Keyboarding

Introductory

Copyright Information

Disclaimer

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Workbook Overview

Purpose

The aim of this workbook is to assist the learner to develop basic keyboarding skills and to be aware of correct posture and ergonomic elements associated with keyboard use. Note that enterprise standards for keyboarding are required for successful completion of this qualification.

Prerequisites

The prerequisites for this course are:
1. Sound literacy skills.
2. Sound numeracy skills.
3. Basic computer skills, e.g. able to use a mouse and limited keyboard skills.

Content Summary

This unit covers the following topics:
- Use of keyboarding at a basic level in office and administration situations.
- Workstations setup to meet ergonomic requirements.
- Appropriate work practices when using a keyboard.
- Operation of keyboard using typing techniques..

This learning module is made up of several resources:
1. Keyboarding Workbook (this workbook)
2. Software: Suggested applications may be downloaded from the on-line course or there are many freeware applications available through websites.
3. On-line course: Your teacher should have registered in this course

This course has been designed to appeal to differing learning styles, so the information and learning experiences are presented in different ways. You will need to speed time practising as the use of a keyboard is a developed skill.

About This Workbook

This workbook is divided into units which will cover the competencies and skills required. There are downloads that accompany this workbook; these are available through the on-line course.

Learning Outcomes

The learning outcomes are shown at the beginning of each unit. Learning outcomes match the competencies you must demonstrate to be successful in this course of study.

Learning Icons

Throughout each book icons are used to indicate the activity or purpose of the text. The icons used in this course are explained below.

As you work through this workbook you will encounter different symbols that indicate a task for you to complete.

This symbol indicates there are Internet sites that will support your learning and provide further resources. The site will be listed in the right hand text areas. If you are working on-line the site address will be hyperlinked. You will need an Internet account and an Internet Service provider to access these sites.

You will be asked to email work, comment or activities to your teacher. This form of communication is common in the world of work and an element of your assessment. It is important that you are familiar with its use.

This symbol indicates a practical activity to be completed by you. The completed activity must be sent to your teacher.

When you see this icon, it's time to complete a practical exercise and fax your work to your teacher.

A working knowledge of Windows has been assumed.

The workbook uses several printing conventions that you will need to be ware of.

Software Commands   These are written in **Arial Bold** font.

Keyboard commands   Either presented as images of the key or in the typed form of [CAPTIAL LETTERS].

or [TAB].

Chapter 1

Unit Learning Outcome

An understanding of the basic purposes of keyboarding.

Unit Overview

This unit contains:
1. Information about keyboard terms and layout.
2. Data storage using a computer.
3. Safe work practices related to the use of keyboards.

Keyboard

There are five sections to a keyboard:
- The typewriter keys
- Cursor keys
- Function keys
- Special-function keys
- Numeric keypad

These keys work in much the same manner as the keys on a standard typewriter. When you hold down a key, the keystroke repeats automatically.

Many programs use these keys to move the cursor on the screen.

There are 12 function keys at the top of the keyboard. These are used for special processes set by the word processing software.

The numeric keypad on the right side of the keyboard is arranged the same as a calculator keypad. Press NUM LOCK to use the keypad for extensive number entry. The NUM LOCK light shows above the keypad. It is usually on when the computer is turned on. To use the arrow keys on the numeric keypad, the NUM LOCK light must be off.

Input Devices or Data Entry

The keyboard is the main text input device. This keyboard, called the QWERTY keyboard, has the same basic arrangement of letters and numbers as the earlier mechanical typewriters designed in the 1870's.

Modern computers also contain certain function keys, including the Escape, TAB, Cursor movement, SHIFT, Control and ALT keys.

Touch Typing

Touch typing is the technique of entering data without looking at the keyboard. When copying text, the operator keeps their eyes on this document and when composing text the operator watches the screen. A touch typist operates with a light touch using the finger tips and can develop high typing speeds with dedicated practice. As a beginner concentrate on this skill (watching the COPY - not the KEYBOARD) and after a short time you will find you **can** operate the keyboard without looking at the keys.

Calculation of Speed and Accuracy

Accuracy is the main focus as 98% is the minimum standard.

To calculate your **speed** type for exactly **five minutes**. Divide the **total** number of words typed by **5** to obtain the number of words typed per minute.

Check for errors (this also includes all punctuation and anything that differs from the original). Any words omitted also count as errors including the number of words involved if a line is skipped. Add the errors and **subtract** from the **total** number of words typed to obtain the *correct* total number of words typed.

Then divide *correct* number by **total** number and multiply by 100% to obtain the percentage. Any result 98% or better is a PASS and anything less is below the required standard.

Example: Typed 124 words with 2 errors.124 / 5 = 24.8 words per minute (SPEED) 124 - 2 = 122/124 x 100 = 98.4% (ACCURACY)

Output Devices

An output device is a piece of hardware which displays or 'puts out' the data which have been processed in the central processing unit.

The output devices with which you would be most familiar are the monitor or screen, and the printer. The monitor gives a soft copy (display on monitor) of the information and the printer produces a hard copy of that information.

Familiarise yourself with your printer.

Storage

An important and vital aspect of the computer is its ability to store information so that it can be accessed, edited (altered) and used again at a later date.

The most common type of storage is the compact disk. A compact disk is a circular sheet of plastic with a specific metallic coating. The storage capacity of a disk depends on several disk design factors.

There are many other storage options for a personal computer and this will have been covered in other modules.

Occupational Health and Safety

The work environment is an important feature of the computing business. Long periods spent at the computer screen can affect the physical and mental health of a person.

To make a computer work area safe and effective, it is important to focus on two areas:

- Work comfort and health
- Efficient set-up of the physical equipment.

Safe Work Practices and OOS

Employers are responsible to ensure a safe and healthy workplace setting. Use of safe practices will reduce the possibility of injuries/ complaints relating to overuse or improper use of a computer. Complaints that could arise involve headaches, fatigue, shoulder aches, and sore wrists or forearms resulting from OOS. (Occupational Overuse Syndrome - previously referred to as RSI - Repetitive Strain Injury).

Occupational Overuse Syndrome (OOS)

This occurs from repeated physical movements doing damage to tendons, nerves, muscles and other soft body tissue. The heightened use of computers using flat, light-touch keyboards encourage high speed typing, but in turn have led to an increased number of injuries of the hands, wrists and shoulders. Using a mouse or trackball is also part of the problem as long periods of clutching and dragging accumulates damage in the body.

OOS Symptoms include discomfort, stiffness, soreness or burning in hands, wrists, fingers, forearms or elbows and numbness in the hands. This could cause clumsiness/loss of strength or coordination in the hands and pain that wakes you in the night. You may experience the need to massage your hands, wrists and arms and notice pain in the upper back, shoulder or neck. These signs are a warning and if not addressed will lead to a permanent condition for which there is no cure.

