

# The Moody Method

to Computerized Machine Shorthand



Book II

For Beginning Students  
by  
The College of Court Reporting

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# INTRODUCTION

Welcome to the *Moody Method for Computerized Machine Shorthand for Beginning Students, Book II*. The basic concepts in this theory are not new or unique, but they are based on the fundamental machine shorthand theory developed by Ward Stone Ireland in the late 1800s and the ever-evolving machine shorthand principles of writing from the '70s and '80s when students easily finished school in two years or less. For many years, the administrators and teaching staff at the College of Court Reporting have attended seminars and conducted in-service meetings to revise theory principles and incorporate the latest technology that uses artificial intelligence for court reporters, broadcast captioning, and CART reporting.

The Moody Method is not a theory as much as it is a method of learning machine shorthand and developing the skill and proficiency to write rapidly with a high degree of accuracy. Students who practice the lessons systematically and follow the directions for learning will soon develop skills and speed in machine shorthand.

The Moody Method incorporates three basic principles of learning:

## **The Three Rs of Machine Shorthand – Reading, Writing, and Repetition**

### ***Use This Book Wisely***

Lesson FORMAT: The lesson format in this book is different from the previous textbook. There are 30 lessons in this textbook, and it is recommended that students take two lessons a week for a total of 15 weeks. Throughout the book, lessons contain the following:

1. Theory Reinforcement: Theory concepts are reviewed and reinforced in each lesson.
2. Conflict Resolution: Each lesson contains new outlines for homophones that will not be resolved by the artificial intelligence of your CAT software.
3. Soundalikes: Some lessons contain outlines for words that are similar, frequently mispronounced, or sound like another word. A recommended steno outline is given for each of these words.
4. Drills: Drills may consist of numbers, letters, and other theory principles.
5. Review Briefs: Word lists of previously learned briefs are in each lesson for daily drills.
6. New Briefs: Additional briefs are introduced as new material in each lesson.
7. New Rules: Additional rules are introduced such as letter-by-letter spelling, punctuation, formatting symbols, etc.
8. High Frequency Words: The 1000 most common words in the English language, common names, cities, and countries are introduced throughout the textbook.
9. Literary, Two-voice Testimony and Jury Charge material: Lessons contain literary, jury charge, and/or testimony for skill development and speedbuilding.

DAILY STUDY PLAN: To effectively master machine shorthand, you must study and write on your machine a minimum of five days a week. The amount of time each day depends on the student, but plan to spend a minimum of four hours a day on each lesson. Use the following daily study plan for each lesson:

1. Read through the lesson.
2. Look at and memorize the new material that is introduced in the lesson.
3. Practice writing all the word lists and preview words. When going through the preview words, read each word as well as the correct steno outlines that are recommended.
4. Write each section at least five times before going on to the next section. Put a tick (/) or check (✓) in the margin each time you write a section.

5. Think of and apply the logic behind the rule for writing the briefs and resolving conflicts. Memorize the outlines.
6. Read and correct your notes before going on to another part of your lesson.

Remember the 3 Rs of learning machine shorthand:

**Reading, Writing, and Repetition with emphasis being on READING.**

READING YOUR SHORTHAND NOTES: An essential element of developing speed, skill, and accuracy in machine shorthand is reading your steno notes. It is important that you read the paper notes printed by your shorthand machine instead of the shorthand on your computer screen. Lift a fold of the paper tape from your paper tray so you can quickly read, correct, and replace the paper. When reading shorthand notes for the first time, use a red pen, and mark all errors. Practice reading your corrected notes more than once. If you frequently misstroke a particular outline, mark it every time you write it wrong. Reading the paper notes from your machine and using a red pen programs your subconscious to eventually write the correct steno outlines.

If you occasionally read notes from your computer screen, set your CAT software so the steno comes up in the “Read Notes” or “Vertical Notes” format. If you have a paperless machine, put your steno notes in a PDF file, print, and correct your notes.

STRAIGHT-COPY PRACTICE: Straight-copy practice, or text-based copy, is valuable in developing skill in machine shorthand. Straight-copy practice occurs when you write on your shorthand machine from looking at a printed page, i.e., the lessons in this textbook. Focus on getting the correct outline, making corrections on misstrokes, and writing ALL the punctuation. Write all sections of each lesson from the textbook before your teacher goes over them in class.

BRIEF OUTLINES: Brief outlines for words are introduced in each lesson. There are two reasons for brief forms:

1. Many briefs have been developed to prevent conflicts. You will realize which outlines must be written as recommended. You must memorize and use these outlines.
2. Other briefs are outlines that are shortened to increase your ability to rapidly write high-frequency words. These are optional outlines. If you prefer to write a word in more steno strokes, go ahead and do so. When a new outline is introduced, try to memorize it and write the abbreviated form. If after a while, it doesn't seem logical and isn't automatic, write the word in as many strokes as are logical to you.

A Few Words of Caution: Briefs can make or break you. They will help you write faster, but you must learn them well and constantly review them so you can write them quickly without thinking and with no hesitation. If you don't know them well and stop to think every time you hear one, you will do yourself a great deal of harm. Schedule 10 to 15 minutes a day to drill on briefs. Keep a running list of ones that cause you to hesitate. Drill on this list every day!

Finally, do not get frustrated when you learn a new brief that you previously wrote in more than one stroke. Practice it every day for a week and soon it will be a stroke that is easily remembered and quickly written. Once a brief has been introduced, it is written in bold in the practice material. Before writing your sentences, check to see if there are any briefs that you've forgotten or that will cause you to momentarily hesitate. The briefs introduced in the first book are also highlighted in this text. Drill on the previewed and highlighted words so you can write the sentences without hesitating.

WORD LISTS AND PREVIEW WORDS: Practice ALL of the word lists in each lesson. There are many word lists that are intended to review and reinforce what you already know, such as principles of writing, briefs, contractions, 1000 most familiar words, number and letter drills, proper nouns, etc. Don't just read through the lists but practice each list daily until you can quickly and accurately write the correct steno outlines. Keep track of troublesome words, and continue practicing them until they are no longer difficult outlines.

Practicing the lists of preview words is very important. The lists are balanced to include very familiar easily stroked outlines along with difficult words. This is done to help develop a rhythm and automatic reflexes of writing steno outlines. Do not glance at a list of preview words and limit yourself to writing one or two outlines. It is essential that you write each list of preview words at least 5 times.

The word lists and preview words have recommended steno outlines. These outlines are just that: recommendations! If you hear a word differently than the way it's previewed, write it the way you hear it. There are three major times where words may be written differently:

1. Word divisions. An example would be Jackson which could be written JA\*KS/-N or JA\*K/SON.
2. Vowel sounds: You will want to write a word the way you pronounce it, the way you hear it phonetically.
3. Condensing words: You may want to write a word in more or fewer strokes than recommended.

Generally speaking, the steno outlines in the CAT dictionary correspond with the textbook. This does not mean that is the only way a word can be written. When you want to write a different outline, do so if it isn't a conflict that cannot be resolved with artificial intelligence. Set up a notebook and keep a list of all your personal outlines. You will be able to edit your CAT dictionary as an intermediate and advanced student.

No two court reporters write every word the same way. You will gradually begin to develop your own style of writing just like you have your unique handwriting even though your elementary teachers tried to get you to write all your letters exactly like those in the primary school textbook.

## ***Conflict Resolution***

CAT software employs what is known as "artificial intelligence." Artificial intelligence often resolves conflicts that have the same steno stroke; it is also used for number formatting and adding prefixes and suffixes to words. The first few times you resolve a conflict, the software stores your selection and then automatically selects the correct word when used again in the same context as it was used when it was resolved.

Conflicts are resolved by your CAT software when the words are different parts of speech. Two different words that sound alike may be written with the same steno outline when they are different parts of speech. But there are instances when two words must have different steno outlines, including the following:

1. Both words are the same part of speech: nouns, adjectives, or verbs;
2. In some cases, a word is both a noun and an adjective;
3. The words are commonly used over and over again, such as prepositions (to, on, under, through), and prefixes or initial syllabic sounds (on-, di-, be-, etc.).

Add new homophones to your list of brief forms. ***All homophones that must be resolved with a different steno stroke are written in italics in the sentences in this textbook.*** If you forget how to write an italicized word when writing the sentences, look up the word in the back of the book. Each Lesson in this text has a section on conflict resolution.

## ***Acknowledgements***

In conclusion, the materials in this text were developed specifically for beginning machine shorthand students by the highly qualified and dedicated staff at the College of Court Reporting (CCR) exclusively for their students. This textbook could not have been developed without the recommendations of the following educators: Chris Crosgrove, A.A.S., B.A., M.A.; Stacy Drohosky, A.A.S., CRI, RPR, CRR; Kathy Lazart, Director of Student Services; Jeffrey T. Moody, B.S., CRI; Kay Moody, B.S., M.S.E; Tim Moody, B.A.; Jami Naughle, A.A.S., CSR (IL), CRI; Kathleen Vettickal, B.S., CRI.

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\* \* \*

Best of luck in mastering machine shorthand using the latest concepts in writing the steno outlines that have been developed using artificial intelligence. Finally, over the past few years this textbook was proofread by many people: working reporters, CCR instructors and members of the staff, and CCR students. In reading other publications, it is obvious that all errors and omissions are rarely identified on the first printing; therefore, CCR apologizes for any errors that may appear in this textbook.

## Lesson 1

### ***Theory Reinforcement: Words Beginning with CH- and Words Ending with -CH, -RCH, -NCH***

Drill on the words beginning with CH- (KH-) and ending with -CH (-FP), -RCH (-FRPB), -NCH (-FRPBLG). To review the complete rules and examples, see Lessons 23 and 24 in *The Moody Method for Machine Shorthand for Beginning Students* by the College of Court Reporting.

**Lesson 1, Exercise 1:** Read the steno outlines, then practice writing any that are difficult or cause hesitation.

chain	CHAIN	check	CHEK	bench	BENCH
chaise	CH AIS	birch	BIRCH	cheer	CHAOER
botch	BOCH	chap	CHAP	blanch	BLANCH
branch	BRANCH	breach	BRAOECH	chair	CHAIR
butch	BUCH	torch	TORCH	chaste	CHAIST
cheek	CHAOEK	chance	CHANS	chex	CHEX
chill	CHIL	chop	CHOP	wrench	WRENCH
chapel	CHAPL	cinch	SINCH	clench	KLENCH
clutch	KLUCH	crotch	KROCH	crunch	KRUNCH
crutch	KRUCH	drench	DRENCH	Dutch	D*UCH
each	AOECH	fetch	FECH	finch	FINCH
grinch	GRINCH	hatch	HACH	charm	CHARM
hunch	HUNCH	hutch	HUCH	child	CHAOILD
lunch	LUNCH	chime	CHAOIM	lynch	LINCH
cheep	CHAOEP	match	MACH	munch	MUNCH
parch	PARCH	chuck	CHUK	perch	PERCH
pinch	PINCH	pooch	PAOCH	chip	CHIP
punch	PUNCH	quench	QENCH	ranch	RANCH
reach	RAOECH	rich	RICH	snatch	SNACH
snitch	SNICH	starch	STARCH	chick	CHIK
stitch	STICH	such	SUCH	teach	TAOECH

***Conflicts and Soundalikes:*** Check the definitions at the end of this textbook.

**Lesson 1, Exercise 2:** When learning to write the conflicts and soundalikes, read through the steno outlines, memorize them, and write them on your machine until you can write them without hesitating. **Make a mental note of nouns, verbs, and adjectives – eventually, you’ll develop a feel for when the conflicts are written with different strokes and when they can have the same stroke.**

### Conflicts Resolved With Different Strokes

ascent: A/SENT. The *ascent* of the plane increased.  
assent: AS/SENT. The two men will *assent* to the rules.

**NOTE:** Conflicts that have a double consonant can be resolved by using the duplicate consonant at the end of the first stroke (AS/SENT).

aisle: AOIL. They walked her down the *aisle*.  
I'll: AOIL. *I'll* put it there.  
isle: I/-L. She swam to the *isle*.

**NOTE;** *Aisle* and *I'll* are different parts of speech; therefore, they may have the same steno outline. Apply the basic rules of writing for *isle*.

### Conflicts Resolved by Artificial Intelligence

alter: AULT/-R. She will *alter* the dress.  
altar: AULT/-R. You should kneel at the *altar*.

### Soundalikes

accent:	AK/SENT	allusion:	A/LAOUGS
access:	AK/SES	elusion:	E/LAOUGS
excess:	XES	illusion:	I/LAOUGS
adverse:	AD/VERS	adherence:	AD/HAOERNS
averse:	A/VERS	adherents:	AD/HAOERNT/-S
a verse	AI/VERS	a loud:	AI/LOUD
allude:	A/LAOUUD	allowed:	A/LOU/-D
elude:	E/LAOUUD		

### Lesson 1, Exercise 3: Preview Words and Sentences

impossible	IM/POB	understand	JUND/STAND	ladder	LAD/-R
favor	FAIFR	defendant	DEFT	Tuesday	T*US
judgment	JUMT	present	PR-NT	many	MAEN
hour	HOUR	photograph	FRAF	enthusiastic	EN/THAOUS/YAST/IK
*advertised	TAOIZ/-D	vacation	VA/KAIGS	myth	MITH
creditors	KRED/TOR/-S	wealth	WELTH	hallway	HAUL/WAI
tropical	TROP/K-L	a loud	AI/LOUD	going	G-G
meeting	MAOET/-G	allowed	A/LOU/-D	*plaintiff	PL-F

**\*NOTE:** The briefs for advertise and plaintiff are introduced in this lesson.

**His** heavy accent **would** make it nearly **impossible** for the court reporter to understand what **he** was saying. **Her** *ascent* up the ladder **was** a cinch. **Do** you think that **the** judge will *assent* to **your** motion **in** favor of **the** plaintiff? **Do** you know how to gain access **to** the meeting **on** Tuesday? **She** wanted **to** get rid of **the** excess baggage.

**The judgment from the bench was adverse to her present interests. He was averse to having to go to so many meetings over his lunch hour. The glue aided in the adherence of the picture in the frame. His adherents were enthusiastic about his announcement that he was going to run for mayor in the local elections.**

**The bride came down the center aisle. They went to a tropical isle that they saw advertised for their vacation to fetch some warm sunshine. I'll meet you at the chapel at 3. He would not allude to his former job. He tried to elude the lynching. He made an allusion to any myth. His elusion of creditors kept him moving from one town to another. They created an illusion of wealth. There was a loud noise out in the hallway. People were allowed to enter the hall early. The bride and groom stood at the altar in their church. He tried to alter the document and breach the contract.**

**Lesson 1, Exercise 4: Drills:** Practice this drill, and put a comma after each item.

1.8745	\$12,482,414	UFO	'41	C. R. Lynch
214	41 million	314-61-7114	n.r.	1-681-741-6411
411	4,417,121	\$14 trillion	11.45	1100
MRI	M. P. Compton	Y.M.C.A.	AMA	m.r.

**Lesson 1, Exercise 5: Review Briefs**

Drill on the following briefs. Read and correct your notes.

defendant	DEFT	hereof	HAOEFR	defendants	DEFTS
their	THIR	himself	HIFL	hereto	HAOERT
herself	HEFL	itself	T-FL	importance	PORNS
important	PORNT	is	S-	knowledge	NOJ
myself	MIFL	no, sir	NO*Z	object	OJ
objection	OJZ	occupation	OUPGS	occupy	OUP
okay	OK	oneself	WUFL	ourself	OUFLL
ourselves	OUFLLZ	preponderance	PRAUNS	present	PR-NT
presume	PRAOUM	presumes	PRAOUMS	presumption	PRAOUMGS
sustain	STAEN	sustained	STAEND	themselves	THEFLZ
there	THR-	thereafter	THRAFR	thereby	THR-B
thereof	THR-F	today	TOD	tomorrow	TORM
tonight	TONT	where	WR-	whereabouts	WR-BTS
whereas	WRAZ	whereby	WR-B	wherever	WR-FR
without	WOUT	woman	WAM	women	WIM

your	YUR	you're	YAOUR	yes, sir	Y*EZ
yourself	YUFL	yourselves	YUFLZ	you've	YAOUV
reasonable doubt	R*D		burden of proof		B*URP
ladies and gentlemen	LA*IJ		ladies and gentlemen of the jury		LA*IRJ

### *New Briefs*

**Lesson 1, Exercise 6:** Memorize the following new brief forms. Drill on them, read and correct your notes. When you know them, write the sentences.

acknowledge	AK/NOJ	acknowledges	AK/NOJS	acknowledging	AK/NOJ/-G
acknowledged	AK/NOJD				
actual	TAOUL	actually	TAOUL/Y-		
advertise	TAOIZ	advertising	TAOIZ/-G	advertisement	TAOIMT
advertisements	TAOIMTS				
familiar	FAM	familiarize	FAMZ	familiarity	FAMT
during	DURG	little	LIL		
plaintiff	PL-F	plaintiffs	PL-FS		
problem	PR-B	problems	PR-BS		
within	W-N				
Alabama	BAMZ	Alaska	ALZ	Arizona	ARZ
Arkansas	ARKZ	California	KALZ	Colorado	KOLZ
Delaware	DELZ	Connecticut	KONZ	Florida	FLAZ
Georgia	GAZ				

**NOTE:** State abbreviations can be written in one stroke. These are easily learned and remembered since they are written with the first or dominant syllable and all contain a final Z. They do not need to have an asterisk even though they are proper names.

### **Lesson 1, Exercise 7: Preview Words and Sentences**

company	K-P	hutch	HUCH	newspaper	NUPS
quench	QENCH	thirst	THIRST	woman's	WAM/AES
familiar	FAM	Joe	JO*E	water	WAT/-R

Joe **acknowledged** that **he is within his** rights as **the plaintiff in** this case to **advertise the new product and familiarize everyone with it. His advertisements are actually in good taste, and the advertising company actually did a nice job showing**

his actual product. That familiar little boy in the advertisement is three years old.

Would you like to meet me for lunch?

They saw the advertisement for the hutch in the newspaper. The plaintiff would acknowledge the defendant while waiting for his chance to testify. They had a little sip of water to quench their thirst. He actually snatched the woman's purse. His familiarity with the system was well-known.

### Writing the Alphabet (Review)

1. All-cap abbreviations and acronyms are made up of single initials and require no periods and no spaces as in AMA or NATO. With the exception of the vowels *E* and *U*, write each letter of the alphabet with your left hand and FPLT in the same stroke with your right hand. A-FPLT/M-FPLT/A-FPLT.
2. To write a capital letter with a period and space, write the asterisk in the same stroke. These will transcribe as a capital letter followed by a period and a space and are most frequently used with a person's name: J. R. Jones. J\*FPLT/R\*FPLT/JOENS.
3. To write letters of the alphabet in the lowercase without a period, write the letter and -RBGS in the same stroke. Example: ccr = C-RBGS/C-RBGS/R-RBGS.
4. To write letters of the alphabet in the lowercase with a period, write the letter and \*RBGS in the same stroke. Write the lowercase alphabet with the asterisk. Example: i.e. = \*IRBGS/\*ERBGS

### *New Alphabet Rule: Flagging, Stitching, Letter-by-Letter Spelling*

Flagged Alphabet, Letter-by-Letter Spelling: "Flagged" letters and "stitching" are used when you want to write out word one letter at a time to illustrate how it is spelled. This is frequently used in judicial reporting when a witness is asked to spell his name or an unfamiliar word.

For letter-by-letter spelling or stitching, write the letter and an asterisk (\*) in one stroke.

Example: M-i-l-l-e-r = M\*/\*I/L\*/L\*/\*E/R\*.

### 1,000 Most Common Words

**Lesson 1, Exercise 8:** Throughout this textbook, you will be given the words that are the most common words in the English language. Drill on these words until you can write them with no hesitation.

wide	WAOID	wife	WAOIF	will	WIL
William	W*IL/YAM	window	WIN/DOE	wish	WISH
with	W-	within	W-N	without	WOUT
woman	WAM	women	WIM	word	WORD
words	WORD/-S	work	WORK	worked	WORK/-D
working	WORK/-G	works	WORK/-S	world	WORLD
would	WAO	wouldn't	WAONT	writing	WRAOIT/-G
written	WRIT/-N	wrong	WRONG	wrote	WROET
year	YAOER	years	YAOER/-S	yes	YES
yet	YET	York	YO*RK	you	YU
young	YUNG	your	YUR	you're	YAOUR
you've	YAOUV				

## Proper Nouns: States and Capitals

**Lesson 1, Exercise 9:** Write the following states and state capitals and spell each using the flagged alphabet.

**NOTE:** When finger spelling with the flagged alphabet and you have two words such as *Little Rock*, use SP-S to force a space between *Little* and *Rock*. Your CAT system will automatically capitalize the first letter of each word.

Montgomery, Alabama  
MO\*NT/GOM/RI/W-B/BAMZ  
M-o-n-t-g-o-m-e-r-y, A-l-a-b-a-m-a

Juneau, Alaska  
JAO\*UN/OE/W-B/ALZ  
J-u-n-e-a-u, A-l-a-s-k-a

Phoenix, Arizona  
F\*E/NIX/W-B/ARZ  
P-h-o-e-n-i-x, A-r-i-z-o-n-a

Little Rock, Arkansas  
L\*IL/RO\*K/W-B/ARKZ  
L-i-t-t-l-e /SP-S/R-o-c-k, A-r-k-a-n-s-a-s

Sacramento, California  
SA\*K/RA/MEN/TOE/W-B/KALZ  
S-a-c-r-a-m-e-n-t-o, C-a-l-i-f-o-r-n-i-a

Denver, Colorado  
D\*EN/VER/W-B/KOLZ  
D-e-n-v-e-r, C-o-l-o-r-a-d-o

Hartford, Connecticut  
HA\*RT/FORD/W-B/KONZ  
H-a-r-t-f-o-r-d, C-o-n-n-e-c-t-i-c-u-t

Dover, Delaware  
DO\*EFR/W-B/DELZ  
D-o-v-e-r, D-e-l-a-w-a-r-e

Tallahassee, Florida  
TA\*L/HAS/Y-/W-B/FLAZ  
T-a-l-l-a-h-a-s-s-e-e, F-l-o-r-i-d-a

Atlanta, Georgia  
A\*T/LAN/TA/W-B/GAZ  
A-t-l-a-n-t-a, G-e-o-r-g-i-a

## Two-Voice Testimony

**REMINDER:** You do not need to place punctuation at the end of a question when it is followed by an answer or at the end of an answer when it is followed by a question, but you need to write the symbols for periods and question marks in the following instances:

1. When the person who normally asks a question makes a statement and when the person who normally answers asks a question. Example: The lawyer makes a statement or the witness asks a question.
2. Use a period at the end of a sentence that gives a command. Frequently the first line of the attorneys questioning is a command. Example:  
Q. Please state your full name.
3. The final line of the transcript needs a period or question mark.
4. When you have more than one sentence to a question or answer, you need the appropriate internal punctuation.
5. The symbols for two-voice testimony:  
Q. = STKPWHR-  
A. = -FRPBLGTS

## Lesson 1, Exercise 10: Two-Voice Testimony

please	PLAOES	William	W*IL/YAM	A.	A*FPLT
Fullbright	F*UL/BRAOIT	Moynihan	MO*IN/HAN	limits	LIM/IT/-S
employed	PLOID	present	PR-NT	occupation	OUPGS
usually	AOUSHL/Y-	acknowledge	AK/NOJ	I am	I/AM
before	B-FR	familiar	FAM	businesses	B-Z/-S
services	SERVS/-S	city	STI	I'm	AOIM
employer	PLOIR	Alabama	BAMZ	Arizona	ARZ
Alaska	ALZ	Perfection	P*ER/FEKZ	Advertisements	TAO*IMTS

Q. Please state **and** spell **your** full name.

A. **My name is** William A. Fullbright, William, W-i-l-l-i-a-m, Fullbright,

F-u-l-l-b-r-i-g-h-t.

