DEVELOPING KEYBOARDING SKILL

LEARNING OUTCOMES

Keyboarding
■ To key the alphabetic and numeric keys by touch.
■ To develop good keyboarding techniques.
■ To key fluently—at least 25 words per minute.
■ To develop reasonable accuracy.

Communication Skills
■ To develop proofreading skills.
■ To apply proofreaders’ marks and revise text.
1. Open Keyboarding Pro.
2. Go to the Word Processor by clicking the .
3. Key each line twice. Tap ENTER after each group of lines.
4. Close the document by clicking in the upper-right corner.

- Max quietly promised a very big gift for the jazz club next week.
- Zack worked on five great projects and quickly became the expert.
- Jack Meyer analyzed the data by answering five complex questions.

- The invoice dated 9/28/07 was for $18,493.56; it is due 10/24/07.
- Our dinner on 6/25/08 cost $432.97 plus 18% tip totaling $510.90.
- The 3 invoices (#49875, #52604, and #137986) totaled $379,912.46.

- Pam may go with me to town to work for the auditor if he is busy.
- Jan and six girls may go to the lake to sit on the dock and fish.
- My neighbor may tutor the eight girls on the theory and problems.

Most businesses want to be seen as good citizens. Working with the arts is one way in which they can give back to the community in which they operate. It is easy to support the arts because most people believe that a vibrant arts program is key to the quality of life for local citizens. Quality of life is a major factor in recruiting new employees.

Most art groups are nonprofits that provide tax benefits to those who give to them. A business may give money, services, or products, or it may sponsor an event. Sponsoring an event is not the same as making a gift. The business receives a public relations benefit by having its name linked with the event, whereas a gift may have no obvious benefit. Both forms help the arts.

A business may also support the arts by buying and displaying art in its facilities. Some choose to use the art of local artists, while others buy high-quality art from well-known artists. The former helps to build a good local art community. The latter may bring recognition to the business for the quality of its artwork.
LESSON 1

Alphabetic Keys

MODULE 1

LEARNING OUTCOMES
- Key the alphabetic keys by touch.
- Key using proper techniques.
- Key at a rate of 14 gwam or more.

Lesson 1

HOME ROW Position and Space Bar

1. Drop your hands to your side. Allow your fingers to curve naturally. Maintain this curve as you key.
2. Lightly place your left fingers over the a s d f and the right fingers over the j k l ;. You will feel a raised element on the f and j keys, which will help you keep your fingers on the home position. You are now in home-row position.

SPACE BAR AND ENTER

Tap the Space Bar, located at the bottom of the keyboard, with a down-and-in motion of the right thumb to space between words.

Reach with the fourth (little) finger of the right hand to ENTER. Tap it to return the insertion point to the left margin. This action creates a hard return. Use a hard return at the end of all drill lines. Quickly return to home position (over ;).

Key these lines

a s d f SPACE j k l ; ENTER
a s d f SPACE j k l ; ENTER
NEW KEYS

1b Procedures for Learning New Keys
Apply these steps each time you learn a new key.

1. Find the new key on the illustrated keyboard. Then find it on your keyboard.
2. Watch your finger make the reach to the new key a few times. Keep other fingers curved in home position. For an upward reach, straighten the finger slightly; for a downward reach, curve the finger a bit more.
3. Repeat the drill until you can key it fluently.

1c Home Row
1. The Word Processor should be open.
2. Key lines 1-9 once. Tap ENTER once at the end of each line and twice to double-space (DS) between 2-line groups.
3. Keep the document on your screen.

NEW KEYS

STANDARD PLAN for Learning New Keyreaches
1. Find the new key on the illustrated keyboard. Then find it on your keyboard.
2. Watch your finger make the reach to the new key a few times. Keep other fingers curved in home position. For an upward reach, straighten the finger slightly; for a downward reach, curve the finger a bit more.
3. Repeat the drill until you can key it fluently.

1d i
1. Apply the standard plan for learning the letter i.
2. Key lines 10–12 in the Word Processor. Keep fingers curved. Repeat until you can key it fluently.
3. Click in the upper right corner of your screen to exit the Word Processor. You will be at the Main menu of Keyboarding Pro.

