

Computer Applications I

Table of Contents

Keyboarding Essentials	3
Learning to Key Correctly	4
Learn Home Row Keys	7
Alphabetic Review.....	9
Sample Email.....	33
Practice Email Assignment 1	34
Practice Email Assignment 2	35
Email Assessment Assignment 1	36
Email Assessment Assignment 2	36
Sample Letter	37
Practice Letter Assignment #1	38
Practice Letter Assignment #2	39
Assessment Letter #1 – Scholarship Letter	40
Cover Letter Information	41
Assessment Letter #2 - Cover Letter	44
Insert Tab Practice Assignment.....	45
Sample Table	47
Practice Table #1	48
Practice Table #2	49
Practice Table #3	50
Assessment Table #1.....	51
Assessment Table #2.....	53
Assessment Table #3.....	54
Mail Merge Assignment #1	55
Mail Merge Assignment #2	56
MLA Practice	57
MLA Assessment	59
Newlsetter.....	61
Career Brochure	65
Email Review	67
Letter Review	68

Review Table	69
MLA Review	70
Communication Skills 2	72
Communication Skills 3	74
Communication Skills 4	76
Communication Skills 5	78
Communication Skills 6	80
Communication Skills Review	81
Tabs Review	82

Keyboarding Essentials



- | | | | |
|------------------|--|------------------|--|
| Lesson 1 | Learn the Home Keys | Lesson 14 | Learn B and Y |
| Lesson 2 | Review the Home Keys | Lesson 15 | Learn V and P |
| Lesson 3 | Learn E and H | Lesson 16 | Learn Q and Comma |
| Lesson 4 | Learn R and I | Lesson 17 | Review B, Y, V, P, Q, and Comma |
| Lesson 5 | Review E, H, R, and I | Lesson 18 | Learn Z and Colon |
| Lesson 6 | Learn T and O | Lesson 19 | Learn Apostrophe and Quotation Marks |
| Lesson 7 | Learn G and N | Lesson 20 | Learn Hyphen and Diagonal |
| Lesson 8 | Learn Left Shift and Period | Lesson 21 | Review Z, Colon, Apostrophe, Quotation Marks, Hyphen, and Diagonal |
| Lesson 9 | Review Left Shift T, O, G, N, and Period | Lesson 22 | Learn Caps Lock and Question Mark |
| Lesson 10 | Learn C and U | Lesson 23 | Learn Tab |
| Lesson 11 | Learn W and Right Shift | Lesson 24 | Review Caps Lock, Question Mark, and Tab |
| Lesson 12 | Learn X and M | Lesson 25 | Learn the Ten Key |
| Lesson 13 | Review C, U, W, X, M, and Right Shift | | |

LEARNING TO KEY CORRECTLY

The human body is not designed for long sessions of repetitive movement. You might even know someone who has strained their hands and fingers by playing video games. Keyboarding can present similar dangers. When you key, you repeat many small movements with your hands and fingers. You might be keying for a long time. If you position yourself correctly, however, you can avoid strain and fatigue.

Even if you do not practice healthy keying techniques, you might not experience any problems while you are young and flexible. However, over the years, if you don't begin to key correctly, you will repeat thousands of stressful movements. You risk painful long-lasting injury that can reduce the quality of your life and your ability to work. It pays to develop healthy keying habits now.

ADJUSTING YOUR WORKSTATION

In a classroom you do not usually have much choice in the equipment you must use. However, flexible equipment and a little imagination can help you adjust your workstation.

Adjusting Your Keyboard and Mouse You want your fingers to gently curve over the keys while your wrist is in a flat, neutral position.

- If wrist rests are available, place one in front of the keyboard as a guide. Never rest your arms, hands, or wrists while you are keying.
- Place your mouse or trackball at the same height as your keyboard, in easy reach of your preferred hand.

Adjusting the Slope of Your Keyboard If your keyboard slants toward you, you need to adjust it so it is flat or slopes down away from you.

- Flatten the kickstand at the back of the keyboard.
- Alternatively, raise the front of the keyboard about $\frac{3}{4}$ " by using door wedges, a wood strip, or a box.



Figure B-1 At the beginning of each class, adjust your workstation.

TECHNIQUE TIP

Never rest your arms, hands, or wrists on anything while you are keying.

CORRECT KEYING POSTURE

After you have adjusted your workstation, you need to maintain the correct keying posture. Following are some guidelines for keying correctly:

- Center your body on the J key, about a hand's length from the keyboard and directly in front of the monitor.
- Hold your head straight over your shoulders, without straining forward or backward.
- Position the monitor at eye level, about arm's length away, so you look down about 10 degrees.
- Elongate and relax your neck.
- Keep your shoulders down.
- Tilt your keyboard slightly down toward the monitor. This helps you keep your wrists neutral and your fingers relaxed and curled.
- Adjust your chair and keyboard so your elbows bend at right angles.
- Keep your arms close to your sides, but free to move slightly.
- Keep your wrists relaxed and straight in a "neutral" position.
- Keep your back upright or tilted slightly forward from the hips. Keep the slight natural curve of your lower back. Use a cushion or adjust the chair to support your lower back.
- Keep your knees slightly lower than your hips.
- Adjust your chair so your feet are well supported. Use a footrest, if needed.

AVOIDING STRESS WHEN KEYING

There are two ways to avoid stress when keying. First, you need to maintain the correct keying posture as you key. Second, you need to take a short break every 20 to 30 minutes and perform stretching exercises designed to help you avoid strain, fatigue, and injury.

Maintaining a Correct Keying Position It's easy to start keying by using the correct keying position. As we key, however, many of us lose our focus, and bad habits begin to creep in. It's important to check your keying position to make sure you are still keying correctly. The following figures show some guidelines for maintaining correct keying positions.

Figure B-2 (Left) Maintain a correct upright posture. (Right) Avoid slouching, extending your elbows, or bending your wrists.



Figure B-3 (Left) Maintain a neutral position with your hands. (Right) Avoid twisting your hands inward or outward.



Figure B-4 (Left) Maintain a neutral wrist position with gently curled fingers. (Right) Avoid bending your wrists or using an upward-sloping keyboard.

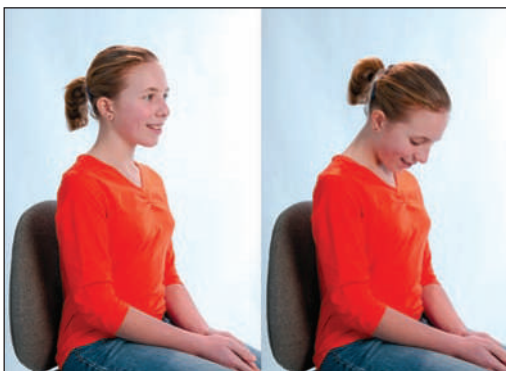


Stretching and Resting When you key for a long time, your muscles stiffen. You become fatigued and risk injury. You build tension in many parts of your body, including your neck, arms, and wrists. To relieve the tension and reduce the threat of injury, you should stretch before you start keying. You should also take short breaks from keying every 20 to 30 minutes and stretch.

Stretch 1: Neck Stretch

Sitting tall, bring your chin toward your chest, stretching the back of your neck. Slowly repeat two times. See Figure B-5.

Figure B-5 Neck stretch.



Lesson 1

Learn the Home Keys

LEARN AND PRACTICE

Begin keying by placing your fingers on the eight keys—called the *home keys*—**A S D F J K L** and semicolon **;** as shown below.

HOME KEYS

A Use the **A** finger.

S Use the **S** finger.

D Use the **D** finger.

F Use the **F** finger.

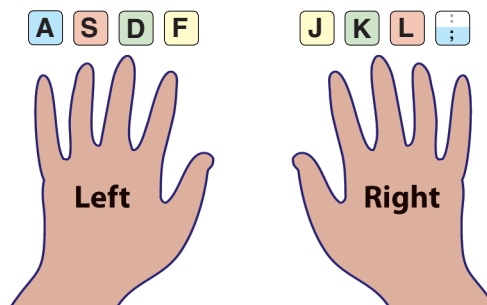
J Use the **J** finger.

K Use the **K** finger.

L Use the **L** finger.

; Use the **;** finger.

The semicolon (;) is typically used between two independent clauses in a sentence. In a sentence, key one space after a semicolon.



KEYBOARDING TIP

On **;** only the semicolon is colored. This is because the key is used for two different characters. In this lesson, you learn how to key the semicolon. In a later lesson you will learn how to key a colon.

The index finger of your left hand should rest on **F**, your second and third fingers rest on **D** and **S**, and the little finger of your left hand rests on **A**. For your right hand, your index finger should rest on **J**, your second and third fingers rest on **K** and **L**, and your little finger rests on **;**.

From now on, the finger you use to press a key will be named for its home-key letter. For example, your left little finger is the **A** finger. Your right index finger is the **J** finger.

From the home keys, you can reach all the other keys on the keyboard. The keyboard diagram shows which homekey finger is used for each key. For example, you use the **D** finger to key all the keys in the band of green on the left. You use the **L** finger to key all the keys in the band of red on the right, and so on. When any finger is not actually pressing a key, you should keep it resting lightly on its home key.



The row of keys containing the home keys is called the *home row*. The row below the home row is the *first row*. The row above the home row is the *third row*.







Learn and Practice the Spacebar Notice that on the keyboard diagram, the keys you have learned are darker and tinted with their background color. Now locate the Spacebar on the diagram. You use the Spacebar to insert spaces between letters and words. You press it by using the thumb of your writing hand (that is, the hand you use for writing). You do not use the thumb of your other hand.

Key the home-key letters, inserting a space after each letter by pressing the Spacebar quickly and lightly. (Drill lines are numbered. Do not key the green numbers.)

1 a s d f j k l ;





Learn and Practice Enter You do not have to wait for a text line to be “full” before starting a new line. Pressing the Enter key starts a new line of text whenever you need one. You press Enter by using the  finger. Try to keep the  finger on its home key when you press Enter.

Now press Enter () to start a new line. Key each of the lines below twice. Press Enter () after each line.

2 asdf jkl; asdf jkl; asdf jkl; 
 3 ;lkj fdsa ;lkj fdsa ;lkj fdsa 
 4 fd jk sa l; fds jkl dsa kl; 
 5 dfsa l;kj ddss kkll ffaa ;;jj fjdk ls;a 

Learn and Practice Double-Space You can add a blank line between lines of text by pressing Enter twice. This is how you *double-space* text. (Two consecutive Enters are sometimes referred to as a double line-space.)

Key a line of text, press Enter, and then key it again. After you key a line the second time, press Enter twice before keying a new line. Using this method, key each line twice, and double-space after each pair of lines.

6 adfs jkl; aj sk dl f; aaa jjj sd kl ldsk 
 7 fjff dkkd slsl da l; ks fj ;f sss lll dl 
 8 kkd dlk ds ddd ;f ff ;; fdl; sl f; ds kl 
 9 a as dad sad fads lads lass falls flasks 

NEW KEYS

Spacebar

Use the thumb of your writing hand.

Enter

Use the  finger.

TECHNIQUE TIP

Begin with your fingers curled and lightly touching the home keys.

TECHNIQUE TIP

Make sure your back is straight or tilted slightly forward from the hips.

Review the Home Keys

REVIEW

The keyboard shows the keys you have learned so far. This lesson focuses on the keys highlighted in dark blue.



TECHNIQUE TIP

Concentrate on pressing the correct keys. Read silently letter-by-letter as you key. In this Warm Up do not focus on your speed.

BREAKING BAD HABITS

Do not hammer your fingers on the keyboard. Strike keys with a light tap.

WARM UP

Key each line twice. Double-space after each pair of lines (remember, that means pressing Enter after you key the line the first time and pressing Enter twice after you key the line the second time).

- 1 asdf jkl; asdf jkl; asdf jk l; as df jkl ↵
- 2 ;lkj fdsa ;lkj fdsa a;sl dkfj fdjk sa l; ↵
- 3 fk dk sl a; fds jkl asd ;lkj k fd asf lj ↵
- 4 sdl fdk kls ad; jfd salk klas dsf; flks; ↵

PRACTICE

Key each line twice. Double-space after each pair of lines.

Left-Hand Focus

- 5 fdsa asdf ff dd ss aa fd sa ds af asf fd ↵
- 6 asdf df df sd sd as as fa af das fad saa ↵
- 7 fads df as dfaa ddfs fada dada fafa sasa ↵

Right-Hand Focus

- 8 jkl; ;lkj jj kk ll ;; jk l; kl j; jk; jk ↵
- 9 jkl; l; l; kl kl jk jk ;j j; ;lk ;lk kjj ↵
- 10 jlkj l; jk jll lkjj kkjl klk jkkj; kllj; ↵

Home Keys

- 11 asdf jkl; fjdk l;sa fjk jfd dkl kds; all ↵
- 12 jk df dk jf sl a; fj d kds; ak l kds l dkll ↵
- 13 adkl dajk kads l fds; ljds j fds lks; jdlk ↵
- 14 as a dad; all lads; all fads; as a lass; ↵
- 15 lads; dads; as sad; lass; as all; a fad; ↵

Learn **E** and **H**

WARM UP

Key each line twice. Double-space after each pair of lines. Do not look at the keyboard when you are keying.

- 1 a dd aaa as asd sdf j jj jjj jk jkl jkl;↵
- 2 as ads ask; lass dada jask fads dads sad↵
- 3 lads dada daff; jajs ja salad dads; saks↵
- 4 jakk jall; jadd dajs ladd saddl aja had;↵

LEARN



Reach your **D** finger up and slightly left when you key **E**. Keep your **A** and **S** fingers anchored on their home keys. Reach your **J** finger directly left to key **H**. Keep the other right-hand fingers anchored on their home keys.

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice e

- 5 d e d ddd eee de ede eed lee eel del eel
- 6 eee ddd lll eel led eee dell lee led lee
- 7 eee ddd elk elf sell eee ddd see lee fee

Practice h

- 8 j h jjj hhh jh hj hjh jjj hhh jj hhh
- 9 aaa hhh ash sss ash hh ss aa has sa sash
- 10 ha had aha has heel she hee half hah has

Practice e and h

- 11 he he eh eh hhh eee she he eh she eh hee
- 12 hhh eee easel feed seed heed lead she he
- 13 jade desks head sake head lead seal jade
- 14 has heed; lad had; heel hale; seek sale;

NEW KEYS

E Use the **D** finger.

H Use the **J** finger.

KEYBOARDING TIP

Press Enter at the end of every line unless you are told specifically to use word-wrap. From this point on, the Enter symbol (↵) is not shown.

Lesson 4

Learn **R** and **I**

NEW KEYS

R Use the **F** finger.

I Use the **K** finger.

TECHNIQUE TIP

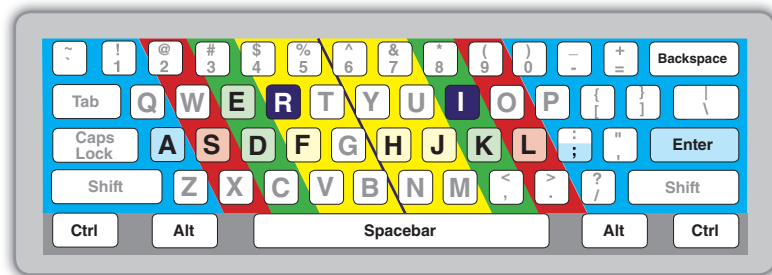
Adjust your chair and keyboard so your elbows bend at right angles.

WARM UP

Key each line twice. Double-space after each pair of lines. Concentrate on pressing the correct key each time.

```
1 ff fff ddd fd df jj jkj lkj fjk fdjk hhj
2 fed fej fek dek dell jade dale fake keel
3 lease lash lake ladle leak led leek feel
4 flea fled sea seal sell sleek shake heel
```

LEARN



Reach your **F** finger up and slightly left when you key **R**. Keep the other left-hand fingers anchored on their home keys. Reach your **K** finger up and slightly left to key **I**. Keep the other right-hand fingers anchored on their home keys.