What if you notice these symptoms? If you detect these symptoms regularly when using a computer, run - don't walk - to your doctor *immediately*. Dealing with this early is ***critical*** to limit the damage and unfortunately by the time you become aware of this some damage has already occurred. If you try to ignore the pain you could sustain a serious injury.

Preventing OOS is obviously desirable. Correct typing techniques and posture, good work habits and the right equipment set up is more important than ever.

Other tips include:
- Use a light touch;
- Take care of your eyes (avoiding eyestrain) with adequate lighting;
- When typing do **not** rest your wrists on anything, and above all,
- Take lots of short breaks to ***stretch*** and ***relax***.

Another concept is to organize the work to have a mixture of repetitive and non-repetitive tasks. After two hours at the computer, you should work for about half an hour at non-computer related tasks. The following exercises have been taken from VDU – Health Hazards course notes of the National Safety Council of Australia.

Document holder at eye level

Optimum viewing angle is 38° below horizontal

61-71 cm

90° Screen position

Cords kept out of way

Adjust height & tilt of backrest

Adjust keyboard height to suit

Sufficient thigh clearance under desk

Adequate knee and foot clearance

Adjust seat Height
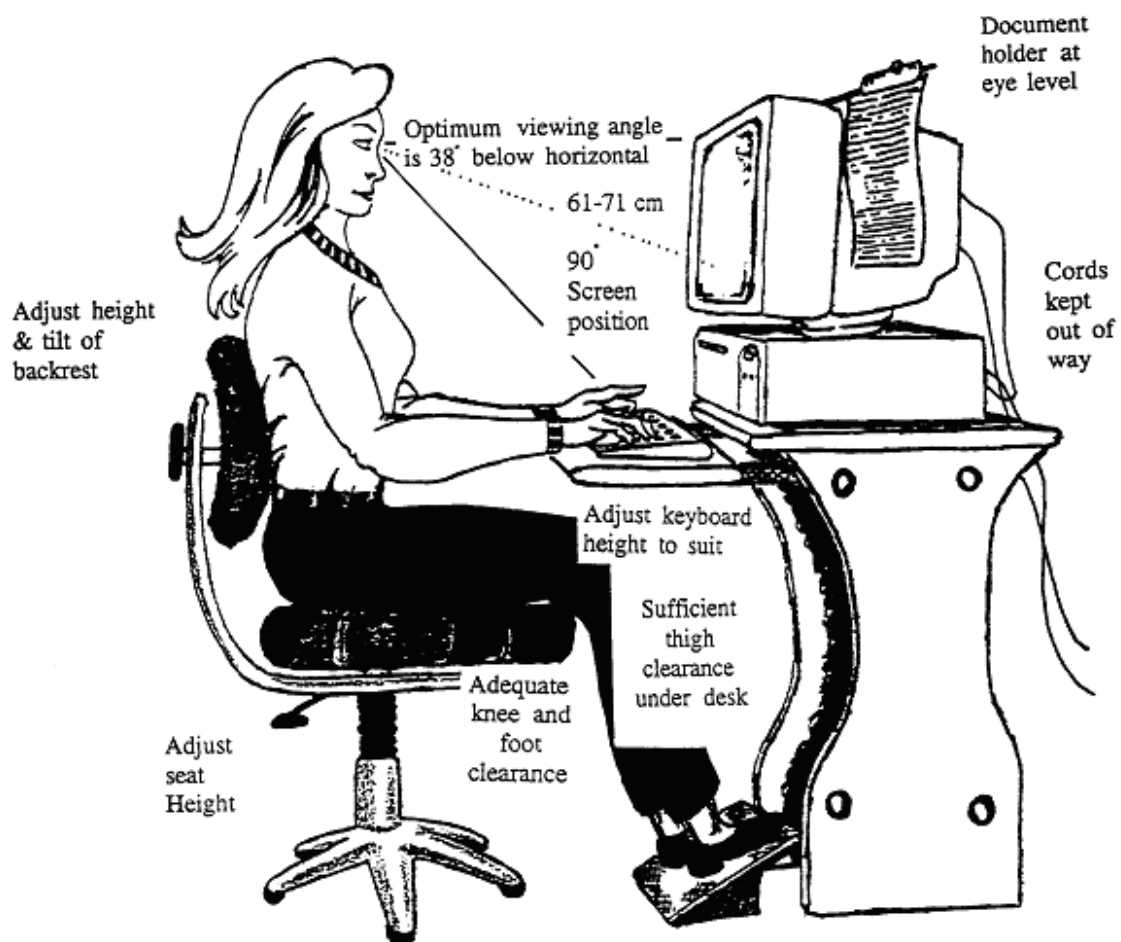
Footrest may be required for some operators

Pause Gymnastics

These exercises are important as they strengthen and stretch muscles; stimulate circulation; ease the loads on muscles; and reduce the feeling of tiredness often associated with long periods of keyboard work.

All exercises should be done standing up, with the feet slightly apart (unless otherwise stated).

These exercises should be performed in a **relaxed** manner. Each movement is **slow** and **rhythmical**.

Make sure that you have sufficient room to move and stretch.
The exercises should be done at the beginning and end of a session at the keyboard. No keyboard session should last for more than one hour without a break.

The numbers given for the exercises are the MINIMUM and MAXIMUM number of times each exercise should be performed.

Pause gymnastics have been developed by qualified physiotherapists to help keyboard operators to relax, reduce body tension, improve breathing and circulation and reduce stress.

Exercises
You should build up several routines comprising of between 5 and 8 exercises. A sample routine is given below:

Exercise 1
Draw shoulders together, then round shoulders forward (5–15)

Exercise 2
One arm held up straight above shoulder. Push up toward ceiling. Repeat with other arm (5–15)

Exercise 3
Clasp hands behind head, push head into hands, and relax (7–15)

Exercise 4
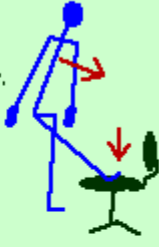Alternately stand as tall as you can, and then relax and go loose like a rag doll (10–20)

Exercise 5
Hands on hips, lift one leg forward, circle the foot in one direction, then the other. Repeat with other leg (7–15)

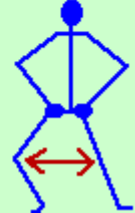**Exercise 6**
hands by sides, slowly spread fingers, and relax (7–15)

Pause Gymnastics Exercises
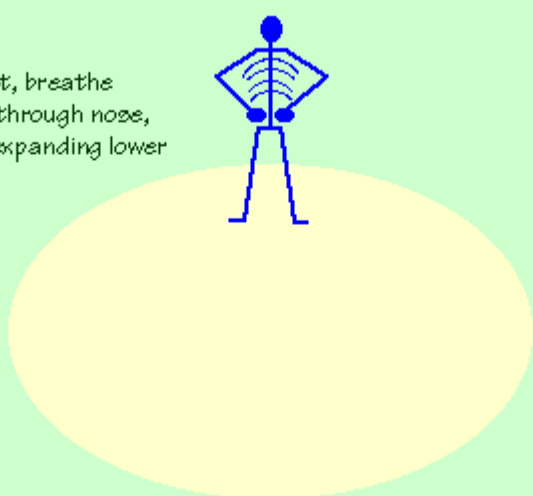
Your routines should have a variety of exercises. Choose the individual exercises from the various categories listed - shoulders, breathing, head and neck, posture, legs, hands and arms, and face and eyes.

