The stroke for *v* has the same shape as *s* and *f*, but it is much longer still—almost the full height of the space between the lines in your shorthand notebook. Both of these strokes are written downwards. Note carefully the difference in the sizes of *s*, *f*, *v*.

S 	F 	V 
F		
safe, s-a-f		safes, s-a-f-s
face, f-a-s		
V		
save, s-a-v		vase, v-a-s
saves, s-a-v-s		

9. O,R,L. The shorthand stroke for *o* is a small, deep hook. The stroke for *r* is a short forward curve. The stroke for *l* is a longer forward curve, about three times as long as the stroke for *r*.

Note how these strokes are derived from their longhand forms.



O is eggcup shape, R is saucer shape, L is plate shape.

O

no, n-o



so, s-o



snow, s-n-o



note, n-o-t



toe, t-o



tone, t-o-n



dough, d-o



own, o-n



phone, f-o-n



dome, d-o-m



vote, v-o-t



stone, s-t-o-n



Notice that in the words *tone*, *own*, *dome* and *stone* the *o* is placed on its side before *n* and *m* so as to obtain a smoother, more easily written outline.

R

ray, r-a



sore, s-o-r



rate, r-a-t



trade, t-r-a-d



raid, r-a-d



fare, f-a-r



free, f-r-e



wrote, r-o-t





ear, e-r



tore, t-o-r




dear, d-e-r 

store, s-t-o-r 

L

tail, t-a-l 

feel, f-e-l 

lay, l-a 

learn, l-e-r-n 


late, l-a-t 

low, l-o 

lead, l-e-d 

stole, s-t-o-l 

deal, d-e-l 


fail, f-a-l 

real, r-e-l 


floor, f-l-o-r 


Note that *f-r*, as in *free*, and *f-l*, as in *floor* are written with one sweep of the pen, with no stop between the *f* and the *r* or *l*.

10. -ing. At the end of a word *-ing* is represented by a dot. Make sure you write a clear dot.

heating, h-e-t-ing 

hearing, h-e-r-ing 


hating, h-a-t-ing 

11. Long I. The shorthand stroke for *i* is in *mile* is a large broken circle, thus: 

mile, m-i-l 


file, f-i-l 

sign, s-i-n 


high, h-i 

line, l-i-n 







try, t-r-i 

might, m-i-t 

light, l-i-t 

sight, s-i-t 










12. Brief forms. Here is another group of brief forms for frequently used words. Learn them well.

are, our, hour		will, well		is, his	
for*		have		Mr	

**for* is also used as a word-beginning (prefix) in such words as:

form, for-m		forsee, fors-e	
force, for-s			

13. Omission of minor vowels. Many words contain vowels that are sounded only slightly. For example, *even* is pronounced *e-v-n*, *motor*, *m-o-t-r*. Such vowels may be omitted if they do not contribute to speed or legibility.

evening, e-v-n-ing		delight, d-l-i-t	
owner, o-n-r		motor, m-o-t-r	
delay, d-l-a		season, s-e-s-n	
heater, h-e-t-r		decide, d-s-i-d	
later, l-a-t-r			

Later you will learn that minor consonants and even words may also be omitted if they do not contribute to speed or legibility.

Reading practice

Freyne

1 سہرا بچا یہ

2 سہرا بچا یہ

3 سہرا بچا یہ

4 سہرا بچا یہ

5 سہرا بچا یہ

6 سہرا بچا یہ

stolen

7 سہرا بچا یہ

8 سہرا بچا یہ

Maeve

9 سہرا بچا یہ

flight

10 سہرا بچا یہ

11 سہرا بچا یہ

12 سہرا بچا یہ

13 سہرا بچا یہ

14 سہرا بچا یہ

15 سہرا بچا یہ

16 سہرا بچا یہ

17 سہرا بچا یہ

18 سہرا بچا یہ

19 سہرا بچا یہ

20 سہرا بچا یہ

meter







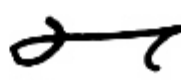


me / b. 15 u re
u y - . u .

1. Mary Freyne will drive me home later.
2. Tony wrote a note. Dave will meet Tony.
3. Steve may leave his motor near our store.
4. Mary will meet a late train.
5. Ray drove a stolen motor.
6. Amy wrote a fine story. Kate will read it.
7. Maeve will meet a night flight.
8. Mary may vote for Mr Lee.
9. May will eat a meal at Dave's hotel.
10. Flo will write a note. Mary will read it.
11. A steam train will leave here at eight.
12. Phone Mr Taylor. Mary will meet his train.
13. Flo will need a meter in here.
14. Ray Lee will hear a radio story at night.
15. Our train will leave in an hour.












LESSON 3

14. Left S-Z. In Lesson 2, paragraph 7, you met one stroke for *s* and *z*. Another stroke for *s* and *z* is also used in order to provide an easy joining in any combination of strokes. This stroke is a backward comma and, for convenience it is called the left *s*. At present you need not try to decide which *s* stroke to use in any given word; this will become clear as your study progresses.


S-Z

tease, t-e-s		most, m-o-s-t	
feeds, f-e-d-s		needs, n-e-d-s	
sales, s-a-l-s		names, n-a-m-s	
seems, s-e-m-s		roads, r-o-d-s	
eats, e-t-s			


15. P, B. The shorthand stroke for *p* is the same shape as the left *s* except that it is larger—approximately half the height of the space between the lines in your shorthand notebook. The shorthand stroke for *b* also has the same shape but is much larger—approximately the full height of the space between the lines in your shorthand notebook. Both strokes are written downward. Note the difference in sizes of *s*, *p* and *b*.


S		P		B	
<i>P</i>					
peace, p-e-s		hope, h-o-p			
paper, p-a-p-r		spares, s-p-a-r-s			
price, p-r-i-s		hopes, h-o-p-s			
place, p-l-a-s		pay, p-a			


plain, p-l-a-n 


pair, p-a-r 


B


bay, b-a 


base, b-a-s 

bears, b-a-r-s 


bone, b-o-n 


brief, b-r-e-f 


bright, b-r-i-t 


open, o-p-n 


play, p-l-a 

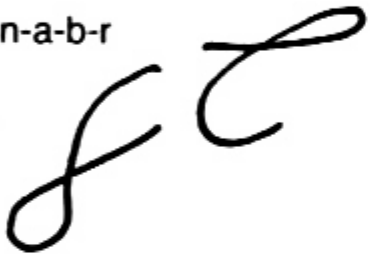
blow, b-l-o 

labour, l-a-b-r 

blame, b-l-a-m 


able, a-b-l 


neighbour, n-a-b-r 


bad, b-a-d 


16. The sounds of A. The large circle that represents the sound of *a* as in *say* (paragraph 2), also represents the vowel sounds heard in *add* and *arm*.


A as in add


add, a-d 


as, a-s 


mass, m-a-s 


man, m-a-n 

fat, f-a-t 


past, p-a-s-t 


sat, s-a-t 


plan, p-l-a-n 


fast, f-a-s-t 

A as in arm

arm, a-r-m 

farm, f-a-r-m 

alarm, a-l-a-r-m 

heart, h-a-r-t 

start, s-t-a-r-t

harm, h-a-r-m

star, s-t-a-r

far, f-a-r

farms, f-a-r-m-s

17. The sounds of E. The tiny circle for *e* also represents the vowel sounds heard in *net* and *fit*, in addition to the long sound of *e* heard in *fee* (see paragraph 2). It also represents the obscure vowel sound heard in *her* and *hurt*.

E as in net

net, n-e-t

said, s-e-d

tell, t-e-l

address, a-d-r-e-s

set, s-e-t

met, m-e-t

head, h-e-d

help, h-e-l-p

selling, s-e-l-l-i-n-g

I as in fit

fit, f-e-t

simple, s-e-m-p-l

fill, f-e-l

bill, b-i-l

him, h-e-m

if, i-f

little, l-e-t-t-l

sit, s-i-t

middle, m-e-d-l

Obscure vowel

her, h-e-r

learn, l-e-r-n

earn, e-r-n

answer, a-n-s-e-r

firm, f-e-r-m

sir, s-e-r

serve, s-e-r-v

insert, in-s-e-r-t

hurt, h-e-r-t

18. Phrasing. The joining of the outlines for simple words is another aid to the development of speed. Here are some useful phrases built with the brief forms you have already studied.

I am

I have not

it will

I have

I will not

is not

I will

he will have

in our

Reading practice

flight

1

2

is not

3

Bates
higher

4

eat

5
6

7
8

9

10

11

invite

Paris

medicine

private

I may

۱۰۹۰۲۰۰
 ۱۰۹۰۲۰۰
 ۱۰۹۰۲۰۰ ۱۲
 ۱۰۹۰۲۰۰
 ۱۰۹۰۲۰۰ ۱۳
 ۱۰۹۰۲۰۰
 ۱۰۹۰۲۰۰
 ۱۰۹۰۲۰۰ ۱۴
 ۱۰۹۰۲۰۰
 ۱۰۹۰۲۰۰

happy

stroll

Naas

retail










Italy

(262)

LESSON 4






19. OO, K, G. The stroke for the sound of *oo* as in *do* is a tiny upward hook. The stroke for *k* as in *make* is a short forward curve. The stroke for the hard sound of *g* as in *game* is a longer forward curve.

OO  K  G 

OO			
do, d-oo		room, r-oo-m	
to, two, too		noon, n-oo-n	
who, h-oo		pool, p-oo-l	
true, t-r-oo		moved, m-oo-v-d	
rule, r-oo-l			

Notice that *oo* is placed on its side after *n* and *m*. By doing so, we can make a smoother joining when it follows these letters.

* Note also that the beginning and end of *k* and *g* should touch the line of writing.

K		
make, m-a-k		came, k-a-m
cake, c-a-k		cool, k-oo-l
ache, a-k		scale, s-k-a-l
cream, k-r-e-m		claim, k-l-a-m
keeps, k-e-p-s		

G

gain, g-a-n



gate, g-a-t



gave, g-a-v



get, g-e-t



grew, g-r-oo



gale, g-a-l



grade, g-r-a-d



legal, l-e-g-l



glow, g-l-o



Notice that *k-r* as in *cream* and *g-l* as in *legal* are written with a smooth, wavelike motion, but *k-l* as in *claim*, and *g-r* as in *grade* are written with a hump between the *k* and the *l* and the *g* and the *r*.

Observe also the difference in size and shape of *oo*, *k*, and *g*.

20. SH, CH, J. The stroke for *sh* (called *ish*) is a very short downward straight stroke. The stroke for *ch* (called *chay*) is a somewhat longer downward straight stroke, similar in height to *f* and *p*. The stroke for *j* as in *John* and *age* is a longer downward straight stroke, similar in height to *v* and *b*.

Note carefully the difference in the sizes of these strokes.

ish /

chay /

j /

ish

she, ish-e



share, ish-a-r



show, ish-o



shade, ish-a-d



shake, ish-a-k



shape, ish-a-p



chay

each, e-chay



cheap, ch-e-p



teach, t-e-chay



check, chay-e-k



chair, chay-a-r

choose, chay-oo-s

i

age, a-j

page, p-a-j

gauge, g-a-j

jury, j-oo-r-e

large, l-a-r-j

range, r-a-n-j

Reading Practice

Read these sentences aloud, spelling each shorthand outline that you cannot read immediately.

two

1

2

caterers

service

4

5

لا رة و رة رة

climb

ف. رة رة رة
ر. رة رة رة

ر. رة رة رة **6**

he said

ر. رة رة رة
ر. رة رة رة

ر. رة رة رة **7**
ر. رة رة رة

glass

ر. رة رة رة
ر. رة رة رة **8**

neighbour

ر. رة رة رة
ر. رة رة رة
ر. رة رة رة

ر. رة رة رة **9**
ر. رة رة رة

she would

ر. رة رة رة
ر. رة رة رة

hotel

ر. رة رة رة
ر. رة رة رة

she will

10
 f. l. r. o. i. s. k
 6. u. a. n. a. k
 2. h. i. i. i.

(213)

LESSON 5

21. O, Aw. The small deep hook that represents the sound of *o* (see paragraph 9) also represents the vowel sounds heard in *top* and *law*.

O as in top

top, t-o-p



hot, h-o-t



spot, s-p-o-t



sorry, s-o-r-r-e



copy, c-o-p-y



jobs, j-o-b-s



Aw as in law

law, l-aw



bought, b-aw-t



all, aw-l



call, c-aw-l



broad, b-r-aw-d



install, i-n-s-t-aw-l



The word-beginning *al* pronounced *aw-l* is also represented by the *O* hook.

almost, aw-l-most



already, aw-l-r-e-de



alter, aw-l-t-r



22. Th. Two tiny curves, written upwards, are provided for the sounds of *th*. These curves are called *ith*. At present, do not try to decide which *th* stroke to use in a word; this will become clear to you as your study of shorthand progresses.

Over (or right) th



Under (or left) th



Over (or right) TH

these, ith-e-s



bath, b-a-ith



theme, ith-e-m



teeth, t-e-ith



thick, ith-i-k



faith, f-a-ith



Under (or left) TH

though, ith-o



throw, ith-r-o



both, b-o-ith



health, h-e-l-ith



earth, e-r-ith



through, ith-r-oo



23. Brief forms. Here is another group of brief forms for frequently used words. Learn them well.

the



can



with



that



of



but



first



you, your



possible



24. Common phrases

in the



I can



in that



at the



I cannot



you are



of the



I would



with you



9. *Handwritten cursive script*
 4
 5
 7
 8
 5

(265)

Brief forms and phrases

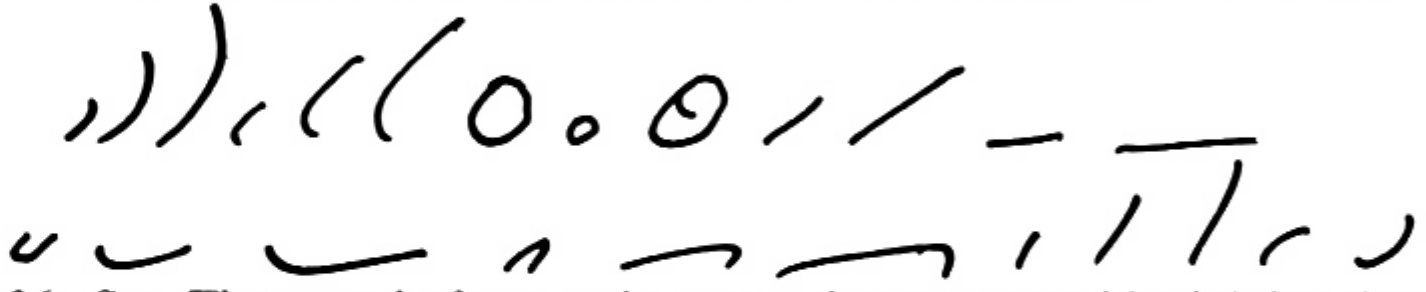
1
 2

- . P a r n u
 3
 - . P a r n u
 4
 - . P a r n u
 5
 - . P a r n u
 6
 - . P a r n u

LESSON 6

25. Alphabet review

How fast can you read the strokes you have met in Lessons 1 – 5?



26. Ses. The sound of *ses*, as in *senses*, is represented by joining the two forms of *s*. The similar sounds of *sis*, as in *sister*, and *sus*, as in *versus*, are represented in the same way.

Compare: sense



senses



face

faces

Spell: s-e-n-sez, senses

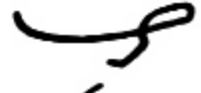
chances



causes



leases



places



arises



produces



classes



prices



cases



sister



basis



says



assist



insist



analysis



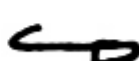
27. Word-ending (suffix) -ly. The word-ending *-ly* is represented by the small *e* circle.

Spell: n-e-r-ly, nearly

nearly



only



mostly



early



totally



daily



namely



briefly



highly



Notice that in *daily* the circle for *-ly* is added to the other side of the *d* after the *a* has been written, and in *highly* it is written inside the large circle.

Reading and writing practice

1

I have seen
 a very nice
 house in
 the city.
 It is very
 big and
 modern.
 I have
 seen it
 many times.
 It is very
 nice and
 big.
 I have
 seen it
 many times.
 It is very
 nice and
 big.

2

I have
 seen it
 many times.
 It is very
 nice and
 big.

advice
models

has had

Frances

Handwritten text in Devanagari script, likely the first line of a paragraph.

Handwritten text in Devanagari script, likely the second line of a paragraph.

Handwritten text in Devanagari script, likely the third line of a paragraph.

Handwritten text in Devanagari script, likely the fourth line of a paragraph.

Handwritten text in Devanagari script, likely the fifth line of a paragraph.

Handwritten text in Devanagari script, likely the sixth line of a paragraph.

Handwritten text in Devanagari script, likely the seventh line of a paragraph.

Handwritten text in Devanagari script, likely the eighth line of a paragraph.

Handwritten text in Devanagari script, likely the ninth line of a paragraph.

Handwritten text in Devanagari script, likely the tenth line of a paragraph.

who will

attractive

theatre

proposals

(205)

Brief forms and phrases

1. Handwritten text in Devanagari script, starting with a small square box containing the number 1.

2. Handwritten text in Devanagari script, starting with a small square box containing the number 2.

Chapter 2

Shorthand is the key









If you have different talents, say in art or public speaking, but are finding it difficult to get a job in these fields, add shorthand to your repertoire. Good stenographers are always in demand. Get your foot in the door of an advertising firm or a TV station as a stenographer. If you are resourceful, you will find ways of demonstrating your other talents. An observant employer

will give you the opportunity to use those talents and you have the key to obtain the position you desire.

Apart from being more competitive in the job market if you are proficient in shorthand, it is a great asset to a student who takes notes of lessons or lectures, for jotting down telephone messages, or for the simple enjoyment of being able to take down verbatim the words of the latest 'hit'.




LESSON 7

28. Brief forms

people		this		them	
there, their		good		which	
when		they		be*, by	










* *Be* is also used as a word-beginning in such words as *below*, *because*.

Spell: be-l-o, below.

below		because		beneath	
-------	---	---------	--	---------	--







29. Word-ending -tion. The word-ending *-tion* (sometimes spelled *-sion*, *-cian* or *shion*) is represented by *sh*.

Spell: a-k-shun, action

action		position		national	
occasion		election		cautioned	
fashion		operation		inflation	

30. Word-endings -cient, ciency. The word-ending *-cient* (or *-tient*) is represented by *ish-t*; *-ciency*, by *ish-s-e*.

Spell: p-a-shun-t, patient, e-f-e-shun-s-e, efficiency

patient		ancient		efficiency	
patiently		efficient		proficiency	

31. T for to in phrases. In phrases, *to* is represented by *t* before a downstroke.

to have

The shorthand for 'to have' consists of a vertical line with a hook on the right side, followed by a circle with a vertical line through its center.

to fill

The shorthand for 'to fill' consists of a vertical line with a hook on the right side, followed by a circle with a horizontal line through its center.

to show

The shorthand for 'to show' consists of a vertical line with a hook on the right side, followed by a circle with a horizontal line through its center.

to be

The shorthand for 'to be' consists of a vertical line with a hook on the right side, followed by a circle with a vertical line through its center.

to plan

The shorthand for 'to plan' consists of a vertical line with a hook on the right side, followed by a circle with a horizontal line through its center.

to which

The shorthand for 'to which' consists of a vertical line with a hook on the right side, followed by a circle with a horizontal line through its center.

to say

The shorthand for 'to say' consists of a vertical line with a hook on the right side, followed by a circle with a vertical line through its center.

to serve

The shorthand for 'to serve' consists of a vertical line with a hook on the right side, followed by a circle with a horizontal line through its center.

to pay

The shorthand for 'to pay' consists of a vertical line with a hook on the right side, followed by a circle with a vertical line through its center.

Vocabulary builder

As a stenographer or secretary, words are the tools of your trade. Consequently, the larger your vocabulary, the easier your task when taking dictation and transcribing.

To help you understand the practice material, a number of words or expressions are explained briefly at the beginning of each Reading and Writing Practice. The explanation given relates to the use of the expression in the practice material and does not cover all the possible meanings or uses of the expression.

Be sure to read each Vocabulary Builder before you begin your work on the Reading and Writing Practice that follows it.

Auctioneer: an agent who sells goods at a public sale to the highest bidder. *Solicitor*: one who is legally qualified to act for another person in a court of law. *Installations*: equipment placed in position for use.

Reading and writing practice

The shorthand text consists of five lines of cursive shorthand. The first line starts with a square box containing the number '1'. The text is written in a fluid, connected style.

practice

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

efficiency

installations

Brief forms and phrases

1. 2 3 4 P. J. 6 r a e
g. 2. a u r y a
3. e u. 3. k - k o r
o k. o n r a
o x 4. k. n P y f.
e a r b e r y f i
b m. o p - b o
d e r r e o. k e
p e r o - s o k - b r

(81)

LESSON 8


32. Brief forms


course 

small 

behind 

friend 


prepare 


sure 

The brief form for *sure* may be used in many words and phrases.


measure 

treasure 

insure 

I am sure 

be sure

to be sure 

33. **Nd.** The signs for *n-d* are blended into a curve to represent the *nd* blend as in *lined*.


Nd 

Compare: line  lined 

Spell: l-i-end, lined

signed 

kind 

happened 

land 

owned 

band 

planned  spend 

endorse 

34. **Nt.** The stroke for *nd* also represent *nt*.

Spell: s-e-ent, sent

sent 

plenty 

vacant 

event 

paint 

entire 




rent 

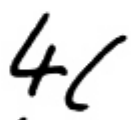


into 



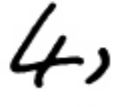
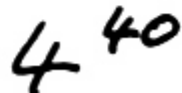
planted 

Notice that at the beginning of a word as in *into*, *entire*, the circle that should come before the blend is omitted.

35. Amounts and quantities. The method of expressing amounts and quantities shown here is especially useful in business dictation.

400 
4,000 
400,000 

4 pounds 
£4,000 
£400,000 


4 pints 
4 o'clock 
4 per cent 
\$4.40 

Observe that the *n* for hundred and the *th* for thousand are placed underneath the figure.


36. Common business forms


Dear Sir 

Yours truly 

Yours faithfully 

Dear Madam 

Yours sincerely 

Yours very sincerely 

Note: Although expressions such as *Dear Sir*, *Dear Madam*, *Yours truly*, *Yours faithfully* are considered too impersonal by experts in letter writing, they are still used by many business people and therefore special abbreviations have been provided for them.

Vocabulary builder

Premium: payment made for insurance. *Crossed cheque*: most cheques are crossed with two straight lines and a bank cashier should not cash them over the counter.

Reading and writing practice

1 فہم ۲۰۰۰ لکھ لکھ
اسات ۱۱ لکھ لکھ
۲ لکھ لکھ لکھ لکھ
۳ لکھ لکھ لکھ لکھ
۳۰ لکھ لکھ لکھ لکھ
۱۵ لکھ لکھ لکھ لکھ
۴۵ لکھ لکھ لکھ لکھ
۳۰ لکھ لکھ لکھ لکھ
۴ لکھ لکھ لکھ لکھ
۵ لکھ لکھ لکھ لکھ
۶ لکھ لکھ لکھ لکھ
۵ لکھ لکھ لکھ لکھ
۶ لکھ لکھ لکھ لکھ

Brief forms and phrases

1. *Handwritten cursive script with a small square box containing the number 1.*

2. *Handwritten cursive script with a small square box containing the number 2.*

3. *Handwritten cursive script with a small square box containing the number 3.*


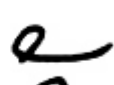






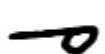
4. *Handwritten cursive script with a small square box containing the number 4.*

5. *Handwritten cursive script with a small square box containing the number 5.*


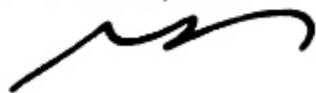











6. *Handwritten cursive script with a small square box containing the number 6.*

LESSON 9

37. Brief forms







| | | | | | |
|------|---|-------|---|--------|---|
| and |  | were |  | from |  |
| send |  | after |  | should |  |
| than |  | could |  | any |  |

38. U, OO. The hook that represents the sound of *oo* as in *to* (see paragraph 19) also represents the vowel sounds heard in *does* and *book*.

| | | | |
|-------|---|----------------------|---|
| U | | Spell: d-oo-s-, does | |
| does |  | drug |  |
| up |  | none |  |
| above |  | cut |  |
| OO | | Spell: b-oo-k, book | |
| book |  | took |  |
| foot |  | push |  |
| cook |  | full |  |
| | | |  |

Note that the *oo* hook is turned on its side after *n* and *m* and that the *oo-s* in words like *just* and *precious* is joined without an angle.

39. Been in phrases. The word *been* is represented by *b* after *have*, *has*, *had*.

| | | | | | |
|-----------|---|---------------|---|--------------------|---|
| have been |  | I have been |  | it has been |  |
| had been |  | have not been |  | I should have been |  |

40. Able in phrases. The word *able* in phrases is represented by *a* after *be* or *been*.

had been able

I have not been able

I may be able

you have been able

I should be able

you will be able

Vocabulary builder

Data: information, facts. *Post photo service:* this is a film developing service offered by the Post Office. A film may be posted in a special envelope and the prints will be returned by the Post Office.

Reading and writing practice

1 I was able to
 finish the
 project. 2 I
 cannot
 understand
 the
 machine.
 3 I was able to
 finish the
 project in
 nine days. 4 I

6 6 n e d . p
a 2 . 7 2 6 s o b s
a n d m y .

(113)

LESSON 10

41. Brief forms

never



refer

reference

necessary



number



record



deliver

42. W, Sw. At the beginning of a word *w* as in *way* is represented by the *oo* hook; *sw* as in *sweet* by *soo*. Care should be taken to keep the hook small, deep and narrow.

Spell: oo-a, way; oo-e, we; oo-o, woe; oo-oo-l, wool; oo-i-d, wide.

way



wash



sweet



we



win



swear



woe



wear



swell



wide



wood



swallow



43. Wh*. *Wh* as in *why* and *while* is also represented by the *oo* hook.

Spell: oo-i, why; oo-i-l, while.

why



white



whale



while



wheel



wheat



* Many speakers sound the *w* alone in these words.

44. Word-ending -ther. The word-ending *-ther* is represented by *th*.

Spell: oo-ther, other

| | | | | | |
|--------------------|--|---------|--|----------|--|
| other | | brother | | either | |
| whether
weather | | gather | | together | |
| mother | | another | | rather | |

45. Useful phrases. Here are some phrases in which the *oo* hook is used.

| | | | | | |
|----------|--|-----------|--|--------------|--|
| we are | | we have | | who will not | |
| we will | | who are | | who may | |
| we could | | who would | | we can | |

Vocabulary builder

Principal: the head of the school. *Affect*: produce a material influence upon or alteration in. *Postaim*: An advertising medium offered by the Post Office.

Reading and writing practice

1

2

3

a y 9 v 1 o n p
 4 z e r r o a
 m h u v e n q
 e e p o n h
 z o r o 5 o
 r z e r o r e
 r e o r y r z e r
 a r r e r e r m
 6 r d e o v o k
 r r k r e o e
 e

Postaim

(136)

Brief forms and phrases

1 e y a r r m p
 h i r o n 2 o r y
 r r . a a r r
 y o r r m 3 r
 h e r r o n y e
 4 e . e r y r e
 r 5 r o r o r e r

11 - 007 h f r d r

it is possible

6 p. 14 p. 15. f r z
u b s p l a u s

7 u s s u . 7 - u f .
j i . n c o . y p

8 i . o u k o .
o h i t b . c o . 8 r

principal

l a y s m n y B s t
l y p p t y o n


affect

l i r a n o b e a n y .
e

(144)

LESSON 11


46. Brief forms


was 

very 

enclose 

Mrs 

thank 


glad 


yesterday 

order 


about 

47. Brief form derivatives and phrases

thanks 

thank you for 

ordered 

thank you 

gladly 

enclosed 

Note that *thanks* is written with a disjoined left *s* in the dot position; that the *d* representing the past tense of *order* is joined with a jog and that the dot in *thank* is omitted in phrases.

48. Rd. The combination *rd* is represented by writing the *r* with an upward turn at the finish.

Compare: fear  feared 

Spell: f-e-rd, feared

feared 


according  heard 

tired 

offered  wired 

hired 

guard  board 










appeared 

guarded  hardest 

49. Ld. The combination *ld* is represented by writing the *l* with an upward turn at the finish.

Compare: nail  nailed 

Spell: n-a-ld, nailed


| | | | | | |
|--------|---|--------|---|-------|---|
| nailed |  | failed |  | build |  |
| filled |  | child |  | gold |  |
| cold |  | told |  | old |  |

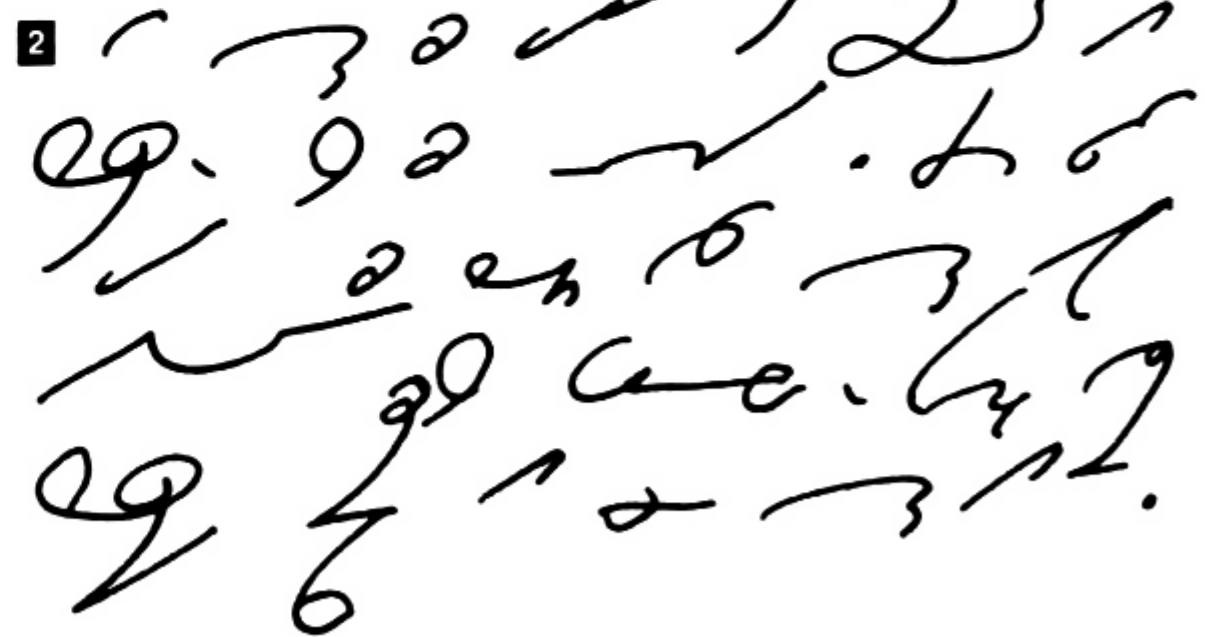
Vocabulary builder

Premises: a building and the outhouses belonging to it. *Options*: alternative for choice. *Daisywheel*: this is a circular typing element which looks like a flattened daisy with a character at the end of each petal or spoke. It has replaced the 'golf ball' on which the characters are embossed on a metal ball.

