

## UNIT 1

|               |   |                                                                             |
|---------------|---|-----------------------------------------------------------------------------|
| <b>LESSON</b> | : | 1                                                                           |
| <b>WEEK</b>   | : | 1                                                                           |
| <b>TOPIC</b>  | : | Straight strokes and heavy dot vowels                                       |
| <b>AIM</b>    | : | To understand the type of system used and be able to write straight strokes |

### LEARNING OUTCOMES:

On completion of this unit, students should be able to:

1. Understand the type of system used (Pitman 2000)
2. Know what are consonants and vowels
3. Know how to position vowels and join strokes
4. Able to read and write simple vocabulary

### TOPIC OUTLINE:

- 1.1 Introduction to Pitman 2000
- 1.2 Consonants and vowels
- 1.3 Straight strokes P, B, T, D
- 1.4 Strokes and Vowels
- 1.5 Joined strokes
- 1.6 Short Forms, Punctuation
- 1.7 Phrases and Intersections
- 1.8 Vowel Review

## NOTES:

### 1.1 Introduction to Pitman 2000

Pitman Shorthand is a system of shorthand for the English language developed by Sir Isaac Pitman (1837 – 1897). It is a phonetic system; the symbols do not represent letters, but rather sounds, and words are, for the most part, written as they are spoken.

There are at least three “dialects” of Pitman’s shorthand; the original Pitman’s, Pitman’s New Era, and Pitman’s 2000. The later versions dropped certain symbols and introduced other simplifications to earlier versions.

Pitman’s shorthand is completely phonetic; words are written exactly as they are pronounced. There are twenty-four consonants that can be represented in Pitman’s shorthand, twelve vowels and four diphthongs. The consonants are indicated by strokes, the vowels by dots and dashes.

### 1.2 Consonants and vowels

Words are made up of consonants and vowels. Consonants e.g. **P**, **B** are represented by strokes and are written thin or thick. Thin strokes e.g.  $\diagdown$  **P**, represent light sounds, and thick strokes e.g.  $\diagdown$  **B**, heavy sounds.

Vowels are represented by light or heavy dots and dashes; light for light sounds e.g. **e** as in **bet**, and heavy for heavy sounds e.g. **ay** as in **pay**. The formation of strokes and vowels which represents a word is called an outline.

The consonants in Pitman’s shorthand are: *pee, bee, tee, dee, chay, chay, jay, kay, gay, eff, vee, ith, thee, es, zee, ish, zhee, em, en, ing, el, ar, ray, way, yay, and hay.*

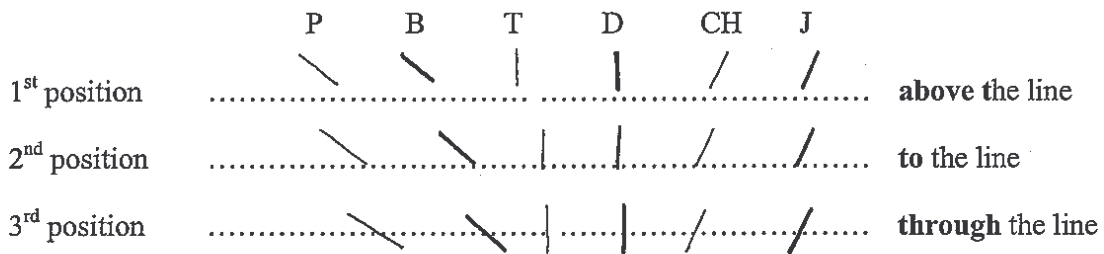
A vowel is represented by a dot or a dash, which can be written either lightly or heavily depending on the vowel needed. As this gives only four symbols, they can be written in three different positions – either at the beginning, middle or end of a consonant stroke – to represent the 12 vowels.

The long vowels may be remembered by the sentence, “Pa may we all go too?”, and the short vowels may be remembered by the sentence, “That pen is not much good”.

### 1.3 Straight strokes

P  $\diagdown$  B  $\diagdown$  T  $\diagup$  D  $\diagup$  CH  $\diagup$  J  $\diagup$

Strokes may be written in different positions in relation to the line, called first, second and third position.