Q. How old **are you, Mr.** Fullbright?

A. **I'm** 47 years old.

Q. **Where** do you live?

A. I live at 4376 Moynihan Street, Montgomery, **Alabama.**

Q. **I'm** not **familiar with** Moynihan Street, will **you** please spell **it for us**?

A. **Yes, sir,** M-o-y-n-i-h-a-n.

Q. **Where did you** live **before** that?

A. As a young man, I lived **within the city** limits of Phoenix, **Arizona, and**

Juneau, **Alaska.**

Q. **Are you employed at the present** time?

A. Yes, **I am.**

Q. Please speak **in a loud voice when answering a question.**

A. **Yes, sir.**

Q. What **is your occupation**?

A. **I'm in advertising.**

Q. **Who is your employer**?

A. **I am with Perfection Advertisements. That's P-e-r-f-e-c-t-i-o-n.**

Q. Briefly tell **us** what Perfection **Advertisements** does.

A. **It is a** chain of retail stores that work **with a** wide range of small **businesses on how to advertise their** products **and** accent **their** services.

Q. All right. **You're in advertising**, how **many** hours **a** week do **you** **usually** work?

A. **I actually** get **in** about 40 **or** 50 hours **a** week.

Q. **Are you** what is known as **the plaintiff in** this case?

A. **Yes, sir. I'll acknowledge** that **I'm the plaintiff in** this case.

**NOTE:** In writing cities and states, use a comma to separate every item: I lived within the city limits of Phoenix, Arizona, and Juneau, Alaska.

## Lesson 2

### ***Theory Reinforcement: Words Beginning with and Ending with TH and the Medial TH***

Use GT for medial and final TH. To review the complete rules and examples, see Lesson 29 in *The Moody Method for Machine Shorthand for Beginning Students* by the College of Court Reporting.

**Lesson 2, Exercise 1:** Read the steno outlines, then practice writing any that are difficult or cause hesitation.

bath	BATH	bathe	BAITH	birth	BIRTH
cloth	KLOTH	math	MATH	moth	MOTH
path	PATH	truth	TRAOUTH	wrath	WRATH
altogether	L-TH	another	NOTH	author	AUTH
bother	BOTH	brother	BRUTH	either	AOETH
farther	FARTH	father	FATH	further	FURTH
mother	MUTH	neither	NAOETH	other	OTH
rather	RATH	together	TOTH	weather	WETH
thirst	THIRST	think	THINK	those	THOES
faith	FAITH	thought	THAUT	throat	THROET
both	BOETH	mouth	MOUTH	thin	THIN
threw	THRAOU	north	NORTH	south	SOUTH
bather	BAITH/-R	dither	DITH/-R	theater	THAOET/-R
teeth	TAOETH	cloth	KLOTH	thick	THIK
theology	THE/OLG	theory	THAOER/Y-	loathe	LOETH

***Conflicts and Soundalikes:*** Check the definitions at the end of this textbook.

### **Lesson 2, Exercise 2:**

#### ***Conflicts Resolved With Different Strokes***

ball:	BAL. She hit the <i>ball</i> . He will <i>ball</i> the string.
bawl:	BAUL. The baby let out a <i>bawl</i> . He will <i>bawl</i> when sad.

break:	BRAIK. Don't <i>break</i> it.
brake:	BRAEK. <i>Brake</i> hard to stop. The car is missing a <i>brake</i> .

**NOTE:** When the conflict involves the long vowel "a" and there is an "e" in the word and the two vowels are separated by a consonant, the conflict could be resolved by writing AE for the vowel sound.

steel:	STAOEL. It is made of <i>steel</i> .
steal:	STAEI. That hat was a <i>steal</i> . He'll <i>steal</i> to third base.

**NOTE:** When the conflict involves the long vowel “e,” and there is an “a” in the word, the conflict could be resolved by writing AE for the vowel sound.

**Soundalikes**

tax	TAX	attack	A/TAK
tacks	TAK/-S	attacked	A/TAK/-D
taxes	TAX/-S	attacks	A/TAK/-S
tact	TAKT	a tax	AI/TAX
tacked	TAK/-D	a tack	AI/TAK
a while	AI/WHAOIL		
awhile	A/WHAOIL		

**NOTE:** When the expression *a while* is written as two words, *while* is used as a noun, and it is the subject of a prepositional phrase. The expression *awhile* (one word) is an adverb telling when. Examples: For a while, I was lost. I waited awhile for help.

**Lesson 2, Exercise 3: Preview Words and Sentences**

city	STI	others	OTHS	persuade	PER/SWAID
amendment	A/MEND/-MT	everything	EFRG	loud	LOUD
many	MAEN	please	PLAOES	child	CHAOILD
poster	POEST/-R	complained	KPLAIN/-D	employee	PLOE
provision	PRO/VIGS	rules	RAOUL/-S	don't	DOENT
having	V-G	going	G-G	early	ERL/Y-
somewhere	SWR-	minutes	MIN/IT/-S	high	HAOI
ascent	A/SENT	first	FIRST	asthma	AS/MA
reunion	RE/AOUN/YON	drawer	DRAUR	production	PRO/DUKZ
thumb	THUM	bulletin	BUL/TIN	thump	THUMP
mayor	MA/-R				

**Did the mayor acknowledge that the city has a high tax? He lacks tact when he speaks to others using a fake accent. Our taxes are quite high. Does your brother have a box of thumb tacks? Use tact when you try to persuade them to pass the amendment. He tacked up three notices within the allotted space on the bulletin board. It seems like we have a tax on everything we purchase.**

**Did the dog attack your mother in front of the theater? He was here for a while before the play. Wait awhile for me. Did you hear the little boy bawl during the speech? He caught the ball on the first pitch. He had many asthma attacks while in his**

math class. Please take a *break* before it gets crowded. **Did you put on your brake when you made the ascent up the hill and heard the thump?**

**He actually has a steel rod in his back. They tried to steal my new car. The child was beginning to tax her father's nerves. Would you tack up the poster on the tree on the north side of the street to advertise the production? He complained about the high taxes. The box of tacks is in my top drawer. The employee has a lot of tact. They tacked another provision to the rules.**

**I don't like having to pay a tax on food together with all the other taxes we pay. She had an attack of regret over not going to the reunion. Be careful not to break any rules. He has a familiar hand brake on his bike. I don't know whether the plaintiff works at the local steel mill or somewhere else. I will try to steal away a few minutes early and leave.**

### **Reminder**

Do not get frustrated when a steno outline comes up as a conflict or as the incorrect word. This frequently happens at the beginning levels of machine shorthand. You will learn to edit your sentences with the correct word when proofreading your document. As an intermediate and advanced student, your subconscious memory will begin to recognize which words conflict, and you will begin to automatically write the correct outlines for all words. This is part of the learning process and skill development in machine shorthand.

You will also learn to edit and revise your CAT dictionary and remove and add outlines that you prefer to use. Do not run your translation software during dictation or speedbuilding to see if something is a conflict. Concentrate on writing as you hear the dictation. The key to success at this level is to quickly write what you hear as soon as it's spoken and not watch the computer screen or how a word translates from steno to English! You may run your translation software during straight-copy practice.

### ***New Number Rules: Time***

1. **Even Clock Times:** For even clock times, hours with no minutes, write K in the same stroke as the hour. 1:00 = 1-K, 4:00 = 4-K, 6:00 = K-6, 11:00 = 1/1-K; 12:00 = 12-K.
2. **Clock times With Hours and Minutes:** Write KL-K for the colon in clock time when you have hours and minutes: 4:35 = 4/35/KL-K.
3. **Write AEM for a.m. and P-M for p.m.** If *a.m.* or *p.m.* ends the sentence, you do not need to write another period since the periods are included in the steno outline.

**NOTE:** Numbers that precede *o'clock* are usually written out, and numbers that precede *a.m.* or *p.m.* are usually written as figures. When the word *o'clock* is said, that is what should be written: O/KLOK. The

ciphers (zeros) that follow a colon in time elements do not stand for the spoken expression *o'clock*.  
 Example: Our class meets at seven o'clock. Our class meets at 7 p.m.

## Drills

**Lesson 2, Exercise 4:** Practice this drill, and put a comma after each item.

5:00	7:00	9:00	11:00	12:00
2.725	mrr	ESPN	'02	R. M. Fisk
234	17 million	224-302-1212	2 p.m.	1-284-243-6225
422	24,238,123	\$2 trillion	28.92	6200
12 o'clock	6:25 p.m.	7 a.m.	7:25 p.m.	9:02 a.m.
Cpr	K. W. Marcus	\$2,591,277	CTA	f.t.a.
1:00	12:00	3:00	6:00	4:37

## Review Briefs

**Lesson 2, Exercise 5:** Read the steno outlines to review briefs, then practice writing any that are difficult or cause hesitation.

a.m.	AEM	acknowledge	AK/NOJ	actual	TAOUL
actually	TAOUL/Y-	advertise	TAOIZ	advertisement	TAOIMT
advertisements	TAOIMTS	advertising	TAOIZ/-G	Alabama	BAMZ
Alaska	ALZ	Arizona	ARZ	Arkansas	ARKZ
California	KALZ	Colorado	KOLZ	Connecticut	KONZ
defendant	DEFT	defendants	DEFTS	Delaware	DELZ
familiar	FAM	familiarity	FAMT	familiarize	FAMZ
Florida	FLAZ	Georgia	GAZ	herself	HEFL
himself	HIFL	importance	PORNS	important	PORNT
is	S-	their	THIR	itself	T-FL
little	LIL	myself	MIFL	no, sir	NO*Z
object	OJ	objection	OJZ	occupation	OUPGS
occupy	OUP	okay	OK	oneself	WUFL
ourself	OUFL	ourselves	OUFLZ	p.m.	P-M
plaintiff	PL-F	preponderance	PRAUNS	present	PR-NT
presume	PRAOUM	presumes	PRAOUMS	presumption	PRAOUMGS
sustain	STAEN	sustained	STAEND	themselves	THEFLZ
today	TOD	tomorrow	TORM	tonight	TONT
was	-FS	were	-RP	whatever	WHAFR
whether	WHR-	which	CH-	who	WHO
whose	WHOS	within	W-N	would	WAO
yourselves	YUFLZ	yes, sir	Y*EZ	yourself	YUFL
ladies and gentlemen	LA*IJ	burden of proof	B*URP		
reasonable doubt	R*D	ladies and gentlemen of the jury	LA*IRJ		

## *New Briefs*

**Lesson 2, Exercise 6:** Memorize the following new brief forms. Drill on them, read and correct your notes. When you know them, write the sentences.

alcohol	KHOL	alcoholic	KHOL/IK	alcoholics	KHOL/IKS
alcoholism	KHOL/ISM				
build	BL-D	built	BL-T	buildings	BL-GS
building	BL-G				
president	P-T	presidents	P-TS		
witness	W-NS	witnesses	W-NS/-S	witnessing	W-NS/-G
witnessed	W-NS/-D				
always	AULS	whom	WHOM	a.m.	AEM
Jr.	JUN	Washington	WASHZ	p.m.	P-M

## **Lesson 2, Exercise 7: Preview Words and Sentences**

a.m.	AEM	abuse	A/BAOUS	accident	SDENT
adherents	AD/HAOERNT/-S	advice	AD/VAOIS	California	KALZ
center	SENT/-R	city	STI	Colorado	KOLZ
Connecticut	KONZ	Delaware	DELZ	election	E/LEKZ
integrity	IN/TEG/RI/TI	J. T.	J*FPLT/T*FPLT	John	JA*UN
Jr.	JUN	location	LO/KAIGS	moths	MOTH/-S
opponents	O/POEN/ENT/-S	p.m.	P-M	ruin	RAOUN
Seymour	S*E/MOR	theory	THAOER/Y-	Thompson	THO*MP/SON
*treatment	TRAOEMT	upcoming	JUP/KUMG	whether	WHR-
President	P*T				

**\*NOTE:** The *ment* ending can be compressed into the same stroke for many words where a “t” precedes *ment*, such as treatment (TRAOEMT), statement (STAIMT), and apartment (A/PARMT).

**The city in California decided whether or not to assent to build a new building to treat alcoholics. They weren’t sure which location in Colorado would help those with problems with alcohol abuse. They weren’t sure to whom to go for advice to alter the plan regarding alcoholism. The president of the board is J. T. Seymour, Jr., from Connecticut, and he is a man of integrity. The next meeting about the alcoholic treatment center is at 7 a.m. before work or 6 p.m. after work, and anyone who has an illusion to being averse to it should attend.**

Do **you** know **the drapes in the building were ruined by moths?** **The President** will **have a** lot of adherents **in the Delaware** audience, **and he doesn't** know **whether to** attack **his** opponents **in the** upcoming election. **The** latest theory **is** that **alcohol** played a large part **in** causing **the accident and should** not **be** allowed at these parties. **Which** son **would be** John Thompson, **Jr.?**

### Lesson 2, Exercise 8: Jury Charge

instructions	IN/STRUKZ/-S	voir dire	VOR/DIR	sequestered	SQUEST/-RD
actually	TAOUL/Y-	determine	DERM	questions	QEGS/-S
qualified	QAUL/FAOI/-D	juror	JOR	witness	W-NS
French	FR*ENCH	truth	TRAOUTH	precisely	PRE/SAOIS/LI
lawyers	LOIRS	competence	KP-NS	defendant	DEFT
plaintiff	PL-F	and	SKW-	audience	AUD/YENS
examined	X-ND	: (colon)	R-R/R-R	Florida	FLAZ

**After I** finish **my** instructions, **you** will take a *break*, **and** then **you** will **be** brought back **to be examined** as a **juror**. This is what we call **the** voir dire. That might **be** a strange word **to you**. **Actually**, it is **two** words from **the** French, **and it** means **to** speak **the** truth. That **is** precisely what **the lawyers and I** want **you to** do: speak **the** truth.

**We** want to hear what **you have to** say **and to whom in** response **to certain** questions **to determine whether you are** qualified **to** serve as a **juror in** this case here **in Florida**. This is simply a set of legal **questions which** will test **your competence to** serve as a **juror** so **you can** fairly judge **the** case **for both the defendant and the** plaintiff.

### Lesson 2, Exercise 9: 1,000 Most Common Words

want	WANT	wanted	WANT/-D	war	WAR
was	-FS	Washington	WASHZ	wasn't	WUNT
water	WAT/-R	way	WAI	ways	WAI/-S
we	WE	week	WAOEK	weeks	WAOEK/-S
well	WEL	went	WENT	were	-RP

west	WEST	western	WEST/ERN	what	WHAT
whatever	WHAFR	when	WH-	where	WR-
whether	WHR-	which	CH-	while	WHAOIL
white	WHAOIT	who	WHO	whole	WHOEL
whom	WHOM	whose	WHOS	why	WHAOI

## Lesson 2, Exercise 10: Proper Nouns: Presidents and Vice Presidents

George Washington; John Adams  
 JO\*RJ/WASHZ/WR-RB  
 JA\*UN/A\*D/AMS

John Adams; Thomas Jefferson  
 JA\*UN/A\*D/AMS/WR-RB  
 TO\*M/AS/J\*EFR/SON

Thomas Jefferson; Aaron Burr and George Clinton  
 TO\*M/AS/J\*EFR/SON/WR-RB  
 A\*IRN/B\*UR/SKW-  
 JO\*RJ/KL\*INT/-N

James Madison; George Clinton and Elbridge Gerry  
 JA\*IMS/MA\*D/SON/WR-RB  
 JO\*RJ/KL\*INT/-N/SKW-  
 \*EL/BRIJ/G\*ER/Y-

James Monroe; Daniel D. Tompkins  
 JA\*IMS/MO\*N/ROE/WR-RB  
 DA\*N/YEL/D\*FPLT/TO\*MP/KINS

**NOTE:** The name *Gerry* is spelled with a *G* to avoid being translated as *Jerry*.

## Lesson 2, Exercise 12: Two-Voice Testimony

don't	DOENT	a.m.	AEM	11:20 p.m.	1/1/20/KL-K/P-M
Arkansas	ARKZ	R.	R*FPLT	advertisements	TAOIMTS
commute	KMAOUT	Connecticut	KONZ	Community	KMAO*UN/TI
employed	PLOID	I'm	AOIM	Hartford	HA*RT/FORD
*Hospital	HO*S/PIT/-L	*hospital	HOS/PIT/-L	*EMTs	EFPLT/M-FPLT/T-FPLT/-S
I've	AOIV	it's	T-Z	Little Rock	L*IL/RO*K
located	LO/KAIT/-D	nurse	NURS	o'clock	O/KLOK
occasionally	O/KAIGS/LI	occupation	OUPGS	organizations	ORGS/-S
p.m.	P-M	Paige	PA*IJ	you're	YAOUR
presently	PR-NT/LI	president	P-T	association	A/SOESH/YAIGS
Thomas	TO*M/AS	socially	SOESHL/Y-	rush-hour	RUSH/H-F/HOUR
traffic	TRAFK	usually	AOUSHL/Y-	white	WHAOIT
wine	WAOIN				

\*In Lesson 14 you will learn a brief for *hospital*: HOPT, *Hospital*: HO\*PT.

\***NOTE:** You could write \*EMTS in one stroke for "EMTs" as you would in a phrase using the asterisk.

- Q. Please state **and** spell **your** full name.
- A. Thomas R. Paige, Thomas, T-h-o-m-a-s, Paige, P-a-i-g-e.
- Q. **Are you presently employed?**
- A. **Yes, sir**, I am.

Q. What **is your occupation**?

A. **I'm a** nurse at Community Hospital.

Q. **Where is** Community Hospital located?

A. **It's actually on the** western side of **Little Rock, Arkansas**.

Q. **Have you always** lived in **Little Rock**?

A. **No. I've** lived here about 12 weeks. **I** moved from Hartford,

**Connecticut.**

Q. **Who** lives **with you**?

A. **My wife and her mother.**

Q. What **are your** hours at Community?

A. **I** work **the 3 a.m. to 11** shift.

Q. How long **does it** take **you to** commute **to and** from work?

A. Why, **I** usually leave **the** house **around** 2:00, 2:05, **and** arrive at work about 3:00. **I** get home about 9:00 **p.m.** each night.

Q. Do **you ever** take **the** day shift?

A. Occasionally **I** want **the** 7 o'clock shift. Then **I have to** leave **the building around** 6:15 **a.m. because** of **the** thick rush-hour traffic.

Q. Tell **me**, do **you** drink **alcohol**?

A. **Yes, sir,** **I** occasionally drink white wine **when I'm** out socially.

Q. Do **you** drink while **you're** at work?

A. **No, I don't.**

Q. **Mr. Paige, are you presently in any civic organizations?**

A. Yes. **I was elected president of the local association for EMTs in Little Rock, Arkansas, and I review the advertisements for the hospital.**

## Lesson 3

### ***Theory Reinforcement: Words Beginning with SN- and Words Ending with -ST, -SK, -SM, -RST***

For words that end in final -st (fast), -sk (mask), and -sm (prism), use the “f” in place of the “s” and use -FRT for words ending in rst (worst). Example: fast = FAFT; mask = MAFK; prism = PRIFM; worst = WOFRT.

**Lesson 3, Exercise 1:** Read the steno outlines, then practice writing any that are difficult or cause hesitation.

snack	SNAK	snail	SNAIL	blast	BLAST
snag	SNAG	snap	SNAP	snake	SNAIK
cyst	SIST	snare	SNAIR	burst	BURST
worst	WORST	snarled	SNARL/-D	snarl	SNARL
fest	FEST	sneak	SNAOEK	whisk	WHISK
waist	WAIST	snide	SNAOID	snick	SNIK
snoop	SNAOP	snob	SNOB	sniff	SNIF
quest	QEST	snook	SNAOK	snoods	SNAOD/-S
chasm	KASM	prism	PRISM	spasm	SPASM
snippet	SNIP/ET	snuff	SNUF	snow	SNOE
frisk	FRISK	cask	KASK	snug	SNUG
snub	SNUB	desk	DESK	chest	CHEST
amethyst	AM/THIST	flask	FLASK	east	AOEST
crest	KREST	husk	HUSK	system	SIST/EM
fast	FAST	lust	LUST	kiosk	KI/OSK
haste	HAIST	musk	MUSK	mask	MASK
last	LAST	priest	PRAOEST	nest	NEST
mast	MAST	safest	SAIF/EST	rust	RUST
nicest	NAOIS/EST	task	TASK	snuggle	SNUG/-L
sadist	SAID/IST	tusk	TUSK	test	TEST
swankiest	SWANK/YEST	most	MOEST	vast	VAST
snooze	SNAOZ				

**Conflicts and Soundalikes:** Check the definitions at the end of this textbook.

### Lesson 3, Exercise 2:

#### Conflicts Resolved With Different Strokes

bail: BAIL. He posted *bail*. She will try to *bail* out the water.  
bale: BAEL. She fell in a *bale* of hay.

bloc: BLOK. They are from a *bloc* of nations.  
block: BL-K. Go to the next *block*. He will *block* the tackle.

**NOTE:** The brief for *block*, BL-K, is introduced in this lesson.

bore: BOER. She is a *bore*. He *bore* a hole in the ground.  
boar: BOR. It is a wild *boar*.  
boor: BAOR. He is a *boorish* man.

**NOTE:** Following the conflict resolution for bore, boring is BOER/-G.

breech: BRAOECH. There is a *breech* in the gun. He fit into his *breeches*.  
breach: BRAECH. It was a *breach* of contract. She will *breach* the agreement.

cast: KAST. The doctor took off her *cast*. We *cast* the net.  
caste: KAEST. They live in a *caste* system.

we'd: WAOED. If *we'd* known, we would have gone.  
weed: WAED. You need to pull the *weed* in the garden.

**NOTE:** *Weed* is a rare instance where you use the AE for a long “e” sound that doesn’t have an “a” in the spelling.

#### Conflicts Resolved by Artificial Intelligence

sift: SIFT. We will *sift* through the sand.  
cyst: SIFT. You had a *cyst* on your foot.

#### Soundalikes

bazaar:	BA/ZAR	board:	BORD
bizarre:	BI/ZAR	bored:	BOER/-D
biannual:	BI/AN/YAL		
biennial :	BI/EN/YAL		

**REMINDER:** When writing paragraphs for the first time, do not run realtime translation. There will be conflicts that are gradually resolved with artificial intelligence as you progress in machine shorthand.

### Lesson 3, Exercise 3: Preview Words and Sentences

actually	TAOUL/Y-	advertisements	TAOIMTS	Alabama	BAMZ
Alaska	ALZ	Arkansas	ARKZ	arrested	A/REST/-D
city	STI	barrel	BAIRL	behavior	BHAIV/YOR
California	KALZ	building	BL-G	bundling	BUND/-LG
contract	KON/TRAKT	captain	KAPT/-N	disgusting	DIS/GUST/-G
different	D-FRNT	conventions	KON/VENGS/-S	countries	KUN/TRI/-S
every	EFR	cupboard	KUP/BORD	curator	KAOUR/AIT/-R
Georgia	GAZ	directors	DREKT/-RS	European	YURP/AOEN
kiosk	KI/OSK	expect	X-KT	frightening	FRAOIT/-NG
month	MONT	January	JA*EN	July	J*UL
rifle	RAOIFL	merger	MERJ/-R	monotone	MON/TOEN
sessions	SEGS/-S	occurs	O/KUR/-S	once	WUNS
two	TWO	school	SKAOL	security	SKAOUR/TI
violations	VI/LAIGS/-S	Soviet	SO*EV/YET	specified	SPES/FAOI/-D
weird	WAOERD	violation	VI/LAIGS	unauthorized	UN/THRAOIZ/-D
year	YAOER	communication	KMAOUN/KAIGS		

**A bale is a bundle of goods. The security posted for an arrested person is called the bail. A marketplace or kiosk for homemade items is a bazaar. A person who is weird is actually a bizarre person. Did you expect the bail to be set so high? Dad was out there bundling up the nicest bale of hay. Who will pay his vast bail? He was bored in school. The Georgia school board will vote on the building plan. The weeds are everywhere in the garden.**

**They tied the bales and stacked them in the corner. Biannual occurs twice a year; whereas, a biennial meeting occurs once every two years. Another name for a hog is a boar. The church bazaar was a violation of the Alabama zoning laws. The woman's bizarre behavior was frightening when she wore a mask and snood. We'd been to Alaska before. The board acknowledges that it holds biannual planning sessions each January and July. Every two years the association's biennial conventions actually meet in different cities in Arkansas.**

**The countries in the eastern part of the Soviet bloc allege that many violations have occurred. Do you think the board of directors will block the latest merger? I live**

a *block* away from **the** safest school **in California**. **The** curator specified that **the** **European boar would be on** display most of **the month**. **I** went out **with the** captain of **the** team, **and he was** quite a *bore*. **She** broke **her** arm **and had to** wear a *cast*.