Shoulders

Exercise 1
Shoulder circling, backward & forward (5–15)

Exercise 2
Draw shoulder blades together (towards the spine) and then relax (10–20)

Exercise 3
Circle one arm forward and then backward. repeat with other arm (5–15)

Exercise 4
Hold one arm straight up above shoulder. Push up towards ceiling. repeat with other arm (5–15)

Exercise 5
Arms by the side. Push one arm straight down towards the floor. repeat with the other arm (5–15)

Exercise 6
Lift both arms out to the side, palm up. repeat with palm down (5–15)

Exercise 7
Place one hand on opposite shoulder. Pull shoulder down while bending head towards other shoulder. Repeat on other side (5–15)

Exercise 8
Swing one arm down towards in front of opposite hip, following with your eyes, then swing arm up and backwards, diagonally following with the eyes (10–20)

Exercise 9
Link fingers together in front of body, then try to pull them apart (10–20)

Exercise 10
One foot in front of the other, lean forward from the hip supporting arm on forward thigh. Circle free arm. Repeat with other arm (10–20)

Breathing

Exercise 11
Hands on lower chest, breathe deeply and slowly in through nose, out through mouth expanding lower chest (10 breaths)
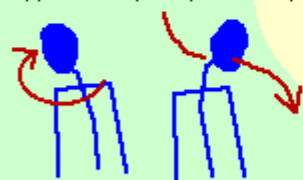
Head and Neck

Exercise 12
Tuck chin and bend head forward and back very slowly (5–15)
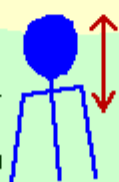
Exercise 15
Tuck chin in, circle head in one direction very slowly. Repeat in other direction (5–15)

Exercise 13
Turn head and look over shoulder, then down over opposite hip. Repeat in opposite direction (5–15)
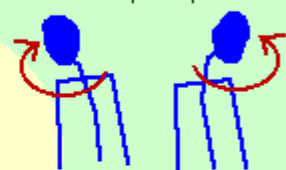
Exercise 16
Clasp hands behind head, push into hands and relax (7–15)

Exercise 14
Tuck chin in and nod head (10–20)

Posture

Exercise 17
Alternately stand as tall as you can, tucking chin, stomach and bottom in, and then relax and go loose like a rag doll (10–20)

Exercise 20
Crouch down folding arms into body, stretch out opening until fully stretched and standing on toes

Exercise 18
Place plams across the small of your back, bend and arch spine (10–20)

Exercise 19
Arms by the side. Creep fingers down one thigh towards knees. Repeat on other side (5–15)

Exercise 21
Lift one leg towards chest, clasp with arms towards the body keeping spine straight and chin tucked in. Release and stretch out fully. Repeat with other leg (5–15)

Legs

Exercise 22
Hands on hips, lift one leg forward pointing toes. Circle leg in one direction and then the other, then lift leg backwards. Circle again. Repeat with other leg (5–10)

Exercise 25
Hands on hips, lift one leg forward, bend the knee and straighten. Repeat with other leg (5–15)
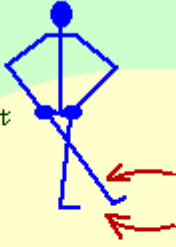
Exercise 23
Hands on hips, one foot in front of the other. Rock forwards and backwards slowly. Repeat with other leg forward. (10–20)

Exercise 26
Hands on hips slowly lift up on toes, lower slowly, then pull toes up and balance on heels, lower slowly (10–20)

Exercise 24
Hands on hips, lift one leg slowly out to the side and then in front of the other leg. Repeat in other direction. Repeat whole routine with other leg (5–15)

Exercise 27
Hands on hips, lift one leg forward, circle the foot in one direction, then the other. Repeat with other leg (7–15)

Exercise 29
Stand on one leg, put heel of other leg on chair. Lean forward and push down with foot as hard as you can. Repeat with other leg (3–10)

Exercise 28
Stand on one leg, bend other leg backwards. Keeping thigh straight. With hand pull foot to touch back of thigh, hold for a few seconds, return foot to floor. Repeat with other leg (5–15)
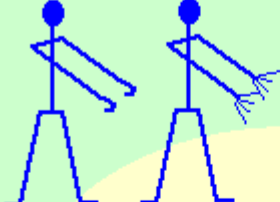
Exercise 30
Hands on hips, place one foot to the side, rock to that side and return. Repeat with other leg (10–20)
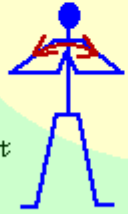
Hands and Arms

Exercise 31
Lift arms forward, slowly clench fists, open and spread fingers (10–20)

Exercise 33
Bend wrist and fingers of one hand towards the palms slowly, applying over pressure with the other hand. Repeat with the other hand (10–20)

Exercise 32
Put palms together in front of chest, tips of fingers pointing upwards. Push fingers left and right alternately (10–20)

Exercise 34
Lift arms forward, circle hands at wrists. Drop hands to the side, repeat circling. raise arms above head, repeat circling (5–15)

Exercise 35
Hands by the sides, shake vigorously (2–5 x 30 seconds)

Exercise 37
Interlock fingers, lift arms above head with palms outward. Stretch up, hold and relax (5–10)

Exercise 36
Hands by the sides, slowly spread fingers and relax (10–20)

Exercise 38
Interlock fingers behind back. lift arms as far back as you can, hold and relax (5–10)

Face and Eyes

Exercise 40
Look straight ahead, roll eyes to one side then the other, then up and down (5–10)

Exercise 39
Open eyes wide, raise eyebrows, then close eyes as tightly as possible (10–20)

For more information please refer to the source:
http://www.newcastle.edu.au/department/abd/arc/in-program/study-areas/Practice/El-Comm/P204/P204-1.html

Workstation Design

The furniture and equipment will vary. However, it is recommended that the ideal workstation includes:
- Adjustable typist chair, **without** armrests.
- Anti-glare screen for the monitor
- Document Holder which is adjustable
- Desk high enough to enable upper arms to be at right angles to the keyboard.