LESSON 1 HOME ROW, SPACE BAR, ENTER, I

MODULE 1
Lesson 1 from Software

1. Read the information at the right. Then do Lesson 1 from Keyboarding Pro.

STANDARD PLAN for Using Keyboarding Pro

1. Select the Lessons tab. Select a lesson from the drop-down list or key the lesson number (Figure 1-1).

2. The first activity is displayed automatically. Follow the directions on screen. Key from the screen. The software will move automatically to the next activity.

3. Key the Textbook Keying activity from the textbook (lines 13–18 below). Tap ESC or click the Stop button to end the activity.

4. Figure 1-3 shows the Lesson Report. A check mark next to the exercise indicates that it is completed.

5. To end the lesson, check with your instructor. You may do the following:
   • Print your Lesson Report, view the Performance Graph or send your student record to the Web Reporter.

6. From the Main menu, select the Exit button to quit the program. You may choose to transfer your file to another location.

Textbook Keying

1. Key each line once; do not key the numbers. Tap ENTER at the end of each line. Keep your eyes on the book.

2. Tap ESC or click the Stop button to end the activity.

End the lesson

1. Follow steps 5 and 6 above to print the Lesson Report, send your files to the Web Reporter, and exit the software.

2. Clean up your work area.

13 a s a; al ak aj s s; sl sk sj d d; dl dk dj

14 j ja js jd jf k ka ks kd kf l la ls ld lf

15 a; sl a;sl dkfj a;sl dkfj a;sl dlfj asdf jk

16 a; sl a;sl dk fj dkfj a;sl dkfj fkds;a; fj

17 f ff j jj d dd k kk s ss l ll a aa ; ;; fj

18 afj; a s d f j k l ; asdf jkl; fdsa jkl;
LESSON 1R Review

Getting Started
1. Start Keyboarding Pro.
2. Select your name and key your password. Click OK.
3. Select Lesson 1R.
4. Key each exercise as directed in the software.

1Ra Textbook Keying
1. Key each line once. Tap ENTER twice to double space (DS) between 2-line groups.
2. Try to keep your eyes on the book the entire time you key.
3. Tap ESC or click Stop to end the exercise.

1Rb Keyboard Review
Key these lines from the software screen as directed.

1Rc End the Lesson
1. Print the Lesson Report if directed by your instructor.
2. If necessary, transfer your student record to another location.
3. If instructed, select Send File to send your record to the Web Reporter.
4. Exit the software; clean up your work area.

SKILL BUILDING

Warmup
1. f j fj jj fj fj jf dd kk dd kk dk dk dk
2. s ; s; s ; s; s; s; aa ;; aa ;; a; a; a;
   Tap ENTER twice to DS.
3. fj dk sl a; fjdksla; jfkds;a ;a ;s kd j
4. fj fjf d k dk d sls a ; fj dk sl a;a
   DS
5. a; al ak aj s s; sl sk sj d; dl dk dj d
6. ja js jd jf k ka ks kd kf l la ls ld lfl

1. f fa fad s sa sad f fa fall fall l la lad s sa sad
2. a as ask a ad add j ja jak f fa fall; ask; add jak
3. ik ki ki ik is if id il ij ia ij ik is if ji id ia
4. is il ill sill dill fill sid lid ail lid slid jail
5. if is il kid kids ill kid if kids; if a kid is ill
6. is id if ai aid jaks lid sid sis did ail; if lids;
7. a lass; ask dad; lads ask dad; a fall; fall salads
8. as a fad; ask a lad; a lass; all add; a kid; skids
9. as asks did disk ail fail sail ails jail sill silk
10. ask dad; dads said; is disk; kiss a lad; salad lid
11. aid a lad; if a kid is; a salad lid; kiss sad dads
12. as ad all ask jak lad tad kids ill kill fall disks
Warmup 2a

1. Open Keyboarding Pro.
2. Locate your student record.

NEW KEYS

2b E and N

Key each line once; DS between groups.

Reach up with left second finger.