**I can't bore** a hole **in the** board **on the** rusty side of **the** cupboard. **I** get *bored* **when someone** gives a long toast **in a** monotone voice. A *breech* **is a** part of a gun; **the** part of that **is** behind **the** barrel. A *boor* **is a** person who is crude **and** disgusting. **Unauthorized advertisements and** communications **are a** *breach* of **our** last contract. **I** pulled a *weed* near **the** flowers. **He** hit **me with the** *breech* of **his** rifle. **He** wore red *breeches* **for the** school play. **Many** countries **have a** *caste* system.

### ***New Number Rule: Ages***

**Lesson 3, Exercise 4:** For ages, write YAOERLD for *year-old* and MONLD for *month-old*. Drill on the following words applying this new rule. 3-year-old: 3/YAOERLD; 6-month-old: 6/MONLD.

1-year-old	5-month-old	14-year-old	11-month-old	27-year-old
4-month-old	6-month-old	18-year-old	38-year-old	2-month-old
15-month-old	90-year-old	21-year-old	100-year-old	48-month-old

### **Drills**

**Lesson 3, Exercise 5:** Practice this drill, and put a comma after each item.

3.3121	\$35,389,724	B42	'33	R. C. Meyers
305	36 million	312-367-1234	T-o-m-f-r-y-s	1-800-333-1313
311	83,473,233	\$3 trillion	32.76	3400
3:00 p.m.	ccr	9 a.m.	7:33 p.m.	8:30 o'clock
H-a-r-r-i-s-o-n	F. T. Wisnew	K-r-i-s-t-i-n-a	PBS	c.o.d

### **Review Briefs**

**Lesson 3, Exercise 6:** Read the steno outlines to review briefs, then practice writing any that are difficult or cause hesitation.

a.m.	AEM	above	B-V	acknowledge	AK/NOJ
actual	TAOUL	actually	TAOUL/Y-	advertise	TAOIZ
advertisement	TAOIMT	advertisements	TAOIMTS	advertising	TAOIZ/-G
after	AFR	again	GEN	against	GENS
ago	AG	Alabama	BAMZ	Alaska	ALZ

alcohol	KHOL	alcoholic	KHOL/IK	alcoholics	KHOL/IKS
already	L-RD	also	ALS	America	MAERK
American	MAERN	Arizona	ARZ	Arkansas	ARKZ

be	B-	building	BL-G	buildings	BL-GS
California	KALZ	Colorado	KOLZ	Connecticut	KONZ
Delaware	DELZ	familiar	FAM	familiarity	FAMT
familiarize	FAMZ	Florida	FLAZ	Georgia	GAZ
herself	HEFL	himself	HIFL	is	S-
itself	T-FL	Jr.	JUN	little	LIL
myself	MIFL	oneself	WUFL	ourself	OUFL
ourselves	OUFLZ	p.m.	P-M	plaintiff	PL-F
president	P-T	presidents	P-TS	themselves	THEFLZ
whether	WHR-	witness	W-NS	witnessed	W-NS/-D
witnesses	W-NS/-S	witnessing	W-NS/-G	would	WAO
yourself	YUFL	yourselves	YUFLZ		

### ***New Briefs***

**Lesson 3, Exercise 7:** Memorize the following new brief forms. Drill on them, read and correct your notes. When you know them, write the sentences.

account	K-T	accounts	K-TS	accountable	K-T/-BL
accounted	K-T/-D	accounting	K-T/-G	accountant	K-T/ANT
basement	BAIMT	basements	BAIMTS		
block	BL-K	blocks	BL-KS	blocker	BL-K/-R
blocked	BL-KD	blocking	BL-K/-G		
contract	KR-KT	contracts	KR-KTS	contracted	KR-KT/-D
contracting	KR-KT/-G	contractor	KR-KT/-R		
inform	N-F	informs	N-FS	informed	N-FD
informing	N-FG	information	N-FGS		
remember	RER	remembers	RERS	remembering	RERG
remembered	RERD				
through	THROU	throughout	THROUT	about	ABT

### **Lesson 3, Exercise 8: Preview Words and Sentences**

accent	AK/SENT	specialized	SPESHL/AOIZ/-D	James	JA*IMS
Clinton	KL*INT/-N	treasure	TRESH/-R	priest	PRAOEST
everything	EFRG	new	NU	treasurer	TRESH/-R/-R
organizations	ORGS/-S	business	B-Z	basements	BAIMTS
account	K-T	countries	KUN/TRI/-S	communications	KMAOUN/KAIGS/-S
accounts	K-TS	believe	BLAOEV	Connecticut	KONZ
Florida	FLAZ	Delaware	DELZ		

**Tell me about the field of accounting. I have always liked balancing taxes and accounts for our family business in Connecticut as we *ascend* up the ladder of success.**

**We have many contracts and specialize in converting basements into family rooms using steel products. I'll get a new account from the business on our block who will sub-contract a lot of work to local contractors for a while.**

**Awhile ago James Clinton from Delaware could remember which bloc of countries would account for the quest for the hidden treasures throughout places such as their basements. It's about time that we met the new priest who has the accent, and he will attack the crime rate in our city blocks. We always sign the contract and are held accountable for everything in the contracts. Our contractor accounted for the entire cost of the new building in Florida, and he will get the ball going to begin the project. Since I am an accountant, I am treasurer of many organizations. I went through a tunnel with my vehicle.**

### **Lesson 3, Exercise 9: 1,000 Most Common Words**

among	A/MONG	amount	AMT	an	AI
analysis	A/NAL/SIS	and	SKW-	another	NOTH
answer	SW-R	away	A/WAI	any	NAE
anyone	NAEN	anything	NAEG	apparently	A/PAIRNT/LI
appear	A/PAOER	appeared	A/PAOER/-D	approach	A/PROECH
are	R-	area	AIR/YA	areas	AIR/YA/-S
arms	ARM/-S	army	ARM/Y-	around	ARND
art	ART	as	AZ	ask	SK-
asked	SK-D	association	A/SOESH/YAIGS	at	AT
attack	A/TAK	attention	A/TENGS	audience	AUD/YENS
available	A/VAIL/-BL	average	AFRJ		

### Lesson 3, Exercise 10: Proper Nouns: Presidents and Vice Presidents

John Quincy Adams; John C. Calhoun  
JA\*UN/Q\*INS/Y-/A\*D/AMS/WR-RB  
JA\*UN/KR\*FPLT/KA\*L/HAOUN  
Andrew Jackson; John C. Calhoun and Martin Van Buren  
A\*N/DRAOU/JA\*KS/-N/WR-RB  
JA\*UN/KR\*FPLT/KA\*L/HAOUN/SKW-  
MA\*RT/-N/VA\*N/BAOURN  
Martin Van Buren; Richard M. Johnson  
MA\*RT/-N/VA\*N/BAOURN/WR-RB  
R\*ICH/ARD/M\*FPLT/JA\*UNS/-N  
William Henry Harrison; John Tyler  
W\*IL/YAM/H\*EN/RI/HA\*IRS/-N/WR-RB  
JA\*UN/T\*I/LER

NOTE: No vice-president served under John Tyler.

### Lesson 3, Exercise 11: Contraction Reinforcement

he'd	HAOED	isn't	S-NT	we're	WAOER
how's	HOUZ	let's	LETS	she's	SHAOEZ
when's	WH-Z	go	G-	see	SAOE
know	NOE	would	WAO	weed	WAED
we'd	WAOED	going	G-G	together	TOTH
he's	HAOEZ	coming	KUMG	before	B-FR
mother	MUTH	Georgia	GAZ	Alabama	BAMZ

**He would like to see you in Georgia soon. He'd like to see you in Georgia soon. I know that he would be a good boy even though he has an accent. I know that he'd be a good boy even though he has an accent. He had better hurry up and get here before the match begins. He'd better hurry up and get here before the match begins. He had a bad crash with his brand new car. He'd a bad crash with his brand new car.**

**He is not a bad boy when he is with his friends and doesn't elude seeing them. He isn't a bad boy when he's with his friends and does not elude seeing them. There is not one weed in my yard this year. There isn't one weed in my yard this year. We are ready to read the new book. We're ready to read the new book.**

**Does she know that we are coming to her cast party? Does she know that we're coming to her cast party? How is your mother feeling? How's your mother feeling? How is he doing in his block of classes in school in Alabama? How's he**

doing **in his *block*** of classes **in school in Alabama?** Let us all **go together**. Let's all go **together**.

Let us see **the new show**. Let's see **the new show**. I think **she is** as pretty as a picture. I think **she's** as pretty as a picture. **She is** a smart girl. **She's** a smart girl.

**When is your next birthday?** **When's your next birthday?** **He needs to know when is the best time to start.** **He needs to know when's the best time to start.** **We had better get going.** *We'd* better get **going**.

### Lesson 3, Exercise 12: Two-Voice Testimony

action	AKZ	always	AULS	automobile	AUBL
available	A/VAIL/-BL	because	BAUZ	believe	BLAOEV
contacted	KON/TAKT/-D	conversation	KON/VER/SAIGS	conversations	KON/VER/SAIGS/-S
daughter	DAUT	demand	DMAND/-D	explanation	EX/PLAN/AIGS
illegally	IL/LAOEG/LI	November	NO*V	immediately	M-LD
okay	OK	personally	PERNL/Y-	regarding	RE/GARD/-G
remember	RER	representative	REP/RE/SENT/TIV	requests	Q-Z
seized	SAOEZ/-D	sometime	STAOIM	Tyler	T*I/LER
almost	AUL/MOEST	children	CHIRN	Van Buren	VA*N/BAOURN
incident	INS/DENT	Ms.	M-S	denied	DE/NAOI/-D
informed	N-FD	National	NA*GS/-L	Bank	BA*NK
elude	E/LAOUD	gist	JIST	Mariah	MA*/RI/YA
auto	AUT/OE	owed	OE/-D	said	SED
Monroe	MO*N/ROE	aisle	AOIL	Harrison's	HA*IRS/-N/AES
Colorado	KOLZ	additional	A/DIGS/-L	caste	KAEST
anyone	NAEN	upset	JUP/SET		

Q. Please state **and** spell **your** name.

A. William B. Monroe, **Jr.**, W-i-l-l-i-a-m M-o-n-r-o-e.

Q. **Mr.** Monroe, do you have **any children**?

A. Yes. **I have a 4-year-old boy and a 7-year-old daughter.**

Q. **Mr.** Monroe, **were you able to talk with anyone** from Jackson National

Bank **on** Van Buren Street **in the accounting** department regarding this lawsuit?

A. Yes. **I always talked with** Mariah Tyler **who's an accountant.** **We** talked **over the phone for about an hour after the** incident.

Q. Do you recall the gist of the conversation that you had with Ms. Tyler?

A. I told her that I thought the automobile had been seized illegally by a contractor from Colorado who came and got the auto. I demanded the return of the automobile because I felt that it had been illegally taken from me. I felt like we lived in a feudal *caste* system.

Q. Okay.

A. I said that Mr. Harrison was quite upset by it, and that he had a valid contract and needed the automobile for his job and used it almost every day.

Q. You say that you personally met with Ms. Tyler?

A. I'm not sure if I met with Ms. Tyler about this problem or whether I met with additional bank representatives. All I remember is that my requests were always denied. I wasn't trying to elude them.

Q. Why were your requests denied?

A. I'm not sure if an explanation was given.

Q. Were there any conversations with the hauling company that had been contracted to pick up the automobile?

A. I'm not sure if I ever talked to someone from the hauling company.

Q. When were you informed that Mr. Harrison's car was picked up by someone on behalf of the bank?

A. I'm not sure. I think Mr. Harrison contacted me almost immediately after it was gone. I think I was contacted almost immediately, and then I called the bank right away and told them that Mr. Harrison needed to have his car returned immediately.

## Lesson 4

### ***Theory Reinforcement: Word Beginning SH- and Word Endings -RV, -RVE, and -RF***

Use –FRB for words ending with the RV sound: -RV, -RVE, and -RF. To review the complete rules and examples, see Lesson 34 in *The Moody Method for Machine Shorthand for Beginning Students* by the College of Court Reporting.

**Lesson 4, Exercise 1:** Read the steno outlines, then practice writing any that are difficult or cause hesitation.

shadow	SHAD/OE	shepherd	SHEP/ERD	shade	SHAIID
shad	SHAD	ship	SHIP	sheep	SHAOEP
shake	SHAIK	****shaven	SHAIFN	shimmer	SHIM/-R
shaggy	SHAG/Y-	sherbet	SHER/BET	sheer	SHAOER
shuttle	SHUT/-L	shore	SHOR	shoulder	SHOELD/-R
shack	SHAK	shabby	SHAB/Y-	shout	SHOUT
carve	KAFRB	conserve	KON/SEFRB	shoot	SHAOT
deserve	DE/SEFRB	disserve	DIS/SEFRB	Shorty	SHO*RT/Y-
shingle	SHING/-L	shirt	SHIRT	shameful	SHAIM/-FL
verve	VEFRB	reserve	RE/SEFRB	starve	STAFRB
shape	SHAIP	serf	SERF	preserve	PRE/SEFRB
Sharp	SHA*RP	**turf	TUR/-F	curve	KUFRB
dwarf	DWARF	***wharf	WHARF	Marv	MA*FRB
*parve	PAFRB	compuserve	KOMP/SEFRB	**surf	SUR/-F
shut	SHUT	swerve	SWEFRB		

\*Parve: Containing no meat or milk; meeting the dietary laws of Judaism.

\*\**Turf* and *surf* must be written in two strokes in order to avoid conflicting with *tougher* and *suffer*.

\*\*\*Artificial intelligence will distinguish WHAFR for *wharf* and it will not conflict with *whatever*.

\*\*\*\* Final FN could be used to represent the “ven” syllable or it can be stroked out: *shaven* could be SHAIFN or SHAIV/-N.

***Conflicts and Soundalikes:*** Check the definitions at the end of this textbook.

### **Lesson 4, Exercise 2:**

***Conflicts Resolved With Different Strokes***

creek:	KRAOEK. She swam in the <i>creek</i> .
creak:	KRAEK. It’s a loud <i>creak</i> in the chair. He tried to <i>creak</i> by me.
currant:	KUR/ANT. Will you eat the <i>currant</i> ?
current:	KURNT. She reads the most <i>current</i> news. The ocean’s <i>current</i> was too strong.

meet:	MAOET. I have a swim <i>meet</i> next week. Will you <i>meet</i> me at that place?
meat:	MAET. The <i>meat</i> is cooked rare.
mete:	MOIT. The <i>mete</i> is the boundary. To <i>mete</i> is to dole out punishment.
<b>NOTE:</b> Since <i>meet</i> , <i>meat</i> , and <i>mete</i> can all be nouns, write <i>mete</i> MOIT.	
roe:	ROE. The <i>roe</i> is of many eggs from the fish.
row:	ROU. Sit in one <i>row</i> . They will <i>row</i> the boat. The police broke up the <i>row</i> .
<b>NOTE:</b> When the English is “ow,” you can substitute the “w” with a “u.”	
serf:	SERF. The king was nice to the <i>serf</i> .
sever:	SEFR. They will <i>sever</i> their ties from one another.
surf:	SUR/-F. The ocean has a strong <i>surf</i> . The girl learned to <i>surf</i> .
suffer:	SUFR. The cat will not <i>suffer</i> .
<b>NOTE:</b> <i>Serf</i> is a noun and <i>sever</i> is a verb; therefore, both words may have the same steno outline.	
turf:	TUR/-F. He’s on the other man’s home <i>turf</i> .
tougher:	TUFR. The boy is <i>tougher</i> than his friends.

***Conflicts Resolved by Artificial Intelligence***

rode:	ROED. They <i>rode</i> in the back of the car.
road:	ROED. They drove on the windy <i>road</i> .
<b>NOTE:</b> Following the outline for <i>row</i> , <i>rowed</i> is ROU/-D.	
whatever:	WHAFR. Do <i>whatever</i> you want.
wharf:	WHARF. The boats dock near the <i>wharf</i> .

***Soundalikes***

rue:	RAOU	rood:	RAOD
rued:	RAOU/-D	rude:	RAOUD

**Lesson 4, Exercise 3: Preview Words and Sentences**

children	CHIRN	visitor	VIS/TOR	watch	WACH
caviar	KAV/YAR	Center	S*ENT/-R	Road	RO*ED
that’s	THATS	procession	PRO/SEGS	California	KALZ
jellies	JEL/Y-S	jams	JAM/-S	supplies	SPLAOI/-S
water	WAT/-R	morning	MORN/-G	dinner	DIN/-R
company	K-P	comes	KUMS	Connecticut	KONZ
polite	PLAOIT	punished	PUN/ISH/-D	horse	HORS
olden	OELD/-N	person	PERN	cruelly	KRAOUL/Y-
considered	K-RD	delicacy	DEL/KAS/Y-	pony	POEN/Y-
money	MON/Y-	terribly	TERBL/Y-	parade	PRAID
assented	AS/SENT/-D	berries	BER/Y-S	behind	BHAOIND
observed	OB/SERV/-D	Georgia	GAZ	Florida	FLAZ
acre	AIK/-R	goes	G-S	Marv	MA*RV

I rowed **the** boat near **the** small *isle* in **the** *creek* in **the** Florida woods. **Did you** ride while **he** rowed? **They had a row** while I rowed **the** boat **to the** wharf. How long **were you on the** road near **the** shore? **Did you** allude to **the** fact that **you were** hit on Center Road? **He** bought a rood of land in **Georgia that's about one** fourth of **an** acre. **They** placed **the** rood at **the** head of **the** procession. **They are on the other** team's home *turf*. I observed that **the children were** rude to **the** visitor. **We will meet** at 7:00.

**Did you suffer** when **the** rock hit **you**? **Did you** see **the** *creek* behind **our** house in **Connecticut**? **The** loud *creak* in **the** floor woke **us** up. **We** like jellies **and** jams made from all kinds of berries **and** *currant* jelly. **There was a** strong *current* of water in **the** *creek*. **He had to sever** **the** rope to *break* free. **We assented to meeting** first thing in **the** morning. **Did you** attend **the** **California** track *meet*? **We will have** *meat* for dinner **when our company comes**. **The** chicken is *tougher* **when** cooked too long. **She** swims in **the** wharf. **He doesn't** like rare *meat*.

**Can you mete** out **the** supplies **and** **new breeches** to **the** troops? **They** rued **the** day **they were** not polite **and** deserved to *mete* out punishment. **He** rued **the** day **he** met **her**. **He** rode up on **a** horse to watch **the** curve in **the** road **being** repaired. **Do you** know how to *row* **the** boat in **the** *surf*? In olden days, a *serf* was a person who was treated cruelly.

Caviar is *roe* from **the** fish. I crave *roe*, **and it is considered** quite a delicacy. Marv rode **the** pony **for over an** hour. **Do you** live on **the** road that **goes through** town? **He** will rue **the** day **he** quit school to conserve **his** money. **She is a** terribly rude **person**. **He** rode **his** bike on **the** *turf* in **the** parade. That road is not paved. **Whatever you** choose to do is fine with me.

## ***New Number Rule: ORDINAL NUMBERS***

Ending -st = number/-FT (1st = 1/-ST – 2 strokes)  
 Ending -nd = number/-ND (2nd = 2/-ND – 2 strokes)  
 Ending -rd = number/-RD (3rd = 3/-RD – 2 strokes)  
 Ending -th = number/-GT (4th = 4/-TH – 2 strokes)

### **Drills**

**Lesson 4, Exercise 4:** Practice this drill, and put a comma after each item.

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
424.8745	\$49,492,414	I37	'04	T. M. Hiller
484	24-year-old	417-44-8445	W-y-l-i-e	1-404-784-9145
411	46,749,456	\$24 trillion	4-month-old	1944
4:00 a.m.	488	4 o'clock	4:15 p.m.	4:30
F-i-e-l-d-e-y	M. R. Mills	14-year-old	NBC	z.r.f.
10-year-old	94 million	J. F. K.	14.99	2:45

### **Review Briefs**

**Lesson 4, Exercise 5:** Read the steno outlines to review briefs, then practice writing any that are difficult or cause hesitation.

about	ABT	account	K-T	accountable	K-T/-BL
accounted	K-T/-D	accounting	K-T/-G	accounts	K-TS
acknowledge	AK/NOJ	actual	TAOUL	actually	TAOUL/Y-
advertise	TAOIZ	advertisement	TAOIMT	advertisements	TAOIMTS
advertising	TAOIZ/-G	Alabama	BAMZ	Alaska	ALZ
alcohol	KHOL	alcoholic	KHOL/IK	alcoholics	KHOL/IKS
always	AULS	amount	AMT	an	AI
and	SKW-	another	NOTH	answer	SW-R
any	NAE	anyone	NAEN	anything	NAEG
Arizona	ARZ	Arkansas	ARKZ	around	ARND
ask	SK-	asked	SK-D	average	AFRJ
basement	BAIMT	build	BL-D	block	BL-K
blocked	BL-KD	blocker	BL-K/-R	blocking	BL-K/-G
built	BL-T	blocks	BL-KS	building	BL-G
buildings	BL-GS	California	KALZ	Colorado	KOLZ
Connecticut	KONZ	contract	KR-KT	contracted	KR-KT/-D
contracting	KR-KT/-G	contractor	KR-KT/-R	contracts	KR-KTS
Delaware	DELZ	familiar	FAM	familiarity	FAMT
familiarize	FAMZ	Florida	FLAZ	Georgia	GAZ
herself	HEFL	himself	HIFL	inform	N-F
informed	N-FD	informs	N-FS	is	S-
itself	T-FL	Jr.	JUN	little	LIL
month-old	MONLD	myself	MIFL	oneself	WUFL
ourself	OUFL	ones	WUNZ	plaintiff	PL-F
president	P-T	presidents	P-TS	remember	RER

themselves	THEFLZ	whether	WHR-	which	CH-
whom	WHOM	with	W-	within	W-N
witness	W-NS	witnessed	W-NS/-D	witnesses	W-NS/-S
witnessing	W-NS/-G	would	WAO	year-old	YAOERLD
yourself	YUFL	yourselves	YUFLZ		

## *New Briefs*

**Lesson 4, Exercise 6:** Memorize the following new brief forms. Drill on them, read and correct your notes. When you know them, write the sentences.

among	MONG	doctor's	DRAES		
area	Y-R	areas	Y-RS		
available	VAIBL	availability	VAIBLT		
courtroom	KRAOM	courtrooms	KRAOMS		
contribute	KR-BT	contributes	KR-BTS	contributed	KR-BT/-D
contributor	KR-BT/-R	contributors	KR-BT/-RS		
contributing	KR-BT/-G	contributory	KR-BT/RI	contributory negligence	KR*EG
damage	DAJ	damages	DAJS		
damaged	DAJD	damaging	DAJ/-G		
senate	SN-T	senates	SN-TS		
senator	SN-R	senators	SN-RS		

## **Lesson 4, Exercise 7: Preview Words and Sentences**

residents	RES/DENT/-S	recognized	REK/OG/NAOIZ/-D	program	PRO/GRAM
educational	ED/KAIGS/-L	people	PAOEPL	plaintiff	PL-F
years	YAOER/-S	entertainment	ENT/TAIN/-MT	every day	EFR/DAI
injury	JER	math	MATH	science	SAOINS
newspaper	NUPS	collecting	KLEKT/-G	damages	DAJS
defendant	DEFT	isle	I/-L	TV	T-FPLT/V-FPLT
Hindu	H*IN/DAOU	India	*IND/YA	introduced	IN/TRO/DAOUS/-D
negligence	NEG/LI/JENS	Washington	WASHZ	Delaware	DELZ

What is the average age among the residents on your *block*? How many people are available to contribute to the biannual event this month? The contributors to the charity bazaar will be recognized in the program as contributing donors and will stand up in the aisles to be introduced. The butcher severed the prime cuts of meat.