Reading and writing practice

which we

1 

2 

3
 4
 5

(126)

Brief forms and phrases

1
 2
 3
 4

Handwritten text in a cursive script, possibly a signature or a set of initials, consisting of several lines of connected strokes.

(109)

LESSON 12

50. W in the body of a word. When *w* occurs in the body of a word, it is represented by a short dash underneath the vowel. The dash is inserted after the rest of the outline has been written.

Spell: k-oo-e-k, quick

| | | | | | |
|-------|--|--------|--|----------|--|
| quick | | equip | | quarters | |
| query | | square | | roadway | |
| quit | | quote | | doorway | |

Some useful phrases may be formed by using the 'w' dash for the word *away*:

ran away get away take away

51. Word-beginnings De-, Di-. These are represented by *d* except before *k* or *g*. (You have already met *de-* in Lesson 2, paragraph 13).

| | | | | | |
|--------|--|----------|--|-----------|--|
| delay | | deserve | | derail | |
| desire | | directly | | depressed | |

BUT

| | | | | | |
|---------|--|--------|--|-------|--|
| declare | | degree | | decay | |
|---------|--|--------|--|-------|--|

52. Word-beginning Re-. This is represented by *r* before a down-stroke or a vowel

| | | | | | |
|---------|--|--------|--|-----------|--|
| receive | | revise | | rearrange | |
|---------|--|--------|--|-----------|--|

BUT

retail

remake

relate

Vocabulary builder

Resources: reserve sources of support. *Lottery:* an arrangement for the distribution of prizes by lot (chance).

Reading and writing practice

1.

2.

3.

4.

5.

6.

7.

resources

lottery

8
 9
 2.

quorum

(136)

Brief forms and phrases

1
 2
 3
 4

Chapter 3

Why be a secretary?

If you put this question to a number of secretaries, you would probably get a different answer each time, but these answers could be summarized into the following primary reasons which were given by those who were asked.

1. 'The work is interesting.' Secretaries work in airlines, travel agencies, radio and television stations, newspaper offices, universities, colleges and schools, government and semi-state offices, and in an endless variety of other business offices. If you are a good secretary, you will have a large choice of jobs.

2. 'A secretary often has the opportunity of meeting and dealing with important people.' Minutes must be taken of important meetings and discussions. A highly efficient and trust-

worthy secretary will be taken into the 'inner circle' of management to take the necessary records. Good shorthand is often the key.

3. 'An office is a pleasant place in which to work.' If you consider this a rather trivial answer, remember that more of a secretary's waking hours are spent in an office than at home. If the executive for whom the secretary works has a choice location, she is likely to have one too.

4. 'The salary is good.' A top-class secretary will receive an excellent rate of pay. Often, the magic word shorthand makes the difference between a medium-paid job and a well-paid one.

5. 'The work has variety.' Most secretaries have dozens of opportunities for variety each day. The secretary who is interested will find all the variety she wants.

LESSON 13

53. Brief forms

| | | | | | |
|------------------|--|-------------------------|--|---------|--|
| work | | important
importance | | what | |
| doctor
during | | thing
think | | street | |
| business | | one, won | | company | |

54. Ted. The combination *ted* is represented by joining *t* and *d* into one long stroke.

| | | | | | |
|------------------------|--|----------|--|--------|--|
| Compare: t | | d | | ted | |
| Spell: h-e-ted, heated | | | | | |
| heated | | dated | | steady | |
| treated | | rated | | today | |
| acted | | accepted | | quoted | |

55. Ded, Det, Dit. The long upward stroke that represents *ted* also represents *ded*, *det*, *dit*.

| | | | | | |
|---|--|-----------|--|---------|--|
| Spell: g-i-ded, guided; k-r-e-dit, credit | | | | | |
| guided | | debtor | | audited | |
| credit | | deduction | | detail | |
| traded | | editor | | needed | |

Note that the *d* representing the past tense in *audited* is joined to *dit* with a jog.

Vocabulary builder

Auditor: a person authorized to examine and verify accounts. *Agenda*: a plan or programme of things to be done. *Relevant*: bearing on the matter in hand.

Similar word drills

The English language contains many groups of words that sound alike, but each member of the group is spelled differently and has its own meaning.

Example: cite—to quote
sight—the ability to see
site—place

A stenographer, either through carelessness or lack of knowledge, may select the wrong member of the group when transcribing, with the result that the transcript makes no sense.

In addition, there are many groups of words that sound almost alike.

Example: defer—to put off
differ—to disagree

In this lesson and in a number of other lessons that follow, you will find a Similar Word Drill designed to help you select the correct word, so that when you become a stenographer, you will not suffer the embarrassment of having your letters returned for correction. Study these words carefully.

The following two words are constantly misused nowadays:

it's, its.

It's—contraction for *it is*.

It's a fine day. 

Its (no apostrophe)—possessive form of *it*.

Its importance is clear. 

Reading and writing practice

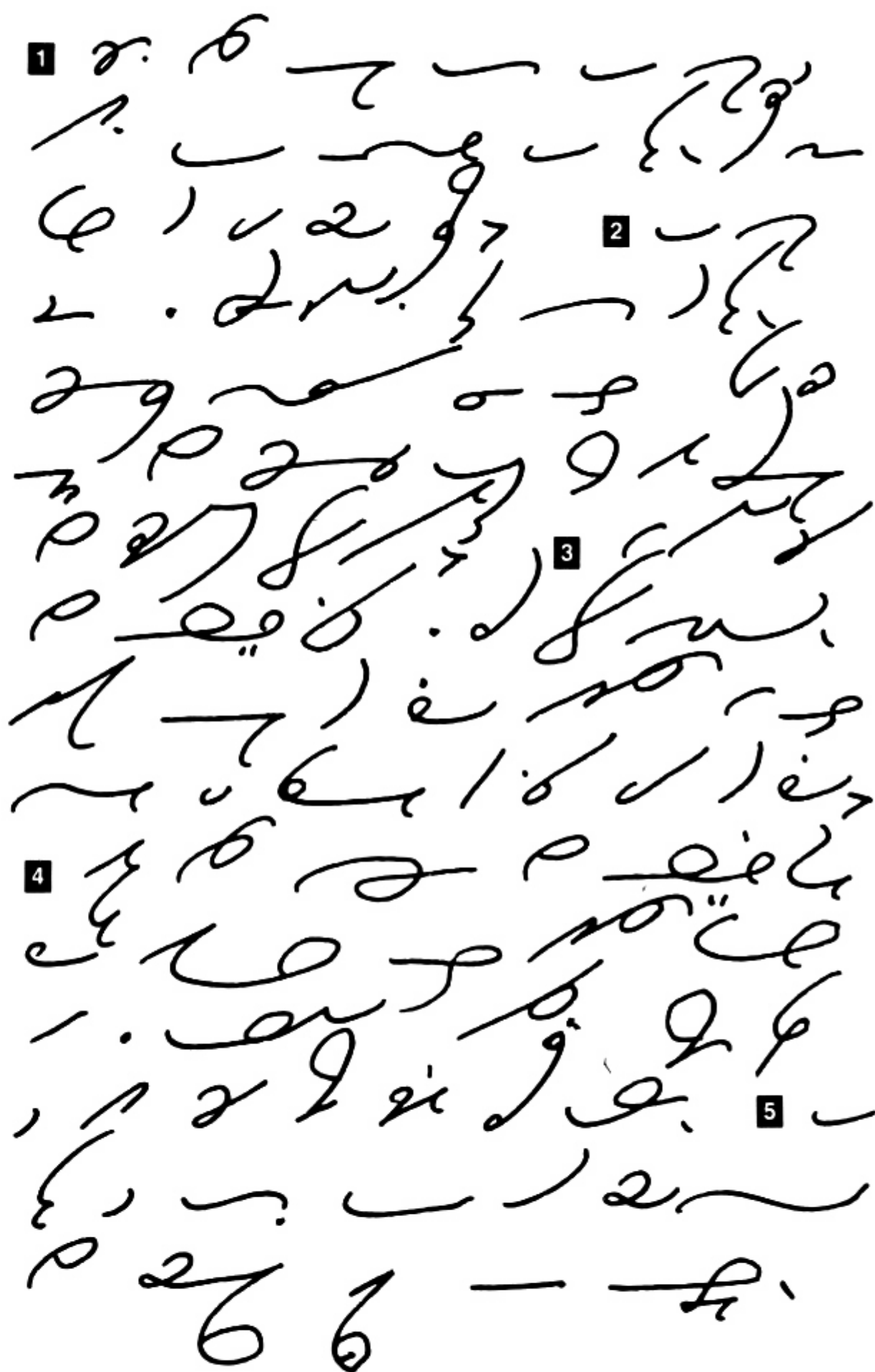
1
2
3
4
5
6
7

Handwritten text in Urdu script, consisting of approximately 15 lines. The text is written in a cursive style and includes several small black boxes with numbers 1 through 7, likely indicating specific points of interest or corrections.

auditor

relevant

Brief forms and phrases









pitch

(137)

LESSON 14



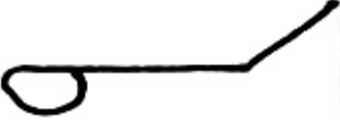
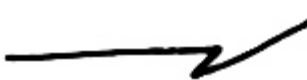
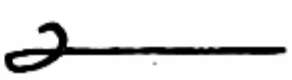



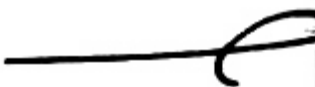
Brief forms

future  great  direct 
 always  employ  opportunity 

56. **Men.** The sound of *men* is represented by joining *m* and *n* into one long forward straight stroke.

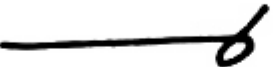
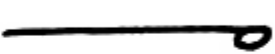



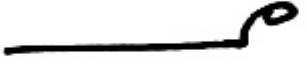
Compare: n  m  men 


Spell: men-e, many

men  mental  amend 
 mentioned  women  many 
 mend  salesmen  menace 



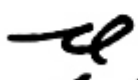



57 **Min, Mon, Man, etc.** The long forward stroke used for *men* also represents *min, mon, man, etc.*

Spell: min-et, minute

minute  money  manner 
 month  managed  monthly 

58. **Oi.** The sound of *oi* as in *toy* is represented by *O* plus *e* 

Spell: t-oi, toy

toy  join  noise 
 boy  soil  point 

oil

voice

choice

59. Word-ending **-ble**. The word-ending **-ble** is represented by **b**.

Spell: p-o-s-ib-**l**, possible

possible

terrible

double

reliable

suitable

sensible

payable

tables

reasonable

Vocabulary builder

Colleague: a person associated with another in some employment. *Credit card*: a card issued by banks and other business companies. The owner of a credit card can settle accounts without paying immediate cash and thereby obtain credit.

Reading and writing practice

1

2

3

4

colleague

5
 6
 6

(126)

Brief forms and phrases

1
 2
 3
 4
 5

Handwritten text in a cursive script, possibly a form of shorthand or a specific dialect. The text is arranged in approximately seven lines, starting with a large initial letter that resembles a 'T' or 'L'. The characters are highly stylized and interconnected.

(136)

LESSON 15

60. Brief forms

| | | | | | |
|--------|--|---------|--|-------------|--|
| value | | morning | | Ms | |
| ever | | where | | must | |
| every | | next | | gentlemen | |
| change | | | | manufacture | |

61. Word-beginnings Per-, Pur-. The word-beginnings *per-*, *pur-* are represented by *p-r*.

Spell: per-s-n, person

| | | | | | |
|----------|--|-----------|--|-----------|--|
| person | | permanent | | purchase | |
| perhaps | | persisted | | pursuit | |
| personal | | persuade | | permitted | |







62. Word-beginnings Dis-, Des-. The word-beginnings *dis-*, *des-* are represented by *d-s*.

Spell: dis-k-oo-s, discuss; dis-k-r-i-b, describe











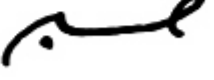

| | | | | | |
|----------|--|------------|--|----------|--|
| discuss | | display | | describe | |
| dispatch | | discourage | | desire | |
| dismiss | | dispose | | deserve | |

63. Word-beginning Mis-. The word-beginning *mis-* is represented by *m-s*.

| | | | | | |
|---------|--|--------|--|---------|--|
| mistake | | mislay | | mislaid | |
|---------|--|--------|--|---------|--|

| | | | | | |
|----------|---|---------|--|----------|---|
| mislead |  | misery |  | misread |  |
| misprint |  | mystery |  | misplace |  |

64. Brief form derivatives

| | | | | | |
|----------|--|--------------|---|---------------|---|
| valuable |  | businesses |  | whereabouts |  |
| enclosed |  | manufactured |  | opportunities |  |
| gladly |  | thanked |  | things |  |
| valued |  | thankless |  | thinks | |
| | | manufacturer |  | | |

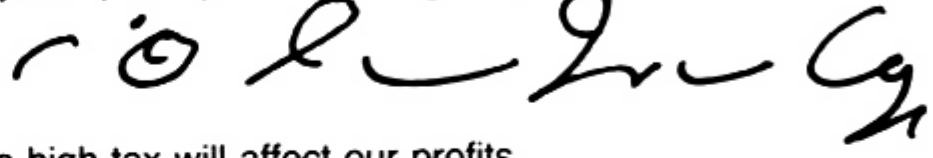
Vocabulary builder

Procedures: methods of conducting business. *Predecessors:* those who occupied their positions previously.

Similar word drills

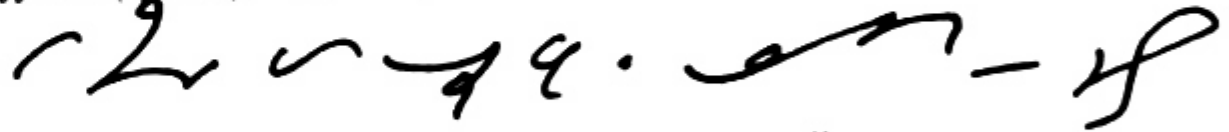
Affect, effect

Affect (verb)—to act upon, to influence



The high tax will affect our profits.

Effect (noun)—result, outcome.



The effect of the recession was a reduction in staff.

Effect (verb)—to bring about, to accomplish.



Proper training helped to effect a good team spirit.

In effect—in operation.

این عملیات در جریان است.

This procedure has been in effect for months.

Reading and writing practice

1 این عملیات در جریان است.
 این عملیات در جریان است.
 این عملیات در جریان است.

2 این عملیات در جریان است.
 این عملیات در جریان است.
 این عملیات در جریان است.

3 این عملیات در جریان است.
 این عملیات در جریان است.
 این عملیات در جریان است.

4 این عملیات در جریان است.
 این عملیات در جریان است.
 این عملیات در جریان است.

5 این عملیات در جریان است.
 این عملیات در جریان است.
 این عملیات در جریان است.

6 این عملیات در جریان است.
 این عملیات در جریان است.
 این عملیات در جریان است.

procedures

6 r h e r t e .
 7 r l y m o l l e r i j
 9 m u l o s e .

(136)

Brief forms and phrases

1 n r y m o n
 r o c o r t e
 2 r l o o o i n e y
 r e o n o r u n k
 o p i n i o n s o f m e
 r e y o n o f o m i j
 h o l d e r s
 3 h o l d e r s
 r e u n d e r s
 i n c o r p o r a t e d
 c o m p a n y
 4 a r r a n g e m e n t
 h o m e a d d r e s s
 a n d c o n t a c t
 i n f o r m a t i o n
 y o u m i g h t w a n t










5
o n u o l e
a y l l a e
e h e s i e o
e o . a / o h e .

(150)

LESSON 16

65. U. The sound of *u*, as in *view*, is represented by *e* plus *oo*


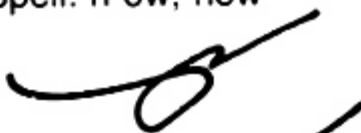







Spell: v-u, view

| | | | | | |
|------|---|--------|---|--------|---|
| view |  | review |  | fuel |  |
| use |  | unite |  | acute |  |
| few |  | pure |  | refuse |  |

Be sure to keep the *e* in *oo* tiny.

66. Ow. The sound of *ow* is represented by *a* plus *oo*







Spell: n-ow, now

| | | | | | |
|-------|---|-------|--|--------|---|
| now |  | loud |  | shower |  |
| power |  | crowd |  | allow |  |
| doubt |  | ounce |  | cow |  |

Keep the *a* in *ow* large.

67. Word-ending -tial. The word-ending *-tial* (or *-cial*) is represented by *-ish*.

Spell: s-p-e-shul, special

| | | | | | |
|----------|---|-----------|---|----------|---|
| special |  | financial |  | social |  |
| official |  | essential |  | initials |  |

68. **Word-ending -ment.** The word-ending *-ment* is represented by *m*.

Spell: m-o-ment, moment

payment

equipment

treatment

settlement

moment

assignment

shipments

appointment

elementary

Vocabulary builder

Financial: relating to affairs involving money. *Creditors:* those to whom debts are due. *Assets:* the entire property belonging to a person or trading association.

Reading and writing practice

refusal

1
r u s b u d e o n
o h 2 d l e f y a
h p o w b r y
p j m m 2
w o p h r n d e

pitch

g o n 2 r c o p
h p 2 t e
w i y 7 e o h 3
4 p o h o e y n t b
w o h r i b h

6 u q p q q q . 2
1 - 7 p o o q m
p o m , i q o
4 r n a w k b d o r
o q 1 b 1 n e r
L L q q

financial

(127)

Brief forms and phrases






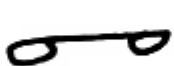

1 r r k - n p m
d - 7 - b . 2 i q h
m y n e n e o r
s r n , d y . 3 r m
l q u d k y l r
n e b n l l l - r
d n - l r a s . 4 r
b b r o i . ? m r e l e
o o i r - n e s k .
s . k q s a - s . c . n . r

இதன் பின்னர்
5. மூன்று மூன்று
ப. மூன்று மூன்று
மூன்று மூன்று
மூன்று மூன்று

(117)










LESSON 17

69. Brief forms










| | | | | | |
|-----------|---|-----------|---|----------|---|
| part |  | advantage |  | out |  |
| present |  | advertise | | short |  |
| immediate |  | several | | circular |  |

70. Word-beginnings Con-, Com-. The word-beginnings *con-*, *com-* are represented by *k*.


Con Spell: con-f-e-r, confer

| | | | | | |
|---------|---|--------------|--|----------|---|
| control |  | concede |  | convince |  |
| contact |  | conceal |  | concern |  |
| consent |  | considerable |  | contract |  |

Com- Spell: com-p-a-r, compare

| | | | | | |
|----------|---|------------|---|------------|---|
| compare |  | combine |  | compliment |  |
| complete |  | compact |  | compile |  |
| compete |  | accomplish |  | compose |  |

71. Con-, Com- followed by a vowel. *Con-*, *com-* are represented by *kn-*, *km-* when followed by a vowel. In such cases the word-beginning is frequently spelled in longhand with a double *n* or *m*.

| | | | | | |
|--------|---|------------|--|-------------|---|
| commit |  | connection |  | commercial |  |
| comic |  | connect |  | accommodate |  |


72. Ye, Ya. *Ye*, as in *year*, is represented by the *e* circle, *ya*, as in *yard*, by the *a* circle.

Spell: e-r, year; a-ard, yard

year 

yellow 

yet 

yes 


yard 

yarn 

73. Yo, Yoo. Before *o* and *oo*, *y* is expressed by the small circle.

Spell: e-o-t, yacht; e-oo-th, youth

yacht 

yawn 

youth 

74. Brief form derivatives

parted 

advantages 

advertisement 

presented 

advantageous 

shortly 

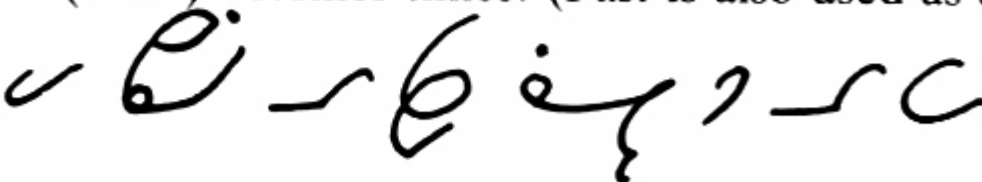
Vocabulary builder

Promoting: helping the progress of. *Brochure*: pamphlet or booklet giving information.

Similar word drills

Past, passed.

Past (noun)—former times. (*Past* is also used as an adjective.)



Noun: What happened in the past helps us in the present.



Adjective: For the past month I have been working in Naas.

Passed—moved, went by, proceeded.

o b — o r o s e

He passed me at my house yesterday.

Reading and writing practice

1 a r p h n u n a
h o s h y g z y h
u l y i o v r e
m u t e l e r m e

2 i r r - z y d o i
h y p o t h o s o n
u l y i o v r e
o f z y e d y - . h
h y p o r n e r e r

3 g e , h y l e b
h y p o t h o s o n
m u t e l e r m e

4 a r p h n u n a
h o s h y g z y h
u l y i o v r e

5 a l e s .
i r r . h y l y .

commitments








yes shipyard

Brief forms and phrases

1. *Handwritten cursive script, likely a shorthand system. The first line begins with a small square box containing the number 1. The script consists of various loops, curves, and straight lines, representing letters and words. The text is arranged in approximately 15 lines, with some lines starting with a small square box containing a number (1, 2, or 3).*

LESSON 18


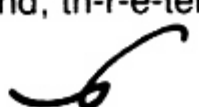







75. Brief forms

| | | | | | |
|-----------|---|------------|--|--------|---|
| perfect |  | confident |  | return |  |
| committee |  | confidence |  | system |  |
| | | remember |  | | |

76. Ten. By blending *t-n* into a curve, we obtain the fluent *ten* blend.


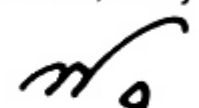







Ten

Spell: ten-d, tend; th-r-e-ten, threaten

| | | | | | |
|-----------|---|-----------|--|----------|---|
| tend |  | written |  | cotton |  |
| threaten |  | sentence |  | tonight |  |
| attention |  | bulletins |  | distance |  |


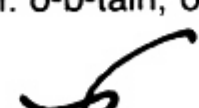

77. Den. The stroke that represents *t-n* also represents *d-n*.







Spell: den-i, deny

| | | | | | |
|---------|---|----------|---|----------|---|
| deny |  | wooden |  | dinner |  |
| sudden |  | evidence |  | guidance |  |
| dentist |  | audience |  | danger |  |


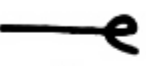
78. Tain. The same stroke also represents the syllable *tain*.





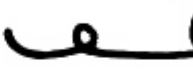


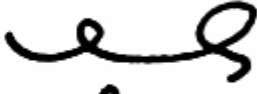

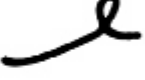

Spell: o-b-tain, obtain

| | | | | | |
|--------|---|--------|---|----------|---|
| obtain |  | retain |  | maintain |  |
|--------|---|--------|---|----------|---|

| | | | | | |
|---------|---|---------|---|-----------|---|
| contain |  | attain |  | certainly |  |
| detain |  | sustain |  | pertain |  |










79. X. The letter x is usually represented by an s written with a slight backward slant.

Compare: miss  mix 

| | | | | | |
|-------|---|---------|---|-------------|---|
| box |  | fees |  | fix |  |
| boxes |  | relax |  | coax |  |
| tax |  | relaxes |  | complex |  |
| | | index |  | approximate |  |

80. Word-beginning ex-. The word-beginning ex- is expressed by es.

Spell: ex-p-r-e-s, express

| | | | | | |
|---------|---|-----------|--|-----------|---|
| express |  | extremely |  | extension |  |
| examine |  | extra |  | excuse |  |
| expense |  | expert |  | exact |  |

Vocabulary builder

Prospects: outlook for the probable future. *Sustain*: support. *Complex*: not simple, intricate. *P.A.Y.E. (Pay as you earn)*: a system by which an employer deducts tax from an employee's salary or wages before the payment reaches the employee.

Reading speed scoreboard

One of the important factors in your progress is the speed at which you can read shorthand. To check your reading rate, you simply note the time it took to read any lesson and divide that time into the total number of words which is given at the end of each Reading Practice. For example:

Lesson 18 contains 303 words.

If you read Lesson 18 in: 12 minutes
14 minutes
16 minutes
18 minutes

your reading rate is: 25 words per minute
21 words per minute
19 words per minute
17 words per minute

If you can read Lesson 18 the first time in 12 minutes or less, you are making highly satisfactory progress. If you take much longer than 18 minutes, here are some questions you should ask yourself.

1. Am I spelling each outline I cannot read immediately?
2. Should I perhaps read again the directions for reading shorthand given on page vii.

After you have determined your reading rate, make a record of it in some convenient place. Then check again in a similar manner in later lessons and watch your reading rate grow. By Lesson 24 you should be reading approximately 29 words per minute, and at Lesson 30 at approximately 35 words per minute and so on.

Reading and writing practice

tend

1 و ما ترميز هـ
 و ما ترميز هـ
 و ما ترميز هـ
 و ما ترميز هـ
 و ما ترميز هـ
2 و ما ترميز هـ
 و ما ترميز هـ
 و ما ترميز هـ
 و ما ترميز هـ
 و ما ترميز هـ

audience

3 و ما ترميز هـ
 و ما ترميز هـ
 و ما ترميز هـ
 و ما ترميز هـ
 و ما ترميز هـ
 و ما ترميز هـ
 و ما ترميز هـ
 و ما ترميز هـ
 و ما ترميز هـ
 و ما ترميز هـ
4 و ما ترميز هـ
 و ما ترميز هـ
 و ما ترميز هـ
 و ما ترميز هـ

sustain

Brief forms and phrases

1 2 3 4 5

Handwritten text in a cursive script, likely a shorthand or shorthand system. The text is organized into five numbered sections (1-5) and contains various symbols and characters, including numbers like 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

Chapter 4

The secretary looks it up

Suppose the word 'illicit', or is it 'elicit', is given to you in dictation. Both are correct, but which should you use in the context? You should read your notes carefully and look up both words in your dictionary; then you choose the meaning that makes sense in the context. As a good secretary you do not guess. You look it up. You should always do so if you are not sure of the exact spelling or meaning of a word.

'I don't expect my secretary to be a "walking encyclopaedia"', says the executive, 'but she should be able to judge when it is necessary to look things up—and where to look them up.'

Now is the time to begin forming the habit of looking things up when you aren't sure, and learning where to find the information. Where do you find who the Minister for Education is if you do not know? The *Administra-*










tive Year Book and Diary is an invaluable source of information for matters of that kind. A secretary should have available a dictionary, a local directory, a grammar book, a manual for typists and stenographers, a book on filing, etc. Your local library will help you with regard to useful sources of information.

Questions like the following arise: Do you know how to address a member of the clergy or a member of the Dail? How do you write an acceptance to a formal invitation? What does R.S.V.P. mean? What is meant by the Latin expression *ad hoc*? Which of the following sentences is the correct one: 'this is one of the files that was damaged in the fire', or 'this is one of the files that were damaged in the fire'?




Of course, you are not expected to know the answers to every question that arises, but you are expected to know where to find the information you need.

LESSON 19

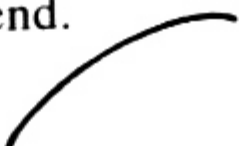
81. Brief forms



| | | | | | |
|---------|---|----------|---|--------------|---|
| general |  | over |  | satisfy |  |
| | | | | satisfactory | |
| soon |  | question |  | request |  |
| success |  | suggest |  | organize |  |

* The outline for *over* is written above the shorthand stroke that follows it. It is also used as a word-beginning, as in *oversight*, *overcame*.










| | | | | | |
|-----------|---|----------|--|----------|---|
| oversight |  | overcame |  | overcoat |  |
|-----------|---|----------|--|----------|---|

82. **Tem.** By blending the signs for *t-m* into a curve, we obtain the fluent *tem* blend.

Tem 




Compare: *ten*  *tem* 

Spell: *tem-p-r*, *temper*

| | | | | | |
|------------------|---|--------------------|--|-----------------|---|
| <i>temper</i> |  | <i>contemplate</i> |  | <i>estimate</i> |  |
| <i>temporary</i> |  | <i>customer</i> |  | <i>tomorrow</i> |  |
| <i>item</i> |  | <i>attempt</i> |  | <i>tempt</i> |  |

83. **Dem.** The stroke that represents *t-m* also represents *d-m*.

Spell: *s-e-l-dem*, *seldom*

| | | | | | |
|---------------|---|---------------|--|---------------|---|
| <i>seldom</i> |  | <i>random</i> |  | <i>medium</i> |  |
|---------------|---|---------------|--|---------------|---|

demonstrate



wisdom



domestic



freedom



damage



condemn



84. Useful phrases With the *ten* and *tem* blends we form these useful phrases.

to me



to know



to make



85. Business abbreviations. Here are additional salutations often used in business.

Dear Mr



Dear Ms



Dear Mrs



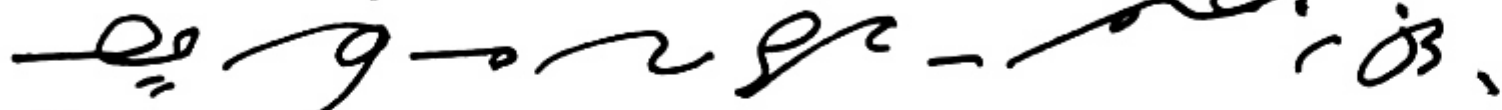
Vocabulary builder

Recruit: to secure the services of. *Mail order*: an order for goods that is received and filled by mail. *Express delivery*: a Post Office service by which letters and parcels are sent from certain Post Offices by special delivery.

Similar word drills

Assistance, assistants.

Assistance – help.



Mary gave me great assistance in decorating the house.

Assistants – helpers.