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice r

```
5 fff frf frf fff rfr rfr fff rrr fff rrr
6 ra are far raf dare reef fear free freed
7 red jar lard reel dark darker hares rare
```

Practice i

```
8 k kk iii kik kkk ikki iki kk ii kkk kiki
9 ii ll jj kij sill jik ilk fill dill kids
10 if is silk kid hid kill ilk kiss hi hide
```

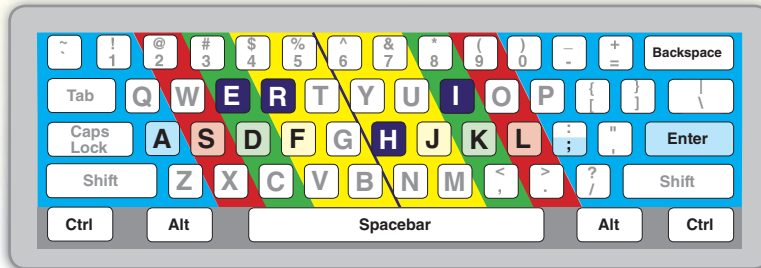
Practice r and i

```
11 ri ire ride sir rife fire dire sire rise
12 if ride hire hare hers rides fries dries
13 lair fair hair raid rid dill drill frill
14 rife sheared shire sear fire liars fried
```

Review E H R and I

REVIEW

The keyboard shows the keys you have learned so far. This lesson focuses on the keys highlighted in dark blue.



WARM UP

Key each line twice. Double-space after each pair of lines.

- 1 all ale ad else sled sell sale lass less
- 2 sheer shear share ail air rile lair fair
- 3 hash flea his head lead lease deals dash
- 4 here hares hire hair jars jeer rear dear

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice e and h

- 5 ddd dde ded dde eed ed deeds sea eel see
- 6 hhh hjh jhj jjj jjh hh ja had he has she
- 7 had shed he she jade lake head ease heed
- 8 deed heed seed heal seal fed easel lease

Practice r and i

- 9 rrr ffr frf rfr re are red her fair here
- 10 iii iki kik kki if ire dire kid lie like
- 11 rise iris frail rail err dear dire fires
- 12 sire fire liar lair rail hail jail riser

Practice e h r and i

- 13 heir hare hair heard hire here rare rear
- 14 lairs said share shire red her idea dare
- 15 jeers; sir fir hear; fare hare hair lair
- 16 sear shared; liars rails hired fired ire
- 17 hailed fresher fished rides herds shades

BREAKING BAD HABITS

Do not look at the keyboard. Keep your eyes on the screen or on your work.

Lesson 6

Learn **T** and **O**

WARM UP

Key each line twice. Double-space after each pair of lines. Keep your fingers anchored on the home keys.

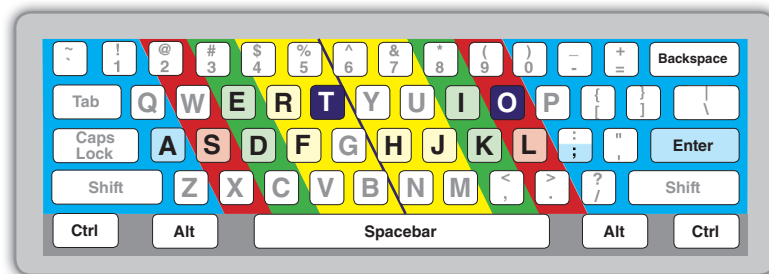
```
1 f ff fff fir fire fir fire fff ff fff ff
2 l ll lll lad lade lad lade lll ll lll ll
3 fall fell fill earl leaf field fife life
4 hall hall lire dire rare rash dash flash
```

NEW KEYS

T Use the **F** finger.

O Use the **L** finger.

LEARN



Reach your **F** finger up and right to key **T**. Keep your **A**, **S**, and **D** fingers anchored on their home keys. Reach your **L** finger up and slightly left to key **O**. Keep the other fingers of your right hand anchored on their home keys.

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice t

```
5 f ff ttt ftft tft fttt the that this tree
6 this tall tree; tear it; lift the tires;
7 at all; third three first; at tea three;
```

Practice o

```
8 o ll o oo lol olo old lot soak sold told
9 ode doe rot dot lot lost slot joke joker
10 oars are solid; oats look food; a lot of
```

Practice o and t

```
11 ff tt trt ll oo lo ol ooo of to too toto
12 foot fool tools loot took jots lots soot
13 hoot; odes to; store; lots of lost tools
14 hold those; if told; he dotes; too short
```

BREAKING BAD HABITS

Do not rest your hands or arms on any support. Keep your hands over the keyboard as you key.

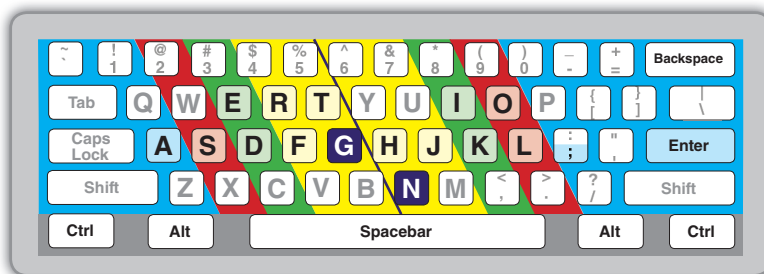
Learn **G** and **N**

WARM UP

Key each line twice. Double-space after each pair of lines. Keep your wrists and fingers relaxed.

- 1 f ff fff fit file fail fir fr ftr ftt tf
- 2 j jj jjj jar jail has hill jhj jj hhj jj
- 3 feel foil life half heal this that those
- 4 joke hers rake fast haste hoist lash lid

LEARN



Reach your **F** finger directly right to key **G**. Keep the other fingers of your left hand anchored on their home keys. Reach your **J** finger down and left to key **N**. Keep the other fingers of your right hand anchored on their home keys.

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice g

- 5 g gg ggg fgf fgtg tgf go gal got get lag
- 6 sag sage stag stage gas rag egg edge leg
- 7 dog ledge keg grog get tiger grade grail

Practice n

- 8 n nn nnn jnj jnhn hnjn no on in kin none
- 9 rind seen lane train lane lean nine lion
- 10 tan ten ton tin tones none nasal tinnier

Practice n and g

- 11 ff gg gg jj nn nn gn ng ing ing nag ring
- 12 nag anger gnarl range longer green grind
- 13 ring grand glean grin gone gentle ginger
- 14 tangle dangle strange slings and strings

NEW KEYS

G Use the **F** finger.

N Use the **J** finger.

TECHNIQUE TIP

When keying, hold your head straight, without tilting it forward or backward.

Lesson 8

Learn Left Shift and



WARM UP

Key each line twice. Double-space after each pair of lines. Keep your fingers curved.

```
1 a aa aaa j jj jjj; a aa aaa j kk lll jkl
2 l ll lll lag lags land doll dill toil in
3 all lie like kite kin of ode or ore idea
4 lashes slides knell soil sails rill roil
```

NEW KEYS

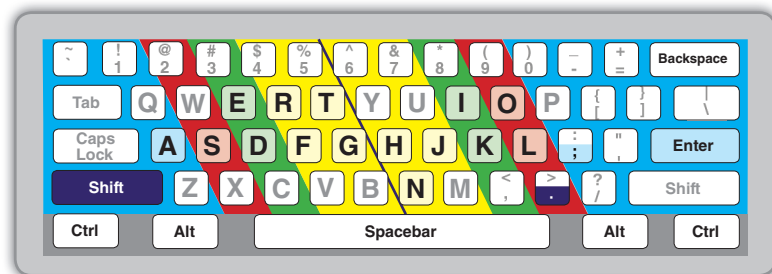
Use the finger.

Use Left Shift for right-hand capital letters (and for all other shifted right-hand characters).

Use the finger.

A period is used in abbreviations and to mark the end of a sentence. Typically, one space follows a period.

LEARN



Reach your finger down and left to press the Left key. With Left pressed, you can strike any right-hand key. Then, release Left . Reach your finger down and slightly right to key . Keep your finger on its home key.

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice Left Shift

```
5 jJ Jj Jd kK Kk Kf lL Ll Ls JdJ fKKf sLLs
6 hH Hj Ha aHhA; Jill Hill Lee; Hall Iris;
7 Hi there Hello; Here he is; Leo the lion
```

Practice Period

```
8 a. l. s. k. d. j. f. e. r. t. i. o. n. a
9 adj. alt. art. e.g. gal. i.e. inf. sing.
10 in. ft. kil. gr. lit. orig. transl. del.
```

Practice Left Shift and Period

```
11 Kan. La. OH OK HI N.H. N.J. Jos. I. Kant
12 Long. Lat. N.H.L. Joe and Jed; King Lear
13 I see. I said. I sit. I sat. I do. I do.
14 Ode to Leo. Oh. His is. No. One. Listen.
```

BREAKING BAD HABITS

Do not slouch. Sit up straight with your feet flat and supported.

Review Left and

Shift

T

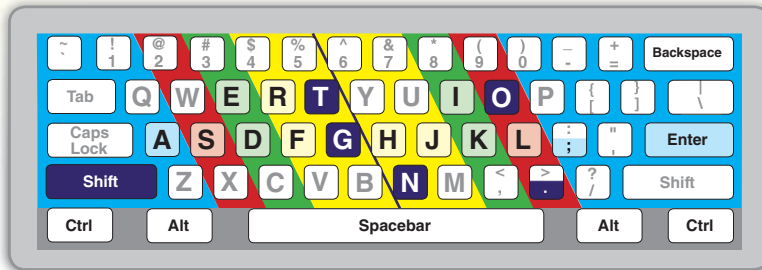
O

G

N

REVIEW

The keyboard shows the keys you have learned so far. This lesson focuses on the keys highlighted in dark blue.



WARM UP

Key each line twice. Double-space after each pair of lines. Concentrate on pressing the correct key each time.

- 1 t to to tot toe not note got gotten tote
- 2 jJ kK lL hH iI oO. Joke; Kids like Jake.
- 3 Joanne is terse. Nora nods. Kane is kin.
- 4 Kirk tends to the garden. Lana looks on.

PRACTICE

Key each line once. Double-space after each group of lines.

Practice t and o

- 5 ttt ooo fff lll to too toot tot toe tote
- 6 to tone toner foot oat lot jot rote goat
- 7 toast knots trots lost stones toes ghost

Practice g and n

- 8 ggg nnn ggg nnn no go; gone; genes; sign
- 9 long longer longest longing song singing
- 10 no nod node; note done; gig agog; gotten

Practice Left Shift and Period

- 11 JKL; IO. KNOLL. Jr. Kg. Lg. Kg. Jds. Hd.
- 12 Kin are kind. Logan Hotel. Otis loiters.
- 13 L. L. H. H. K. K. J. J. I. I. I. Hi. No.

Practice t o g n Left Shift and Period

- 14 to go to. Nine tons. No one going. Ogden
- 15 green gnarl great gross gnats grain gilt
- 16 N.J.L. L.J.K. J.I.N.; Old Ohio. Old Hat.

TECHNIQUE TIP

Center your body on **J**, about a hand's length from the keyboard, directly in front of your monitor.

Lesson 10

Learn **C** and **U**

NEW KEYS

C Use the **D** finger.

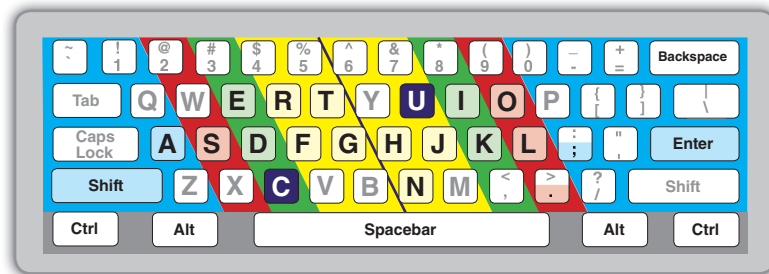
U Use the **J** finger.

WARM UP

Key each line twice. Double-space after each pair of lines. Strike the keys with a light tap.

```
1 d dd ddd sad sat dot dog done dotes adds
2 j jj jjj Jill Join hill her his hat hits
3 Lili held on. Jade is green. Jess holds.
4 does he dial one or three; drifted east;
```

LEARN



Reach down and slightly right with your **D** finger to key **C**. Keep the **A** and **S** fingers anchored on their home keys. Reach up and slightly left with your **J** finger to key **U**. Keep the **K**, **L**, and **;** fingers anchored on their home keys.

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice c

```
5 d dd c cc dc dc dcd cad cat cater decade
6 lacks class clicks coins; Nick can cook.
7 lace cask flock shock Jack likes cheese.
```

Practice u

```
8 j jj u uu ju ju juj ujuj us use sue uses
9 due hue hurt huge urge; He is Uncle Kurt.
10 Used lutes and flutes; noun run nuts hut
```

Practice c and u

```
11 cur cue cut cud curt cute cuff cure curd
12 cull could cough couch accuse occur ouch
13 curls cushion curious cluck scour ruckus
14 such clubs culture course cruel function
```

TECHNIQUE TIP

Hold your head up and relax your neck.

Learn **W** and Right **Shift**

WARM UP

Key each line twice. Double-space after each pair of lines. Keep your arms close to your sides but free to move.

- 1 s ss sss sash ski skits sour sell sister
- 2 so; does; sun; stars; sass; losses; dust
- 3 Hugh shares his fish. He leads us south.
- 4 sack; cast; usage; soccer; lesson; sense

LEARN



Reach up and slightly left with your **S** finger to key **W**. Keep your **F** and **D** fingers anchored on their home keys. Reach your **;** finger down and right to press the Right **Shift** key. (Keep your **J** and **K** fingers anchored on their home keys.) With Right **Shift** pressed, you can strike any left-hand key. Then, release Right **Shift**.

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice w

- 5 s w ss ww sss ws sws wsw sss www sws wsw
- 6 saw awe dew draw jaw law wall well wills
- 7 sag wad owe we wan wall week wear wealth

Practice Right Shift

- 8 S; St; SA; W.A.G. F Fa Go Ta Da Ed We Fr
- 9 Fast Far Face Dad Dash Deal Sad Sash Add
- 10 AHA; Cold Drinks; Fine Sand; Grills Fish

Practice w and Right Shift

- 11 The Fresh Air Fund; The Far East; C.O.D.
- 12 WAAF Go slowly. Walt thinks; Tess walks;
- 13 Glow Aware Flaw Waist Rower Ewe Chew Few
- 14 Raw Flow Worn Waif Grown Stew Stow Worth

NEW KEYS

W Use the **S** finger.

Shift Use the **;** finger.

Use Right Shift for left-hand capital letters (and for all other shifted left-hand characters).

TECHNIQUE TIP

Remember to use the Right Shift key for left-hand capital letters and the Left Shift key for right-hand capital letters.

Lesson 12

Learn X and M

NEW KEYS

X Use the **S** finger.

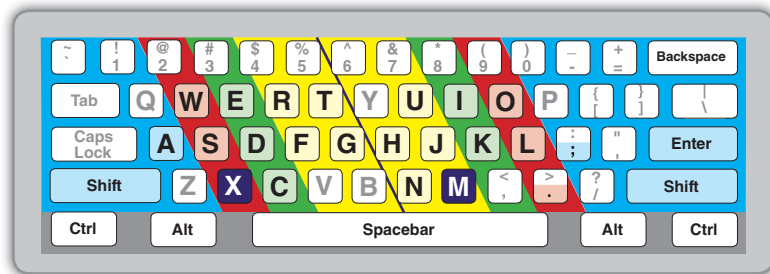
M Use the **J** finger.

WARM UP

Key each line twice. Double-space after each pair of lines. Keep your wrists relaxed.

```
1 s ss sss w ww www sw wsw sw saw sew swat
2 j jj u uu jiujitsu Julio jingle just jaw
3 Chris Wes Wendi sacks socks clock roasts
4 as is was SST Sid idle snack snake straw
```

LEARN



Reach down and slightly right with your **S** finger to key **X**. As you make the reach, keep your **F** finger anchored on its home key. Reach down and slightly right with your **J** finger to key **M**. Keep your **K**, **L**, and **;** fingers anchored on their home keys.

TECHNIQUE TIP

Keep your shoulders down.

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice x

```
5 s ss x xx sx xsx xs xss S X XSX six axis
6 ax axe axel ox oxen fox flex sax sox FAX
7 Rex hoax nix next index annex Saxons XXI
```

Practice m

```
8 j jj jm mj jmmj mmjm mm mmm JM MJ me mom
9 Milk makes more might. gamma mailman mum
10 mammoth makes mole mire magma Mark merge
```

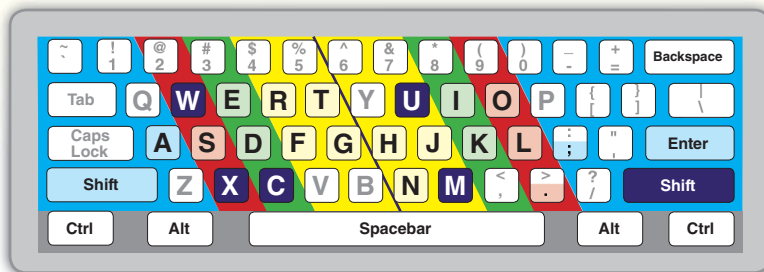
Practice x and m

```
11 wax tax lax gum gem exam remix minx coax
12 mold mile mere more magic marred maximum
13 Tom Mix; Max; Mr. Maxwell; Ms. M. Maxine
14 maxim mixture axiom Manx matrix exclaims
```


Review C U W X M and Right Shift

REVIEW

The keyboard shows the keys you have learned so far. This lesson focuses on the keys highlighted in dark blue.