**Contributory negligence is a legal term in personal injury cases. It is the behavior by**

**the plaintiff** that **contributes to the** harm resulting from **the defendant's** negligence.

The grass *turf* **is** green.

The dedicated **senator contributed** a great deal **to the** cause of saving wild *boars*. **He is on the** student **senate** at **his** school. **Have you** been **contributing to your** **children's** educational fund all these years? Merv Griffin has **contributed a lot in the** **area** of entertainment. **His** programs **about the** tropical *isle* **are available every day on** TV **during the** same *block* of time.

Contributory negligence was found **on the** part of **the plaintiff in** that **his** conduct **did contribute to** causing **the accident**. Martin **was** thought **to be a** *boor*, but **he was among the** top group of 5<sup>th</sup> grade students. **He does well in** all **areas** of math **and science and is a contributor to the** school's newspaper, **and he will be in the** *cast* of **the** school play.

In common law, any degree of contributory negligence in the *breach* would bar **the plaintiff** from **collecting damages**. **Many areas in** India **are** part of a Hindu *caste* system. **The** state **senator** from **Delaware** spoke **to the** students. **Did you meet many** **senators when you were in** Washington? Practice will make **you** *tougher in the* game.

#### **Lesson 4, Exercise 8: Jury Charge**

defendant	DEFT	murder	MURD/-R	charge	CHARJ
sequester	SQUEST/-R	evening	EFNG	proceedings	PRO/SAOED/-GS
trial	TRAOIL	over	OEFR	area	Y-R
evidence	EFDZ				

While **the defendant is** charged **with** murder **and** will **be** tried **on** that charge, **we** will not sequester **the jury during the** trial while **evidence is presented**. So **you** do not need **to** worry **about** that.

Each evening at the close of our proceedings, you will be able to return home and go about your normal pursuits. You will not be required to remain together while the evidence is being presented, as is sometimes the case in other trials; but you will be available to report to court until the trial is over. We are not going to sequester you at this time. On an average day, you will be able to leave the courtroom by 4:00 p.m.

### Lesson 4, Exercise 9: Proper Nouns: Presidents and Vice Presidents

James Knox Polk; George M. Dallas  
 JA\*IMS/NO\*X/PO\*EL/-K/WR-RB  
 JO\*RJ/M\*FPLT/DA\*LS  
 Zachary Taylor; Millard Fillmore  
 ZA\*K/RI/TA\*IL/-R/WR-RB  
 M\*IL/ARD/F\*IL/MOR  
 Millard Fillmore  
 M\*IL/ARD/F\*IL/MOR  
 Franklin Pierce; William R. King  
 FRA\*NK/LIN/PAO\*ERS/WR-RB  
 W\*IL/YAM/R\*FPLT/K\*ING  
 James Buchanan; John C. Breckinridge  
 JA\*IMS/B\*U/CAN/-N/WR-RB  
 JA\*UN/KR\*FPLT/BR\*EK/-N/RIJ

NOTE: No vice-president served under Millard Fillmore.

### Lesson 4, Exercise 10: Two-Voice Testimony

accident	SDENT	injured	JURD	approximately	PR-X/LI
recess	RE/SES	playground	PLAI/GROUND	doctor's	DRAES
office	AUFS	nature	NAIT/-R	stitches	STICH/-S
located	LO/KAIT/-D	forehead	FOR/HED	injury	JER
ugly	UG/LI	damage	DAJ	repaired	RE/PAIR/-D
injuries	JERS	o'clock	O/KLOK	army	ARM/Y-
each	AOECH	was	-FS	cement	SEMT
other	OTH	apparently	A/PAIRNT/LI	very	VE
George's	JO*RJ/AES				

Q. Mrs. Taylor, **did you** hear that **your son was in a bad accident**?

A. **Yes, sir.** I had a call from **the school** that **he was injured**.

Q. **Approximately** what time **did the school call you**?

A. **They called around 2:30 or 3 o'clock.**

Q. **Did anyone tell you where he was hurt**?

A. Yes. **They** said that **he was** hurt **during** recess while **they were** playing **on the** playground as young boys will do.

Q. What **contributed to** causing this **accident on the** playground?

A. **The boys were** playing army **and** running away from each **other**. **There was a crack in the** cement. **It** appears that George tripped **on the crack and** fell **and** that **was the contributory** cause of **his injuries, and it bore a hole in his** forehead.

Q. **Did you** take George **to the doctor**?

A. Yes. I picked **him** up from school **and we** went right **to his doctor's office for immediate** medical attention.

Q. What **was the** nature of George's **injuries**?

A. **He had** cut **his** head **and** needed eight stitches.

Q. **Was there another injury**?

A. **No. Other** than **the** stitches, **he was okay**.

Q. **Were there any** stitches located **on his** head?

A. **Yes, sir.**

Q. What **about his** arms?

A. **No. They were** just **on his** head.

Q. What **area** of George's head **did he** need **to have** stitches?

A. **They were on his** forehead.

Q. **Did the injury** leave a scar?

A. Yes, **he** apparently has a large, **very** ugly scar.

Q. **Was there any** nerve **damage** from this **injury**?

A. **No, sir.**

Q. Was there contributory negligence on the part of the school?

A. Yes. **There was an area on the** playground that **had many** bad cracks **and** large holes **in it**. **It** appeared that these **areas** needed **to be** repaired **and when the children** ran **among** these holes, **they** tripped; **and** of course, this **contributed to** causing George's **injuries**.

## Lesson 5

### ***Theory Reinforcement: Words Beginning with IM, IN, INT, INTER, EM, EN, ENTER***

To review the complete rules and examples, see Lesson 36 in *The Moody Method for Machine Shorthand for Beginning Students* by the College of Court Reporting.

**Lesson 5, Exercise 1:** Read the steno outlines, then practice writing any that are difficult or cause hesitation.

enact	EN/AKT	encourage	EN/KURJ	inhibit	IN/HIBT
inhabit	IN/HABT	inhale	IN/HAIL	interrupt	INT/RUPT
interview	INT/VAOU	interval	INT/VAL	imply	IM/PLAOI
impair	IM/PAIR	Immanuel	*IM/AN/YEL	immature	IM/TUR
interests	TR-S	imitation	IM/TAIGS	inaccurate	IN/AK/RAT
inbreed	IN/BRAOED	increase	IN/KRAOES	insure	IN/SHAOUR
innocent	N-NT	Emerald	*EM/RALD	interaction	INT/AKZ
interbred	INT/BRED	integer	INT/JER	intercept	INT/SEPT
interface	INT/FAIS	interbank	INT/BANK	intermission	INT/MIGS
intern	IN/TERN	integrate	INT/GRAIT	enable	EN/AIBL
endeavor	EN/DEFR	enemy	EN/MI	engage	EN/GAIJ
engross	EN/GROES	enterprise	ENT/PRAOIS	enters	N-RS

***Conflicts and Soundalikes:*** Check the definitions at the end of this textbook.

### **Lesson 5, Exercise 2:**

#### ***Conflicts Resolved With Different Strokes***

bred:	BRED. They <i>bred</i> the horse.
bread:	BRAED. If you <i>bread</i> the chicken it's better. They ate the <i>bread</i> .
<b>NOTE:</b> <i>Breadth</i> can be written BRED/-TH or BREAD/-TH.	
cannon:	KAN/NON. He loaded the <i>cannon</i> before firing it.
*canon:	KAN/-N. She issued the <i>canon</i> of the king.
* <i>Canon</i> as a noun has many meanings: a collection of books accepted as holy scripture; a complete list of saints; a rule or especially body of rules or principles in a field or art or philosophy; a contrapuntal piece of music; a priest who is a member of a cathedral chapter; a ravine formed by a river in an area with little rainfall.	
capital:	KAP/TAL. They visited the <i>capital</i> city.

capitol:	KAP/TOL. He entered the <i>capitol</i> , a building of law makers.
<b>NOTE:</b> If two words conflict, write –AL and –OL for words that end in “al” and “ol.”	
carat:	KAIR/AT. The ring has one <i>carat</i> .
caret:	KAIR/ET. He put a <i>caret</i> on the page in the book.
carrot:	KAIR/OT: The girl ate the <i>carrot</i> .
karat:	KAIR/-T. <i>Karat</i> is used <b>to</b> measure gold.
<b>NOTE:</b> Write –AT, -ET, -OT for words that end in those letters to avoid a conflict.	
sell:	SEL. It was a tough <i>sell</i> . We tried to <i>sell</i> the vase.
cell:	KREL. They could not sleep in the <i>cell</i> . The virus attached to his <i>cell</i> .
<b>NOTE:</b> When conflicts occur with words that begin with “s” and “c,” write S- for the word that begins with “s” and KR- for the word that begins with “c.”	
groan:	GROEN. The man will <i>groan</i> when mad. The dog let out a <i>groan</i> .
grown:	GROE/-N. School begins when you are <i>grown</i> . She is a <i>grown</i> woman.
<b>NOTE:</b> When a conflict arises with an irregular verb, write the irregular verb with a separate –N.	
idle:	AOID/-L. The <i>idle</i> man waited. <i>Idle</i> the car before moving it.
idol:	AOID/OL. He is their <i>idol</i> .

**Conflicts Resolved by Artificial Intelligence**

canvas:	KAN/VAS. She used the <i>canvas</i> to paint.
canvass:	KAN/VAS. We are going to <i>canvass</i> for votes.

**Soundalikes**

breed:	BRAOED
breath:	BRETH
breathe:	BRAOETH

**Lesson 5, Exercise 3: Preview Words and Sentences**

religious	RE/LIJ/US	regulations	REG/LAIGS/-S	interests	TR-S
couldn't	KAONT	because	BAUZ	we're	WAOER
city	STI	military	MIL/TAIR/Y-	meatless	MAET/L-S
Fridays	FR*IS	delight	DLAOIT	injured	JURD
wharf	WHARF	candidates	KAND/DAIT/-S	enthusiastic	EN/THAOUS/YAST/IK
ideas	YAOIDZ	carry	KAIR/Y-	built	BL-T
mentally	MENT/LI	senator	SN-R	punishment	PUN/ISH/-MT
wrath	WRATH	many	MAEN	people	PAOEPL
precious	PRESH/US	purity	PAOUR/TI	measured	MESH/-RD
expensive	EX/PENS/IV	transcripts	TRANS/KRIPT/-S	rabbit	RABT
omission	O/MIGS	reputable	REP/TABL	anything	NAEG
averse	A/VERS	a loud	AI/LOUD	it's	T-Z

editing	ED/IT/-G	regular	REG/LAR	solicit	SLIS/IT
lengthy	LENTH/Y-	favor	FAIFR	inaccurate	IN/AK/RAT
survey	SUR/VAI	*entertainment	ENT/TAIMT		

**NOTE:** In Book I, Lesson 51, you learned that when there is an “v” before the -ment ending, you may drop the -V and attach -MT; improvement = IM/PROFMT. You could also remove other consonants in order to attach the -MT ending as in *entertainment* (ENT/TAIMT).

**A cannon is a big gun, but a religious law or regulation is a canon. The breadth of his interests was impressive, and he’s anything but a bully or boor. She told us she couldn’t catch her breath because she ran so fast. We’re moving from the city because we don’t like to breathe the bad air. The engaging but immature child was playing on the bore of an old cannon and heard the loud creak at the military park. The canon of meatless Fridays was embraced by my family.**

**The grown boy was a delight to his family. He heard a loud groan from the injured man. Joe is my idol. The broken machine was idle. A canvas is a rough woven cloth, and to canvass is to survey or solicit. He always wore an old canvas cape when he walked by the wharf on the small isle. I think it’s hard to canvass for votes when I’m not enthusiastic about the candidates.**

**His ideas are inaccurate, and he has no capital to carry out his ideas. They built a new capitol building in the capital of Alaska. The mentally insane gunman fired at the senator from Georgia on the capitol steps when he was being interviewed. He looked at the cell in the biology lab. Did you sell your fur coat at the auction because you are averse to wearing fur?**

**The judge was in favor of capital punishment and refused to grant bail, but he brought about the wrath of many well-bred people. The weight or size of a precious gem is in carats, but the purity of gold is measured in karats. The carat weight of the**

stone **was very large and** quite expensive. **When** editing transcripts, **I use a caret** at regular intervals **to show where I want something to be added or** interchanged.

**The rabbit had a large carrot and a piece of bread in his mouth. The omission is too lengthy to be inserted with a caret. The large cellar could be finished for our entertainment room, and we can hang the boar's head on the wall. The seller of goods should be reputable before I purchase anything from him. I hope to have a good wine cellar before I break another bottle of wine. Don't forget to write proper nouns with a capital letter.**

### ***New Number Rule: Roman Numbers***

You may write roman numerals by writing R and the single-digit number in the same stroke.  
Example: II = 2-R; V = 5-R, VI = R-6, IX = R-9.

Write R\*NL before multi-digit numbers. Example = CLIII = R\*NL/1/5/3.

### **Drills**

**Lesson 5, Exercise 4:** Practice this drill, and put a comma after each item.

III	I	XII	IV	CXX (120)
5.99	\$57,510,505	ESPN	5 <sup>th</sup>	T. M. R. Fisher
Article V	5-year-old	508-55-6254	S-m-y-t-h-e	1-584-745-6545
511	4,487,662	3 <sup>rd</sup>	3-month-old	2200
55 <sup>th</sup>	Count XVI	\$15 trillion	'85	5:02
5:00 a.m.	656	56:20 p.m.	7:15 p.m.	2 <sup>nd</sup>
H-y-l-e-s	M. B. Hartmann	cmr	ABA	n.f.
15-year-old	55 million	IBM	9.56	7:25 a.m.

### **Review Briefs**

**Lesson 5, Exercise 5:** Read the steno outlines to review briefs, then practice writing any that are difficult or cause hesitation.

a.m.	AEM	about	ABT	account	K-T
accountable	K-T/-BL	accounted	K-T/-D	accounting	K-T/-G
accounts	K-TS	acknowledge	AK/NOJ	actual	TAOUL
actually	TAOUL/Y-	advertise	TAOIZ	advertisement	TAOIMT
advertisements	TAOIMTS	advertising	TAOIZ/-G	alcohol	KHOL
alcoholic	KHOL/IK	alcoholics	KHOL/IKS	always	AULS
amount	AMT	an	AI	and	SKW-
another	NOTH	answer	SW-R	any	NAE
anyone	NAEN	anything	NAEG	around	ARND
ask	SK-	asked	SK-D	basement	BAIMT

be	B-	because	BAUZ	before	B-FR
began	GAN	begin	GIN	beginning	GING
being	B-G	build	BL-D	built	BL-T
block	BL-K	blocker	BL-K/-R	blocked	BL-KD
blocking	BL-K/-G	blocked	BL-KD	building	BL-G
buildings	BL-GS	contract	KR-KT	contracted	KR-KT/-D
contracting	KR-KT/-G	contractor	KR-KT/-R	contracts	KR-KTS
is	S-	familiar	FAM	familiarize	FAMZ
familiarity	FAMT	Jr.	JUN	little	LIL
month-old	MONLD	p.m.	P-M	plaintiff	PL-F
president	P-T	damaged	DAJD	damage	DAJ
damages	DAJS	presidents	P-TS	damaging	DAJ/-G
which	CH-	whom	WHOM	whether	WHR-
year-old	YAOERLD	remember	RER	within	W-N
witness	W-NS	informs	N-FS	would	WAO
inform	N-F	witnessed	W-NS/-D	informed	N-FD
witnessing	W-NS/-G	witnesses	W-NS/-S	ones	WUNZ

### *New Briefs*

**Lesson 5, Exercise 6:** Memorize the following new brief forms. Drill on them, read and correct your notes. When you know them, write the sentences.

became	BAIM	become	BOEM	becomes	BOEMS
committee	KM-T	committees	KM-TS		
convenience	VAOENS	convenient	VAOENT	conveniently	VAOENL
customer	KM-R	customers	KM-RS		
document	DOMT	documents	DOMTS	documented	DOMT/-D
documenting	DOMT/-G				
observe	OEB	observes	OEBS	observed	OEBD
observing	OEBG	observation	OEB/AIGS		
order	ORD	orders	ORDZ	ordering	ORD/-G
ordered	ORD/-D	disorder	DIS/ORD		
volume	VOL	volumes	VOLS		
Hawaii	HAOIZ	Idaho	AOIDZ	Illinois	ILZ
Chicago	CH*I	Chicago, Illinois	CH*ILZ	Indiana	INZ
Kansas	KANZ	Louisiana	LAZ	Maine	MAINZ
Maryland	MAIRZ				

### **Lesson 5, Exercise 7: Preview Words and Sentences**

Wal-Mart	WA*L/MART	interim	INT/IM	secretary	SEK/RE/TAIR/Y-
holidays	HOL/DAI/-S	Monday	MO*N	Friday	FR*I
weekend	W-KD	demanded	DMAND/-D	served	SERV/-D

jury	J-R	gusto	GUST/OE	year's	YAOER/AES
social	SOESHL	responsibilities	SPOBLTS	meet	MAOET
courtroom	KRAOM	increasingly	IN/KRAOES/-G/LI	professional	PRO/FECS/-L
U. S.	*UFPLT/S*FPLT	appreciation	PRAIGS	K.	K*FPLT
furniture	FURN/TUR				

**It is convenient to observe** most holidays **on a Monday or Friday** so we can enjoy a long weekend in **Maine**. **The judge demanded order in the courtroom when the documents were viewed by the jury.** **It became** increasingly harder to quiet the disorder from the *row* that **had arisen**. **A brake is a large coarse fern and is convenient to use in tropical areas in Hawaii.** **The committee conveniently** served each customer with gusto and documented how many customers were served during the 2<sup>nd</sup> social event of the year.

All of the committee did a fine job and had become very good in documenting their responsibilities for next year's committee. **They rowed the boat down the creek by the roadhouse in Idaho and observed that the current was swift from the heavy surf on the ocean.** Zachary Taylor became **President** of the U.S. after James K. Polk. **Did you observe all of the customers in Wal-Mart?**

**It is convenient for the secretary to document the findings of the interim committee that met in Illinois.** **They documented the disorder in the room and tried to prevent them from breaking the creaky furniture.** **When will you become a member of many of the professional committees that conveniently meet throughout the year?** **When you observe customer appreciation day, you increase the store's volume.** **He observed that we have two senators from Indiana.**

## Lesson 5, Exercise 8: 1,000 Most Common Words

ball	BAL	based	BAIS/-D	basic	BAIS/IK
basis	BAIS/IS	be	B-	beautiful	BAOUT/-FL
became	BAIM	because	BAUZ	become	BOEM
bed	BED	been	BEN	before	B-FR
being	B-G	believe	BLAOEV	below	BE/LOE
best	BEST	better	BET/-R	between	BE/TWAOEN
beyond	BE/YOND	big	BIG	bill	BIL
black	BLAK	blood	BLAOD	blue	BLAOU
board	BORD	body	BOD/Y-	book	BAOK
bomb	BOM	both	BOETH	boy	BOI
boys	BOI/-S	bring	BRING	British	BR*IT/ISH
brought	BRAUT	brown	BROUN	building	BL-G
built	BL-T				

## Proper Nouns: States and Capitals

**Lesson 5, Exercise 9:** Write the following states and state capital.

Honolulu, Hawaii	HO*N/LU/LU/W-B/HAOIZ
Boise, Idaho	BO*IS/Y-/W-B/AOIDZ
Springfield, Illinois	SPR*ING/FAOELD/W-B/ILZ
Indianapolis, Indiana	*IND/YAN/AP/LIS/W-B/INZ
Des Moines, Iowa	D*E/MOIN/W-B/AOIZ
Topeka, Kansas	TO*/PAOEK/KA/W-B/KANZ
Frankfort, Kentucky	FRA*NK/FORT/W-B/KENZ
Baton Rouge, Louisiana	BA*T/-N/RAOUJ/W-B/LAZ
Augusta, Maine	A*/GUS/TA/W-B/MAINZ
Annapolis, Maryland	A*N/AP/LIS/W-B/MAIRZ

## Word Families

**Lesson 5, Exercise 10:** Review the following word families.

here	HAOER	herein	HAOERN
hereby	HAOERB	hereto	HAOERT
hereof	HAOEFR		
there	THR-		
thereabout	THR-BT	thereafter	THRAFR
thereby	THR-B	therefore	THR-FR
therein	THR-N	thereof	THR-F
where	WR-		
whereafter	WRAFR	whereas	WRAZ
whereof	WROF	whereby	WR-B
wherefore	WR-F	wherein	WR-N
wherever	WR-FR	whereabouts	WR-BTS

**\*NOTE** You may write THROF for “thereof” to keep it consistent with “whereof” and “hereof.”

### Lesson 5, Exercise 11: Two-Voice Testimony

husband	H-S	occupation	OUPGS	*Macy's	MA*IS/YAES
Department	D*E/PARMT	Store	STO*R	complaints	KPLAINT/-S
jury	J-R	correct	KREKT	attempted	A/TEMPT/-D
murder	MURD/-R	deliberate	DLIB/RAIT	jurors	JORS
community	KMAOUN/TI	service	SERVS	receive	RE/SAOEV
reporter	RE/PORT/-R	wasn't	WUNT	verdict	VER/DIKT
Miss	M*IS	attempted	A/TEMPT/-D	Annapolis	A*N/AP/LIS
Buchanan	B*U/KAN/-N	four	FOUR	Maryland	MAIRZ
Iowa	AOIZ	Alma	A*L/MA		

\*Since so many proper nouns are possessive, you can combine the final Y sound and AES for apostrophe S ('s). Example: Macy's = MA\*IS/YAES; Jimmy's = J\*IM/YAES. If you forget and write AES in a separate stroke, that's okay. Therefore Macy's could be MA\*IS/Y-/AES and Jimmy's could be J\*IM/Y-/AES.

Q. **Are you Miss, Ms., or Mrs. Buchanan?**

A. **I am Ms. Buchanan.**

Q. **Ms. Buchanan, please spell *your* name **for the** court reporter.**

A. **Alma Buchanan, A-l-m-a B-u-c-h-a-n-a-n.**

Q. **What is *your current* address?**

A. **I live at 4714 West Springfield Drive, Annapolis, **Maryland.****

Q. **Thank you. **With whom** do you live **in** Annapolis, **Maryland?****

A. **I live here **with my husband.****

Q. **Just *your husband and you?***

A. **Yes, sir.**

Q. **What is *your occupation, Ms. Buchanan?***

A. **I work at Macy's Department Store **in the customer** service department.**

**I document all the complaints that we receive **there.****

Q. **You stated that you served **on a jury in the** past; is that correct?**

A. **Yes, **that's** right.**

Q. **When was the last time you served **on a jury?****

A. I think I became a juror about four years ago or thereabout when I lived in Iowa.

Q. Was that the only time that you were on a jury?

A. Yes, sir; whereas, I wasn't called for service after that.

Q. What type of a case was it?

A. It was an attempted murder trial whereby we heard a lot of testimony.

Q. When you served on the jury, did you go out and deliberate with the jurors?

A. Yes, we did.

Q. Were you able to arrive at a verdict?

A. Yes, sir, we did. We had become very good at enacting the judge's instructions.

Q. Was it a burden for you to serve on the jury?

A. No, sir. I am very involved in community service projects; therefore, I missed a few committee meetings.

Q. Is it convenient for you to serve on this jury?

A. Yes, sir, it is.

## Lesson 6

### ***Theory Reinforcement: Words Ending with ISH and SHAL and Words Beginning with SHR***

Use RB for words that end in “sh,” IRB for words that end in “ish,” and -RBL for words that end in “cial,” and have the sound of “shal.” The exception to this is when the preceding syllable ends in an “r.” Write “shal” sound as SHAL: commercial: KMER/SHAL. Use SWR for words that begin with “shr.” To review the complete rules and examples, see Lesson 37 in *The Moody Method for Machine Shorthand for Beginning Students* by the College of Court Reporting.