Reach down with right first finger.

Technique Tip

Keep your eyes on the textbook copy.

Textbook Keying

Key each line once; DS between groups.

if a lad;
if a lass did ask
ask a lass; ask a lad

if a lad;
if a lass did ask
ask a lass; ask a lad }

Reach with little finger; tap Enter key quickly; return finger to home key.

E and N

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is

ff dd ss aa ff dd ss aa jj kk ll ;; fj dk sl a; a;
fj dk sl a; fjdksla; a:sldkfj fj dk sl a; fjdksla;

aa ss dd ff jj kk ll ;; aa ss dd ff jj kk ll ;; a;

if a; as is; kids did; ask a sad lad; if a lass is
**SKILL BUILDING**

2d  **Reinforcement**
Key each line once; concentrate on what you are keying.

i
23  ik ik ik if is il ik id is if kid did lid aid ails
did lid aid; add a line; aid kids; ill kids; id is
n
24  nj nj nj an an and and end den ken in ink sin skin
jn din sand land nail sank and dank skin sans sink

25  e
el els elf elk lea lead fee feel sea seal ell jell
el eke ale jak lake elf els jaks kale eke els lake

all reaches
26  dine in an inn; fake jade; lend fans; as sand sank
in nine inns; if an end; need an idea; seek a fee;
27  if a lad; a jail; is silk; is ill; a dais; did aid
28  adds a line; and safe; asks a lass; sail in a lake

2e  **End the lesson**
1. Print the Lesson Report.
2. If appropriate, send your student record to the Web Reporter.
3. Exit the software; clean up your work area.

**WORKPLACE SUCCESS**

Keyboarding is a valuable and necessary skill for everyone in this technological world. It is an expected tool for effective communication throughout one’s life. Students who resort to “hunting and pecking” to key their school assignments are constantly searching for the correct letter on the keyboard. Frustration abounds for students who wish to enter their research report into the computer, but do not have the touch keyboarding skills required to accomplish the task quickly and proficiently. Students who can key by touch are much more relaxed because they can keep their eyes on the screen and concentrate on text editing and composing.

Some people claim that voice-activated computers will replace the need for keyboarding. Voice activation currently works best in conjunction with keyboarding. The first draft of a document can be inputted using voice; the draft is then edited using the keyboard. Together, this process can greatly speed work performance.
LESSON 3 Review

Warmup 3a
Key each line at a steady pace; tap and release each key quickly. Key each line again at a faster pace.

WARMUP 3a
Key each line at a steady pace; tap and release each key quickly. Key each line again at a faster pace.

home 1 ad ads lad fad dad as ask fa la lass jak jaks alas
n 2 an fan and land fan flan sans sand sank flank dank
i 3 is id ill dill if aid ail fail did kid ski lid ilk
all 4 ade alas nine else fife ken; jell ink jak inns if;

SKILL BUILDING

3b Rhythm Builder
Key each line twice.
Lines 5–8: Think and key words. Make the space part of the word.
Lines 9–12: Think and key phrases. Do not key the vertical rules separating the phrases.

easy words
5 if is as an ad el and did die eel fin fan elf lens
6 as ask and id kid and ade aid eel feel ilk skis an
7 ail fail aid did ken ale led an flan inn ins alas
8 eel eke nee kneel did kids kale sees lake elf fled

3c Technique Practice
Key each 2-line group twice.

home row: fingers curved and upright
13 jak lad as lass dad sad lads fad fall la ask ad as
14 asks add jaks dads a lass ads flak adds sad as lad

upward reaches: straighten fingers slightly; return quickly to home position
15 fed die led ail kea lei did ale fife silk leak lie
16 sea lid deal sine desk lie ale like life idea jail

double letters: don’t hurry when stroking double letters
17 fee jell less add inn seek fall alee lass keel all
18 dill dell see fell eel less all add kiss seen sell

Reach with the little finger; tap [Enter] key quickly; return finger to home key.

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LESSON 3 REVIEW

3d Textbook Keying
Key each line once; DS between groups of two lines.