WARM UP

Key each line twice. Double-space after each pair of lines.

- 1 Dd Ss Cc Jj Uu Ww Xx Mm cue cruel tuxedo
- 2 sugar smudge mail male malls urges under
- 3 Ursa Essex Tom mow met metric metal axle
- 4 Caitlin wash wish wells waxes masc. fem.

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice c and u

- 5 muck duck duct tuck luck lucid cull cuss
- 6 cute could crush crust touch truck scull
- 7 deuce stuck stack sticks success custard

Practice w and Right Shift

- 8 William Washi Wen Winslow Woodrow Wilson
- 9 Wolfgang Winona Wade Wheeler Wilma Wendi
- 10 Willow Wallace Wanda Ward Wes Walt Willa

Practice x and m

- 11 mix Mexican maximum maximal Maddox moxie
- 12 mixer Alex examined axmen taxman Maxwell
- 13 mass exits extremes exhumes sixth summer

Practice c u w Right Shift x and m

- 14 Cellist Cancels a Concert. Felix meowed.
- 15 Dexter Wexler Chuck chum chew chow exits
- 16 Sammie worries that few hear much music.

TECHNIQUE TIP

Key by using the correct reach; other fingers should remain in their home positions.

Lesson 14

Learn **B** and **Y**

NEW KEYS

B Use the **F** finger.

Y Use the **J** finger.

BREAKING BAD HABITS

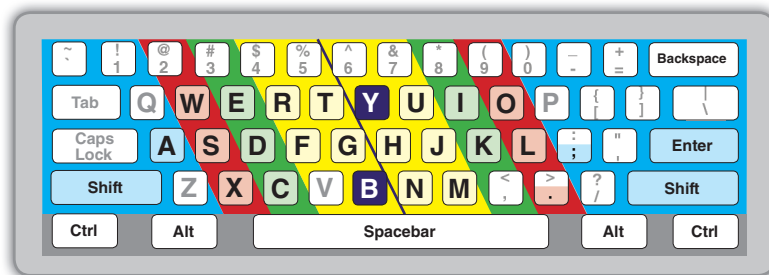
Do not reach far for the keyboard.
Keep elbows at right angles, but
free to move slightly.

WARM UP

Key each line twice. Double-space after each pair of lines. Do not look at the keyboard.

1 if elf fast fill fun effort effect faded
2 end hen den jail Julie hale hinge jogger
3 gas sash fish half fresh joshes freshman
4 Edward jest heft cleft gash grass jagged

LEARN



Reach your **F** finger down and right to key **B**. Keep your **A** finger anchored on its home key. Reach your **J** finger up and left to key **Y**. Keep the other right-hand fingers anchored on their home keys.

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice b

5 fff fbf bfb bbb fbf bbb fb bf baa be fib
6 bee bib bat bar rub dub cub club tub but
7 been bias bunt tuba stub beef bark about
8 cable rabbit cabbie ribbon rubber bubble

Practice y

9 jjj jyj yyj jyy jyj yyy jy yj yd jay hay
10 you yet yes say sty dry day aye fly away
11 joy jay jury ray rely yolk yen nosy body
12 Young York Yak yam yummy tiny teeny tidy

Practice b and y

13 Bryce buys a bulb to brighten the lobby.
14 Buddy the bulldog labors to bury a bone.
15 Brody yearns for a yacht; bye bye money.

Learn **V** and **P**

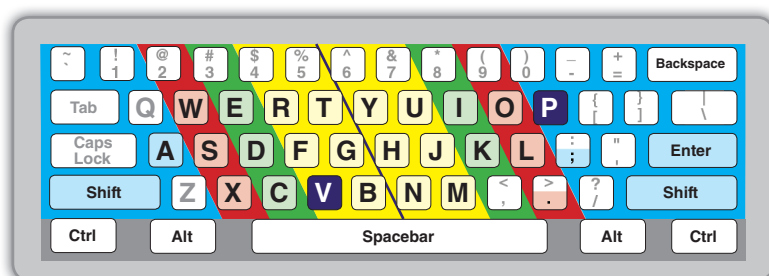
Lesson 15

WARM UP

Key each line twice. Double-space after each pair of lines. Key by using the correct reach.

```
1 ff gg bb fbf fans feels Biff baffles bye
2 j; Jill; lo; hi; his; hers; their; lake;
3 good friend; forge ahead; lost messages;
4 ironclad; tea for two; title match; I.D.
```

LEARN



Reach your **F** finger down and slightly right to key **V**. Keep your **A** and **S** fingers anchored on their home keys. Reach your **;** finger up and slightly left to key **P**. Keep the other right-hand fingers anchored on their home keys.

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice v

```
5 fff fv fv vf fvv vfv vgf fvf fvv vet eve
6 vow van vat vex vote vast vase vest vary
7 ivy ever even envy eave avid alive above
```

Practice p

```
8 ;; ;p; pp; ;pp p; pp; ;p ppp pat pad ape
9 pep papa pass pond pane pick paste price
10 sap clap tape press supper paddle puddle
```

Practice v and p

```
11 pave peeve prove privy vamp VIP provider
12 vapors viper verve pivot private prevail
13 evil powers oval pools develop viewpoint
14 vampire approve overlap overpaid popover
```

NEW KEYS

V Use the **F** finger.

P Use the **;** finger.

TECHNIQUE TIP

When using your **;** finger to reach for **P**, keep your right elbow close to your side.

Lesson 16

Learn Q and ,

NEW KEYS

Q Use the **A** finger.

, Use the **K** finger.

The comma is used to separate words and phrases for clearness.

BREAKING BAD HABITS

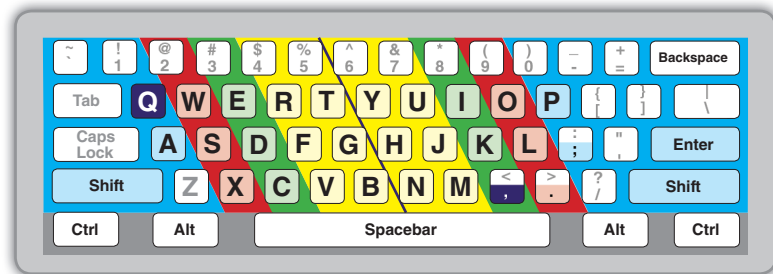
Do not bend your wrists forward, back, left, or right. Keep them relaxed and straight.

WARM UP

Key each line twice. Double-space after each pair of lines. Strike each key with the correct finger.

- 1 as aim aide avid aster ashes adapt adept
- 2 key kid king kit kiss kiln milks kippers
- 3 okay lanes lake like lamb Luke live long
- 4 all alarm call rail raffle river Alabama

LEARN



Reach your **A** finger up and slightly left to key **Q**. Keep your **D** and **F** fingers anchored on their home keys. Reach your **K** finger down and slightly right to key the comma **,**. Keep your **L** and **;** fingers anchored to their home keys.

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice q

- 5 aa aq aqqa qqaa aqa qqa qa qua aqua quad
- 6 quit quay quite quick quill quilt quaint
- 7 equip equal squid squad quest quack Que.

Practice ,

- 8 k, kk, ki, jk, A, B, C, D, E, F, G, H, I
- 9 one, two, three, four; red, white, blue,
- 10 Joaquin owned a cat, a dog, and a mouse.

Practice q and ,

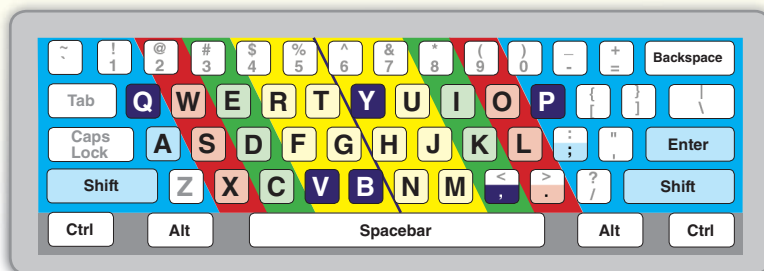
- 11 quiet, quota, quote, squat, squaw, squib
- 12 Raquel, quail, squirrel, sequel, conquer
- 13 equate, equator, Quincy, squares, squirt
- 14 Queen, quake, quasi, qualm, quirk, quash

Review B Y V P Q and ,

Lesson 17

REVIEW

The keyboard shows the keys you have learned so far. This lesson focuses on the keys highlighted in dark blue.



WARM UP

Key each line twice. Double-space after each pair of lines.

- 1 fad frail Frank Alfred bug bud bush vast
- 2 hen Hanna vary very your young yell yelp
- 3 bevy; pamper; prove; pixie; posh; gladly
- 4 year, ache, acre, squish, piquant, quint

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice b and y

- 5 byte ruby abyss shabby tabby bygone days
- 6 bay birthday yellow belly bully boundary
- 7 gabby cubby abbey bubbly burly hobby buy

Practice v and p

- 8 vapor vapid pensive pave preview prevent
- 9 Vice President V.I.P. overpaid passivity
- 10 Pablo plays the vibraphone very happily.

Practice q and ,

- 11 Quite, squab, quickens, quibble, quantum
- 12 Queens, quits, toque, quarrels, quantity
- 13 Quinn squashed it quickly and then quit.

Practice b y v p q and ,

- 14 pay pry bypass bumpy pebbly pygmy opaque
- 15 brave, vinyl, brevity, behave very badly
- 16 Bowery Boys, Marquis, Beverly, Quasimodo

TECHNIQUE TIP

Make sure your back is straight or tilted slightly forward from the hips.

Lesson 18

Learn Z and ;

NEW KEYS

Z Use the **A** finger.

; Use Left **Shift** and the **;** finger.

The colon (:) is used in numerical expressions and to direct attention to information that follows (as in "For example:").

SPACING TIP

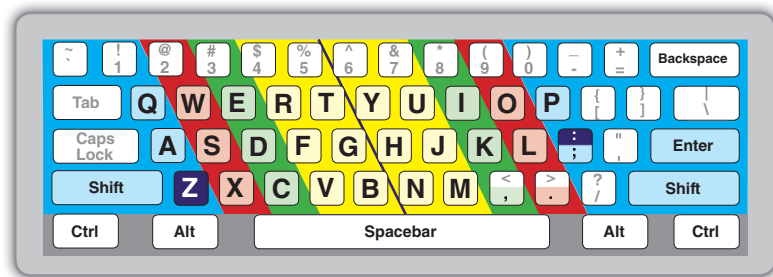
In a sentence, you use one space after a colon.

WARM UP

Key each line twice. Double-space after each pair of lines. Keep your wrists relaxed and straight.

- 1 debut past perk park chances dares tries
- 2 flurry hurry scurry enjoy delays happens
- 3 salve settles vessel vassal caste create
- 4 Frasier will pursue a career in finance.

LEARN



Reach your **A** finger down and slightly right when you key **Z**. Keep the left-hand fingers anchored on their home keys. Keying the colon is like keying a capital letter. Hold down the Left **Shift** key and strike **;**. Then, release Left **Shift**.

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice z

- 5 a az aza zza zaz aqza za azq zza zap zoo
- 6 zoom zest zeal Zen zinc zone cozy zipper
- 7 Zuni fizz fuzz zigzag zebra zero pizzazz
- 8 zip quiz lazy mezzo muzzle zenith frozen

Practice :

- 9 ; ;: :: ;: ::; ::: Sirs: Ext: As follows:
- 10 Memo To: From: Date: Subj: RE: CC: ATTN:
- 11 To Whom It May Concern: Dear Madam: Ref:

Practice z and :

- 12 Dear Elizabeth: To: Mrs. Dezanne Ziegler
- 13 Puzzle answer: ZIP Code: Zone: Size: NZ:
- 14 Zoe: Zora: Oz: Ziggy: Ezra: Zelda: Buzz:

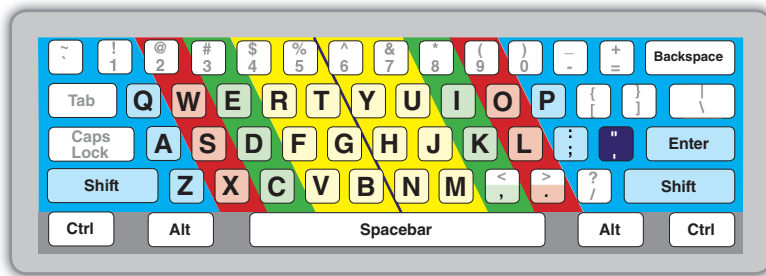
Learn









WARM UP

Key each line twice. Double-space after each pair of lines. Keep your eyes on the page and not on the keyboard.

- 1 fizz fuzz dizzy gaze buzzer prized gizmo
- 2 Abbot alley fast has lasts dash flag lab
- 3 play; pram; pads; my pals; swamps; pique
- 4 Name: Address: FAX: cars, planes, trains

LEARN



Reach your  finger right to key an apostrophe . Keep the , , and  fingers anchored on their home keys. To key a quotation mark, hold down Left , reach your  finger right, and strike .

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice '

- 5 ;' ;'; 's s' it's I'm isn't aren't
- 6 Jill's Dave's Omar's didn't don't aren't
- 7 isn't hadn't should've would've could've

Practice "

- 8 ;" "; "x" "y" "A" "B" "My Way" "Okay."
- 9 "Not me." "Maybe soon." "See you later."
- 10 "Just enough," she said. "Oh, we agree."




Practice ' and "

- 11 "It's Magic" "Let's Dance" "That's Life"
- 12 "Don't hang up." "I'll call." "I'm Sue."
- 13 "Malcolm's moved the boxes," Rubin said.
- 14 It's the book "Emma" for Mr. Hu's class.
- 15 "Lillie won't travel on New Year's Eve."

NEW KEYS

 Use the  finger.

The apostrophe (') has many purposes. Use it to form contractions (don't) and possessives (John's).

 Use Left  and the  finger.

Use quotation marks (" ") to enclose direct quotations, to emphasize words, and to display certain titles.

BREAKING BAD HABITS

Do not key with the wrong fingers. Practice with correct fingers until you establish the right habit.

Lesson 20

Learn and

NEW KEYS

 Use the  finger.

A hyphen (-) is used for compound words. It is also used to divide words between lines, although most word-processing programs do this automatically.

 Use the  finger.

A diagonal (/), often called a forward slash, is used in abbreviations, in fractions, and to express alternatives or relationships.

SPACING TIP

In normal use, do not space before or after the diagonal.






WARM UP

Key each line twice. Double-space after each pair of lines. Hold your head straight, without leaning it forward or backward.

- 1 "Let's go pick apples," Sophie proposed.
- 2 Paul's parrot piped up, "I'm not Polly."
- 3 Shipped to: Paul Lopez; PS: Please RSVP.
- 4 Piper liked papaya; Piper's aunt didn't.

LEARN



To key a hyphen, reach your  finger up and slightly right and strike . Keep the  finger anchored on its home keys. To key a diagonal, reach your  finger down and slightly right and strike . Keep the other right-hand fingers anchored on their home keys.

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice -

- 5 ;p; ;p-p; ;-; ;-; -er one-on-one T-shirt
- 6 side-by-side, after-effects, part-timers
- 7 toll-free, good-humored, close-captioned

Practice /

- 8 ;/; ;//; ;///; / a/b I/we he/she East/West
- 9 true/false, owner/manager, and/or, AM/FM
- 10 his/her, on/off, either/or, input/output

Practice - and /

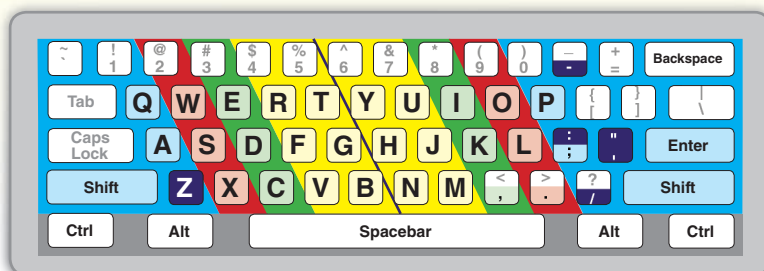
- 11 best-case/worst-case, high-rise/low-rise
- 12 left-hand/right-hand, mid-week/mid-month
- 13 paper-thin/see-through, ice-cold/red-hot
- 14 tax-exempt/tax-sheltered one-way/two-way

Review Z ; " - and /

Lesson 21

REVIEW

The keyboard shows the keys you have learned so far. This lesson focuses on the keys highlighted in dark blue.



