

Introduction

What is shorthand?

Shorthand is a method of writing designed to maximise speed of writing and reading back. It has been around since Ancient Greek and Roman times, but it was not until 1835 that the first phonetic system was devised by Isaac Pitman.

Shorthand writing is easy to learn and is a useful skill for anyone. Some people say it looks like written Arabic, but it is far simpler, and totally systematic. The most important point to grasp is that shorthand is not a new language, but merely a different way of writing English. Remember, when you are rewriting your notes in longhand you are transcribing, not translating.

Is shorthand really important these days?

Many people think nowadays that, since the advent of computers, shorthand has become a worthless skill. However, for reporters it is anything but dead. It is an essential skill for their job and a pre-requisite of the NCTJ and other awarding bodies for Journalism. In order to become qualified, journalists must hold a speed certificate of 100 wpm.

Shorthand fulfils two very important roles:

- a speed writing skill to record the spoken word ‘verbatim’
- a means of recording reliable and accurate data.

You cannot be a ‘real’ and respected journalist without competency in this skill because it determines the accuracy and commitment you have to truth as a media communicator.

Shorthand is a very useful skill in all areas of journalistic practice. It aids accuracy, builds confidence in your own professionalism and generates trust with your interviewees. It increases the speed and efficiency of your reporting and widens your career opportunities since shorthand writing reporters are more likely to be given the responsibility of covering sensational and newsworthy trials, enquiries and tribunals.

Above all, it is very often useful to be able to write at speeds of up to 200 words a minute, especially when there are no other recording aids available.

Why Teeline?

Teeline is a widely recognised shorthand system which, being based on the alphabet, is easy and logical to learn and fast and accurate to use. It was invented about 25 years ago and has steadily gained in popularity over other systems because of its flexibility and comparatively simple theory. It is the favoured system nowadays, as it is modern and relatively easy to learn. It is the only shorthand system recognised for Institute of Journalist examinations.

Teeline depends on a combination of 'short term' memory and written outlines that are derived mainly from consonants. Vowels in the middle of words are hardly ever indicated. The system is based on reducing the letters of the alphabet to their simplest possible forms. It is simple and flexible, with few rules, and you are encouraged to adapt the shorthand 'outlines' to take advantage of your own handwriting style and shortcuts.

It is easy and fun to learn. If y cn rd ths y cn lrn Tln.

It is easy to get started in Teeline and most students will be able to get to speeds of up to 80 words per minute without too much difficulty. More able and dedicated students will be able to reach speeds well in excess of 120 wpm.

You will be writing words in Teeline by the end of the first lesson, whole sentences in the second lesson, and at a speed of 50 words per minute or more by the end of the second week.

About this book

The layout of this book is designed to be clear and helpful. Learning the system is taken one step at a time so you will rarely feel out of your depth.

All kinds of words and phrases are given as examples to learn but there is an emphasis on the vocabulary and style of spoken English that is relevant for the practice of modern journalism. Special outlines for common phrases are given as well as outlines for tricky words, all aimed at giving that little bit more speed.

Each unit includes sentences and longer passages related to the theory just learned for you to drill and then prepare for dictation. The accompanying audio tapes provide further opportunities for learning and practice. These use dictation material from 30 to 100 wpm, with varied content, e.g. court reports, general interest etc.

Throughout the book, emphasis is placed on practice, because at the end of the day just reading the book won't make anyone learn shorthand successfully.

How to use this book

Copy the examples given in each Unit before attempting the exercises to gain practice in forming the outlines. The going will be slow at first, while you are still learning the Teeline alphabet and how to join the letters into outlines. Your ultimate aim, however, should be to read and write words and phrases as complete outlines, rather than combinations of individual letters. (Remember, this is how you learned to read and write as a child.) This will enable you eventually to write without pausing, fluently and fast.

The first three units focus on the basics of reading and writing in Teeline, introducing you to all the consonants and vowels and the way they are joined up into words or outlines. (The word 'outlines' is preferred because, as you progress, you will be able to write several words in a single, easily recognisable outline. Take these introductory units at your own pace. Do not try to rush. It is most important that you have a firm grasp of the basic

components of Teeline before attempting to proceed to more advanced theory and techniques. Remember that these basic components are in themselves sufficient for you to write anything you ever need to write. Some people have even managed to achieve quite a respectable speed using these alone. The theory in the later units will, of course, enable you to increase your speed dramatically. It is essential, however, to build on a firm foundation in order fully to understand how the more advanced theory works.

Daily practice with the accompanying audio cassettes will soon have you on your way to developing a useful skill and increasing your speed.

I suggest you buy a special notebook, preferably indexed A □ Z, in which to record special outlines and phrases as you encounter them.

The course aims to help you to start developing the skill, but your progress will depend on the time you spend practising. Many students take their lecture and study notes in shorthand and the majority of students achieve examination speeds. You will be entered for Teeline examinations as appropriate.

How to practice

In order to acquire and develop this skill you will need to work and practise at it for between 20 and 30 minutes each day. It has to be a daily practice because bunching it all up into one day at the end of a week will not be effective.

I recommend using a reporter's notebook with lined pages. Use a pencil, biro or fountain pen with a thin nib and which has a smooth run over the surface of the paper. You also need to make a margin of about 1 inch on the left-hand side of each page in which you make notes and/or corrections to your Teeline outlines.

In order to make speedy and effective progress, start using Teeline shorthand as soon as you can. Begin now by writing words in their reduced form as shown later in this Introduction. In a very short time you will find you are writing more quickly, and you can incorporate the Teeline outlines into your writing as you learn them. In this way, you will familiarise yourself with the system, and it will be easier to learn by building on what you already know thoroughly. It is only by writing with confidence, through daily practice, that you will build up the speed you will need to use it in your work.

From day one, get into the habit of positive thinking, good posture and tips for speed:

- Open the shorthand notebook keeping it flat on the desk - never fold a page over the spiral and back on itself.
- Bend back the corner at bottom left if you are right-handed and bottom right if you are left-handed.
- Draw a margin of at least three-quarters of an inch down the left-hand side (this is used in examinations for putting corrected outlines down and at work for adding additional notes at given points). Never be tempted to rule

straight down the middle of the page and write on only one half - this modern idiom does not assist speed by making lines shorter, it actually hinders speed because the wrist action is working twice as hard and this takes time which is better spent on writing outlines.

- Write on one side of each page until you reach the end of the notebook. Then turn the book round and write on the other side.

Remember posture:

1. Keep your feet flat on the floor and do not cross your legs - this avoids backache and rigidity of the spine.
2. Place your left forearm (right if you are left-handed) on the desk with your left hand ready to flick the bent-over corner of the page - do not rest your left elbow on the desk and your chin on your left hand, as this causes the neck, face muscles, right arm and hand to go rigid. The aim is freedom of movement.
3. Hold your pen or pencil lightly and do not press on the paper - gripping your pen hinders speed development. If you are doing it correctly, it should almost seem like you are 'doodling'.
4. Exercise your fingers and wrists regularly and especially before taking shorthand – rub hands together to ensure warmth and circulation, then wiggle your fingers and rotate the wrists. Remember, an athlete always warms up before a race and you have a lot of small muscles in your fingers that are entitled to the same consideration.
5. Smile and breathe. Silly but true - if you smile, you relax all your face muscles and avoid gritting your teeth. Likewise, if you take a deep breath before commencing shorthand, it relieves any tension.
6. Finally – think positively: 'I can do this'.

Do make a positive commitment to 'homework'. Even during the two-week introductory course, where shorthand is part of the daily curriculum, you should undertake a little extra work at home – re-reading the unit(s) covered and practising the outlines. If possible, set a regular time each day, eg 7 to 7.30pm. Later on, when you are only attending the workshop once a week, you should spend more time (up to an hour a day for five days) on homework and practice.

If at any time during the course you do not fully understand an aspect of theory, ask for more clarification and keep doing so until you fully comprehend each point. Bear in mind that your shorthand notes must be capable of being read by others, perhaps even in a court of law, so your application of theory must be good.

All students should try to apply their knowledge of shorthand as soon as possible. Don't wait until you have covered all the theory. Right from the start – each time you feel sure of a word or phrase, use it in the working environment.

Finally, be patient with yourself and never give up. If others can do it so can you.

Speed development

Having embarked upon a course of study it is imperative that you attempt writing in shorthand, and at varying speeds from day one.

In class, your tutor will read passages out to you at a speed appropriate to your stage of development. Outside the class, ask a friend to read them (slowly) and then repeat each sentence getting faster each time. Use the practice tapes as well.

Think of learning shorthand as being similar to learning to drive a car. You would not study the mechanics of driving without actually practising each aspect. Likewise with shorthand. Speed development and accuracy is cumulative. Consolidate each unit by practising the dictation passages relating to it.

When you have reached the stage of completing all the shorthand theory, you should then set yourself targets for 'unseen' dictation. In other words, passages which you have not previously drilled. You will be given the opportunity at regular intervals during the workshops to take tests at your target speeds, which will count as continuous assessment. If you get exam nerves and make a mess of your level 2 or final examination, it could even be possible to substitute a continuous assessment score for the actual results of the exam.

Initially, aim to accurately transcribe a one-minute passage dictated at 50 wpm, then build upon this until you can achieve three minutes read at 50 wpm while simultaneously being able to transcribe a one-minute passage read at 70 wpm.

When you can take two to three minutes at 80 wpm you should also be capable of one minute at 100 wpm. In other words you are constantly stretching yourself. The aim is to be capable of taking down and transcribing accurately two minutes at 110 wpm and half a minute at 160 wpm this means that you can enter an examination for 100 wpm confidently.

All examination papers contain several sentences that seem as though they are being read faster than the rest. This is not the case. It is simply that the words may be longer and so it appears that the reader is speeding up.

For example:

I am not in the habit of going to work on the bus; I prefer to ride my bike.
(19 words)

Compared with:

International conglomerate organisations frequently confront investigations undertaken by government departments to ensure that production and manufacture are ethically conducted. (19 words)

This is why it is important to practice speed bursts. If you can write shorthand for fifteen or thirty seconds at 160 wpm you can cope more easily with the more difficult parts of a passage.

Tips and tricks to boost your confidence and speed

- Memory retention - remember you will always be behind the reader and at some points you may be anything up to 10/12 words behind. You can practice memory retention in several ways – listen to the news on TV or radio (preferably taping it) but don't take any notes. Pause for a few seconds then write down what you can recall, checking it against the tape.
- Another trick to help speed development is to 'live and breathe' shorthand. Everywhere you go, mentally transcribe notices, bus destinations, public announcements, and pieces of conversation where unusual words are used. Even though this is just undertaken in your mind, it means that those words will not throw you if they crop up at work or in an examination.
- Regular use of shorthand is very important. If you are not using it daily in your working environment, then practise for at least half an hour a day. This is much more effective than going several days without doing any shorthand then spending 3 hours in one session
- Get into the habit of changing your pen/pencil regularly during dictation. This is why you should always have two – if the pen suddenly runs out, or the pencil point breaks, less time is lost if you can quickly put one pen down and grasp another. Also, if you have practised this regularly, it will not cause a feeling of panic if it happens to you for the first time during an examination.

Preparing for an examination

Step one is making sure you know exactly what the examination involves.

- The **Level 1** exam consists of transcribing a piece of shorthand that has been read for two minutes at 50 wpm. There will be a brief pause in the reading after one minute, to allow you to relax and catch up if necessary.
- The **Level 2** exam consists of a piece of shorthand being transcribed, which has been read for three minutes at 70 wpm. Again, there will be a brief pause in the middle.
- The **final** exam consists of passages starting at 80 wpm, each one lasting four minutes, with a 30-second pause after two minutes. You may attempt as many passages as you like and submit your best transcription.
 - Minor spelling mistakes will not be penalised.
 - Punctuation marks will not be read out, and it is up to you to judge from intonation, etc., where these should be inserted. Incorrect or omitted punctuation will not be penalised provided the sense of the passage is not altered.

- You will be allowed to take dictionaries (English and Teeline) into the examination with you.
- Marks will be awarded according to the accuracy and completeness of your transcription. Shorthand notes will not be marked for accuracy of shorthand. Nor will they be checked for the accuracy of your transcription (see below).
- Errors in shorthand must be circled and the correct outline written in the margin. You must not make corrections over your original shorthand notes.
- You must not write in longhand on your shorthand notes (except, of course, for your name at the top of each page). One mark will be deducted from your final score for each longhand word appearing in your shorthand notes.
- Your transcription must be written or typed on a separate piece of paper and shorthand notes must be submitted with the transcription.

Step two All the above rules are based on good working practice. Make a point of following them in your daily practice. Then the exam itself will not seem too different. The continuous assessment tests will be based on the same rules. Attempt as many as you can to practise for the actual exams.

Remember it is accuracy of transcription that is being marked rather than the correct application of shorthand theory. Most failures in shorthand examinations are not due to incorrect shorthand outlines but carelessness in transcribing them. It has been known for shorthand notes to be submitted which are perfect yet the candidate fails simply because of transcription errors eg: putting into plural what was dictated as singular, or vice-versa; missing out full-stops; paraphrasing or transposing words.

To avoid this, do practise writing your transcription notes rather than simply reading them. Many students dislike this approach, believing it to be too time-consuming but it is well worth the effort. Try it only once and you will probably find, when checking each word against each outline you have made some errors.

If, when reading back your notes, you discover that you have written an outline incorrectly, put a circle around it and put the correct outline in the margin. Do remember *longhand notes appearing in shorthand are penalised*.

Another point worth making here is: have confidence in what you have taken down in shorthand. Mistakes are rare, especially when writing at the higher speeds. *Never* alter your shorthand notes to match your transcription however sure you are that what you have written 'can ' t be right'.

NB - Take care with your writing, if it is barely legible and the examiner has difficulty reading it you risk failure without it having been marked.

One week before the exam

Practise from tapes each day (but never for more than half an hour at a time)

The night before the exam

Get a good night's sleep (don't be tempted to go to a party or booze-up)

On the day

- Make sure you arrive at the exam room in good time. There will be a short practice session prior to the examination and it is worthwhile considering attending in order to get acclimatised to the situation and environment as well as having a warm-up practice).
- Check you have all you need (minimum of two pens/pencils, dictionary, shorthand notebook, lined A4 paper for transcription, etc)

During the exam

- Try to relax – breathe slowly, smile, flex your fingers, and relax your shoulders. Think positively – *I can* do this.
- Listen carefully to the rules and regulations that are read out by the invigilator and adhere to them.
- After the reading, read the piece through from start to finish *before* you start to write them back. Circle any outlines lightly that you cannot read immediately, continue to the end of the piece, and then go back to the words you have circled. This way you are reinforcing the content of the piece in your mind. If you start to write it back without having read it right through, you run the risk of complete 'blank out'.
- During the writing and transcription period, do not cause a disturbance to others (by sighing heavily, groaning, banging your pen down, etc). This can be very off-putting to other candidates and can result in you being dismissed from the examination.
- *Believe in your shorthand.* If you can't read a particular outline, leave a gap and continue writing the transcription.
- When finished go back to the outline in question and:
 - try reading it phonetically
 - put the letters of the outline down on a piece of scrap paper and treat it like a crossword (the clue is in the context of the piece)
 - remember you wrote it, so have faith. Generally most candidates who struggle over an outline because it is incorrectly written, have still managed to get either the first or final syllable right so try working out the outline from the end. It sometimes works.
- Don't panic if you have a couple of gaps – there is a percentage error margin allowed and you could still pass.

- *Do not paraphrase.* Although probably acceptable as a working practice when done with skill and careful consideration, paraphrasing is a recipe for disaster in an exam situation. Transcriptions must be a verbatim reproduction of what was read out.
- Before handing in your work check every word against every outline.

There is no such thing as being lucky in a shorthand examination. It is your hard work and perseverance, which will achieve the goal. Therefore I won't wish you 'Good Luck', but do hope that your hard work results in the success you deserve.

Principles of word reduction

Even before you learn the Teeline alphabet, you can adopt these simple rules to reduce words to the minimum necessary to make a recognisable word:

1. omit silent letters:

make becomes *mak* (the silent *e* at the end is omitted)

dumb becomes *dum* (the final *b* is silent)

hedge becomes *heg* (the *d* is incorporated in the *g* sound)

batch becomes *bch* (the *t* is incorporated in the *ch* sound)

sight becomes *sit* (the *gh* is silent)

2. omit vowels in the middle of words:

make ! *mak* becomes *mk*

dumb ! *dum* becomes *dm*

hedge ! *heg* becomes *hg*

know becomes *nw* (**note** that **W**, although silent, is always necessary)

girl becomes *grl* (**note** that **R**, although silent here, is always necessary)

Note, however, that vowels at the beginning and distinctly sounding vowels at the end must be written to make a recognisable word. For example, *about* is written *abt*, and *café* is written *cfe*. We will be taking a closer look at vowels later, in Unit 3.

3. omit one of double letters:

cliff becomes *clf*

bill becomes *bl*

luck becomes *lc* (*c* and *k* have the same sound and count as a double letter combination. Use *c* for *ck* and *k* for words ending *-ke*.)

4. use the phonetic equivalent of double consonant combinations like GH and PH:

cough becomes *cf*

laugh becomes *lf*

telephone becomes *tlfn*

Using these rules, you are left with the skeletons of words. You will note that in some instances the remaining letters could suggest two or more different words. For instance, *bk* could read *book*, *bake* or *bike*, and *lf* could read *laugh*, *life*, *leaf* or *loaf*. This does not generally cause a problem, as the context will guide you to the correct word. If, however, there could be some ambiguity you will be given distinguishing outlines to learn.