Arrangement of the Workstation is also important.

Arrange the workstation to ensure most used items are closest (optimum reach sector); those used occasionally are within easy reach (maximum reach sector) and those required but not needed continuously are placed within reach by leaning forward or standing (outer reach sector). An example could include:
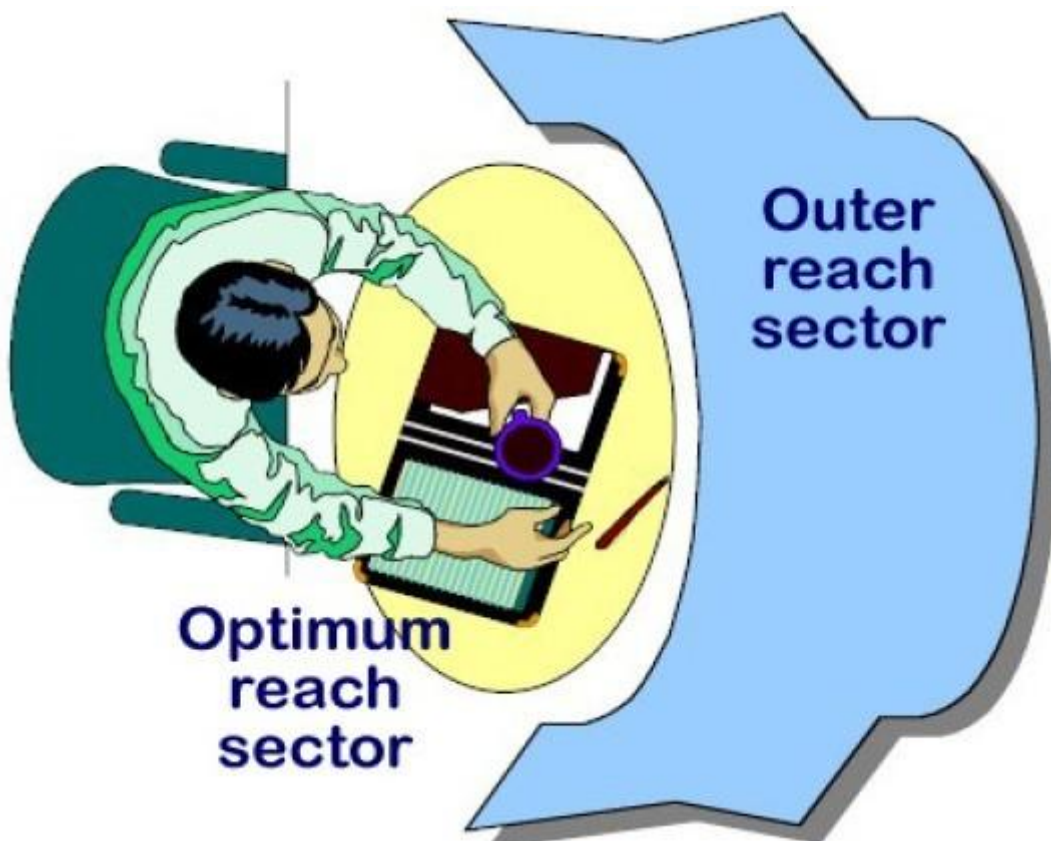
Optimum reach sector
- The keyboard (placed on the edge of the desk) and angled so the wrist is straight.
- Mouse and mouse pad (or other pointing device.)
- Document holder Writing materials, etc.

Maximum reach sector
- Telephone Monitor Files/books used constantly

Outer reach sector
- Filing Cabinet Printer Other reference materials

Stages to Success

Familiarise yourself with the computer and software you will be using. Make sure you know how to:
- Create a document.
- Save.
- Print
- Retrieve
- Spell Check
- Exit

If you are unable to perform any of the above operations firstly read the manual then contact your teacher/trainer for assistance. It is important that when learning the keyboard that you ensure that you are using correct techniques.

Attached is a **keyboarding chart**: Stick this on the wall in front of your computer and refer to it when learning the position of new keys. Colour code your fingers, colouring in the keys when you learn them. If you learn your keyboarding skills correctly now, they will become a great asset to you later on.

Follow these steps when working through the following exercises:
1. Create a document.
2. Type your name and the activity you are working on.
3. Type the Activity.
4. Proofread your work while on the screen and fix all errors.
5. Print all exercises in the unit.
6. Either file work or if required send work to your teacher.
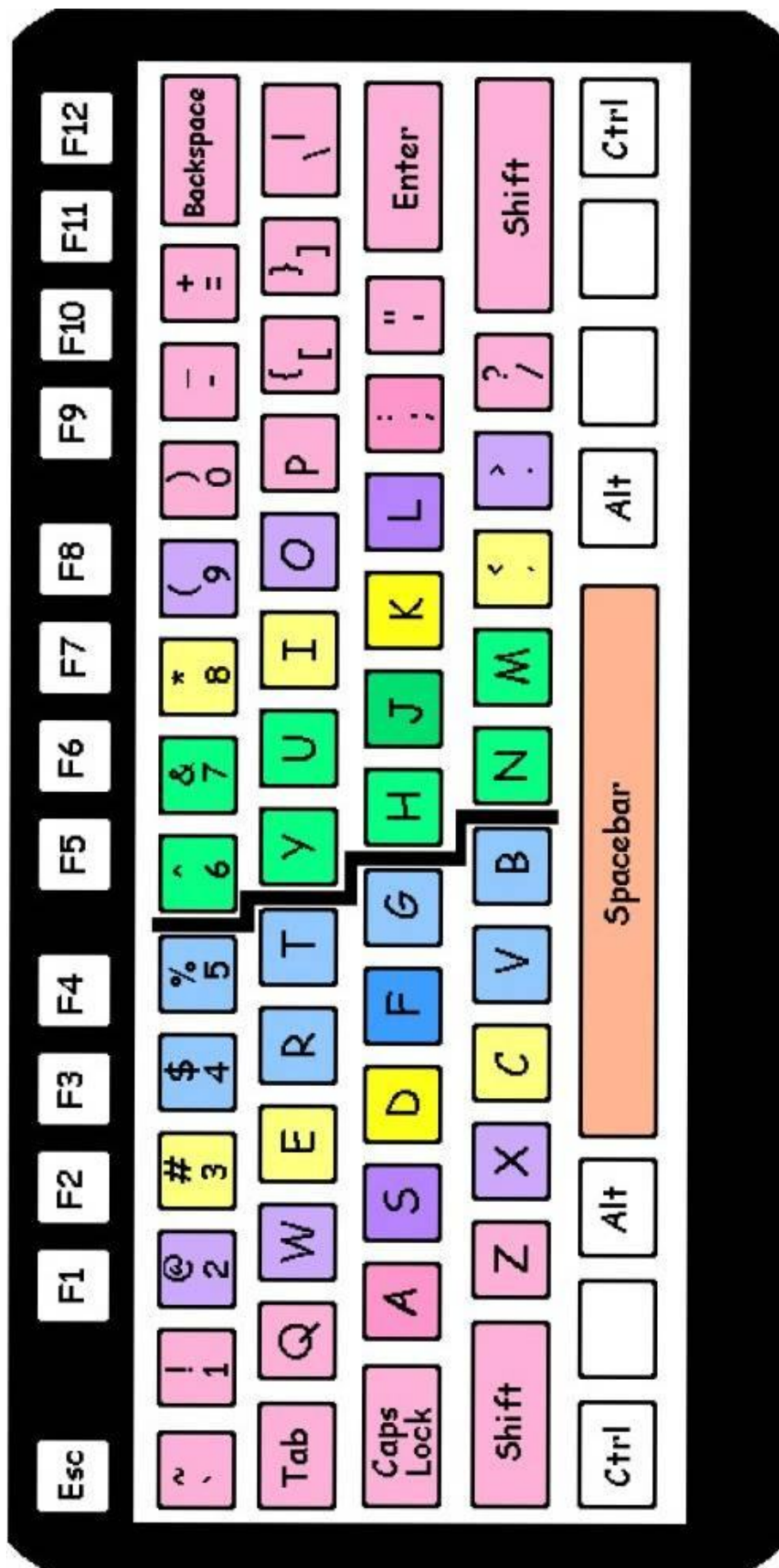
Consider this...