WARM UP

Key each line twice. Double-space after each pair of lines. Begin with your fingers curled and lightly touching the home keys.

- 1 brazen shilly-shally sizzle crazy quartz
- 2 Don's fez, Via: tilt-a-whirl willy-nilly
- 3 mightn't hadn't "Don't say such things."
- 4 <http://www.si.edu> "wall-to-wall" mi./hr.

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice z and :

- 5 Price per dozen: Prize: Size: Zookeeper:
- 6 Zone: Bronze medal: Tarzan: Waltz: Czar:

Practice ' and "

- 7 "Neither a borrower nor a lender be." S.
- 8 "Don't just say 'Don't' like that's it."

Practice - and /

- 9 street-smart/quick-witted/sharp-sighted;
- 10 He/she must give a blow-by-blow account.
- 11 She provides on-site support for E-mail.

Practice z : ' " - and /

- 12 "door-to-door" 'self-employed' in-house:
- 13 log-jam low-flying "Long-Range" two-term
- 14 Zig Lenz: Writer/Producer; life-or-death
- 15 A day of dappled sea-born clouds. -Joyce



SPACING TIPS

Remember: Do not key a space before or after a hyphen in a hyphenated word. Do not key a space before or after a diagonal.


Lesson 22

Learn and

NEW KEYS

 Use the  finger.

Use Caps Lock to key capital letters without pressing Right Shift or Left Shift.

 Use Left  and the  finger.

Use a question mark (?) at the end of a sentence that asks a question.

TECHNIQUE TIP

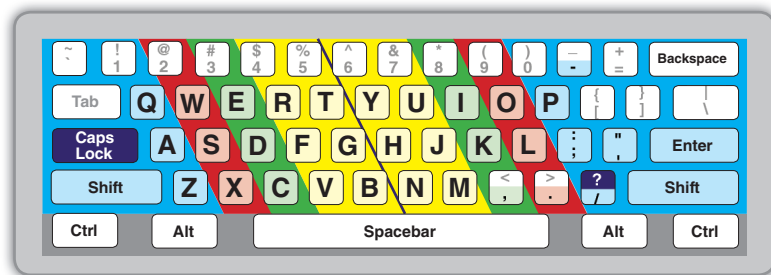
The Caps Lock key works only on letter keys. You still have to press Left Shift to key punctuation such as a question mark, a colon, or a quotation mark.




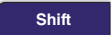


WARM UP

Key each line twice. Double-space after each pair of lines. Focus on your technique, not on speed.

- 1 AR append alternate Aswan Dallas daisies
- 2 Q.E.D. client-server peer-to-peer hi-res
- 3 Pass/Fail E/G/B/D/F play-by-play on-site
- 4 La Paz quizzical A-OK on-again/off-again

LEARN



Reach your  finger left to press . Keep all other fingers on their home keys. (Once you press  , it stays on until you press it again.) The question mark is a shifted diagonal. Press Left  , reach your  finger down and slightly right and strike .

PRACTICE

Key each line twice. Double-space after each pair of lines.

Practice Caps Lock

- 5 NBA, NFL, AND NCAA ANNOUNCE RULE CHANGES
- 6 ASPCA FINDS LOST DOG; ROVER RETURNS HOME
- 7 IMAGINE: MEN WALK ON MOON; READ ABOUT IT

Practice ?

- 8 ;/; ;?; :?? ??:? ?/?/? Who? How? Why?
- 9 Me? When? Soon? What day? Are you going?
- 10 Can you? Would you? Could you? Call me?

Practice Caps Lock and ?

- 11 VISITOR FROM SPACE? AN ECONOMIC SETBACK?
- 12 PRESIDENT'S TRIP ON HOLD? TWO TEE TIMES?
- 13 VIKINGS IN THE NEW WORLD? KENNEWICK MAN?
- 14 MASSIVE CALCULATION ERRORS TO BLAME? US?

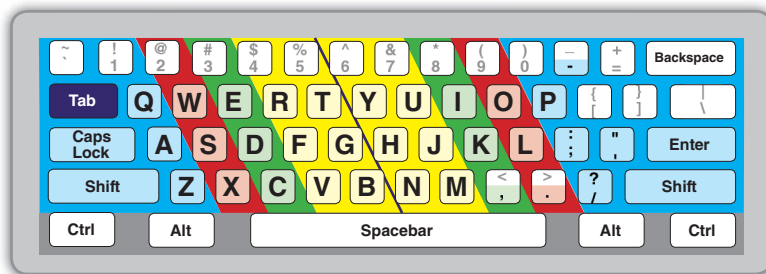
Learn Tab

WARM UP

Key each line twice. Double-space after each pair of lines.

- 1 adamant ACADEMIA adzuki AARDVARK amalgam
- 2 Alabama Havana Agra Qatar Panama Jamaica
- 3 La Salle, La Mancha, La Plata, La Spezia
- 4 aquatic AQUARIUS aqueous AQUILA aqueduct

LEARN



Reach up and left with your **A** finger to key **Tab**. Keep the **F** finger on its home key. Keep your elbows close to your sides.

PRACTICE

Key each line twice. Press Tab where you see an arrow. Double-space after each pair of lines.

Practice Letters and Tab

- 5 aba→ bcc→ cdd→ dee→ efe→ ghh→ hii→ ijj
- 6 jkk→ llm→ mnn→ opo→ qrr→ stt→ uvw→ xyz
- 7 DMA→ UPS→ CPU→ CRT→ LCD→ IRQ→ KBD→ I/O

Practice Short Words and Tab

- 8 all→ ad→ cat→ cot→ dot→ lot→ rot→ not
- 9 be→ bit→ bat→ do→ to→ tot→ in→ the
- 10 if→ so→ then→ who→ call→ to→ tell→ me
- 11 TO→ BE→ OR→ NOT→ TO→ BE→ THAT→ IS

Practice Indenting with Tab

Key the following text as a paragraph. Use word wrap. To indent the paragraph, press Tab where you see the arrow.

- 12 →Qatar is an independent Arab state
- 13 in the Middle East, bordering the
- 14 Persian Gulf. It is a major exporter of
- 15 oil and natural gas.

NEW KEYS

Tab Use the **A** finger.

Press Tab to align items into columns or to indent text for paragraphs. Tabs are automatically set every half-inch.

SPACING TIP

Do not key a space before or after pressing Tab.

REVIEW

The keyboard shows the keys you have learned so far. This lesson focuses on the keys highlighted in dark blue.



WARM UP

Key each line twice. Double-space after each pair of lines.

- 1 A diller a dollar, a ten o'clock scholar
- 2 Everyone's seen a movie, no? We did not.
- 3 a/b/c/d/e/f/g/h/i/j/k/l/m/n/o/p/q/r/s/t/
- 4 Del thinks he's all that. Al thinks not.

PRACTICE

Key each line twice. Double-space after each pair of lines. Where you see an arrow, press Tab.

Practice Caps Lock

- 5 PHASE One; PHASE Two; PHASE Three; RESET
- 6 MONDAYS, WEDNESDAYS, and FRIDAYS AT NINE
- 7 Jamal: WISHING YOU A VERY HAPPY BIRTHDAY

Practice ?

- 8 Who said that? Why? Where is Paul going?
- 9 Well, which is it? What? You don't know?
- 10 How are you? Yes? No? Do you? Won't you?

Practice Tab

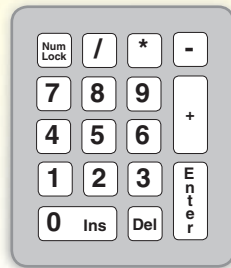
- 11 eucalyptus→ hemlock→ sycamore→ larch
- 12 hickory→ dogwood→ chestnut→ willow

Practice Caps Lock ? and Tab

- 13 TO:→ FR:→ RE:→ CC:→ FAX:→ EXT:→ FL:→ DEPT:
- 14 VOL→ HIGH→ LOW→ DATE→ OPEN→ CHG→ YTD→ INT
- 15 ADRIANA, did ALEJANDRO call the station?
- 16 Narrator: WHO KNOWS WHICH WAY THEY FLED?

BREAKING BAD HABITS

Do not raise your elbows. Keep your arms close to your body.



LEARN

If you are doing something—like a science fair project—that requires you to enter lots of numbers, you will benefit from using the ten key pad or “ten key.” This is the number pad to the right of the letters on your keyboard or the ten keys on calculators and adding machines. (Most laptop computers do not have a ten key pad. Numbers are on the top row of the keyboard.) Good ten key skills may help you get your work done faster and more accurately.

Your home row is now a home key **5** in the middle of the **4 5 6** row. This key usually has a small raised line to guide you, so you don’t have to look when placing your right hand lightly on the keys. Even lefties must use the right hand for the ten key, unless they have a specially designed keyboard with the number pad on the left.

You will use your index finger for **4**, your middle finger for **5**, and your ring finger for **6**. The same arrangement goes for the **1 2 3** row below, and the **7 8 9** row above. You use your thumb for the **0 Ins** on the bottom and your pinkie for the **/ * -** and **+** and **Enter** keys.

PRACTICE

Rest your right hand lightly on **4 5 6** and **+** keys, with your index finger on **4**, your middle finger on **5** (the home key), your ring finger on **6**, and your pinkie on **+**.

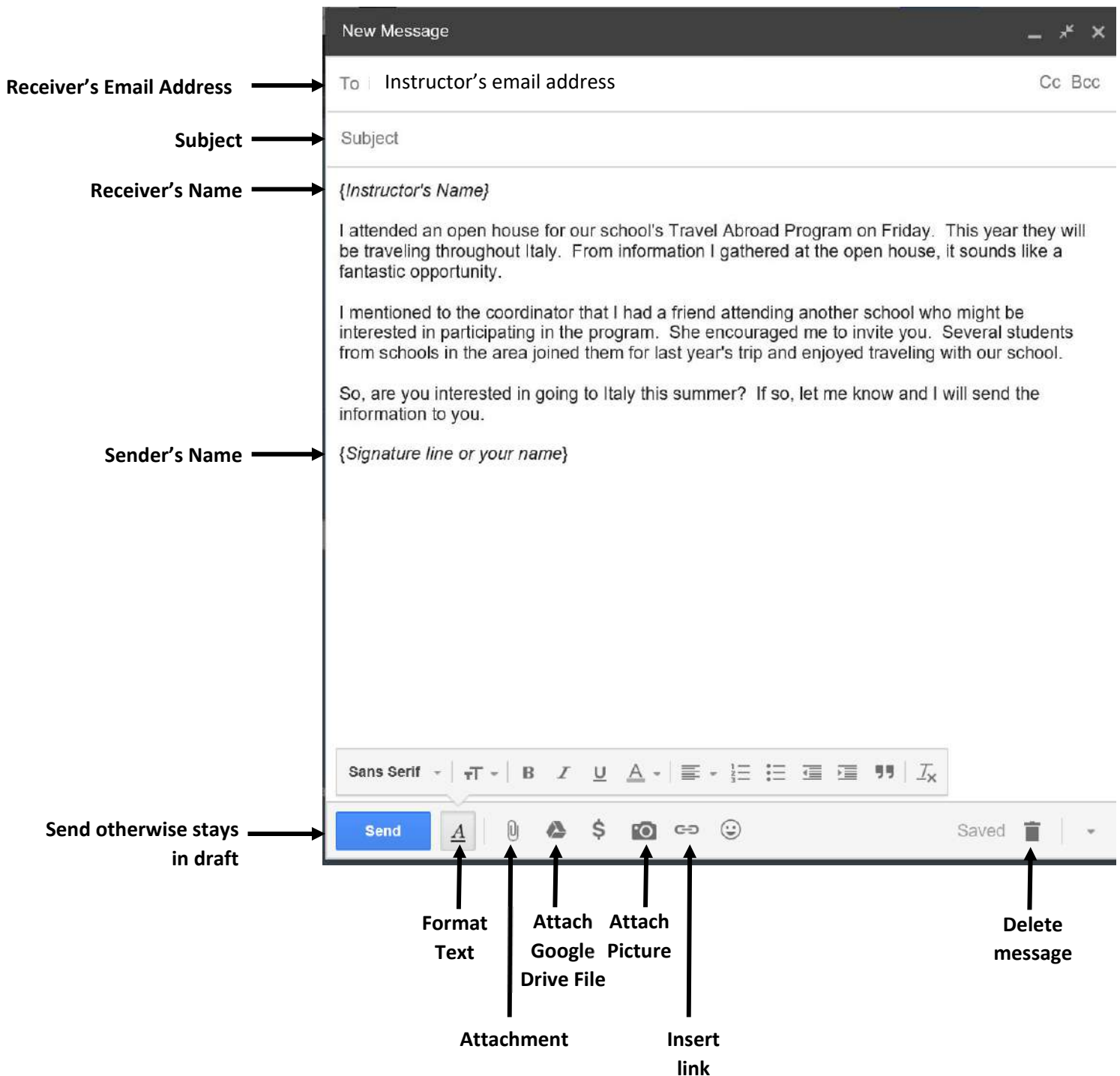
Double-space after each line, using your pinkie on the **Enter** key to return:

- 1 4, 5, 6 and +
- 2 0456++65400
- 3 6645+455650
- 4 400+566+450
- 5 5+566465++4

Technique Tip

You can find lots of ten key lessons online, by typing “ten key lessons” into any search engine.

Sample Email



Practice Email Assignment 1

Subject: Next Exam

Here is the information about next week's exam. The exam will cover Chapter 22, pages 702-727, and Chapter 23, pages 740-769.

The main emphasis of Chapter 22 is the New Deal. You will be expected to explain what the New Deal was, why some people criticized it while others praised it, and the impact of the New Deal on the U.S. economy.

Between 1933 and 1937, many pieces of legislation associated with the New Deal were passed. Make sure you know the purpose of each of the following acts.

- Emergency Banking Act
- Agricultural Adjustment Act
- Federal Emergency Relief Act
- Home Owners Refinancing Act
- National Industrial Recovery Act
- Emergency Relief Appropriation Act
- National Labor Relations Act
- Social Security Act

Chapter 23 covers World War II. We thoroughly discussed this chapter in class. Make sure you review your notes carefully.

If you are knowledgeable about these topics, you should do well on the exam.

Practice Email Assignment 2

Part One Directions:

1. Go to the official website for your favorite musical artist
2. Find a picture of your favorite musical artist (make sure it is a school appropriate image)
3. Save the image
 - a. Right-click on the image and click save picture as
 - b. Choose the documents folder or your flash drive
 - c. Change the file name to the name of your artist
4. Select the URL (web address) at the top and copy to use in the email body
5. Start a new email addressed to the student you are assigned
6. For the body write the following paragraphs addressing the questions/items

1st paragraph

What is the name of your artist?

What genre of music do they fit into?

Tell them to check out the picture you have attached?

2nd paragraph

Why do you like this artist?

What is your favorite song or video?

3rd paragraph

Tell them they can find more about the artist by going to their official site

Insert a link to their official web address

Ask them who their favorite artist is?

7. Attach the picture of the artist that you saved
8. **CC your instructor**
9. Send

Part Two Directions:

1. When you receive the email from your classmate, you will click **Reply to all** (it should be going back to the student who sent it and to the instructor)
2. The contents of the email should contain the following:
 - a. Comment on their genre of music – like it, dislike it, unfamiliar with it
 - b. Comment on their artist – like them, dislike them, unfamiliar with them
3. Send

Email Assessment Assignment 1

Career Research Email

Directions: You are conducting research on a career in which you have some interest. You need to find out the following: What type of job is it and what are the salary ranges? What education level(s) or training is required? What kinds of courses in high school would be helpful as a foundation for this career?

1. You are to write an email to your instructor about the career of your choice.
2. In paragraph one, introduce the career. Tell about the career you are interested in and what classes you have taken so far in pursuit of that career.
3. In paragraph two, answer the above questions, and include other interesting facts/information you found out about the career that you didn't already know.
4. In paragraph three, add an appropriate close to the email that includes the career name again, at least two questions you still have about the career, and a link to where you found your information.
5. This email will be graded on format, professionalism, correct grammar, and spelling.