Exercise 1

Write the following words in their reduced form, using the above rules:

| | | | | |
|--------|--------|-----------|--------|--------|
| face | could | cough | little | hedge |
| catch | judge | laugh | light | bomb |
| should | answer | telephone | might | shadow |

Unit 1 – The basics of writing and reading Teeline

The Teeline alphabet

Units 1, 2 and 3 contain a full list of the Teeline characters, with notes on how to write them and join them to other characters to form outlines. Note the following general rules before you go on.

1. It is important to preserve the size and shape of the letters. Some letters are smaller than others. For example, C must be written about half the size of a full-sized letter, as it has a similar shape to L and the two would be difficult to distinguish if written the same size.
2. Take careful note of the writing position for each character. This might be:
 - on the writing line
 - above the writing line
 - through the writing line

It is important to write the first letter of a word in its proper position, and for this reason you should use lined paper. Full-sized vertical letters (e.g. B, H and L) must stand on the writing line, although small letters (e.g. C and K) or horizontal letters (e.g. M) may be written higher so that the following letter can stand in its correct position. A word beginning with a D must start on the line to distinguish it from a word beginning with T, which has the same shape but is written above the line. Some letters (e.g. G and J) are written through the line at the beginning of a word. However, when a letter is not the first in a word, its position is normally determined by the preceding letter.

3. Teeline outlines are formed by joining letters together as in normal writing. However, there are no linking devices, as in 'joined-up writing' to ensure that letters appear side by side on the line. The first letter is written and the next letter is joined to it at the point you completed the first letter. Because of the shape of certain letters, this means that some words flow down the page rather than along the writing line. You will soon get used to this – remember that Teeline is written, and read, from left to right and from top to bottom.

First, we shall look at the Teeline consonants, starting with the letters B to M.

Consonants B to M

There follows a description of the first ten Teeline consonants and hints on how to join them to other consonants. Copy the examples to get the feel of how Teeline words are formed.

Letter B

..6.. This letter is written from the top downwards in one continuous movement, ending where the large circle joins the curved upright. It is derived from the handwritten small b, and has a well-defined curve, finishing with a large circle.

..6.. Other letters are generally joined to B at the point of completion of the circle, without going round the circle again. Note how this example flows downwards.

BB = bob

Letter C

..C.. This is an ordinary longhand C, and is smaller than the other consonants (about the size of a handwritten small c).

.....C Because of its small size, C may be written above the line when followed by a full-sized letter so that the latter can stand in its correct position.

CB = cab

..6.. In addition to using it for C (whether a 'hard' or 'soft' C), it is also used to represent the combination CK. Note how joining the C directly to the B results in the C appearing to sit behind the B. Reading from top to bottom, however, there can be no doubt about which letter was written first.

BC = back

Letter D



A short dash written on the line when starting a word.



Note how, in this example, the next letter is joined in the usual way, without a linking device, so that the C appears to hang downwards from the D.

DC = duck

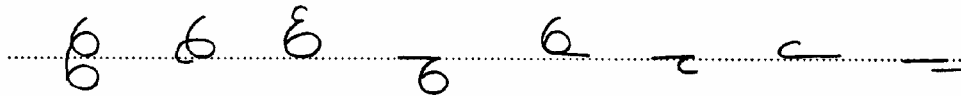


When two Ds occur together, write the first D as usual on the line and the second D just below and a little to the right of the first. This is one of the few occasions when the pen is lifted from the paper and letters are written separately, and is called **disjoining**.

DD = did

Exercise 1.2

Read these Teeline letters. Copy them neatly and then see if you can read and make as many words as possible from your own outlines.



Letter F



or



Derived from a handwritten f. Either the upward or the downward loop may be used.

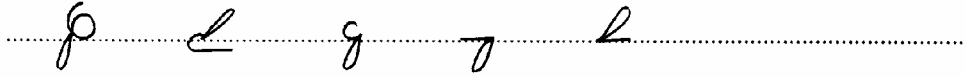


It is best to use the upward F loop when F precedes D as this ensures that the D is anchored to the writing line.

FD = food

Exercise 1.3

Read the following words. Copy them and note how the individual letters are joined together in an outline.



Digression – Blending F with other consonants

As well as having two different forms to choose from, F may be blended with many other letters in the same way as the letter S, which you will meet in Unit 2. You will need to understand how the S is blended before tackling this, however, so these blends are described at the end of the next unit.

Letter G



Derived from the handwritten small g. It cuts through the line as shown when beginning a word. It is also used for DG in words such as *hedge*, *ledge*, *badge*, etc.

Exercise 1.4

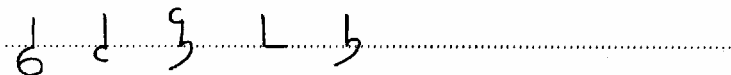


Letter H



This is derived from the first downward stroke of a printed H. It rests on the line and is always written downwards.

Exercise 1.5



CH



This letter combination, when sounded as in *chide*, at the beginning of a word is written with the C raised so that the H stands on the writing line. Note, however, that when only the C is sounded (as in *chemical*) then the C only is written.

CHD = *chide*

Letter J



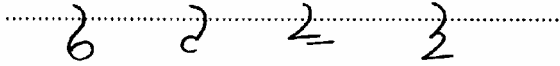
A single downward stroke, slightly curved, cutting through the writing line.



Note the difference between J, a simple curved stroke, and G, with a small hook at the top.

JG = judge

Exercise 1.6



Letter K



The angle only is needed for K.



K is roughly the same size as C.

CK = cake



KD = kid

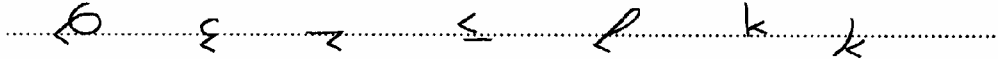
When D follows K, it is usually disjoined and written underneath the K to make a clear outline.

...k

After a downward stroke some people prefer to lift the pen from the paper and join the K to the side of the previous letter to give a clearer outline.

HK = hook

Exercise 1.7



Letter L

...L

...V...

A single downward stroke, boldly curved and always written downwards at the beginning of a word. Note the broad curved base, which gives a very clear join with the following letter.

HL = hill

...G

L may be cut short at the line and the curved base omitted when joining to another curved letter, where the join would otherwise be a bit messy.

LG = leg

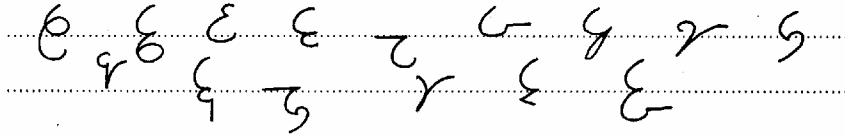
If desired, L may be written upwards after a downward stroke in order to prevent the outline from travelling too far below the writing line. Care must be taken, however, to preserve the direction and shape of the L curve.

...V-

When D follows an upward L, it is disjoined (separated from the L) and written underneath the upward curve.

HLD = hold

Exercise 1.8



Letter M



A single arch written from left to right. Derived from the handwritten M with the middle stem omitted.



Because of its horizontal shape, M may be treated as a small letter (like C) and raised to allow the following letter to stand in its correct position.

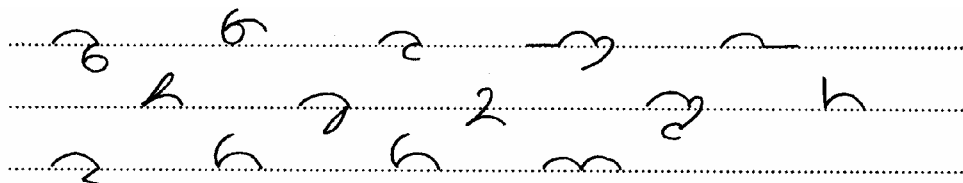
MCH = match



If desired, the upward L may be written after M to give a neater outline.

ML = male

Exercise 1.9



Special outlines

For frequently used words, simplified or reduced forms are used to save writing time, and you should memorise these. The following is a list of special outlines for very basic common words, represented by the single letters of the Teeline alphabet you have learned so far. Start using these immediately in your everyday writing.

.....6..... be/been

.....—..... do/day

.....f..... from

.....g..... go

.....h..... he

.....<..... kind

.....l..... letter

.....m..... me

Exercise 1.10

Write the following words in Teeline.

lead

luck

do

decide

go

be

like

me

back

from

kind

make

feel

he

him

blame

been

Unit 2 – The basics (part 2)

Consonants N to Z

The remaining Teeline consonants are described below. Copy the examples before attempting the exercises.

Letter N

...1...

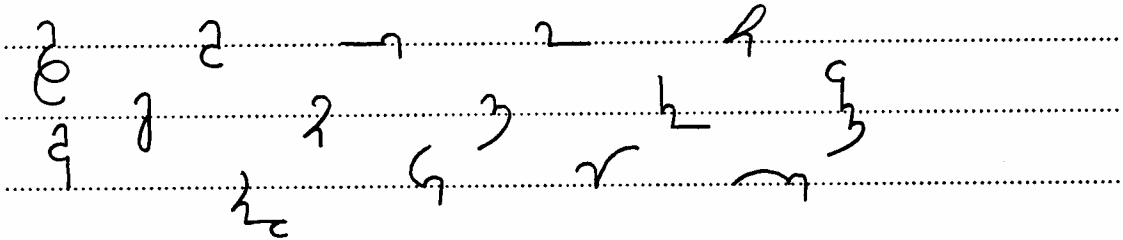
Derived from the first hook of a handwritten small n. N is a small letter, about half the height of an H.

...2...

Note that N is a straight line with a small hook at the top. Keep it narrow so that you cannot confuse it with M.

NM = name

Exercise 2.1

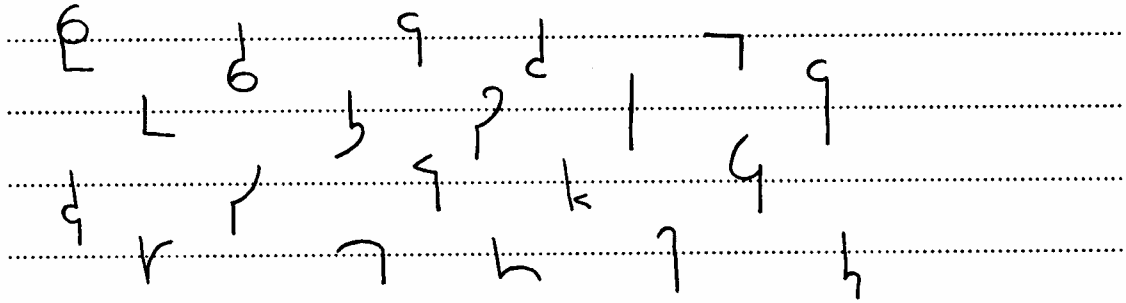


...1...


Letter P

This is the downstroke of a printed P. It is the same size as H but must be written through the line when beginning a word. Like H, it is always written downwards.

Exercise 2.2

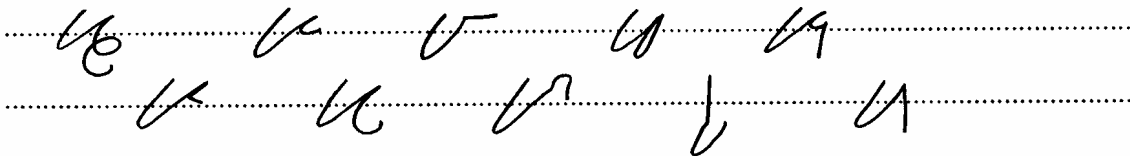


Letter Q


 Derived from the loop which joins Q and U in the longhand qu. It is written through the line, and the one sign stands for QU.


Exercise 2.3

Read these Teeline words:



Letter R


 A single, slanting stroke, which is always written *upwards*.

 Take care to keep it straight, so you cannot confuse it with an upward L.

HR = here

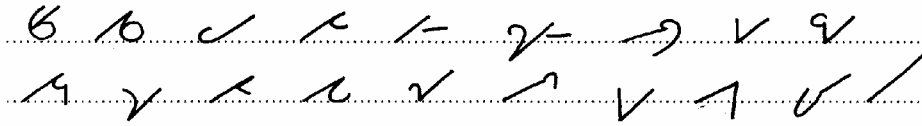


HL = hill

 When R is followed by D, the D is disjoined and written underneath the slope of the R, to make it clearer.

RD = read


Exercise 2.4



Letter S

...o... The handwritten S is modified to become a small circle. For such a tiny letter, S seems to cause the most problems at first. Here are a few guidelines to help you write it more easily and clearly:

First of all, remember it is a small letter and has no writing position of its own. It is simply attached to the letter following or preceding it.

... Where possible, it should be written anti-clockwise, which helps to keep straight lines straight. This means that it will normally appear on top of a straight horizontal letter,

SD = said

...o...

DS = does

...P...

SP = sip

and on the right of a straight vertical letter, such as H or P.

...b...

PS = pass

...

SMS = seems

S is always written inside curves. Simply extend the curve in the same direction, so that it is closed off into a small circle at the beginning or end.

...

PSD = passed

If S comes between two straight letters making an angle, it is written *outside* the angle to make it more visible. Note that this overrides the anticlockwise rule and the whole outline is written in one continuous movement.



If S comes between a straight letter and a curved letter, it is written *inside* the curve.

RSM = resume



When S occurs after a B, it is written inside the B circle, continuing the curve in a smooth coiling motion.

BS = base



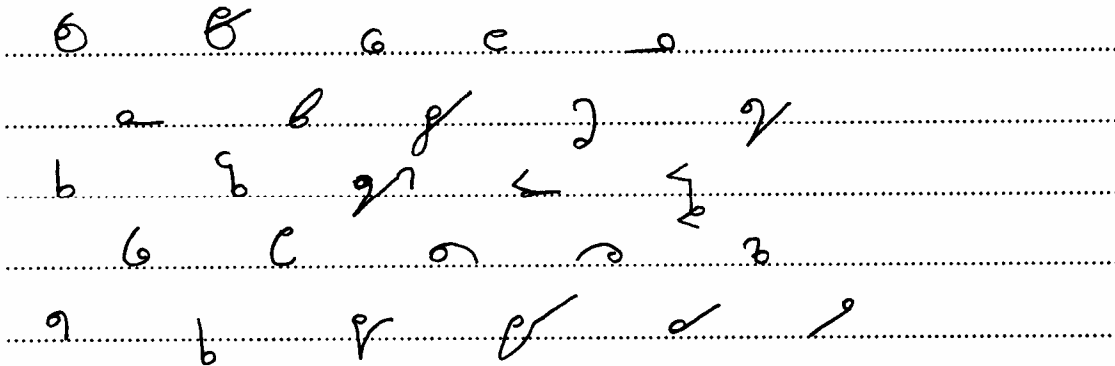
Finally, remember to distinguish clearly between the large B circle and the much smaller S circle.

BS = base



LS = less

Exercise 2.5



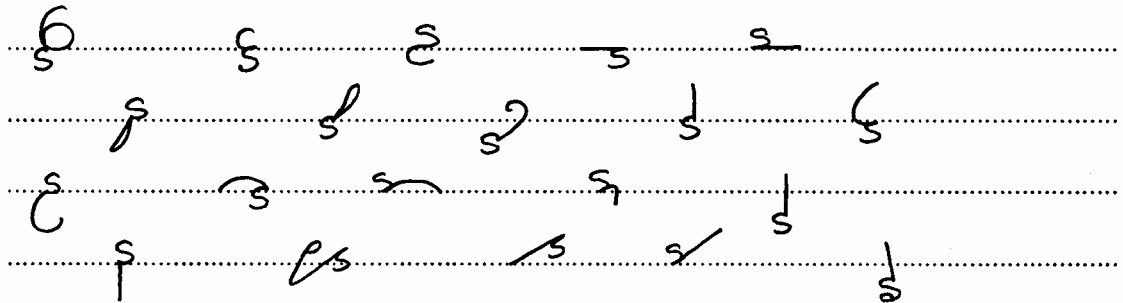
SH



The SH sound has a special sign, similar to a longhand S. This is the only purely phonetic symbol used in Teeline. S and H are never

written together unless they are sounded as two separate letters, e.g.
as in *Soho* or *Sahara*.

Exercise 2.6



Letter T



T is the counterpart of D. It is derived from the short horizontal cross-stroke of the written T. At the beginning of a word, or when preceded by an S, it is written above the line to distinguish it from D, and this is known as the 'T position'. It is this T that gives Teeline its name.

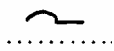


CT = cut

When a small letter, such as C, precedes T it is usually written in the T position to make the word easier to read back.



CD = code



MT = might


Similarly, when a horizontal letter, such as M, precedes T, writing the whole word in the T position makes reading back easier.



MD = made

......

DT = date

......

TT = tight

When Ts and/or Ds occur together, they are disjoined. The second T is written above, and slightly to the right, of the previous letter.

......

DST = dust

......

TST = taste

Note, however, that they should not be disjoined if there is another consonant, e.g. S, between them.

......