TECHNIQUE TIP
Tap keys quickly.
Tap the Space Bar with down-and-in motion.
Tap Enter with a quick flick of the little finger.

3e Timed Writing
1. Key lines 35–38 for 1’. If you finish before time is up, repeat the lines.
2. Practice the remaining lines in the game.
3. End your lesson.
4. Clean up your work area.

reach review
19 ea sea lae seas deal leaf leak lead leas fleas keas
20 as ask lass ease as asks ask ask ask sass as alas seas
21 sa sad sake sail sale sans safe sad said sand
22 le sled lead flee fled ale flea lei dale kale leaf
23 jn jn nj nj in fan fin an; din ink sin and inn an;
24 de den end fen an an and and ken knee nee dean dee

phrases (think and key phrases)
25 and and land land el el elf elf self self ail nail
26 as as ask ad ad lad lad id id lid lid kid kids
27 if if is is jak jak all all did did nan nan elf elf
28 as a lad ask dad fed a jak as all ask sales fad
29 sell a lead seal a deal feel a leaf if a jade sale
30 is a is as if a disk aid all kids did ski is a silk
31 den end fen ken dean dens ales fend fens keen knee
32 a deed; a desk; a jade; an eel; a jade eel; a dean
33 an an in in and and en end end sane sane sand sand
34 a land; a dean; a fan; a fin; a sane end; end land
35 el eel eld elf sell self el dell fell elk els jell
36 in fin inn inks dine sink fine fins kind line lain
37 an and fan dean elan flan land lane lean sand sane
38 sell a lead; sell a jade; seal a deal; feel a leaf
WARMUP 4a

Key each line twice. Keep eyes on copy.

```
1  al as ads lad dad fad jak fall lass asks fads all;
2  ed ik jn in knee end nine line sine lien dies leis
3  see a ski; add ink; fed a jak; is an inn; as a lad
4  an dial id is an la lake did el ale fake is land a
```

NEW KEYS

4b Left Shift and h
Key each line once.

```
left shift
5  J Ja Ja Jan Jan Jane Jana Ken Kass Lee Len Nan Ned
6  and Ken and Lena and Jake and Lida and Nan and Ida
7  Inn is; Jill Ina is; Nels is; Jen is; Ken Lin is a
```

```
left shift Reach down with left fourth (little) finger; shift, tap, release.
```

```
h Reach to left with right first finger.
```

4c Textbook Keying
Key the drill once: Strive for good control.

```
left shift
8  h hj hj he he she she hen aha ash had has hid shed
9  h hj ha hie his half hand hike dash head sash shad
10 aha hi hash heal hill hind lash hash hake dish ash
```

```
all reaches learned
11 Nels Kane and Jake Jenn; she asked Hi and Ina Linn
12 Lend Lana and Jed a dish; I fed Lane and Jess Kane
13 I see Jake Kish and Lash Hess; Isla and Helen hike
14 he she held a lead; she sells jade; she has a sale
15 Ha Ja Ka La Ha Hal Ja Jake Ka Kahn La Ladd Ha Hall
16 Hal leads; Jeff led all fall; Hal has a safe lead
17 Hal Hall heads all sales; Jake Hess asks less fee;
```
4d  t and . (period)  
Key each line once.

**Period:** Space once after a period that follows an initial or an abbreviation. To increase readability, space twice after a period that ends a sentence.

Key each line once.

```
18 t tf tf aft aft left fit fat fete tiff tie the tin
19 tf at at aft lit hit tide tilt tint sits skit this
20 hat kit let lit ate sit flat tilt thin tale tan at
 . (period)
23 Jane said she has a tan dish; Jae and Lee need it.
 all reaches learned
24 I did tell J. K. that Lt. Li had left. He is ill.
25 tie tan kit sit fit hit hat; the jet left at nine.
26 I see Lila and Ilene at tea. Jan Kane ate at ten.
```

**SKILL BUILDING**

4e  Reinforcement
Key with control; concentrate as you practice the new reaches.

```
27 tf .l hj ft ki de jh tf ik ed hj de ft ki l. tf ik
28 elf eel left is sis fit till dens ink has delt ink
29 he he heed she she shelf shelf shed she
30 he has; he had; he led; he sleds; she fell; he is
it is if id did lit tide tile tile list list
31 it is; he hit it; he is ill; she is still; she is
32 shift
33 Hal and Nel; Jade dishes; Kale has half; Jed hides
34 Hi Ken; Helen and Jen hike; Jan has a jade; Ken is
35 Nan had a sale.
36 He did see Hal.
37 Lee has a desk.
38 Ina hid a dish.
```
Lesson 5
R, Right Shift, C, O

Warmup 5a
Key each line twice.