Email Assessment Assignment 2

Scholarship Email Assessment

Directions: One important way to help pay for college is to apply for a scholarship. A scholarship is a financial award to help pay for college based on academic or other achievement. In this email assessment, you will research one scholarship opportunity of interest to you from the Internet.

1. You are to write an email to your instructor about the scholarship of your choice.
2. In paragraph one, introduce the scholarship to the instructor and will give details about the scholarship, including requirements, deadlines, and the amount of the scholarship. You will also state how this can help you pay for college and where the scholarship can be used.
3. In paragraph two, state how you meet the application requirements currently or what you will still need to do in high school before applying for the scholarship.
4. In paragraph three, summarize the previous two paragraphs, and offer your contact information.
5. The email will include a link to the website of the scholarship.
6. This email will be graded on format, professionalism, correct grammar, and spelling.

Sample Letter

2832 Primrose Street
Eugene, OR 97402-1716
November 20, 2015

Return Address

Date

¶
¶ (QS)

Mr. Andrew Chaney
324 Brookside Avenue NW
Salem, OR 97304-9008

Letter Address

¶ (DS)
Dear Mr. Chaney

Greeting/Salutation

¶ (DS)
Thank you for taking time out of your busy schedule to speak to our **Aspiring Musicians Club**.
It was great learning more about the "Masters" from you.

¶ (DS)
I particularly enjoyed learning more about the German composers. It is amazing that so many of
the great musicians (Johann Sebastian Bach, Ludwig van Beethoven, Robert Schumann, Felix
Mendelssohn, and Richard Wagner) are all from Germany. It is my goal to continue my study of
music at the **Staatliche Hochschule fur Musik Rheinland** in Germany once I graduate from
college.

¶ (DS)
Your insights into what it takes to make it as a professional musician were also enlightening for
our members. Those of us who want to become professional musicians know we have to
rededicate ourselves to that goal if we are going to be successful.

¶ (DS)
I am enclosing comments students made after hearing your speech. Thank you again for sharing
your expertise with our club.

¶ (DS)
Sincerely

Complimentary Closing

¶
¶ (QS)

Signature

¶
Stephen R. Knowles
AMC Member

Letter Writer

¶ (DS)
jlb

Reference Initials (Who typed the letter)

¶ (DS)
Enclosure

Used when including another document with letter

Practice Letter Assignment #1

672 Saratoga Place | Boston, MA 02120-3857 | July 15, 20-- | Ms. Annette Banks | 91 Kenwood Street Brookline, MA 02446-2412 | Dear Ms. Banks

At our meeting this summer, we decided to dedicate one unit of instruction to John F. Kennedy. As you will recall, I was assigned the responsibility for proposing a curriculum for this particular unit of instruction.

The possibilities of what to include in this unit were unlimited. It was very difficult squeezing everything into a one-week unit (see enclosure). However, I enjoyed the challenge of trying to do so. JFK is one of my favorite Presidents; many of my childhood memories are centered around the few short years that he was President.

What do you think of taking our classes on a tour of his birthplace? The home he was born in at 83 Beals Street is now a National Historic Site. Wouldn't this be a great way to conclude our unit and impress upon our students that the 35th President of the United States lived in a modest home only a few blocks away from our school?

If this is of interest to you, I will start making arrangements for both of our classes. I'm already getting excited about returning to school in the fall.

Sincerely | Blake Finley | xx | Enclosure

Practice Letter Assignment #2

67 Oaklawn Drive | Greenville, ID 83626 | May 1, 20-- | Ms. Barbara Plante | Director of Human Resources | South County Hospital | 301 North Main Street | Greenville, ID 83626 | Dear Ms. Plante

Enclosed please find my resume for your consideration. I am applying for the opening of an entry-level nurse that was advertised in the *Greenville Times* on April 30. I know from reading your mission statement and philosophy that South County Hospital is committed to staffing nurses with clinical expertise. I believe my qualifications and experience are what you are looking for.

I will be graduating this month from the College of Southern Idaho with a Bachelor's Degree in Nursing. As you can see from my resume, I have been working as a Certified Nurse Assistant for the past two years. I have gained a tremendous understanding of the needs of patients, the pace of a health care provider, and the demands of a nurse. The education I have received has prepared me for the critical thinking skills necessary for this job. I believe this is evident in the two most recent awards I have received - Nursing Student of the Year in January 2012 and CNA A+ Award in September 2010.

I would appreciate an opportunity to discuss how I can contribute to the nursing staff at South County Hospital. Thank you for taking the time to review my resume.

Sincerely | Christine Jacobs | xx | Enclosure

Assessment Letter #1 – Scholarship Letter

Directions: You will be applying to the scholarship that you researched in the assessment email assignment #2. You will be creating an application letter, following format, and addressing it to the information listed on the scholarship application.

- Your first paragraph should be about why you are writing
- Second paragraph should be about your qualifications and/or criteria that is listed in the scholarship application.
- Third paragraph is your conclusion thanking them for their time, asking for an interview, and a short restating of why you deserve the scholarship. You also need to provide your contact information so they may notify you about the interview.

You will not print this letter, instead you will email it as an attachment to your teacher. For the signature, you will need to find a cursive font and type your name using this font. Enlarge the size and adjust spacing to fit.

Grading:

- Following letter format
- Spelling and Grammar
- Three paragraphs with required information
- You will not print this as it will be emailed

Cover Letter Information

What is a cover letter?

A cover letter, or letter of application, is a letter you submit to an employer with your resume and employment application. In a cover letter, you need to:

- Explain how you learned of the position;
- Briefly describe your education and/or experience;
- Explain why you are a good candidate for the position; and
- Ask for a personal interview.

What is the purpose of a cover letter?

A cover letter is a quick introduction of yourself and your top qualities. It allows you to sell yourself to a prospective employer. It also gives employers a chance to see how well you express yourself in writing and how much effort you are willing to make to get the job.

Can I use the same cover letter for more than one job?

You will have to modify portions of your cover letter each time you submit it to a new employer, but there is a good chance that much of it will remain the same.

How long is a cover letter?

A cover letter should never exceed one page.

Should my cover letter be word-processed?

Yes. Like your resume, your cover letter must be pleasing to the eye to be effective. It must also be free of errors and well written.

Technology Tip

Be sure to save your word-processed cover letter file on both your computer hard drive and on a backup disk for future use.

How do I create an effective cover letter?

Later in this packet, you will find a sample cover letter. Here are some general tips:

- Use a standard font on 8.5 x 11, high quality, white paper. Use only one side of the page. Be sure to use one-inch margins.
- Keep your letter short and to the point. Include only important information.
- Focus on strengths, not weaknesses.
- Call the company and ask for the proper spelling of the name of person to whom the letter will be sent.
- Proofread carefully. Ask two other individuals, including an English teacher, to proofread your cover letter too.
- If you are responding to a newspaper advertisement, mail your response within three days of its listing in the newspaper.

Sample Cover Letter

41442 Dover Lane
Jenison, MI 49428
September 22, 2013

Ms. Julie Atkins
Kennedy Accounting Services
17000 South Main Street
Jenison, MI 49428

Dear Ms. Atkins

I am writing this letter in response to your posting in the *Grand Rapids Press* for an office assistant. I think you will find that my qualifications match your requirements for this job very closely.

From May to August of 2011, I worked as a clerical assistant for Jenison Development Center. My duties there included answering phones, relaying messages, and maintaining files. I have also successfully completed courses in both typing and accounting. As a result, I am able to type 35 wpm accurately, and I have the basic understanding of business accounting processes that you listed as a desired qualification in your job posting.

Enclosed is my resume for your review. Please feel free to contact me at any time at (616) 556-3434 or via email at 2015msigro@jpsstudents.org to schedule an interview. I am looking forward to hearing from you. Thank you for your time and consideration.

Sincerely

Maryrose Sigro

Maryrose Sigro

Enclosure: Resume

Sample Envelope

Be sure to send your cover letter and other enclosures in an envelope that is addressed properly. The name and address of the person sending a letter is placed in the upper, left corner of the envelope. The name and address of the recipient is placed in the center of the envelope. Use the sample envelope below as a guide when preparing your own envelope.

Maryrose Sigro
41442 Dover Lane
Jenison, MI 49428

Ms. Julie Atkins
Kennedy Accounting Services
17000 South Main Street
Jenison, MI 49428

Cover Letter Checklist

Use the checklist below to ensure that your cover letter is complete, accurate, and effective.

Heading

- ✎ Your address is complete/correct
- ✎ Date is current
- ✎ Employer's address is complete/correct

Greeting

- ✎ Contact's name is spelled correctly
- ✎ Greeting is followed by a colon

First Paragraph - Introduction

- ✎ Explains the purpose of the letter
- ✎ Names the position
- ✎ Explains how you learned of the position
- ✎ Is interest generating

Second Paragraph – Value & Selling

- ✎ Describes your education and experience
- ✎ Focuses on why you are a good candidate
- ✎ Highlights your key strengths & abilities
- ✎ Demonstrates your ability to be value adding

Third Paragraph

- ✎ Tells what you have enclosed
- ✎ Thank the employer
- ✎ Asks for an interview
- ✎ Includes your phone number

Closing

- ✎ Letter is signed in blue or black ink
- ✎ Enclosure notation is added

Overall Quality of Letter

- ✎ Proper spacing between sections/lines
- ✎ Paper is 8.5 x 11, high quality, white
- ✎ Easy to understand
- ✎ Short and to the point
- ✎ Neat in appearance
- ✎ Free of errors

Assessment Letter #2 - Cover Letter

Directions: You will be creating a cover letter for a part-time job that fits your qualifications. You can use the Internet to research job openings, or apply to a job that you know is open and hiring. Use the reference material in your book as additional resources when writing your letter. Remember to use correct letter format that you have learned in class. Address the letter to the company.

Your teacher will email you a planning page to help with creating your paragraphs.

Paragraph 1: Tell them why you are writing and explain why you would like to work for that company and/or why you would like to do that specific job. Mention what position you are applying for or tell them your job objective.

Paragraph 2. State your credentials for the job; give an explanation of why you should get this job. Give a summary of your qualifications (can include on-the-job work experience and/or educational experiences), skills and abilities, and any specific achievements. You may also want to include something positive about their company and state why you would like to work there. Two paragraphs can be used instead of one.

Paragraph 3. Mention your enclosed resume; ask the employer to get in touch with you; ask for an interview; and make sure the employer knows how to reach you. Thank the employer for reading your letter and considering you for the job.

You will be creating an envelope to go with your letter and printing out both to be turned in.

Insert Tab Practice Assignment

Directions:

1. On a blank document, key in the following information **as formatted**:

Basic Shapes

Triangle

A **triangle** is a plane figure with three straight sides and three angles. In geometry, an **isosceles triangle** is a triangle that has two sides of equal length. Sometimes it is specified as having two and only two sides of equal length, and sometimes as having three sides of equal length, the latter version is the **equilateral triangle** as a special case.

Oval

An **oval** is an object resembling an egg or an ellipse in shape. The three-dimensional version of an oval is called an **ovoid**.

Rectangle

A **rectangle** is a flat shape, in one plane, *defined* by four points at the four corners. A *rectangle* has two sides of equal length opposite each other, and two other sides of equal length opposite each other, and four corners, all right angles (90 degree angles). A square is a special kind of *rectangle*.

Polygon

A **polygon** is a closed shape with straight sides. Rectangles, triangles, hexagons, and octagons are all examples of *polygons*. A polygon can't have any curves or any gaps or openings in its shape; therefore a circle or an oval is not a polygon.

2. From the **Insert Tab**, Click on **Shapes**. Under **Basic Shapes** choose **Isosceles Triangle** and click your mouse in front of a triangle in the first sentence. Click on the **Layout Options Box** and click on **Square** under **Text Wrapping**.
3. From the **Insert Tab**, Click on **Shapes**. Under **Basic Shapes** choose **Oval** and click your mouse at the end of the definition of oval (end of first sentence). Click on the **Layout Options Box** and click on **Tight** under **Text Wrapping**.
4. From the **Insert Tab**, Click on **Shapes**. Choose the first **Rectangle** and click your mouse at the beginning of the second line of the paragraph about rectangles. Click on the **Layout Options Box** and click on **Through** under **Text Wrapping**.
5. Right-click on the rectangle and choose **Add Text**. Type "This is a basic rectangle."

6. From the **Insert Tab**, Click on **Shapes**. Choose any **Polygon** and click & drag your mouse below the last paragraph to insert the shape (you decide the size).
7. From the **Insert Tab**, Click on **Text Box**. Click on the **Simple Text Box**. Within the text box, type the correct name of the polygon. Using your cursor, click and drag it below your polygon shape.
8. Click on the **Isosceles Triangle** that you drew. On the **Drawing Tools Format Tab**, click **Shape Fill** and change it to yellow.
9. Click on the Oval that you drew. Click on the **Layout Options Box** and click on **See More** and then click on the **Size Tab**. Set the absolute Height to 2 inches and the absolute width to 3.5 inches.
10. On the **Drawing Tools Format Tab**, click **Shape Fill** drop down box and click **Texture**, and choose **Woven Mat** texture.
11. Click on the **Rectangle** that you drew. On the **Drawing Tools Format Tab**, click **Shape Fill** and change it to orange, then go back and choose a dark gradient of your choice. Make sure to change the font color to black so you can see it.
12. On the **Shape Outline**, change the rectangle border color to purple and the outline weight to 6 point.
13. Add a texture fill and dashed outline to your polygon.
14. Add a shape effect to each of your shapes. Make sure it is noticeable.
15. **Print** and Turn in.

Sample Table

Vertical Centering
(equal top and
bottom margins)

Title (main heading)	CHILDREN'S STORIES	
Subtitle (secondary heading)	By Laura Ingalls Wilder	
Column headings	Book	Year Published
Body (data)	Little House in the Big Woods	1932
	Little House on the Prairie	1935
	On the Banks of Plum Creek	1937
	By the Shores of Silver Lake	1939
	The Long Winter	1940
	Little Town on the Prairie	1941
	These Happy Golden Years	1943
Source Note	Source: http://en.wikipedia.org/wiki/Laura_Ingalls_Wilder (3 August 2017).	

Horizontal
Centering
(equal side
margins)

Practice Table #1

Directions: Create the following table using all of the required formatting steps

Steps:

1. Create table
2. Table Style: Grid Table 4 – Accent 1
3. Title – centered, all caps, size 14, bold
4. Subheading – DS, Normal capitalization, Size 12, centered, bold
5. Column heading Row Alignment: Center/Center, bold
6. Column Heading Row Height: .4
7. Body Row Height: .3
8. Column A Alignment: Bottom Left
9. Column B Alignment: Bottom Center
10. Adjust column width accordingly

11. Add Source:

Source: A&E, “America’s Castles.” <http://www.aetv.com/tv/shows/castles/index2.html>
(26 January 2000).

12. Center on Page

AMERICA’S CASTLES

Eastern Region

Castle	Location
The Breakers	Newport, Rhode Island
Chesterwood	Stockbridge, Massachusetts
Drumthwacket	Princeton, New Jersey
George Eastman House	Rochester, New York
Hildene	Manchester, Vermont
Longwood	Kennett Square, Pennsylvania
Lyndhurst Mansion	Tarrytown, New York
Marble House	Newport, Rhode Island
Sunnyside	Tarrytown, New York

Practice Table #2

Directions: Complete the following instructions. Use your previous assignments and notes as guidance.

Steps:

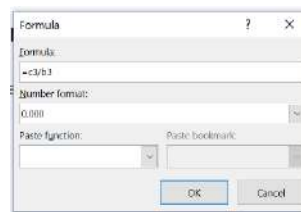
1. Create the following table
2. Sort the table by the number column in Ascending Order
3. Merge Column A
4. Change the Text Direction of Column A to Vertical Up (hint: Click the Text Direction button 2 times)
5. Change the font size of Column A to 24
6. Shade the background color of row 1 to red
7. Change the font color of the text in row 1 to White and Bold Style
8. Shade the background color of column A to Dark Blue
9. Change the font color of Column A to Red and Bold Style

2013 Boston Red Sox Roster	First Name	Last Name	Position	Number
	Craig	Breslow	P	32
	Clay	Buckholz	P	11
	Ryan	Dempster	P	46
	Felix	Doubront	P	35
	John	Lackey	P	41
	Jon	Lester	P	31
	Franklin	Morales	P	56
	Jake	Peavy	P	44
	Junichi	Tazawa	P	36
	Koji	Uehara	P	19
	Brandon	Workman	P	67
	David	Ross	C	3
	Jarrod	Saltalamacchia	C	39
	Xander	Bogaerts	SS	72
	Stephen	Drew	SS	7
	Will	Middlebrooks	3B	16
	Mike	Napoli	1B	12
	Dustin	Pedroia	2B	15
	Quintin	Berry	LF	50
	Mike	Carp	LF	37
	Jacoby	Ellsbury	CF	2
	Jonny	Gomes	LF	5
	Daniel	Nava	RF	29
	Shane	Victorino	RF	18
	David	Ortiz	DH	34

Practice Table #3

Directions: Create the following table using the required formatting.