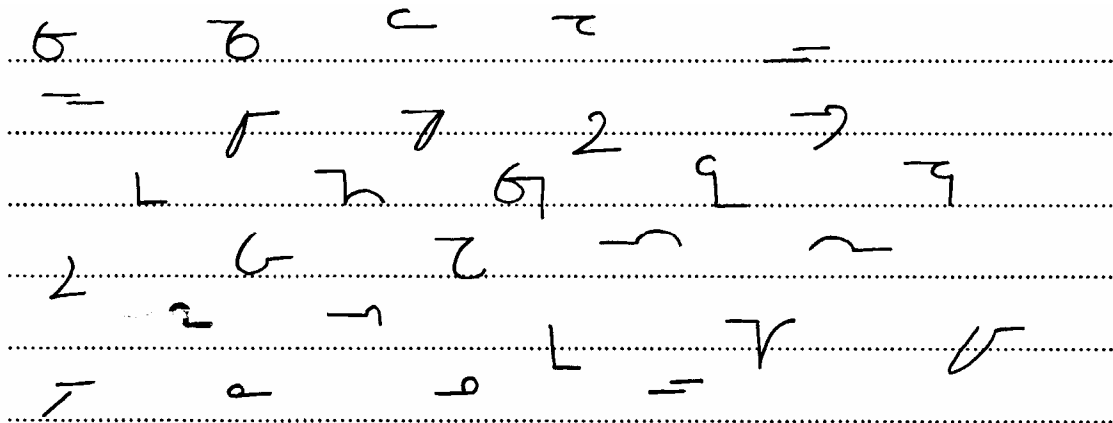
right

......

halt

Like D, when T follows an upward stroke, it is disjoined, but written *above* the previous letter.

Exercise 2.7



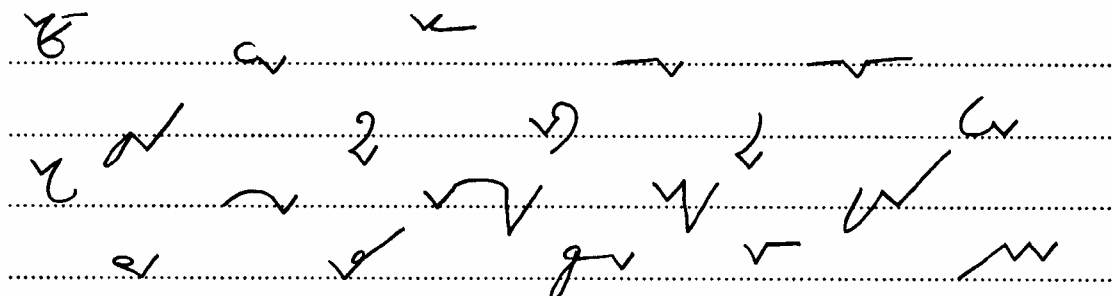
......

Letter V

No change from the printed or longhand V. Make sure it is kept upright. V is a small letter, and should not be confused with the

combination HR.

Exercise 2.8

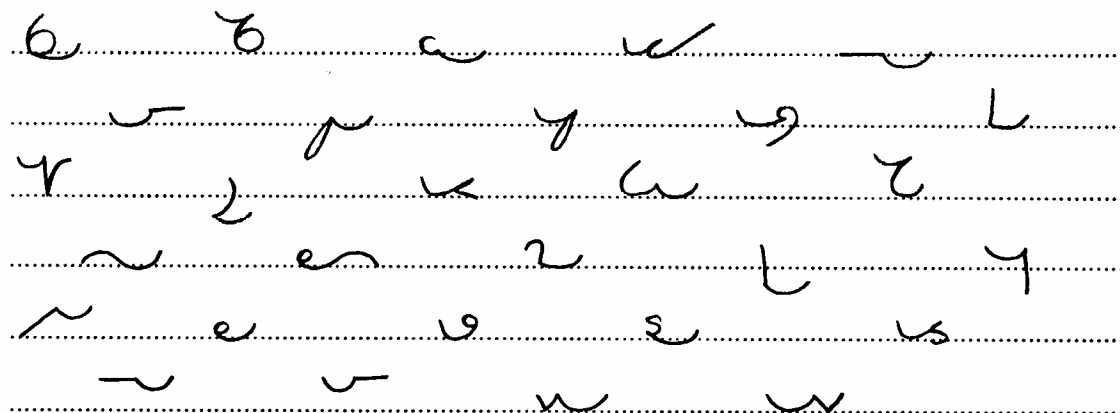


Letter W



The middle stem of the handwritten W is omitted, making W the reverse of M. Note that W is always written in words containing it (e.g. *bowl*, *jewel*, etc.), even if it is not sounded distinctly, to facilitate reading back.

Exercise 2.9



Letter combination WH



Although the combination WH does not represent a distinctive sound in English, it is always written in full as an aid to reading back. This applies for words that are pronounced with both W and H sounds. See the following examples:

...h... when

...V... where

...r... while/whole

...x... Letter X

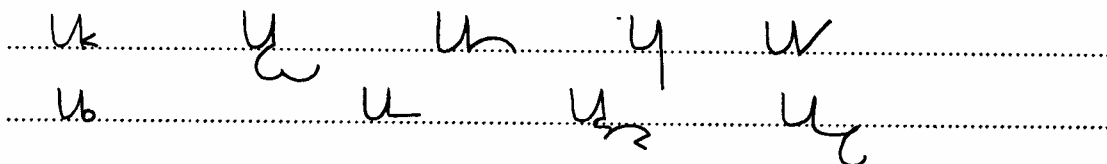
This is the ordinary handwritten X and it is the only letter in the Teeline alphabet for which the pen must be lifted from the paper.

The fact that X is made up of two separate strokes makes it very easy to blend with other letters. For this reason, there is no exercise here for the letter X and we will look more closely at how it is used in Unit 7.

...u... Letter Y

Derived from the handwritten y, with the tail shortened and the loop removed. Note that the Teeline Y is used as a consonant only, and not at the end of words ending in Y (e.g. *say, happy*)

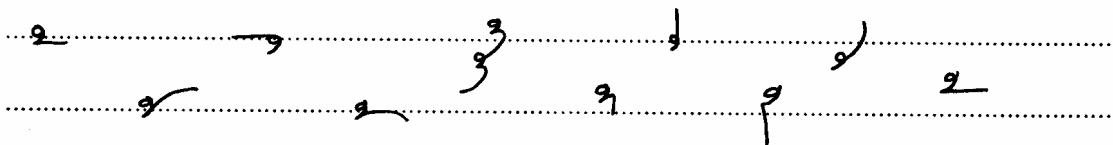
Exercise 2.10



...z... Letter Z

This is the same as a Teeline S with a small tail added. It is used at the beginning of a word only. When it occurs in the middle or at the end of a word, an S is usually substituted.

Exercise 2.11



Digression – Blending letter F with other consonants

As mentioned in Unit 1, F can often be blended with other letters in much the same way as S. In general, these blends follow the same rules as for S. Remember that the Teeline F is a long loop and should be easily distinguishable from the small S circle.

FR blend



F and R are blended into one outline. This may need plenty of practice to achieve a smooth outline of the correct size. The F is started midway between the lower and upper writing lines. It goes downwards and backwards to the left, as far as the lower writing line. It then loops back, in an anti-clockwise direction, and as the loop is closed the line is extended

Practise writing the following examples:

for

forbid

frail

force

farm

forensic

RF blend



The R is written first and the F then loops back, again anti-clockwise, to join the R halfway along its length. The F should again be on top of the R.

rough

refuse

surf

Note: In some cases, it is clearer and easier to write the F in full:

refresh

suffer

refer

FL blend



The F loop is tucked into the curve of the L, in the same way as the Teeline S. Make sure it is a long, narrow loop, starting about halfway along the length of the L, so that it cannot be confused with an S.

full

film

careful

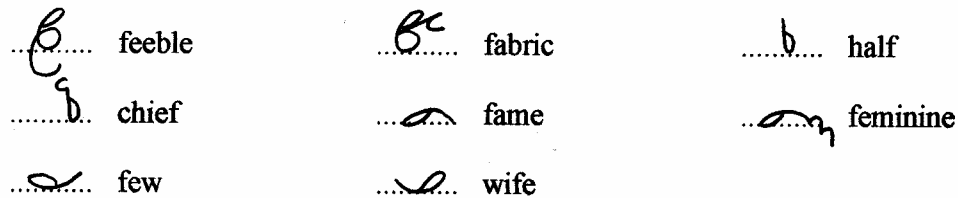
peaceful

field

rifle

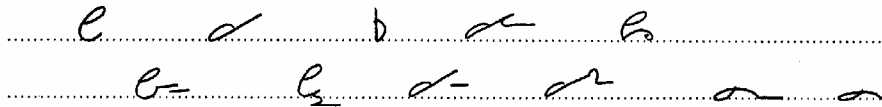
Blending F with other letters

The Teeline F may also be merged with B, H, M, P and W, to make outlines that are quick to write and pleasing to the eye. Study the following examples and practise writing them:



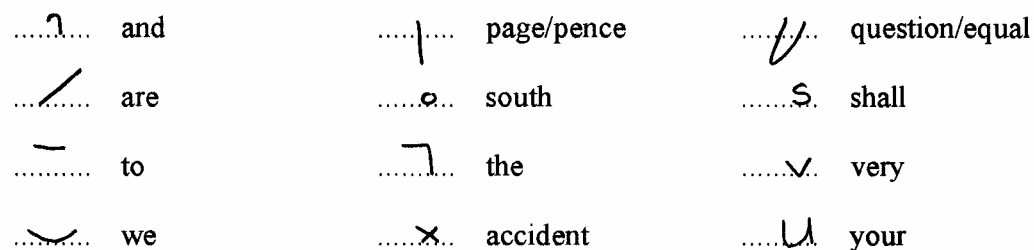
Note: Some people find the FM and FW blends difficult to write and prefer to write both letters in full. This is perfectly acceptable.

Exercise 2.12



Special outlines








Here are the common words represented by the single Teeline consonants N to Z:



More about special outlines

Apart from the single-letter special outlines we have already looked at, Teeline has many other ways of reducing words to the minimum necessary to enable reliable reading-back. These are known as **reduced outlines**, and will be introduced in this book as they crop up. Quite often, the Teeline reduced outlines

follow the same or similar formats as standard abbreviations in written or spoken English. A few examples are given below:


| | | |
|--|---|---|
|  representative |  member |  difficult |
|  several |  permanent |  differ |
|  different | | |

As you gain confidence in writing Teeline, you will no doubt devise your own special outlines for words you use regularly. Take care, however, that in doing so you do not write an outline that could be mistaken for another similar word. For example, the reduced outline for *minimum* has an extra M at the end; the longhand equivalent would be *min*, which has the same outline as *main*.


minimum

Take the time to learn the conventional reduced outlines as you meet them, as they cut out a vast amount of unnecessary writing.

Here are a few more special outlines, with descriptions of how they are derived:


today/to do


The two special outlines *to* and *do* or *day* are combined using the method of disjoining sequential T and D. This avoids having to move the pen all the way down to the writing line to write the D.




holiday

Day can also be used as a word ending.


sometimes

By writing a word in the “T position”, it is clear that the word contains a T so it can often be omitted.


which

much

e

such

In these examples, the missing letter is the H of CH. By writing the outline in the T position, it is clear that something is missing. Remember that it is not always a T. (Note: The letter H is omitted from the word *which*, as it is a special outline.)

6
because

Here again, the unusual positioning of the word part below the line indicates that another letter precedes it, in this case B. This is also similar to the spoken contraction 'cos.

7
that

Note this way of writing *that*. The reason for crossing the second T through the H is that it simplifies the addition of extra words to form phrases or word groupings in a single outline. Phrasing is a further way of cutting down the amount of writing necessary and is described in Unit 4.

Exercise 2.13

To practise what you have learned so far, write the following words in Teeline. Note that some of them are special outlines. Check your answers carefully and make sure you are forming the letters and outlines correctly.

| | | | | |
|---------|-----------|-----------|-----------|----------------|
| meet | the | holiday | club | representative |
| lead | wife | know | that | some |
| members | are | luck | difficult | their |
| do | seem | to | but | sudden |
| decide | where | go | very | short |
| notice | there | hand | must | be |
| like | me | tell | spend | lot |
| and | sometimes | take | several | months |
| main | quite | back | visited | before |
| get | from | magazines | different | kind |

Unit 3 – Teeline vowels

There are two types of vowel in Teeline: the **full vowel** and the **vowel indicator**. In general, it is the vowel indicator that is used at the start or ending of words, and its use is described in more detail later in this unit. First of all, we will take a look at the full vowels.

Full vowels

The full Teeline vowels have special uses, one of which is as special reduced outlines for common words, which are shown below. That is all you need to remember them for at the moment. The other uses of full vowels will be described later on in this book.

Here are the full vowels and the words they represent. Note the size of the vowels: they are very small and should not be confused with full-sized consonants.



A = able (to) / ability

Note how the word *to*, which usually follows *able*, is included in the sign and need not be written separately. The context will tell you whether *able* or *ability* fits the sentence.



E = electric

Note the small size. It must be clearly distinguishable from the consonant combination HD.



I = I/eye

Note: The vowel I must be sloped and acutely angled, so that it cannot be confused with the consonant V.



O

Note that O is similar to the Teeline S. However, since the full O is never used in words, there is no danger of the two being confused. There is no special outline associated with O, as this could be confused with the Teeline S, representing the word *south*.



U = you

The full U is small and narrow. It should not be confused with W.

Exercise 3.1

Write the Teeline special outline for these words:

the

to

I

are

do

| | | | | |
|------|------|------|----------|----------|
| very | go | and | be | me |
| we | from | kind | shall | able |
| he | been | you | accident | electric |

Vowel Indicators

The vowel indicators are reduced forms of the full vowels. Here is a list of all five, and below that a description of each vowel indicator and how it is used in outlines.

.....\..... A 1..... E /..... I o..... O 1..... U

Note how small the vowel indicators are. Try to keep them consistent in size so that they cannot be confused with consonants.

It is important to retain the correct directional slant of all the vowel indicators as an aid to speedy reading back of your outlines. Take particular care with A and I, the two that are most commonly confused. You might find it helpful at first to jot down the vowels in order at the top of each new page of your notebook, as a reminder.

As a general rule, vowel indicators are written downwards. There are, however, certain exceptions, which will be described as we look at each indicator more closely.

A indicator




The downward form of the indicator is normally used:

| | | |
|-----------------|-------------------|-----------------|
|\..... a |6..... about |w..... add |
|c..... all |u..... am |a..... as |

As well as words ending in -A, the A indicator is used for words ending in -AY. (Remember the Teeline Y is used as a consonant only.)

| | | | |
|-----------------|-----------------|-----------------|-----------------|
|q..... say |w..... way |L..... lay |6..... bay |
|-----------------|-----------------|-----------------|-----------------|




The upward form of the indicator (the first half of the full A) is used *before* letters V, W and X to make clearer joins:

 average
  away
  axe





The full A is used *before* R, to distinguish it from VR:

 arise
  arrest
  area

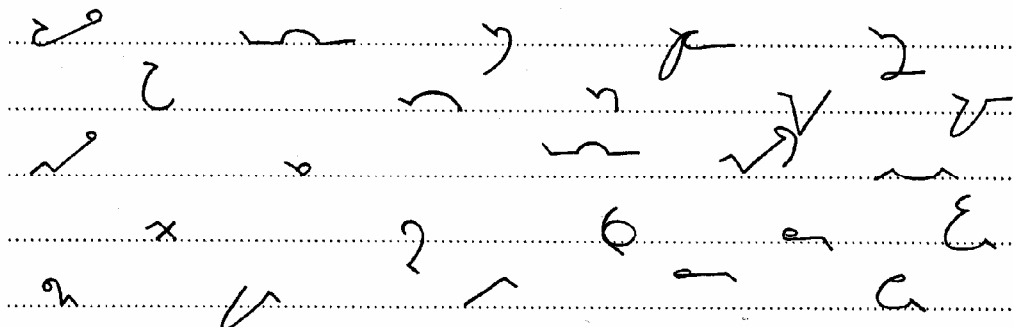
The full A is used *after* H, M and P to give a clearer outline:

 hay
  may
  pay

The full A may also be used at the beginning of a word starting AU-, as an aid to reading back:

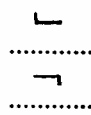
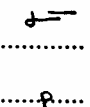

 auburn
  audacious
  august
  autistic




Exercise 3.2



E indicator

The E indicator is normally written downwards:


 eat
  estate
  educate

 tea
  see
  ebb

The second (horizontal) half of the full E is occasionally useful for making a clearer join after a downward stroke:

.......... knee ..... pea

It is necessary to write the full E *before* downward consonants to make a clearer outline:

.......... episode ..... equip




The E indicator is used at the end of words finishing –EY:






.......... key ..... they






When V follows E, the E indicator is written separately above the V:

.......... eve ..... ever

Exercise 3.3




.......... b ..... p ..... s




.......... t ..... k ..... g ..... j ..... ch



.......... n ..... m ..... v ..... l ..... sh

I indicator




The downward form of the I indicator is normally used:

.......... it ..... is ..... if

.......... in ..... item ..... idol




.......... irate ..... lie

The I indicator is written upwards after H, M, N P and SH, and after an upward L, giving a sharper, clearer angle:

.......... high ..... pie ..... nigh

Note: The upward I is *never* used at the beginning of a word as this form of the indicator is used for A.