**Lesson 6, Exercise 1:** Read the steno outlines, then practice writing any that are difficult or cause hesitation.

Trish	TR*ISH	swish	SWISH	ash	ASH
bush	BUSH	slash	SLASH	mash	MASH
trash	TRASH	splash	SPLASH	rush	RUSH
childish	CHAOILD/ISH	*devilish	DEVL/ISH	flourish	FLUR/ISH
freakish	FRAOEK/ISH	girlish	GIRL/ISH	hawkish	HAUK/ISH
Jewish	JAO*U/ISH	peevis	PAOEV/ISH	Spanish	SPA*N/ISH
racial	RAISHL	artificial	ART/FISHL	judicial	JU/DISHL
shock	SHOK	special	SPESHL	consequential	KONS/QEN/SHAL
glacial	GLAISHL	official	O/FISHL	crucial	KRAOUSHL
shred	SWRED	shrug	SWRUG	shrew	SWRAOU
shrewd	SWRAOUD	shriek	SWRAOEK	shrift	SWRIFT
shrill	SWRIL	shrivel	SWRIVL	shrine	SWRAOIN
shrive	SWRAOIV	Marshall	MA*R/SHAL	shroud	SWROUD
shrove	SWROEV	share	SHAIR	shruff	SWRUF
beneficial	BEN/FISHL	glacial	GLAISHL	wish	WISH
facial	FAISHL	crash	KRASH	shadow	SHAD/OE
cash	KASH	shot	SHOT	dash	DASH
show	SHOE	social	SOESHL	rash	RASH
commercial	KMER/SHAL	potential	PO/TEN/SHAL	shell	SHEL
confidential	KON/FI/DEN/SHAL	mash	MASH	freakish	FRAOEK/ISH

**\*REMINDER:** Both *delve* and *devil* can be written DEVL.

**Conflicts and Soundalikes:** Check the definitions at the end of this textbook.

**Lesson 6, Exercise 2:**

**Conflicts Resolved With Different Strokes**

muscle:	MUS/-L. Her <i>muscle</i> hurts. Don't try to <i>muscle</i> your way in.
mussel:	MUS/SEL. They love to eat the <i>mussels</i> from the store.
<b>NOTE:</b> When a conflict ends in "le" or "el," write -L for the "le" word and EL for the "el" word.	
mantle:	MANT/-L. He wore a <i>mantle</i> over his shirt.
mantel:	MANT/EL. She put the vase on the <i>mantel</i> .
<b>NOTE:</b> <i>Mantel</i> can also be written MAN/TEL.	
pole:	POEL. They put the <i>pole</i> in the ground.
poll:	POL. The news took a <i>poll</i> of the voters. They will <i>poll</i> the audience.
pore:	POER. I will <i>pore</i> over the pages in the book. I'll clean the <i>pores</i> on my skin.
pour:	POR. Don't <i>pour</i> the water too fast.
<b>NOTE:</b> Write <i>pour</i> POR because POUR is <i>power</i> .	
week:	WAOEK. It will arrive in one <i>week</i> .
weak:	WEAK. They are the <i>weak</i> and the strong. The <i>weak</i> one will not make it.

**Soundalikes**

loosen	LAOS/-N	poor	PAOR
loosened	LAOS/-ND	power	POUR
loose ends	LAOS/END/-S	hardened	HARD/-ND
weaken	WAEK/-N	hard end	HARD/END
weakened	WAEK/-ND	toughened	TUF/-ND
weak end	WAEK/END	tough end	TUF/END
weekend	W-KD		

**Lesson 6, Exercise 3: Preview Words and Sentences**

attitude	AT/TAOUD	bandage	BAND/AJ	beautiful	BAOUT/-FL
beforehand	B-FR/HAND	bindings	BAOIND/-GS	blemishes	BLEM/ISH/-S
board	BORD	break	BRAIK	coffee	KOF/Y-
fever	FAOEFR	fireplace	FAOIR/PLAIS	golf	GOFL
Iowa	AOIZ	Kansas	KANZ	Kentucky	KENZ
Louisiana	LAZ	Maine	MAINZ	neighborhood	NAIB/-R/HAOD
statue	STAT/AOU	steel	STAOEL	strengthen	STRENTH/-N
surface	SURFS	dead	DED	body	BOD/Y-

**Did he** loosen **the** bandage? **He** loosened **the** bindings. **Did you** *weaken* at **the** view **the** dead body? **The** fever *weakened* **the** man. **He is** at loose ends now. **Have you**

ever eaten a Louisiana mussel? The surface of the ball was roughened beforehand. A lot of the weak ends were smoothed. He put the statue on the fireplace mantel.

She wore a beautiful red mantle over her evening gown. He put up a metal pole for his flag. They took a poll from house to house in our neighborhood in Iowa. The poor boy got a bad grade in school, and he wanted to bawl like a baby. He liked to pore over his notes before taking a test. He helped his mother pour the coffee for the party. The governor from Kansas was in office for two terms.

Play golf with your new balls this weekend. Blemishes are sometimes caused by a clogged pore. After he gets the cast off, he needs to strengthen the muscle in his leg. Did you run in the race in Kentucky this weekend? The steel was hardened. He was a hardened criminal in jail in Maine. The war toughened his attitude. He came from the tough end of town and felt like he was in an inferior caste. The weak end of the board might break. Don't stand on the weak end of the step. We had some time at the party. We will meet for lunch at the end of this week.

### ***New Number Rule: Fractions***

Writing fractions. Write fractions using SLAESH to indicate you want a slash between numbers:  
 $\frac{1}{4} = 1/\text{SLAESH}/4$ ;  $\frac{1}{16} = 1/\text{SLAESH}/16$ .

If you want the fraction to appear as words, you may write the hyphen (H-F) between the words: two-thirds = TWO/H-F/THIRD/-S. An one-stroke outline for thirds can be THURDZ.

### **Drills**

**Lesson 6, Exercise 4:** Practice this drill, and put a comma after each item..

1/6	1/8	1/3	¼	1/5
6.8765	\$66,462,464	RTA	'68	T. M. Miller
Count VI	6-year-old	364-66-7676	6 <sup>th</sup>	1-684-761-6465
611	6,667,446	\$86 trillion	6-month-old	6600
6 o'clock	XLIV	6:30	6:15	9:06
W-i-g-g-l-e-s-o-n	B. S. Furlin	1/2	AL	f.o.b
16-year-old	46 million	F. D. R.	\$32.89	3:26

## Review Briefs

**Lesson 6, Exercise 5:** Read the steno outlines to review briefs, then practice writing any that are difficult or cause hesitation.

about	ABT	account	K-T	accountable	K-T/-BL
accounted	K-T/-D	accounting	K-T/-G	accounts	K-TS
alcohol	KHOL	alcoholic	KHOL/IK	alcoholics	KHOL/IKS
always	AULS	among	MONG	area	Y-R
areas	Y-RS	available	VAIBL	average	AFRJ
basement	BAIMT	became	BAIM	become	BOEM
build	BL-D	block	BL-K	blocked	BL-KD
blocker	BL-K/-R	blocking	BL-K/-G	built	BL-T
certain	SAERN	building	BL-G	buildings	BL-GS
business	B-Z	certainly	SAERNL	can't	K-NT
Chicago	CH*I	Chicago, Illinois	CH*ILZ	contract	KR-KT
committee	KM-T	committees	KM-TS	contractor	KR-KT/-R
contracted	KR-KT/-D	contracting	KR-KT/-G	contributed	KR-BT/-D
contracts	KR-KTS	contribute	KR-BT	contributor	KR-BT/-R
contributes	KR-BTS	contributing	KR-BT/-G	convenience	VAOENS
contributors	KR-BT/-RS	contributory	KR-BT/RI	customer	KM-R
convenient	VAOENT	conveniently	VAOENL	damaged	DAJD
customers	KM-RS	damage	DAJ	disorder	DIS/ORD
damages	DAJS	damaging	DAJ/-G	documenting	DOMT/-G
document	DOMT	documented	DOMT/-D	Idaho	AOIDZ
documents	DOMTS	Hawaii	HAOIZ	inform	N-F
Illinois	ILZ	Indiana	INZ	Iowa	AOIZ
informed	N-FD	informs	N-FS	Kentucky	KENZ
Jr.	JUN	Kansas	KANZ	Maryland	MAIRZ
Louisiana	LAZ	Maine	MAINZ	observed	OEBD
month-old	MONLD	observe	OEB	order	ORD
observes	OEBS	observing	OEBG	remember	RER
president	P-T	presidents	P-TS	whom	WHOM
whether	WHR-	which	CH-	witnesses	W-NS/-S
witness	W-NS	witnessed	W-NS/-D	year-old	YAOERLD
witnessing	W-NS/-G	would	WAO		
contributory negligence	KR*EG				

**BRIEFS:** You will learn a lot of specialized briefs. Listed below are briefs for the most common U. S. cities. Other than what you learn this semester, do not add a lot of briefs until you are finished with school. When you go to work, you will develop and learn briefs for words that you write every day in your position as a reporter.

Because you don't know where you're going to work when you're finished with school, do not add specialized briefs. For example, if you work in Chicago, you would probably have briefs for most of the Chicago suburbs and major cities in Illinois as well as prominent residents, local sports, tourist attractions, and businesses in Illinois. Obviously, if you learned all these words now and eventually work in California, most of your "Illinois" briefs would be unnecessary.

## *New Briefs*

**Lesson 6, Exercise 6:** Memorize the following new brief forms states and common cities. Most of these briefs are new, but a few of them are from previous lessons. Drill on them, read and correct your notes. When you know them, write the sentences.

Michigan	MISHZ	Minnesota	MINZ	Massachusetts	MAZ
Missouri	MOZ	Montana	MONZ	Mississippi	MIPZ
Nevada	NEVZ	New Hampshire	NAMPZ	Nebraska	NEBZ
New York City	NO*ERZ	Philadelphia	F*ILD/YA	Phoenix	FAO*EX
San Antonio	SA*N/TOEN	San Francisco	S*F	San Jose	SA*N/HOES
Washington, D.C.	WASHDZ	Detroit	DRO*IT	Jacksonville	JA*KS/VIL
Indianapolis	*IND/I	Chicago	CH*I	Memphis	M*MS
Dallas	DA*LS	Chicago, Illinois	CH*ILZ	Houston	HO*UST
Austin	ST*IN	Baltimore	BA*ULT		
Chinatown	CHAO*IN/NA/TOUN				

**NOTE:** The common nickname for *Indianapolis* is “Indy” and it is written \*IND/Y-.

## **Lesson 6, Exercise 7: Preview Words and Sentences**

Alamo	A*L/MOE	Arizona	ARZ	Avenue	A*V/NAOU
brother	BRUTH	California	KALZ	diamonds	DI/MOND/-S
feature	FAOET/-R	Florida	FLAZ	I’ve	AOIV
Indiana	INZ	jewelry	JAOL/RI	Lake	LA*IK
Maryland	MAIRZ	Michigan	MISHZ	Midwest	M*ID/WEST
political	PLIT/K-L	sister	STR-	storage	STORJ
there’s	THR-Z	whereas	WRAZ	Washington	WASHZ
Washington DC	WASHDZ	Columbus	KLUM/BUS		

Each year a *bloc* of political leaders take a trip to **Chicago**. **Chicago, Illinois**, is a great **city on Lake Michigan**, and the stores on **Michigan Avenue** will *sell* anything you want. **Have you been to New York City in the last year?** **My sister** lives in **Austin**, and my brother lives in **Washington, D.C.** He travels between **Houston** and **Dallas** for business. I love **San Francisco, California**, sour dough *bread*, and **Chinatown**.

**Detroit** and **Michigan** are up north; **whereas, Jacksonville, Florida**, is south. **The jewelry stores in New York City** feature diamonds that weigh five *carats* and 14

*karat* gold bracelets. **San Antonio** has **the Alamo** **and is a great place for families to** visit. Columbus **and Indianapolis, Indiana, are both in the Midwest and many houses** **have cellars for** food storage; but **my idol** lives **in the** Southwest.

**My son lives in San Francisco, California. I've never been to Phoenix, Arizona, or San Jose. Baltimore, Maryland, is near Washington, D.C, the nation's capital. The capitol building in Washington is a great thing to see. There's a lot of fun things for grown ups to do in Memphis.**

### **Lesson 6, Exercise 8: Jury Charge**

peremptory	PREMP/TRI	challenge	CHAL/ENG	exercised	XER/SAOIS/-D
reason	RAOES/-N	anything	NAEG	facial	FAISHL
lawyers	LOIRS	person	PERN	would	WAO
relate	RE/LAIT	shrug	SWRUG	excused	EX/KAOUS/-D
you're	YAOUR	peremptorily	PREMP/TOR/LI	someone's	S-N/AES
jurors	JORS	any	NAE	ask	SK-
other	OTH	insubstantial	IN/SUB/STAN/SHAL		

**The peremptory or official right to challenge can be exercised without the lawyers stating any special reason for doing so. If a peremptory challenge is exercised, it is not for anything** insubstantial, such as **the fact that a lawyer doesn't like the way a person dresses or someone's facial expression.**

**It would be** some good reason that each of **the lawyers** perceive. **If a peremptory challenge is exercised, you will hear who exercised it. We would,** of course, **ask that you not relate it to any other jurors and just shrug off the fact that you're** excused. Forget **the matter in case you are** peremptorily challenged.

## Lesson 6, Exercise 9: 1,000 Most Common Words

call	KAUL	called	KAUL/-D	came	KAIM
can	K-	cannot	K-/NOT	can't	K-NT
car	KAR	care	KAIR	carried	KAIR/Y-D
cars	KAR/-S	case	KAIS	cases	KAIS/-S
cause	KAUS	century	SENT/RI	certain	SAERN
central	SENT/RAL	chance	CHANS	change	CHAING
certainly	SAERNL	changes	CHAING/-S		

## Proper Nouns: Building Landmarks

**Lesson 6, Exercise 10:** It's fun and good practice to work on foreign words from time to time to get used to them. Write these words phonetically and as mentioned in the previous lesson, do not be tempted to create briefs for them.

Once you go to work and know that these words will come up frequently, you will want to have shorter, more easily stroked outlines for them. When unsure of how to pronounce a foreign word, look up the phonetic spelling in a good dictionary. To hear a word pronounced, there are a number of free online pronunciation guides that you can access through Google or other search engines.

As you read and hear about foreign leaders and places, write these unfamiliar words so you gradually get used to hearing and writing unique outlines.

Taj Mahal, Agra, India	T*AJ/MA/HAUL/W-B/A*G/RA/W-B/*IND/YA
Petra, Jordan	P*E/TRA/W-B/JO*RD/-N
Angor, Wat, Cambodia	A*NG/-R/W-B/WA*T/W-B/KA*M/BOED/YA
Boroudur Temple, Java	BO*/ROU/DUR/W-B/T*EMPL/W-B/JA*/VA
Great Wall of China	GRA*IT/WA*UL/OF/CHAO*IN/NA
Forbidden City, Beijing	FO*R/BID/-N/ST*I/W-B/BA*/JING
Tekal, Guatemala	TA*IK/-L/W-B/GA*T/MAL/LA
Easter Islands, Pacific Ocean	AO*EST/-R/AO*I/LAND/-S/W-B/PA*/SIF/IK/O*EGS

## Lesson 6, Exercise 11: Two-Voice Testimony

Frank	FRA*NK	Gonzalez	GO*N/ZAL/EZ	Center	S*ENT/-R
Boise	BO*IS/Y-	Idaho	AOIDZ	Franklin	FRA*NK/LIN
James	JA*IMS	occupation	OUPGS	accountant	K-T/ANT
self-employed	SEF/PLOID	previously	PRAOEV/YUS/LI	George	JO*RJ
Fillmore	F*IL/MOR	graduated	GRAD/WAIT/-D	Chicago, Illinois	CH*ILZ
together	TOTH	verdict	VER/DIKT		

Q. What **is your** name?

A. Frank Gonzalez.

Q. **Mr.** Gonzalez, please spell **your** last name.

A. G-o-n-z-a-l-e-z.

Q. **Mr.** Gonzalez, **where do you** live?

A. I live at 911 Center Street, Boise, **Idaho**.

Q. **With whom** do you live in Boise?

A. I live **with my wife and two** sons.

Q. What **are your** sons' ages?

A. Franklin **is a 5-year-old** boy, **and James is an 11-year-old** boy.

Q. What **is your occupation, Mr.** Gonzalez?

A. I am **an accountant**.

Q. **For whom** do you work?

A. I am **self-employed**.

Q. **Does your** wife work?

A. **No, she doesn't**.

Q. **Did you** previously state that **you know someone that is involved with**  
this case?

A. **Yes, sir.** I know George Fillmore.

Q. How well do **you** know **him**?

A. **We went to the** same high school.

Q. How long **ago was** that?

A. Well, **let's** see. **We** graduated from high school in **Chicago, Illinois**, 18  
years **ago**.

Q. Do you see **him or get together with him** now?

A. **No. I haven't** seen **him** since **we** graduated.

Q. **Would the** fact that **you** know **Mr.** Fillmore make **it hard for you to** reach  
**a just verdict in** this case?

A. No, sir, not at all.

## Lesson 7

### ***Theory Reinforcement: Words Beginning with COM, COL, COR***

Initial K can be written for the prefixes “com,” “col,” or “cor” when a stroke is saved:

command = KMAND. When “com” is followed by a vowel, KM- will represent the “com” prefix:

comet = KMET. When “com,” “col,” or “cor” is followed by a consonant, K will represent the “com” syllable: combine = KBAOIN.

To review the complete rules and examples, see Lesson 38 in *The Moody Method for Machine Shorthand for Beginning Students* by the College of Court Reporting.

**Lesson 7, Exercise 1:** Read the steno outlines, then practice writing any that are difficult or cause hesitation.

comrade	KOM/RAD	commander	KMAND/-R	commentate	KMEN/TAIT
Compton	KO*MP/TON	commission	KMIGS	Coleman	KO*EL/MAN
college	KLEJ	collision	KLIGS	collate	KLAIT
correspond	KOR/SPOND	coronation	KOR/NAIGS	correlate	KOR/LAIT
correction	KREKZ	corrode	KROED	collaborate	KLAB/RAIT
collar	KLAR	colleague	KLAOEG	collect	KLEKT
collide	KLAOID	color	KLOR	combat	KBAT
combine	KBAOIN	comfort	KM-FRT	command	KMAND
commence	KMENS	comment	K-MT	commit	KMIT
committee	KM-T	common	KMON	communicate	KMAOUN/KAIT
commute	KMAOUT	compare	KPAIR	compel	KPEL
competent	KP-NT	complete	KPLAOET	complicate	KPLIK/AIT
compliment	KPLIMT	compute	KPAOUT	correct	KREKT
corroborate	KROB/RAIT	corrupt	KRUPT	community	KMAOUN/TI
compulsion	KPULGS	compunction	KPUNKZ	*compile	KPIL

\*In Book I, you learned to write *compile* with a short “I” to avoid conflict with *exile*, which is XAOIL.

***Conflicts and Soundalikes:*** Check the definitions at the end of this textbook.

### ***Lesson 7, Exercise 2:***

***Conflicts Resolved With Different Strokes***

censor:	SENS/-R. They will <i> censor </i> the news.
sensor:	SENS/OR. The <i> sensor </i> will respond when it’s stimulated.
censer:	KRENS/-R. We burned the incense in the <i> censer </i> .

**NOTE:** When conflicts occur in words ending with “ar,” “er,” “ir,” “or,” or “ur,” write –R for the “er” word and AR, OR, UR, or IR for the others.

cession: KREGS. They waited in *cession* in front of the crowd.  
 session: SEGS. We held a *session* of meetings.

**NOTE:** When there's a prefix with *cession*, you may write the root word as KREGS or SEGS.  
 Example: procession = PRO/KREGS or PRO/SEGS; recession = RE/KREGS or RE/SEGS.

chilly: CHIL/LI. It was a *chilly* night.  
 chili: CHIL/Y-. I made a *chili* dinner. The *chili* is spicy.  
 Chile: CH\*IL/Y-. We're from the country of *Chile*.

chord: CHORD. You struck a *chord* on the piano.  
 cord : KORD. We pulled on the *cord* of rope.

**NOTE:** When words beginning with "ch" and "c" conflict, write the word in steno the way it is spelled in English.

core: KOR. It's in the *core* of the earth.  
 corps: KORS. He's in the band *corps*.  
 course: KOURS. We did our *course* work. I took a *course* in math.  
 coarse: KAORS. The fabric is *coarse*.

**NOTE:** When there is an "or" in a word and it is spelled with an "oar," you can write AOR for the "or" sound.

choir: CHAOIR. They sing in the *choir*.  
 quire: QAOIR. He had a *quire* of paper in his desk.

corner: KORN/-R. We put it in the *corner* of the box.  
 coroner: KOR/NER. The *coroner* covered the dead body.

### ***Conflicts Resolved by Artificial Intelligence***

real. RAOEL. The ruby is *real*.  
 reel: RAOEL. *Reel* in the fish. Turn the *reel* to the other side.

### ***Soundalikes***

compliment:	KPLIMT	censure:	SEN/SHUR
complement:	KPLEMT	Coors	KAORS
corpse:	KORPS		

## **Lesson 7, Exercise 3: Preview Words and Sentences**

article	ARL	information	N-FGS	constituents	KON/STIT/WENT/-S
repressed	RE/PRES/-D	senator	SN-R	improper	IM/PROP/-R
behavior	BHAIFR	afternoon	AFRN	grammar	GRAM/-R
college	KLEJ	roommate	RAOM/MAIT	weather	WETH
meat	MAET	machine	MA/SHAOEN	shorthand	SHORT/HAND

Karen	KA*IRN	package	PAK/AJ	together	TOTH
accessories	AK/SES/RI/-S	garbage	GARB/AJ	morning	MORN/-G
roadway	ROED/WAI	morgue	MORG	similar	SIM/LAR
coroner	KOR/NER	paper	PAIP/-R	Memphis	M*MS
city's	STI/AES	Iowa	AOIZ	Kansas	KANZ
toughened	TUFN/-D	extremes	EX/TRAOEM/-S	compliment	KPLIMT
furniture	FURN/TUR	powerful	POUFRL	weekend	W-KD
selections	SLEKZ/-S	piano	PI/AN/OE	supply	SPLAOI
election	E/LEKZ	shrewd	SWRAOUD	Idaho	AOIDZ
Illinois	ILZ				

We bought a new *censer* for our room. The *sensor* went through the article and repressed much of the information. The shrewd senator was censured by his constituents for his improper behavior in that he tried to *steal* votes from the other candidates. The *cession* of power in Idaho took place shortly after the election even though she had been ahead in the polls. We went to the afternoon session on grammar to improve our poor grades. The course in math is easy. He went to school to be a coroner. The clerk did not remove the *sensor* from the garments.

My college roommate in Illinois was from Chile and had trouble getting used to our cold, chilly Illinois weather; and we told her we were toughened like steel and were used to these extremes. Have you ever made chili with turkey instead of ground meat? The corner has a sharp edge. Writing on the shorthand machine is similar to playing chords on a piano. Karen tied the package with a strong cord before she put it in the mail to send to Iowa. The gravel is coarse.

Ms. Jones tried to compliment each student in each block of studies each day before they left class. The green trim on the fireplace mantel, drapes, and couch complements the other furniture and accessories in the room. He threw the apple core in the garbage. The powerful corps of workers from Kansas showed up early each

morning to clear **the damaged** trees from **the** loose end of **the** roadway. **The coroner** works **in the** morgue.

**The coroner** from **Memphis** would give out **the** work assignments **every weekend on** each corpse as **it came into the city's** morgue. **The choir** practice is **every Tuesday** night, **and the singers in the choir pore over the** music selections **together**. **He** bought a *quire* of paper at **the office** supply store. Take a *course* **in the** school.