1. Insert the table
2. Change the style to List Table 4 Accent 2
3. Merge cells in row 1
4. Type the title
5. Title – center/center alignment, all caps, size 16, bold
6. Title - row height .6
7. Column Headings – center/center alignment, size 14, bold
8. Column Headings – row height .4
9. Data Rows – row height .3
10. Column A – bottom left alignment
11. Column B-F – bottom right alignment
12. Adjust Column Width accordingly
13. In Total row add a formula in Column B-E to calculate the total (you **shouldn't** have a total for Column F – AVG)
 - a. Table Tools – Layout Tab – Formula
 - b. Sum function
 - i. Since it is adding **all** the numbers above it you may use **above** as the range {ex =Sum(above)}
14. In Column F (AVG) add a formula to calculate the average
 - a. Table tools – Layout Tab – Formula
 - b. Delete default formula
 - c. Type **=c3/b3** in the formula
 - d. Change the format to **0.000**
15. Repeat for each cell in the column, adjusting the number for each row (**Don't** add a formula in the Totals row)
16. Add shading in the last cell of Column F



BASEBALL TEAM STATISTICS					
PLAYER	AT BATS	HITS	HOMERS	RBI	AVG
Roberto Orlando	700	225	23	45	
Bill York	423	134	2	14	
Ernie Hack	590	176	15	35	
Joe Dimperio	805	256	33	102	
Jose Carlos	476	175	12	31	
Hector Avila	365	75	2	5	
George Barnes	402	99	16	45	
Harry Bell	575	158	17	55	
TOTAL					

Assessment Table #1

Directions: Create the following table using the required formatting.

1. Insert the table on the next page
2. Change the orientation to Landscape
3. Change the style to Grid Table 7 Colorful Accent 6
4. Column Headings – bottom center alignment, size 12, bold, remove italics in Column A
5. Column Headings – row height .7
6. Data Rows – row height .3
7. Column A – bottom left alignment
8. Column B-H – bottom right alignment
9. Adjust column widths accordingly
10. In Column F add a formula to calculate regular pay
 - a. Delete default formula
 - b. Type =
 - c. Under Paste Function choose **Product**
 - d. In the parentheses add **B2:C2** {ex =Product(B2:C2)}
 - e. Repeat for each row, adjust the number in the formula
11. In Column G add a formula to calculate overtime pay
 - a. Delete default formula
 - b. Type =
 - c. Under Paste Function choose **Product**
 - d. In the parentheses add **D2:E2** {ex =Product(D2:E2)}
 - e. Repeat for each row adjust the number in the formula
12. In Column H add a formula to calculate gross pay
 - a. Change the range in the parenthesis to F2:G2 {ex =Sum(F2:G2)}
 - b. Repeat for each row, adjust the number in the formula
13. Insert a new row above the column headings
14. Merge the cells
15. Type **RADIOLOGY PAYROLL** for the title
16. Title – center/center alignment, all caps, size 16, bold
17. Title - row height .6
18. Add a new row at the bottom
19. Type **Totals** in Column A
20. In Totals row add a formula in Column B, Column D, Column F-H to calculate the total
 - a. Sum function
 - i. Since it is adding **all** the numbers above it you may use **above** as the range {ex =Sum(above)}
21. Print a normal version and formula version and staple them together
 - a. File – Options – Advanced – Scroll down to Print - Click Print Field Codes Instead of Values

Employee	Regular Hours Worked	Regular Pay Rate	Overtime Hours Worked	Overtime Pay Rate	Regular Pay	Overtime Pay	Gross Pay
S ABLE	40	\$9.50	6	\$19.00			
G DILLON	40	\$10.00	2	\$20.00			
H HUTO	35	\$10.15	0	\$20.30			
H KATSKI	40	\$8.75	3	\$17.50			
R MORRIS	40	\$11.00	0	\$22.00			
P STUTZ	38	\$11.25	5	\$22.50			
L TIerno	40	\$10.75	2	\$21.50			
R WALTER	40	\$9.95	0	\$19.90			
V ZETZ	40	\$10.15	4	\$20.30			

Assessment Table #2

Directions: Type the following letter, using correct format, and insert a formatted table into the letter. Remember to sign the letter in blue/black ink before turning in. Don't forget to add a Return Address and Date before the following:

Ms. Schultz | 709 E. Riverview | Fort Morgan, CO 80701 | Dear Ms. Schultz

The table below lists the topics that you can choose from for your final project in American History. After you select a topic, sign up for it on Desire2Learn. Remember that only two students can select the same topic. The sooner you sign up, the more likely you are to get your first choice.

AMERICAN HISTORY TOPICS FOR FINAL PROJECT		
American Revolutionary War	Cuban Missile Crisis	September 11, 2001
California Gold Rush	Great Depression	Vietnam War
Civil Rights Act of 1964	Korean War	Wall Street Crash of 1929
Civil War	Louisiana Purchase	War of 1812
Cold War	Persian Gulf War	Watergate
Colonial America	Prohibition	World War I
Constitutional Convention	Reaganomics	World War II

The guidelines for the final project are attached. Look them over before class on Monday, and I'll answer any questions you have at that time. Remember that each of you will be assigned to a faculty member of the English department to work with on the written part of this project.

Sincerely | Your Name

Directions for Table Format:

1. Table Style: List Table 3 – Accent 1
2. Title Row: Height - .4, Alignment – Center/Center
3. Body Rows: Height - .3, Alignment Center/Left
4. Center table horizontally

Assessment Table #3

Directions: Create the following table using the required formatting.

1. Change page to Landscape Orientation
2. Create a 6 X 9 Table
3. In row 1, type the following column headings: First Name, Last Name, Address Line 1, City, State, and Zip.
4. In each of the following rows, enter the data from below in the appropriate cells. Be careful not to add extra space at the end of the last word in the cell, it will cause problems later.
5. Sort the data in ascending order by postal code, then by Last Name, and then by first name.
6. Erase all table borders, leaving only the data.

Doris Adams 2405 Grandview Avenue Cincinnati, OH 45206-2220	Roger Harris 4381 Antioch Drive Enon, OH 45323-6492
Albert Aitken 440 Long Pointe Drive Avon Lake, OH 44012-2463	Larry McClintock 6821 Burgundy Drive Canton, OH 44720-4592
Barbara Aitken 440 Long Pointe Drive Avon Lake, OH 44012-2463	Mary Springer 81 Mayflower Drive Youngstown, OH 44512-6204
Bruce Gioia Route 3, Box 416 Marietta, OH 45750-9057	William Elber 387 Cranberry Run Youngstown, OH, 44512-2504

Mail Merge Assignment #1

Directions: Create the following mail merge document.

1. Open a blank Word Document
2. Under the Mailings tab click **Start Mail Merge**
3. Choose **Letters**
4. Click **Select Recipients**
5. Click **Type a New List**
6. Add the following in the appropriate column (press tab to go to the next column)

Title	FirstName	LastName	Address1	City	State	PostalCode
Mr.	Scott	Alvord	2989 Clarkson Road	Chesterfield	MO	63017-2989
Mr.	Jeremiah	Carter	2612 East Avenue	Grover	MO	63040-2612
Mrs.	Alma	Nolfi	15037 Clayton Road	Chesterfield	MO	63017-1503

7. Save the file as **Mail Merge Assignment 1 Data** when asked
8. Type the following letter using proper letter format. Insert appropriate fields where indicated.

Return Address

October 5, 20—

<<AddressBlock>>

<<GreetingLine>>

Thank you for attending the recent open house reception sponsored by the Dallas Area Environmental Health Association. We hope that you enjoyed meeting our expert staff of scientists, physicians, nutritionists, technicians, and others who work on your behalf to improve your quality of life.

Headaches, sinusitis, fatigue, joint aches, and asthma are some of the common ailments that are often caused by our environment. The Dallas Area Environmental Health Association is dedicated to conducting the research that documents the link between the common ailments and the environment so effective treatments can be offered.

<<Title>> <<LastName>>, now that you know more about the Association, we ask you to schedule a 20-minute consultation with one of our staff members to discuss your health concerns. This consultation is free and carries no obligation to use our services. Just call me at 972-555-0119 to schedule a mutually convenient time.

Sincerely

Margarita L. Jiminez
Director of Services

am

9. Print one copy with the field codes (File – Print)
10. **Finish & Merge** to print individual Letters

Mail Merge Assignment #2

Directions: Create mailing labels using a pre-existing list.

1. Open a blank Word Document
2. Under the Mailings tab click **Start Mail Merge**
3. Choose **Labels**
 - a. Choose **30 per page** (height 1" width 2.63")
4. Click the **Mailings** tab
5. Click **Select Recipients**
6. Click **Use an Existing List**
 - a. Select the Address list created during the Table Assessment #3
7. Add the following into the first cell of the table
<<AddressBlock>>
8. Click **Update Labels**
9. Click **Edit Recipient List**
10. Click the data file then click **Edit**
11. Click **Add New**
12. Add the following address
Dr. Vijay Awan
1148 Hyde Park Boulevard
Inglewood, CA 90302-2640
13. Click **Close**
14. Click **Ok**
15. Click Preview to see if all fields are showing
 - a. If data is missing, click match fields to line up the missing fields to what is in your file
16. Finish and Merge and Print Document

MLA Practice

Directions: Type a report in MLA style using the Citations and Bibliography features.

1. Type the following in correct MLA format
2. Use the Citation and Bibliography feature to insert the citation correctly

<p>Citation #1 (web site) Name of Web Page: Occupational Outlook Handbook Name of Website: United States Department of Labor, Bureau of Statistics Year: 2006-2007 Year Accessed: 2007 Month Accessed: August Day Accessed: 27 URL: http://stats.bls.gov/oco/ocos014.htm#outlook</p> <p>Citation #2 (web site) Name of Web Page: Medical and Health Services Management Careers, Jobs, and Training Information Name of Website: Career Overview Year: 2004 Year Accessed: 2007 Month Accessed: August Day Accessed: 27 URL: http://www.careeroverview.com/medical-health-manager-careers.html</p>	<p>Health Services Management Program</p> <p>This report gives information about opportunities in health services management, a program of study that several of my classmates and I are considering upon graduation from high school.</p> <p>Employment Opportunities</p> <p>Opportunities for employment in health services are numerous and growing “faster than the average for all occupations through the year 2014 as health services continue to expand and diversify” (Citation #1).</p> <p>People who manage health services are needed in a wide variety of work settings. The most common place of employment for these individuals is hospitals, followed by the offices of physicians, dentists, and other health-related practitioners (Citation #1).</p> <p>Because of a growing health services industry, the employment of health services and medical managers is projected to expand more than the average occupation through 2012. Increasing opportunities will be found in outpatient care centers, health practitioners and doctor’s offices, and in home healthcare services. Workers with good management and business skills and experience in the healthcare industry will have the greatest opportunities. (Citation #2)</p> <p>Educational Opportunities</p> <p>Bachelor's, master's, and doctoral degree programs in health administration are offered by colleges, universities, and schools of public health, medicine, allied health, public administration, and business administration. In 2005, 70 schools had accredited programs leading to the master's degree in health services administration. . . . (Citation #1)</p> <p>Health services managers are often recruited from the college or university they attend before they graduate. In larger hospitals, they are often recruited to fill assistant department</p>
---	---

	<p>head positions. In smaller hospitals, they may enter at the department head level.</p> <p>Additional Information</p> <p>The organizations listed below will be contacted to gather information about academic programs and employment opportunities in health services management.</p> <ul style="list-style-type: none"> • American College of Healthcare Executives, One North Franklin Street, Suite 1700, Chicago, IL 60606-3529 • Association of University Programs in Health Administration, 2000 14th Street North, Suite 780, Arlington, VA 22201 • Medical Group Management Association, 104 Inverness Terrace East, Englewood, CO 80112-5306 • American College of Health Care Administrators, 300 North Lee Street, Suite 301, Alexandria, VA 22314
--	---

3. Insert a Page Break
4. Use the Citations & Bibliography feature to insert the Works Cited
5. Print one copy

MLA Assessment

Directions: Type a report in MLA style using the Citations and Bibliography features.

6. Type the following in correct MLA format
7. Use the Citation and Bibliography feature to insert the citation correctly

<p>Citation 1 (Book) Author: Oliverio, Mary Ellen, William E. Pasewark, and Bonnie R. White Title: The Office, Procedures and Technology Year: 2007 City: Mason, OH Publisher: South-Western Cengage Learning Page: 7 Edition: 5th ed.</p> <p>Citation 2 (Book) Author: Fulton-Calkins, Patsy and Karin M. Stulz Title: Procedures & Theory for Administrative Professionals Year: 2004 City: Mason, OH Publisher: South-Western Cengage Learning Page: 250 Edition: 5th ed.</p>	<p>The Internet, Intranet, and Extranet</p> <p>Anyone using computers for school, business, or personal use knows the difficulty of keeping up with changing technology. Computer users are demanding that microprocessors become faster and easier to use in order to keep up with the many software applications used today. Users also want Internet and intranet connections that upload and download information quickly.</p> <p>The Internet</p> <p>The Internet is “a public, world-wide computer network made up of smaller, interconnected networks that span the globe”-(Citation #1). Internet users can generally make better decisions because they have instant and convenient access to information that is stored anywhere in the world. However, the Internet user must decide the quality of the information.</p> <p>Using the Internet</p> <p>The following Internet and online services are used by millions of people each day. This includes the use of email software to transmit messages and files, FTP software to upload and download files with other computers, chat rooms and instant messaging to exchange typewritten conversations, Internet telephone services to transmit voice messages, bulletin boards to read and post messages, and videoconferencing to conduct meetings among people at different locations.</p> <p>Accessing the Internet</p> <p>If you are using the Internet at school, work, or home, someone is paying a fee so you can access the Internet. School districts, businesses, and individuals pay a fee to an Internet Service Provider (ISP) to access the Internet.</p> <p>An ISP is a business that sells access to its permanent Internet connection for a fee. Fees are usually based on a standard monthly charge, but may vary by hours of actual connection. Individuals should be aware of their Internet use and pick an ISP accordingly. (Citation #2)</p>
--	---

<p>Citation 3 (Book) Author: Odgers, Patty Title: Administrative Office Management Year: 2005 City: Mason, OH Publisher: South-Western Cengage Learning Page: 77 Edition: 13th ed.</p>	<p>The Intranet</p> <p>An intranet is a private network within an organization. It belongs to the organization to be used by the organization's employees. Employees are typically required to enter a password to access information that is to be restricted to the employees and not made available to the public. Information that is commonly available on an intranet include such things as telephone directories, employee handbooks, policy and procedure manuals, employee benefit information, frequently used forms, calendars of events, and job postings.</p> <p>The Extranet</p> <p>An extranet operates much like an intranet in that it is a private network within an organization. The primary difference between an intranet and extranet is that an extranet makes selected parts of the information stored on the network available to people outside the organization (Citation #3). These people may include current customers, students, businesses, etc. Access to the selected information is gained by using a user name and password. Examples of extranets include banks, credit card companies, and investment organizations that provide their customers with access to their account information and to conduct business over the extranet. Colleges and universities often provide students access to their schedule of courses, grades, and financial accounts.</p>
---	--

1. Insert a Page Break
2. Use the Citations & Bibliography feature to insert the Works Cited
3. Print one copy

Yearbook Newsletter

Creating a Newsletter

New Skills

- Using a Newsletter Template

Lesson Overview

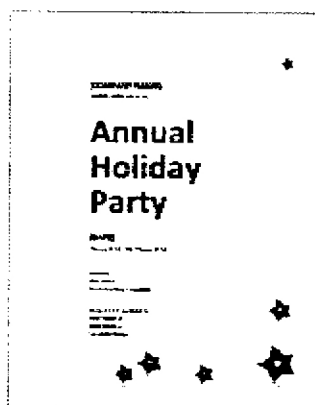
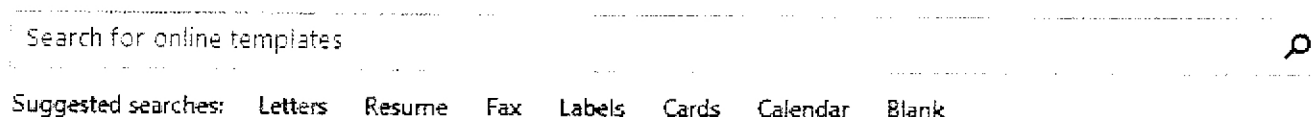
Yearbook sales are down this year! The yearbook class brainstorms ideas for how to increase sales, and you decide to create a yearbook newsletter to send to every student in the school. Creating the newsletter will be easy because you know that Word has templates for just this type of document. Your task is to create an eye-catching newsletter to promote this year's edition of the yearbook.