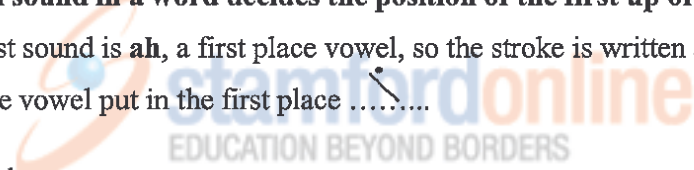
**Written**                    thin    thick    thin    thick    thin    thick

Practise writing these strokes in the three positions. Just touch the paper with your pen/pencil when writing the thin strokes and add only the slightest extra pressure to write the thick strokes. The size of your shorthand outlines should be approximately the same as shown in your text.

#### 1.4 Strokes and Vowels

Each vowel sound is represented by a sign and the sign for a particular sound is **always** written in the same position in relation to any stroke. Each vowel is classified as either a 1<sup>st</sup> place, 2<sup>nd</sup> place or 3<sup>rd</sup> place vowel. It never changes. The sound **ah** as in **Pa** is always a 1<sup>st</sup> place vowel and is always placed at the beginning of a stroke ..... **Pa**.

**The first vowel sound in a word decides the position of the first up or down stroke.** In the word **Pa** the first sound is **ah**, a first place vowel, so the stroke is written above the line, first position, and the vowel put in the first place .....



#### *Heavy dot vowels*

The first vowel sign you are going to work with is a heavy dot. Although described as a heavy dot, because a light dot is used later, do not press too hard – just enough to show it is there.

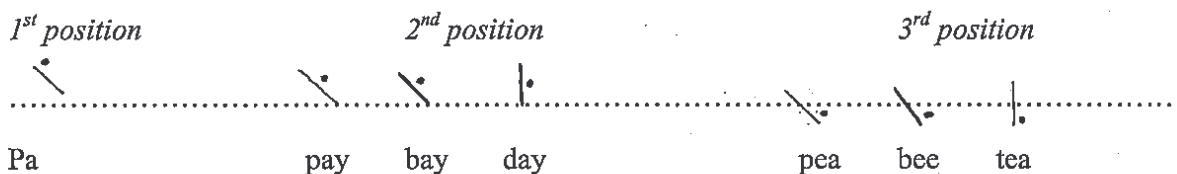
Remember – a vowel sign for a particular sound is always written in the same place to any stroke. The first vowel sound in a word determines the position of the first stroke.

The dot vowel can be written in three different positions and each position represents a different sound:

- At the beginning of a stroke, 1<sup>st</sup> place representing **ah** ..... **Pa**. When the first vowel is 1<sup>st</sup> place the first stroke is written **above the line**.
- In the middle of a stroke, 2<sup>nd</sup> place representing **ay** ..... **pay**. When the first vowel is 2<sup>nd</sup> place the first stroke is written **to the line**.

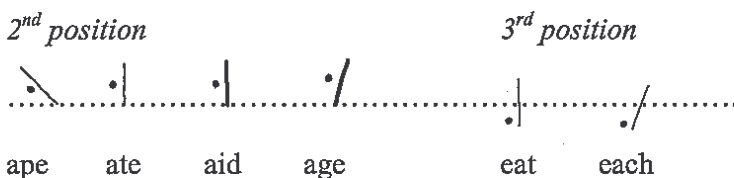
- At the end of a stroke, 3<sup>rd</sup> place representing ee ...*pea*. When the first vowel is 3<sup>rd</sup> place the first stroke is written through the line.

In the following examples the vowel is pronounced after the consonant and the dot is placed to the right of the stroke. **Always write the stroke first and then add the vowel.**



Write each of the examples several times. The first time you write an outline you might be a little slow. Aim to speed up your writing until you can write each one very quickly before moving to the next example.

When pronounced before a straight downstroke the dot is placed to the left. Remember to write the stroke first and then add the vowel.



Drill each outline until you feel confident that you know each one.

### 1.5 Joined strokes

- a Strokes may be joined. **The position of the first stroke is determined by the first vowel in the word.** The second stroke is simply joined to the first. Remember that the direction of a stroke never changes.

Complete the joined strokes as one movement, avoiding any hesitancy where the strokes meet. This ease of movement comes with practice. After completing the joined strokes add the vowel:



Drill the examples. As soon as you reach the line with the first stroke, immediately write the second stroke; the joined strokes are written quickly and as a single movement.

- b **When two strokes are joined and the first vowel is a 3<sup>rd</sup> place vowel, as in ...*beat*, the first downstroke is written through the line, but the vowel is placed in the third position before the second stroke.** This results in positive vowel indication.