Home keys
1. a; ad add al all lad fad jak ask lass fall jak lad
2. the hit tin nit then this kith dint tine hint thin
Left shift.
3. I need ink. Li has an idea. Hit it. I see Kate.
All reaches
4. Jeff ate at ten; he left a salad dish in the sink.

New keys
5b r and Right Shift
Key each line once.

r
5. rf rf riff riff fir fir rid ire jar air sir lair
6. rf rid ark ran rat are hare art rant tire dirt jar
7. rare dirk ajar lark rain kirk share hart rail tart

Right shift
9. and Sid and Dina and Allen and Eli and Dean and Ed
10. Ed Dana; Dee Falk; Tina Finn; Sal Alan; Anna Deeds

All reaches learned
11. Jane and Ann hiked in the sand; Asa set the tents.
12. a rake; a jar; a tree; a red fire; a fare; a rain;
13. Fred Derr and Rai Tira dined at the Tree Art Fair.

5c Textbook Keying
Key each line once; DS between groups of two lines.

ir ir ire fir first air fair fire tire rid sir
14. fir jar tar fir flit rill till list stir dirt fire
    DS
15. Feral is ill. Dan reads. Dee and Ed Finn see Dere.
16. All is still as Sarah and I fish here in the rain.
    DS
17. I still see a red ash tree that fell in the field.
18. Lana said she did sail her skiff in the dark lake.
c 20  c  c  cd  cd  cad  cad  can  can  tic  ice  sac  cake  cat  sic  clad  chic  cite  cheek  clef  sick  lick  kick  dice  rice  call  acid  hack  jack  lack  lick  cask  crack  clan  cane
o 23  o  ol  ol  old  old  of  off  odd  ode  or  ore  oar  soar  one  ol  sol  sold  told  dole  do  doe  lo  doll  sol  solo  odor  onto  door  toil  lotto  soak  fort  hods  foal  roan  load
all reaches learned
26  Carlo Rand can call Rocco; Cole can call Doc Cost.
27  Trina can ask Dina if Nick Corl has left; Joe did.
28  Case sent Carole a nice skirt; it fits Lorna Rich.

SKILL BUILDING

5e Keyboard Reinforcement
Key each line once; key at a steady pace. Strive for control.

5d c and o
Key each line once.

Reach down with left second finger.
Reach up with right third finger.

c
Reach down with left second finger.

o
Reach up with right third finger.

or or for for nor nor ore ore oar oar Roe Roe sore
a rose|her or|he or|he rode|or for|a door|her doll
is is tis tis it it fit fit tie tie this this lits
it is|it is|it is|it is|it is|it is|it sits|tie fits
en en end end ne ne need need ken ken kneel kneels
lend the|lend the|at the end|at the end|need their
ch ch check check ck ck hack lack jack co co cones
the cot|the cot|a dock|a dock|a jack|a jack|a cone
Jack and Rona did frost nine of the cakes at last.
Jo can ice her drink if Tess can find her a flask.
Ask Jean to call Fisk at noon; he needs her notes.
LESSON 6

W, Comma, B, P

Warmup 6a

Key each line twice; avoid pauses.

1. ask a lad; a fall fad; had a salad; ask a sad jak;
2. to do it; to toil; as a tot; do a lot; he told her
3. cots are; has rocks; roll cot; is rich; has an arc
4. Holt can see Dane at ten; Jill sees Frank at nine.

New Keys

6b  W and , (comma)

Key each line once.

W Reach up with left third finger.

, (comma) Reach down with right second finger.