## Drills

**Lesson 7, Exercise 4:** Practice this drill, and put a comma after each item.

1/7	½	¼	1/3	1/5
7.8745	\$27,472,727	MSN	'47	M. T. Farrel
Count VII	7-year-old	327-71-7447	D-e-l-t-a	1-674-747-6775
711	7,487,772	\$87 trillion	7-month-old	4700
7 p.m.	277	7:30 o'clock	7:15 a.m.	77 <sup>th</sup>
K-e-r-r-i-g-a-n	M. L. King	Ccm	SAT	r.t.c.
7-year-old	77 million	L. B. J.	67.75	7:25

## Review Briefs

**Lesson 7, Exercise 5:** Read the steno outlines to review briefs, then practice writing any that are difficult or cause hesitation.

about	ABT	account	K-T	accountable	K-T/-BL
accounted	K-T/-D	accounting	K-T/-G	accounts	K-TS
always	AULS	among	MONG	area	Y-R
areas	Y-RS	Austin	ST*IN	available	VAIBL
average	AFRJ	Baltimore	BA*ULT	basement	BAIMT
became	BAIM	become	BOEM	children	CHIRN
Chicago	CH*I	Chicago, Illinois	CH*ILZ		
city	STI	Washington, D.C.	WASHDZ	committee	KM-T
committees	KM-TS	company	K-P	contract	KR-KT
contracted	KR-KT/-D	contracting	KR-KT/-G	contractor	KR-KT/-R
contracts	KR-KTS	contribute	KR-BT	contributed	KR-BT/-D
contributes	KR-BTS	contributing	KR-BT/-G	contributor	KR-BT/-R
contributors	KR-BT/-RS	contributory	KR-BT/RI	convenience	VAOENS
convenient	VAOENT	conveniently	VAOENL	customer	KM-R
customers	KM-RS	Dallas	DA*LS	damage	DAJ
damaged	DAJD	damages	DAJS	damaging	DAJ/-G
Detroit	DRO*IT	disorder	DIS/ORD	document	DOMT
documented	DOMT/-D	documenting	DOMT/-G	documents	DOMTS
evidence	EFDZ	excellent	SLENT	Hawaii	HAOIZ

Houston	HO*UST	Idaho	AOIDZ	Illinois	ILZ
Indiana	INZ	Indianapolis	*IND/I	inform	N-F
informed	N-FD	informs	N-FS	Iowa	AOIZ
Jacksonville	JA*KS/VIL	Kansas	KANZ	Kentucky	KENZ
Louisiana	LAZ	Maine	MAINZ	Maryland	MAIRZ
Memphis	M*MS	month-old	MONLD	New York City	NO*ERZ
observe	OEB	observed	OEBD	observes	OEBS
observing	OEBG	order	ORD	Philadelphia	F*ILD/YA
Phoenix	FAO*EX	remember	RER	San Antonio	SA*N/TOEN
San Francisco	S*F	San Jose	SA*N/HOES	witness	W-NS
witnessed	W-NS/-D	witnesses	W-NS/-S	witnessing	W-NS/-G
year-old	YAOERLD				
contributory negligence	KR*EG				

### *New Briefs*

**Lesson 7, Exercise 6:** Memorize the following new brief forms. Drill on them, read and correct your notes. When you know them, write the sentences.

character	KHAIRK	characters	KHAIRKS		
characterize	KHAIRK/AOIZ	characterizes	KHAIRK/AOIZ/-S		
characterized	KHAIRK/AOIZ/-D	characterizing	KHAIRK/AOIZ/-G		
characteristic	KHAIRK/ST-K	characteristically	KHAIRK/SKLI		
expert	SPERT	experts	SPERTS		
express	SPRES	expresses	SPRES/-S	expression	SPREGS
expressing	SPRES/-G	expressed	SPRES/-D		

### **Lesson 7, Exercise 7: Preview Words and Sentences**

colorful	KLORFL	alien	AIL/YEN	tour	TAOUR
expert	SPERT	alluded	A/LAOUUD/-D	Janice	JA*N/IS
community	KMAOUN/TI	comforting	KM-FRT/-G	San Antonio	S*AN/TOEN
actor	AKT/-R	emotion	E/MOEGS	person	PERN
Maryland	MAIRZ	Hawaii	HAOIZ	Idaho	AOIDZ
sister-in-law	STR-NL	production	PRO/DUKZ	givers	GIFR/-S
she's	SHAOEZ	Taj Mahal	TA*J/MA/HAUL	Angra	A*NG/RA
Millard	M*IL/ARD				

**My sister-in-law, from Kentucky, Janice, alluded to being quite a character.**

**She is an excellent actor and likes to portray characters who show a lot of emotion.**

**She's an expert at crying and does an excellent job of characterizing someone who**

has **the characteristics** of a sad **person**. **She is** trying out **for a** community theater in **San Antonio** and **expects to get the** leading role **in their** latest colorful production.

What **are the characteristics** of an alien? **Even though my friend can be a bore**, we took **an excellent** trip **and saw the** Great Wall of China. **Next year we'd like to see the** Taj Mahal **in Angra**, India, **with an expert** tour guide. Turn **the corner** of **the** street. George plays Millard Fillmore's **character in the play and is an expert** at **characterizing him** as **the** trainer of a wild *boar*. **The care givers are experts** at **comforting** those **in** need. **His tone was** angry **and coarse**.

### Lesson 7, Exercise 8: 1,000 Most Common Words

character	KHAIRK	charge	CHARJ	chief	CHAOEF
child	CHAOILD	children	CHIRN	choice	CHOIS
Christian	KR*IS/CHAN	church	CHURCH	city	STI
class	KLAS	clear	KLAOER	clearly	KLAOER/LI
close	KLOES	closed	KLOES/-D	club	KLUB
cold	KOELD	college	KLEJ	color	KLOR
come	KUM	comes	KUMS	coming	KUMG
committee	KM-T	common	KMON	communist	KMAOUN/IST
community	KMAOUN/TI	company	K-P	complete	KPLAOET
completely	KPLAOET/LI				

### Lesson 7, Exercise 9: Proper Nouns: Presidents and Vice Presidents

Abraham Lincoln; Hannibal Hamlin and Andrew Johnson

A\*IB/RA/HAM/L\*INK/-N/WR-RB

HA\*N/BEL/HA\*M/LIN/SKW-

A\*N/DRAOU/JA\*UNS/-N

Andrew Johnson

A\*N/DRAOU/JA\*UNS/-N

Ulysses Simpson Grant; Schuyler Colfax and Henry Wilson

U/LIS/ES/S\*IMP/SON/GRA\*NT/WR-RB

SKAO\*IL/-R/KO\*EL/FAX/SKW-

H\*EN/RI/W\*ILS/-N

Rutherford Birchard Hayes; William A. Wheeler

R\*UTH/-R/FORD/B\*IRCH/ARD/HA\*IS/WR-RB

W\*IL/YAM/A\*FPLT/WHAO\*EL/-R

James Abram Garfield; Chester Alan Arthur

JA\*IMS/A\*IB/RAM/GA\*R/FAOELD/WR-RB

CH\*EST/-R/A\*L/-N/A\*RTH/-R

**NOTE:** No vice-president served under Andrew Johnson.

## Lesson 7, Exercise 10: Contraction Reinforcement

he'll	HAOEL	aren't	R-NT	ain't	AINT
shouldn't	SHAONT	you're	YAOUR	how'd	HOUD
she'd	SHAOED	where's	WR-Z	who's	WHOZ
whose	WHOS	complete	KPLAOET	rather	RATH
would	WAO	treasure	TRESH/-R	hidden	HID/-N
tonight	TONT	complimenting	KPLIMT/-G	commute	KMAOUT
correct	KREKT	colors	KLOR/-S	college	KLEJ
combat	KBAT	commence	KMENS		
communications	KMAOUN/KAIGS/-S				

**He** will commute **and** work from **his** home **in** **Maryland**. **He'll** commute **and** work from **his** home **in** **Maryland**. **I** know that **he** will **be** here **on** time. **I** know that **he'll** **be** here **on** time. These **are** not **my** new dresses. These **aren't** **my** new dresses. These **ain't** **my** new dresses. Those **are** not **the** correct books that **I** want **to** use **for** this class. Those **aren't** **the** correct books that **I** want **to** use **for** this class. Those **ain't** **the** correct books that **I** want **to** use **for** this class.

**You** should not wear red, green, **and** purple colors all at **the** same time. **You** shouldn't wear red, green, **and** purple colors all at **the** same time. **He** should not go to school **when** **he** is still sick **with** a cold. **He** shouldn't go to school **when** **he's** still sick **with** a cold. **You** are the top person **in** this college class **in** **Hawaii**. **You're** the top person **in** this college class **in** **Hawaii**. Let **me** know **when** **you** are going to leave **for** combat duty. Let **me** know **when** **you're** going to leave **for** combat duty.

How **did** **you** know **his** name? **How'd** **you** know **his** name? How **did** **you** find **the** store **in** **Idaho** that sold homemade *bread* **and** imported *meat*? **How'd** **you** find **the** store **in** **Idaho** that sold homemade *bread* **and** imported *meat*? **She** would rather we stay late than commence so early **in** **the** morning. **She'd** rather we stay late than commence so early **in** **the** morning. **She** would be the top student **in** **her** communications *course*. **She'd** be the top student **in** **her** communications *course*.

**Where is the complete hidden treasure? Where's the complete hidden treasure? Did he tell you where is the place to find a gold coin? Did he tell you where's the place to find a gold coin? Who is complimenting him now? Who's complimenting him now? Do you know who is working tonight? Do you know who's working tonight?**

### Lesson 7, Exercise 11: Two-Voice Testimony

children	CHIRN	involved	VOFD	projects	PRO/JEKT/-S
ambulance	AM/BLANS	remember	RER	someone	S-N
accident	SDENT	wearing	WAIR/-G	hospital	HOPT
San Francisco	S*F	concussion	KON/KUGS	injury	JER
chest	CHEST	drink	DRINK	alcoholic	KHOL/IK
automobile	AUBL	realized	RAOEL/AOIZ/-D	definitely	DEF/NIT/LI
knocked	NOK/-D	immediately	M-LD	consciousness	KON/SHUS/N-S
stitches	STICH/-S	vitamins	VAOIT/MIN/-S	marijuana	MAIRN
collided	KLAOID/-D	collision	KLIGS	unconscious	UN/KON/SHUS
Ellen	*EL/-N	comparison	KPAIR/SON	completely	KPLAOET/LI
idea	YAOID	didn't	D-NT	first	FIFRT
Miss	M*IS	coming	KUMG	Garfield	GA*R/FAOELD
California	KALZ	prior	PRAOIR	committees	KM-TS
community	KMAOUN/TI	corroborate	KROB/RAIT	connection	KEKZ
indicate	IND/KAIT				

Q. What is your full name and address?

A. Mary Ellen Garfield. I live at 4721 West Tyler Street, San Francisco,

**California.**

Q. Is that Miss, Mrs., or Ms. Garfield?

A. Mrs. Garfield.

Q. Do you have any children?

A. No, sir, I do not.

Q. Are you in any clubs or on any committees in your community?

A. **Yes, sir.** I'm committed to being very involved in community service projects.

Q. Mrs. Garfield, in connection with the accident, can you indicate what your speed was at the time you collided with the other car?

A. I wasn't going very fast. I would say it wasn't more than 30 or 40 miles an hour.

Q. When you first saw the other automobile, can you allude to how far it was from your car?

A. I'm not sure. It wasn't too far. It was coming close to my car.

Q. Did you use your brake to stop when you saw the other car?

A. Yes, I immediately used my brakes and tried to elude from having an accident.

Q. Was there a time when you realized that there was going to be a collision between the two cars?

A. Yes. When I realized that the other car wasn't going to stop.

Q. When you realized that it wasn't going to stop, what was the speed of the other car?

A. Oh, I'm not sure. I have no idea.

Q. In comparison, would you say that they were going faster than you were?

A. Definitely. **Yes, sir.** I can corroborate that they were coming toward me very fast.

## Lesson 8

### ***Theory Reinforcement: Words Beginning with EX and Words Ending with -NJ, -NG***

When followed by a vowel, write KP- for initial “X”: excise = KPAOIS. When you cannot add the ending to the same stroke with the initial X- (KP-), stroke EX for the initial “x” sound, then finish the word with a subsequent stroke: expert = EX/PERT. For words that end with the sound of “ng” or “nj,” write final N (-PB) and final G together for “-NG” (-PBG): plunge = PLUPBG; tong = TOPBG. Remember to write a long A for words that end in “ange” and short A for words that end in “ang”: range = RAING; rang = RANG.

To review the complete rules and examples, see Lessons 32 and 39 in *The Moody Method for Machine Shorthand for Beginning Students* by the College of Court Reporting.

**Lesson 8, Exercise 1:** Read the steno outlines, then practice writing any that are difficult or cause hesitation.

range	RAING	bing	BING	spring	SPRING
sting	STING	strung	STRUNG	avenge	A/VENG
bang	BANG	bring	BRING	sing	SING
sprung	SPRUNG	hang	HANG	king	KING
rang	RANG	binge	BIJ	change	CHAING
dinge	DIJ	lunge	LUJ	singe	SIJ
tinge	TIJ	exact	XAKT	exalt	XAULT
exam	X-	examine	X-N	examines	X-NS
exams	X-S	unsung	UN/SUNG	excelling	X-LG
excels	X-LS	estrangle	ES/TRAING	excise	XAOIS
swung	SWUNG	exercise	XER/SAOIS	exert	XERT
exhale	XAIL	exhibit	XIBT	wrung	WRUNG
exhibited	XIBT/-D	exhibiting	XIBT/-G	exhibits	XIBTS
exile	XAOIL	exit	XIT	expect	X-KT
expected	X-KT/-D	expecting	X-KT/-G	expects	X-KTS
expense	EX/PENS	export	EX/PORT	extra	XRA
x-ray	XRAI	arrange	A/RAING	orange	ORNG
strange	STRAING	Tang	TA*NG	string	STRING
excess	XES	bling	BLING	flange	FLANG
Feng	F*ENG	shantung	SHAN/TUNG	excite	XAOIT
excel	X-L	exchange	EX/CHAING	Young	Y*UNG
ring	RING	range	RAING	expensive	EX/PENS/IV

**NOTE:** *Flange* is a projection used for strength or for attaching to another object.

**Conflicts and Soundalikes:** Check the definitions at the end of this textbook.

**Lesson 8, Exercise 2:**

**Conflicts Resolved With Different Strokes**

sent:	SENT. We <i>sent</i> the letter.
scent:	SENT. The rose has a nice <i>scent</i> .
cent:	KRENT. He didn't have a <i>cent</i> to his name.
<b>NOTE:</b> <i>Sent</i> is a verb and <i>scent</i> is a noun; therefore, they can have the same steno outline. <i>Center</i> can be SENT/-R or KRENT/-R.	
site:	SAOIT. He went to the work <i>site</i> .
cite:	KRAOIT. You should <i>cite</i> at least two sources.
sight:	SOIT. The dog has bad <i>sight</i> .
<b>NOTE:</b> When the long vowel is "I," you can drop the A to resolve the conflict and write OI if it does not conflict with another outline.	
<b>NOTE:</b> Following the conflict resolution for <i>cite</i> and <i>sight</i> , incite = IN/KRAOIT and insight = IN/SOIT.	
piece:	PAOES. I ate a <i>piece</i> of bread. Try to <i>piece</i> it together.
peace:	PAES. They want <i>peace</i> in the crowd.

**Conflicts Resolved by Artificial Intelligence**

blew:	BLAOU. The baby <i>blew</i> out the candle.
blue	BLAOU. The team colors are <i>blue</i> .

**Soundalikes**

close:	KLOES	wring:	WRING
clothes:	KLOETH/-S	ring:	RING
collision:	KLIGS		
collusion:	KLAOUGS		

**Lesson 8, Exercise 3: Preview Words and Sentences**

anniversary	AN/VERS/RI	assented	AS/SENT/-D	bank	BANK
brakes	BRAEK/-S	breakdown	BRAIK/YOUN	bridesmaids	BRAOIDZ/MAID/-S
building	BL-G	cancer	KANS/-R	change	CHAING
cited	KRAOIT/-D	construction	KON/STRUKZ	currant	KUR/ANT
current	KURNT	defraud	DE/FRAUD	dozen	DOZ/-N
Elm	*EL/-M	Ethan's	AO*ETH/-N/AES	explained	EX/PLAIN/-D
gourmet	GOR/MAI	Frank	FRA*NK	George	JO*RJ
girlfriend	GIFRND	five-minute	FAOIV/H-F/MIN/UT	Hawaii	HAOIZ
Illinois	ILZ	insight	IN/SOIT	Iowa	AOIZ
jewelry	JAOUL/RI	Jim's	J*IM/AES	Kansas	KANZ
mail	MAIL	Main	MA*IN	Maine	MAINZ

manage	MAN/AJ	Martha	MA*R/THA	Mary	MA*IR/Y-
Maryland	MAIRZ	maximum	MAX/MUM	payment	PAIMT
policeman	PLAM	proposed	PRO/POES/-D	receive	RE/SAOEV
Sarah	SA*IR/RA	security	SKAOUR/TI	sells	SEL/-S
shriek	SWRAOEK	shrill	SWRIL	Street	STRAO*ET
thief	THAOEF	supermarket	SAOUP/-R/MARKT	throughout	THROUT
victim	VIKT/IM	witness	W-NS	wring	WRING

**The current peaceful blue skies in Louisiana were filled with white clouds.**

Mary blew **the** candles out **with a shrill and a shriek before she had a piece** of cake.

**The witness** explained that **the thief was the man in the blue suit and blue shirt. The** strong wind blew **the** tree down **in his** yard. **The** bridesmaids wore exciting blue shantung dresses. Blue **and orange are** Ethan's favorite colors. **Let's take a five-minute break in the exhibit room. He expects to be in a maximum security cell in jail in Maine.**

**The brakes on the car creaked and have not been serviced in over two years.**

**The collision** took place **in front of the school in Maryland during a peace** march. **They were** found **guilty** of collusion **to defraud the** bank. **The** local supermarket *sells* all sorts of gourmet food. Sarah made **her** living *selling pieces* of string jewelry **and** fresh *currant* relish from **her** home **in Idaho**. Do you know **if Sam hit the brakes before or after his** truck left **the** highway **in Hawaii?**

**The cancer cells had spread throughout her** body. What time **did the** party *break up?* **Did he break his leg when he fell on the ice? There was a breakdown in** exporting **the** items **for the exhibit**. George *assented to* send Martha **one** dozen roses **on their** anniversary. Joe gave **his girlfriend a ring for her** birthday. **Be sure to** wring out **the** clothes **before you** hang **them** out **to dry in the cellar.**

**The candy** cost five *cents* **in change for a** bag. **We could** smell **the scent** of a strange perfume all day. **The policeman cited Frank for going too fast in an Illinois**

construction zone. **The proposed *site* of the new building is on Main Street in a small town in Iowa.** Jim’s *sight* is failing. Tom *sent* his payment in the mail. **The plane was in range, and it was *sighted* near the field.** The dog is trained to smell the *scent* of drugs. **Have you been to the construction *site* this spring? Did you receive four cents in change?**

**The *site* of the murder is right off Elm Street in a dingy house in the western part of Kansas.** He liked to *incite* the crowd when he bangs the gong. **She had a lot of *insight* as to how to manage the staff.** Please close the door. **A *piece* of the victim’s clothes were found in the trash.** Where do you keep the cleaning cloths? Arrange your clothes in your clothes closet. **The expensive tablecloths are made of fine linen.**

### ***New Punctuation Rule: Quotation Marks (“ ”)***

**Lesson 8, Exercise 4:** When you need to set off a word or quote material, Use KWAET for open quotes (“) and KWAETS for closed quotes (”). Review and drill on the following punctuation symbols:

1.	Period		R-R		
2.	Comma		W-B		
3.	Capitalize		*		
		within the outline			
4.	\$		DL-R		
5.	Colon		R-		
		R/R-R			
6.	Correction		*		
7.	Question Mark	Q-S			
8.	Decimal point	D-T			
9.	Semicolon		WR-		
		RB			
10.	Internal Comma	K-M			
11.	Indent				D-D
12.	Paragraph				P-P
13.	New paragraph + indent				DP-PD
14.	Apostrophe				AE
15.	Apostrophe +S				AES
16.	Hyphen				H-F
17.	Space				SP-S
18.	Delete Space				DL-S
19.	Slash				
					SLAESH
20.	Open quotes				QAET
21.	Closed quotes				QAETS

### **Rules for Quotation Marks**

1. Use quotation marks to set off direct quotes. When the direct quotation is preceded by an expression such as *he said*, end the first part with a comma and begin the quoted sentence with a capital letter: Example: She said, “Don’t do that.”
2. Use quotation marks around a word or phrase that is introduced by expressions such as *called*, *entitled*, *known as*, *labeled*, *signed*, *the word*, *the term*, etc. Example: The word “negligence” means failure to act with the prudence that a reasonable person would exercise under the same circumstances. (Note: Since this is not a direct quote, there is not a comma after *the word* and *negligence* is not capitalized.)

- Use quotation marks round slang, unusual words, and unfamiliar foreign words. Example: She's known as "Fast Fingers Fran."
- Periods and commas always go inside the closed quotes. Example: When you write your name, don't forget to cross the "t."

## Drills

**Lesson 8, Exercise 5:** Practice this drill, and put a comma after each item.

8.8745	½	RBI	'48	A. R. Figge
Count VIII	7-year-old	828-81-7878	L-a-z-a-r-t	1-884-781-6885
811	8,487,882	\$816 trillion	8-month-old	8800
8 a.m.	288	18 <sup>th</sup>	1/8	8:02
O-b-a-m-a	\$82,482,818	E-i-s-e-n-w-a-y	MCAT	1.r.m.
8-year-old	88 million	T. R. R.	68.89	8:25 o'clock

## Review Briefs

**Lesson 8, Exercise 6:** Read the steno outlines to review briefs, then practice writing any that are difficult or cause hesitation.

among	MONG	area	Y-R	areas	Y-RS
Austin	ST*IN	available	VAIBL	average	AFRJ
Baltimore	BA*ULT	became	BAIM	become	BOEM
block	BL-K	blocks	BL-KS	blocked	BL-KD
blocker	BL-K/-R	blocking	BL-K/-G	courtroom	KRAOM
courtrooms	KRAOMS	character	KHAIRK	characteristic	KHAIRK/ST-K
characters	KHAIRKS	characterizing	KHAIRK/AOIZ/-G	Chicago	CH*I
Chicago, Illinois	CH*ILZ	witnesses	W-NS/-S	committee	KM-T
committees	KM-TS	condition	K-N	conditional	K-NL
consider	K-R	considerable	K-RBL	considerate	K-RT
consideration	K-RGS	considering	K-RG	considers	K-RS
continue	TOIN	continued	TOIND	continues	TOINS
contribute	KR-BT	contributed	KR-BT/-D	contributes	KR-BTS
contributing	KR-BT/-G	contributor	KR-BT/-R	contributors	KR-BT/-RS
contributory	KR-BT/RI	convenience	VAOENS	convenient	VAOENT
conveniently	VAOENL	couldn't	KAONT	customer	KM-R
customers	KM-RS	Dallas	DA*LS	damage	DAJ
damaged	DAJD	damages	DAJS	damaging	DAJ/-G
Detroit	DRO*IT	disorder	DIS/ORD	document	DOMT
documented	DOMT/-D	documenting	DOMT/-G	documents	DOMTS
excellent	SLENT	expert	SPERT	experts	SPERTS
Hawaii	HAOIZ	Houston	HO*UST	Idaho	AOIDZ
Illinois	ILZ	Indiana	INZ	Indianapolis	*IND/I
inform	N-F	informed	N-FD	informs	N-FS
Iowa	AOIZ	Jacksonville	JA*KS/VIL	Kansas	KANZ
Kentucky	KENZ	Louisiana	LAZ	Maine	MAINZ
Maryland	MAIRZ	Memphis	M*MS	New York City	NO*ERZ
observe	OEB	observed	OEBD	observes	OEBZ

observing	OEBG	order	ORD	Philadelphia	F*ILD/YA
Phoenix	FAO*EX	San Antonio	SA*N/TOEN	San Francisco	S*F
San Jose	SA*N/HOES	site	SAOIT	Washington, D.C.	WASHDZ
witness	W-NS	witnessed	W-NS/-D		
witnessing	W-NS/-G	contributory negligence	KR*EG		

### *New Briefs*

**Lesson 8, Exercise 7:** Memorize the following new briefs. Drill on them, read and correct your notes. When you know them, write the sentences.

concern	KERN	concerns	KERNS	concerned	KERND
concerning	KERNG				
decide	SDAOID	decides	SDAOIDZ	decision	SDIGS
decided	SDAOID/-D	deciding	SDAOID/-G		
degree	DRAOE	degrees	DRAOES	degreed	DRAOED
forward	FAORD	forwards	FAORDZ		
invest	VEF	invests	VEFS	invested	VEFD
investor	VEFR	investors	VEFRS	investing	VEFG
investment	VEFMT	investments	VEFMTS	investigate	VEF/GAIT
investigates	VEF/GAITS	investigating	VEF/GAIT/-G	investigated	VEF/GAIT/-D
investigator	VEF/GAIT/-R	investigators	VEF/GAIT/-RS	investigation	VEFGS

### **Lesson 8, Exercise 8: Preview Words and Sentences**

Young	Y*UNG	publications	PUB/LIK/AIGS/-S	money	MON/Y-
Craig's	KRA*IG/AES	company	K-P	considerable	K-RBL
exam	X-	control	KON/TROEL	latest	LAIT/EST
examine	X-N	recommended	REK/MEND/-D	safe	SAIF
informative	N-F/TIV	complimentary	KPLIMT/RI	outside	JOUT/SAOID
Idaho	AOIDZ	Publications	P*UB/LIK/AIGS/-S	Iowa	AOIZ
Hawaii	HAOIZ				

**I am concerned about my investments in Idaho. We invested a lot of money with a local investor. We made the decision to invest with him after a friend recommended Craig's company. We spent a considerable amount of time to decide on investing with Craig and to what degree we would go forward with it. Will the wild boar eat a carrot?**

Safe investing can be a *bore*, but it is always a big concern and should be investigated before giving up control of your *capital*. The board **did** censure another Iowa company for making bad investments. It is so *chilly* outside, we are concerned that Mary will not be able to sing in the school play. George attended an informative session, and he decided to invest in Young Publications. When investments fall, is it called a bear market or a *boar* market?