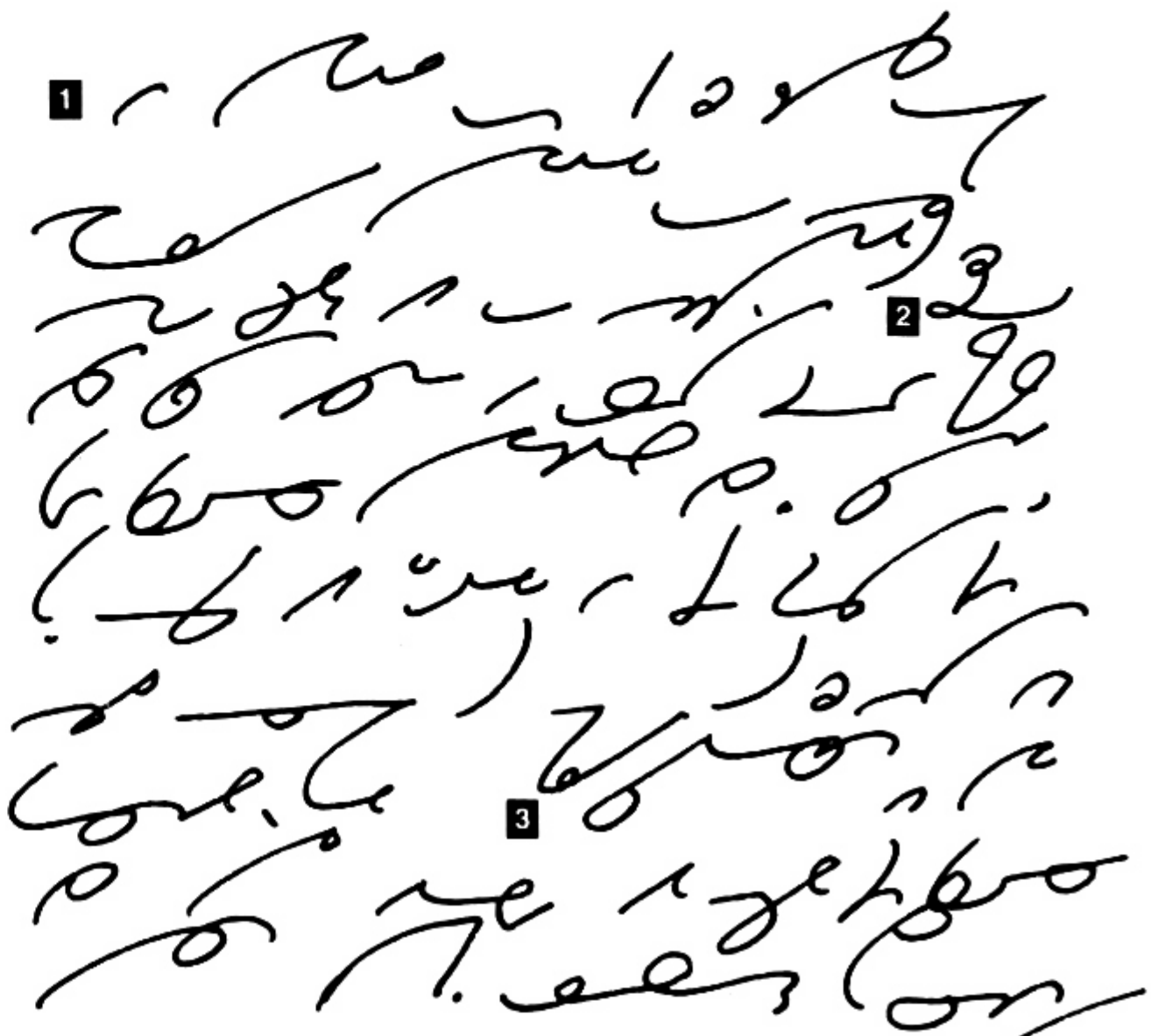


A few extra assistants are needed in the shop.

Reading and writing practice

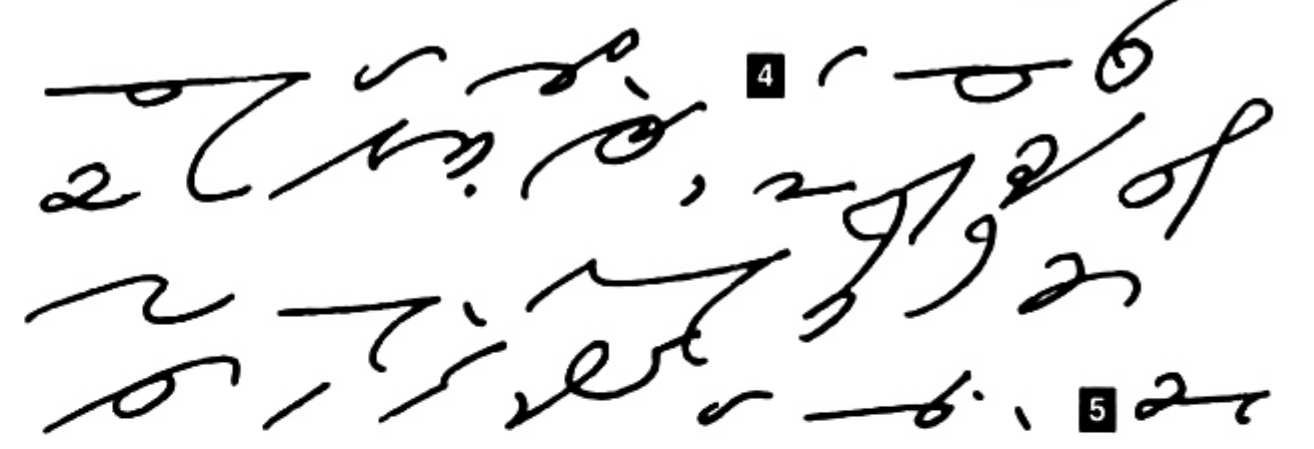
estimate

1
2
3



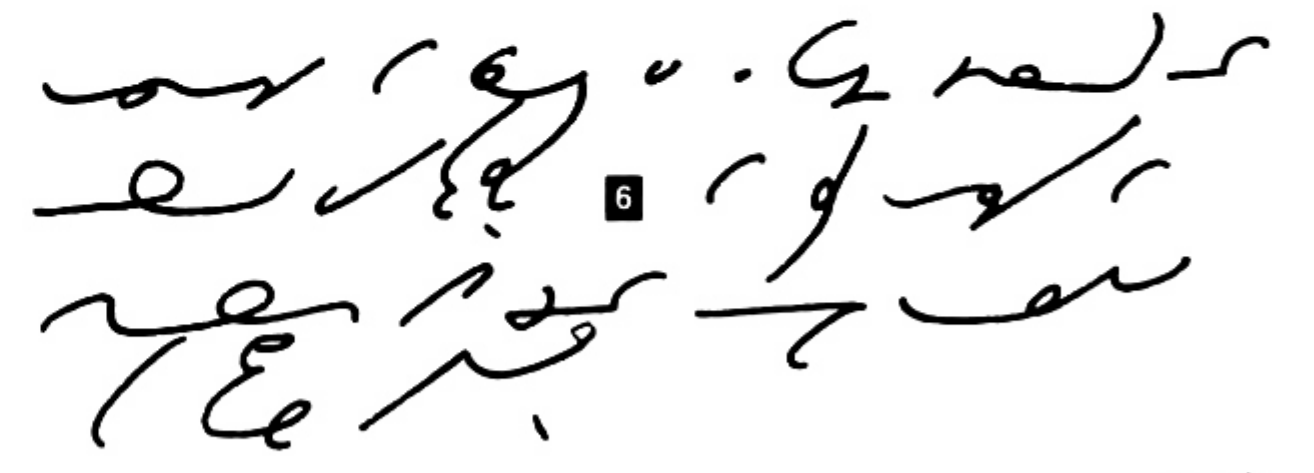
item

4
5



recruit

6



Brief forms and phrases

1 I was born in
the year 1900.
2 I was born in
the year 1900.
3 I was born in
the year 1900.
4 I was born in
the year 1900.
5 I was born in
the year 1900.

LESSON 20

Punctuation practice

Beginning with Lesson 20, you will review eight of the most common uses of the comma—parenthetical, apposition, series, if, when, as, introductory, conjunction. Each time one of these uses of the comma occurs in the Reading and Writing Practice, the comma appears encircled in the shorthand, thus bringing it to your attention. At the left of the column, you will find a brief ‘marginal reminder’ explaining why the comma has been used.

Practice suggestions

If you follow these simple suggestions in your homework practice, your ability to punctuate should improve noticeably.

1. Read carefully the explanation of each comma usage to be sure that you understand it. You will meet a number of illustrations of each comma usage in the Reading and Writing Practice exercises, so that eventually you will learn how to apply each of them correctly.

2. Continue to read and copy each Reading and Writing Practice as you have done before. However, add these two important steps:

- a. Each time you see an encircled comma in the Reading and Writing Practice and in the Brief Forms and Phrases, note the reason for its use, which is given at left margin of the page.
- b. As you copy the Reading and Writing Practice, insert the commas in your own shorthand notes encircling them as in the book.

, parenthetical

In order to clarify the meaning, a writer sometimes inserts a comment or an explanation that could be omitted without changing the sense of the sentence. These added comments and explanations are called *parenthetical* and are separated from the rest of the sentence by commas.

If the parenthetical word or expression occurs at the beginning or end of a sentence, only one comma is needed.

Mary will, of course, be glad to help you.

Please let us know, Mr O'Connor, the date of the meeting.

Our secretary will send you a copy, of course.

A special type of parenthetical expression is called *appositive*, or *in apposition*, and is explained below.

, apposition

Sometimes a writer mentions a person or thing and then, in order to make his meaning perfectly clear, says the same thing in different words. An expression in apposition is set off by two commas, except at the end of a sentence, when only one comma is necessary.

Our staff officer, Mr Malone, will meet you at 3 pm.

The conference will be held on Thursday, April 2, in the Town Hall.

May I introduce Tom Murphy, a good friend of mine.

, series

When the last of a series of three or more items (words, phrases, or clauses) is preceded by a conjunction, place a comma before the conjunction as well as between the other items.

We need paper, envelopes, and pens in the office.

We will carry out your instructions with intelligence, care, and expertise.

Note: The comma is often omitted before the conjunction by writers and printers. However, as its insertion is sometimes necessary to make the meaning clear, its habitual use is a desirable safety precaution.

Commas—with introductory expressions

, if clause

, when clause

, as clause

, introductory

One of the most frequent errors made by the beginning transcriber is the failure to make a complete sentence. In most cases the incomplete sentence is a dependent or subordinate clause introduced by *if*, *when*, or *as*. This clause deceives the transcriber because it is a complete sentence except that it is introduced by a word such as *if* and, therefore, requires another clause to complete the thought. Here are some examples.

If you are early, you will get a good seat.

When the manager arrives, the meeting will commence.

As shown by our accounts, our firm did well last year.

Other subordinating conjunctions include *though, although, whether, unless, because, since, while, where, after, whenever, until, and before*. Dependent clauses introduced by such words are grouped under the general heading, *introductory*. Clauses may also be introduced by introductory expressions such as: *by the way; on the contrary; frankly*.
Examples:

Although the Chairman has not arrived, we will commence the meeting.

To avoid disappointment, you should book early.

Note: When the main clause comes first, no comma is used between the main clause and the dependent clause. Example:

Please call to see the Principal when you arrive.

The comma would be used if the sentence read:

When you arrive, please call to see the Principal.

In the Reading and Writing Practice of the lessons that follow, each *if* clause, *when* clause, *as* clause, or *introductory* clause is indicated in the margin by *if, when, as, or intro*.

Comma separating independent clauses

, conjunction

A comma is used to separate two independent clauses that are joined by a conjunction such as *and, but, or, for, nor, etc*.

An independent clause (sometimes called a main or principal clause) is one that has a subject and a verb and that could stand alone as a complete sentence.

The Director is calling to our branch today, and he will speak to the staff.

The first independent clause is: The Director is calling to our branch today.

The second independent clause is: He will speak to the staff.


Note that each independent clause contains a subject and a predicate. The subject could be a noun or pronoun and the predicate is a verb. When joined, a comma is placed before the conjunction that unites the two clauses. Here is another example:


I called to see the manager, but he was absent at the time.


LESSON 20


86. Brief forms

require 

cover 

situation 

property 

represent 

correct 


87. Def, Dif. By rounding off the angle between *d* and *f*, we obtain the fluent *def*, *dif* blend.


Def, Dif 

Spell: def-i, defy; def-r, differ

defy 


differ 

difference 


define 

definite 

differed 

defeat 

different 

defend 


88. Div, Dev. The stroke that represents *def*, *dif* also represents *div*, *dev*.

Spell: div-i-d, divide; dev-o-t, devote

divide 

divert 


devote 


division 

devised 

devoted 

89. Days of the week


Sunday 


Wednesday 

Friday 

Monday 

Thursday 

Saturday 

Tuesday 


90. Months of the year


| | | | | | |
|----------|---|--------|---|-----------|---|
| January |  | May |  | September |  |
| February |  | June |  | October |  |
| March |  | July |  | November |  |
| April |  | August |  | December |  |


Vocabulary builder


Feasible: practicable, possible. *Potential*: something that has the possibility of developing or becoming powerful. *Fax (facsimile)*: a scanning device that transmits over the telephone lines a copy of a document (a letter, order, drawing, etc).


Reading and writing practice


1 


parenth. 

conj. 

devising 

appos. 

2 

conj. 

appos.

۱. ۴۰۰۰۰۰
 ۲. ۴۰۰۰۰۰
 ۳. ۴۰۰۰۰۰
 ۴. ۴۰۰۰۰۰
 ۵. ۴۰۰۰۰۰
 ۶. ۴۰۰۰۰۰
 ۷. ۴۰۰۰۰۰
 ۸. ۴۰۰۰۰۰
 ۹. ۴۰۰۰۰۰
 ۱۰. ۴۰۰۰۰۰

(146)

Brief forms and phrases

۱. ۴۰۰۰۰۰
 ۲. ۴۰۰۰۰۰
 ۳. ۴۰۰۰۰۰
 ۴. ۴۰۰۰۰۰
 ۵. ۴۰۰۰۰۰
 ۶. ۴۰۰۰۰۰
 ۷. ۴۰۰۰۰۰
 ۸. ۴۰۰۰۰۰
 ۹. ۴۰۰۰۰۰
 ۱۰. ۴۰۰۰۰۰

conj.



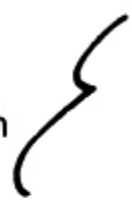



conj.

2 0 0 2 1 2 3 4 5
 6 1 2 3 4 5 6 7 8 9
 10 11 12 13 14 15 16 17 18 19
 20 21 22 23 24 25 26 27 28 29
 30 31 32 33 34 35 36 37 38 39
 40 41 42 43 44 45 46 47 48 49
 50 51 52 53 54 55 56 57 58 59
 60 61 62 63 64 65 66 67 68 69
 70 71 72 73 74 75 76 77 78 79
 80 81 82 83 84 85 86 87 88 89
 90 91 92 93 94 95 96 97 98 99

(153)

LESSON 21

91. Brief forms

| | | | | | |
|---------|---|-------------|---|-----------|---|
| time |  | wish |  | public |  |
| publish | | acknowledge |  | difficult | |
| under* |  | progress |  | regular | |

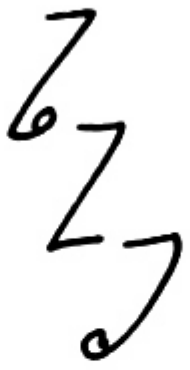






* The outline for *under* is written above the shorthand stroke that follows it. It is also used as a word-beginning, as in:

| | | | |
|------------|---|-----------|--|
| underneath |  | undertake |  |
|------------|---|-----------|--|

92. Word-beginnings En-, Un-. The word-beginnings *en-*, *un-* are represented by *n* before a consonant.








En-

Spell: en-j-o-y, enjoy

| | | | | | |
|--------|---|------------|--|-----------|---|
| enjoy |  | enlist |  | encourage |  |
| engine | | engagement |  | enlarge |  |
| envy | | endeavour |  | engineer |  |

Un-

Spell: un-f-a-r, unfair

| | | | | | |
|--------|---|-----------|--|------------|---|
| unfair |  | unless |  | unkind |  |
| until | | uncertain |  | uncommon |  |
| unpaid | | unfilled |  | unfinished |  |

93. En-, Un-, In- followed by a vowel. When *en-*, *un-*, *in-* (or *enn-*, *unn-*, *inn-*) are followed by a vowel, they are written in full.

uneasy

innovation

innate

enact

unnecessary

unable

You will have noticed that you met the word-beginning *in-* in Lesson 1, paragraph 5.

94. Long U represented by OO. The *oo* hook is often used to represent the long sound of *u*.

new

Spell: n-oo, new

avenues

reduce

due

amuse

suits

issue

genuine

induce

Vocabulary builder

Innovation: a new idea, method or device. *Endeavour*: try. *Project*: specific plan or undertaking.

Similar word drills

To, two, too.

To (preposition)—in the direction of. (*To* is also the sign of the infinitive.)

He intends to write a letter to his friend.

Too—also; more than enough.

Joe is going to the disco. I would like to go too.

Joe is going to the disco. I would like to go too.

The prices in this department are too high.

The prices in this department are too high.

Two—one plus one.

Two—one plus one.

We need two new typewriters.

Reading and writing practice

1 Joe is going to the disco. I would like to go too.

2 The prices in this department are too high.

3 Two—one plus one.

4 We need two new typewriters.

parenth.

intro.

avenues

conj.

Handwritten cursive script with a circled '1' at the start of the first line.

(121)

Brief forms and phrases

Handwritten cursive script examples, numbered 1 through 4 in black boxes. Includes circled '1' and '2' markers within the script.

conj.



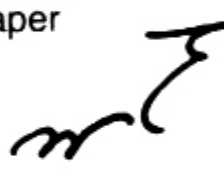



conj.

conj.





(102)

LESSON 22

95. Brief forms






| | | | | | |
|---------|---|------------|---|-----------|---|
| purpose |  | secretary* |  | newspaper |  |
| shall |  | instant |  | worth |  |
| | | instance | | | |

* In some phrases secretary may be represented by sek







| | | | |
|--------------------|---|-------------------|---|
| honorary secretary |  | general secretary |  |
| foreign secretary |  | home secretary |  |

96. Omission of short U. Within a word, short *u* is omitted before *n*, *m*, or a straight downstroke.







Before N


| | | | | | |
|-----|---|-------|---|-------|---|
| son |  | done |  | front |  |
| fun |  | begun |  | lunch |  |

Before M

| | | | | | |
|--------|---|--------|---|--------|---|
| some |  | come |  | income |  |
| summer |  | become |  | jump |  |

Before a straight downstroke

| | | | | | |
|------|---|---------|---|--------|---|
| rush |  | touch |  | judged |  |
| much |  | brushed |  | budget |  |

97. Ng. The sound of *ng*, as in *sing*, is represented by 


Compare: ran  rang



Spell: r-a-ing, rang

rang 

bring 

language 

sing 


long 

angle 

sung 

length 


single 


ring 

rung 


among 

98. The sound of *ngk* (spelled *nk*). This is written 

Compare: seem 

sink 

Spell: r-a-ink, rank

rank 

ink 

drinking 

sink 

blank 

uncle 

frank 

bank 

drunk 

Note that the short *u* is omitted in *sung*, *rung*, *drunk*, etc. as indicated in paragraph 96.

Vocabulary builder

Site: ground set apart for a building. *Positive*: definitely laid down. *Energetic*: vigorously active. *Telex*: subscribers to the telex system have a teleprinter installed (or it is computerized) with a telex number. By dialling the number of any other subscribers, one is connected. A message may then be typed and this appears automatically in typed form on the receiver's teleprinter/screen.

Reading and writing practice

1. *Handwritten Urdu text, first section*

conj.
parenth.

2. *Handwritten Urdu text, second section*

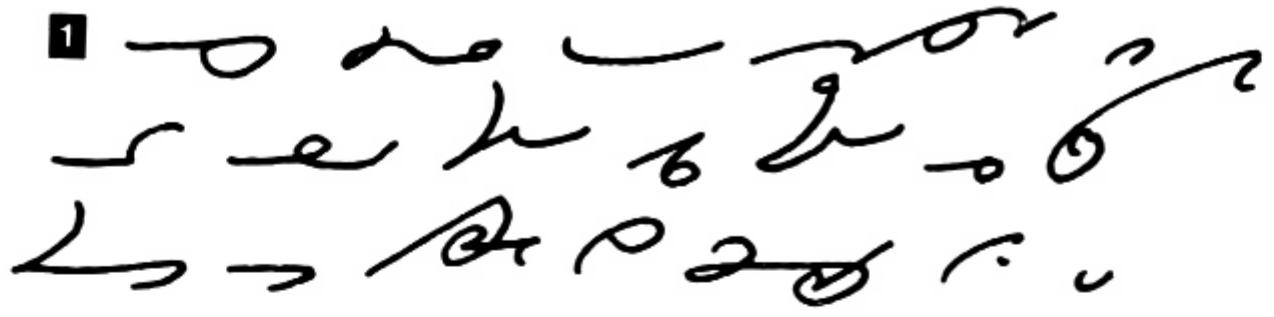
if clause

Handwritten Urdu text, third section

energetic

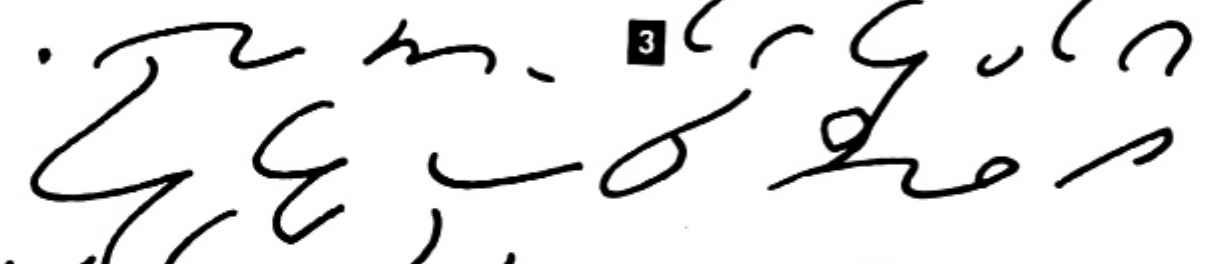
3. *Handwritten Urdu text, fourth section*
4. *Handwritten Urdu text, fifth section*

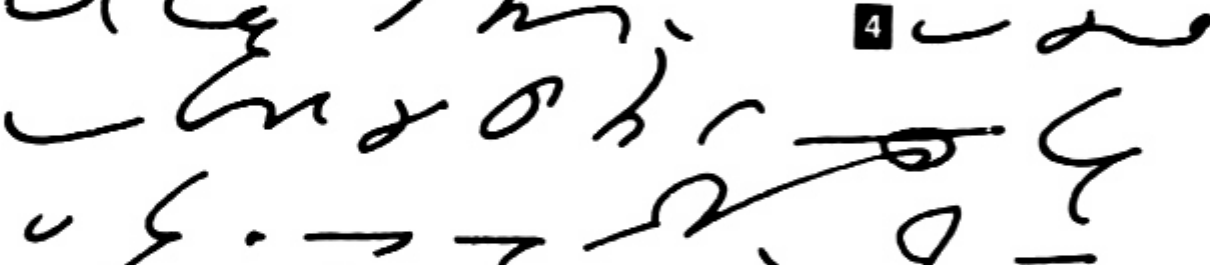
Brief forms and phrases

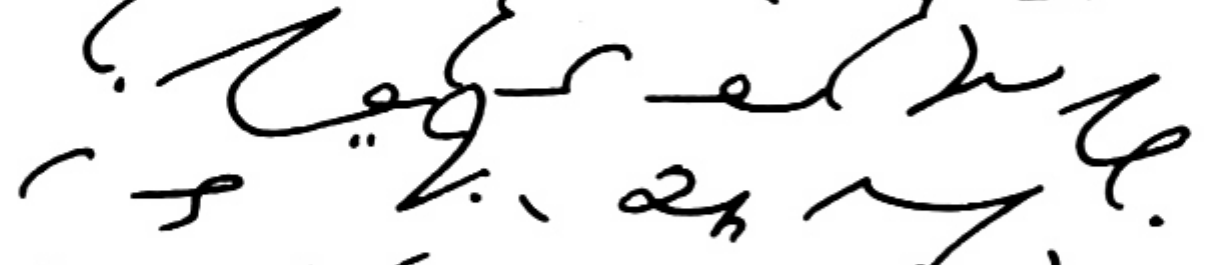
1 

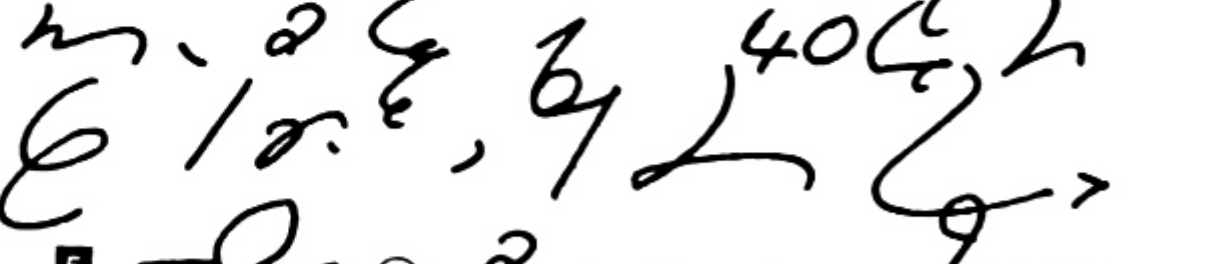
parenth.

2 

3 

4 





intro.

5 

Proportion Check List

As a result of the shorthand writing that you have already done, no doubt you have come to realize how important it is to:

1. make the *a* circles huge, the *e* circles tiny;
2. make the short strokes like *n* and *t* very short, the long strokes like *men* and *ted* very long;
3. keep the straight lines straight, the curves deep;
4. keep the *o* and *oo* hooks deep and narrow;
5. make a clear dot for *a(an)* and *-ing*.

The readability of your shorthand will depend to a large extent on how you observe these points in your everyday writing.

LESSON 23

99. Brief forms

| | | | | | |
|------------|--|--------|--|----------|--|
| put | | usual | | opinion | |
| between | | such | | speak | |
| particular | | regard | | probable | |

100. Word-ending -ure. The word-ending *-ure* is represented by *r*.

Spell: f-a-i-l-r, failure

| | | | | | |
|---------|--|---------|--|----------|--|
| failure | | figure | | nature | |
| secure | | feature | | pictures | |

101. Word-ending -ual. The word-ending *-ual* is represented by *l*.

Spell: a-k-t-l, actual

| | | | | | |
|----------|--|--------|--|----------|--|
| actual | | equal | | gradual | |
| schedule | | annual | | eventual | |

102. Ia, Ea. The sounds of *ia*, as in *piano*, and *ea*, as in *create* are represented by a large circle with a dot placed inside it.

Spell: k-r-eah-t, create

| | | | | | |
|--------|--|------------|--|-------------|--|
| create | | appreciate | | recreation | |
| piano | | initiate | | appropriate | |

Vocabulary builder

Drafts: preliminary sketches or plans. *Insertions*: 'additions to something'. *Software*: computer programmes usually known by the general

term 'software' as compared with the term 'hardware' which refers to the equipment itself.

Similar word drills

Accept, except

Accept—to take something offered.

•

He accepted the gift with thanks

Except—with the omission of; but, save.

All the staff attended the meeting except the cashier.

Reading and writing practice

1

2

3

schedule

Handwritten cursive script, likely a continuation from the previous page.

4

conj.

Handwritten cursive script, starting with a circled '1'.

Handwritten cursive script, starting with a circled '1'.

conj.

Handwritten cursive script, starting with a circled '1'.

drafts

5

Handwritten cursive script, starting with a circled '1'.

conj.

Handwritten cursive script, starting with a circled '1'.

6

software

Handwritten cursive script, starting with a circled '1'.

(150)

Brief forms and phrases

1 Handwritten cursive script, starting with a circled '1'.

2

Handwritten cursive script, starting with a circled '1'.

3

intro.

Handwritten cursive script, starting with a circled '1'.

LESSON 24

103. Omission of Ow before N. Within a word, *ow* is omitted before *n*; *moun* is represented by the *men* blend.

Omission of ow before n

| | | | | | |
|--------|--|---------|--|---------|--|
| town | | count | | found | |
| down | | account | | sound | |
| around | | brown | | council | |

moun

| | | | | | |
|--------|--|----------|--|------------|--|
| mount | | dismount | | surmount | |
| amount | | remount | | surmounted | |

104. Omission of Ow between N-N. Between *n-n*, *ow* is omitted, and a jog is used in joining these strokes.

| | | | | | |
|----------|--|--------|--|-----------|--|
| announce | | noun | | announced | |
| renounce | | renoun | | pronoun | |

105. Word-ending -ful. The word-ending *-ful* is represented by *f*.

Spell: k-a-r-ful

| | | | | | |
|----------|--|------------|--|-----------|--|
| careful | | thoughtful | | grateful | |
| useful | | hopeful | | beautiful | |
| doubtful | | lawful | | fearful | |
| thankful | | peaceful | | powerful | |

Vocabulary builder

Vote of thanks: expression of thanks to a person who has opened an exhibition or an important meeting. *Second the vote of thanks*: a second expression of thanks after the first person speaks. *Private Automatic Branch Exchange (PABX)*: this is a telephone system whereby the switchboard operator can be bypassed for all internal calls and the majority of outgoing calls.

Reading and writing practice

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99
100

conj.

whether

۱- ۹۰۰-۹۰۰
 ۲- ۹۰۰-۹۰۰
 ۳- ۹۰۰-۹۰۰
 ۴- ۹۰۰-۹۰۰
 ۵- ۹۰۰-۹۰۰
 ۶- ۹۰۰-۹۰۰
 ۷- ۹۰۰-۹۰۰
 ۸- ۹۰۰-۹۰۰
 ۹- ۹۰۰-۹۰۰
 ۱۰- ۹۰۰-۹۰۰

(162)

Brief forms and phrases

۱- ۹۰۰-۹۰۰

conj.

۱- ۹۰۰-۹۰۰
 ۲- ۹۰۰-۹۰۰
 ۳- ۹۰۰-۹۰۰
 ۴- ۹۰۰-۹۰۰
 ۵- ۹۰۰-۹۰۰

intro.

۱- ۹۰۰-۹۰۰
 ۲- ۹۰۰-۹۰۰
 ۳- ۹۰۰-۹۰۰
 ۴- ۹۰۰-۹۰۰
 ۵- ۹۰۰-۹۰۰
 ۶- ۹۰۰-۹۰۰
 ۷- ۹۰۰-۹۰۰
 ۸- ۹۰۰-۹۰۰
 ۹- ۹۰۰-۹۰۰
 ۱۰- ۹۰۰-۹۰۰

conj.
appos.