In the outline ..... cheap, if the 3<sup>rd</sup> place vowel ee was written at the end of the CH ..... it would not be clear whether it was in fact a 3<sup>rd</sup> place vowel to the CH or a 1<sup>st</sup> place vowel to the P.



## 1.6 Short Forms, Punctuation

### *Short Forms*

Frequently occurring words are represented by abbreviated outlines. Several are introduced in each unit and it is important to master them immediately by drilling, that is writing each one many times and saying the word to yourself as you write rapidly.

Nine of these very simple words represent 25% of all business and general dictation. Short forms must be learned thoroughly.



### *Punctuation*

- 1 A full stop is written with a single movement . . . . .  
A question mark is written . . . . .
- 2 Two small upward dashes underneath an outline denote a proper noun, . . . Jay,  
or any word requiring an initial capital letter.

### **Progress Checks**

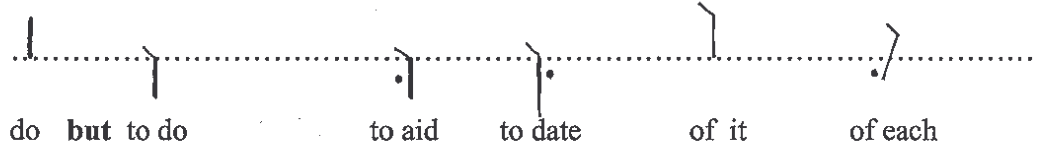
The exercises in the Progress Checks appear in each unit throughout the book and should be used to consolidate theory knowledge up to that particular point.

#### **Progress Check 1.1**

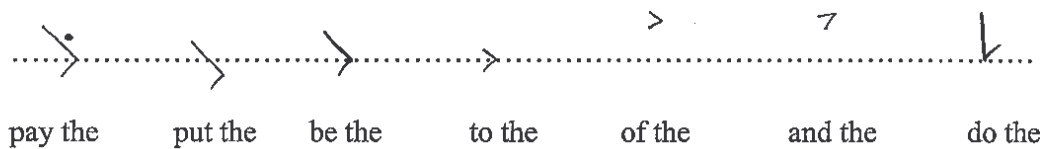
## 1.7 Phrases and Intersections

- a Without lifting your pen/pencil it is possible to join two or more outlines together to form phrases. Phrases are easy and quick to write and should be used as often as possible. Practise and master the phrases as you meet them.

Write the first word of a phrase in the correct position.



- b Another way to represent **the** is to add a tick to the end of an outline and write it as a phrase. You may write the tick upwards or downwards, whichever forms the sharper angle, and the tick goes down after strokes **P** and **B**, and up after strokes **T** and **D**. Writing **the** this way is faster and is also easier to read back.



- c The short form ... for **the** is always used when **the** begins a sentence:



### Intersections

A single stroke may represent a complete word when intersected into or written close to another outline. The first intersection is ..... department.




each department

## 1.8 Vowel Review


A full understanding of the vowels is essential for progress.

Drill the outlines which follow and make absolutely sure that you are confident about how to write these outlines before leaving this section. Always write the stroke (s) first and then add the vowel.


### Heavy dot vowel

1<sup>st</sup> position    **ah**    

Pa

2<sup>nd</sup> position    **ay**    

pay    page    aid    day    date

3<sup>rd</sup> position    **ee**    

tea    eat    teach    beach    cheap

### Reading and Writing Practice

The reading and writing practice exercises appear in each unit throughout the book and should be read and practiced. The following guidelines apply:

- Aim to read each shorthand sentence as quickly as if it was typescript.
- Any outline which causes you to hesitate should be checked in the key and drilled.
- Re-read the sentences trying to increase your speed.
- When you can read the sentences without any hesitation you should write them from dictation.

## Dictation

**Dictation practices appear throughout each unit of the book. The following guidelines apply:**

- Read and rapid-read each passage of the shorthand several times.
- Prepare for dictation by drilling the shorthand outlines until you know you will be able to write each outline from dictation without any hesitancy.
- Take each passage from dictation several times.
- After each dictation, check outlines and drill any corrections before repeating the dictation.

## REFERENCES:

1. Coombs, Bryan, Pitman 2000 Shorthand – Short Course, 1986, Pitman Publishing (Unit 1)
2. Pitman Shorthand – Wikipedia, the free encyclopedia at <http://en.wikipedia.org/wiki>



- END OF UNIT 1 -