In this lesson, you will find a Word template to use to create a yearbook newsletter to send to the entire student body.

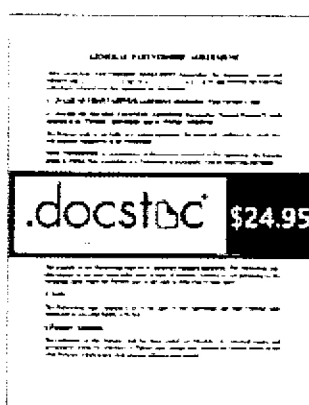
Tools & Terms You'll Use

Templates:

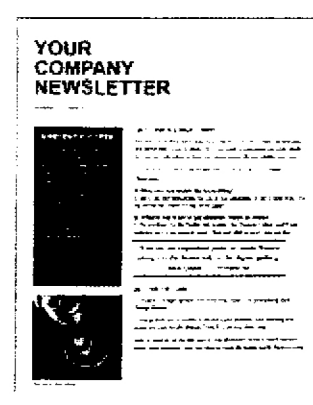
Use this feature to find documents where the formatting is already complete and you can personalize the text fields.



Holiday party invitation



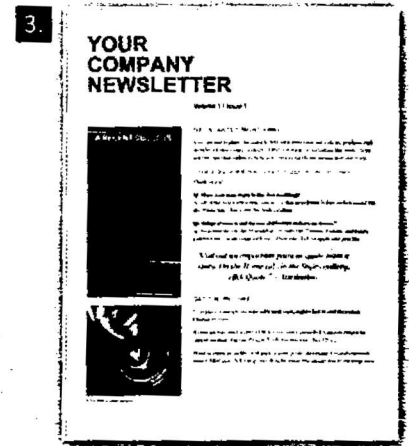
Partnership agreement

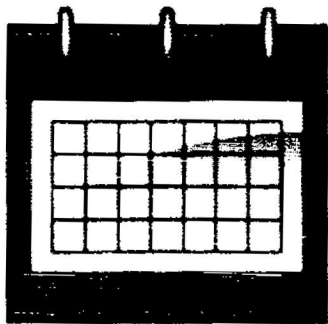


Newsletter

Instructions

1. Carefully review *9.2 Source Doc.* in its entirety prior to beginning this lesson.
2. From the Word Start Screen, search for a [Newsletter] in the templates section.
3. Select the YOUR COMPANY NEWSLETTER template.
4. Save the file as *9.2 Yearbook Newsletter* in your **My Word Projects** folder.
5. Using *9.2 Source Doc. Page 1 and Page 2*, key the text as shown.
6. Center align the image captions (*Buy Yours Now!* and *Order by January 31*) and increase the font size to 16.
7. Proofread your document for accuracy and format, then resave the file.
8. Print preview. Your document should look similar to *9.2 Source Doc. Page 1 and Page 2*.
9. Print a copy if required.





Order by January 31

Contact Us

Jackson High School
125 Main Street
Providence, RI 02903
401-555-1212
yearbook@jhs.ri.us
www.jhs.ri.us

YEARBOOK PRICING

Hard cover yearbook: \$75.00 (\$65.00 if received by 12/31)

Soft cover yearbook: \$60.00

Personalization: \$5.00 for name (additional options available)

Additional autograph pages: \$5.00

Clear plastic cover: \$7.00

NOT JUST FOR SENIORS

The yearbook is more than just senior photos. It is the story of the school year, featuring the graduating class. The underclassmen are part of the story as well. How nice to have the book for each of your four years in high school.

Follow the story through the sections of the yearbook:

Seniors, Superlatives, Underclassmen, Faculty and Staff, Student Life, Clubs and Organizations, Awards, Candida, Sports, Baby Pictures, Inspirational Quotes, and so much more!

JACKSON HIGH SCHOOL
125 Main Street
Providence, RI 02903

Allie Barton
100 First Avenue
North Kingstown, RI 02852

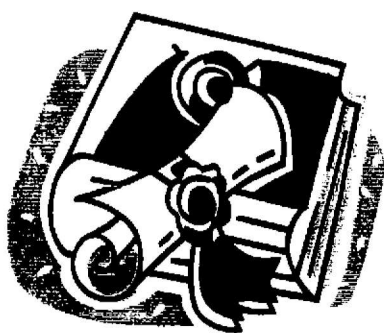
JHS YEARBOOK... YOU CAN READ US LIKE A BOOK

Volume 1 / Issue 1

JHS YEARBOOKS ON SALE NOW

Don't miss the opportunity to buy your yearbook now. You are only a senior in high school once and there are many special once-in-a-lifetime events that are captured in your high school yearbook.

See any member of the yearbook staff for an order form or visit the yearbook link on the school Web site. Order early and get \$10 off!



Buy Yours Now!

ORDERING IS A CLICK AWAY

It couldn't be any easier to order! You can get a yearbook order form in the main office or from any yearbook staff member. Seniors, an order form will be included in your senior information packet.

The easiest way to order your yearbook is online. Just click on the yearbook link located on the school Web site home page and follow the steps. Online orders must be paid with credit card only. Paper orders must be paid by check. NO cash will be accepted for yearbook orders.

Frequently Asked Questions:

Q: Can I personalize my yearbook?

A: Absolutely! Just follow the instructions on the paper or online order form. The total cost is easy to calculate.

Q: When is the last day to order my yearbook?

A: January 31, 20XX. NO exceptions. But if you order early by December 31, 20XX, you will get \$10 off.

*"What lies behind us, and what lies before us
are small matters compared to what lies within
us." – Ralph Waldo Emerson*

GET THE PICTURE

SENIORS: You must select your senior yearbook picture by November 5, or we will select one for you.

UNDERCLASSMEN: If you missed picture day, re-takes are October 26.

CALLING ALL CANDIDS: The yearbook staff is busy attending events and snapping pictures to document the school year. If you have pictures you think would be great for the yearbook, submit them in jpeg format to alopez@students.jhs.ri.us for review. Include the date the picture was taken and the school event or theme that the picture represents.

Career Brochure

DIRECTIONS: You will be creating a Brochure Template based on career research you will be doing in class. You may choose any brochure design, but it must be a tri-fold format. Make sure all content is horizontal (some templates will have a section that has the text rotated), you will need to rotate text if it is not already done for you.

Choose the Design Tab to change the theme of the brochure, or you can change the color and font individual with the drop-down options. Make sure you delete any information that you do not use on the brochure from the template.

Do not copy and paste from the Internet, adjust to put it in your own words. The contents should be in very limited paragraph format. Consider using bullets with short concise wording.

The brochure must include the following information as well as additional related graphics/pictures to complete the design:

Right Back Pane/Front Panel (when folded):

- Career Title & Name
- Add/Change the picture to one that represents your career interest

Back Middle Panel:

- Short Paragraph about yourself and why you are interested in this career
 - Include a picture of yourself
- Personal Assessment
 - Explain why you think this occupation would be right for you. How does it fit your personality, interests, values, and educational plans?

Left Back Panel:

- Personal Characteristics Needed for the career
 - What important personal characteristics do you think would be needed to be happy and successful in this occupation?
 - Why does this career fit your personality?
 - What personal values does this career provide that are important to you? (Examples: security, having fun, status, helping others, challenging...)

Inside Left Panel:

- Education Needed
 - What specific high school classes and activities would be most helpful in preparing for this career?
 - What type of education or training would you need after high school?
 - List possible colleges/schools where you may receive training.

Inside Middle Panel:

- Job Description/Duties
 - What responsibilities would you have?
 - Which responsibilities would you like and which would you dislike?
- Work Setting
 - How many hours would you generally work? What would your work environment be? Would you travel? Would your job be stressful? What would you like and dislike about the work setting?

Inside Right Panel:

- Slide #7 - Wages and Benefits
 - Entry wages: How much would a worker in this occupation generally start at?
 - What is the range of wages that an experienced worker can earn?
- Slide #8 - Employment Outlook
 - What is the occupational outlook for this career?

Email Review

Directions: Type the following email to your instructor, using correct format. Use your notes and previous assignments as a reference guide.

Subject: Email Do's and Don'ts

Mr. Dorley

I have researched current email etiquette and have compiled a list of do's and don'ts for professional and business email messages.

Do's:

1. Obtain the correct email address of your recipient.
2. Use Cc: when the message should be shared with another user.
3. Use Bcc: when emailing a number of people to protect private email addresses. This will keep the entire address list hidden from other recipients.
4. Include a message in the subject line.
5. Use proper spelling and grammar. Proofread and spellcheck before you hit send.

Don'ts:

1. Avoid using emoticons when emailing a teacher, employer, or colleague.
2. Avoid long wordy emails. Keep your message concise and to the point.
3. Eliminate special abbreviations such as LOL or BTW.
4. Avoid attaching files in formats that the recipient will be unable to open. Consider sending PDF versions of files or earlier versions of Word documents.

Letter Review

Directions: Type the letter into correct format. Use your notes and previous assignments as a reference guide.

68 Hillbrook Road | Columbus, OH 43215 | January 10, 20-- | Ms. Jennifer Crosswell | Greater Columbus Convention Center | 400 North High Street | Columbus, OH 43215 | Dear Ms. Crosswell

Enclosed you will find my volunteer application for your review. I am interested in working at the Jordan Perry event that will be held on February 14, 20--. I saw the position advertised in last Sunday's *Columbus Dispatch*.

As you can see, I have extensive experience in event marketing. I have volunteered at various church festivals, local carnivals, and walk-a-thons. At my last volunteer post, I assisted organizers of the Walk for Cancer by welcoming walkers at registration. My supervisor that day said I was one of the friendliest, most responsible volunteers she has ever had. Besides being a huge Jordan Perry fan, I believe my work experience and history as a hard working individual make me qualified for the job.

I look forward to speaking with you further about my qualifications. Please feel free to contact me at the above address or call me at 614-555-3219. Thank you for your consideration.

Sincerely | Sara Birch | xx | Enclosure

Review Table

Directions: Create the following table using the required formatting.

1. Insert the table
2. Change the style to one of your choosing
3. Title – row height .6, Center/Center, size 16, bold
4. Subtitle – row height .4, Center/Center, size 12, bold
5. Column Headings – row height .5, bottom center, size 12, bold
6. Data Rows – row height .3
7. Column A – bottom left alignment
8. Column B & C – bottom right alignment
9. Adjust column widths accordingly
10. In the Totals row add a formula to calculate the total
11. Add the following as your source:
Source: <http://www.broadwayworld.com/grosses.cfm> (24 July 2007)
12. Sort table by Gross This Week in descending order
13. Print a normal version and formula version and staple them together
 - a. File – Options – Advanced – Scroll down to Print - Click Print Field Codes Instead of Values

BROADWAY GROSSES		
Week Ending 7/22/2007		
Production	Gross This Week	Gross Last Week
Wicked	\$1,472,649	\$1,468,400
The Lion King	1,283,279	1,291,898
Curtains	837,138	821,457
Legally Blonde	946,840	939,285
Jersey Boys	1,197,014	1,211,053
The Color Purple	926,764	974,904
Mamma Mia!	935,608	940,187
Mary Poppins	1,226,944	1,191,101
Hairspray	865,138	809,462
Beauty and the Beast	1,139,499	1,095,124
Totals		

MLA Review

Directions: Type a report in MLA style using the Citations and Bibliography features.

8. Type the following in correct MLA format
9. Use the Citation and Bibliography feature to insert the citation correctly

The History of the Potato Chip

One of the world's most recognizable snack foods is the potato chip. Who can resist this thin slice of a potato, fried to a crisp and salted? Potato chips are delicious and very popular. They satisfy the taste buds of many by hitting all the essential characteristics of a good treat. They are convenient, easily found, salty, greasy, and come in a wide variety of flavors. It is hard to believe their invention was a mistake.

When George Crum, a native American chef in Saratoga Springs, New York, upset a customer with french fries cut too thick, he came up with an idea to irk the patron. He produced a very paper thin french fry that was impossible to be picked up by a fork. To his dismay, the customer loved the result and soon other guests were requesting the chips. That was 1853, and now over 150 years later, the snack originally known as Saratoga Chips has become a household snack food staple.

For the most of the late 1800s, potato chips were cut by hand and sold primarily in restaurants. After the successful premier at the Saratoga Springs Resort, Chef Crum opened his own restaurant and began serving potato chips in small baskets at every table. Once the mechanical potato peeler was invented, production of potato chips not only became easier but also more popular. Small manufacturers from Ohio to California began producing potato chips between 1895 and 1920. Today, potato chips are available with seasonings ranging from barbeque to salt and vinegar. **(Citation #1)**

The process of making the potato chip that is well known and sold today is quite simple. Potatoes are harvested from potato farms, then the potato is washed, peeled, sliced, dried, fried, and salted. The Frito-Lay Web site clearly describes the process.

All across America potatoes are specifically grown from Frito-Lay to make great tasting chips. Upon arrival at one of our plants, it can take as little as 24 hours to make the chips because we keep the process so simple. We bathe and clean whole potatoes thoroughly in water. Next, we gently peel the skin so that the flavor remains. The potatoes are thinly sliced and rinsed again to remove any excess starch. The slices are cooked to a crispy crunch in all-natural oil. Finally, the chips are topped with a sprinkle of salt **(Citation #2)**.

The invention of the cellophane bag is what originally gave potato chips such mass market popularity. Before bagging them, chips were sold in markets out of bulk bins where shop owners would scoop out orders for customers. Today, potato chips are bagged in plastic or foil bags that are puffed with nitrogen gas to keep them from breaking and going stale. According to the book *Crunch!: A History of the Great American Potato Chip*, Procter and Gamble "devised a tennis ball canister, where the perfectly formed half-moon Pringles could be stacked unbroken" **(Citation #3)**. This packaging not only protects the product, but gives Pringles' brand its most recognizable feature.

Clearly, potato chips have changed over time. From their invention until now, they have become easier to produce, more available to consumers, and come in a wide variety of flavors. Not only has the

production evolved, but the packaging and method of distribution has changed as well. With the advancements of technology, there is no telling what the potato chip of the future might be like.

Citation 1 (Website)

Author: Phil Ament

Name of Web Page: Potato Chip History – Invention of Potato Chips

Name of Website: The Great Idea Finder

Year: April 2007

Year Accessed: 2012

Month Accessed: November

URL: <http://www.ideafinder.com/history/index.html>

Citation 2 (Website)

Author: Lays Potato Chip

Name of Web Page: 3 Simple Ingredients

Name of Website: Frito-Lays.com

Year: June 2006

Year Accessed: 2012

Month Accessed: November

URL: <http://www.fritolay.com/index.htm>

Citation 3 (Book)

Author: Dirk Burhans

Title: Crunch!: A History of the Great American Potato Chip

Year: 2008

City: Madison, OH

Publisher: University of Wisconsin Press

Page: 57

4. Insert a Page Break
5. Use the Citations & Bibliography feature to insert the Works Cited
6. Print one copy

Communication Skills 2

Directions: Type each rule, learning the correct grammar when it comes to capitalization. Then under the rules is a learn line, type it as it is. Then there is an apply line, meaning you must change items to apply the correct capitalization.

Capitalization

Rule 1: Capitalize the first word of a sentence, personal title, and names of people

Learn Ask Ms. King if she and Mr. Valdez will sponsor our book club.

Apply did you see mrs. watts and gloria at the school play?

Rule 2: Capitalize the days of the week and months of the year.

Learn He said that school starts on the first Monday in September.

Apply my birthday is on the third thursday of march this year.

Rule 3: Capitalize cities, states, countries, and specific geographic features

Learn When you were recently in Nevada, did you visit Lake Tahoe?

Apply when in france, we saw paris from atop the eiffel tower.

Rule 4: Capitalize names of clubs, schools, companies, and other organizations

Learn The Voices of Harmony will perform at Music Hall next week.

Apply lennox corp. operates the hyde park drama club in boston.

Rule 5: Capitalize historic periods, holidays, and events

Learn The Fourth of July celebrates the signing of the Declaration of Independence.

Apply henri asked if memorial day is an american holiday.