Because all students need to be able to type and because keyboarding is considered a **basic literacy skill**, you should ensure you gain this skill before entering the workplace.

The stages of competency in keyboarding are described in the table below:

Mastery Level – You know the keys and keys by touch.
Near Mastery Level - With more practice, you will key by touch.
Partial Mastery Level – You look at the keys most of the time.
Minimal Mastery Level – You are dependent on looking at the keys.

Correct Technique Criteria
- Feet positioned for balance.
- Centre body to the "h" key with elbows at sides.
- Sit up straight.
- Curve fingers over the home keys.
- Keep wrists off the keyboard.
- Keep eyes on printed copy.
- Key by touch.
- Key with a smooth rhythm.

When all alphabet letters can be keyed with correct fingering and without looking at their hands, emphasis should then be placed on *speed*.

Accuracy should not be emphasized until you can type at least 32 words per minute without looking at your hands and with correct fingering.

Chapter 2: Getting Started

Posture

- Feet flat on floor (one foot slightly in front of the other).
- Sit up straight.
- Position your body towards the centre of the keyboard.
- Do not sit too close to the keyboard (a hand's distance).

Keyboard Introduction

Practical Activity 1   Introduces Guide Keys   A S D F J K L ;

Practical Activity 2   Introduces   G H R U

Practical Activity 3   Introduces Left Shift   E I

Practical Activity 4   Introduces Right Shift   W O

Practical Activity 5   Introduces   Q P T Y

Practical Activity 6   Introduces   Z X C , . /

Practical Activity 7   Introduces   V B N M

Practical Activity 1

Introducing: The Home (or Guide) Keys Place fingers on the guide keys.

You can feel a small dot on [J] and [F].

This helps you with touch typing techniques as you can feel them rather than looking at them.

Watch the copy as you key in the following lines.

Key in each line at least three times for practice.

Use the side of the right thumb when making a space between words.

Introductory Drills:

ff jj dd kk ss ll aa ;; ff jj dd kk ss ll aa ;; Fjf dkd sls a;a jfj

kdk lsl ;a; aj dk sl a; Asdf fdsa ;lkj jkl; asdf ;lkj fdsa jkl;

Building Words:

as as ask ask asks asks asks; asks; la la lad lad lads

lads lads; lads ja ja jaf jaf jaff jaffa jaffas jaffas;

Ladder Sentence:

A
A dad
A dad asks
A dad asks all
A dad asks all lads

Sentences:

Alf adds a lad All lads add a salad Alas; jaffa adds a

salad Dads lass adds a sad lad

Remember: At the end of each exercise, proofread, correct any errors made, save the file to your computer, print it out and place in your portfolio. Save as *Practical Activity 1*.

Practical Activity 2

Introducing: Letters – G H R U

Reminder: Place fingers on the guide keys. You can feel a small dot on J and F. This helps you with touch typing techniques as you can feel them rather than looking.

Move the F finger to the right to reach G.

Return to F as soon as you strike G.

Move the F finger up and slightly left to reach R.

Return to F as soon as you strike R.

Move the J finger to the left to reach H.

Return to J as soon as you strike H.

Move the J finger up and slightly left to reach U.

Return to J as soon as you strike U.

Introductory Drills:

Asdfgf asdfrf asdfgfrf ;lkjjhj ;lkjuj ;lkjhjuj Frf fgf juj jhj fgf frf
jhj juj fgf frf jhj juj A; sl dk fj gh fr ju a; sl dk fj gh fr ju

Building Words:

r ru ruf ruff ruffu ruffus ruffus; g gl gla glas
glass glass; f fl fla flas flash

Ladder Sentence:

Ruffus
Ruffus adds
Ruffus adds all
Ruffus adds all salad

Sentences:

Fluff adds salads;Alas flash adds fluff;Alas; dad shall
add half a saladRuffus adds furs; dad adds rugs

Remember: At the end of each exercise, proofread, correct any
errors, save the file to your computer, print it out, and
place in your portfolio. Save as *Practical Activity 2*.

Practical Activity 3

Introducing: Letters – E I

Left Shift – SHIFT

Reminder: Place fingers on the guide keys: J and F .
You can feel a small dot on each key. This helps you with touch typing techniques as you can feel them rather than looking.

Move the D finger up and slightly left to reach E .

Return to D as soon as you strike E .

Move the K finger up and slightly left to reach I .

Return to K as soon as you strike K .

Move the a finger to the left to reach LEFT SHIFT SHIFT . Hold LEFT SHIFT while you strike a letter with the right hand. Capitals for J, K, L, U or I.