Handwritten text in a cursive script, possibly a mix of English and another language. The text includes circled numbers 1, 2, and 3, and a boxed number 4. The words are difficult to decipher due to the cursive style.

(115)

Chapter 5

Good English of prime importance

As a secretary you may find that your boss's English may not be as perfect as you might expect it to be. You may be told to rephrase a letter, so that it reads properly, and you must have the ability to do so. Your spelling, punctuation, and knowledge of grammar must be excellent.

On the other hand, your boss's English may be perfect, and you may have every punctuation mark dictated and unusual words spelled. Then your transcribing problems are few.

Again, there are executives who believe that their English is excellent but, in fact, it isn't. They may expect their secretary to transcribe everything as it was dictated whether it is right or wrong. If you find that the

executive is really serious about this, you must, of course, follow the request and let him or her take the responsibility.

However, if the person you work for is sensible enough to say, 'Your English is better than mine, so polish up that letter', then it is your responsibility. Badly constructed letters can cost your company a sale or can result in the loss of good will.

No matter how rapidly you can type or write shorthand, these skills are greatly weakened if you cannot produce a finished transcript that is grammatically perfect. As a first-class secretary you must be a real expert in business English. The surer you are of the accepted rules of English, the more secure your job and the better your chances for promotion.

LESSON 25

106. Brief forms

influence

idea

ordinary

state

experience

subject

recognize

govern

responsible

107. Ah, Aw. A dot is used for *a* in words that begin *ah* and *aw*.

Spell: a-h-e-d, ahead; a-oo-a, away

ahead

await

awoke

away

awake

aware

108. Word-beginnings For-, Fore-. The word-beginnings *for-*, *fore-* are represented by *f*. (You have already met the word-beginning *for* in Lesson 2.)

Spell: for-g-e-t, forget

forget

force

forerunner

form

formed

forlorn

conform

foresee

forehead

forgive







fortune

forearm

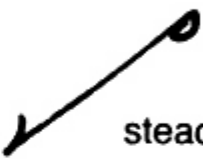

Note that the *f* is joined with an angle to *r* and *l*, as in *forerunner* and *forlorn*, to indicate that it represents a word-beginning. Notice also that the *f* is disjoined if the character that follows it is a vowel, as in *forehead* and *forearm*.

109. Word-beginning Fur-. The word-beginning *fur-* is also represented by *f*.


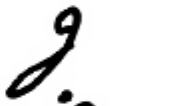




Spell: fur-n-ish, furnish

| | | | | | |
|-----------|---|-----------|---|-------------|---|
| furnish |  | furnished |  | furlough |  |
| furniture |  | further |  | furthermore |  |

110. Word-ending -ily. The word-ending *-ily* is represented by a narrow loop.

Compare: steady  steadily 

Spell: r-e-d-ily, readily

| | | | | | |
|---------|---|---------|---|----------|---|
| readily |  | easily |  | heavily |  |
| family |  | hastily |  | families |  |

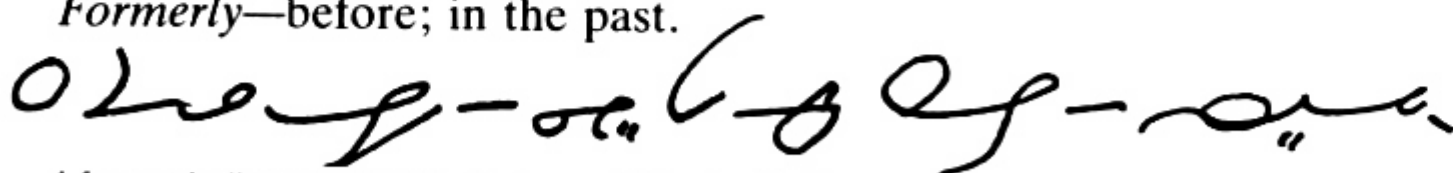
Vocabulary builder

Raw materials: materials that serve as the starting point of a manufacturing or technical process. *Word processor*: a machine with many functions operated through computer software. It increases productivity and reduces much of the tedium from the secretary's work routine.

Similar word drills

Formerly, formally.

Formerly—before; in the past.



I formerly lived in Ennis, but now I live in Carlow.

Formally—in a regular way; according to established procedure or custom.



The Principal formally wrote to the teacher to tell her of her appointment.

Reading and writing practice

intro.

1 ۱۰ / ۲۰ ۲۱ ۲۲ ۲۳
۲۴ (۲۵) ۲۶ ۲۷ ۲۸
۲۹ ۳۰ ۳۱ ۳۲ ۳۳

conj.

۳۴ ۳۵ ۳۶ ۳۷ ۳۸
۳۹ ۴۰ ۴۱ ۴۲ ۴۳

intro.

۴۴ ۴۵ ۴۶ ۴۷ ۴۸
۴۹ ۵۰ ۵۱ ۵۲ ۵۳

forlorn

۵۴ ۵۵ ۵۶ ۵۷ ۵۸
۵۹ ۶۰ ۶۱ ۶۲ ۶۳

conj.

۶۴ ۶۵ ۶۶ ۶۷ ۶۸
۶۹ ۷۰ ۷۱ ۷۲ ۷۳

appos.

۷۴ ۷۵ ۷۶ ۷۷ ۷۸
۷۹ ۸۰ ۸۱ ۸۲ ۸۳
۸۴ ۸۵ ۸۶ ۸۷ ۸۸
۸۹ ۹۰ ۹۱ ۹۲ ۹۳
۹۴ ۹۵ ۹۶ ۹۷ ۹۸
۹۹ ۱۰۰ ۱۰۱ ۱۰۲ ۱۰۳

Brief forms and phrases

1
Handwritten cursive script for the first section, including a circled '1' and a circled '2'.

when clause

Handwritten cursive script for the second section, including a circled '1' and a circled '2'.

parenth.

Handwritten cursive script for the third section, including a circled '1' and a circled '2'.

Handwritten cursive script for the fourth section, including a circled '1' and a circled '2'.

conj.

Handwritten cursive script for the fifth section, including a circled '1' and a circled '2'.

LESSON 26

111. Useful business phrases. The following phrases are used so frequently in business that special forms have been provided for them. Study these phrases as you would study brief forms.

| | | | | | |
|---------------------|--|-----------------|--|------------|--|
| of course | | I hope | | your order | |
| as soon as | | we hope | | to us | |
| as soon as possible | | we hope you are | | let us | |
| of course it is | | to do | | let me | |

Note that a word or phrase may be added as *we hope you are, let us say*.

Department: In many phrases *department* is expressed by a disjoined *d*:

| | | | |
|------------------------|--|----------------------|--|
| advertising department | | accounts departments | |
|------------------------|--|----------------------|--|

112. Ago. In phrases that are expressions of time, *ago* is represented by *g*.

| | | | | | |
|-----------|--|------------|--|------------------|--|
| days ago | | years ago | | several days ago | |
| weeks ago | | months ago | | long ago | |

113. Word-endings -cal, -cle. The word-endings *-cal, -cle* are represented by a disjoined *k*.

Spell: k-e-m-ical, chemial

| | | | | | |
|-----------|--|----------|--|-----------|--|
| chemical | | critical | | articles | |
| practical | | logical | | technical | |

medical



typical



physically

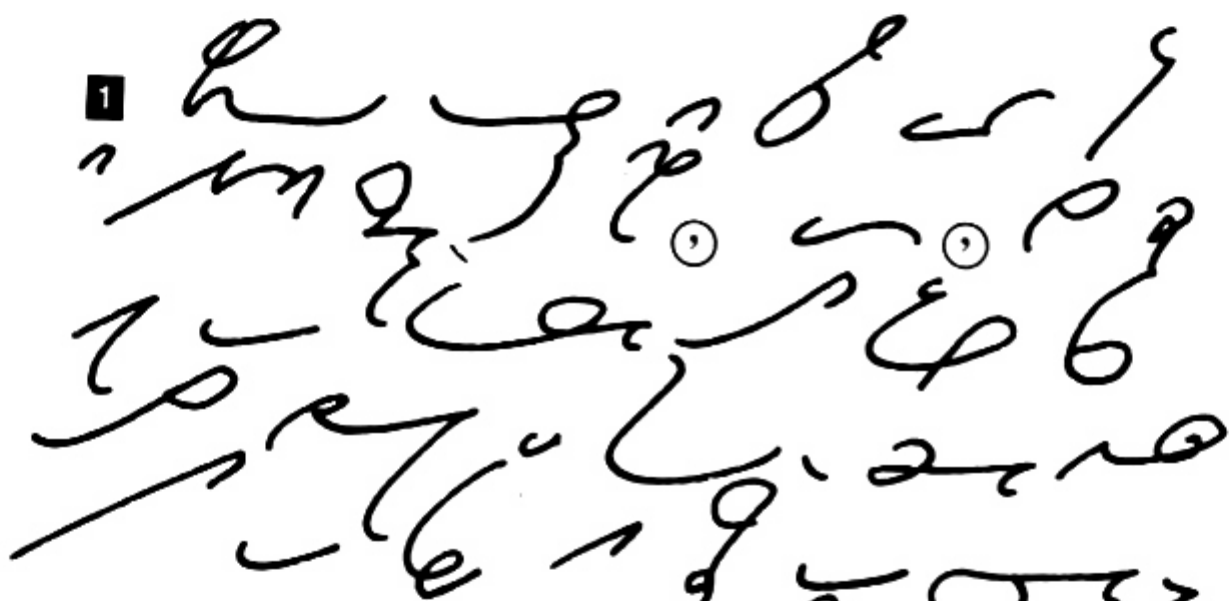


Vocabulary builder

Warehouse: a building or room for storing goods. *Consignment*: goods forwarded in one lot or shipment. *Computer*: an automatic electronic machine for performing calculations and storing information. *Regional Technical College*: a distinctive sector of third level education in Ireland. Their courses, at degree, diploma and certificate level are relevant to the needs of industry, commerce, and other specialized areas.

Reading and writing practice

parenth.



2

parenth.

intro.

physical



Handwritten Urdu text, likely a title or heading, written in a cursive style.

(125)

Brief forms and phrases

1

Handwritten Urdu text, likely a list of brief forms and phrases, starting with the number 1.

if clause

2










Handwritten Urdu text, likely a list of brief forms and phrases, starting with the number 2. Some characters are circled.

conj.










(100)

LESSON 27



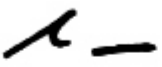


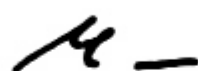
114. Brief forms

| | | | | | |
|------------|---|----------------|--|-----------|---|
| object |  | correspond |  | industry |  |
| | | correspondence | | | |
| throughout |  | quantity |  | executive |  |
| world |  | character |  | envelope |  |

115. Want in phrases. In phrases, *want* is represented by the *nt* blend.

| | | | | | |
|----------|---|-------------|--|---------------|---|
| I want |  | he wants |  | do you want |  |
| you want |  | I wanted |  | they want |  |
| we want |  | if you want |  | if you wanted |  |










The *nt* blend is also used for *it isn't*, and *it wasn't*, etc., but note the difference in *it is not*, *it was not*.

| | | | | | |
|-----------|---|--------------|---|------------|---|
| it isn't |  | there isn't |  | it is not |  |
| it wasn't |  | there wasn't |  | it was not |  |

But

116. Ort. The *r* is omitted in *ort*

Spell: re-p-o-t, report

| | | | | | |
|-----------|---|---------|---|----------|---|
| report |  | quart |  | portable |  |
| reporting |  | quarter |  | assort |  |
| export |  | sort |  | sport |  |

117. R omitted in -ern, -erm. The *r* is omitted in the combinations *tern*, *term*, *therm*, *dern*, *derm*.

Spell: t-e-n, turn

| | | | | | |
|---------|--|-----------|--|----------|--|
| turn | | term | | southern | |
| eastern | | termed | | modern | |
| western | | determine | | northern | |

Vocabulary builder

Executive: one who holds a position of administrative responsibility.
Initiative: energy and resourcefulness enabling one to act without prompting from others. *Pin-point*: indicate clearly. *Market research*: the gathering of factual information as to consumer preferences for goods and services. *Radical*: marked by a considerable departure from the usual or traditional.

Similar word drills

Proceed, precede.

proceed—to go forward, to advance.

We must proceed with the work as we have been instructed.

Precede—to go before in position, time, rank, or importance.

The Principal will precede the other members of the staff when they walk in procession.

Reading and writing practice

conj.

1 ۱۱ ۱۲ ۱۳ ۱۴ ۱۵ ۱۶ ۱۷ ۱۸ ۱۹ ۲۰ ۲۱ ۲۲ ۲۳ ۲۴ ۲۵ ۲۶ ۲۷ ۲۸ ۲۹ ۳۰ ۳۱ ۳۲ ۳۳ ۳۴ ۳۵ ۳۶ ۳۷ ۳۸ ۳۹ ۴۰ ۴۱ ۴۲ ۴۳ ۴۴ ۴۵ ۴۶ ۴۷ ۴۸ ۴۹ ۵۰ ۵۱ ۵۲ ۵۳ ۵۴ ۵۵ ۵۶ ۵۷ ۵۸ ۵۹ ۶۰ ۶۱ ۶۲ ۶۳ ۶۴ ۶۵ ۶۶ ۶۷ ۶۸ ۶۹ ۷۰ ۷۱ ۷۲ ۷۳ ۷۴ ۷۵ ۷۶ ۷۷ ۷۸ ۷۹ ۸۰ ۸۱ ۸۲ ۸۳ ۸۴ ۸۵ ۸۶ ۸۷ ۸۸ ۸۹ ۹۰ ۹۱ ۹۲ ۹۳ ۹۴ ۹۵ ۹۶ ۹۷ ۹۸ ۹۹ ۱۰۰

parenth.

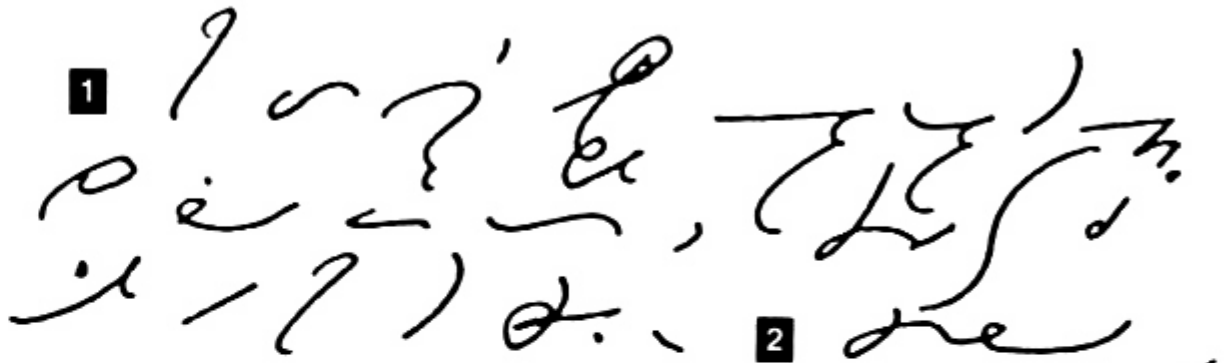
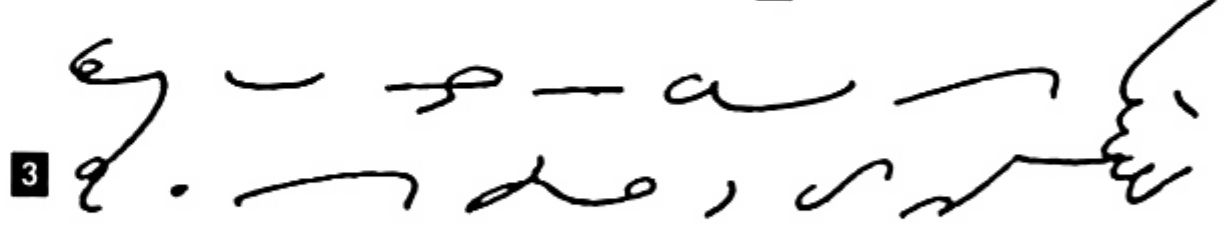
2 ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰ ۱۱ ۱۲ ۱۳ ۱۴ ۱۵ ۱۶ ۱۷ ۱۸ ۱۹ ۲۰ ۲۱ ۲۲ ۲۳ ۲۴ ۲۵ ۲۶ ۲۷ ۲۸ ۲۹ ۳۰ ۳۱ ۳۲ ۳۳ ۳۴ ۳۵ ۳۶ ۳۷ ۳۸ ۳۹ ۴۰ ۴۱ ۴۲ ۴۳ ۴۴ ۴۵ ۴۶ ۴۷ ۴۸ ۴۹ ۵۰ ۵۱ ۵۲ ۵۳ ۵۴ ۵۵ ۵۶ ۵۷ ۵۸ ۵۹ ۶۰ ۶۱ ۶۲ ۶۳ ۶۴ ۶۵ ۶۶ ۶۷ ۶۸ ۶۹ ۷۰ ۷۱ ۷۲ ۷۳ ۷۴ ۷۵ ۷۶ ۷۷ ۷۸ ۷۹ ۸۰ ۸۱ ۸۲ ۸۳ ۸۴ ۸۵ ۸۶ ۸۷ ۸۸ ۸۹ ۹۰ ۹۱ ۹۲ ۹۳ ۹۴ ۹۵ ۹۶ ۹۷ ۹۸ ۹۹ ۱۰۰

initiative radical

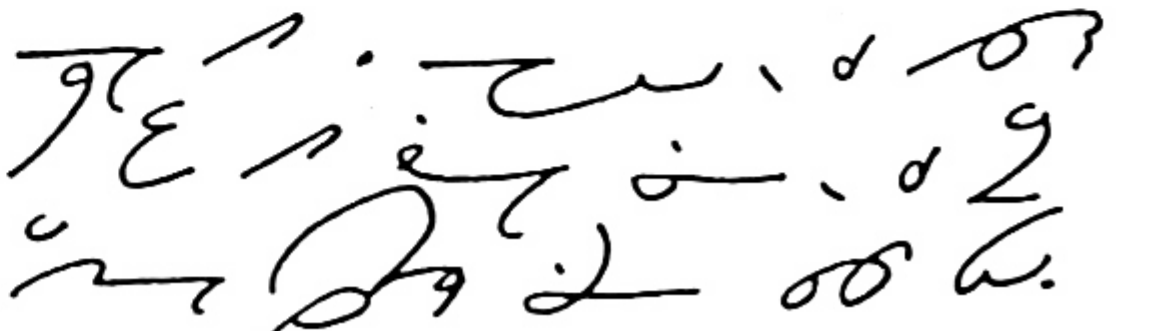
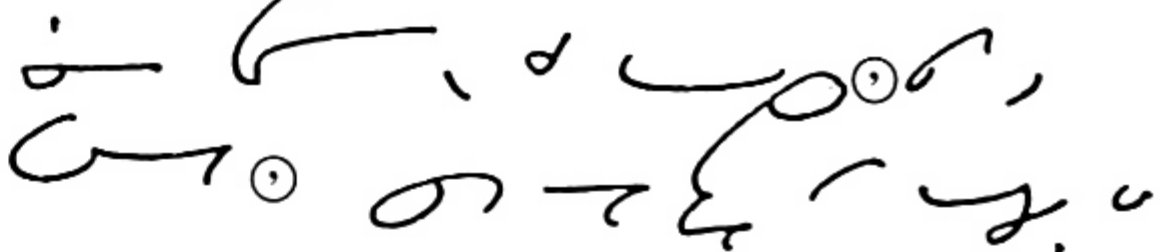
3 ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰ ۱۱ ۱۲ ۱۳ ۱۴ ۱۵ ۱۶ ۱۷ ۱۸ ۱۹ ۲۰ ۲۱ ۲۲ ۲۳ ۲۴ ۲۵ ۲۶ ۲۷ ۲۸ ۲۹ ۳۰ ۳۱ ۳۲ ۳۳ ۳۴ ۳۵ ۳۶ ۳۷ ۳۸ ۳۹ ۴۰ ۴۱ ۴۲ ۴۳ ۴۴ ۴۵ ۴۶ ۴۷ ۴۸ ۴۹ ۵۰ ۵۱ ۵۲ ۵۳ ۵۴ ۵۵ ۵۶ ۵۷ ۵۸ ۵۹ ۶۰ ۶۱ ۶۲ ۶۳ ۶۴ ۶۵ ۶۶ ۶۷ ۶۸ ۶۹ ۷۰ ۷۱ ۷۲ ۷۳ ۷۴ ۷۵ ۷۶ ۷۷ ۷۸ ۷۹ ۸۰ ۸۱ ۸۲ ۸۳ ۸۴ ۸۵ ۸۶ ۸۷ ۸۸ ۸۹ ۹۰ ۹۱ ۹۲ ۹۳ ۹۴ ۹۵ ۹۶ ۹۷ ۹۸ ۹۹ ۱۰۰

Brief forms and phrases

company's

1 
2 

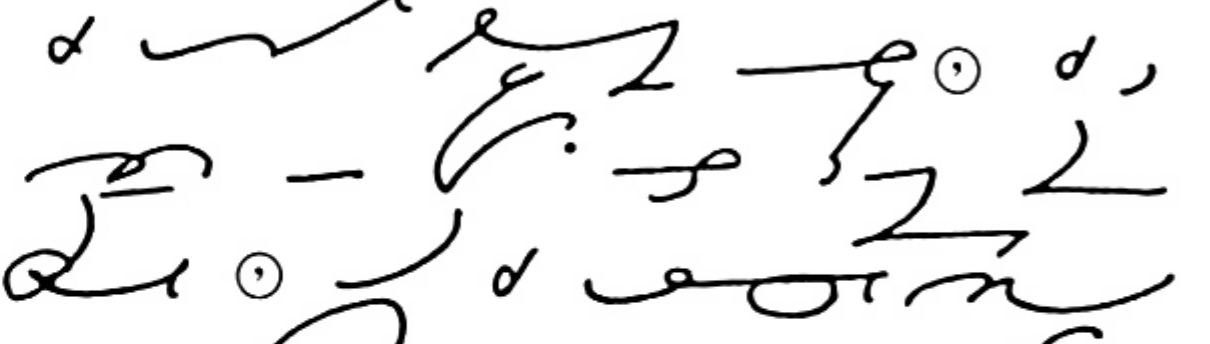
parenth.

3 


parenth.



series



intro.

4 

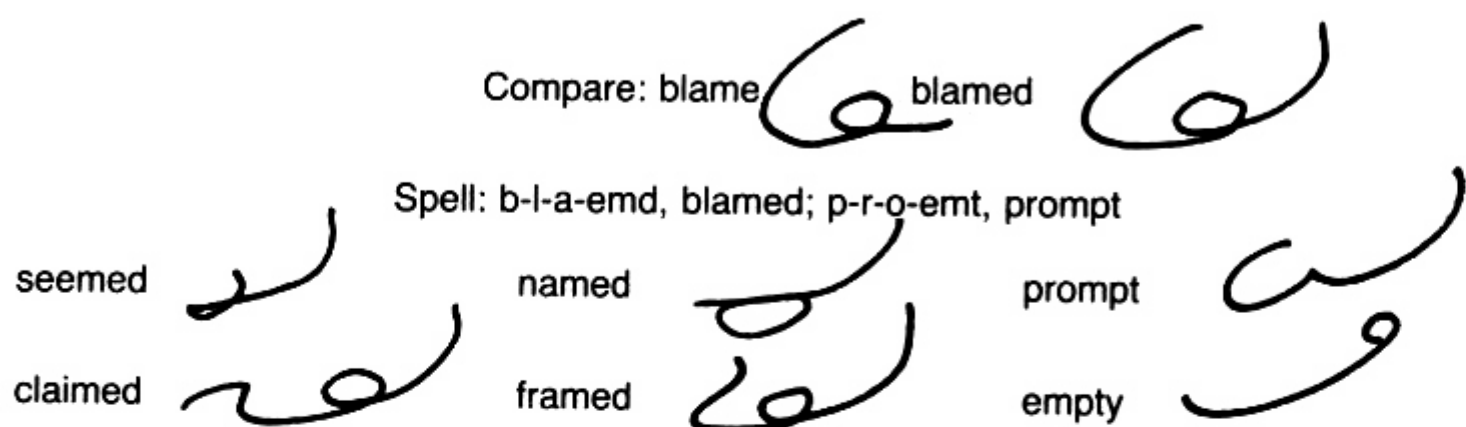
parenth.



LESSON 28

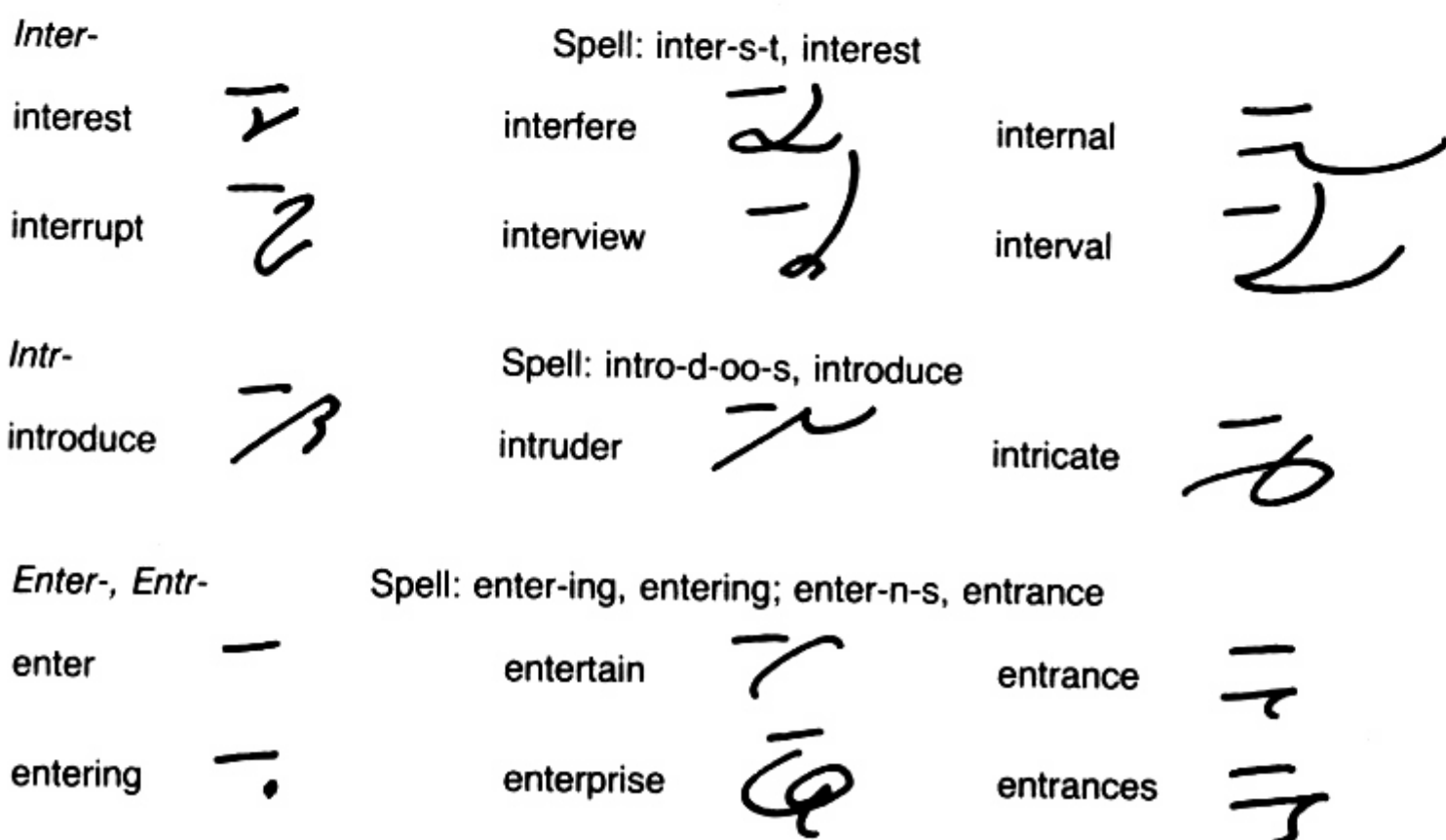
118. **Mt, Md.** By rounding off the angle between *m-d*, we obtain the fluent *md* blend. The same stroke also represents *mt*.

Md, Mt









Note that at the beginning of a word, as in *empty*, a circle coming before the blend is omitted.

119. **Word-beginnings Inter-, Intr-, Enter-, Entr-.** These word-beginnings (and the word *enter*) are represented by a disjoined *n*. These disjoined word-beginnings, as well as other beginnings that you will meet later, are placed above the line of writing close to the remainder of the word.



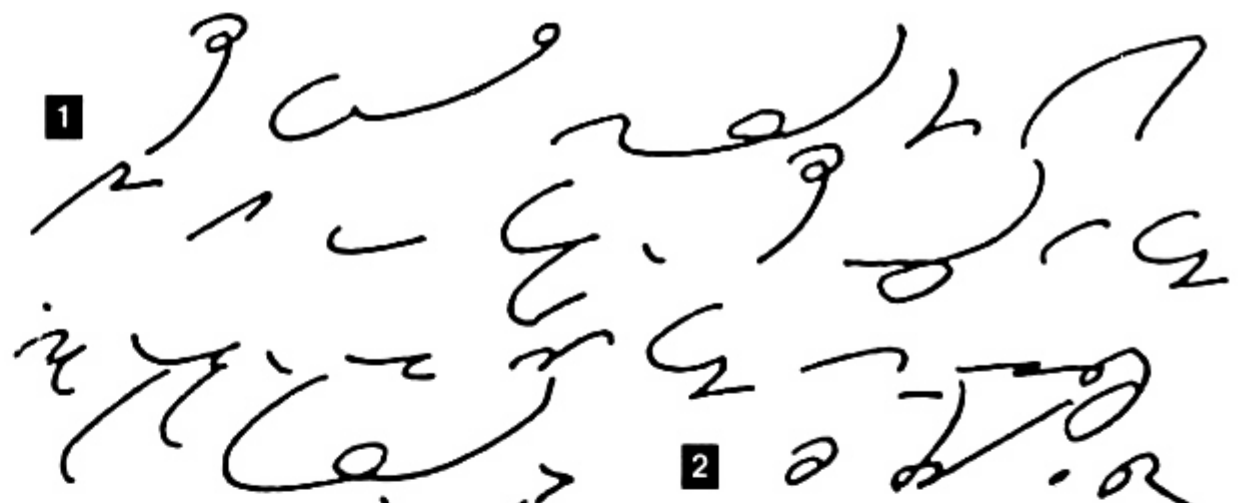
120. Word-ending -ings. The word-endings *-ings* is represented by a disjoined left *s*.