Rule 6: Capitalize streets, buildings, and other specific structures

Learn Jemel lives at Bay Shores near Golden Gate Bridge.

Apply dubois tower is on fountain square at fifth and walnut.

Rules 7: Capitalize an official title when it precedes a name and elsewhere if it is a title of high distinction

Learn In what year did Juan Carlos become King of Spain?

Learn Masami Chou, our class president, made the scholastic awards.

Apply did the president speak to the nation from the rose garden?

Apply mr. chavez, our company president, wrote two novels.

Rule 8: Capitalize initials; also, letters in abbreviations if the letters would be capitalized when the words are spelled out.

Learn	Does Dr. R. J. Anderson have an Ed.D. or a Ph.D.?
Learn	She said that UPS stands for United Parcel Service.
Apply	we have a letter from ms. anna m. bucks of washington, d. c.
Apply	m.d. means doctor of medicine, not medical doctor.

Proofread & Correct

1, 6	has dr. holt visited his studio at the hopewell arts center?
1, 3, 5	pam has made plans to spend thanksgiving day in fort wayne.
1, 2, 8	j. c. hauck will receive a b.a. degree from usc in June.
1, 4, 6	is tech services, inc., located at fifth street and elm?
1, 2, 7	i heard senator dole make his acceptance speech on thursday.
1, 3, 6	did mrs. alma s. banks apply for a job with butler county?
1, 3	she knew that albania, not new york city, is the capital.
1, 3	eldon and cindy marks now live in santa fe, new mexico.
1, 8	are you going to the marx theater in mount adams tonight?
1, 2, 6	on friday, the first of july, we will move to keystone plaza.

Formatting for the document after everything has been typed:

1. Select the entire document, change the font to size 12, Times New Roman
2. Change the line spacing to single spaced (SS) or 1.0; Remove the spacing (Under Layout Tab)
3. Format Capitalization: Heading Style 1 & Center Alignment
4. Format each Rule: Heading Style 2 and Highlight
5. Select the learn and apply lines and apply a bullet for each one

Communication Skills 3

Directions: Type each rule learning the correct grammar usage for number expressions. Under each rule is a learn line, meaning the sentence is correct and you will type it as is. Then there is an apply line, meaning you **must** change items to apply correct number expression.

Number Expression

Rule 1: Spell out a number that begins a sentence even when other numbers in the sentence are shown in figures

Learn Twelve of the new shrubs have died; 48 are doing quite well.

Apply 14 musicians have paid their dues, but 89 have not done so.

Rule 2: Use figures for numbers above ten, and for numbers from one to ten when they are used with numbers above then.

Learn She ordered 8 word processors, 14 computers, and 4 printers.

Apply Did he say they need ten or 14 sets of Z18 and Z19 diskettes?

Rule 3: Use figures to express date and time (unless followed by o'clock)

Learn He will arrive on Paygo Flight 418 at 9:48 a.m. on March 14.

Apply Exhibitors must be in Ivy Hall at eight forty a.m. on May one.

Rule 4: Use figures for house numbers except house number One

Learn My home is at 8 Vernon Drive; my office, at One Weber Plaza.

Apply The Nelsons moved from 4059 Pyle Avenue to 1 Maple Circle.

Rule 5: Use figures to express measures and weights

Learn Glenda Redford is 5 ft. 4 in. tall and weighs 118 lbs. 9 oz.

Apply This carton measures one ft. by nine in. and weighs five lbs.

Rule 6: Use figures for numbers following nouns

Learn Review Rules 1 to 18 in Chapter 5, pages 149 and 150, today.

Apply Case 1849 is reviewed in Volume five, pages nine and ten.

Rule 7: Spell (and capitalize) names of small-numbered streets (ten and under)

Learn I walked several blocks along Third Avenue to 54th Street.

Apply At 7th Street she took a taxi to the theater on 43d Avenue.

Rules 8: Spell indefinite numbers

Learn Joe owns one acre of Parcel A; that is almost fifty percent.

Learn	Nearly seventy members voted; that is nearly a fourth.
Apply	Over 20 percent of the students auditioned for the play.
Apply	Just under 1/2 of the voters cast ballots for the best musician.

Proofread & Correct

- 1 20 members have already voted, but 15 have yet to do so.
- 2 Only twelve of the dancers are here; six have not returned.
- 3 Do you know if the eight fifteen Klondike flight is on time?
- 3, 4 We should be at 1 Brooks Road no later than eleven thirty a.m.
- 5 This oriental mural measures eight ft. by 10 ft.
- 5 The box of books is two ft. square and weighs six lbs. eight oz.
- 6 Have you read pages 45 to 62 of Chapter two that he assigned?
- 7 She usually rides the bus from 6th Street to 1st Avenue.
- 8 Nearly 1/2 of the cast is here; that is about 15.
- 9 A late fee of over 15 percent is charged after the 30th day.

Formatting for the document after everything has been typed:

1. Select the entire document; change the font to size 12
2. Select Number Expression and format: Heading Style 1 & Center alignment
3. Select each rule and apply Heading 2 style
4. Under the Design Tab and complete the following:
 - a. Change document style to **Shaded**
 - b. Change the color set to **Blue Warm**
 - c. Change the font to **Georgia**
 - d. Change the paragraph spacing to **Relax**
 - e. Add a page border of your choice
5. Spell check and proofread

Communication Skills 4

Directions: Type each rule learning the correct grammar usage for pronoun agreement. Under each rule is a learn line, meaning the sentence is correct and you will type it as is. Then there is an apply line, meaning you **must choose and bold** the correct word to apply correct pronoun agreement

Pronoun Agreement

Rule 1: A personal pronoun (I, We, You, He, She, It, Their, etc.) agrees in **person** (first, second, or third) with the noun or other pronoun it represents.

- | | |
|-------|--|
| Learn | We can win the game if we all give each play our best effort. |
| Learn | You may practice dancing only after you finish all your homework. |
| Learn | Andrea said that she will drive her car to the antique mall. |
| Apply | Those who saw the exhibit said that (he, she, they) were impressed. |
| Apply | After you run for a few days, (my, your) muscles will be less sore. |
| Apply | Before I take the test, I want to review (your, my) class notes. |

Rule 2: A personal pronoun agrees in **gender** (feminine, masculine, or neuter) with the noun or other pronoun it represents

- | | |
|-------|---|
| Learn | Miss Kimoto will give her talk after the art exhibit. |
| Learn | The small boat lost its way in the dense fog. |
| Apply | Each winner will get a corsage as she receives (her, its) award. |
| Apply | The ball circled the rim before (he, it) dropped through the hoop. |

Rule 3: A personal pronoun agrees in **number** (singular or plural) with the noun or other pronoun it represents.

- | | |
|-------|--|
| Learn | Celine drove her new car to Del Rio, Texas, last week. |
| Learn | The club officers made careful plans for their next meeting. |
| Apply | All workers must submit (his, their) vacation requests. |
| Apply | The sloop lost (its, their) headsail in the windstorm. |

Rule 4: A personal pronoun that represents a collective noun (team, committee, family, etc.) may be singular or plural, depending on the meaning of the collective noun

- | | |
|-------|--|
| Learn | Our men's soccer team played its fifth game today. |
|-------|--|

Learn	The drill team took their positions on the field.
Apply	The jury will render (its, their) verdict at 1:30 today.
Apply	The Social Committee had presented (its, their) written reports.

Proofread & Correct

- 2 Suzy knew that **(he, she, they)** should read more novels.
- 3 People who entered the contest say **(he, she, they)** are confident.
- 3 As soon as art class is over, I like to transcribe **(our, my)** notes.
- 2, 3 Mrs. Kelso gave **(her, his, their)** lecture in Royce Hall.
- 2 The yacht moved slowly around **(her, his, its)** anchor.
- 1 As you practice the lines, **(his, your)** confidence increases.
- 1 I played my new clarinet in **(my, their, your)** last recital.
- 3 The editors planned quickly for **(its, their)** next newsletter.
- 4 The women's volleyball team won **(its, their)** tenth game today.
- 4 Our family will take **(its, their)** annual trip in August.

Formatting for the document after everything has been typed:

1. Select the entire document
 - a. Change the font size to 12
2. Apply 5 different formatting choices (please make sure the choices are visually different enough to be noticeable)
3. Spell-check and proofread

Communication Skills 5

Directions: Type each rule and then sentences that are following each rule. The learn sentences type as they are, on the apply sentences – choose the correct word and bold it.

Rule 1: Use a singular verb with subject (noun or pronoun); use a plural verb with a plural subject and with a compound subject (two nouns or pronouns joined by and).

Learn 1. The speaker was delayed at the airport for over thirty minutes.

Learn 2. The musicians are all here, and they are getting restless.

Learn 3. You and your assistant are to join us for lunch.

Apply 4. The member of the chorus (is, are) to introduce the speaker.

Apply 5. Dr. Cho (was, were) to give the lecture, but he (is, are) ill.

Apply 6. Mrs. Samoa and her son (is, are) to be at the craft show.

Rule 2: Use the plural verb do not or don't with pronoun subjects I, we, you, and they as well as with plural nouns; use the singular verb does not or doesn't with pronouns he, she, and it as well as with singular nouns.

Learn 7. I do not find this report believable; you don't either.

Learn 8. If she doesn't accept our offer, we don't have to raise it.

Apply 9. They (doesn't, don't) discount, so I (doesn't, don't) shop there.

Apply 10. Jo and he (doesn't, don't) ski; they (doesn't, don't) plan to go.

Rule 3: Use singular verbs with indefinite pronouns (each, every, any, either, neither, one, etc.) and with all and some used as subjects if their modifiers are singular (but use plural verbs with all and some if their modifiers are plural)

Learn 11. Each of these girls has an important role in the class play.

Learn 12. Some of the new paint is already cracking and peeling.

Learn 13. All of the dancers are to be paid for the special performance.

Apply 14. Neither of them (is, are) well enough to sing today.

Apply 15. Some of the juice (is, are) sweet; some (is, are) quite tart.

Apply 16. Every girl and boy (is, are) sure to benefit from this lecture.

Rules 4: Use a singular verb with a singular subject that is separated from the verb by the phrase as well as or in addition to; use a plural verb with a plural subject so separated.

Learn 17. The letter, in addition to the report, has to be revised.

Learn 18. The shirts, as well as the dress, have to be pressed again.

Apply 19. The vocalist, as well as the pianist, (was, were) applauded.

Apply 20. Two managers, in addition to the president, (is, are) to attend.

Rule 5: Use a singular verb if number is used as the subject and is preceded by the; use a plural verb if number is the subject and is preceded by a

Learn 21. A number of them have already voted, but the number is small.

Apply 22. The number of jobs (is, are) low; a number of us (has, have) applied.

Rule 6: Use a singular verb with singular subjects linked by or or nor, but if one subject is singular and the other is plural, the verb agrees with the nearer subject.

Learn 23. Neither Ms. Moss nor Mr. Katz was invited to speak.

Learn 24. Either the manager or his assistants are to participate.

Apply 25. If neither he nor they (go, goes), either you or she (has, have) to.

Proofread & Correct

Rule 1 1. Sandra and Rich (is, are) running for band secretary.

Rule 1 2. They (has, have) to score high on the SAT to enter that college.

Rule 2 3. You (doesn't, don't) think keyboarding is important.

Rule 2 4. Why (doesn't, don't) she take the test for advanced placement?

Rule 3 5. Neither of the candidates (meet, meets) the performance criteria.

Rule 3 6. One of your art students (is, are) likely to win the prize.

Rule 5 7. The number of people against the proposal (is, are) quite small.

Rule 4 8. The manager, as well as his assistant, (is, are) to attend.

Rule 6 9. Neither the teacher nor her students (is, are) here.

Rule 3 10. All the meat (is, are) spoiled, but some items (is, are) okay.

Communication Skills 6

Directions: Type each rule and then sentences that are following each rule. The learn sentences type as they are, on the apply sentences – choose the correct word and bold it.

Terminal Punctuation: Period, Question Mark, Exclamation Point

Rule 1: Use a period at the end of a declarative sentence (a sentence that is not regarded as a question or exclamation)

Learn I wonder why *Phantom of the Opera* has always been so popular.

Apply Fran and I saw *Cats* in **London**. We also saw *Sunset Boulevard*

Rule 2: Use a period at the end of a polite request stated in the form of a question but not intended as one.

Learn Matt, will you please collect the papers at the end of each row.

Apply Will you please call me at 555-0140 to set up an **appointment**

Rule 3: Use a question mark at the end of a sentence intended as a question

Learn Did you go to the annual flower show in Ault Park this year?

Apply How many medals did the U.S.A. win in the 1996 Summer **Games**

Rule 4: For emphasis, a question mark may be used after each item in a series of interrogative expressions.

Learn Can we count on wins in gymnastics? in diving? in soccer?

Apply What grade did you get for **history?** for **sociology?** for **civics**

Rule 5: Use an exclamation point after emphatic (forceful) exclamations and after phrases and sentences that are clearly exclamatory.

Learn The lady screamed, "Stop that man!"

Learn "Bravo!" many yelled at the end of the Honor America program.

Apply "**Yes**" her gym coach exclaimed when Kerri stuck the landing

Apply The burglar stopped when he saw the sign, "Beware, vicious **dog**"

Proofread & Correct

"**Jump**_" the fireman shouted to the young boy frozen with fear on the window ledge of the burning **building**_ "Will you catch **me**_" the young boy cried to the men and women holding a safety net forty feet **below**_ "Into the **net**_" they **yelled**_ Mustering his courage, the boy jumped safely into the net and then into his mother's outstretched **arms**_

Communication Skills Review

Directions: Key the following sentences correctly using your knowledge of the capitalization rules we learned as well as other grammar errors. Please **DS** between each line, you do not have to number each sentence

1. the telephone number that you need when for mr. Jordan is 867-7899.
2. The sand dunes national monument is located in san luis valley in colorado.
3. did you send your package through ups or usps?
4. will johnny attend the meeting on monday of next week?
5. the fourth of july is a big celebration for the future business leaders of america.
6. The address of the high school 709 east riverview.
7. Is mr. smith the principal of the middle school?
8. Look for the national monument on 49th avenue when you are in new york city.
9. Did your mother invite him for thanksgiving dinner next thursday.

Directions: Using the correct number expression (use figures or key the number out), key the following lines correctly. Don't forget to capitalize in the proper place as well.

1. Nancy took a taxi from 3rd street as soon as the concert was over.
2. please turn to page three in your history book.
3. The block measures thirteen inches by twenty four inches and weighed eleven pounds.
4. The concert will start at seven thirty p.m. on Thursday march fourth, 1999.
5. Did the coach ask for twelve footballs, three baseballs, and fifteen tennis balls?
6. Marcia lives at twelve oak drive, but her brother lives at 1 oak drive.
7. There were about 37 participants going to the FBLA leadership conference.

Tab Review Worksheet

Directions: Complete each of the tab assignments on separate sheets. Remember to get to your tabs you click on the Paragraph Dialogue Launcher arrow - and then the tabs button at the bottom. For each tab you: 1) type in the location, choose the alignment, and click set. You must then use your tab key to tab over to each set tab.

Directions:

Center the heading with a DS
for subheading

ADVISER ASSIGNMENTS

Spring 20--

Column #1: Left Tab 1"	<u>Student</u>	<u>GPA</u>	<u>Major</u>	<u>Adviser</u>
Column #2: Decimal Tab 3"	Kruger, June	3.67	Management	Glavine
Column #3: Left Tab 4"	Burton, Kelly	2.71	Marketing	Brown
Column #4: Left Tab 5.5"	Helms, Jason	3.34	Management	Glavine
DS the text	Marshall, Kay	3.41	Finance	Shoji
	Nicolet, Mary	2.98	Marketing	Brown
	Gomez, Felipe	3.12	Management	Glavine
	Downey, Aaron	2.89	Finance	Shoji
	Berntsen, Wade	3.51	Finance	Shoji
	Mayberry, Anne	3.87	Management	Glavine
	Segawa, Hiroki	3.25	Marketing	Brown
	Nagel, Jessica	3.05	Management	Glavine
	Manzo, Matrice	3.29	Finance	Shoji

Directions:

Center the heading with a DS
for subheading

ASSETS

December 31, 20--

Column #1: Left 1"	Cash.....	\$167,3000
Column #2: Right 5" - with a dot leader	Accounts Receivable.....	521,5000
DS the text	Inventory	620,000
	Prepaid Expense	10,700
	Land.....	250,000
	Building	950,000
	Accumulated Depreciation, Building.....	(200,000)
	Equipment.....	320,000
	Accumulated Depreciation, Equipment.....	(85,000)
	Total Assets	\$2,554,5000