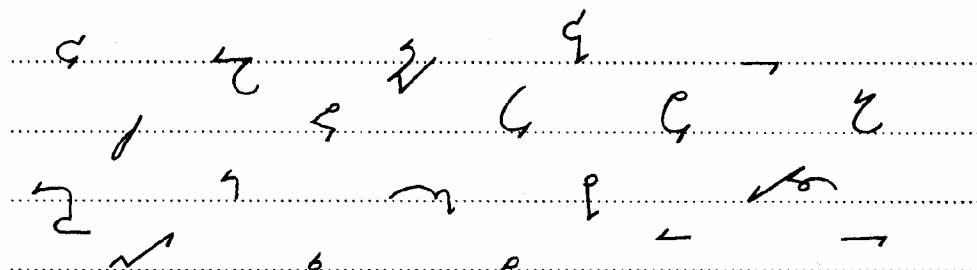
The full I is required before L and V to give a clearer outline:

.......... ill ..... island ..... Ivor

The I indicator is also used to represent Y at the end of a word:







.......... by/buy ..... my ..... shy ..... hilly

Exercise 3.4






O indicator

The O indicator is the bottom half of the full O. It is shallower than a U and only half the width of a W:

.......... also ..... old ..... open
.......... opinion ..... offer ..... ago

Before or after an M, the O indicator is turned on its side and tucked into the curve of the M, giving a clearer outline:

.......... omit ..... demo ..... room

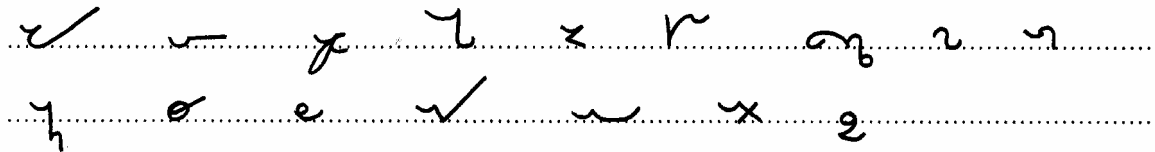
Note the insertion of a vowel in the word *room*; this makes the otherwise untidy and uncontrolled-looking join between R and M easier to read back.

Special outline



Or is written with a full O and the R passing through it. Write it all in one movement, without lifting the pen from the paper.

Exercise 3.5

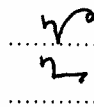


U indicator

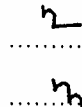
The U indicator is generally used at the beginning of a word starting with U. It is the same as the E indicator, but they can rarely be confused.



umpire



unless



unit



unsettle



untie



union

The full U is used before the letters P and S to make clearer joins:



up



us/use



usual



upper



upsurge



uproar

The full U is generally used at the end of a word:



clue

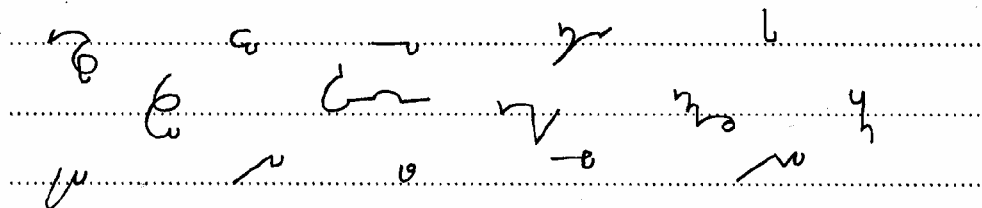


revue









sue

Exercise 3.6









Diphthong OY

As well as being used as a consonant, the Teeline Y represents the OY sound at the end, or in the middle, of words:




| | | |
|---|---|---|
| ...  ... boy | ...  ... toy | ...  ... royal |
| ...  ... joy | ...  ... enjoy | ...  ... loyal |

Double vowels

When double vowels begin a word, use either the first vowel or the one with the stronger sound:

| | | |
|---|--|---|
| ...  ... aimless | ...  ... oath | ...  ... aisle |
| ...  ... eager | ...  ... ease | ...  ... aid |

When double vowels end a word, write the one with the stronger sound:

| | | |
|--|---|---|
| ...  ... idea | ...  ... radio | ...  ... media |
|--|---|---|







Remember: Where double vowels alter the sound of the main vowel (i.e. AU, OY), these are treated differently.

Medial vowels

Although vowels in the middle of words are usually omitted, medial vowels may be written to make an easier join between two consonants.

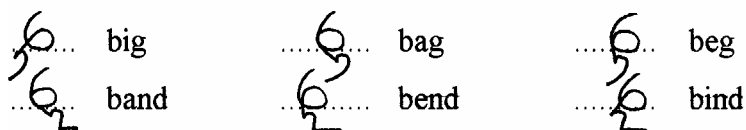
Between two Ss

Where two Ss follow one another, write the appropriate vowel between them:

| | | |
|--|---|--|
| ...  ... passes | ...  ... rises | ...  ... houses |
| ...  ... loses | ...  ... classes | ...  ... system |

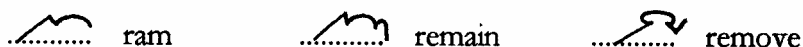
B followed by G or N

A vowel between B and G or B and N can make an outline easier to write and read back:

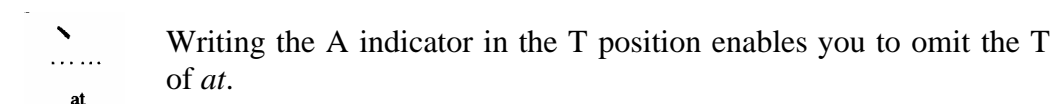


Letter R followed by M

Although these letters join comfortably when written slowly, they can become distorted when written at speed. It is helpful to insert vowels where applicable to maintain a neat, easy-to-read outline:



Special outlines



Writing the A indicator in the T position enables you to omit the T of *at*.



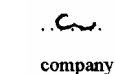
The word *with* is written WI, in the T position, omitting the TH.



Similarly, the O indicator written in a position that suggests the omission of the letter F in *of*. Note, however, that the word *off* is written OF.



This is a much neater way of writing the word *have*. Note the way in which the H is sloped so that it incorporates the first half of the V following it. The direction of the slope also suggests the missing vowel, A.



Company is reduced to CO, as in longhand.

Distinguishing outlines

has / his

The above words are formed using the same letters: H and S. In order to distinguish between them, the H may sloped in the direction of the vowel which follows it:

.......... has his

this / these / those

These three words may be easily distinguished in the same way:

.......... this these those

Special outlines

.......... difficult difficulty suddenly

Exercise 3.7

Write the following words in Teeline:

| | | | | |
|--------|-------|-----------|----------|------------|
| it | is | a | at | this |
| of | one | companies | I | know |
| lucky | in | have | no | difficulty |
| not | even | any | suddenly | they |
| on | other | many | you | my |
| mainly | happy | back | new | admit |
| often | ideas | also | stay | about |

Unit 4 - Writing Teeline Notes

You now have the basic tools to write any word in Teeline. Some of the words you produce will not be technically 'correct' in form; nor will they be written in the speediest possible manner. However, try to write as much Teeline as you can from now on. It will soon feel natural to write in this way and, as you learn new theory, you can simply add it to what you already know. Remember, there is no incorrect way to write Teeline; what you are writing now is just as right as the notes produced by an expert who has been using it for some time, *as long as you can read back what you have written*. The only difference is that the expert will write faster than you – because he or she knows more theory or tricks of the trade, and has had more practice than you.

Before you can start writing proper notes in Teeline, there are just a few more things you need to know about: punctuation, how to correct your mistakes and how to write outlines in phrases.

Punctuation

Have you ever tried to read a page of text containing no punctuation? Without full stops and capital letters, it is very difficult to tell at a glance where one sentence ends and the next one begins. In many cases, punctuation can even alter the whole meaning of the text.

A lot of people seem to think that writing quickly is hard enough and there is no time – and no real necessity – to put in punctuation marks as well. If you are tempted to think like this, remember how difficult it is to read unpunctuated print. Reading unpunctuated shorthand is virtually impossible. So do get into the habit of using the proper punctuation marks – there are not that many in Teeline – right from the outset.



Full stop The Teeline full stop is a long sloping line written upwards, and starting below the writing line. It is important to include full stops to enable easy and speedy reading of your notes. Writing them large and clear – and as untidily as you like – is a real aid to speedy reading back.



Initial capital mark Initial capital letters are indicated by writing two small sloping dashes underneath the word, as in the word *Teeline*. The capital letter mark is only used for proper names. It is unnecessary to mark the first letter of a new sentence as a capital.

The full stop and capital mark are the only really necessary punctuation marks. The following marks are optional.



Paragraph mark If you wish to mark off your paragraphs, you can do this by writing a double full stop.



Dash A Teeline dash is written as shown here, so that it cannot be confused with anything else.

Other punctuation marks, e.g. commas, question marks, etc., are unnecessary, but if you wish to use them to make the meaning clearer, write them as in ordinary writing.

Corrections

If you make a mistake in an outline, draw a ring round it and write the correct outline in the margin. Do not cross out an incorrect outline as this might be interpreted as some kind of extension to the word. You will soon get used to ignoring anything with a ring round it while you are transcribing your notes.

Do not rub out your mistakes. This might sound obvious but it is surprising how many people seem at first to be so anxious to write correctly that they want to expunge mistakes from their notes completely. Once started, this is a hard habit to break, and you will, of course, not have the luxury of time later on. Only you have to read your notes and, as long as mistakes are clearly marked and corrected in the margin, they will not impede reading back.

Remember, too, that ringed errors don't necessarily mean you have made a mistake in your shorthand: you might have misheard or anticipated a word wrongly, or the speaker might have changed his or her mind about what words to use. Knowing what was said, or inferred, originally might even be an aid to transcription later on.

Finally, while we are on the subject of making corrections, do correct your outlines in Teeline, and not longhand. It is bad working practice to resort to longhand when you make a mistake or hesitate while taking notes, and a habit that will impede your progress and is therefore best broken early. Remember, too, that longhand words in shorthand notes are penalised in an exam situation – another good reason for not slipping into the habit.

Revision

Now you have everything you need, let us try reading and writing some sentences and notes in Teeline.

Special outlines

..... today/to do

..... representative

..... member

..... several

Exercise 4.1

Read the following, adapted from the introduction to a talk on holiday planning, and write a transcription:

Planning your holidays

The first thing I want to talk about is the importance of planning your holidays. It's not just about booking a flight and a hotel; it's about creating a memorable experience. I want to share with you some tips that I've learned over the years. First, start early. Don't wait until the last minute to start planning. Second, set a budget. It's important to know how much you can spend. Third, research your destination. Find out what you can do and see. Fourth, book your flights and accommodation. Fifth, pack your bags. Finally, enjoy your trip!

1. Check your transcription carefully. Then copy the Teeline outlines, saying the words to yourself as you write each one.
1. Now write the passage in Teeline again, this time working from the transcription. Check your outlines.
1. Prepare the passage for dictation by writing it out several times, as in step 2, until the outlines become familiar.

Exercise 4.2

Now write the second part of the introduction in Teeline:

We also differ about the kind of company we shall enjoy. Though we do agree that we do not wish to be with just one age group, we do not agree on holiday activities. One of us likes to be very active, and the other likes to lie about and read in the sun. I shall not say which of us favours which. I am sure that this is where this man is able to help. He has been to all the main resorts and to some that I am sure will be new to you. In fact, I am sure there are some he wishes to keep quiet about, and I would not blame him.

Check your work and practise several times, as for Exercise 4.1, until you feel ready to write from spoken dictation.

Introduction to phrasing

Another way of reducing writing time is by combining whole phrases into a single outline. These outlines are treated in the same way as single-word outlines, applying the same basic word reduction rules.

We will start by looking at some of the words from Exercises 4.1 and 4.2 that we could group together. These will be described in some detail so that you can see how they work. In future, new phrases will be listed as they arise in the exercises.

Once you know the basic rules, you can, of course, make up your own phrases. However, it is probably best to stick to the conventional ones given here until you are confident that you understand how they work. As a general rule, only group those words that go together naturally and form a common phrase, and do not group more than three or four words at most. The resulting outline should be distinctive and instantly recognisable as a phrase rather than a single word.

Joining pronouns and verbs






I am

The two words *I am* are treated as a single word, using the I indicator instead of the special outline for *I*, and omitting the A of *am*. Note the similarity to the spoken contraction, *I'm*. The full *I am*, however, is used in transcription.




I'm

Note that the easiest way to annotate an outline for transcription in its contracted form, to avoid confusion, is to add an apostrophe, as in longhand.

Other examples of joining pronouns and verbs are:

 I know
  it is
  I do
 I must

Phrases with 'to' + short verbs

 to see
 to say




Small words like *see* or *say* after *to* are added on to the *to* to avoid having to lift the pen and move back down to the writing line. **Note** the importance of writing the correct vowel indicator.

Phrases with 'that'

 that the

The advantage of crossing the second T across the H of *that* is that the next word can often be joined on to it, without lifting the pen. Note that in *that the*, one T serves for the end of *that* and the beginning of *the*, following the word-reduction rule of no double letters in an outline.

Other examples are:

 that some
  that we
  that this

Phrases with 'the'




 of the

The T can often be omitted from *the*, and the H tacked on to the end of the previous word.

 and the

Note, however, that in some cases, including the T gives a clearer outline. In this instance, the H would be forced below the writing line and might be read back as a P.

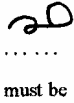
Other examples are:

 about the
  in the
  to the

Phrases with 'be'

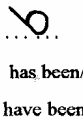


The word *be* is often joined to the preceding word, to avoid lifting the pen.



Reducing the B to its circle can reduce the outline even further.

Note the size of the B circle and the fact that it is always written anti-clockwise.



Has been or *have been* may be reduced to the sloped H of *has* plus the B circle. The context will indicate whether the first word is *has* or *have*.

Other examples of phrases with *be* are:



to be



would be



should be

Phrases with 'have'



As in spoken English, the word *have*, when it is the second word in a phrase, is commonly reduced to a V.

Phrases with 'not'



Not is usually joined to the preceding word. Note that, in a phrase, the position of *not* is dependent upon the preceding word. Do not raise the outline into the T position.

Phrases with single-letter special outlines



we shall

Phrases containing two or more single-letter special outlines are usually written as a single outline.

Other examples are:



of you



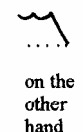
I shall



to be

Special outlines

There are some very common phrases that have much more reduced outlines, which you should learn. It is much easier to learn them if you understand how they work. Special outline phrases included in the exercises are:



on the
other
hand

The phrase *on the other hand* is reduced to OOH.

Note the omission of the word *the*. Small words like *the* or *to* are often omitted from common phrases, which can be easily read back without them.

Note the slant of the H for *hand*. This occurs naturally in forming the outline and also suggests the following vowel, A.

a lot of

A lot of may be written as one outline.

a lot of

It can also be written as a small L in the T position, omitting the first and last words altogether. **Note:** You can alter this to *lots of* simply by adding an S.

The three words *I am sure* are written as a single outline.

in fact

The F is omitted from *in fact*,

in order to distinguish it from *in effect*.

Exercise 4.3

Re-write Exercises 4.1 and 4.2 in Teeline, this time concentrating on where you can cut down on writing time by phrasing.

Transcribe your notes and make sure that the phrases you have used are clearly recognisable, and cannot be mistaken for single words or other phrases. It is only by experimenting that you will discover for yourself what works and what does not.

Phrasing is an important part of writing Teeline and enables you to write much faster. Investing time now in thinking about how basic text can be reduced to its absolute minimum will pay great dividends later on. New phrases will be introduced throughout this book and there are publications available that list most of the common phrases (see Introduction). However, there is no substitute for understanding the fundamentals of phrasing, taking the time to learn new ones that you know will be of use to you, and devising your own personal outlines for frequently-used phrases.






Unit 5 - Suffixes (1)

English words share a number of common endings, such as *-ing*, *-ment*, *-tion*, etc. Each of these endings has a special Teeline symbol, the more common of which are described in the next few units. First of all, we will look at the use of disjoined vowel indicators as word endings.

Disjoined vowel indicators

Words ending in *-ing*







One of the most common suffixes in English is *-ing*, normally used to convert a base verb into the present participle, e.g. *doing*. To represent this in Teeline, write the I indicator, downwards, and disjoined from the previous part of the outline.

 meeting  leading  having
 going  deciding

Exercise 5.1

1. I am glad to see so many of you at this *meeting* of the Harrow Holiday Club to hear a representative from one of the *leading* holiday companies.
2. I know that some members are lucky in *having* no difficulty in *deciding* where to go for their holiday.
3. Some suddenly decide where they are *going*, at very short notice, and go there.
4. *Deciding* where we are *going* sometimes takes several months.
5. One of us likes to lie about, *reading* in the sun.

Apart from its use in forming the present participle, the ending can also be used for any word ending in *-ing*:

 thing  bring  ring
 ringing  sing  king

Further endings can be added to the *-ing* ending, to extend the word even more:

...7₆... things ...e₁... single ...e₁... mingling
 ...o₁... seemingly ...a₁... fingers ...o₁... singer

Special outlines and phrases

The *-ing* ending is often used to represent the word *thing*, either as a word ending or in word groupings:

...v₁... anything ...o₁... something ...u₁... nothing
 ...2₁... good thing ...e₆... such things ...m₆... many things

Exercise 5.2

1. Just to *make things* a little more difficult, we differ about the kind of company we shall enjoy.
2. We agree that we like *mingling* with different age groups.
3. But we do not agree on *things* to do on holiday.
4. I enjoy *many things*, such as *swimming*, *boating* and *walking*.
5. My wife does not like a *single* one of these.