Introductory Drills:

Asded ;lkik asded ;lkik ded kik dee kii Deed kiik
deed kiik eede iiiki ded kik Jill Kill Lill Hill Udder
Jill Use Used

Building Words:

U Uk Uku Ukul Ukule Ukulel Ukulele L Le Lea Lead Leade Leader Leaders J Ju Jug Jugg Juggl Juggle Juggles Juggles;

Ladder Sentence:

Leaders
Leaders read
Leaders read readers
Leaders read readers all
Leaders read readers all like

Sentences:

Jill has ukuleles Leasa had a glass Leslie has a salad Alas Lisa had ukulele sales

Remember: At the end of each exercise, save the file to your computer, proofread, correct the errors, re-save, print it out, and place in your portfolio. Save as *Practical Activity 3*.

For this activity you are to email the completed *Practical Activity 3* to your teacher.

Practical Activity 4

Introducing: Letters

Right Shift

Reminder: Place fingers on the guide keys: and   .
You can feel a small dot on each key. This helps you with touch typing techniques as you can feel them rather than looking.

Move the   finger up and slightly left to reach   .
Return to   as soon as you strike   .

Move the   finger up and slightly left to reach   .

Return to   as soon as you strike   .

Move the   finger to the right to reach   .

Hold the Right   while you strike a letter with the left hand.
Capitals for A, S, D, F, G, R, E, W.

Introductory Drills:

Asws ;lol sws lol saw l;o sws lol sww loo As Add
Ago Safe Does Fred Glad Was Wake Was Lol Saw
Law asws ;lol sws lol

Building Words:

Ho Hou Hous House Househ Househo Househol
Household W Wa Wal Wall Walla Wallar Wallaro
Wallaroo K Ko Koa Koal Koala Koalas Koalas;

Ladder Sentence:

Wallaroos
Wallaroos like
Wallaroos like grass
Wallaroos like grass for
Wallaroos like grass for food

Sentences:

Ailsa has a wallaroo too Dad was glad to read a reader
for Fred Koalas would shudder if we shook a leaf
Showers will fall

Remember: At the end of each exercise proofread, correct, save the file
to your computer, print it out, and place in your portfolio.
Save as *Practical Activity 4*.

Practical Activity 5

Introducing: Letters –   T   Y   Q   P

Reminder: Touch typing. Posture check. Fingers curved. Watch the copy.

Move the   F   finger up and slightly right to reach   T .

Return to   F   as soon as you strike   T .

Move the   J   finger up and stretch left to reach   Y .

Return to   J   as soon as you strike   Y .

Move the   A   finger up and slightly left to reach   Q .

Return to   A   as soon as you strike   Q .

Move the   ;   finger up and slightly left to reach   P .

Return to   ;   as soon as you strike   P .

Introductory Drills:

Aqa ;p; frftf jujyj aqa ;p; frftf jujyj aq ;p ft jy Qap; qaty
qap; qaty qap; qaty qap; qaty qap; Yap tap yappy tappy
pappy patty yap tap yappy

Building Words:

T ta tap tape tapes tapest tapestr tapestry
Q qu qui quie quiet quietl quietly quietly; Y ye yes
yest yeste yester yesterd yesterda yesterday

Ladder Sentence:

Quessa Quessa quietly Quessa quietly quilted Quessa
quietly quilted her Quessa quietly quilted her tapestry;

Sentences:

Patty added salty potatoes Peter had pets like puppy
dogs Quietly quilt quilts with quilters tools The dogs are
yappy; all day they are yappy; yappy;

Remember: At the end of each exercise proofread, correct, save the
file to your computer, print it out, and place in your
portfolio. *Save as Practical Activity 5*.

Practical Activity 6

Introducing: Letters – [Z] [X] [C] ["'] [—] [?/]

Reminder: Touch typing. Can you find the keys without looking?

Move the [A] finger down and slightly right to reach [Z].

Return to [A] once you strike [Z].

Move the [S] finger down and slightly right to reach [X].

Return to [S] once you strike [X].

Move the [D] finger down and slightly right to reach [C].

Return to [D] once you strike [C].

Move the [K] finger down and slightly right to reach ["'].

Return to [C] once you strike ["'].

Move the [L] finger down and slightly right to reach [—].

Return to [L] once you strike [—].

Move the ["'] finger down and slightly right to reach [?/].

Return to ["'] once you strike ["'].

Complete each of the sections below (including the Punctuation Notes) and then you are to email the completed *Practical Activity 6* to your teacher.

Introductory Drills:

aqaza swsxs dedcd frf ftf aqaza swsxs dedcd ;p;/; lol.l kik,k juj jyj ;p;/; lol.l kik,k aza sxs dcd ;/; l.l k,k azaqa sxsws dcded k,kik lol.l ;p;/;

Punctuation Notes:

Type the punctuation immediately after the word.Space once after the comma.Space twice after a fullstop if it ends a sentence.Do not space before/after the stroke if used in this manner, e.g. and/or

Sentences:

Exclude exercise six. Do six extra exercises.Cozy houses exclude cold air.Chloe read a story to Zoe.

Paragraph:

Please pass the salad, the cheese or the extra chips. Zoe was excited/elated with her results.

The extra chips she had cooked had disappeared. Her guests liked the salad, too. She could cook extra chips for our guests for tea, too.

Remember: At the end of each exercise proofread, correct, save the file to your computer, print it out, and place in your portfolio. Save as *Practical Activity 6*. Email a copy to your teacher also.

Practical Activity 7

Introducing: Letters - [V] [B] [N] [M]

Reminder: Touch typing. Can you locate F and J without looking?

Move the [F] finger down and slightly right to reach [V].

Return to [F] once you strike [V].

Move the [F] finger down and stretch right to reach [B].

Return to [F] once you strike [B].

Move the [J] finger down and slightly back to reach [M].

Return to [J] once you strike [M].

Move the [J] finger down and slightly left to reach [N].

Return to [J] once you strike [N].

Introductory Drills:

Fvf fbf jmj jnj fvfbf jmjnj fv jm fb jn Frfvf ftfbf jujmj jyjnj fv jm fb jn fv jm fb jn Aqaza swsxs dedcd frfvf ftfbf ;p;/; lol.l kik,k jujmj jyjnj

Words:

Nanny mummy baby Vivian Webster Wilber Bunny
bubbly mumbles buzzard lizard zebra

Sentences:

Nanny, Mummy and Vivian came to dinner.Buzzards circled the body of the zebra.The baby, Christine, loved the bunnies at the zoo.

Paragraph:

Fred, Chloe, Vivian and Daddy took the baby, Zoe, to the zoo for the first time. Zoe loved all the animals and laughed and laughed all day. They even bought ice creams, but a cheeky monkey stole one from the baby. What a mess. The monkey had ice cream all over its face, arms and body. However, it looked like it really did enjoy it.

Remember: At the end of each exercise proofread, correct, save the file to your computer, print it out, and place in your portfolio. Save as *Practical Activity 7*.