Of course, the investors had a high degree of returns. The plan was to go forward concerning the latest investments in real estate on a tropical *isle* in the ocean near Hawaii. The investigation began after the decision to examine it was recommended. Even though my teacher was very complimentary, I have a few concerns for my exam in math next week. The priest wanted a new *censer* installed for burning incense and had to *bore* a large hole in the ceiling.

### Lesson 8, Exercise 9: Jury Charge

realize	RAOEL/AOIZ	experience	EX/PAOERNS	haven't	V-NT
opportunity	TAOUNT	evidence	EFDZ	witness	W-NS
attorneys	TAERNS	address	A/DRES	instructions	IN/STRUKZ/-S
final	FAOINL	verdict	VER/DIKT	decision	SDIGS
opening	OEP/-NG	statement	STAIMT	during	DURG
their	THIR	exhibits	XIBTS	prior	PRAOIR
deliberations	DLIB/RAIGS/-S				

**Ladies and gentlemen of the jury**, I realize that some of you may have had prior jury experience but for those who haven't, the order of the trial will be that each side is given an opportunity, if they desire, to make an opening statement. After that, you will hear evidence from the witness stand; and after that, each side is given an opportunity to make what is called closing statements.

During their closing statements, the attorneys will address you on what they feel the evidence is from the investigation and exhibits that concern this trial.

Following that, **you** will receive instructions **on the law**. Then **you** will **go forward and begin your deliberations and make your decision on the final verdict in** this case.

### Lesson 8, Exercise 10: 1,000 Most Common Words

concerned	KERND	conditions	K-NS	congress	KON/GRES
consider	K-R	considered	K-RD	continued	TOIND
control	KON/TROEL	corner	KORN/-R	corps	KORS
cost	KOST	costs	KOST/-S	could	KAO
couldn't	KAONT	countries	KUN/TRI/-S	country	KUN/TRI
county	KOUNT/Y-	couple	KUP/-L	course	KOURS
court	KORT	covered	KOFR/-D	cut	KUT
daily	DAIL/Y-	dark	DARK	data	DA/TA
day	DAI	days	DAI/-S	dead	DED
deal	DAOEL	death	DETH	decided	SDAOID/-D
decision	SDIGS	deep	DAOEP	defense	DE/FENS
degree	DRAOE				

**NOTE:** You can write KROEL for *control*.

### Lesson 8, Exercise 11: Proper Nouns: Presidents and Vice Presidents

\*Chester Alan Arthur  
CH\*EST/-R/A\*L/-N/A\*RTH/-R

Stephen Grover Cleveland; Thomas Hendricks  
STAO\*EFN/GRO\*EFR/KLAO\*EV/LAND/WR-RB  
TO\*M/AS/H\*END/RIKS

Benjamin Harrison; Levi P. Morton  
B\*ENJ/MIN/HA\*IRS/-N/WR-RB  
L\*E/VAOI/MO\*RT/-N

Stephen Grover Cleveland; Adlai E. Stevenson  
STAO\*EFN/GRO\*EFR/KLAO\*EV/LAND/WR-RB  
A\*D/LAI/STAO\*EV/-N/SON

William McKinley; Garret A. Hobart and Theodore Roosevelt  
W\*IL/YAM/M\*K/KIN/LI/WR-RB  
GA\*IR/ET/A\*FPLT/HO\*/BART/SKW-  
TH\*E/DOR/RAO\*S/VELT

**\*NOTE:** No vice president served under Chester Arthur

### Lesson 8, Exercise 12: Two-Voice Testimony

anyone	NAEN	services	SERVS/-S	Tillerming	T*IL/-R/MING
that's	THATS	sounds	SOUND/-S	office	AUFS
Dallas	DA*LS	calculations	KAL/KLAIGS/-S	it's	T-Z
investigating	VEF/GAIT/-G	accountant	K-T/ANT	someone	S-N
indications	IND/KAIGS/-S	advisors	AD/VAOIS/-RS	terminate	TERM/NAIT
America	MAERK	didn't	D-NT	recall	RE/KAUL
fortunate	FORT/NAT	Central	S*ENT/RAL	South	SO*UTH
financial	FI/NAN/SHAL	finances	FI/NANS/-S	period	PAOER/YOD
Chicago	CH*I	Mexico	M*EX/KOE	Cleveland's	KLAO*EV/LAND/AES

Q. **Did anyone give you Mr. Cleveland's papers?**

A. Yes. **Miss Tillerming gave them to me.**

Q. Please spell **Miss Tillerming's** name.

A. **I'm** not sure, but **I** think **it's** spelled T-i-l-l-e-r-m-i-n-g; at least **that's the way it** sounds like **it should be** spelled.

Q. **Where is Miss Tillerming's office?**

A. Although **she was** born in **Chicago**, **her office is in Dallas.**

Q. Thank you. **Did you observe Mr. Cleveland or Miss Tillerming make any calculations with regard to these files?**

A. **I never observed either one of them investigating what was in the papers. I signed the original draft of papers in which he inserted additional comments using little caret marks throughout the text.**

Q. Do you know **who checked on Mr. Cleveland's investments and who filled out his tax return?**

A. **I'm** not sure, but **it was his accountant or someone who works for his accountant.**

Q. **Did Mr. Cleveland ever go over his tax returns with you?**

A. **No, sir, he did not.**

Q. **Who made the financial decisions for Mr. Cleveland?**

A. **I'm** not sure how **he decided his finances. He had a couple of good advisors. He told me, "I'm fortunate. I've hired the best financial advisors."**

Q. **Did he give any indications of their names?**

A. **No, sir, he didn't.**

- Q. Do you know **when Mr. Cleveland left the country**?
- A. **No, sir.**
- Q. **When did he go forward with his plan to terminate your services?**
- A. **Our contract expired in February 2008, and it was not renewed.**
- Q. Do you know **where Mr. Cleveland went**?
- A. **No. I just know that he left the country.**
- Q. **When did Mr. Cleveland leave the country?**
- A. **I said that I didn't know when he left the country.**
- Q. **Was it a year ago, five years ago? Give us an approximate period of time.**
- A. As far as **I can recall, I would say it was approximately 2, 2 ½, 3 years ago.**
- Q. **Where did Mr. Cleveland go when he left the country?**
- A. **I don't know. I think he went to Mexico, somewhere in Central America or South America to give himself a restful and peaceful time.**

## Lesson 9

### ***Theory Reinforcement: Words beginning with KR- and KL- and Words Ending with -NK***

Write –FRNG for words ending with “nk”: bank = BAFRNG. To review the complete rules and examples, see Lesson No. 42 in *The Moody Method for Machine Shorthand for Beginning Students* by the College of Court Reporting.

**Lesson 9, Exercise 1:** Read the steno outlines, then practice writing any that are difficult or cause hesitation.

trunk	TRUNK	crush	KRUSH	blink	BLINK
bunk	BUNK	clink	KLINK	conk	KONK
drink	DRINK	dunk	DUNK	flunk	FLUNK
frank	FRANK	mink	MINK	monk	MONK
pink	PINK	shrunk	SWRUNK	sink	SINK
stank	STANK	stink	STINK	tank	TANK
class	KLAS	clinic	KLIN/IK	clock	KLOK
plank	PLANK	dank	DANK	lank	LANK
cross	KROS	crowd	KROUD	crisp	KRIS/-P
clue	KLAOU	clover	KLOEFR	clot	KLOT
spelunk	SPE/LUNK	clip	KLIP	clever	KLEFR
climb	KLAOIM	bank	BANK	crop	KROP
crib	KRIB	crime	KRAOIM	crises	KRAOIS/-S
crotch	KROCH	crouch	KROUCH	crow	KROE
crown	KROUN	cruel	KRAOUL	cruise	KRAOUS
cranky	KRANK/Y-	clamp	KLAMP	club	KLUB
Frank	FRA*NK	credit	KRED/IT	spelunking	SPE/LUNK/-G

**NOTE:** *Spelunk* means to explore natural caves.

***Conflicts and Soundalikes:*** Check the definitions at the end of this textbook.

### **Lesson 9, Exercise 2:**

#### ***Conflicts Resolved With Different Strokes***

decent: DAOES/ENT. I got a *decent* deal.  
descent: DE/SENT. The plane made its *descent*.

**NOTE:** Some conflicts are resolved by the way the word is pronounced. *Decent* has a longer “e” sound, and *descent* has a shorter “e” sound.

die: DAOI. The plant will *die* without water.  
dye: DOI. I will *dye* my hair. She put the shirt in the *dye* to color it.

discreet: DIS/KRAOET. Try to be *discreet* when telling them.  
 discrete: DI/SKRAOET. There are *discrete* parts in the panel.  
 Discreet: marked by prudence or modesty and wise self-restraint; heedful of potential consequences; unobtrusively perceptive and sympathetic.  
 Discrete: constituting a separate entity or part.

discus: DISK/US. He threw the *discus* far.  
 discuss: SKUS. We will *discuss* the plan.

**NOTE:** Conflicts are often resolved with briefs; *discuss* can be written DIS/KUS. The brief SKUS is introduced in Lesson 13.

### Soundalikes

dissent:	DI/SENT	emerge:	E/MERJ
imminent:	IM/NENT	immerge:	IM/ERJ
eminent:	EM/NENT	emigrate:	EM/GRAIT
elicit:	E/LIS/IT	immigrate:	IM/GRAIT
illicit:	IL/IS/IT		

### Lesson 9, Exercise 3: Preview Words and Sentences

abbey	AB/Y-	ancestry	AN/SEST/RI	Ann	A*N
anxiety	ANG/ZI/TI	Arizona	ARZ	assigned	A/SAOIN/-D
because	BAUZ	brilliant	BRIL/YANT	dice	DAOIS
distinct	DIS/TINKT	doctor	DR-	easier	AOES/YER
elements	EL/-MTS	everyone	EFRN	father	FATH
finished	FIN/ISH/-D	Frank	FRA*NK	government	GOFMT
Greeks	GRAO*EK/-S	Hawaii	HAOIZ	herself	HEFL
hospital	HOPT	Indiana	INZ	Iowa	AOIZ
judgment	JUMT	Karen	KA*IRN	Kentucky	KENZ
lemonade	LEM/NAID	lineage	LIN/YAJ	Louisiana	LAZ
Maryland	MAIRZ	material	MA/TAOER/YAL	memo	MEM/OE
native	NAIT/IV	oath	OETH	oblige	O/BLAOIJ
obliged	O/BLAOIJ/-D	Phoenix	FAO*EX	political	PLIT/K-L
problem	PR-B	recognized	REK/OG/NAOIZ/-D	root	RAOT
route	ROUT	San Jose	SA*N/HOES	singular	SING/LAR
solve	SOLV	something	S-G	threw	THRAOU
unconnected	UN/KEKT/-D	until	N-L	website	WEB/SAOIT
withdraw	W-/DRAU	won	WON		

*Descent* can be defined as a downward slope, and it also refers to the lineage or the ancestry of a person. His *descent* into depression was a slow but painful one at the clinic. A person with a frank opinion will show his dissent. Political dissent forced her to withdraw from the race. The singular form of dice is *die*. He threw the *die* and won a lot of money at his club and tied it in a bundle with a cord. She felt like she was

going to *die* from anxiety in the large Louisiana crowd. No one recognized Karen who had dyed her hair black while she lived in Hawaii. What food dye did you use to make the lemonade drink pink? The little boy was *decent* at break dancing.

Because of her public role in Iowa, she was obliged to be *discreet*. A person who exercises careful judgment is *discreet*. Something that is made up of distinct or unconnected elements is *discrete*. The problem will be easier to solve if broken into *discrete* parts. Throwing a heavy *discus* began with the clever Greeks. Did you discuss the bank's problems with Frank when he came back from Phoenix, Arizona? She dug the root of the tree out of her yard. Which route will you take to the office in Kentucky?

They discussed selling the bank land, but there was no agreement because one of the *sellors* was in San Jose. He tried to elicit the information from the monk at the abbey. She was known in Indiana for her ability to elicit brilliant results from her class. The forbidden material stunk and was deemed illicit. He swore under oath that there was nothing illicit about the website: barebods.nkd.

The details of the contract will emerge at the next board *meeting*. They like to immerge or sink into each project that is assigned to them. Ann immersed herself and dunked into the assignment until it was finished. When people leave their native country, they emigrate from it.

When they move into another country, they immigrate to it. He made the decision to emigrate rather than live under such an oppressive government. His immigration to our country came five years after his father came. The famous actress in the pink mink coat was eminent, and she decided to *pour* the wine at the gala. It is

imminent that this cruel memo *was sent to everyone*. **My sister is an eminent doctor at our Maryland hospital. His election was considered imminent.**

### ***New Punctuation Rule: Parenthesis ( )***

**Lesson 9, Exercise 4:** When you need to set off material with parenthesis, use PREN for open parenthesis ( and PREND for closed parenthesis). Review and drill on the following punctuation symbols:

1. Period	R-R	13. New paragraph + indent	DP-PD
2. Comma	W-B	14. Apostrophe	AE
3. Capitalize	* in first stroke	15. Apostrophe +S	AES
4. \$	DL-R	16. Apostrophe prefix	P-F
5. Colon	R-R/R-R	17. Hyphen	H-F
6. Correction	*	18. Space	SP-S
7. Question Mark	Q-S	19. Delete Space	DL-S
8. Decimal point	D-T	20. Slash	SLAESH
9. Semicolon	WR-RB	21. Open quotes	QAET
10. Internal Comma	K-M	22. Closed quotes	QAETS
11. Indent	D-D	23. Open parenthesis	PREN
12. Paragraph	P-P	24. Closed parenthesis	PREND

**NOTE:** Use parentheses to enclose explanatory notations that are not spoken but are included by the reporter as necessary for the record. Example: (Court was recessed for lunch from 12:15 until 1:45 p.m.)

### **Drills**

**Lesson 9, Exercise 5:** Practice this drill, and put a comma after each item.

9.8799	\$92,492,919	CIA	'98	Ccr
Article IX	19-year-old	329-91-7999	V-e-t-t-i-c-k-a-l	1-684-741-6445
911	9,497,449	\$94 trillion	9-month-old	9900
9 o'clock	944	1/9	9:15	9:02
1/6	R. J. Lozano	M-o-r-t-o-n	CBS	c.o.d.
9-year-old	99 million	R.F.K.	69.49	9:25 a.m.

### **Review Briefs**

**Lesson 9, Exercise 6:** Read the steno outlines to review briefs, then practice writing any that are difficult or cause hesitation.

Austin	ST*IN	Baltimore	BA*ULT	became	BAIM
become	BOEM	character	KHAIRK	characteristic	KHAIRK/ST-K
Chicago	CH*I	characters	KHAIRKS	characterizing	KHAIRK/AOIZ/-G
Chicago, Illinois	CH*ILZ	San Francisco	S*F	committee	KM-T
committees	KM-TS	concern	KERN	concerned	KERND
concerning	KERNG	concerns	KERNS	convenience	VAOENS
convenient	VAOENT	conveniently	VAOENL	customer	KM-R
customers	KM-RS	Dallas	DA*LS	damage	DAJ
damaged	DAJD	damages	DAJS	damaging	DAJ/-G
decide	SDAOID	decision	SDIGS	degree	DRAOE
Detroit	DRO*IT	didn't	D-NT	difference	D-FRNS
differences	D-FRNS/-S	different	D-FRNT	direct	DREKT

directed	DREKT/-D	directing	DREKT/-G	direction	DREKZ
directly	DREKT/LI	directs	DREKTS	disorder	DIS/ORD
document	DOMT	documented	DOMT/-D	documenting	DOMT/-G
documents	DOMTS	Dr.	DR*FPLT	excellent	SLENT
expert	SPERT	experts	SPERTS	forward	FAORD
Hawaii	HAOIZ	Houston	HO*UST	Idaho	AOIDZ
Illinois	ILZ	Indiana	INZ	Indianapolis	*IND/I
invest	VEF	invested	VEFD	investigated	VEF/GAIT/-D
investigates	VEF/GAITS	investigation	VEFGS	investing	VEFG
investment	VEFMT	investor	VEFR	invests	VEFS
Iowa	AOIZ	Jacksonville	JA*KS/VIL	Kansas	KANZ
Kentucky	KENZ	Louisiana	LAZ	Maine	MAINZ
Maryland	MAIRZ	Memphis	M*MS	New York City	NO*ERZ
observe	OEB	observed	OEBD	observes	OEBS
observing	OEBG	order	ORD	Philadelphia	F*ILD/YA
Phoenix	FAO*EX	San Antonio	SA*N/TOEN		

### *New Briefs*

**Lesson 9, Exercise 7:** Memorize the following new brief forms. Drill on them, read and correct your notes. When you know them, write the sentences.

democrat	DEMT	Democrat	D*EMT	democratic	DEMT/IK
democrats	DEMST			Democratic	D*EMT/IK
department	DEPT	departments	DEPTS		
describe	SDRAOIB	describes	SDRAOIBS	describing	SDRAOIBG
described	SDRAOIBD	description	SDRIPGS		
difficult	DIFT	difficulty	DIFT/Y-		
develop	VEL	develops	VELS	development	VEMT
developed	VELD	developing	VELG		
machine	M-N	machines	M-NS	machinery	M-N/RI
republican	RUP	Republican	R*UP	republicans	RUPS
determine	DERM	determines	DERMS	determining	DERMG
determined	DERMD	determination	DERMGS		

**NOTE:** Capitalize *Republican* and *Democrat* when they are the name of a political party. Do not capitalize them when they refer to the political philosophy of the party.

## Lesson 9, Exercise 8: Preview Words and Sentences

political	PLIT/K-L	integrating	INT/GRAIT/-G	inventory	IN/VEN/TOR/Y-
defined	DE/FAOIN/-D	*society	SO/SI/TI	existing	XIST/-G
equipment	QIMT	computerized	KPAOUT/RAOIZ/-D	major	MAIJ/-R
operate	OP/RAIT	committee	KM-T	very	VE
whether	WHR-	administration	AD/MIN/STRAIGS	harmony	HARM/NI
Jeremy	J*ER/MI	cited	KRAOIT/-D	investigatory	VEF/GA/TOR/Y-
philosophies	FLOS/FI/-S	advocate	AD/VO/KAT	monarchy	MON/ARK/Y-
various	VAIR/YUS	university's	AOUN/VERS/TI/AES	Benjamin	B*ENG/MIN
description	SDRIPGS				

\**Society* is given as a brief in Lesson 26: SOET

**We live in a Democratic society. Our two major political parties are the Democrats and the Republicans.** Each **one** *cites* and accents **their** philosophies **for the** public benefit, **and they should** try to work in harmony **with** each **other**. **Can you describe** how political **machines develop**, operate, **and incite** enthusiasm? **Our department** store **on the new site** developed a computerized **machine** that keeps track of **the** store's inventory **to ascent** to better serve **our customers**.

George *sent me a description* of the developing new republic, **and his insight** regarding *peace* **and helping the poor** is very interesting. **It's difficult** describing how **it** works, but **we** know how well stocked all **the departments** are. Do you know **whether** Grover Cleveland **was a Democrat or a Republican?** What **department** is the most **democratic in the** university's administration **and does the least** to *incite* students **to rebel?**

**The word "Democrat" is** defined as **an** advocate **for** representing **or** appealing **to the** benefit of **the** people at large, **and the** word **"Republican" is** defined as **an** advocate of a republic as opposed **to a** monarchy. Please **describe the** various **departments in your office**. Benjamin likes **describing** how *steel* **machines** operate **in his business and the development** of integrating **them with the** existing **equipment**.

**The machine's description is on file at the bank in the blue banker's box.**

Jeremy **had pored over the files and cited** Rule 3 (a) **before the** investigatory **committee. They developed and sent us a copy of an excellent** waste management program, **and we're going to use it from the cellar to the top floor. It will save over 20 cents for each bin of trash each month.**

### **Lesson 9, Exercise 9: 1,000 Most Common Words**

democratic	DEMT/IK	department	DEPT	described	SDRAOIBD
design	DE/SAOIN	designed	DE/SAOIN/-D	determined	DERMD
developed	VELD	development	VEMT	did	D-
didn't	D-NT	difference	D-FRNS	different	D-FRNT
difficult	DIFT	direct	DREKT	direction	DREKZ
directly	DREKT/LI	distance	DIST/ANS	district	DIS/TRIKT
do	DO	does	DUZ	doing	DO/-G
done	DUN	don't	DOENT	door	DAOR
doubt	DOUT	down	DOUN	Dr.	DR*FPLT
drive	DRAOIV	due	DAOU	during	DURG
each	AOECH	earlier	ERL/YER	early	ERL/Y-
earth	ERTH	east	AOEST	Boulevard	B*UL/VARD
cent	KRENT				

### **Lesson 9, Exercise 10: Proper Nouns: Presidents and Vice Presidents**

Theodore Roosevelt; Charles W. Fairbanks  
 TH\*E/DOR/RAO\*S/VELT/WR-RB  
 CHA\*RLS/W\*FPLT/FA\*IR/BANKS

William Howard Taft; James S. Sherman  
 W\*IL/YAM/HO\*URD/TA\*FT/WR-RB  
 JA\*IMS/S\*FPLT/SH\*ER/MAN

Woodrow Wilson; Thomas R. Marshall  
 WAO\*D/ROE/W\*ILS/-N/WR-RB  
 T\*OM/AS/MA\*R/SHAL

Warren Gamaliel Harding; Calvin Coolidge  
 WA\*R/-N/GA\*M/LAOEL/HA\*RD/-G/WR-RB  
 KA\*L/VIN/KAO\*L/IJ

## Word Families (Review)

**Lesson 9, Exercise 11:** It is easy to memorize and remember abbreviated outlines when words are grouped into “word families.” Use EFR for words beginning with *every* and –FR for words ending with *ever*:

ever	-FR	everyone	EFRN	whatever	WHAFR
every	EFR	everyplace	EFRP	whenever	WH-FR
everybody else	EFRBS	everything	EFRG	wherever	WR-FR
everybody	EFRB	*everywhere	VAER	whoever	WHOFR
everyday	EFRD				

**\*NOTE:** The exception is *everywhere*.

## Lesson 9, Exercise 12: Two-Voice Testimony

Roosevelt	RAO*S/VELT	Carl	KA*RL	Harding	HA*RD/-G
Indianapolis	*IND/I	Indiana	INZ	occupation	OUPGS
presently	PR-NT/LI	employed	PLOID	Acme	A*K/MAOE
Atlanta	A*T/LAN/TA	Georgia	GAZ	southern	SOTH/ERN
document	DOMT	route	ROUT	couldn't	KAONT
exact	XAKT	*generally	JEN/RAL/Y-	number	NUM/BER
indicate	IND/KAIT	Trucking	TR*UK/-G	Company	K*P
crises	KRAOIS/-S	motto	MOT/OE		

\**Generally* is given as a brief in Lesson 13: JENL.