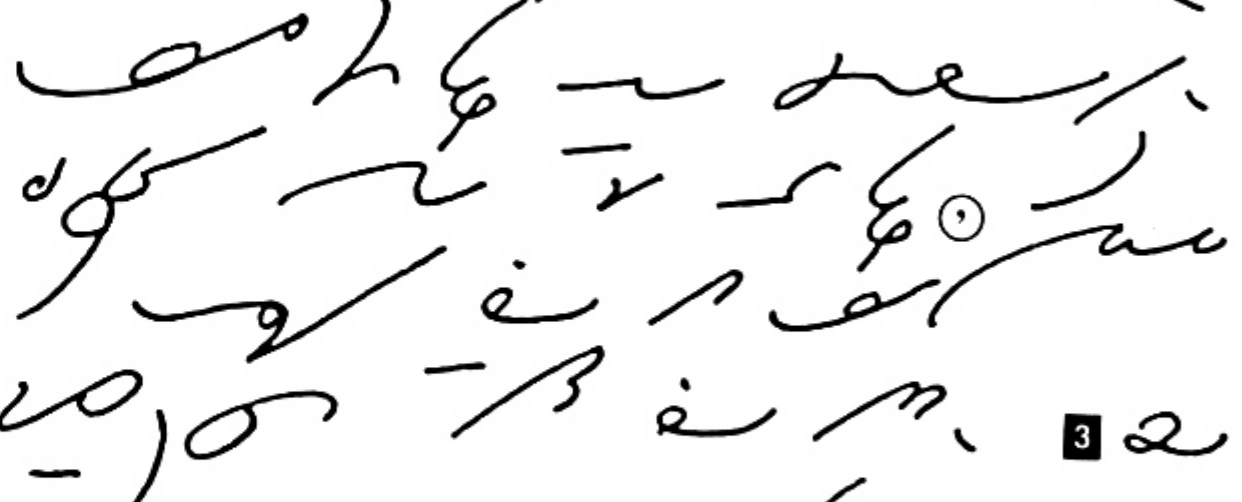
| | | | |
|----------|---|----------------------------|---|
| | | Spell: s-a-v-ings, savings | |
| savings |  | openings |  |
| feelings |  | earnings |  |
| | | meetings |  |
| | | things |  |

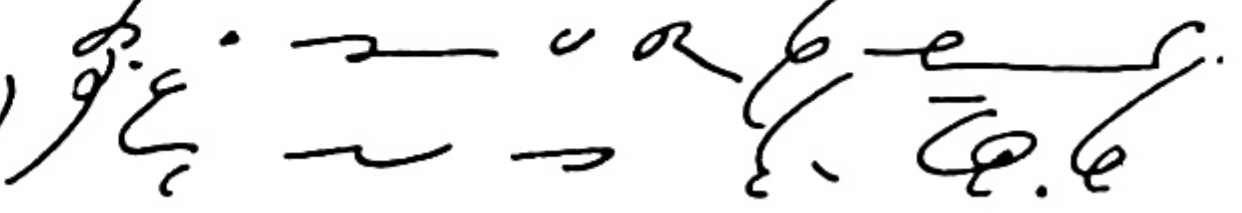
Vocabulary builder

Investment: outlay of money for income or profit. *Mail merge*: a system whereby two separate documents may be merged or joined by using a word processor e.g., names from a list of addresses are joined separately with a standard circular.

Reading and writing practice

1 

who was 

secretarial
department
conj. 

enterprising

parenth.

1. many. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

(137)

Brief forms and phrases

intro.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

Handwritten text in a cursive script, possibly a mix of Arabic and Persian. The text is arranged in five lines. A small square box containing the number '3' is located in the second line, near the end of the word.

(108)

LESSON 29

121. Word-beginnings Em-, Im-. The word-beginnings *em-*, *im-* are represented by *m* before a consonant.

| | | |
|------------|---------------------|-----------|
| <i>Em-</i> | Spell: em-f-a-t-e-k | emphatic |
| emphatic | emphasis | embarrass |
| embark | empower | embrace |

The image shows handwritten cursive examples for the words listed. For 'Em-': 'emphatic' is written with a large 'm' that loops back; 'embark' is written with a similar 'm' and a trailing 'k' sound. For 'Im-': 'import' is written with a large 'm' and a trailing 'p' sound; 'improve' is written with a large 'm' and a trailing 'v' sound. For 'embrace': 'embrace' is written with a large 'm' and a trailing 'c' sound.

| | | |
|------------|-------------------------|------------|
| <i>Im-</i> | Spell: im-p-o-s, impose | imply |
| impose | import | impression |
| impress | improve | |

The image shows handwritten cursive examples for the words listed. For 'Im-': 'impose' is written with a large 'm' and a trailing 's' sound; 'impress' is written with a large 'm' and a trailing 's' sound. For 'import': 'import' is written with a large 'm' and a trailing 'p' sound. For 'impression': 'impression' is written with a large 'm' and a trailing 's' sound.

122. Em-, Im-, followed by a vowel. When *em-*, *im-* (or *emm-*, *imm-*) are followed by a vowel, they are written in full.

| | | |
|---------|---------|----------|
| emotion | imitate | immature |
|---------|---------|----------|

The image shows handwritten cursive examples for the words listed. 'emotion' is written with the full 'em' sound. 'imitate' is written with the full 'im' sound. 'immature' is written with the full 'im' sound.

123. Omission of minor vowels. When two vowel sounds come together, the minor vowel may be omitted.

| | | |
|----------|-----------|----------|
| serious | theory | situate |
| genuine | courteous | situated |
| millions | various | period |

The image shows handwritten cursive examples for the words listed. 'serious' is written with a large 's' and a trailing 'r' sound. 'theory' is written with a large 'e' and a trailing 'y' sound. 'situate' is written with a large 's' and a trailing 't' sound. 'genuine' is written with a large 'g' and a trailing 'n' sound. 'courteous' is written with a large 'c' and a trailing 's' sound. 'situated' is written with a large 's' and a trailing 't' sound. 'millions' is written with a large 'm' and a trailing 's' sound. 'various' is written with a large 'v' and a trailing 's' sound. 'period' is written with a large 'p' and a trailing 'd' sound.

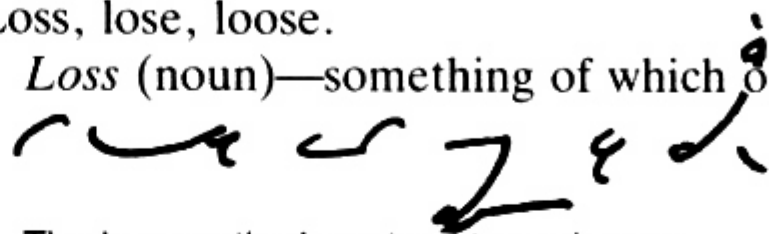
Vocabulary builder

Courteously: politely. *Disk*: a disk is a device for storing data and programs for use with a computer.

Similar word drill

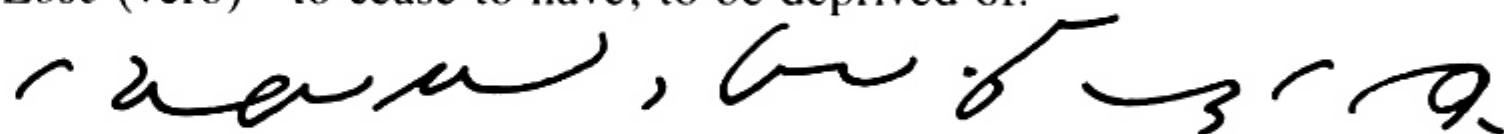
Loss, lose, loose.

Loss (noun)—something of which one is deprived.

Handwritten cursive practice for the word "Loss". The word is written multiple times in a fluid, connected script.

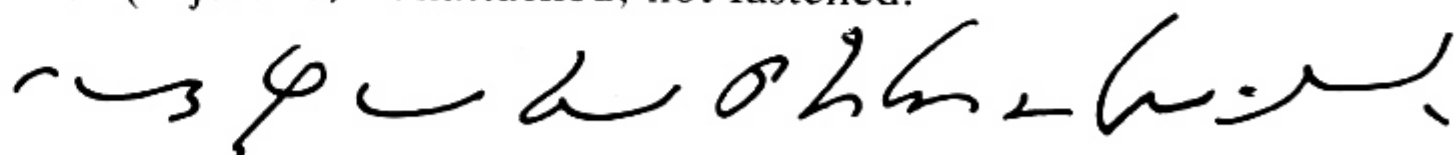
The loss on the investment was heavy.

Lose (verb)—to cease to have, to be deprived of.

Handwritten cursive practice for the word "Lose". The word is written multiple times in a fluid, connected script.

The solicitor told his partner he would not lose the case.

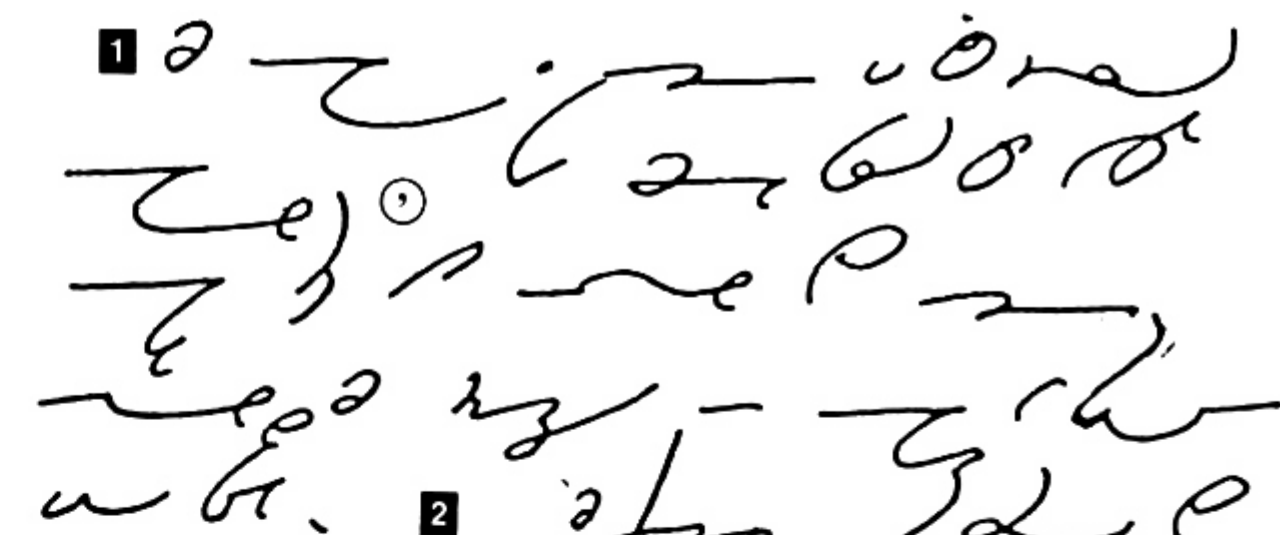
Loose (adjective)—unattached, not fastened.

Handwritten cursive practice for the word "Loose". The word is written multiple times in a fluid, connected script.

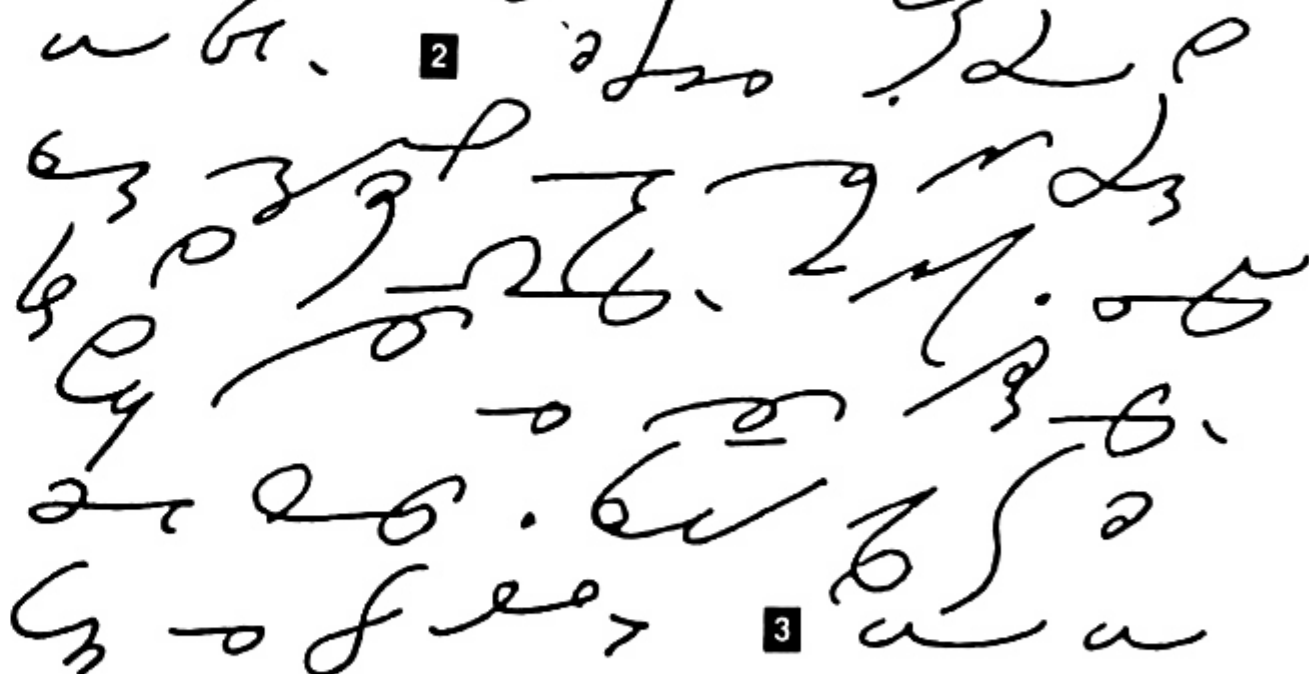
The loose pages will fall out if the book is not better handled.

Reading and writing practice

employees
conj.

Handwritten cursive practice for the word "employees". The word is written multiple times in a fluid, connected script. A small square box with the number "1" is placed at the beginning of the first line.

immature

Handwritten cursive practice for the word "immature". The word is written multiple times in a fluid, connected script. A small square box with the number "2" is placed at the beginning of the second line, and a small square box with the number "3" is placed at the beginning of the third line.

courteous

The name is
the name is
the name is
the name is
the name is
the name is
the name is
the name is

intro.

the name is
the name is
the name is
the name is
the name is
the name is
the name is
the name is

floppy disks
hard disks

(151)

Brief forms and phrases

word processor

the name is
the name is
the name is
the name is
the name is
the name is
the name is
the name is

appos.

m a g. 2 9 1 - 7
 m g. 2 9 1 - a
 r - 7 b e - 4
 7 6 e - 7 0 6
 6 e - 2 e 0 1 9
 0 . m - 1 1 0
 7 . 1 i n g 1 9 6
 4 0 1 - 2 1 2 -
 - 7 1 1 0 1 4
 1 2 3 0 2 9 -
 - 0 1 1 - 2 >

(130)

LESSON 30

124. Omission of D. The *d* is omitted from the following words which fall naturally into family groups.

| | | | | | |
|-----------|--|----------|--|-----------|--|
| bound | | extend | | remand | |
| boundary | | pretend | | amend | |
| pound | | dividend | | recommend | |
| expound | | mind | | demand | |
| expounded | | minded | | demanded | |

Note that the past tense of these words is expressed by a disjoined *t*. (This is the only exception to the normal rule—see Principles, paragraph 10, page 171.)

125. Omission of vowel preceding -tion. When *t*, *d*, *n*, or *m* is followed by *-ition* or *-ation*, the circle is omitted.

| | | | | | |
|------------|--|-------------|--|------------|--|
| addition | | permission | | commission | |
| conditions | | reputation | | edition | |
| quotation | | explanation | | station | |

126. Word-ending -ingly. The word-ending *-ingly* is represented by a disjoined *e* circle.

Spell: n-o-ingly, knowingly

knowingly

seemingly

surprisingly

feelingly

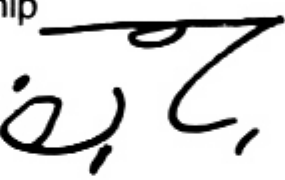
exceedingly

willingly

127. Word-ending -ship. The word-ending *-ship* is represented by a disjoined *ish*.

Spell: mem-ber-sh-ip, membership

membership



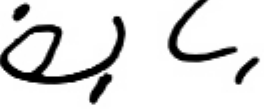
relationship



ownership



hardship



sponsorship



steamship

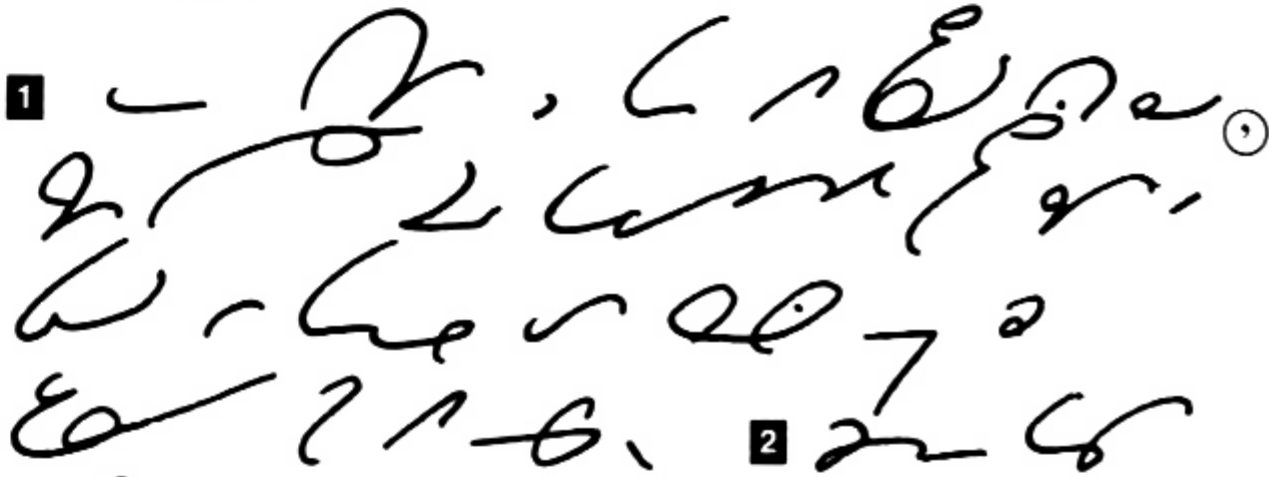


Vocabulary builder

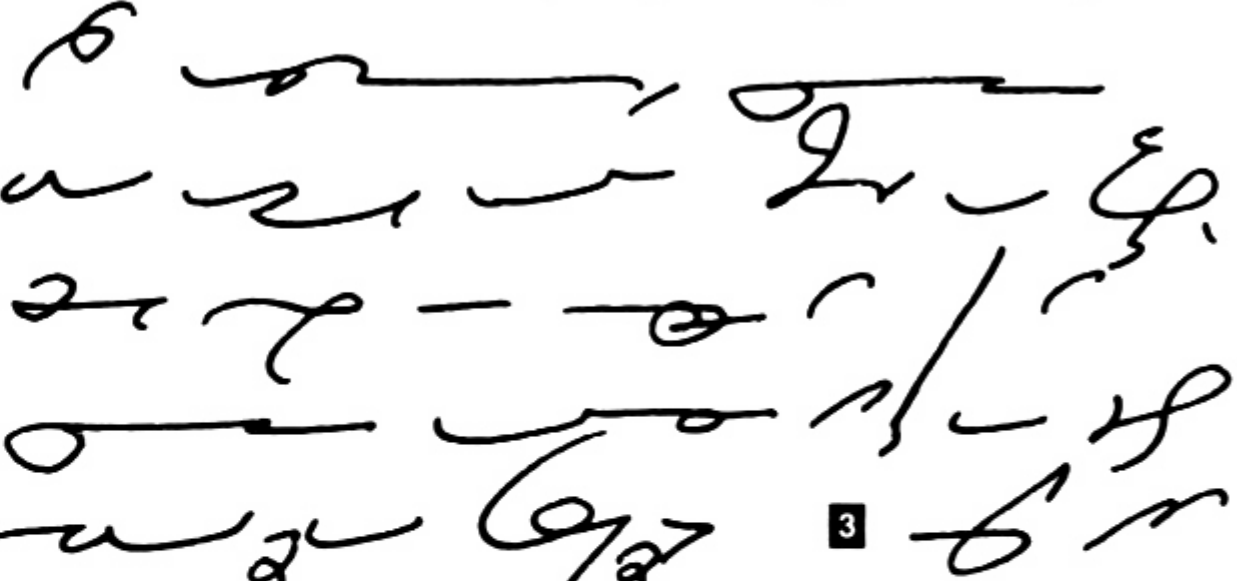
Heckling: harassing and trying to disconcert with questions, challenges, or gibes. *Frustrated*: discouraged.

Reading and writing practice

conj.

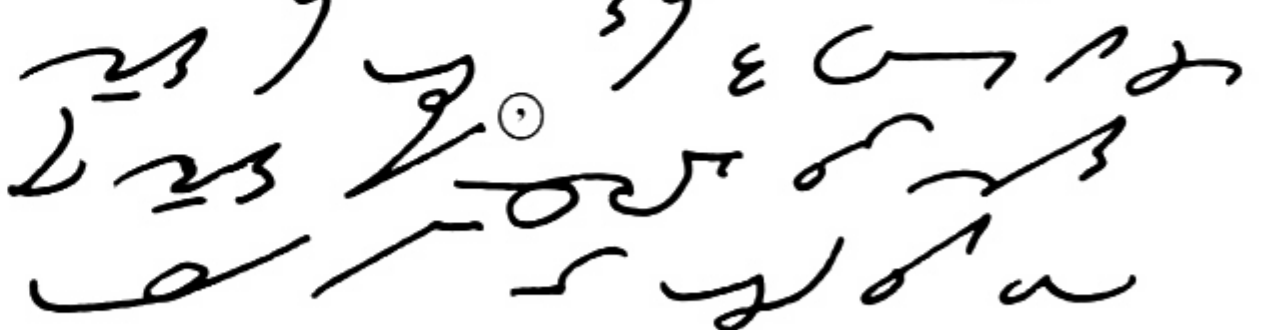
1  2

amendment

 3

quotations

intro.



parenth.

intro.

heckling

Handwritten musical notation in a cursive style, featuring various rhythmic patterns and notes. A small black box with the number '4' is located above the first staff, and another with '5' is above the second staff. Small circles are placed around certain notes. The notation is dense and expressive.

(140)

Brief forms and phrases

parenth.

series

Handwritten musical notation in a cursive style, similar to the first section. A small black box with the number '1' is located at the top left. Small circles are placed around certain notes. The notation is dense and expressive.

conj.

Handwritten cursive script, likely a signature or name, consisting of several lines of fluid, connected letters. The script is written in black ink on a white background.

(118)

Chapter 6















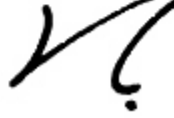

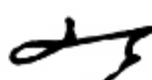
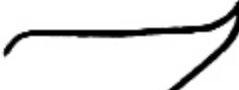



What does a secretary do?

The answer to that question will be different for almost every secretary. Most people think that a secretary merely takes dictation and transcribes it on the typewriter. This is a highly important, if not the most important part of a secretary's work, but there are many other duties that have to be performed. A secretary takes the routine work off an executive so that he or she will be able to concentrate on his or her own job. A secretary writes up the appointment diary, and reminds the boss of appointments. She answers the telephone (a good telephone manner is an essential), meets callers, provides necessary information, files important letters and papers, and frequently makes all necessary travel arrangements.

As secretary to an accountant, to a retailer, or to a company treasurer, you are likely to be familiar with bookkeeping. As secretary to a lawyer, an engineer, or a doctor you must get to know the terminology and the type of documents that are used. When you become well versed in the relevant terminology, you will adapt your shorthand by using the various devices you have learned—such as the modification of words, intersection, etc—to make your task easier. If your boss is not good at delegating responsibility, and you would like more, you should use your own initiative by gradually taking over small duties and any boss will, if he or she has any sense, come more and more to rely on you, and you will gain by getting greater satisfaction from your work and possible promotion when the opportunity arises.




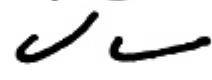
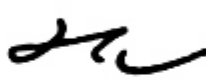




LESSON 31

128. Omission of words in phrases. It is often possible to omit one or more unimportant words in a shorthand phrase. For example, in the phrase *one of the*, the word *of* is omitted; we write *one the*. When transcribing, the stenographer would insert *of* as the phrase would make no sense without that word.

| | | | | | |
|-----------------|---|----------------|--|-----------------------|---|
| one of the |  | for a few days |  | in the world |  |
| one of our |  | at a loss |  | two or three |  |
| one of them |  | up to date |  | one of the most |  |
| many of the |  | day or two |  | will you please |  |
| more and more |  | none of the |  | for the time being |  |
| more or less |  | seems to be |  | glad to have |  |
| one of the best |  | some of them |  | with reference to the |  |

129. Word-ending -rity. The word-ending *-rity* is expressed by a disjoined *r*.

Spell: m-a-j-rity, majority

| | | | | | |
|-----------|---|-----------|--|------------|---|
| majority |  | maturity |  | prosperity |  |
| authority |  | sincerity |  | charity |  |
| security |  | minority |  | integrity |  |

130. Word-endings -self, -selves. The word-ending *-self* is represented by *s*; *-selves* or *ses*.

Spell: h-e-r-self, herself; them-selves, themselves

| | | | | | |
|---------|---|--------|---|------------|---|
| herself |  | itself |  | themselves |  |
|---------|---|--------|---|------------|---|

himself

oneself

ourselves

myself

yourself

yourselves

Vocabulary builder

Clarity: clearness, lucidity. *Assets*: possessions or attributes worth having.

Maturity: full development.

Reading and writing practice

1

2

3

appos.

serene

conj.

4

parenth.

5

clarity

Brief forms and phrases

1. h e t g h
 h p o f e z o n 2. u
 e m o e a r s
 s. 3. r , t r
 k v z y h. 4. r
 d e v ? n i r e -
 m z i s o t o s
 y z i s o t r a e.
 6. r f a n o n g o
 s t o r e p h i n
 r i g i n i p
 r . r . h . h . l a e
 s . j o n h r a
 s h e . l .
 t z . e . y .
 ? n i s

series

LESSON 32

131. Word-ending -ulate. The word-ending *-ulate* is represented by a disjoined *oo* hook.

Spell: r-e-g-ulate, regulate

regulate



stimulate



calculate



speculate



accumulate



circulate



132. Word-ending -ulation. The word-ending *-ulation* is represented by a disjoined *oo-ish*.

Spell: r-e-g-ulation, regulation

regulation



insulation



stipulation



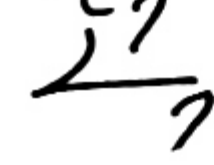
population



circulation



formulation



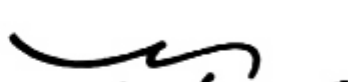
133. Word-ending -lity. The word-ending *-lity* (and a preceding vowel) is represented by a disjoined *l*.

Spell: a-b-lity, ability

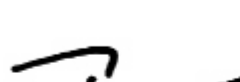
ability



locality



quality



personality



facility



possibilities



liability



responsibilities



personality



134. Word-ending -lty. The word-ending *-lty* (and a preceding vowel) is also represented by a disjoined *l*.

Spell: f-a-k-ulty, faculty

faculty



penalty



casualty



135. Long I and a vowel that follows. Any vowel following the long *i* is represented by a small circle within a large circle.

Compare: signs  science 

Spell: t-r-i-a-h-l, trial

trial



appliances



prior



via



client



quiet



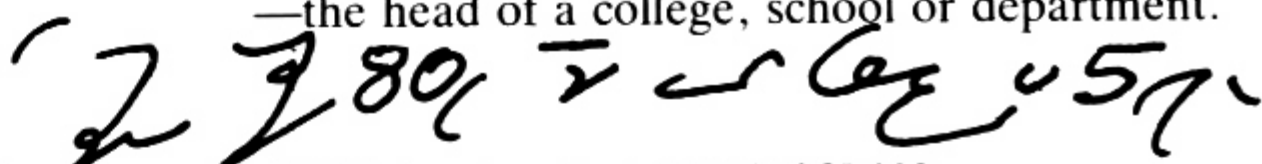
Vocabulary builder

Speculate: deal with financial transactions of a risky nature. *Accumulate*: get more and more of something. *Recession*: period of reduced economic activity. *Priorities*: matters having first preference.

Similar word drill

Principal, principle.

Principal (noun)—an amount of money on which interest is payable;
—the head of a college, school or department.

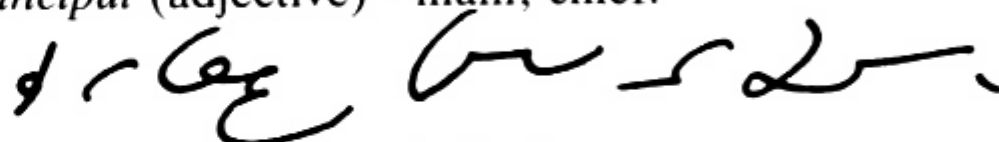


The investor received £80 interest on the principal of £5,000.



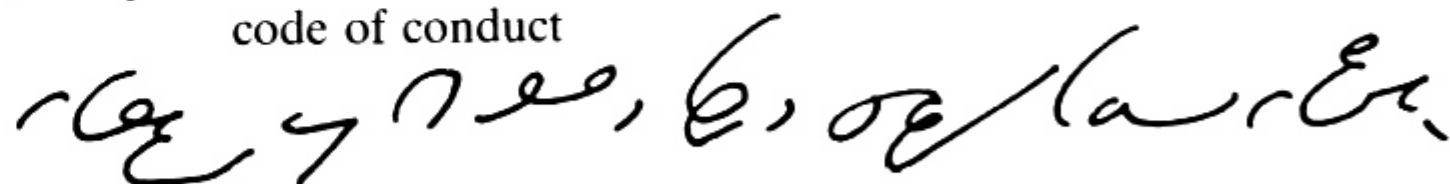
John called to see Mr Butler, the Principal of his school.

Principal (adjective)—main, chief.

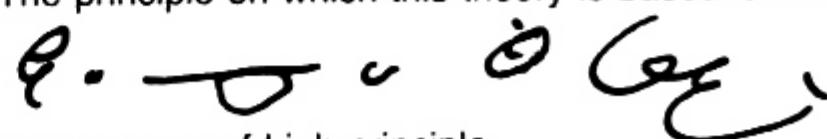


She is the principal partner in the firm.

Principle—fundamental law
code of conduct



The principle on which this theory is based is accepted by all the experts



He was a man of high principle.