Chapter 3: Numbers and Symbols

Unit Learning Outcome

An understanding of the basic keyboard numbers and symbols.

Unit Overview

This unit contains:

Practical Activity 8	Introduces	1 2 3 8 9 0
Practical Activity 9	Introduces Punctuation Rules Syllabication Rules Signs, Symbols, etc.	4 5 6 7
Practical Activity 10	Punctuation	
Practical Activity 11	Introduces Caps Lock	% $ ( ) !
Practical Activity 12	Introduces	@ # ^ & *
Practical Activity 13	Introduces Tab	" ' = - + ?

Practical Activity 8

Introducing: Numbers –

Reminder: Touch typing. Even more important now!

Move the [A] finger up and slightly left to reach [!1].

Return to [A] once you strike [!1].

Move the [S] finger up and slightly left to reach [S].

Return to [S] once you strike [S].

Move the [D] finger up and slightly left to reach [#3].

Return to [D] once you strike [#3].

Move the [K] finger up and slightly left to reach [*8].

Return to [K] once you strike [*8].

Move the [L] finger up and slightly left to reach [(9].

Return to [L] once you strike [(9].

Move the [;] finger up and slightly left to reach [)0].

Return to [;] once you strike [)0].

Introductory Drills:

Aq1qaza sw2wsxs de3edcd ki8ik,k lo9ol.l ;p0p;/; Aq1 sw2 de3 ki8 lo9 ;p0 aq1 ;p0 sw2 lo9 de3 ki8 Aq12 sw23 de32 ;p09 lo98 ki89 a1 s2 d3 k8 l9 ;0

Words, Phrases, Sentences:

83 dozen. 89 years old. 190 eggs 23 is less than 32, and 98 is more than 89. 1 and 1 are 2. 2 times 2 plus 3 plus 1 is 8. 10 less 8 is 2. 9 and 3 are 12. 23,023

92,000 is 8,000 less than 100,000.

Paragraph:

Sarah can get 22 eggs and 12 lemons for Mum to make 28 lemon pies. We shall sell pies for 99 cents each. Mum plans to take any pies which are left over to the 21 older folk who live at 89 Quentin Drive, W3, in Brisbane.

Remember: At the end of each exercise proofread, correct, save the file to your computer, print it out, and place in your portfolio. Save as *Practical Activity 8*.

Practical Activity 9

Introducing: Numbers –

Reminder: Touch typing. Even more important now!

Move the [F] finger up and slightly left to reach [$4].

Return to [F] once you strike [$4].

Move the [F] finger up to reach [%5].

Return to [F] once you strike [%5].

Move the [J] finger up and slightly left to reach [&7].

Return to [J] once you strike [&7].

Move the [J] finger up and stretch left to [^6].

Return to [J] once you strike [^6].

Complete each of the following sections and then you are to email the completed *Practical Activity 9* to your teacher.

Introductory Drills:

Fr4rfvf ft5tfbf ju7ujmj jy6;yjnj fr4 ft5 ju7 jy6 F4 f5 j7 j6 f4 f5 j7 j6 f4 f5 j7 j6 f4 f5 j7 j6 Aq1qaza sw2wsxs de3edcd fr4rfvf ft5tfbf

;p0p;/; lo9ol.l ki8ik,k ju7ujmj jy6yjnj

Words, Phrases, Sentences:

45,600. 67,555. 45,666. 55,55554 is more than 45, and 67 is less than 76.5 and 4 are 9. 6 and 7 are 13.I aim to have 500 chickens on my farm.67,450 divided by 5 is equal to 13,490.

Paragraph:

134 questions have to be done in 17 weeks. You will need to complete 14 questions each week for 16 weeks and do 15 questions in week 17. The 46 boys working on Level 7 papers have all finished Exercises 4 and 5. They have done very well.

Remember: At the end of each exercise, proofread, correct, save the file to your computer, print it out, and place in your portfolio. Save as *Practical Activity 9*. Email a copy or mail a copy to your teacher also.

Punctuation Rules

It is important and good practice to have a uniform standard of presenting typewritten work. The following is a list of rules for spacing before and after punctuation.

Leave Two Spaces

- After a full stop at the end of a sentence
- After a question mark at the end of a sentence
- After an exclamation mark at the end of a sentence
- After a colon

Leave One Space

- After a comma
- After a semi-colon
- Before and after a hyphen used as a dash
- After the initials of a person's name
- After a full stop at the end of an abbreviation
- Before and after mathematical signs and symbols
- Before metric abbreviations
- Before abbreviation for a.m. and p.m.

Do Not Space At All

- Before and after an apostrophe
- Before and after a hyphen
- Between quotation marks and words enclosed
- Between brackets and works enclosed
- Between consecutive punctuation marks
- In an abbreviation made up of a run of letters
- Before a % sign
- Before and after two hyphens used as a dash
- After a dollar sign
- Before a cents sign
- Before or after a slash used in the middle of words, e.g. and/or

Practical Activity 10

Punctuation Rules and Activity

Type the punctuation rules and then provide an example of its use. Note if it involves a sentence, use **two** small sentences to demonstrate.

The rules are in bold - additional information is given, but this does not have to be typed as it is to provide a guide to you in the use of the punctuation.

Email your completed activity to your teacher.

Leave Two Spaces:

After a full stop at the end of a sentence

After a question mark at the end of a sentence

After a colon (Note that a colon is used to introduce a list.)

Leave One Space:

After a comma

After a semi-colon (Note that a semi-colon connects two ideas in a balanced sentence, e.g. *I like swimming; it is fun.*)

Before and after a hyphen used as a dash (Note - a **dash** is used to separate words or thoughts in a sentence.)

After the initials in a person's name

After a full stop at the end of an abbreviation (Note - if the abbreviation contains the first and last letter of the original word a full stop is not necessary, e.g. *Rd for Road* will not need a full stop, but *Ave. for Avenue* would.)

Before and after mathematical signs (A number sentence is 4 + 5 = 9.)

Before metric abbreviations
Before abbreviations for a.m. and p.m.

Leave No Space At All:

Before and after an apostrophe

Before and after a hyphen (Note - a hyphen *joins* a word – no spaces.)

Between quotation marks and the words enclosed (I said "Do it now.")

Between brackets and the words enclosed (I am sure you knew this.)

Between consecutive punctuation marks (These follow each other.)

In an abbreviation made up of a run of letters (e.g. N.S.W., S.A. or N.T.)

Before a % sign

After a dollar sign or before a cents sign (Note - do not use both in the one number, e.g. $15.45 or maybe 45c could be an example.)