Other disjoined vowel indicator endings

By substituting different vowel indicators, more words ending in *-ng* can be formed.

Disjoined A indicator = -ANG

...6₁... bang ...l₁... hang ...g₁... gang
 ...6₁... bangs ...6₁... banded ...6₁... banging
 ...l₁... hanging ...l₁... hanger

Disjoined E indicator = -ENG

Note: This ending is always followed by TH:

...C_h length ...C_h lengthen ...C_h lengthy

Disjoined O indicator = -ONG

...C_o wrong ...C_o song ...C_o long
 ...C_o belong ...C_o among ...C_o gong
 ...C_o longs ...C_o belongs ...C_o wronged
 ...C_o belonged ...C_o belongings ...C_o longer

Disjoined U indicator = -UNG

...C_u lung ...C_u rung ...C_u young
 ...C_u lungs ...C_u younger ...C_u youngest

Exercise 5.3

1. Several *young* men got into a fight at the local youth club.
2. A *gang* from a nearby *housing* estate arrived at the club at half past nine.
3. If your heart and *lungs* are not in a good state then your health will suffer.
4. *Swimming* does not injure joints and bones because feet are not *banging* against a hard surface.
5. The *dumping* of rubbish is *wrong* but *something* which happens all too often.

Extension of disjoined vowel indicators

The disjoined indicators, with a small C added, give us the combinations -*ank*, -*enk*, -*ink*, -*onk*, -*unk*, as in:

...C_a bank ...C_a thank ...C_a blink
 ...C_a monk ...C_a shrunk

The small C is, in fact a blended K, which becomes more like a C when written quickly, but there is no possibility of any confusion.

Extra endings can be added:

| | | |
|------------------------|-------------------------|--------------------------|
| 6 ₆ banks | 6 ₆ banked | 6 ₆ banking |
| 6 ₆ banker | 7 ₆ thinks | 7 ₆ thinking |
| 7 ₆ thanked | — 4 ₆ donkey | 1 ₆ Hong Kong |

The ending *-ink* may be used in word groupings to represent *think*:

4₆ I think 5₆ we think 5₆ without thinking

Exercise 5.4










1. The shadows lengthened and the sun *sank* slowly behind the hills.
2. When the ship *sank* nine men saved their lives by clinging to bits of the wreckage.
3. Have you seen the *tanker* which is said to be sinking at the end of the pier?
4. When they go to the zoo boys and girls like to see the *monkeys*.
5. There was a *clank* of metal when the wing of my car banged against the leaning wall.

Words ending in -nce





A disjoined C, unattached to a vowel indicator, represents the word-ending *-nce*. This may be preceded by any vowel:

| | | |
|-------------|-----------------------------|------------------------|
| — C dance | 6 ₆ C absence | Q ₆ C since |
| — C once | 7 ₆ C announce | 7 ₆ C fence |
| — C science | 7 ₆ C appearance | |



The disjoined C for *-nce* can also be used in the middle of words:

...... appearances ...... agency ...... bounced
 ...... announcer ...... announces ...... announced
 ...... fencing ...... fenced ...... fancy

Special outlines with -NCE ending

...... difference ...... important ...... importance
..... circumstance

Phrases










........ at once ...... in advance

Exercise 5.5

1. Some members do not seem to think *in advance* but decide where they are going at very short notice and go *at once*.
2. The *difference* is that one likes to be active and the other enjoys lying about in the sun.
3. It does show the *importance* of thinking about it *in advance*.
4. Good ways of keeping fit are *dancing*, swimming and *fencing*.
5. Tell me about the *circumstances* of the accident.

Words ending in -nch

In many words the letters NCH come together and, since we use a disjoined C for NCE (omitting the N), it is logical that for NCH we should use a disjoined CH sign:








...... launch ...... wrench ...... clinch
 ...... munch ...... launched ...... wrenches
 ...... pincher ...... luncheon ...... inch

Exercise 5.6

1. I am glad to see so many of you here at the *launch* of the new holiday company.
2. I have a *hunch* that there are some resorts he would rather keep quiet about.

3. I booked the holiday through the Harrow *branch* of the holiday company.
4. I took a chance and *clinched* the deal at once without checking with my wife.
5. We had a lovely holiday and it was a real *wrench* when it was time to go home.

Special outlines

 o'clock
  Saturday
  housing estate
 within
  without
  at home
 quickly

Exercise 5.7

Trouble at local youth club

[illegible]

Exercise 5.8

A girl was injured when she was pushed over. Within minutes there was a lot of punching and kicking. The police arrived on the scene within about five minutes and they had to arrest two youths who had been seen throwing stones outside the

club. The police handcuffed them and took them away in a police car. That night a member of the youth club staff was phoned at home by the police when the fire brigade had been called by a man who saw smoke and flames issuing from the club house. Someone had thrown a burning rag into the building at about midnight. It was lucky that the fire was seen so early. The fire brigade quickly put the fire out and very little damage was caused. The police are still making their inquiries.







Unit 6 - Suffixes (2)

Common English suffixes

We have already seen how the vowel indicators may be disjoined to represent common word-endings such as *-ng* and *-nk*. Other Teeline letters can also be used as disjoined additions, to represent common English suffixes.

Words ending in *-ment*

The suffix *-ment* is represented by writing a small, disjoined M in the T position in relation to the last part of the preceding outline:


 argument  moment  statement
 parliament  basement  agreement


paramount


Note that although *-ment* is the most common ending, any vowel may appear between the M and the N.


fundamental

You can write *-mental* by adding an L.













fundamentally

However, as normally happens when a word ends in *-ly*, the L is omitted from *-mentally*.


elementary

Add RI for *-mentary*.

Special outlines




| | | | | | | |
|---|----------------------|---|-------------|---|---|------------|
|  | government |  | develop |  | development | |
|  | Houses of Parliament | | |  | Member of Parliament | |
|  | require |  | requirement |  | advertisement | |
|  | amount |  | department | or |  | department |

Exercise 6.1



1. An *argument* broke out over a game of pool.
2. At the last *moment* the *government department* issued a revised *statement* on the latest *developments* in the affair.
3. A *member of parliament* may use the photocopier in the *basement* of the *Houses of Parliament* at any time.
4. All his *requirements* are in fact being met so he is in favour of going ahead with the *agreement*.
5. At the *moment* I am not sure which class to join. I do not wish to do anything too *elementary* nor anything too difficult.

Words ending in -ent or -ant

The N is omitted and the T is disjoined from the rest of the outline:

| | | | | | |
|---|-----------|---|----------|---|----------|
|  | different |  | incident |  | relevant |
|---|-----------|---|----------|---|----------|

Special outlines







| | | | |
|---|--------|---|----------|
|  | recent |  | recently |
|---|--------|---|----------|

Exercise 6.2









1. We have *different* ideas of the kind of resort we wish to stay in.
2. The *incident* involving about twenty young men began at ten o'clock.
3. The *relevant* government department issued a revised statement on the latest developments.
4. You may have heard that there was a fight *recently* at the local youth club.

Words ending in -tion

To represent the *-tion* ending, write a disjoined N in the T position.

 mention
  specification
  suggestion
 motion
  election
  education

Note that this is a phonetic word ending and may be spelt in a variety of ways. It is sometimes known as the *-shun* ending:

 ocean
  ancient
  patient
 patience
  cushion
  passion
 fashion
  Asian

Special outlines

 attention
  intention

Exercise 6.3

1. I should *mention* that my wife and I spend a lot of time and effort in deciding where to go.
2. *Additional* copies of the *specification* will be required for the meeting.
3. May I make the *suggestion* that we vote on this *motion* before we have the *election* of the officers?
4. We are happy with the *decision* we made to purchase the *educational* equipment for the Research and Development Department.
5. It is my *intention* while I am on holiday to visit some relatives whom I have not seen since I was a child, so it should be quite an *occasion*.

Words ending in -tial

The Teeline SH is, as you know, the short form for the word *shall*. When it is disjoined from an outline, it represents the phonetic sound *-shl* at the end of the word, however it is spelt normally (e.g. *-tial* or *-cial*). The positioning of *-tial* is not critical – write it close to where you finished the previous part of the outline:

es... social p... special y... official

Exercise 6.4

1. I am glad to see so many of you here at this meeting of the Harrow *Social* Club.
2. A member of a leading holiday company is here to advise us how to arrange a really *special* holiday.
3. Youth club *officials* had to phone the police when things began to get out of hand.
4. It is *essential* that you pay close attention to detail in all you have to do.
5. I am *especially* happy with the decision you have made today.

Further simple suffixes

Here are some more simple word endings you can use. Try to incorporate them into your note-taking as soon as possible.

Would/wood/ward/word

The word *would* may be reduced, in the middle or at the end of a word grouping, to a small W is written underneath the previous part of the outline:

.......... I would you would
 he would we would

Note the difference between:

.......... we would and we will

This method of reduction may be used for any word or word-ending that sounds remotely like *would*:

.......... towards crossword last word

-ship ending

When the Teeline SH is *joined* at the end of a word, it represents *-ship*:

.......... kinship battleship hardship
 relationship

-self ending

Another fairly common suffix which is laborious to write in full is *-self*. In this case the F is omitted, so the word is reduced to SL:

.....^h... myself ^h... himself ^u... yourself
 ^h... herself ^t... itself

Words ending in -ever

The suffix *-ever* is written as a V underneath the previous part of the outline:

.....^h... whenever ^h... whoever ^u... wherever
 ^h... never ^h... however

Exercise 6.5

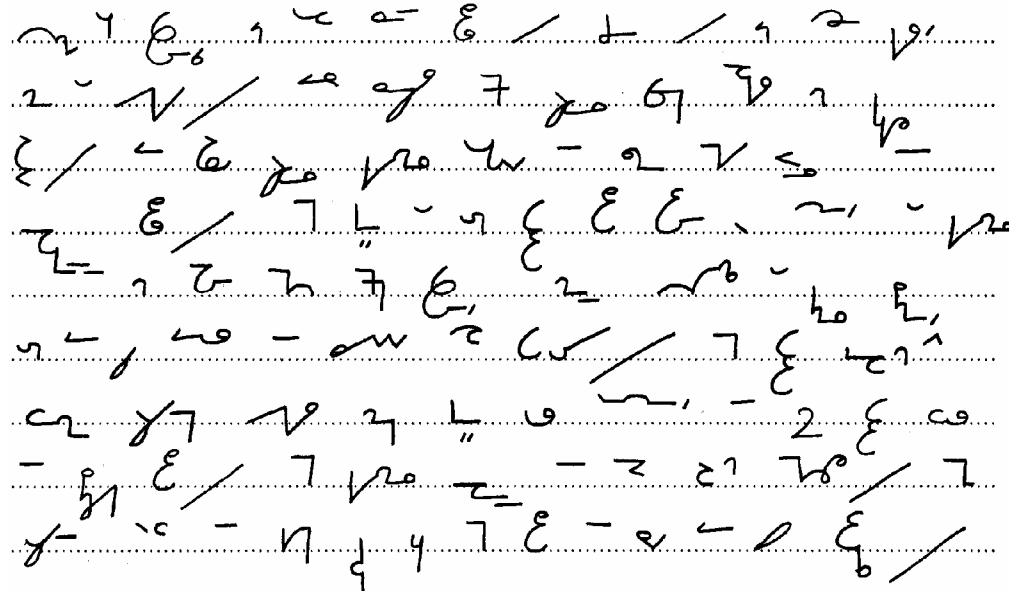
1. I have the feeling that there are some resorts he would rather keep to *himself*, and *I would* not blame him for that.
2. *Whenever* there is a fight at the local youth club the police have to be called in.
3. They spoke a few *harsh words* and then there was some pushing.
4. Luckily the youth club officials have a good *relationship* with the police.
5. The police do not know if *whoever* set the fire was also involved in the fight.

Special outlines

.....[^]... authority ^u... education authority
 ^h... state of affairs ^u... last year
 ⁸... eight thousand ⁸... eight thousand pounds

Exercise 6.6

Parents offer to patch up crumbling school



Exercise 6.7

To show that quick action was needed, the Head showed parents and teachers a five-minute video. They saw rain leaking through light fittings on to pupils' heads. The film also showed bits of masonry falling off and some flooded rooms. The heating system had gone wrong the week before and had drenched classrooms. One of the school buildings had been closed and pupils in years seven, eight and nine had to stay at home. One parent, who is a builder, offered to survey the building and estimate the cost of the repairs. If sponsorship could be obtained the parents said they would decorate the school themselves. Last year parents raised eight thousand pounds but what is really needed is much more money to be put into education.

Unit 7 - Essential blends (1)

Teeline outlines can be streamlined even further by blending two letters together, so that they are written in one continuous movement. You have already met two very simple blends:



the HV (or PV) blend, where the H (or P) is slanted, forming the first half of the V, enabling you to write the outline with two strokes instead of three



and the VR blend. Here, the R is extended from the second half of the V, without pausing or changing the direction of the slant.

Although you have managed quite well without any other blends so far, they do help to speed up your writing. You will find a full description of some more advanced methods of blending consonants in Unit 12; dip into this whenever you like.

The blends described in this unit, however, are essential to your progress at this stage. They will make certain outlines (words and phrases) much easier to write, as well as increasing your speed.

Double-length consonants

Certain straight and curved strokes are doubled to indicate that an R follows the consonant. The blends can be used at the beginning, in the middle or at the end of words. They can be used where the R follows the consonant immediately or where a vowel or vowel combination comes between them (before unnecessary letters have been omitted).

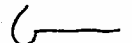
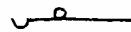
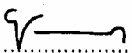
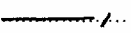

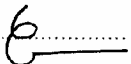
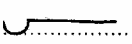
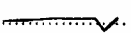
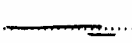

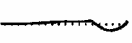
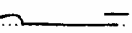
Doubling the stroke is a quick and effective way of blending it with an R, as it avoids the necessity of changing direction while writing. However, it is most important that your outlines are consistent in size, so that the difference between a normal length and a double length stroke can be clearly seen.

Hint: It does no harm to exaggerate the lengthening of a stroke, so there can be no mistake.

The consonants that are treated in this way are: D, T, M, W and L.


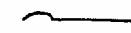
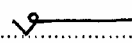
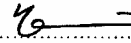

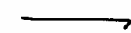

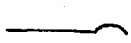
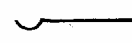


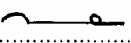
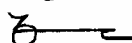
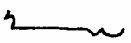

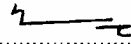
DR blend

A double-length D represents DR or D + vowel(s) + R:

| | | | |
|---|----------|---|----------|
|  | leader |  | outsider |
|  | children |  | during |
|  | drench |  | builder |
|  | wider |  | drive |
|  | dread |  | reader |
|  | draw |  | moderate |


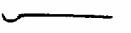

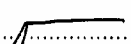
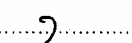
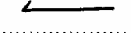
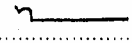
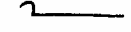
TR blend

A double-length T represents TR or T + vowel(s) + R. It can be used anywhere in an outline (at the beginning, in the middle or at the end):

| | | | |
|---|-------------|---|------------|
|  | travel |  | matter |
|  | visitor |  | illustrate |
|  | start |  | try |
|  | turn |  | term |
|  | water |  | structure |
|  | traffic |  | motorist |
|  | obstruct |  | interview |
|  | remonstrate |  | introduce |

THR blend

The TR blend may also be used to represent THR – but *not* at the beginning of a word:

| | | | |
|---|---------|---|---------|
|  | rather |  | other |
|  | mother |  | father |
|  | gather |  | either |
|  | another |  | neither |

LR blend

LR is written as a double-length L, usually downwards, but sometimes upwards as for a normal length L:

..... earlier
 large
 smaller

..... alarm
 clear/colour
 similar

MR blend

MR is also written as a double-length M stroke:

..... more
 summer
 murmur

..... murder
 memory
 America

WR blend

Write a double-length W:

..... world
 worry
 work

..... were/our/hour
 worse
 lower

Special outlines and phrases

..... all over the world
 each other
 in order that
 yesterday
 smaller and smaller
 tomorrow
 remark
 this morning
 hour after hour
 worthwhile

..... that there
 in order to
 more than
 some other
 larger and larger
 metre
 more and more
 more or less
 hour by hour

Exercise 7.1


1. Just to make *matters worse*, we differ about the kind of company we like.
2. One of us likes to be very active, and the *other* enjoys lying in the sun.
3. Our *visitor* has *travelled all over the world*.
4. Youth club *leaders* had to phone the police when things *started* getting out of hand.
5. They *were* not members but they *were* allowed to stay when they told a *leader* that they *were* thinking of joining.
6. *Later* that night a youth club *leader* was phoned at home by the police.
7. The building needed millions of pounds spending on it if it was to survive in the long *term*.
8. The heating system has gone wrong *during* the past week and classrooms *were drenched*.
9. One *father*, who is a *builder*, offered to survey the building *in order to* estimate the cost of repairing the *structure*.
10. What is really needed on a *wider* scale is much *more* money to be put into education.

X blends


.X...

The Teeline X can be blended with most letters, simply by crossing half the X through the other letter. Words beginning *ex-* are written with X only, as the E is included in the X sound.
















XR blend

 Extend the second stroke of the X to form the R.


RX blend

 Cross the second stroke of the X through the end (top) of the R.