Reading and writing practice

rigid

conj.

if clause

conj.

those

appliances

if clause

conj.

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100

(120)

Brief forms and phrases

1. *Handwritten cursive script, first line starting with a square box containing the number 1.*
Handwritten cursive script, second line starting with a square box containing the number 2.
Handwritten cursive script, third line starting with a square box containing the number 3.
Handwritten cursive script, fourth line starting with a square box containing the number 4.
Handwritten cursive script, fifth line starting with a square box containing the number 5.
Handwritten cursive script, sixth line starting with a square box containing the number 6.
Handwritten cursive script, seventh line starting with a square box containing the number 7.
Handwritten cursive script, eighth line starting with a square box containing the number 8.
Handwritten cursive script, ninth line starting with a square box containing the number 9.
Handwritten cursive script, tenth line starting with a square box containing the number 10.
Handwritten cursive script, eleventh line starting with a square box containing the number 11.
Handwritten cursive script, twelfth line starting with a square box containing the number 12.
Handwritten cursive script, thirteenth line starting with a square box containing the number 13.
Handwritten cursive script, fourteenth line starting with a square box containing the number 14.
Handwritten cursive script, fifteenth line starting with a square box containing the number 15.
Handwritten cursive script, sixteenth line starting with a square box containing the number 16.
Handwritten cursive script, seventeenth line starting with a square box containing the number 17.
Handwritten cursive script, eighteenth line starting with a square box containing the number 18.
Handwritten cursive script, nineteenth line starting with a square box containing the number 19.
Handwritten cursive script, twentieth line starting with a square box containing the number 20.

parenth.
 conj.
 conj.

LESSON 33

136. Word-ending -hood. The word-ending *-hood* is represented by a disjoined *d*.

Spell: n-a-b-r-hood, neighbourhood

neighbourhood

manhood

boyhood

childhood

likelihood

motherhood

137. Word-ending -ward. The word-ending *-ward* is also represented by a disjoined *d*.

Spell: o-n-ward, onward

onward

foreward

upward

backward

afterwards

upwards

awkward

inward

homeward

138. Word-ending -ification. The word-ending *ification* is represented by a disjoined *f*.

Spell: c-l-a-s-ification, classification

classification

justification

specification

notification

qualification

modification

139. Word-ending -gram. The word-ending *-gram* is represented by a disjoined *g*.

Spell: d-i-gram, diagram

diagram

programme

monogram

telegram

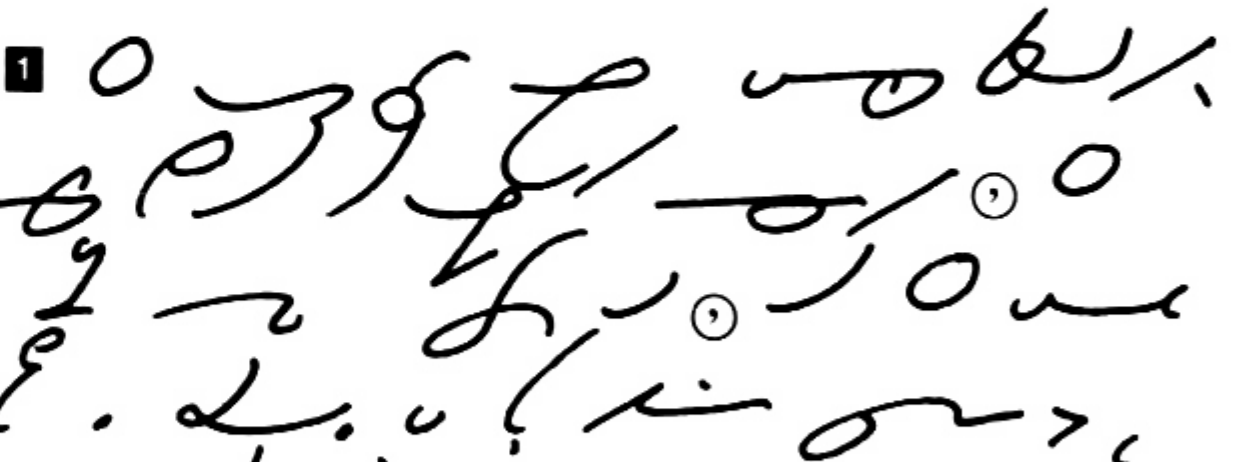
radiogram

cablegram

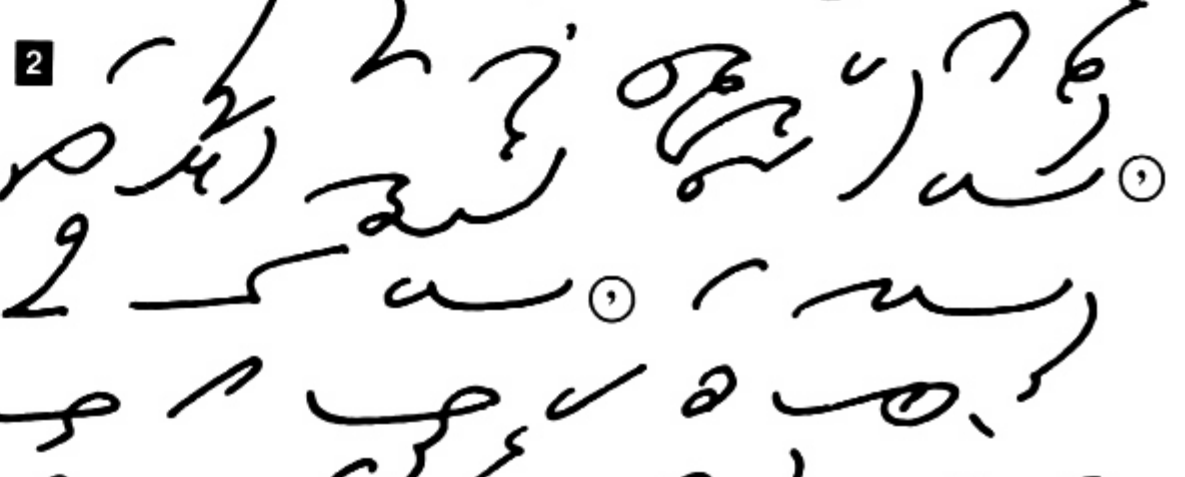
Vocabulary builder

Stimulated: aroused. *Classics*: works of enduring excellence by any great writer.

Reading and writing practice

1  Handwritten Arabic calligraphy for exercise 1, featuring a mix of cursive and semi-cursive styles. The text includes an introductory phrase and a conjunction.

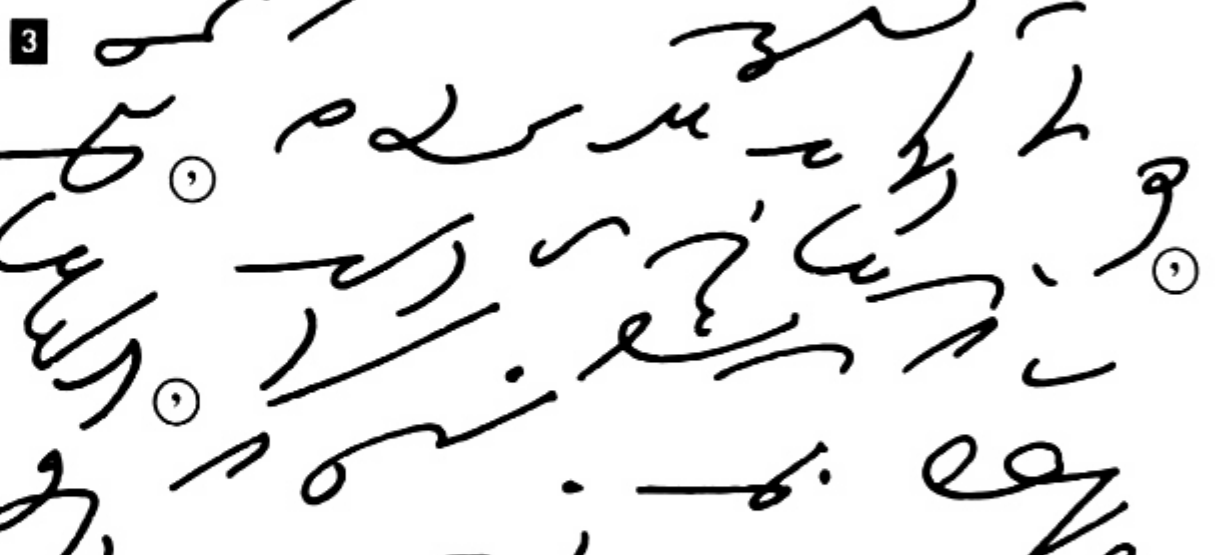
intro.
conj.

2  Handwritten Arabic calligraphy for exercise 2, showing a conditional clause. The script is fluid and expressive.

if clause

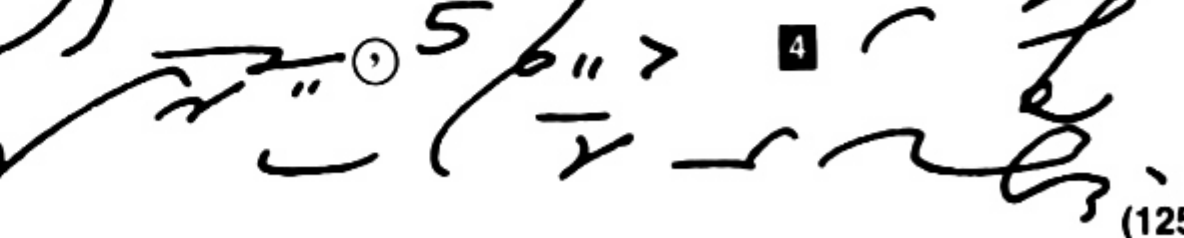
 Handwritten Arabic calligraphy for exercise 3, featuring an introductory phrase. The lines are well-spaced and clear.

intro.

3  Handwritten Arabic calligraphy for exercise 3, showing a when clause and a parenthetical phrase. The script is elegant and consistent.

when clause

parenth.

 Handwritten Arabic calligraphy for exercise 4, featuring an appositive phrase and a stimulated phrase. The text is clear and legible.

appos.
stimulated

Brief forms and phrases

1

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series

parenth.

conj.

inward







conj.

LESSON 34









140. Abbreviated word—in families. Many long words may be abbreviated in shorthand by dropping the endings. This device is also used in longhand as *Jan.* for *January*. The extent to which you use this device will depend on your familiarity with the words and with the subject matter of the dictation. When in doubt, write it out! The ending of a word is not dropped when a special shorthand word-ending form has been provided, such as *-lity*, *ability*.

Notice how many of the words written with this abbreviating device fall naturally into families of similar endings.







-tribute

| | | | | | |
|-----------|---|-------------|--|-------------|---|
| tribute |  | contribute |  | distribute |  |
| attribute |  | contributed |  | distributor |  |










-quent

| | | | | | |
|--------------|---|------------|---|------------|---|
| consequent |  | frequent |  | eloquent |  |
| consequence |  | frequently |  | eloquence |  |
| consequently |  | | | eloquently |  |

-quire

| | | | | | |
|---------|---|----------|---|----------|---|
| inquire |  | requires |  | acquire |  |
| inquiry |  | inquires |  | acquired |  |

-titude, -titude

| | | | | | |
|-----------|---|------------|---|--------------|---|
| attitude |  | latitude |  | constitution |  |
| gratitude |  | altitude |  | institute |  |
| aptitude |  | constitute |  | destitute |  |

-iety

| | | | | | |
|---------|---|---------|---|---------|---|
| variety |  | society |  | anxiety |  |
|---------|---|---------|---|---------|---|

Vocabulary builder

Accommodation: a place to stay, lodgings.

Reading and writing practice

as clause

1

Handwritten cursive practice for the phrase "as clause". The text is written in a fluid, connected style. A small square box with the number "1" is placed at the beginning of the first line.

when clause

eloquently

conj.

appos.

2

3

4

Handwritten cursive practice for various phrases: "when clause", "eloquently", "conj.", "appos.", "up to date", "if clause", and "up-to-date". The text is written in a fluid, connected style. Small square boxes with numbers "2", "3", and "4" are placed at the beginning of the respective lines.

(109)

* If expressions such as *up to date* and *well planned* are followed by a noun, the hyphen is inserted; if no noun follows the expression, no hyphen is used.

Brief forms and phrases

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series

parenth.






















if clause

parenth.

(137)

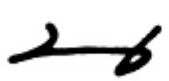





LESSON 35

141. **Abbreviated words—not in families.** The ending may be omitted from many long words even though they do not fall into a family group.

| | | | | | |
|-----------------------------|---|-------------|--|-------------------------|---|
| significant
significance |  | privilege |  | anniversary |  |
| convenient
convenience |  | statistics |  | alphabet |  |
| memorandum |  | statistical |  | reluctant
reluctance |  |
| equivalent
equivalence |  | preliminary |  | philosophy |  |
| approximate |  | original |  | et cetera |  |
| elaborate |  | popular |  | frequent |  |
| develop |  | curriculum |  | cooperate |  |







142. **Word-beginnings Sub-.** The word-beginning *sub-* is represented by *s*.

Spell: sub-m -e-t-, submit

| | | | | | |
|-----------|---|-------------|--|----------|---|
| submit |  | substantial |  | sublease |  |
| subscribe |  | subdivide |  | suburbs |  |

143. **Word-beginning trans-.** The word-beginning *trans-* is represented by a disjoined *t*.

Spell: trans-m-e-t-, transmit

| | | | | | |
|----------|---|-------------|---|------------|---|
| transmit |  | transact |  | transport |  |
| transfer |  | transaction |  | transistor |  |

Vocabulary builder

Trend: general direction and tendency. *Thus:* accordingly, therefore.

Stenographer: one who writes shorthand. *Statistics:* numerical facts.

Reading and writing practice

parenth.

1
parenth. ()
parenth. ()
parenth. ()

parenth.

parenth.

statistics

if clause

parenth.

3

parenth.

parenth.

parenth.

parenth.

4
 1 2 3 4 5 6 7 8 9 10
 11 12 13 14 15 16 17 18 19 20

(161)

Brief forms and phrases




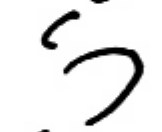





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(95)

LESSON 36




144. Word-beginning Self-. The word-beginning *self-* is represented by a disjoined left *s*.

Spell: self-m-a-d, self-made

| | | | | | |
|----------------|---|----------------|--|-------------|---|
| self-made |  | self-addressed |  | selfish |  |
| self-confident |  | self-evident |  | selfishness |  |
| self-interest |  | self-control |  | unselfishly |  |

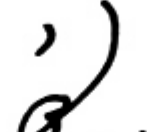





145. Word-beginning Circum-. The word-beginning *circum-* is also represented by a disjoined left *s*.



Spell: circum-s-ten-s, circumstances

| | | | | | |
|--------------|---|---------------|---|----------------|---|
| circumstance |  | circumstances |  | circumstantial |  |
|--------------|---|---------------|---|----------------|---|

146. Word-beginning Super-. The word-beginning *super* is represented by a disjoined right *s*.

Spell: super-v-i-s, supervise





| | | | | | |
|-------------|---|-------------|---|-----------|---|
| supervise |  | superficial |  | superb |  |
| supervision |  | superior |  | supersede |  |

Note: supr-: suppress  supreme 

147. Word-beginnings Agr-, Aggr. These are expressed by a disjoined loop.

Spell: agre-ment, agreement










| | | | | | |
|-------|---|-----------|---|-------------|---|
| agree |  | *disagree |  | agriculture |  |
|-------|---|-----------|---|-------------|---|

agreed  agrees  aggressive 
 agreement 

*Note that the 's' is omitted to provide an easier outline.

148. Ul. *Ul* is represented by *oo* when it precedes a forward or upward stroke.

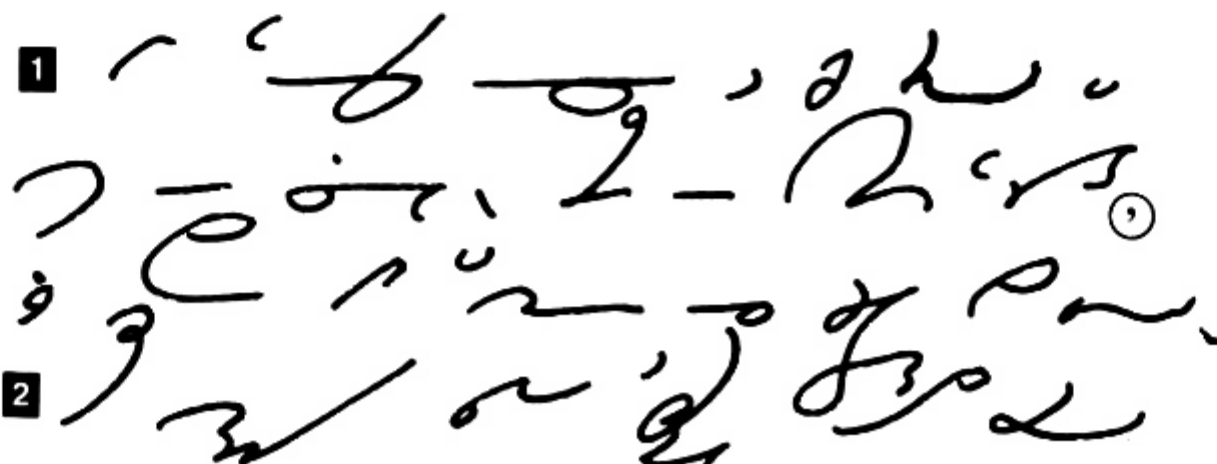
Spell: re-s-ul-t, result

| | | |
|--|--|--|
| result  | adults  | cultivate  |
| consult  | ultimately  | multiply  |
| insulted  | multitude  | vulgar  |

Vocabulary builder

Supersede: set aside. *Visual display unit (VDU)*: a VDU displays text and operator information.

Reading and writing practice

intro. 

ultimately

Handwritten cursive script for 'ultimately' with a circled '3' at the end.

as clause

Handwritten cursive script for 'as clause' with a circled '4' at the end.

parenth.

Handwritten cursive script for 'parenth.' with a circled '5' at the end.

if clause

Handwritten cursive script for 'if clause' with a circled '6' at the end.

conj.

Handwritten cursive script for 'conj.' with a circled '7' at the end.

Handwritten cursive script for 'conj.' with a circled '8' at the end.

Handwritten cursive script for 'conj.' with a circled '9' at the end.

(135)

Brief forms and phrases

parenth.

Handwritten cursive script for 'parenth.' with a circled '1' at the end.

conj.

Handwritten cursive script for 'conj.' with a circled '2' at the end.

Handwritten musical notation in a cursive style, consisting of several lines of notes and rests. A small square box containing the number '2' is located on the second line. Some notes have small circles above them, possibly indicating fingerings or accents.

intro.
conj.

series

(110)

Chapter 7

Seeking promotion

The kind of job you will get and the progress you will make in it will depend almost entirely on you. If you use your head and make the most of the talents and abilities you have, you are likely to achieve what you want. As secretary to a business executive you are expected to have interest and ability. You must look smart and have a pleasing personality. In a secretarial position, the opportunities to learn are unlimited. It has happened many times that the secretary moved into the boss's position when he or she is promoted. Even if you don't aspire to the boss's job, your future will probably depend on how well he or she does in the firm. Promotion goes to the people who have proved to be outstanding in their work. The executive can hardly be outstanding if the secretarial help is inefficient. Usually, when an executive gets promotion, the same thing happens to the secretary. You and your boss should be a team; the success of one will depend on the other.

Many people, both old and young, ruin their chances of promotion because they are narky and suspicious. They are inclined, all too frequently to find fault with everything, to blame others when things go wrong, and to feel the world is against them when they fancy they are slighted. Their usual topic of conversation is a criti-

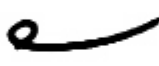
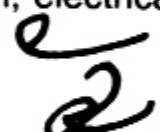




cism of others. Such people create a very unfavourable impression on their colleagues whether they are their peers or their bosses. An executive will recognize talent, but will also sense when a person will not inspire confidence in others. A complainer will find it very difficult to do this. People who do not get the promotion they feel they deserve would be well advised to take a careful look at themselves and to consider whether, perhaps, the fault lies with them rather than with others. A cheerful acceptance of a setback will help far more for the future than suffering from a sense of resentment which adversely affects their own lives and those of others. We all cannot be 'little rays of sunshine', but neither should we project the image of a permanent dark cloud louring over the horizon.

A friend of mind, who has achieved a very high position in the Civil Service, gave me the following advice: 'When I joined the Service as a young person, my boss took me aside and said, "You are going to have many setbacks in your life here, but, for heaven's sake, don't go around complaining to everyone about them. It will get you nowhere. Just get on with the job as cheerfully as you can." '




You have achieved more than many other people if you have reached a good speed in shorthand. Don't spoil your chances—use your talents instead!

LESSON 37







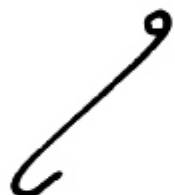


149. Word-beginning Electric-. The word-beginning *electric* (and the word *electric*) is represented by a disjoined *el*.

| | | | |
|------------|---|-------------------------------|---|
| | | Spell: electric-l, electrical | |
| electric |  | electric wire |  |
| electrical |  | electric fan |  |
| | | electric motor |  |
| | | electric razor |  |

150. Word-beginning Electr-. The word-beginning *electr-* is also represented by a disjoined *el*.

| | | | |
|------------|---|----------------------------------|---|
| | | Spell: electro-n-e-k, electronic | |
| electronic |  | electrician |  |
| | | electricity |  |

151. Compound words. Most compound words are formed simply by joining the outlines for the words that make up the compound. In some words, however, it is desirable to modify the outline of one of the words in order to obtain an easier joining.

| | | | | | |
|-----------|---|------------|---|-----------------|---|
| anyhow |  | someone |  | within |  |
| anywhere |  | however |  | worthwhile |  |
| everybody |  | everywhere |  | notwithstanding |  |

Note also that compound word-beginnings are joined in the order in which they occur.

| | | | | | |
|------------|---|------------|--|-------------|---|
| unemployed |  | incomplete |  | uncontested |  |
|------------|---|------------|--|-------------|---|

152. Intersection. The writing of one shorthand character through another is sometimes useful for special phrases. You should not, however, seek to memorize lists of such phrases; you should devise them

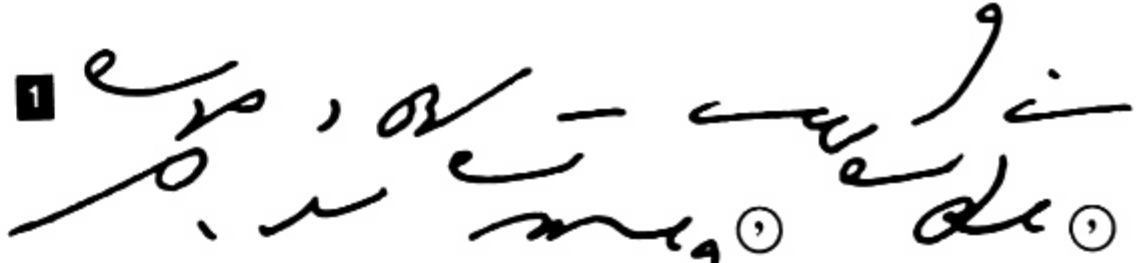
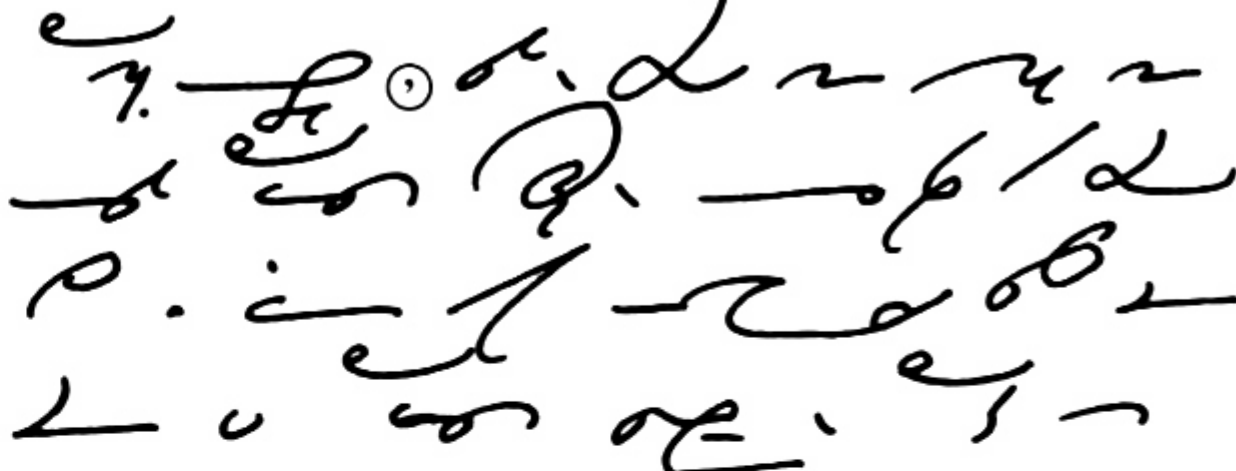
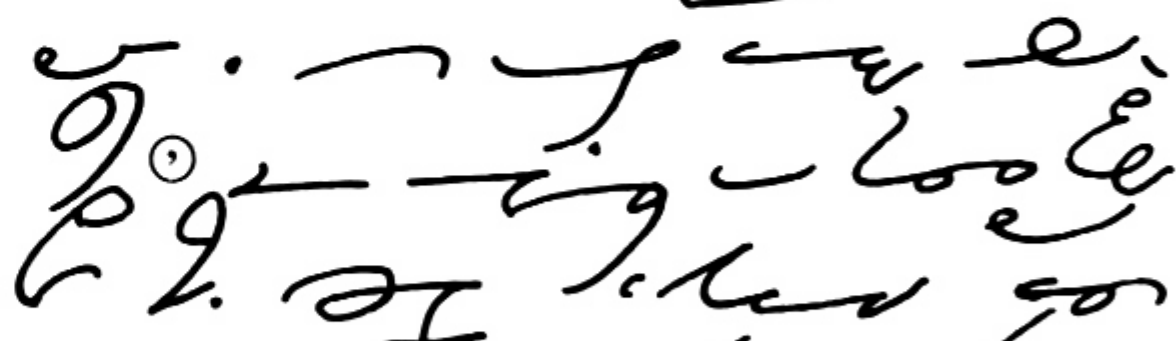
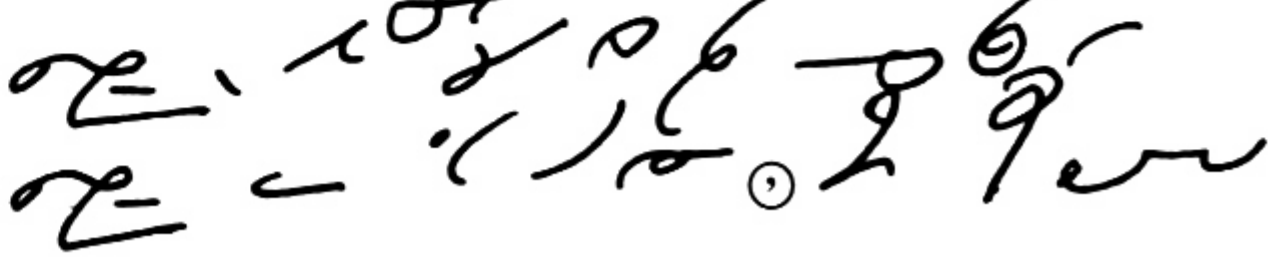
only when the constant repetition of certain combinations of words in your dictation makes it worth while to form special outlines for them.

| | | | | | |
|------------------------|---|---------------|--|--------|---|
| a.m. |  | vice versa |  | p.m. |  |
| Chamber of
Commerce |  | Balance Sheet |  | C.O.D. |  |

Vocabulary builder

Devices: appliances. *Ultimately:* finally. *Integrate:* combine. *Encounter:* meet with. *Electronic typewriter:* this machine relieves the typist of a lot of repetitive work. Automatic typing functions include carriage return, underscoring, tabulation, and simple editing facilities such as self-correcting, built-in memory, search and replace, etc.

Reading and writing practice

| | |
|------------------------------|--|
| series |  |
| electronic |  |
| parenth. |  |
| (hire purchase)
if clause |  |

parenth.

Handwritten cursive script for the word "parenth." with a circled number 1.

integrate

Handwritten cursive script for the word "integrate" with a circled number 1 and a boxed number 2.

conj.

Handwritten cursive script for the word "conj." with a circled number 1 and a boxed number 3.

(130)

Brief forms and phrases

Handwritten cursive script for brief forms and phrases, starting with a boxed number 1 and containing a boxed number 2.

Handwritten cursive script for brief forms and phrases, starting with a boxed number 3.

Handwritten cursive script for brief forms and phrases, starting with a boxed number 4.

Handwritten text in a cursive script, possibly representing a name or a signature.

(119)

LESSON 38

153. Quantities. Here are a few more helpful abbreviations for use with numerals and after such words as *few* and *several*.

| | | | | | |
|-----------|-----|-----------------|-----|----------------------|----------------|
| 5 feet | 5) | few hundred | h | 5 metres | 5-m |
| a million | . — | several hundred | h | 5 kilometres | 5-k |
| a dollar | . / | a pound | . L | 5 per cent per annum | 5 ₂ |
| | | a punt | . h | | |

Note that the *m* for *million* is written beside the figure as a positive distinction from *n* for *hundred* (Lesson 8) which is written underneath the figure.

154. Proper name endings. In proper names, the endings *-port*, *-borough* (spelled variously) are represented by the first letter of the ending, joined or disjoined. The ending *-ford* is represented by *fd*; *-ington* by *ten* disjoined; and *ingham* by *m* disjoined.