Before or after a slash used in the middle of words, e.g. and/or

Practical Activity 11

Introducing: Signs, Symbols –

CAPS LOCK:

When typing a whole word in capitals, stretch finger out to lock the capitals. You will need to unlock it when the word is finished, by striking it once more.

When typing the Symbols and Signs, it is necessary to hold the

LEFT SHIFT key down while you strike the for the (and then release it. Also need to hold the **LEFT SHIFT** key down while striking the

for the). Release when finished.

The right will need to be held down to strike the to reach

the !; to strike the for the $, and to strike the for the %.

NOTE: Some keyboards may have an unusual layout and the above numeric keys may not contain the symbols and signs. If any of the symbols do not appear in these positions, use appropriate keys.

Introductory Drills:

Aq1!1qaza fr4$4rfvf ft5%5tfbf lo9(9ol.l ;p0)0 p;/; Aq1!1qaza fr4$4rfvf ft5%5tfbf lo9(9ol.l ;p0)0 p;/; Aq1!1qaza fr4$4rfvf ft5%5tfbf lo9(9ol.l ;p0)0 p;/;

Words, Phrases, Sentences:

85% 90% 95% 100% (Yes, well done!) (Come in!)
(Run!) (STOP!) (Faster!)

I have saved $43.20! (It took five weeks!) Tommy has
$87.45 as the answer. (Correct!) Come on! It is NOT
raining! LIQUID sunshine!

Paragraph:

Misty is my dog. She was VERY SICK! She has cost $43.50
over the past two weeks. (I would have GLADLY paid much
more!) I only had to pay 50% of the bill from the Vet. (My
mother paid THE REST!) I am VERY happy that Misty is now
better. THANK YOU, MUM.

Remember: At the end of each exercise, proofread, correct all errors,
save the file to your computer, print it out, and place in
your portfolio. Save as *Practical Activity 11*.

Practical Activity 12

Introducing: Signs, Symbols - @ # ^ & *

As with other Symbols and Signs, it is necessary to hold the left **Shift ⇧** key down while you strike the following keys to get the required symbol or sign:

6 ^ for the ^

7 & for the &

8 * for the *

The right **Shift ⇧** key will need to be held down and the following keys struck to get these required symbols:

2 @ for the @

3 # for the #

NOTE: Again if the keyboard layout is different and the symbols do not appear in these positions, use appropriate keys.

Introductory Drills:

Sw2@2wsxs de3#3edcd jy6^6yjnj ju7&7ujmj ki8*8ik,k
Sw2@2wsxs de3#3edcd jy6^6yjnj ju7&7ujmj ki8*8ik,k
sw2@2wsxs de3#3edcd jy6^6yjnj ju7&7ujmj ki8*8ik,k

Words, Phrases, Sentences:

40 apples @ 5c each will cost $2.00.Complete Exercise #4a.
Smith & Co. sell chairs.Note* # sometimes reads as number. #
16.
Indicate a reference* point in an essay with the *. Can
you think of a way to use the ^ sign?

Paragraph:

Mary* lives at #44. She works for Brown & King, Furniture
Importers. Brown & King sell desks @ $150, chairs @ $54 and
Bookcases @ $99. Mary bought a desk @ $120 for herself as
Brown & King, her employers, allowed a 20% discount.

*Not her real name.

Remember: At the end of each exercise, proofread, correct, save the
file to your computer, print it out, and place in your
portfolio. Save as *Practical Activity 12*.

Practical Activity 13

Introducing: Signs, Symbols - Tab " ` = - + :

The TAB key ![TAB key] has been pre-set to move a number of spaces at a time, rather than just once. Press the tab once at the beginning of a paragraph to create an indented paragraph.

The " symbol involves using the left ![Shift key] before striking the ![" key] key.

Also use the left ![Shift key] and ![: key] keys for the : symbol.

Use the ![Shift key] and ![+ key] keys to get the + symbol.

Complete each of the sections below and then you are to email the completed *Practical Activity 13* to your teacher.

Introductory Drills:

;:; ;'; ;"; ;-; ;=; ;=+=; ;/?/; ;p-=+=-; ;:; ;'; ;"; ;/?/;

;:; ;'; ;"; ;-; ;=; ;=+=; ;/?/; ;p-=+=-; ;:; ;'; ;"; ;/?/;

Words, Phrases, Sentences:

Bring: 4 pens, 2 pencils, 4 books and 10 'lines'.4 + 2 = 6. Does 45 – 23 = 22? Do you have 'Toby'?Is 'Toby' the name of the book Peter was reading?"Come in, Peter", said Mary. "Have a cup of tea.""Mother!" screamed the little boy. "Help me!"

Indented Paragraphs:

He said, "All boys (and girls) may leave. But …" However, it was too late. All the children were running out the gate. They were eager to go to the movie.

"What time does it start?" asked Nellie and Carolyn together. Strangely enough, neither heard the answer. They had already reached the gate.

"Can we get $20.00 from Mum?" asked Carolyn. This was most unlikely, thought Nellie for she knew Carolyn had already borrowed $15.00 (last week) and had not repaid it.

Remember: At the end of each exercise, proofread your work carefully, correct any mistakes you may find, save the file, print it out, and place in your portfolio. Save as *Practical Activity 12*. Email a copy to your teacher.

Rules for Division of Words

General Points
– The right-hand margin should be kept as even as possible.
– To do this, it may be necessary to divide a word – but remember it would be better to extend one or two spaces into the right hand margin.
– Too many divisions on a page are unattractive.
– Always show the *hyphen* at the end of the **first line of the division**.

Do not divide…
– Words of five or less letters, e.g. light, shade
– Words of one syllable or their plurals, e.g. move, moved
– After the first letter of a word, e.g. a-larm, a-ghast
– Before the final two letters of a word, e.g. survey-or, light-ly
– Figures
– Contractions, e.g. hasn't, won't
– Abbreviations, e.g. Q.A.T.B., G.P.O.
– The last word of a paragraph or page
– On more than two consecutive lines

Avoid dividing
– Names of suburbs, town and countries (except where it would leave a large number of spaces at the end of a line), e.g. Newtown, Toowoomba, Australia
– People's names – if necessary divide after initials, e.g. Mrs J. S. – Boyle
– Dates – if necessary divide between month and year, e.g. 29 May – 1995 After only two letters, e.g. Ex-press, re-ceive

Where to divide

- Divide according to the sounds in the word (syllables), e.g. pur-chase, ser-mon
- After prefixes, e.g. com-pare, mis-take
- Before suffixes, e.g. sta-tion, fresh-ness
- Divide a word between double consonants except where the double consonant forms the end of a word, e.g. Let-ter, call-ing
- Divide a word at the given hyphen only, e.g. over-bearing
- Divide after single-vowel syllables occurring with words, e.g. business, hesi-tate