Further examples of X blends

| | | |
|---|--|---|
|  exhibition |  exact |  hoax |
|  lax |  exile |  mix |
|  examine |  pax |  expensive |
|  exquisite |  exercise |  tax |
|  extinguish |  vex |  wax |

NX blend

 Note how the N is sloped to form the first part of the X, and, when another consonant follows the N, this in turn is written through the first NX stroke, omitting the X entirely:

 annexe  inexpensive

XN blend

...XN Note how the N is formed on the second stroke of the X – the N hook is omitted, but the angle between the X and the N is rounded off.

EXC blend

If the C is soft, it is omitted:

...X... excel ...X... excerpt

But a hard C must be written:

...XC... exclaim ...XC... exclude ...XC... excuse

Special outlines with X blends

...X... examination ...X... maximum ...X... exchange
...X... expect ...X... approximate(ly) ...X... extra
...X... extraordinary

Exercise 7.2

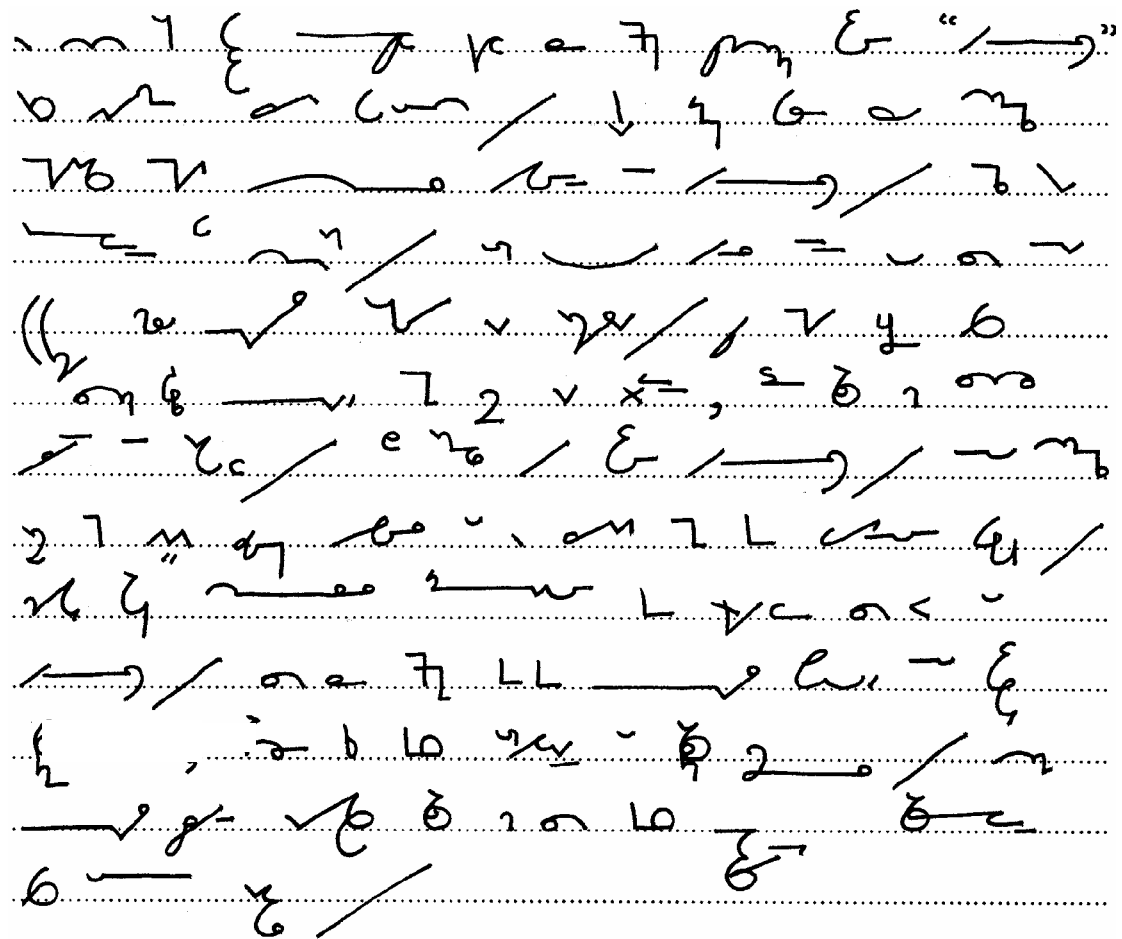
1. Deciding where *exactly* we are going may sometimes take several months.
2. While I like to get lots of *exercise*, my wife enjoys a more *relaxing* holiday, when she may *expose* herself to the sun.
3. I *expect* there are some resorts he would rather keep to himself.
4. *Approximately* twenty minutes later an argument broke out over a game of pool.
5. A few harsh words were *exchanged* and then there was some pushing.

Special outlines and phrases

| | | | |
|--|----------------------|--|-----------|
| | road rage | | last year |
| | on the receiving end | | perhaps |
| | per cent | | only |

Exercise 7.3

Road rage



Exercise 7.4

Perhaps the most alarming thing to emerge from the survey was that one per cent of the drivers claimed they had been assaulted by other motorists. More than half the drivers interviewed admitted that they had lost their temper behind the wheel

during the weekend of the survey. How might we make our roads safer? Using one's sense is a good start. Think ahead and allow enough time for the journey. Try to be patient and not push in. Give way at junctions. If you are faced by an aggressive driver, keep cool and do not lose your temper. One of the young men murdered last month got out of his car to remonstrate with the other driver and he was stabbed to death. If someone is behaving badly, report it to the traffic police. Do not try to sort it out yourself. This will only make matters worse.

Unit 8 - Essential blends (2)

The blends in this unit are rather more advanced, but you should try to master them now in order to make writing easier and increase your speed.

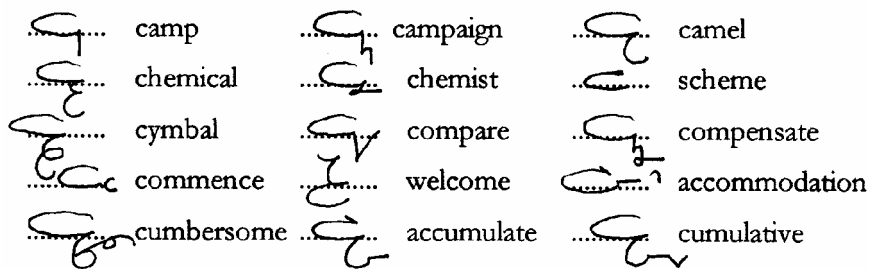
The C blends

The combinations CM and CN are particularly awkward to write and so a special way of combining these has been devised. Note how these blends are formed and ensure that your outlines are clear and unambiguous.

CM blend

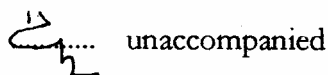
The combination C + any vowel + M is written by using an elongated C. This is called the CM blend and is used for the syllables CAM, CEM, CIM/CYM, COM and CUM. The blend can be used anywhere in an outline. It is best written twice as wide as a normal C but it should not be written any taller.

Here are some examples:



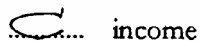
Words beginning UNACCOM-

Write the U indicator immediately in front of the A, and omit the N:



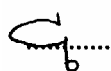


Words beginning INCOM-

Omit the N and join the I indicator to the CM:





Words beginning ENCOM- / UNCOM-

Omit the N and join the E/U indicator to the CM:





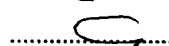


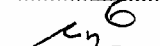
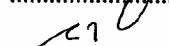
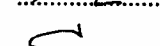
 encompass  uncommon  uncommonly

Words beginning RECOM-

This is shortened to RC, omitting the M. It may be joined to or disjoined from the remainder of the outline:

 recommend  recompense

Special outlines using CM blend

| | |
|--|---|
|  competitive |  commerce |
|  communication |  commercial |
|  community |  combination |
|  communiqué |  recommend |
|  recommendation |  uncommunicative |

Exercise 8.1


















1. Using one's *common* sense is a good start.
2. Many of the buildings in our *community* are in need of repair.
3. A gang of teenagers from a nearby housing estate *came* to the club.
4. A youth club member *became* angry when he could not get a game.
5. The leaders tried to *calm* things but the situation started to look ugly.

CN blend

A great many words contain the syllables CAN, CEN, CIN, CON, COUN or CUN. Whenever the combination of C + any vowel + N occurs, we use a sign which at first glance is rather like a squeezed C or a back-to-front N. It is in fact a blend of C and N, and it is written the same size as an N but with the hook on the opposite side to show the inclusion of the C.

The important thing to remember is that the CN blend represents C + any vowel + N. Therefore, on first acquaintance it may be necessary to run through the five vowels to try out variants, but it is always the context that will provide the vital clue, and in a short time you will recognise instantly which vowel is to be read.


Here are some examples of the CN blend:

| | | |
|---|--|---|
|  can |  cancel | |
|  centre |  census |  decent |
|  cinema |  cynic |  cynical |
|  concern |  consider |  concludes |
|  count |  counsel |  country |
|  cunning |  fecund |  fecundity |

Remember: The CN blend represents either the hard or soft sound of C.


Words beginning UNECON-

As you did with UNACOM, omit the first N and write the U indicator immediately before the E:

.......... uneconomic



Words beginning INCON-

Omit the first N:



.......... inconsiderate ..... inconspicuous
.......... inconstancy




Words beginning ENCOUN/UNCON



Again, omit the first N:

.......... encounter ..... uncontrolled

Special outlines using CN blends

.......... taken ..... mistaken

.......... technical ..... recent ..... recently

.......... council ..... recognise

Exercise 8.2

1. Two months ago the Automobile Association issued the results of a survey they had *taken* last year.
2. What *can* be done to make driving on our roads safer?
3. If you are faced by an aggressive driver, stay *calm*.
4. It is also of much *concern* to parents.







5. Last weekend the police had to deal with a fight at the city *centre* youth club.

P blends




PL blend

PL at the beginning of a word

When P and L occur together at the beginning of a word, with no vowel between them (e.g. *please*, *plum*), the L only is written *through* the line, in the P position. This enables long outlines to be written in a considerably shorter form, thus saving time. It also aids quick transcription.







 please
  place
  plan
 plastic
  plenty
  plum

Note: However, if there is a vowel in the middle, then P and L should be written in full to make this clear:

 polite
  police
  pulls






PL preceded by a vowel or S

If a vowel begins the word, position the outline so that the L (representing PL) is written through the line. The same applies for SPL:

 apple
  apply
  applause
 splash
  supple
  supply

PL in the middle of a word

In the middle of a word, the PL blend is written *through* the preceding consonant. (In this position, it does not matter whether or not the PL cuts through the writing line):

 ample
  complain
  people
 reply
  employ

Exercise 8.3

1. Think ahead and allow *plenty* of time for the journey.
2. Set an *example* by giving way at junctions.
3. When the game was over two of the outsiders started to *play*.
4. I am *pleased* to say that there were no more incidents of this kind.

5. It is a *pleasure* to welcome a representative of one of the leading travel companies.

Word groupings with *people*

The PL blend can also represent *people* in word groupings:

| | | | |
|------------|-------------------|------------|------------------|
| .......... | all people | .......... | few people |
| .......... | man of the people | .......... | many people |
| .......... | more people | .......... | number of people |
| .......... | other people | .......... | several people |
| .......... | some people | .......... | young people |

Exercise 8.4

1. They get upset by *other people's* driving.
2. About twenty *young people* got into a fight on Saturday.
3. *Some people* are lucky in having no difficulty in planning their holidays.
4. On the other hand, there must be a *few people* like me.
5. Some nice holiday places have been ruined by the kind of *people* who go there.

PB blend

.......... The B is reduced to its circle, joined to the P:

| | | | |
|------------|---------|------------|---------|
| | publish | | piebald |
|------------|---------|------------|---------|

Special outlines using PB blend

| | | | | | |
|------------|--------|------------|-----------|------------|----------|
| | public | | publicity | | republic |
|------------|--------|------------|-----------|------------|----------|

Word groupings with *public*

| | | | |
|------------|-----------------------|------------|----------------|
| | members of the public | | general public |
|------------|-----------------------|------------|----------------|

Special outlines and phrases

.....4..... up to date

.....h..... hospital

.....most..... most of you

.....inform..... inform

.....information..... information

.....temporary..... temporary

.....4..... four hundred

.....intensive care..... intensive care

Exercise 8.5

Accident on the motorway

The car travelled four hundred yards along the hard shoulder before cutting across
 traffic travelling in the opposite direction. Two lorries in the slow lane swerved into
 the embankment in an attempt to avoid a collision. The Ford then hit a car in the
 middle lane, pushing it into two other cars travelling in the outside lane. By then the
 two outside lanes of the motorway were blocked. Other vehicles had to use the inside
 lane and the hard shoulder to avoid crashing into the damaged cars. It is lucky that no
 other vehicle ran into the wreckage which was spread along four hundred yards of the

Exercise 8.6

The car travelled four hundred yards along the hard shoulder before cutting across
 traffic travelling in the opposite direction. Two lorries in the slow lane swerved into
 the embankment in an attempt to avoid a collision. The Ford then hit a car in the
 middle lane, pushing it into two other cars travelling in the outside lane. By then the
 two outside lanes of the motorway were blocked. Other vehicles had to use the inside
 lane and the hard shoulder to avoid crashing into the damaged cars. It is lucky that no
 other vehicle ran into the wreckage which was spread along four hundred yards of the

motorway. The other four teenagers in that car were seriously hurt. Two of them are in intensive care in hospital. The other fourteen casualties include the drivers of all the other vehicles.

Unit 9 - The R Principle

The letter R is one of the most commonly used in English. Numerous words can change their sound and meaning entirely with the simple addition of an R. For example, *bought* becomes *brought*, or *gain* becomes *grain* – similar sounding words but with entirely different meanings.

You learned how to indicate an R following the consonants T, D, L, M and W in Unit 7, and have managed thus far to write other words containing R without too much difficulty. However, using the 'R Principle' will refine your technique, speeding up your writing and making reading-back easier.

How it works

The R principle enables you to indicate an R following the remaining consonants and all the vowels, by omitting the R altogether and writing the next letter through the previous letter.

There is one rule to be followed, though, which makes the R Principle an effective aid to reading back your outlines. That is, it should be used only when the R follows immediately after the preceding consonant, without a vowel in between.




The word *bake*



can be turned into *break* by omitting the R and writing the K through the B;



but the word *bark* is written in full because there is a vowel, A, between the B and the R.




Examples


The following are examples of where the R Principle can be used after different letters. Note how the letter following the omitted R is written through or tucked inside the letter preceding the R. Where a similar word with an interceding vowel exists, this is shown too.


...... arrive ...... brain but ...... burn

...... concrete but ...... concert

...... grade but ...... guard

...... original ...... pride but ...... period

... comprehensive (Note that where it is not possible to write the next letter through the P, it is disjoined and written close to the first P)

...... urgency



Points to watch



Initial vowels followed by R

Note that the R Principle is used with the vowels A, O and U only. The full form of the vowel is used with the R Principle.

Additional disjoined endings

Care should be taken that using the R Principle when there is a disjoined suffix to the word does not cause confusion. Note the difference between the following words:

...... crash and ...... crucial

...... breach and ...... branch





Distinguishing T and D

As an aid to reading back, distinguish between T and D after an omitted R by writing T through the top portion of the previous letter, and D through the lower part:

...... secret ...... sacred ...... bread ...... bright

...... great ...... grade ...... pretty ...... proudly

Special outlines


...... prefer ...... preference ...... problem ...... problems

Exercise 9.1

1. Though we do agree that we do not wish to be with just one age *group*, we do not agree on things to do on holiday.

2. One of us *prefers* to be very active, and the other *prefers* to lie about, reading in the sun.
3. I am sure that this is where our visitor can be of *great* help.
4. One of the *problems* is that some nice holiday places have been spoiled by the kind of people who go there.


Special outlines

 fire brigade

Exercise 9.2

1. You may have heard that there have been *problems* in the local youth club.
2. A gang of teenagers from a nearby housing estate had *arrived* at the club at half past nine.
3. An *argument broke* out over a game of pool.
4. A girl was injured when she was pushed to the *ground*.
5. The *fire brigade* was called to the club house by a man who saw smoke and flames coming from the building.

Special outlines

 great deal

Exercise 9.3

1. A member of the local traffic police said that the *problem* called 'Road rage' has been *around* a long time.
2. Three murders have resulted in a *great deal* of publicity.
3. On our roads today we seem to have a *growing* number of drivers who are very *aggressive*.
4. If they are upset by someone else's driving they *scream* abuse.
5. What can be done to *improve* driving on our roads?
6. Stay calm and do not let yourself be *provoked*.