-port

| | | | | | |
|----------|----|---------|----|-----------|----|
| Westport | Wp | Newport | Np | Southport | Sp |
|----------|----|---------|----|-----------|----|

-ford

| | | | | | |
|----------|-----|-----------|-----|--------|-----|
| Longford | Lfd | Waterford | Wfd | Oxford | Ofd |
|----------|-----|-----------|-----|--------|-----|

-borough

| | | | | | |
|------------|----|-----------|----|-----------|----|
| Pittsburgh | Pg | Edinburgh | Ed | Lanesboro | Ls |
|------------|----|-----------|----|-----------|----|

-ington

| | | | | | |
|------------|------|---------------|-----------|------------|------|
| Washington | Wten | Portarlington | Portarlen | Harrington | Hten |
|------------|------|---------------|-----------|------------|------|

-ingham

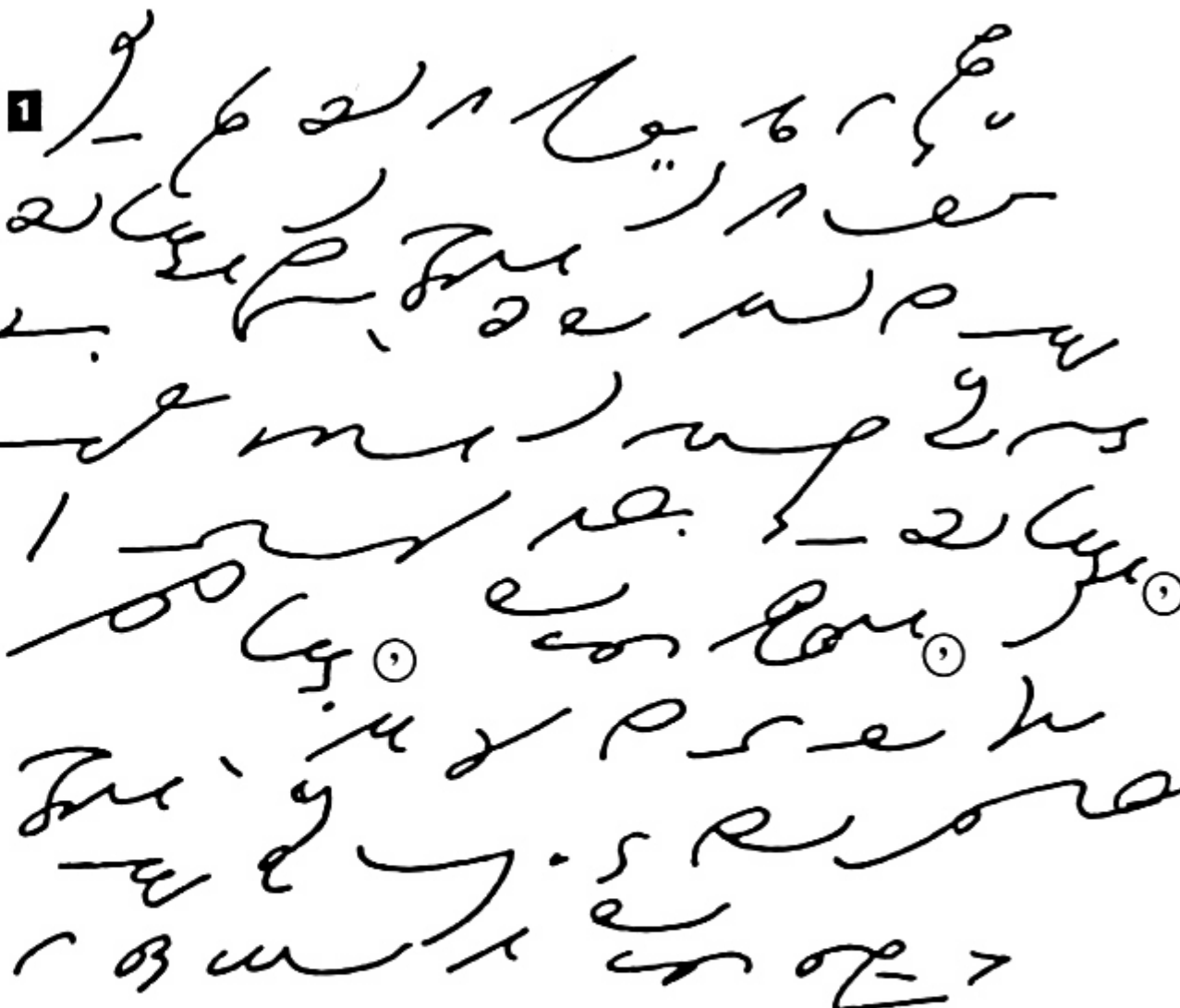
| | | | | | |
|------------|----|------------|----|------------|----|
| Cunningham | Cm | Nottingham | Nm | Birmingham | Bm |
|------------|----|------------|----|------------|----|

155. Common geographical abbreviations

| | | | | | |
|---------------|---|---------------|---|----------|---|
| Ireland |  | United States |  | Dublin |  |
| England |  | USA |  | Belfast |  |
| Great Britain |  | Canada |  | London |  |
| Scotland |  | Germany |  | Glasgow |  |
| America |  | Belgium |  | New York |  |

Note that the names of many countries and cities do not need to be abbreviated. If, however, the name of a country or city which could easily be abbreviated occurs frequently in dictation, then a suitable abbreviation should be devised.

Reading and writing practice

1 

series

mail merge

Handwritten cursive script for 'mail merge'

intro.

Handwritten cursive script for 'intro.'

conj.

Handwritten cursive script for 'conj.'

series

Handwritten cursive script for 'series'

daisy wheel

Handwritten cursive script for 'daisy wheel'

dedicated

Handwritten cursive script for 'dedicated'

(151)

Brief forms and phrases

conj.

Handwritten cursive script for 'conj.'

conj.
if clause

Handwritten cursive script for 'conj. if clause'

2 6 3 6 9 a 1 6 1 6 6
P 2 1 1 1 1 1 1
a 1 1 1 1 1 1 1
1 1 1 1 1 1 1
1 1 1 1 1 1 1
1 1 1 1 1 1 1

conj.

(104)

LESSON 39

This lesson provides some extra Reading and Writing Practice.

1 e f g h i j k l m n o p q r s t u v w x y z

theatre

"Juno and the Paycock"
Sean O'Casey

theatre
"Juno and the Paycock"
Sean O'Casey

appos.

appos.

2 a b c d e f g h i j k l m n o p q r s t u v w x y z

intro.

parenth.

intro.
parenth.

technique *Handwritten cursive script, likely a word or phrase.*

occasions *Handwritten cursive script, likely a word or phrase.*

(211)

Brief form review

1 *Handwritten cursive script, likely a word or phrase.*

ladies' *Handwritten cursive script, likely a word or phrase.*

conj. *Handwritten cursive script, likely a word or phrase.*

Handwritten cursive script, likely a word or phrase.

2 *Handwritten cursive script, likely a word or phrase.*

20 9 = 5 1/2 18"
 . 6 p (09 0 e
 appos. p (09 0 e
 conj. p (09 0 e
 schedule p (09 0 e
 league p (09 0 e
 = 20 1/2 p (09 0 e

(124)

Appendix

Principles of joining


The following is a summary of the principles that govern the various joinings of Gregg shorthand. They are presented as a matter of interest.

1. Circles are written inside curves and outside angles.

appeal 

late 

fame 

gave 

relief 

needless 

Circles are written clockwise (in this direction ↻) on a straight stroke or between two straight strokes in the same direction.

may 

date 

name 

mean 

stayed 

aim 

Between two curves, written in opposite directions, the circle is written on the back of the first curve.

care 

gear 


vapour 


rack 

leak 

beef 

2. The *o* hook is written on its side before *n* and *m* unless a downward stroke comes before the hook.

own 

stone 

loan 

BUT

shown



bone



sown

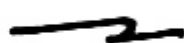


3. The *oo* hook is written on its side after *n* and *m*.

news



moon



moved



4. The under (left motion or anti-clockwise) *ith* is used when it is joined to *o*, *r*, *l*; in other cases, the over (right motion or clockwise) *ith* is used.

though



through



health



BUT

these



thick



then



5. The following principles deal with the joinings of the two forms of *s*.

At the beginning and end of words, the comma *s* is used before and after *f*, *v*, *k*, *g*; the left *s*, before and after *p*, *b*, *r*, *l*.

saves



sips



series



seeks



mobs



rags



The comma *s* is used before *t*, *d*, *n*, *m*, *o*; the left *s* is used after those strokes.

stones



solos



feeds



The comma *s* is used before and after *ish*, *chay*, *j*.

sessions



reaches





stages



The comma *s* is used in words consisting of *s* and a circle vowel or *s* and *ith* and a circle vowel.

say 

these 

seethe 


The above principles relating to the joining of *s* may be summarized as follows: Before and after *p, b, r, l*; and after *t, d, n, m, o*, the left *s* is used; in *all* other cases the comma *s* is used.

6. Gregg shorthand is equally legible whether it is written on ruled or unruled paper; consequently, you need not worry about the exact placement of your outlines on the printed lines in your notebook. The main purpose of the printed lines in your notebook is to keep you from wandering up and down as you write. However, so that all outlines may be uniformly placed in the shorthand books from which you study, this general rule has been followed:

The base of the first consonant of a word is placed on the line of writing. When *s* comes before a downstroke, however, the downstroke is placed on the line of writing.


name 

safe 


base 

dealer 

chief 

space 

7. At the beginning of a word and after *k, g*, or a downstroke, the combination *oo-s* is written without an angle.

husky 

gust 

just 


BUT

loose 


does 

rust 

8. The word beginning *re-* is represented by *r* before a downstroke or a vowel.

research 

revise 

re-open 

BUT

relate

retell

redress

9. The word-beginnings *de-*, *di-* are represented by *d* except before *k* or *g*.

depressed

debate

direction

BUT

declare

decay

degree

10. The past tense of a verb is formed by adding the stroke for the sound that is heard in the past tense. In some words the past tense has the sound of *t*, as in *baked*; in others, it has the sound of *d*, as in *saved*. In some words, the past tense is incorporated in a blend, as in *planned*, *feared*, *treated*, *mailed*

baked

saved

feared

planned

mailed

treated

Note that there is one exception to the above principle: in cases where the *d* is omitted after *n* at the end of words (see Lesson 30), the past tense is expressed by a disjoined *t*.

bounded

extended

demanded

11. The word-endings *-ure* and *-ual* are represented by *r* and *l* except when those endings are preceded by a downstroke.

nature

procedure


secure


annual


gradual

equal


BUT

pressure 

treasure 

ensure 

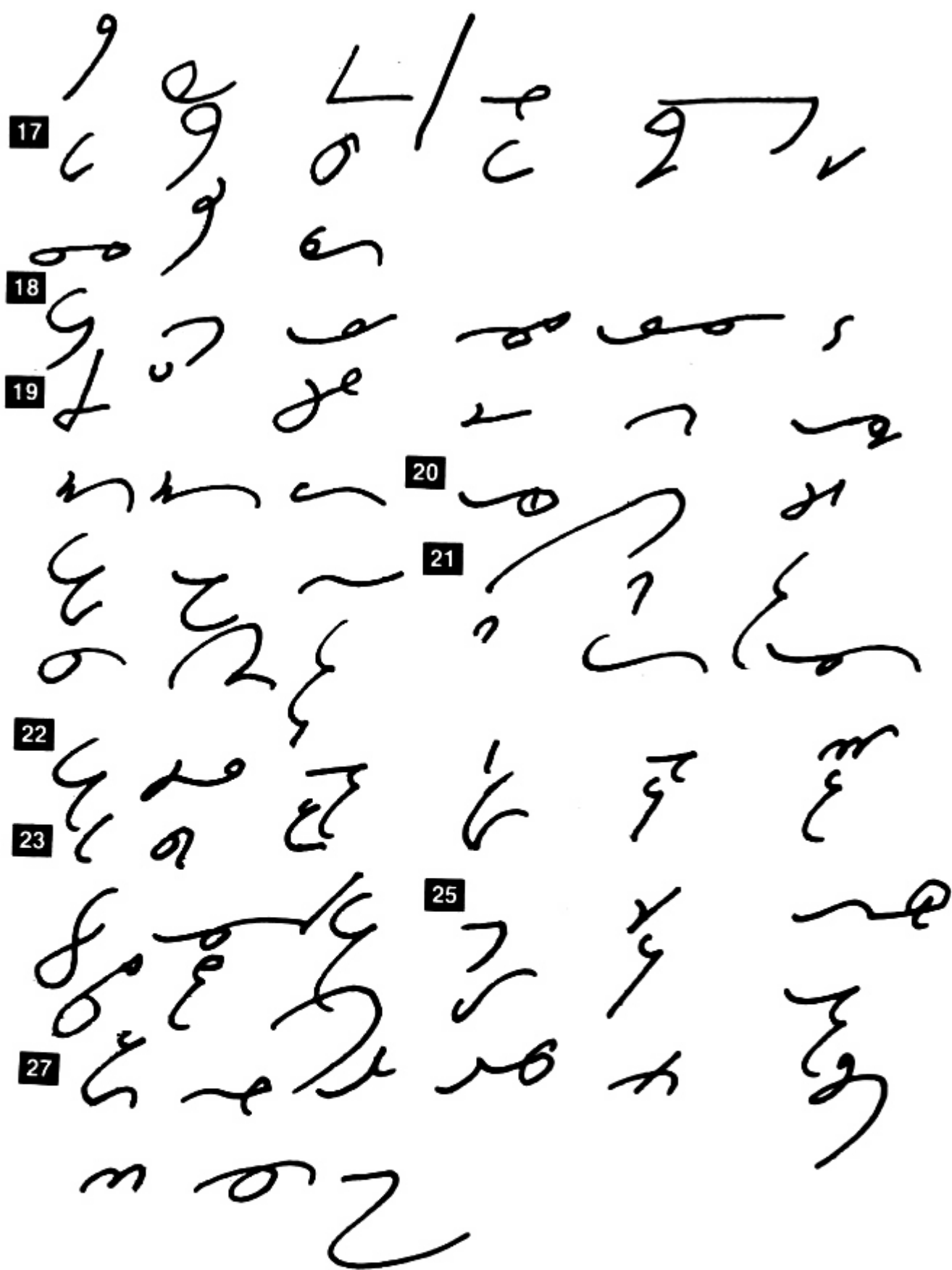
casual 

visual 

visually 

Brief forms in order of presentation

| | | | | | | |
|-----------|--|--|--|-----------|--|--|
| 1 | | | | | | |
| 2 | | | | | | |
| 5 | | | | | | |
| | | | | 7 | | |
| | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| | | | | | | |
| 13 | | | | | | |
| | | | | 14 | | |
| | | | | 15 | | |



Countries and cities

Belgium



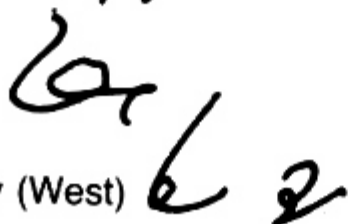
Brussels



Denmark

Copenhagen

France




Paris




Germany (West)

Bonn



Germany (East) 

Berlin (East) 


Greece 

Athens 

Italy 

Rome 

Luxembourg 

Luxembourg 

Netherlands 

Amsterdam 

Norway 


Oslo 

Poland 

Warsaw 

Portugal 

Lisbon 

Russia 

Moscow

Spain 

Madrid 

Sweden 

Stockholm 

Switzerland 

Berne 


Where easily recognized forms are obtained, abbreviations have been given.







At work, where a name of a country or city occurs frequently, the stenographer may decide to introduce an abbreviation.







Place names (in alphabetical order)

REPUBLIC OF IRELAND








Ballina 







Dun Laoghaire 

Carlow 
Clonmel 
Cork 
Drogheda 
Dublin 
Dundalk 

Galway 
Kilkenny 
Limerick 
Tralee 
Waterford 
Wexford 

NORTHERN IRELAND

Armagh 
Ballymena 
Belfast 
Banbridge 
Coleraine 
Derry 
Londonderry 

Enniskillen 
Larne 
Lisburn 
Lurgan 
Newry 
Portadown 

LESSON 3

Reading practice

1. I am leaving in an hour. Fay will arrange for a flight an hour later.¹⁵
2. Vera is staying at Mary's home. Mary is not feeling well. Vera will help her.¹⁵
3. Bill Bates will pay Fred a higher salary. He will meet him at his home.¹⁵
4. I am not well. I will stay at home. I will not stay in bed. I will eat light meals for a day.²³
5. Dave left his hat in his store. A man saw it. He stole it.¹⁴
6. Mary Malone wrote a fine story. Philip read it at night in his home.¹⁴
7. I am appearing in a play. It is a fine play. I will invite Fred Lane. I am hoping he will stay at my home.²⁵
8. I will visit a store in Paris in May. I will arrange a late flight. I will buy a nice dress in a store as I will have a day in Paris.³²
9. Sally is not well. I will buy medicine at a store near her home.¹⁴
10. I will travel in a private plane on May 5. I am hoping I may stay a night in Madrid. I will visit Tony Jones.²⁵
11. Our sales are low. I have a fine plan. It will help our sales. Our staff are happy.¹⁸
12. At night stars are bright. I will stroll in our lanes in my spare hours.¹⁵
13. Mary Lee served in Naas in our retail store. Mary will leave our firm in four days. I will miss her.²¹
14. Fred will accept a post in Italy at a higher salary. He will live in Rome.¹⁶

(262)

LESSON 4

Reading practice

1. I will move my home in a day. I will have two large bedrooms. Jack Jones will visit me each day.²¹
2. I will check Mary's hours. I feel less hours will suit her. She tires at night.¹⁶
3. Poor food will not help our team to stay well. Mary Lane will seek to help caterers to sell fine food.²¹
4. Our firm will do its best to give our stores high grade service to help our sales campaign.¹⁸
5. Vera has fine fruit trees. She grows apples, pears, raspberries. Little lads climb her apple trees to steal her apples.²⁰
6. Jerry Green made high grades in his tests. His teacher praised him. He said Jerry would do better in later tests.²¹
7. Clare will stay cool if she stays inside. She will have a rest in her room till noon.¹⁸
8. Our glass door is broken. Our neighbour, Jim Gray, is willing to drive to a store to get glass to repair our broken pane.²⁴
9. A cool gale blew at noon. At 4 it grew lighter. Mary felt she would take a chance. She drove her car to a hotel near her home. She had a nice meal.³³
10. Margaret will bake a fruit cake. She says she will buy a little cream. She will invite visitors to her home.²¹

(213)

LESSON 5

Reading practice

1. Dear Joseph, I can go to the city on the first of June to talk with

you on the sale of your factory. You will need to decide if you will sell the machinery or if you will move it to the factory you have bought. Do you feel that the staff will move with you or will you have to get involved in talks with the leaders first? As the pay is high, you may not have problems, but if you can increase the salary scales, it would help a lot. Fred Flynn.⁹⁴

2. A man arrived a little late to catch his train; so he felt as mad as a hatter. He saw a ticket collector stooping to tie his shoe. He gave the poor fellow a kick. 'For heaven's sake, stop tying your shoe,' he said.⁴⁴
3. Dear Philip, I would like you, if possible, to call at my store on 5 July. I have a lot of jobs that I would like finished. You might phone me to tell me if you can call on that day. James Morris.⁴³
4. Dear Grace, I am hoping you will visit the main branch of our factory at Cork as I have a vacancy for a top-class clerk. I believe the job would suit you, but I need to fill the post in 7 or 8 days. I know you are not too keen to get involved in a 5-day job, but I feel I can arrange to suit your needs. James Clarke.⁷²
5. I almost slipped on the ice. I already had a nasty fall¹²

(265)

Brief forms and phrases

1. Mr Gray, I would like a first-class ticket for a flight.¹²
2. I will have a nice meal with Mr Malone in a day or so at our local hotel.¹⁸
3. I am having driving lessons with

Mr Fay. He has taught a lot of girls.¹⁵

4. Will you phone that man to tell him that, if possible, our salesman will meet him in a day or so.²¹
5. Please forgive me for not filling in the form that you gave me last night.¹⁵
6. Although he is not well, he will not alter the date of the meeting.¹⁴

(95)

LESSON 6

Reading and writing practice

1. Dear Carol, I am sorry you will not get a chance to call at our showrooms on your visit to the city. My staff would have liked your advice on the models that are on show. I feel it is the best range that our firm has had for sale since the opening of our store here. Your knowledge of our type of stock would have helped the staff on the right sales approach. You might have advised on the prices as well, but it is hoped that you will travel here at a later date. Frances Stephens.⁹⁸
2. Dear Angela, I have your letter of 5 May. I will meet you early on 12 May, as you asked, at the Park Hotel to arrange our holiday. I know a man who will assist in selecting a not too highly-priced trip that will make the holiday attractive. I will arrange for visits to the theatre—the plays are first class, but prices are not too high. I will let the travel firms know our needs. I will insist that they follow only the guidelines I will give. At our meeting, you will have your own proposals. I believe our holiday will go well. Yours Philip.¹⁰⁷

(205)

Brief forms and phrases

1. That man will have the chance to go to the show. He hopes that you will go with him.¹⁹
2. I am taking a trip to Dublin in my car. Would you like to travel with me? It will be possible for us to go to a show. I would like it if you would meet me at the office at eight.⁴²
3. Francis says that our chances of an early victory are not likely.¹²

(73)

LESSON 7

Reading and writing practice

1. Dear Mr Gray, The action taken by your auctioneering firm when selling Mr Flynn's shop did not follow the right practice. Mr Flynn says, he had made clear to your firm the price at which he would be willing to sell the shop, but you are, it seems, willing to accept a lower price. You did not tell him that you would be selling the shop at a price below that which he asked you to get. This action of your firm leads him to believe that you did not pay sufficient heed to his needs when you arranged to sell his shop. On behalf of Mr Flynn, I would be pleased if you would answer this letter by an early date. Yours, Alfred Parker, Solicitor.¹²⁶
2. Dear Mr Higgins, I write to tell you that I am pleased with the efficiency shown by your firm when they finished so well the installations in our home. I am happy to say you did each of the jobs very well. As I am not easy to please, it is good to be in a position to say this. Yours.⁶¹

(187)

Brief forms and phrases

1. This is the first chance that I have had to see the latest fashions.¹⁴
2. They are all going to be late for their meals.¹⁰
3. It is not possible to see them this evening. When can they call again?¹⁴
4. It is a good day to travel. Nearly all the people on the staff are willing to go. When they meet, they can decide on the route they will take. It is possible that they will stay in the city for the night.⁴³

(81)

LESSON 8

Reading and writing practice

1. The land is owned by a friend. He has planned to sell it to our firm at a good price.²⁰
2. There are plenty of vacant shops in the city which could be rented cheaply.¹⁴
3. The cost of the land is 3000 pounds an acre. As the firm needs 15 acres, a loan of 45,000 pounds will have to be raised. I am arranging a meeting for 3 o'clock to deal with the matter.³⁹
4. Dear Sir, Our chief officer sent a cheque for 500 pounds on 4 May. The goods have arrived. Our firm is happy to have them. Yours truly.²⁷
5. The premium on the insurance policy will be small.⁹
6. The cashier will not cash the crossed cheque.⁸

(117)

Brief forms and phrases

1. The course that is being prepared will, I am sure, be of help to our friends.¹⁶
2. Our friends will be in a position to help our team.¹¹

3. Most people will be behind our plans. Would you be willing to help?¹³
4. It is possible that our friends will be prepared to help in our training.¹⁴
5. I am sure that this is a good plan, but all the people may not like it.¹⁷
6. The firm is behind the course that is being taken. I am sure that this small first step will prepare us for a possible increase in our profits.²⁸

(99)

LESSON 9

Reading and writing practice

1. None of the members have had a chance to cut the costs that are far above those that had been planned for.²²
2. This book on cookery is better than most. It is full of good advice and should be on all our book shelves.²²
3. I trust you will be able to push this proposal through at the meeting. I have been trying to have it passed but have not been able to have it dealt with. You may be able to get it through as it is up to those who care to ensure that it is passed.⁵⁴
4. I stood looking at the precious jewel. I never thought I would have been able to buy it, but I had just taken the first prize in a lottery. It would cost £2000, but I will buy it for her.⁴⁰
5. Our firm will send the data that the clerk needs.¹⁰
6. A post photo service is on offer from our local post office.¹²

(160)

Brief forms and phrases

1. Were you in need of any help from your Dad when you lost your purse?¹⁵

2. Which of you will be home when I phone in the evening?¹²
3. This medicine will do you a lot of good if you take it in the evening.¹⁶
4. After he fell and hurt his knee, he could not play in the game, but James will play with the team in his place.²⁴
5. This is a good chance to see the show at the theatre.¹²
6. Could you send your friends a notice to say that the course will start in a day or so?¹⁹
7. I should be able to get any books on the course from the school library.¹⁵

(113)

LESSON 10

Reading and writing practice

1. We would like to win this match but, while we have a good team, we will need a lot more training.²¹
2. The road is wide so we should take a walk through the wood.¹³
3. My brother does not know whether we should gather all the wheat into the barn or leave half of it for another day.²³
4. We can either go together or you could follow us later. As it is rather late, I would like it if you would wait and take mother with you.²⁹
5. I love the sweet smell of the hay, the swell of the waves on the sea, the wash of the water on the shore, and the whisper of the wind in the woods.³³
6. In this firm we like to sell our goods by means of the post office service – Postaim.¹⁷

(136)

Brief forms and phrases

1. We refer all necessary records that need checking to our head office.¹²
2. I am sure it will be necessary to give a number of our girls references when they leave the school.²⁰
3. Its effect on the people at the meeting will be small.¹¹
4. He prepared a list of the references that were necessary.¹⁰
5. The people of this city are willing to help in arranging for the big cycle race.¹⁶
6. It is possible there will be a big number of people at the match, but all of them will not get seats.²²
7. Mr Jack Jones is a good player. It is possible that he will have a game with our team. I am sure he would be willing to play.²⁸
8. The Principal of the school referred to his notes and said that to drop any course would affect the number of pupils on their registers.²⁵

(144)

LESSON 11

Reading and writing practice

1. Thank you for your letter which we were glad to get. We feared that our order had not reached you.²⁰
2. The goods we ordered have failed to arrive. As we enclosed a cheque with the order, we were sure that the goods would be delivered as promised. Because they have not arrived, we have not been able to send goods to a number of people.⁴⁵
3. The man whom we hired for the job grew tired and failed to finish it on the following day, but we

would not pay him as we feared he would not finish it at all.³⁵

4. Thanks to the options offered, they were glad to purchase the premises.¹²
5. We ordered a new daisywheel which our typist asked us to buy for her.¹⁴

(126)

Brief forms and phrases

1. Mrs James was at the fashion show yesterday. She was very pleased with the clothes she saw. She ordered a number of dresses.²³
2. Thank you for your letter. I enclose an order and would be glad if you would send the goods as early as possible.²³
3. The enclosed order is for goods that we would like you to send us within two weeks.¹⁷
4. I was in the city yesterday. I met a number of friends there. I was very glad to see them. We went to the zoo. It was necessary for us to catch a bus to get there, but we all were very pleased with the visit.⁴⁶

(109)

LESSON 12

Reading and writing practice

1. He quickly got a quote for replacing his stock that was burnt in the fire.¹⁵
2. I was quicker to quote than the other firm.⁹
3. The chief clerk declared that any delay would not be wise.¹¹
4. She got a good degree at college and was pleased with the quick promotion she received.¹⁶
5. The remake of the film was necessary because the story was

rearranged. This placed a strain on our resources.¹⁹

6. If you take the rubbish from our doorway, we will pay you.¹²
7. The girl stood in the doorway waiting for her twin brother to arrive. He came up the roadway walking quickly to greet her.²³
8. They quickly rearranged their holiday when they gained a lottery prize.¹¹
9. The Chairman was quick to notice that there was not the necessary number at the meeting to form a quorum.²⁰

(136)

Brief forms and phrases

1. We would like to get away for a little holiday with our friends if at all possible.¹⁷
2. Yesterday we received the necessary records and will hand them to the people who need them.¹⁶
3. It was necessary for the retail shop to be equipped with the latest lines in fashion goods.¹⁷
4. The first notice we got that the people in the store had the necessary records was yesterday afternoon when we received a note telling us that they had been delivered. We felt that we should have been told before that so that we could ensure that a number of copies would be prepared for us so that our own records would be in order.⁶⁴

(114)

LESSON 13

Reading and writing practice

1. The doctor said the man needed to be treated today.¹⁰
2. We have noted that the company has accepted our order for the

goods they quoted us for last week.¹⁹

3. Our auditor has noted that our debtors have passed the credit limit granted to them.¹⁵
4. Our heated swimming-pool is rated as the best in the city, and it is accepted that our rates are the cheapest one could get.²⁵
5. We have limited the credit that we are willing to give from today. This approach was needed. Our books show that a number of people have not heeded earlier notices not to pass their credit limit.³⁶
6. I visited the city today. We started the journey at 8 and we were treated very well.¹⁷
7. The Chairman said that the matter raised was not relevant to the agenda.¹³

(135)

Brief forms and phrases

1. We think that the important work our company is doing will increase our business. We have won praise for what we are achieving.²³
2. Our company is in a fine street which is good for business. We give credit when necessary, but we ensure that we get references as it is very important that we should not have bad debts.³⁶
3. The doctor said that Mary had a very bad cold. It would be important for her to take the necessary course of pills which he would order for her.²⁹
4. It is possible that the game that Mary's friends were to play may have to take place at a later date as the pitch is too wet after yesterday's heavy rain.³¹
5. Our business is working well and we are glad that we will be able to buy more machines.¹⁸

(137)

LESSON 14

Reading and writing practice

1. The men we mentioned to you were meant to do many, if not all, of the jobs that you needed to have completed.²³
2. Our company will manage to provide the money you need each month. A colleague has also offered to help.¹⁹
3. The boys who played with the toys made a lot of noise. They were annoying our neighbours.¹⁷
4. John is not reliable. He caused terrible trouble when his records were not available at the end of the month.²⁰
5. The boy said that the noise caused by the storm was terrible. It was hardly bearable and the cost will be very high. It is reliably felt that many people will be in debt arising from the storm.³⁸
6. A credit card is held by many people today.⁹

(126)

Brief forms and phrases

1. The work is there for them if they will be willing to do it. There are great chances for all.²⁰
2. It is good for our team that they won their first match.¹²
3. It is important for our company that we have good relations with our staff.¹⁴
4. The enclosed order is for goods similar to those we ordered from your company two months from yesterday.¹⁸
5. The future of our company seems to be good. We have always taken any opportunities that arose. We have directors with good business sense and we have always employed hard-working staff. It

seems that we are on course to have record sales. It is possible that we may have to increase the number of our employees, and this is in line with our policy which is to increase employment when possible.⁷²

(136)

LESSON 15

Reading and writing practice

1. We know it would be hard to avail of every opportunity, but perhaps we could try harder to take whatever opportunities we get.²³
2. The permanent staff would like to have a meeting to discuss the proposed monthly display of our manufactured goods.¹⁹
3. The person on the permanent staff who dispatched the goods had discussed the matter with our manufacturing manager.¹⁸
4. The company valued the services of the employees very highly. Hardly any mistakes had been made, and they had taken every opportunity to pursue company aims.²⁶
5. The minutes of the meeting had been mislaid, but after the matter had been discussed the clerk involved gladly retyped them.²¹
6. The manager persuaded the meeting not to discuss the personal matter of the dismissal of the employee.¹⁷
7. The procedures adopted were not the same as those of their predecessors.¹²

(136)