**NOTE:** You can use the phrase M\*EJZ for *members of the jury*, or you can write it out one word at a time. *Member of the jury* would be M\*EJ.

Q. Please state **and** spell **your** name.

A. Carl Roosevelt, R-o-o-s-e-v-e-l-t.

Q. Will **you** keep **your** voice up, **Mr.** Roosevelt, so **the** members of **the jury** can hear you.

A. Yes, sir.

Q. **Were you ever** served a **document** telling **you to be here today**?

A. Yes, sir.

Q. **Where** do **you** live?

A. I live at 1440 Harding Boulevard, **Indianapolis, Indiana.**

Q. All right. What **is your occupation**?

A. I am a truck driver.

Q. **Are you presently employed by a trucking company?**

A. **Yes, sir, I am.**

Q. **What is the name of the trucking company? Whoever do you work for?**

A. **Acme Trucking based in Atlanta, Georgia.**

Q. **Whatever do you do for Acme?**

A. **I'm a driver.**

Q. **Generally speaking, what is your route?**

A. **I have the southern route most of the time, but when shortages develop, I go everywhere they need me. The drivers who work for Acme must be willing to go everywhere. Acme always has a full complement of drivers.**

Q. **How many trucks does Acme Trucking Company own?**

A. **I couldn't tell you the exact number, but they have a lot of trucks on the highways.**

Q. **Do you have notes that indicate where you were from 7:15 to 9:45 a.m. on April 18?**

A. **Yes. Everybody checks in whenever we go on the road every day for every trip we make before we fill our tanks. We have this procedure in place so a driver cannot steal any gas.**

Q. **Do you carry repair equipment with you in case a problem occurs on the road or in your truck?**

A. **Yes, sir, we do. We are prepared for any crises that might develop. We try to be on hand to bail each other out when needed. We're just like the well-known motto: "Be prepared." We are prepared at all times.**

Q. Thank **you**, **Mr.** Roosevelt. **I'd** like **to** take **a** 10-minute *break*.

(**A** short recess **was** taken **by** all at 10:05 **a.m.**)

## Lesson 10

### ***Theory Reinforcement: Words Ending with SHAL, SHUN, CTION, NCTION***

Write –RBL for words that end in the sound of “shal” unless the first syllable ends in an “r,” then write the word in two strokes with the ending “shal” as SHAL: racial = RAIRBL; marshal = MAR/SHAL. Use final –GS for words that end in the sound of “shun” no matter how they are spelled: motion = MOEGS, vision = VIGS. Use –KZ (-BGZ) for words that end in “ction”: faction = FAKZ. Combine the ending for “-nk” (FRPBG) with “-ction” (-BGZ) for “nction” (-FRPBGZ):

To review the complete rules and examples, see Lessons 37, 43, and 44 in *The Moody Method for Machine Shorthand for Beginning Students* by the College of Court Reporting.

**Lesson 10, Exercise 1:** Read the steno outlines, then practice writing any that are difficult or cause hesitation.

acclamation	AK/LA/MAIGS	accreditation	A/KRED/TAIGS	action	AKZ
affliction	A/FLIKZ	aggravation	AG/RA/VAIGS	alliteration	A/LIT/RAIGS
allocation	AL/KAIGS	artificial	ART/FISHL	nation	NAIGS
attention	A/TENGS	auction	AUKZ	carnation	KAR/NAIGS
caution	KAUGS	certification	SERT/FI/KAIGS	citation	SI/TAIGS
cognition	KOG/NIGS	collaboration	KLAB/RAIGS	commotion	KMOEGS
completion	KPLAOEGS	compulsion	KPULGS	compunction	KPUNKZ
convulsion	KON/VULGS	cooperation	KAOP/RAIGS	coordination	KAORD/NAIGS
corruption	KRUPGS	creation	KRE/AIGS	crucial	KRAOUSHL
damnation	DAM/NAIGS	dedication	DED/KAIGS	defection	DE/FEKZ
definition	DEF/NIGS	deflection	DE/FLEKZ	deliberation	DLIB/RAIGS
depletion	DPLAOEGS	devotion	DE/VOEGS	diction	DIKZ
digression	DI/GREGS	direction	DREKZ	diversion	DI/VERGS
edition	E/DIGS	elation	E/LAIGS	emission	E/MIGS
erection	E/REKZ	examination	X-NGS	exertion	XERGS
extension	EX/TENGS	extinction	EX/TINKZ	fission	FIGS
fusion	FAOUGS	generation	JEN/RAIGS	gestation	JES/TAIGS
glacial	GLAISHL	ignition	IG/NIGS	inclusion	IN/KLAOUGS
infection	IN/FEKZ	infraction	IN/FRAKZ	injunction	IN/JUNKZ
inspection	IN/SPEKZ	mansion	MANGS	marshal	MAR/SHAL
Martian	MA*RGs	notion	NOEGS	ocean	OEGS
official	O/FISHL	opposition	OP/SIGS	partial	PAR/SHAL
persuasion	PER/SWAIGS	pollution	PLAOUGS	precision	PRE/SIGS
profession	PRO/FEGS	racial	RAISHL	ration	RAGS
recession	RE/SEGS	remission	RE/MIGS	restriction	RE/STRIKZ
resurrection	RES/REKZ	section	SEKZ	social	SOESHL
solution	SLAOUGS	spatial	SPAISHL	subtraction	SUB/TRAKZ

**Conflicts and Soundalikes:** Check the definitions at the end of this textbook.

**Lesson 10, Exercise 2:**

**Conflicts Resolved With Different Strokes**

council:	KOUNS/-L. The city <i>council</i> voted.
counsel:	KOUN. The lawyer gave me legal <i>counsel</i> . I will <i>counsel</i> you.
<b>NOTE:</b> The brief for <i>counsel</i> is introduced in Lesson 25: KOUN; <i>counsel</i> can also be written KOUN/SEL.	
moral:	MORL. They are <i>moral</i> people. The <i>moral</i> of the story is nice.
morale:	MOR/AL. The <i>morale</i> of the workers was upbeat.
<b>NOTE:</b> Both end with “al” but <i>morale</i> is pronounced with a strong accent on the “al” sound, use the AL ending for it.	
sail:	SAIL. The <i>sail</i> caught the wind. We will <i>sail</i> around the world.
sale:	SAEL. The store is having a <i>sale</i> .

**Conflicts Resolved by Artificial Intelligence**

idea:	YAOID. I had a great <i>idea</i> .
eyed:	YAOID. She <i>eyed</i> the hat in the window.
<b>NOTE:</b> The brief for <i>eye</i> , YAOI, and <i>eyed</i> , YAOID, is introduced in this lesson.	

**Soundalikes**

choose	CHAOS	dependence	DPEND/ENS
chose	CHOES	dependents	DPEND/ENT/-S
chews	CHAOU/-S	deceased	DE/SAOES/-D
consul	KONS/-L	diseased	DI/SAOES/-D
conscience	KON/SHENS	script	SKRIPT
conscious	KON/SHUS	scrip	SKRIP

**Lesson 10, Exercise 3: Preview Words and Sentences**

Coors	KAO*RS	color	KLOR	mouth	MOUTH
holiday	HOL/DAI	official	O/FISHL	self-conscious	SEF/KON/SHUS
bothering	BOTH/-G	Hank’s	HA*NK/AES	Donna	DO*N/NA
difficult	DIFT	committee	KM-T	Court	KO*RT
doctrine	DOK/TRIN	church	CHURCH	deceased	DE/SAOES/-D
prescription	PRE/SKRIPGS	employer	PLOIR	puppy	PUP/Y-
cattle	KAT/-L	Bugsy	B*UGS/Y-	Memphis	M*MS
Alexander’s	A*L/XAND/-R/AES	currency	KURNS/Y-	completion	KPLAOEGS
cooperation	KAOP/RAIGS	hospitalized	HOPT/AOIZ/-D	Doris	DO*R/IS
obstacle	OB/STAK/-L	certificate	SER/TIF/KAT	victory	VIKT/RI
I’ll	AOIL	bawl	BAUL	poorly	PAOR/LI
bred	BRED	metes	MOIT/-S	ball	BAL
bowl	BOEL	merchandise	MERCH/AN/DAOIS		

What color of dresses **did the seller** choose? I chose **the red one with the black** sash, **and I'll wear it soon**. **Be sure to close your mouth when you chew your food**. **Did you choose to be alone on the** official holiday? I chose **to be with my friend** "Bugsy." **The new puppy is a little boor, and it chews on everything**. I chose **not to go to the close-out sale**. Marge **was self-conscious about her weight because she feels like a fat boar**. **She refused to eat a piece of my birthday cake**. **He couldn't wait to hear the moral of the story**.

**The morale was high after their victory**. Scrip **is a certificate whose value is recognized by the payer and payee**. **The coursework at school is very crucial to succeeding**. Tom's conscience **was bothering his devotion to his family**. Hank's manner **was coarse and an infraction of the rules**. Donna **was unconscious for three weeks after the ball bore an indentation on her forehead**. Let **your conscience be your guide regarding the pollution from the emission of gas**.

**The obstacle course was difficult to stay in its metes and bounds**. **The coat fabric was very coarse**. **We had a meal for the social committee**. **The sail on the boat needed to be repaired for the race**. **Did you go to the sale at the shopping center and buy the bread maker?** Will defense *counsel* please rise **and address the Court** at this time. **Was the student council meeting held this morning in cooperation with the counselors?**

**Did your school counselor caution you that the completion of these forms may be boring?** Scrip **is not currency but may be converted into currency**. **The church council met to discuss points of doctrine**. **Where was the deceased found?** **On her income tax return, Ms. Fuller listed her children as her dependents**. Doris **was**

**hospitalized because of her dependence on prescription drugs and had to find a solution to her problems.**

**The diseased body of the victim was found on the artificial grass down by the creek. Her dependence on drugs caused her family to groan out loud that they would take immediate action. According to Rule 7, the employer needed to censor his employees' files to know how many dependents were in the family. (The room was darkened during the course of the test.)**

Some of the cattle were poorly bred and had an infection and had to be killed. Alexander's dependents who live in Memphis are listed in the will. She had a script or document showing that she had a right to the merchandise. He studied his script one more time before going on stage.

### ***New Punctuation Rule: Dash (--)***

**Lesson 10, Exercise 4:** A dash is used when you have an interruption or a change in thought. A dash is two hyphens (--) and written on the machine: D-SH. Review and drill on the following punctuation symbols:

1. Period	R-R	14. Apostrophe	AE
2. Comma	W-B	15. Apostrophe +S	AES
3. Capitalize	* within the outline	16. Apostrophe prefix	P-F
4. \$	DL-R	17. Hyphen	H-F
5. Colon	R-R/R-R	18. Space	SP-S
6. Correction	*	19. Delete Space	DL-S
7. Question Mark	Q-S	20. Slash	SLAESH
8. Decimal point	D-T	21. Open quotes	QAET
9. Semicolon	WR-RB	22. Closed quotes	QAETS
10. Internal Comma	K-M	23. Open parenthesis	PREN
11. Indent	D-D	24. Closed parenthesis	PREND
12. Paragraph	P-P	25. Dash	D-SH
13. New paragraph + indent	DP-PD		

## Drills

**Lesson 10, Exercise 5:** Practice this drill, and put a comma after each item..

10.8745	\$10,410,414	UCLA	'10	mpr
Count X	10-year-old	310-10-7410	N-o-e-l	1-610-101-1010
911	4,510,000	\$1.5 trillion	6-month-old	5,500
10:00	1/10	trp	7:10	1/3
Watson	B. C. Wyatt	10 <sup>th</sup>	RPR	n.b.d.
III (a)	10 million	K. G. M.	10:45 p.m	3:10

## Review Briefs

**Lesson 10, Exercise 6:** Read the steno outlines to review briefs, then practice writing any that are difficult or cause hesitation.

character	KHAIRK	characteristic	KHAIRK/ST-K	characterizing	KHAIRK/AOIZ/-G
characters	KHAIRKS	concern	KERN	concerned	KERND
concerning	KERNG	concerns	KERNS	decide	SDAOID
decision	SDIGS	degree	DRAOE	Democrat	D*EMT
democrat	DEMT	democratic	DEMT/IK	democrats	DEMTS
department	DEPT	departments	DEPTS	describe	SDRAOIB
described	SDRAOIBD	describes	SDRAOIBS	describing	SDRAOIBG
develop	VEL	developed	VELD	developing	VELG
development	VEMT	develops	VELS	difficult	DIFT
entire	NAOIR	Europe	YURP	European	YURP/AOEN
even	EFN	evening	EFNG	ever	-FR
every	EFR	everybody	EFRB	everyday	EFRD
everyone	EFRN	everyplace	EFRP	everything	EFRG
everywhere	VAER	evidence	EFDZ	excellent	SLENT
expect	X-KT	expected	X-KT/-D	expecting	X-KT/-G
expects	X-KTS	expert	SPERT	experts	SPERTS
forward	FAORD	invest	VEF	invested	VEFD
investigated	VEF/GAIT/-D	investigates	VEF/GAITS	investigation	VEFGS
investing	VEFG	investment	VEFMT	investor	VEFR
invests	VEFS	machine	M-N	machines	M-NS
Republican	R*UP	republican	RUP	republicans	RUPS
site	SAOIT				

## Lesson 10, Exercise 7: Proper Nouns and Common Names

Adams	A*D/AMS	Alexander	A*L/XAND/-R	Allen	A*L/-N
Anderson	A*ND/-R/SON	Bailey	BA*IL/Y-	Baker	BA*IK/-R
Barnes	BA*RNS	Bell	B*EL	Bennett	B*EN/ET
Brooks	BRAO*KS	Brown	BRO*UN	Bryant	BRAO*INT
Butler	B*UT/LER	Campbell	KA*MP/BEL	Carter	KA*RT/-R

## *New Briefs*

**Lesson 10, Exercise 8:** Memorize the following new brief forms and their derivatives. Drill on them, read and correct your notes. When you know them, write the sentences.

aye	YOI	ayes	YOIZ		
nay	NOI	nays	NOIZ		
effect	FEKT	effects	FEKTS	effecting	FEKT/-G
effected	FEKT/-D	effective	FEKT/IV	effectively	FEKT/IV/LI
enough	NUF	evenly	EFNL		
equip	Q-P	equipped	Q-PD	equipping	Q-PG
equips	Q-PS	equipment	QIMT		
establish	ST-SH	establishes	ST-SHS	established	ST-SHD
establishing	ST-SHG				
except	XEP	excepting	XEPG	excepts	XEPS
exception	XEPGS	excepted	XEPD		
experience	SPAOERNS	experienced	SPAOERNS/-D	experiences	SPAOERNS/-S
experiencing	SPAOERNS/-G				
eye	YAOI	eyed	YAOID	eying	YAOIG
eyes	YAOIS				

## **Lesson 10, Exercise 9: Preview Words and Sentences**

welcome	WEL/KUM	sun	SUN	producing	PRO/DAOUS/-G
election	E/LEKZ	Lawrence	LA*U/RENS	rotation	RO/TAIGS
gym	JIM	Fred	FR*ED	Baker	BA*IK/-R
my	MI	expensive	EX/PENS/IV	everyone	EFRN
evenly	EFNL	program	PRO/GRAM	morale	MOR/AL
Allen	A*L/-N	distributed	DIS/TRIB/AOUT/-D	example	XAMPL
Anderson	A*ND/-R/SON	Bailey	BA*IL/Y-	Campbell	KA*MP/BEL
Brown's	BRO*UN/AES	Alexander	A*L/XAND/-R	Carter	KA*RT/-R
employees	PLOES	compunction	KPUNKZ	commotion	KMOEGS

What **effect did the imminent sun have on the paint on your New Hampshire cottage? The effects of the cast iron bust on the fireplace mantel were welcome in their Massachusetts home. Campbell Brown's decent program filmed in Mississippi was effective in producing enough profits to buy the new equipment. His experience effectively established that Allen was the right person to dye the fabric for the job.**

Bailey could see with his good eye how evenly everything was *grown* in the Minnesota garden. Anderson hoped to establish a clinic to treat diseases of the eyes.

Except for Lawrence, everyone was able to equip themselves *discreetly* for the summer camp in Michigan. There were enough ayes to win the election, and the winner quickly emerged. When they took the final vote, I said “aye” instead of “nay.” Fred Baker equipped and established the new Missouri gym with very expensive equipment, but only charges a few cents for children to use it. Everyone in my profession eyed the new program which had a great effect on the *morale* of our employees, and there was no dissent from anyone in Montana.

They have enough food and *bread* in Nebraska, and we evenly distributed it to set a good example for everyone. Alexander is from Nevada and has experience establishing new rules with no compunction. He effected great change in New Hampshire that caused no commotion. A *caste* system ineffectively states whether a person is considered *bred* well or *bred* poorly. Everyone with the eye infection except Carter was in remission.

### Lesson 10, Exercise 10: Jury Charge

*testimony	TEST/MOEN/Y-	completed	KPLAOET/-D	arguments	AURMTS
summations	SMAIGS/-S	discuss	SKUS	anyone	NAEN
presented	PR-NT/-D	doesn't	DUNT	deliberate	DLIB/RAIT
deliberating	DLIB/RAIT/-G	Court	KO*RT	adjourned	A/JURN/-D
permit	PER/MIT	duties	DAOUT/Y-S	afternoon	AFRN
isn't	S-NT				
members of the jury	M*EJZ				

\*The brief for *testimony* is introduced in Lesson 16: T-M.

Members of the jury, it is established that all of the testimony in this case has been completed. There now remains for you to hear the arguments of *counsel*, what we call their summations. We are going to start the summations after our noon recess

**today. We intend to go through the summations this afternoon, and then we will recess until tomorrow morning at 9 a.m. For the convenience of all concerned, including the jurors, we don't want you deliberating until late in the evening. It just isn't effective to keep everyone so late here at the courthouse.**

**Once again, I caution you not to discuss this case, either among yourselves or with anyone else. Do not poll the other jurors until the trial is over. The fact that all of the testimony has been presented doesn't mean that you can begin to deliberate on this case now because you are to hear arguments of counsel, and the charge of the Court, in which I instruct you as to your duties.**

**Once again, you are on your own for lunch. Don't permit anyone to talk to you about this case, and don't discuss it among yourselves. Be back here by 1 p.m. this afternoon.**

(The trial was adjourned at 11:55 in the morning.)

### **Lesson 10, Exercise 11: 1,000 Most Common Words**

easy	AOES/Y-	*economic	EK/NOM/IK	education	ED/KAIGS
effect	FEKT	effective	FEKT/IV	effects	FEKTS
effort	EFRT	efforts	EFRTS	eight	AIT
either	AOETH	elements	EL/-MTS	else	ELS
end	END	England	*ENG/LAND	English	*ENG/LISH
enough	NUF	entire	NAOIR	equipment	QIMT
especially	E/SPESHL/Y-	established	ST-SHD	Europe	YURP
even	EFN	evening	EFNG	ever	-FR
every	EFR	everything	EFRG	evidence	EFDZ
example	XAMPL	except	XEP	existence	XIST/ENS
expect	X-KT	expected	X-KT/-D	experience	SPAOERNS
extent	EX/TENT	eye	YAOI		

\*The brief for *economic* will be introduced in Lesson No. 25: KMEK.

## Proper Nouns: State Capitals

**Lesson 10, Exercise 12:** Write the following states and state *capitals*.

Boston, Massachusetts	BO*ST/-N/W-B/MAZ
Lansing, Michigan	LA*NS/-G/W-B/MISHZ
St. Paul, Minnesota	ST*FPLT/PA*UL/W-B/MINZ
Jackson, Mississippi	JA*KS/-N/W-B/MIPZ
Jefferson City, Missouri	J*EFR/SON/ST*I/W-B/MOZ
Helena, Montana	H*E/LEN/NA/W-B/MONZ
Lincoln, Nebraska	L*INK/-N/W-B/NEBZ
Carson City, Nevada	KA*RS-N/ST*I/W-B/NEVZ
Concord, New Hampshire	KO*N/KORD/W-B/NAMPZ
Trenton, New Jersey	TR*ENT/-N/W-B/NERZ

## Lesson 10, Exercise 13: Two-Voice Testimony

Mary	MA*IR/Y-	Lou	LAO*U	Mattix	MA*T/IX
reference	REFRNS	intersection	INT/SEKZ	distance	DIST/ANS
other	OTH	*happened	HAP/-ND	diverted	DI/VERT/-D
continued	TOIND	traffic	TRAFK	automobile	AUBL
police officer	PLIFR	extreme	EX/TRAOEM	notion	NOEGS
commotion	KMOEGS	equivalent	E/QIV/LENT	block	BL-K
coming	KUMG	citation	SI/TAIGS	session	SEGS
cession	KREGS	Minnesota	MINZ	St.	ST*FPLT

\*You will learn the brief for *happen* is HAP; *happened* is HAPD.

Q. Please state **and** spell **your** name **again** for this **afternoon** *session*.

A. Mary Lou B. Mattix, M-a-r-y-L-o-u, Mattix, M-a-t-t-i-x.

Q. All right. Thanks. **Where was your** car **in** reference **to the** intersection of Jackson Street **and** U. S. Highway 6 **in** front of that old mansion here **in** St. Paul, **Minnesota**?

A. Well, **I don't have a** good notion of distance, but **I would** say **about a** **block** or not **even** that far -- maybe **only the** equivalent of half **a block** before the **cession** or **breaking** away occurred.

Q. Then what happened?

A. As **our automobile** proceeded down **the** street, **we** saw **the other** car. **He** **was going** at **a very** slow rate of speed.

Q. Please **continue**. Tell **us** what happened.

A. As **we** came down **the** street -- **the Minnesota** state highway -- **in the** car, **there was a** lot of commotion **and it** looked like **the other** car **was** stopping **in the** middle of **the** intersection.

Q. Why **did you** think **he was going to** stop **in the** middle of **the** intersection?

A. **I don't** know what diverted **his** attention.

Q. **Did the other** car **actually** stop **in the** middle of **the** intersection?

A. **I saw the** car **coming** from **the other direction coming** across **the** intersection; **and** as **we** came **on** down **the** street, **I** thought **the** car **would** stop. **We** **continued on** down **the** street, **and it** came **on** out right **in** front of **us** -- right **in** front of **our** vision. Instead of stopping at **the** intersection like **it should have**, **it continued on** **and** came right out **in** front of **the** vision of **my** eyes.

Q. How close **were you when it** came out **in** front of **you**?

A. **My sight is excellent**, **and we were** almost **to the** intersection **and the** car **was** right **in** front of **us**. **I had to** jam **on my brakes with** extreme precision. **I couldn't** tell **you** exactly how close **we were**, but **it was** close.

Q. **Did either** of **you** get **a** traffic citation?

A. **The police officer who** conducted **the** inspection **did** not give **either** of **us** **a** citation.