Special outlines

— during the previous week ... prepare ... prepared

Exercise 9.4

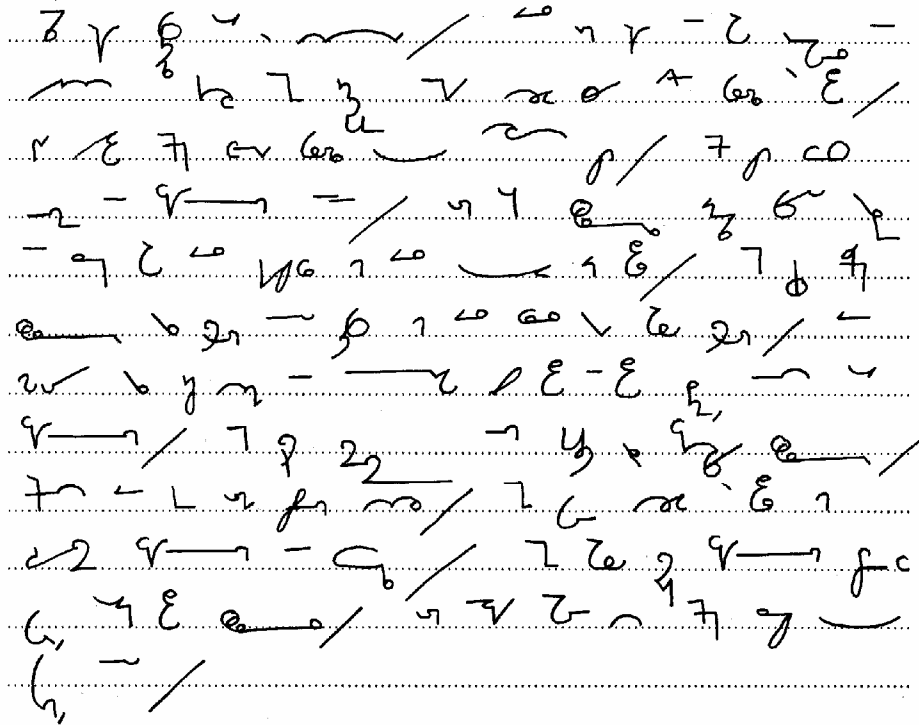
1. Many of the buildings in which our state schools are housed are in most *urgent* need of repair.
2. It is of much concern to parents who have to send their children to *crumbling* schools.
3. They saw *concrete* falling off the walls.
4. The heating system had gone wrong *during the previous week*.
5. The parents said they would be *prepared* to decorate the school.
6. What is really needed on a *broad*er scale is for much more money to be put into education.

Special outlines

| | |
|------------------|------------------------|
| remember | how much |
| much more | performance |
| no longer | get/got together |
| years ago | at that time |
| every week | |

Exercise 9.5

School orchestra could be a memory



Exercise 9.6

It is hard to imagine how much these people do. The orchestra also works with the homeless. The musicians say they are going to continue with that work. The players run a workshop every week at a local community centre. Homeless young people can learn or improve their skills. They do not have to like classical music. The orchestra members even teach rock music. The group used to work with a mixture of private and government money. Since that time, it has grown bigger and needs to find more private sponsorship. The members say they now perform together less often. The answer is a private sponsor. They are a worthy cause.


Unit 10 - Common prefixes





The English language is full of prefixes, which can be shortened in Teeline and added to any ending.

Simple prefixes


Here are just a few of the more common prefixes.



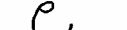



Under-

 Using the full U, write the letters UDR, omitting the N. This prefix may be joined or disjoined, according to which letters follow:


 undertake  undergo  underhand
 undermine


Self-

 You have already met this as a suffix. The prefix *self-* is written in the same way, SL, omitting the F. It may be joined or disjoined:

 self-satisfied  self-conscious
 self-important  selfish
 self-taught  self-defence

Trans-

 This is written TRS, omitting the N. The S is normally written on top, but needs to be written underneath when followed by a curved letter such as M. *Trans-* is usually joined to the rest of the outline:

 transfer  transplant
 transmit  transport
 transistor

Over-

~
..... The O indicator is written, disjoined, above the line, over the rest of the outline:

| | | | | | |
|-------------------------|----------|-------------------------|--------------|-------------------------|----------|
| ..... ..... ..... | overcoat | ..... ..... ..... | overcome | ..... ..... ..... | overlook |
| ..... ..... ..... | overseas | ..... ..... ..... | overbalanced | ..... ..... ..... | overtake |

Phrases including simple prefixes

| | | | |
|-------------------------|-----------------------|-------------------------|----------------------|
| ..... ..... ..... | over the | ..... ..... ..... | over and over |
| ..... ..... ..... | over and over again | ..... ..... ..... | over and done with |
| ..... ..... ..... | all over the world | ..... ..... ..... | all over the country |
| ..... ..... ..... | all over the district | ..... ..... ..... | over there |
| ..... ..... ..... | over their heads | | |

Exercise 10.1

1. The five passengers were all *under the* age of seventeen.
2. *Over the* last few months there have been three murders related to road rage.
3. If you are faced by an aggressive driver, stay calm and do not let *yourself* be provoked.
4. He has travelled *all over the world*.
5. What can be done to make our public *transport* system more efficient?

More prefixes

Enc-

..... Omit the N and write EC:




| | | | | | |
|-------------------------|-----------|-------------------------|---------|-------------------------|--------|
| | encourage | | enchant | | encore |
|-------------------------|-----------|-------------------------|---------|-------------------------|--------|

.....







Inc-
 .c... Omit the N and write IC:

........ incline ... include




Ins-
 .s... Omit the N and write IS:

........ instance ... insolence ... instruction

..^... After-
 Write the full A on the line and joined to the rest of the outline:


........ afternoon ... aftermath ... afterthought
... afterglow ... aftercare ... after all


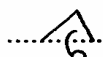

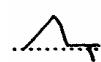
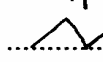
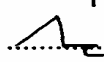
^... Auto-
 The full A is written above the line in the T position:


........ automatic ... autonomy ... autopsy



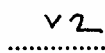


Exercise 10.2


1. I hope that the publicity which you can give to the circumstances of the *incident* will help the police in their inquiries.
2. The other fourteen casualties *include* the drivers of all the other vehicles.
3. Two months ago the *Automobile* Association published the results of a survey they had undertaken last year.
4. Pupils in years eight and nine were *instructed* to stay at home.
5. A youth club leader was phoned at home by the police *after the* fire brigade had been called to the club-house.


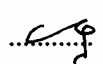

 Air- / arch-
Write a large A:

 airless  aeroplane  airgun
 archdeacon  archery  architecture


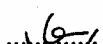

 Above-
Write a small V, disjoined, above the rest of the outline:


 above all  above the  above-mentioned
 above-board  over and above


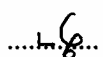

 Circum-
Omit the M and write CRC, joined or disjoined:

 circumvent  circumspect  circumference

 Ever-
This may be reduced to a disjoined E indicator:

 evermore  everlasting  ever-increasing

 Electric-/electro-
Write a full E, disjoined, on or above the line, depending on the rest of the outline:

 electrocute  electrolysis  electrode

Exercise 10.3

1. If you are faced by an aggressive driver, be *circumspect* and stay calm.
2. Water was leaking through light fittings and there was a serious danger that somebody would be *electrocuted*.

3. One parent, who is an *architect*, offered to survey the building in order to estimate the cost of repairing the structure.
4. There seems to be an *ever-growing* number of drivers who are very aggressive.
5. *Above all*, we differ about the kind of company we shall enjoy.

Magn-



Write MG, disjoined, on the line:

..... magnetic magnitude magnanimous

Multi-



M is written, disjoined, above the rest of the outline:

..... multi-racial multitude multi-storey



Nation- / non-

A large N loop, representing two Ns, indicates either of these, depending on the context:

..... nonentity
..... non-smoker
..... international

..... nonsense
..... nation
..... multi-national

Semi-



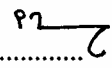





This is written as a disjoined S, on the line, immediately before the rest of the word:

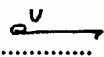
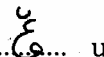
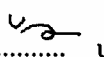
..... semicircle
..... semi-darkness

..... semi-conscious

P Super-
S plus the U indicator is written above the rest of the outline:
.....

 supersede  superhuman  supernatural
 superman  supervise  supervisor


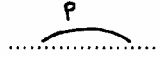
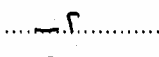
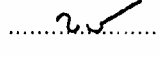
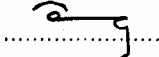
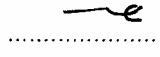
U Upper-
The full U is written above the rest of the outline:
.....

 upper-storey  upper class  uppermost

Exercise 10.4

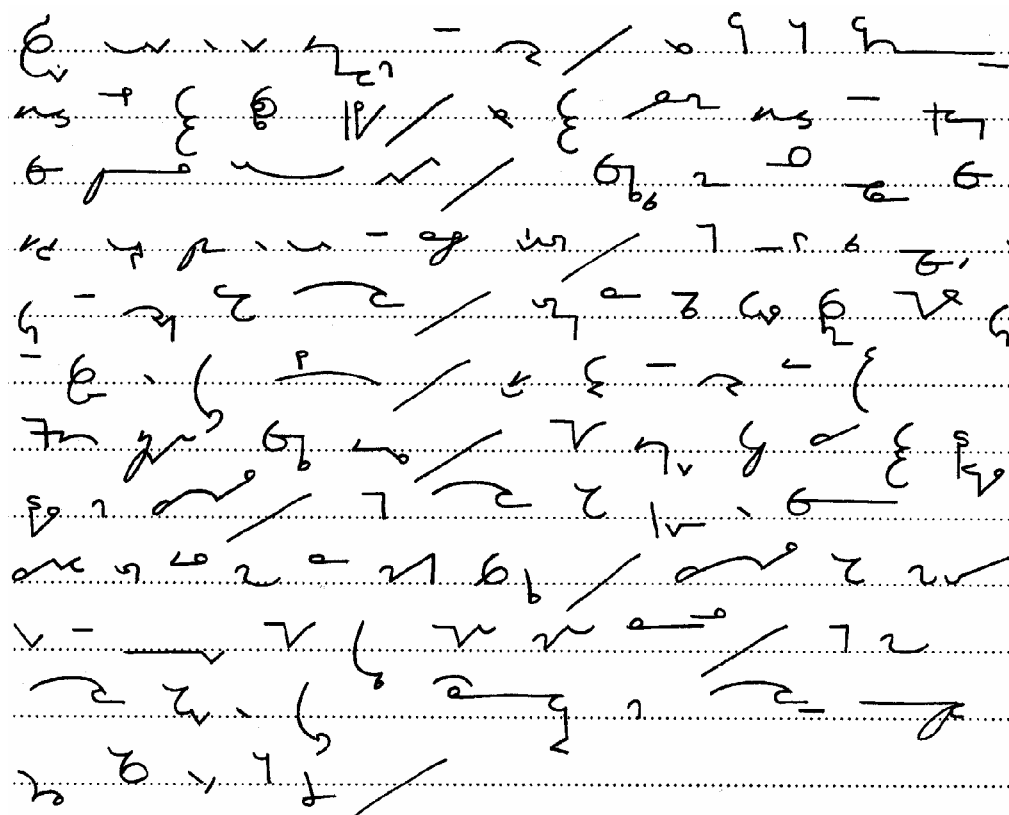
1. When the game was over two of the *non-members* moved in and started to play.
2. The fire brigade was called after a man saw smoke and flames coming from the *upper storey*.
3. The other four teenagers in that car suffered *multiple* injuries.
4. It is hard to imagine the *magnitude* of what these people have achieved.
5. One of the founders told me that the *National* Lottery only makes their problems worse.
6. One girl was found *semi-conscious* after hitting her head when she was pushed to the ground.
7. Youth club *supervisors* had to phone nine nine nine when things started getting out of hand.

Special outlines

 chamber of trade  supermarket
 district council  no longer
 multi-storey car park  town centre

Exercise 10.5

Plan to move cattle market



Exercise 10.6

The idea of a modern supermarket opening in the town centre is very exciting. It will give shoppers a greater choice. To my surprise I find that many councillors do not agree. I cannot understand why they are worried. This would be a change for the better. While it will be sad to lose the old sights and smells of the cattle market, which we all know and love, the old site is too small. The town centre is now so packed with vehicles that it is hard for farmers to bring in their animals. The new site will solve all these problems. I do not agree with those people who think the town centre will be dull without the market. I believe farmers and their wives will still come here to do their shopping. And the new supermarket would bring in more trade.

Unit 11 – Suffixes (3)

Disjoined full vowels

Up to now, you have only used the full vowels for special purposes:

- as special outlines (e.g. full A for *able* or *ability*)
- at the beginning or end of words where the vowel indicator would not be sufficiently prominent
- and, using the R principle, when R follows A, O or U at the beginning of a word.

You have also learned how to use the **vowel indicators**, disjoined, to represent word endings (*vowel* + *ng*, etc.)

Now we will look at a further use of the full vowels, giving a different type of word ending.

-able / -ability

Let us return to the full A, representing *able* or *ability* in a word grouping. The same outline is used, disjoined, to represent the word endings *-able* or *-ability*. (The context will tell you which word is appropriate.) Add I for *-ably*.








| | | |
|---|---|-----------------------------------|
| ^{—^} table | ^{—^} tables | ^ζ likeable |
| ^h enable | ^h enables | ^h enabled |
| ^h enabling | ^ζ valuable | ^ζ cable |
| ^ζ capable/capability | ^ζ available/availability | |

The other full vowels are used as word endings in the same way:







-eble

| | | |
|---------------------------------|---------------------------------|----------------------------------|
| .....\|..... pebble | .....\|..... pebbly | .....\|..... pebbles |
| [/] rebel | [—] treble | |




-ible / -ibility

| | | |
|--|--|--|
|  edible |  flexible |  visible/visibility |
|  terrible |  sensible |  possible/possibility |
|  possibly | | |

-oble / -ouble / -obility




| | | |
|--|---|--|
|  wobble |  double |  noble/nobility |
|  wobbly |  trouble |  troubled |

-uble / -ubility











| | | |
|--|---|--|
|  bubble |  soluble |  vulnerable |
|--|---|--|

Adding extended endings

Further endings can be added as required:

| | | |
|---|---|--|
|  bubbles |  bubbled |  bubbly |
|---|---|--|

Special outlines with full vowel endings

| | | |
|---|---|--|
|  Bible |  profitable |  impossible |
|  hospitable |  insuperable |  intangible |
|  respectable |  tangible |  unquestionably |
|  intractable | | |




Exercise 11.1

1. When the game was over two of the outsiders moved to the pool *table* and started to play.
2. It is not known if the *trouble* earlier on Saturday night and the fire were connected.
3. The *trouble* is that the orchestra has grown too big and its costs have also grown.
4. That is taking away much of the money which used to be *available* for community projects.

Abstract noun endings




-fulness

This is contracted to FLS, which is disjoined from the rest of the outline:

..... cheerfulness fearfulness forgetfulness




-lessness/-lousness

This ending is contracted to LS, disjoined from the rest of the outline:

..... restlessness fearlessness callousness




-ality/-ility/-olity

When this word ending does not follow B, it can be represented by a disjoined upward L:

..... formality senility frivolity




-arity/-erity/-ority

This ending is represented by a disjoined R:

..... hilarity temerity minority

-tivity

Write a disjoined TV in the T position:

..... relativity activity sensitivity






Exercise 11.2

1. Though we do agree that we do not wish to be with just one age group, we do not agree on holiday *activities*.
2. I suffer from *restlessness* and like to keep active.
3. My wife, on the other hand, is looking for *peacefulness*, lying about in the sun.
4. A few harsh words were exchanged after which open *hostilities* soon broke out.
5. You may have heard that there have been problems in the *locality* recently.

Scientific noun endings




-ology/-alogy

A disjoined O indicator is written above the end of the outline:

.......... biology ..... zoology ..... physiology
.......... psychology ..... sociology






-ological/-alogical

Add an L to the disjoined O indicator:

.......... meteorological ..... psychological ..... biological










-ologist

Add ST to the disjoined O indicator:

.......... psychologist ..... zoologist ..... sociologist
.......... biologist ..... meteorologist



-graph

The R is omitted and the G and F blended:

.......... autograph ..... photograph ..... cardiograph
.......... geography ..... telegraphy ..... stenography
.......... photographer.......... radiographer ..... biographer

-gram

Omit the R and write GM:

.......... diagram ..... monogram

-path

In words ending in *-path*, *-pathy* or *-pathic*, the ending *-path* is reduced to a disjoined P:

.....| osteopath | telepathy | sympathetic

Exercise 11.3

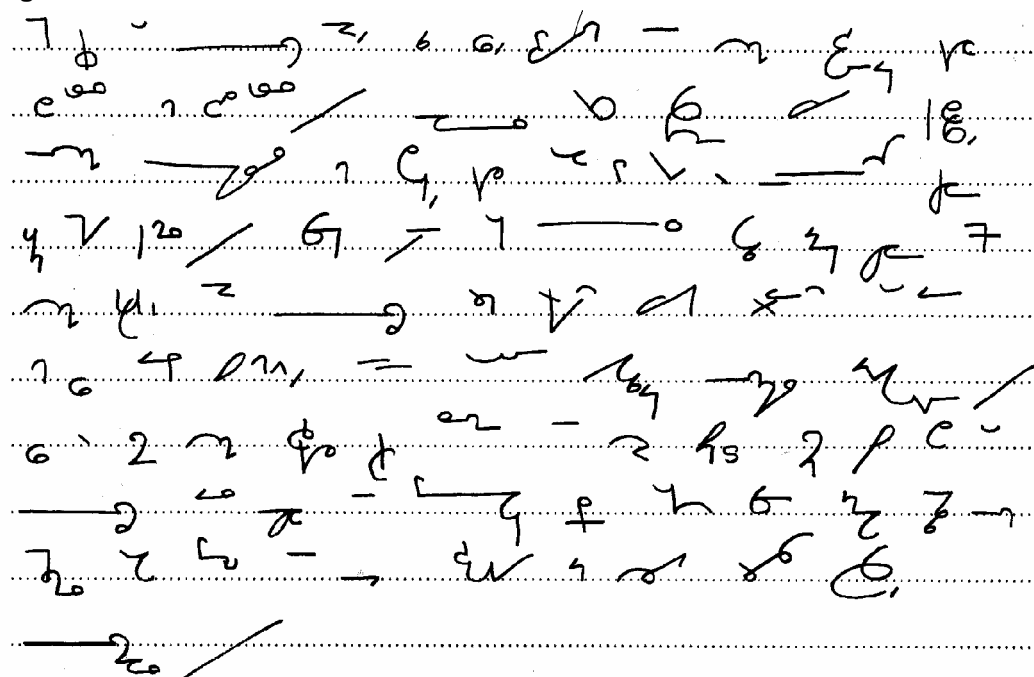
1. This man is an *archeologist* and has travelled all over the world.
2. My wife and I have an *empathy* with people of all age groups.
3. The teachers and parents have devised a *programme* for patching up their crumbling school.
4. They saw *photographs* of wood being used to prop up windows and concrete falling off walls.