Brief forms and phrases

1. This good reference could be of great importance when you apply for employment.¹³
2. The value of taking our opportunities must be clear when one sees the record number of people who are doing business with us each day. We know the necessity of good relations with those whose business we value.³⁸
3. Every one employed in our manufacturing business always gets the necessary number of hours of training with us. We feel this preparation is very important for their future careers.²⁹
4. We must ensure that all references are checked with care when we are thinking whether we will employ a person or not. We always write to referees after we receive references from those whom we may employ.³⁷
5. This course of action may not please all our friends, but we cannot let anyone have the opportunity of not being honest when they deal with us. We will not change this policy.³³

(150)

LESSON 16

Reading and writing practice

1. In view of the use made of the few opportunities that the company had, we are very pleased with the refusal of our staff to be annoyed by the many set backs that we have had to go through.³⁹
2. There is no doubt that because the crowd were allowed to walk on the playing pitch after the match,

from now on changed rules will have to be applied.²⁹

3. It is essential that special financial arrangements should be made today in order that we can meet the charges for the shipment of equipment that has arrived. We feel it is important that when we receive deliveries that we settle the debt quickly.⁴³
4. The creditors wanted special financial arrangements to be made to increase the value of the assets.¹⁶

(127)

Brief forms and phrases

1. The company valued Mr Lee's direction in this important matter.¹⁰
2. The opportunities for the future will be greatly increased when the necessary work is finished.¹⁵
3. The records we have prepared are very valuable and it is clear that the great effort our company went to in preparing them was necessary.²⁵
4. The people behind the setting up of the company were pleased with the way the important work on the building of the business premises was getting on. It is hoped that the work will be finished next week.³⁸
5. The course of study that our friends are taking will affect their future and will greatly increase their opportunities of getting well-paid work at the end of it.²⁹

(117)

LESSON 17

Reading and writing practice

1. We are convinced that better control of our finances will have a considerable effect on our profits. We have accomplished complete control in our last two contracts.²⁷
2. We have involved the company in considerable financial commitments in connection with our altered advertising campaign, but we feel that when the campaign ends, we will be in a better position to compete with other commercial concerns.³⁷
3. Yes, the year is proving profitable for our shipyard even though we have not yet completed all our contracts.¹⁹
4. We cannot conceal the fact that profits are considerably lower at present than they were when we completed the last financial year.²²
5. We are promoting the company with a special advertising brochure.¹⁰

(115)

Brief forms and phrases

1. Our present advertising campaign has several advantages. We take every opportunity to ensure that as many people as possible are attracted by the advertisements which appear in the national press. Where necessary we also advertise on radio and TV shows. We send circulars to anyone who, we think, would be a possible buyer. We are also glad to be able to say that we always try to please those who reply to our advertising.⁷⁴

2. Our immediate aim is to present our records in a way that they will show clearly our position. A lot of work has gone into preparing these records, and we feel that the effect of the new approach will show in our final presentation.⁴⁴
3. We feel that several advantages will shortly appear from our present approach. One is that out of it greater profits will arise.²²

(140)

LESSON 18

Reading and writing practice

1. Many people tend to feel threatened by too much attention, and would prefer, if possible, to deny anyone the opportunity of obtaining any knowledge about them which they feel is not necessary for anyone to have.³⁶
2. It seems fairly certain that, in order to retain the attention of his audience, an actor must be good.¹⁹
3. It is important that we should try to relax whenever possible, but we often find it extremely hard to do so. A little expert advice which should not be too expensive would be of great assistance in helping us to achieve the relaxation we need. The experts are available. We should visit one if we cannot relax.⁵⁷
4. Our prospects are good even though the outlook is complex. We must seek to sustain confidence in our policies.¹⁹

(131)

Brief forms and phrases

1. I have no confidence in what the committee has decided.¹⁰

2. Our insurance people will not have any confidence in our claim unless we produce evidence to sustain it.¹⁸
3. The system which our committee would like to see adopted, while valuable perhaps in certain ways, is not one, I feel, which would give us the opportunity to change the course of future policies which would be of importance to the expansion of our business. It is necessary to place more confidence in our advertising manager and to direct our attention to ensuring that any changes we make will be a help in increasing the returns from our investments. We must immediately query whether we are moving in the right direction at present or whether a number of our policies are the right ones.¹⁰⁴
4. The committee sent out a circular to all the staff concerning their 'pay as you earn' deductions.¹⁷
5. We must remember that a perfect system is not possible, but our returns show that we should have confidence in our present approach.²³

(172)

LESSON 19

Reading and writing practice

1. The temporary work which we estimate will be completed tomorrow will give great satisfaction to our customers.¹⁷
2. We feel that the item taken at random from the agenda by the Chairman demonstrates that an attempt is being made to overthrow the general freedom which the committee members have

enjoyed and we condemn this practice.³⁷

3. I would like you to know that, to me at least, it is unsatisfactory for the Chairman to make damaging remarks about another member of the committee.²⁷
4. The main item we are discussing tonight is one to which we should attach great importance. It will be advantageous if we can take it at the start of the meeting.³¹
5. We must recruit the services of a person skilled in the mail order business.¹⁴
6. The chief requested the clerk to send the important letter by express delivery.

(139)

Brief forms and phrases

1. In general, we find that people are satisfied with our products but we expect greater success over the next few months.²¹
2. Our request for suggestions has been well received by the company and they will organize a meeting over the next week or so.²³
3. We will organize an exhibition of our goods and hope it will be a success.¹⁵
4. Our directors, who have set up a committee under the direction of Dr Kelly, are confident that future opportunities for better returns will be greatly increased by the changes they have accepted. Our company has not been as profitable this year as they would have expected, but they are very satisfied with the valuable organizational work done by the committee.⁶⁰

5. We suggest that the question of a general expansion should soon be raised.¹³

(132)

LESSON 20

Reading and writing practice

1. Different views may be expressed on this important question; but, even though these differences may be voiced, we trust that a definite decision will soon be made, and that the company will be able to devote its attention to devising ways in which to expand its business and to increase the number of staff members.⁵⁵
2. On Saturday, 12 June, our team will defend the title they won last year. We have devised a plan for the match, and we will have a practice game on Friday, 4 January. It is very important that all team members should attend. We must try to make sure that we will not suffer defeat.⁵⁵
3. The potential of the European market makes it feasible for us to seek to expand our trade.¹⁷
4. The manager used the fax machine to send a copy of an urgent letter to a firm in Paris.¹⁹

(146)

Brief forms and phrases

1. There will be an immediate increase in our manufacturing profits if we change our company's advertising policy.¹⁷
2. Our company's success is very satisfactory. It is due to good working arrangements and the value we always try to give.²¹
3. At present we are issuing a short circular which sets out a general

review of our company's policies for next year.²¹

4. We are represented on the committee by our Mr Jones, and so far he has done great work for us. We would like you to note the valuable suggestions made by him with which we feel confident you will be pleased, and it is our hope that no opportunity should be lost to have these suggestions carried out in the near future.⁶²
5. We require our staff to deal correctly with our customers and train them to try to cover most situations that may arise.²²
6. The situation in the property market today requires correct analysis.¹⁰

(153)

LESSON 21

Reading and writing practice

1. It is unfair that your firm has endeavoured to defer the delivery of the engine that your engineers undertook to supply by 5 August.²⁴
2. We feel it should not be necessary for us to have to point out that, until today at least, you have left unpaid the money due to our firm. We have contacted you several times about this but have got no satisfaction. Unless you endeavour to settle with us in the near future, we regret that we will be unable to supply you with any further goods.⁶⁷
3. New avenues for genuine advances have appeared due to our continued success, and we have been encouraged to enlarge our company and to take on necessary innovations and new projects.³⁰

(121)

Brief forms and phrases

1. Next time we will publish a list of our regular customers.¹¹
2. It is difficult to make progress if we have not our regular workers to help.¹⁵
3. We wish to issue our new publication under the company's changed name.¹²
4. We acknowledge that it will be difficult to publish immediately the facts about the progress of our business, as we have not all the required details yet. May I assure you that our success has been very encouraging, and that we are employing new representatives and sending them out to talk to different customers, as we are sure we can meet any extra orders.⁶⁴

(102)

LESSON 22

Reading and writing practice

1. Our son has begun a new job. We are happy for him as he had done a lot of work to prepare for this position. His income will not be great at first, but, by next summer, he will have had a much better opportunity to prove that he deserves an increase.⁵²
2. We rang our office today to bring to your attention that among our new products we have a special type of franking machine which will help you to reduce greatly the length of time it takes to stamp your letters. If you would like to have a chance of trying out this machine, we will bring it to your office and leave it with you for some time.⁶⁸
3. The committee was energetic in pursuing a positive policy in con-

nection with the purchase of the building site.¹⁸

4. The secretary recommended that a telex system should be installed by the firm.¹³

(151)

Brief forms and phrases

1. My secretary will contact you in the near future to see if there are any items from your new designs that we might think of purchasing.²⁶
2. We are confident that, in this instance at least, our newspaper advertising will be a great success.¹⁷
3. The purchase of this valuable property will add greatly to our prospects for success.¹⁴
4. Our secretary will set out for you the main purpose of publishing a new newspaper at this time. I shall be in Dublin in the near future to prepare the necessary advertising. We are sure it will be a success. We propose to charge 40 pence for the paper which we think is very good value.⁵⁶
5. In this instance, we shall insert an advertisement in all the daily newspapers. It will be worth our while.¹⁹

(132)

LESSON 23

Reading and writing practice

1. The failure of our representative to secure a good profit on the sale of the pictures must be regarded as a particularly bad setback which will probably affect our annual returns.³¹
2. Our actual schedule has been changed by the gradual growth in our business which causes us to

alter a number of our former arrangements.²⁴

3. The company appreciates very much the way in which you created extra sales in an area that we had always regarded as a very difficult one.²⁶
4. My failure in the final tests was very depressing, but my parents said that a lot worse could happen. They fortunately made me realize that it was not the end of everything, but that I must work a little harder next time.⁴²
5. The drafts of the plans are nearly ready, but they require a few further insertions.¹⁵
6. The secretary of the firm eventually ordered three different types of software.¹²

(150)

Brief forms and phrases

1. I will put you in touch with a particularly good doctor who will be of great assistance.¹⁷
2. It is my opinion that Tom Smith is worthy of the high regard in which he is held.¹⁸
3. Between you and me, I think it is probable that his opinion is not correct and should be disregarded. Our secretary feels that, in this particular matter, several difficulties would probably arise if we accepted his view. It is necessary, therefore, for us to be perfectly satisfied with whatever course of action we take, so that we can be sure that we make proper progress. We shall have to decide what is best for the company.⁷⁶

4. He is such a good speaker that he can usually put his opinions in such a way that they will probably be acceptable.²³

(134)

LESSON 24

Reading and writing practice

1. Our accounts must not be found in any way imperfect when they are examined by the secretary of the County Council.²¹
2. Our difficulties have been surmounted, but the amount of time we spent in doing so was too great. We have today announced a new approach and feel sure we will not allow any further difficulties to continue to mount in the way they did last year.⁴⁶
3. All of us should try to be a little more thoughtful than we are, whether at home or in the office. We should be thankful when others are helpful and try to show that we are grateful by helping our friends to surmount difficulties. Life would be more peaceful if we were more cheerful and helpful as often as possible.⁶⁰
4. Mr Kelly proposed a vote of thanks to the lecturer and Mr Gray was asked to second the vote.¹⁹
5. The secretary to the County Council was asked to advertise for a Private Automatic Branch Exchange.¹⁶

(162)

Brief forms and phrases

1. We regret that our progress has not been anything like what we

would have wished, but in spite of difficulties we feel sure that success will be achieved in the near future.³²

2. With regard to your suggestions, we are satisfied that they will be accepted at our next meeting.¹⁷
3. We have made progress with the publication of the newspaper. In several instances we had to overcome difficulties but we succeeded by preparing well and by good organization. Regular checking brought immediate alterations, and careful attention to small, but important details, also helped.⁴³
4. Our secretary says that the purpose of this circular is to show clearly the opportunities that the organization offers to those they employ.²³

(115)

LESSON 25

Reading and writing practice

1. As you have been away, we are aware that you would wish us to go ahead with the work and not to await your return.²⁵
2. Please do not forget to complete the forms you were furnished with immediately, as we foresee that we shall need them. If you require further forms, please inform us.²⁹
3. John felt forlorn when he broke his forearm during the match.¹¹
4. Families cannot readily change their eating habits when they find their cooker is broken, so they should ensure that they are not totally reliant on one form of cooking.²⁹
5. The engineer said they had not the necessary raw materials to produce the product.¹⁴

6. The chief clerk, because of his experience, was made responsible for demonstrating the uses of the word processor. He readily undertook the work as he foresaw how useful it would be to the staff.³⁴

(142)

Brief forms and phrases

1. The government cannot be responsible for all our needs. We must recognize that it is a good idea, when we experience difficulties, that we should try to overcome them by our own efforts.³³
2. I have to recognize that the subject we are discussing is a difficult one but, as I have stated before, we should never accept the idea that the difficulties arising from such a subject cannot be solved by an ordinary commonsense approach.⁴²
3. It is often stated that experience teaches, but still many older people seem to have the idea that younger people should be just as wise and responsible as they are even though these young people have not had time to have a lot of experience.⁴⁵

(120)

LESSON 26

Reading and writing practice

1. I hope you will let us have your ideas on the subject under discussion as soon as possible. We hope, of course, that we shall be able to put our plans into operation and that they will be of value. We must try to do our best to achieve our aims.⁵¹
2. We received your order some days ago. We hope that the manufacturers will let us have the goods

as soon as possible when we will, of course, send them to you immediately.³²

3. After the physical examination by the medical officer, he suggested that the patient was not in a critical condition. He prescribed certain chemicals and stated that rest was required.²⁹
4. The warehouse clerk received the consignment of computers for the Regional Technical College.¹³

(125)

Brief forms and phrases

1. The outcome of our success is shown by our increased profits. Every opportunity was taken to make progress and to overcome difficulties. The great preparation made each month influenced our success and created the necessary confidence in our finance department to consider all suggestions put to them and to make the necessary decisions.⁵³
2. We must recognize that, if we continue to be subject to the present rules governing our conditions of employment, we will never experience the particular type of progress we are seeking, but we must continue to try to have them changed and to have our ideas accepted.⁴⁷

(100)

LESSON 27

Reading and writing practice

1. I want to make sure that the quantity of goods we produce has a ready sale, and that it is not likely to be left lying too long in our stores.³¹
2. There isn't any objection so far in the correspondence we have re-

ceived to the suggestions made by our directors. We want, of course, to be sure that they will be accepted by the executive staff.³⁵

3. Our quarterly report on our exports has been sent to all our branches. We want to try to determine whether the volume of the exports is considered satisfactory or whether we should adopt a more progressive approach to selling abroad.⁴⁰
4. A good executive must have initiative. He should be able to pin-point difficulties and to take radical measures to solve them when necessary.²⁴
5. He stamps his character on the firm he works for.¹⁰

(140)

Brief forms and phrases

1. Each of the company's typists must be responsible for ensuring that her own work is checked before she hands it up for signing.²³
2. Secretarial services are necessary in all good businesses.⁸
3. A good secretary is of the utmost importance to an employer. She takes every opportunity to help him. She often overcomes difficulties for him without bothering him about them. She will, with his permission, acknowledge in his absence the receipt of important correspondence. She will meet and, where possible, deal with callers. She records telephone messages, she is quick in obtaining necessary information from files, and she remains cool in a difficult situation.⁷³
4. Throughout the world, industries produce vast quantities of goods. Nevertheless, poor countries still

have not sufficient for their needs.¹⁹

(123)

LESSON 28

Reading and writing practice

1. We have promptly claimed for the damage done to our property. We have named the person who was responsible. No other person can in any way be blamed.²⁸
2. We interviewed a young lady for the position in our secretarial department. She showed great interest in the position, and I have requested her to return tomorrow so that I can introduce her to you.³⁵
3. We are interviewing a number of young people next month for several openings in our new business. Enterprising boys and girls will have an opportunity of applying for suitable positions. There are many things, apart from good earnings, which the young people selected will like when they join our company.⁵⁰
4. The company's investment in the shares proved profitable.⁸
5. The secretary promptly used the mail merge system when sending an internal circular to their branches.¹⁶

(137)

Brief forms and phrases

1. The character of our industry is governed by the fact that our present system of management and industrial relations is probably the best that could be found in the country.³⁰
2. Under our present directors, the idea of trying to give every member of the staff experience in

each of our departments has given our employees greater confidence in the management of the company. Both male and female employees also feel that they have an equal opportunity for promotion.⁴⁸

3. The quantity of correspondence that is being posted each evening is responsible for a big increase in the use of paper and envelopes. We must try to introduce some economies.³⁰

(108)

LESSON 29

Reading and writing practice

1. We employ a number of highly skilled employees, but we must point out that it is impossible for us to increase that number unless we succeed in improving the volume of our exports.³³
2. We genuinely feel that serious consideration must be given to the various choices that we have in this matter. It would be an immature approach to make any quick decisions now. We must allow a period to pass before we pursue any particular theory.⁴⁴
3. All of our employees must always be courteous to our customers even though situations may arise that make it almost impossible to do so. We should not allow our emotions to take over but must try always to remain cool and calm.⁴²
4. He courteously opened the door for the elderly lady.⁹
5. After various proposals were made, the Chairman was emphatic about changing from the use of floppy disks to the use of hard disks.²³

(151)

Brief forms and phrases

1. I would suggest that the goods your company manufactures should be reduced in price immediately as they are not good value at present.²³
2. Our organization must purchase a word processor as soon as possible. It would help greatly in speeding up our secretarial work particularly in our correspondence department.²⁶
3. The success of our advertising campaign would be much greater if we published our advertisements in all the important daily newspapers.²¹
4. I am glad to be able to say that our employees, both male and female, have every opportunity to make a success in their work with this company. Valuable help is given by our special advisers in order to assist them in improving their chances of promotion. We have as many women as men in high positions in our company.⁶⁰

(130)

LESSON 30

Reading and writing practice

1. Our dividend is bound to expand this year as the demand for our products has been extended beyond the boundaries of the areas in which we operated up to now.³⁰
2. We cannot pretend that the recommended amendment of our rules will not affect our operations. We must keep in mind the changes the amendment will mean to our staff in all our branches.³³
3. In addition to the quotations we have received, we have also per-

mission to seek further quotations in accordance with the conditions laid down in the recent edition of our amended rules.³¹

4. We willingly admit that the friendship between our two companies has been exceedingly, and not surprisingly, helpful to us. The good relationship has meant that we could take on the joint ownership of a valuable steamship company.³⁷
5. At the election meeting, the heckling frustrated the candidate.⁹

(140)

Brief forms and phrases

1. Mr and Mrs Kelly were people who did everything possible to help young people. They organized events, time and time again, to assist them. There probably was not a day that they did not provide opportunities for them to overcome difficulties. They sought also to try to get them to see the value of being responsible for their own clubs and organizations. They persuaded them to become members of committees, to act as secretaries, and to do the necessary correspondence work. They gave them the confidence they lacked, so that they progressed to become directly responsible for most of their own activities. The influence for good of these two people would be difficult to speak too highly of.¹¹⁶

(118)

LESSON 31

Reading and writing practice

1. One of the most exciting events that I have seen took place in our town two or three years ago.²⁰

LESSON 32

Reading and writing practice

1. Our regulations are not too rigid, and we feel they help to stimulate employees to do better work. We have also stipulated that, if the regulations were found to be too difficult, they could be departed from on contacting the manager.⁴¹
2. The fine quality of our products has been recognized in this locality. The possibilities for expansion are great, and the ability of our staff to calculate where those possibilities are is not in doubt.³⁴
3. The trial of our appliances has been well received by our clients.¹²
4. The formulation of the regulations was achieved by the influence and ability of the works manager.¹⁶
5. If you speculate, you could accumulate money, but in a recession your priorities must be carefully assessed.¹⁷

(120)

Brief forms and phrases

1. The directors ordered that a circular should be issued immediately to all staff representatives about the important opportunities that were opening up in several of our companies.²⁷
2. The object of the government order was to protect the valuable property that had been purchased by the Housing Department.²⁰
3. We are behind with the despatch of orders. We hope our staff will be willing to work a little overtime in order to seek to bring about an immediate improvement. It is probable that, so far, no damage has been done, but we value our good

2. Many of the people who were at the concert said it was one of the best they had ever attended. They were at a loss to describe it properly.²⁹
3. It is said that the majority of people, when they reach maturity, like the security of a serene life, but there is a minority who would not accept this view.³⁰
4. We ourselves feel that more and more young people will go abroad in the future. Some of them will, of course, return.²²
5. One of the assets required by a writer is to be able to express himself with clarity.¹⁷

(118)

Brief forms and phrases

1. His object was to prepare the executive for the responsible task that had to be undertaken.¹⁶
2. There is nowhere in the world I would rather be than in this city.¹⁴
3. The government is interested in the progress of the manufacturing industries.¹¹
4. The secretary of the company enclosed the correspondence in suitable envelopes.¹¹
5. The industry required character references before they would employ the secretary.¹¹
6. The public always like to have perfect confidence in the company with which they are doing business. It is a great advantage for a company if their customers have that confidence. It is a difficult task, but by always seeking to have regard for the interests of their customers, by giving good value, and by employing a friendly staff, most companies can succeed.⁶³

(126)

name highly, and we must ensure that every opportunity is availed of to clear the arrears. We are sending representatives to our customers throughout the area to make sure that their confidence in us will be retained. We have presented to our directors a report on the great difficulties we have been experiencing due to the shortage of the raw materials we need.¹⁰⁹

(156)

LESSON 33

Reading and writing practice

1. I love the neighbourhood of my childhood. Now that I have reached manhood, I often go back there, and I always experience a feeling of being at home again.²⁹
2. The justification for the company's acceptance of this specification is that those concerned with it have all, if not more than all, the qualifications necessary to let us have what we require. Along with the specification, they furnished us with a programme that we think is perfect for our needs.⁵⁰
3. When the directors considered the matter, they felt there was no justification for the proposed modification of the company's programme. We have, therefore, forwarded a telegram to our executive to attend a meeting arranged for Monday, 5 February.³⁸
4. The teacher stimulated our interest in the classics.⁸

(125)

Brief forms and phrases

1. One of the best and most important opportunities we have got for some time came with the govern-

ment's publication of their suggestions, reports, and financial arrangements for the coming year which makes us more confident that our future plans are correct and that they present our company with great opportunities for putting into operation changes which we think will be to our long-term, if not immediate, advantage. We feel we can get away from outdated ideas, and this will add greatly to the confidence of our staff and representatives throughout our industry. Up to the present we have been rather inward looking in our approach, but now we feel we can look forward to encouraging all our executives to take advantage of every opportunity to plan a programme that will influence the progress of our company for many years to come.¹⁴²

(142)

LESSON 34

Reading and writing practice

1. As it is in our own interests, we have made enquiries as to the contributions that are required in order to make available the variety of choices that our customers need today.³²
2. When making his speech, the director frequently and eloquently paid a tribute to the attitude of the staff, and he expressed the gratitude of the institute to them.²⁸
3. Mrs Kent, the Managing Director, said that the attitude of the society to the distributors of their funds lessened the anxiety of the committee.²⁴
4. He said that their rules were not up to date and, if they were to

acquire the property, an up-to-date constitution was required.²⁵

(109)

Brief forms and phrases

1. The first thing we knew of the great work done by the employees was when the records of the profits made by the company were presented by the secretary.²⁹
2. It is generally acknowledged that the influence of their friends plays an important part in the approach of young people to their problems. A good friend can increase their confidence, help them to be more responsible, and to value the importance of organizing themselves properly if they want to be successful; but, if the character of their friends is such that they think nothing of the future and see no great purpose in life except to seek every opportunity to enjoy themselves, then it is difficult not to be influenced by that attitude also.⁹⁴
3. The secretary was confident that she could arrange, without difficulty, accommodation for the society.¹⁴

(137)

LESSON 35

Reading and writing practice

1. It is significant, of course, that the development of the company has been progressive since we introduced the very popular lines which, at first, we were very reluctant to do. It is now clear that it was important, indeed essential, for the success of the company that we should frequently examine market trends. Statistics have shown that today business cannot

afford to stand still but must avail of every opportunity to investigate any possibilities for advancement.⁷⁶

2. If it is at all convenient, we must submit the plans for the development of the vacant buildings as soon as possible. We hope to transfer some of our staff there in the future and, from our discussion with their union, we feel sure they will not be reluctant to go.⁵¹
3. This memorandum sets out the reasons for the reluctance of the management to introduce the elaborate changes suggested by the builders.²¹
4. The trend was in the right direction. Therefore, the company decided to invest.¹³

(161)

Brief forms and phrases

1. The executive of the company regards progress towards equal opportunity for all as a very important objective.¹⁷
2. Our organization is satisfied with the efforts of the staff to overcome the difficulties that we have experienced recently.¹⁹
3. We hope to introduce in the near future new openings for promotion throughout all the branches of our business. The staff all welcome such developments.²⁵
4. The present is the time to take advantage of the opportunities that are available. We shall not achieve success by asking unnecessary questions or by waiting for a better time which may never come.³⁴

(95)

LESSON 36

Reading and writing practice

1. The self-made man is usually full of confidence in himself. Even in difficult circumstances, he is able to overcome any setbacks that occur.²⁴
2. We have consulted with our supervisors and they feel that ultimately the company will have to supersede present regulations by more up-to-date ones.²⁵
3. As a result of an investigation by our superiors, it was clear that, in the particular circumstances that had arisen, greater supervision would be necessary.²⁵
4. It is felt that, if our agricultural policy is to be successful, we must be more aggressive in our approach. We shall consult with our superiors, and ultimately we hope that we can achieve the result we want.³⁸
5. The lady disagreed with the self-confident young man.⁸
6. Favourable circumstances resulted in the introduction by the firm of a visual display unit (VDU).¹⁵

(135)

Brief forms and phrases

1. Mr Kelly would like that, if possible, we should spend some time in obtaining publicity for the progress we have made. Our object throughout the year was to take every opportunity that presented itself to exceed the sales achieved last year, and it is acknowledged that our business has increased during the course of the year.⁵⁶
2. Having travelled throughout the world, I remember returning here

after so many years, and how much I enjoyed meeting old friends, visiting familiar places, and noting the great progress the town had made. It is hardly necessary for me to say that this second visit gives me even greater pleasure than the last one.⁵⁴

(110)

LESSON 37

Reading and writing practice

1. Electricity is used in almost every home today. There are electric cookers, electric fires, electric washing-machines, etc. Everywhere one goes one meets electronic devices. Many people would feel that a home would be incomplete without some form of electronic equipment. Electricians can earn a good living almost anywhere. However, some misgivings are frequently expressed about the advertising campaigns to promote electronic equipment. It is said that people may buy the equipment on h.p. and then, if the wage earner became unemployed, the family would find themselves in difficulties with the repayments. People should, of course, purchase only what they are sure can be paid for.¹⁰⁶
2. We must integrate all these devices, or we will ultimately encounter difficulties.¹²
3. Everybody was pleased when an electronic typewriter was purchased for the office.¹²

(130)

Brief forms and phrases

1. The influence of the committee on the executive of the company will be very important in the future.¹⁸

2. The government's response to the opportunities presented was unusual but was what was required in the situation that had arisen.²⁰
3. The success achieved was worth the great amount of time involved in achieving it.¹⁴
4. Could your company manufacture a sufficient number of these machines if we ordered a large quantity? We hope in the near future to prepare for the expansion of our business and it is very important for us to take advantage of every opportunity that presents itself in order to ensure that we have an attractive and valuable range of goods that will appeal to the general public.⁶⁷

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LESSON 38

Reading and writing practice

1. Several hundred people went to Dublin to see the exhibition of word processors and computers and to learn something about them. We were told that most modern schools and colleges offer courses which include training in word processors, data processing, electronic typewriters, and computers. It was said that in the near future most offices will have a system that will integrate the use of all its electronic equipment.

We found out the meaning of such terms as mail merge – where a firm is sending out a circular, the different names and addresses and any other variables may be automatically inserted in the circular. The variable information will have been stored in one document and the text in another, and these are merged by the word processor.

Other terms explained to us were the floppy disk, daisywheel, and the difference between a dedicated word processor and a micro-computer with word processing software.¹⁵¹

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Brief forms and phrases

1. The short circular set forth the value of the property, and yesterday there was a committee meeting to consider whether the company could purchase it. It was felt that this was an excellent opportunity to expand our business as the property is in a very central area, and it is important, if we are serious about the advantages of our plans to expand, that we should make an immediate offer. We all recognize that there are difficulties, but it is perfectly clear that we must have confidence in ourselves, as the future of the industry depends on our making a success of this venture.¹⁰⁴

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LESSON 39

Reading and writing practice

1. Dear Mavis, I have been able to book seats in the local theatre. There is a fine drama being staged there – the well-known play 'Juno and the Paycock' by Sean O'Casey. I know you would like it. I am sure there are good actors both male and female in it. Do try to take the night off as you may not get the chance of seeing it again. Please phone me if you can be there and I will meet you at the theatre. Fred.⁸⁶
2. Dear Jane, I am more than pleased to hear that you have been able to get a job as telephon-

ist with the firm of Maloney and Mooney. From my own knowledge of the firm, you would not find it easy to get a better position. You will realize, I am sure, that your job is a key position. You will often be the first member of the staff that anybody who calls the firm will talk to. Telephone technique must be top class. You must be polite on all occasions and try to help if at all possible. I am sure you will be able to let your boss know that you can do all that could be asked of you. Good luck, your friend, James.¹²⁶

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Brief form review

1. Dear Mrs Smith, I have a nice range of well-known ladies' jack-

ets and coats for sale in our shop at Parnell Place. I am sure you would like them. They are well made, and you will find that the prices are not high. Please call and see them. You will not be sorry. John Flemming.⁵⁶

2. To all team members: there will be a meeting of the members of our senior team on 5 June at 8 o'clock. A friendly match has been arranged with our near neighbours, the Shamrocks. They are a good team, and this meeting will deal with the schedule of training that must be followed as this practice is leading to our league game on 20 June. Jack Dunne, Secretary.⁶⁸

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Index

To facilitate finding, this index has been divided into five main sections—Alphabetic Characters, General, Word-beginnings, Word-endings, Phrasing. There is a separate index of Brief Forms.

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| <i>dem</i> | 19, 83 |
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| <i>div, dev</i> | 20, 88 |
| <i>f</i> | 2, 8 |
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| <i>n</i> | 1, 1 |
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| <i>nt</i> | 8, 34 |
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| <i>rd</i> | 11, 48 |
| <i>s, comma</i> | 2, 7 |
| <i>s, left</i> | 3, 14 |
| <i>ses</i> | 6, 26 |
| <i>sh</i> | 4, 20 |
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