Special outlines

| | |
|-----------------------|-----------------------|
| .....\| tranquillisers | .....\| consequent |
| .....\| motor industry | .....\| as a result of |
| .....\| drug addicts | |

Exercise 11.4

Drugs



Exercise 11.5

Although it has been obvious to a few people for many years that the world's fuel supplies might dry up, only now are the majority beginning to realise that they may soon be forced to make radical alterations in their life-style. Cars have been getting more expensive and now the shortage of petrol is likely to mean a cut-back in the demand for them, with a consequent loss of jobs in the motor industry. In the long run, it may not be such a bad thing for the nation to have fewer vehicles on the road. Air pollution will be less, and having to walk more should keep people fitter and happier. Without a car, the average family would have more time and money to spend on other things, which would give them just as much enjoyment and less worry.

Unit 12 – Miscellaneous blends

This unit includes the methods for blending consonants that were not covered in Units 7 and 8. These are not considered essential blends, as it is easy enough to write outlines without using them, but they do increase speed for the more proficient Teeline writer. Dip into this unit as required, once you have built up your confidence with writing and reading Teeline outlines.

NTH blend

The first blend you will learn is for the letter combination NTH. To blend these three letters:

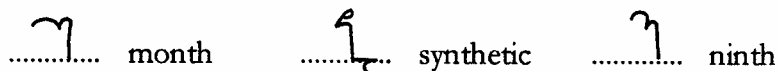


1. the N is started above the line in the T position, so that the TH can stand in its correct position on the line

2. the T is omitted, so that the H simply extends the stroke down to the line. (Be careful not to extend it too far, so that it goes through the line, to make it clear it is an H and not a P)

Note: The NTH stroke will be the height of an H and double the height of an N.

Here are some examples of outlines using the NTH blend:



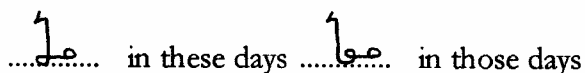
Special outlines using NTH blend

NTH on its own is the reduced outline for *north*.



Distinguishing outlines with NTH blend

Note the difference between:



Exercise 12.1

1. Deciding where exactly we are going can sometimes take several *months*.
2. One of us prefers to lie about reading *in the* sun.
3. One of the orchestras *in this* borough has had to stop all its performances.
4. *In those days* it had only fifteen members.
5. *In the* long run, it may not be such a bad thing for the nation to have fewer vehicles on the road.

Using the B circle in blends

PB blend



The PB sign was introduced in Unit 8 as a special form for the word *public*. If desired, this sign can be used in any word where PB come together:



puberty



pub-crawl

MB and BM blends



In words which might otherwise take the outline a long way below the line of writing, the B may be also be abbreviated to the large circle:



mobile



crumble



grumble

Notice how the size of the B circle makes it clearly distinguishable from an S circle. When the B circle is followed by an L, this follows the motion of the B circle and usually goes upwards.



B may also be reduced to its circle when it comes *before* an M:



bomb















Bombay



bumpy

Blending B with other letters

As long as you are careful in making the B circle large enough that it cannot be confused with an S circle, there are many opportunities for shortening outlines in this way. Here are a few examples:


| | | |
|---|---|---|
|  debate |  dubious |  fabricate |
|  February |  fibres |  habit |
|  hibernation |  hobby |  jab/job |
|  rib/rob/rub |  tab/tub |  web |

Exercise 12.2

1. *Maybe* there are some places he would rather keep to himself.
2. It is a state of affairs that is worrying for *both* teachers and pupils alike.
3. It is also of much concern to parents who have to send their children to *crumbling* schools.
4. He had been waiting for a match to finish *between* two of his friends.
5. Someone had thrown a *bottle* of petrol and a *burning* rag into the building.

N blends










TN blend

 When N follows T in an outline it may be streamlined, losing its hook and curving downwards.


Points to watch:












1. make sure the curve is retained, so that TN cannot be mistaken for TE;
2. the N must point straight down towards the line and not be allowed to hook backwards.

The blend can be used anywhere in an outline:

| | | |
|---|---|---|
|  tend/tent |  written |  stain |
|  bitten |  tentative |  tender |
|  stand |  retain |  tantrum |








DN blend

-  The same rules as for TN also apply to the DN blend, which is written on the line at the beginning of an outline:


| | | |
|---|--|--|
|  hidden |  dentist |  London |
|  laden |  bidden |  ridden |
|  dinner |  identity |  sudden |
|  redundant |  garden | |









TRN and DRN blends

The N blend may also be added to TR and DR blends. Both blends can be used standing alone or in the middle or at the end of words:

| | | |
|--|--|--|
|  train/turn |  drain |  return |
|  modern |  strain |  stranded |
|  children | | |

RN blend

-  The Teeline N is streamlined after an R, in the same way as it is after T or D. Remember to make sure the N is curved and points straight downwards, not hooked backwards:


| | | |
|--|---|--|
|  rain |  foreign |  journalist |
|  parent |  random |  burn |
|  earn |  churn | |





Exercise 12.3

- One of the problems is that some nice holiday places have been *ruined* by the kind of people who go there.
- It is also of much *concern* to *parents* who have to send their *children* to crumbling schools.
- Nearly all the motorists had experienced *frightening* or violent *incidents*.

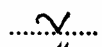
4. Two lorries in the slow lane braked hard and *ran* into the embankment.
5. The two people who died were the *teenage* driver and his *front* seat passenger.

NV blend


 The N is sloped to form the first half of the V:




 navy  novice  invade
 novel

Special outlines using NV blend

 November

VN blend

 The top of the V is rounded, bringing the stroke straight back down to the line to form the N (in a similar way to XN):

 van  vandal  given


Special outlines using VN blend

 advantage  avenue

Exercise 12.4

1. Some do not *even* seem to do any planning.
2. They were handcuffed and taken away in a police *van*.
3. Some sort of effort should be made by all those who were most *involved* with the school.
4. One of the vehicles *involved* was *driven* by a sixteen-year-old boy.
5. The orchestra members *even* teach rock music.

WN and NW blends

 The N hook is turned on its side and tucked into the W:

now nowadays won
 own town down

When followed by a T or D, it is necessary to flatten the N hook:

wind want winter
 window

Special outlines with N and W blends

newspaper

Distinguishing outlines with N and W blends

now know (k)new

Exercise 12.5

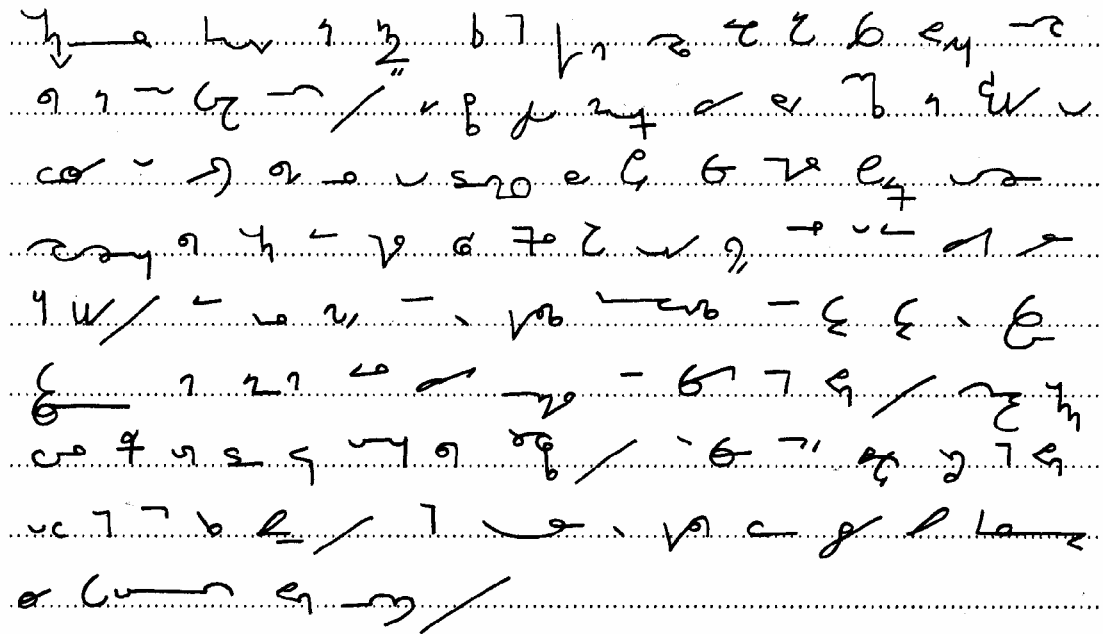
1. We also have different ideas of the kind of place we *want* to stay in.
2. He had been waiting for a match to finish *between* two of his friends.
3. Concrete was falling off *window* sills, and the heating system had broken *down* during the previous week.
4. The problem which is *now* called Road Rage has been around for a long time.
5. The orchestra has *grown* too big and its costs have also *grown*.

Special outlines

whenever there is England
 too much make the most of
 in case in addition
 as much as possible

Exercise 12.6

Heat wave



Exercise 12.7

It is particularly distressing to see babies and young children exposed to the rays of the midday sun, without some covering on their heads. The rays of the evening sun are not harmful and this is the time to enjoy sitting or working outside without the worry of any bad effects from too much sun worship. Those who live in hot countries have more sense than we have. They know that it is cooler to cover the body with light-coloured, light-weight garments than to throw off as much as possible. In fact, those who dwell in hot desert regions often wear heavy clothing like blankets to keep out the heat of the sun which would only make them hotter than they already are.

Unit 13 – Medical Journalism







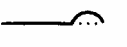




















The medical journalist who is a Teeline writer starts with the advantage of having a system in which ordinary spelling is followed. It is therefore possible to record medical terms with great accuracy. However, medical terms tend to be rather long and it is useful to have a toolbox of reduced outlines at your disposal for use in this specific area.

Furthermore, many words or word parts have similar outlines but completely different transcriptions and different or opposite meanings. It is essential to distinguish clearly between *micro* and *macro*, for instance, or *sapro* and *supra*.

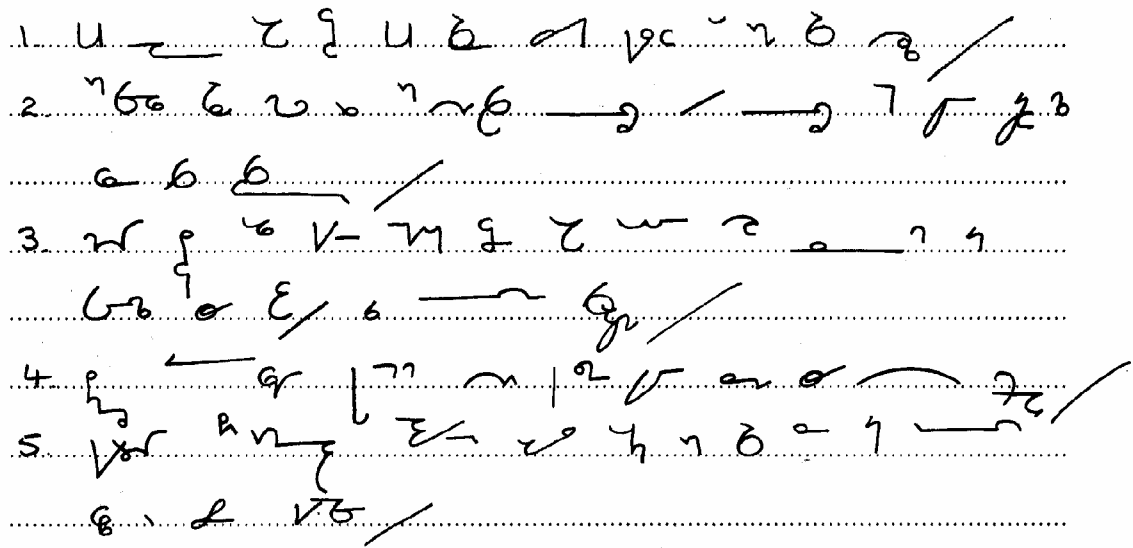
The lists of words, phrases, prefixes and suffixes given in this unit are not exhaustive by any means. However, they will give you an idea of what tools are available to you in this very specific form of reporting. The *Teeline Gold Word List* (see Further Reading) has an appendix giving a comprehensive list of medical words in alphabetical order.

Much medical terminology is constructed of compound words using specialist prefixes and/or suffixes, so we will make a start by looking at the more usual ones. Please note that some disjoinings are similar to those used in everyday Teeline but, of course, carrying an entirely different transcription.

Prefixes

| | | | | | |
|---|------------------|---|----------|---|------------------|
|  | abdo-/abdomen |  | abnormal |  | ant-/ante-/anti- |
|  | arthro-/arterio- |  | broncho- |  | chemo- |
|  | derma-/dermat- |  | electro- |  | gastro- |
|  | haema-/haemo- |  | hemi- | | |
|  | hepa- |  | hyper- |  | hypo- |
|  | intra- |  | laryngo- | | |
|  | macro- |  | micro- |  | multi- |
|  | neuro- |  | polio- |  | poly- |
|  | sapro- |  | super- |  | supra- |
|  | thermo- |  | thrombo- | | |

Exercise 13.1



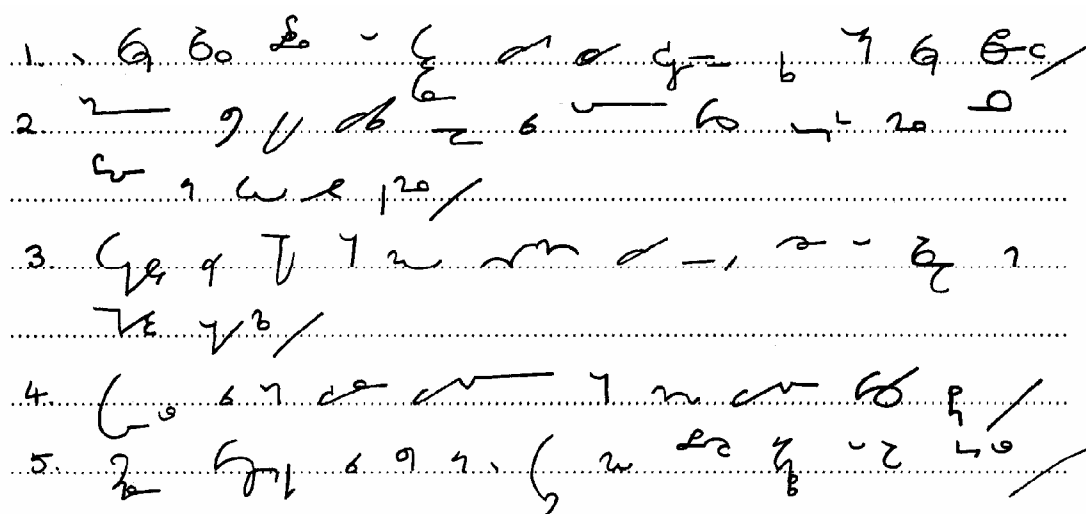
Suffixes

Medical terminology shares many disjoined suffixes in common with general Teeline, such as *-graph*, *-gram*, *-ology*, etc. Be warned, however, that a few disjoined outlines have been borrowed from general Teeline for a specific medical suffix. One example is the disjoined S, representing *-sis*, which must not be confused with the disjoined O representing *-oble*. This should not cause a problem when the outline is taken in context.

There follows a list of some of the suffixes recommended for use in outlines for medical words. There are, of course, many other possibilities, and you will probably devise your own ways of reducing outlines once you are familiar with the terminology you are dealing with.

| | | | | | |
|--------------------|--------|--------------------|---------|--------------------|----------|
| ...o... | -sis | ^L | -ectomy | ...<... | -kinesis |
| ^v | -ology | ^v | -osis | ^a | -ostomy |
| ^p | -otomy | [↓] | -pathy | ^v | -pelvic |
| ^e | -scopy | ^σ | -stomy | [└] | -therapy |

Exercise 13.2



Special outlines

A host of special outlines have been devised for the notation of medical terms, which tend to be long and laborious to write in full. A few of the more common ones are given below. You can find a more comprehensive list in the *Teeline Gold Word List*.

| | | |
|------------------------------|----------------------------------|-------------------------------|
| AIDS | ambulance | barium |
| barium enema | barium meal | blood |
| bleeding | blood pressure | blood sugar |
| cancer | carcinoma | central nervous system |
| clinically | conjunctivitis | diagnosis |
| electrocardiogram | electroconvulsive therapy | |
| electro-encephalogram | | exacerbate |
| gastroscopy | general anaesthetic | intra-uterine |
| intravenous | kidney | myocardial infarction |
| pathology | phenobarbitone | ultrasound |
| uterus | varicose veins | |