Comma: Space once after a comma.

6c  Textbook Keying

Key each line once.

w

5. w ws ws was was wan wit low win jaw wilt w wink wolf
6. sw sw ws ow ow now now row row own own wow wow owe
7. to sew; to own; was rich; was in; is how; will now

, (comma)

8. k, k, k, irk, ilk, ask, oak, ark, lark, jak, rock,
9. skis, a dock, a fork, a lock, a fee, a tie, a fan,
10. Jo, Ed, Ted, and Dan saw Nan in a car lift; a kit

all reaches learned

11. Win, Lew, Drew, and Walt will walk to West Willow.
12. Ask Ho, Al, and Jared to read the code; it is new.
13. The window, we think, was closed; we felt no wind.

walk wide sown wild town went jowl wait white down
14. a dock, a kit, a wick, a lock, a row, a cow, a fee
15. Joe lost to Ron; Fiji lost to Cara; Don lost to Al
16. Kane will win; Nan will win; Rio will win; Di wins
17. Walter is in Reno; Tia is in Tahoe; then to Hawaii
LESSON 6  W, COMMA, B, P

**SKILL BUILDING**

6d  **b and p**

Key each line once.

**b**

19. bf bf bf biff fib fib bib bib boa boa fib fibs rob
20. bf bf bf ban ban bon bon bow bow be be rib rib sob
21. a dob, a cob, a crib, a lab, a slab, a bid, a bath

**p**

22. p; p; pa pa; pal pal pan pan pad par pen pep paper
23. pa pa; lap lap; nap nap; hep ape spa asp leap clap
24. a park, a pan, a pal, a pad, apt to pop, a pair of

all reaches learned

25. Barb and Bob wrapped a pepper in paper and ribbon.
26. Rip, Joann, and Dick were all closer to the flash.
27. Bo will be pleased to see Japan; he works in Oslo.

**p**

6e  **Keyboard Reinforcement**

Key each line once; key at a steady pace.

28. ki kid did aid lie hj has has had sw saw wits will
29. de dell led sled jn an en end ant hand k, end, kin
30. ws ws lows now we shown win cow wow wire jowl when
31. Wes saw an owl in the willow tree in the old lane.
32. bf bf fib rob bid ;p p; pal pen pot nap hop cap bp
33. Rob has both pans in a bin at the back of the pen.

6f  **Speed Builder**

Key each line twice. Work for fluency.

34. to do|can do|to bow|ask her|to nap|to work|is born
35. for this|if she|is now|did all|to see|or not|or if
36. Dick owns a dock at this lake; he paid Ken for it.
37. Jane also kept a pair of owls, a hen, and a snake.
38. Blair soaks a bit of the corn, as he did in Japan.
39. I blend the cocoa in the bowl when I work for Leo.
WARMUP 7a

Key each line twice; begin new lines promptly.

1. We often can take the older jet to Paris and back.
3. Rip went to a water show with either Pippa or Pia.
4. Barb and Bret took an old black robe and the boot.
5. Walt saw a wisp of white water renew ripe peppers.
6. Pat picked a black pepper for the picnic at Parks.

SKILL BUILDING

7b Textbook Keying
Key each line once; DS between groups of three lines.

words 11: key as a single unit rather than letter by letter;
phrases 12: say and key fluently;
sentences 13: work for fluency.

7c Textbook Keying
Key each line once; DS between groups of three lines

TECHNIQUE TIP

words: key as a single unit rather than letter by letter;
phrases: say and key fluently;
sentences: work for fluency.
**7d Technique Practice**

Key each set of lines once.

- Space once after a period following an abbreviation.

**7e Using the Word Processor Timer**

Exercises to be keyed in the Word Processor are identified with the Word Processor icon. Follow the instructions in the textbook and key from the textbook.

**7f Timed Writing**

1. Take two 1' writings. If you finish before time is up, begin again.
2. Do not tap ENTER at the ends of the lines.

**Goal:** 12 gwam.

**7g Word Processor**

1. In the Word Processor, key each line once for fluency. Do not save your work.
2. Set the Timer in the Word Processor for 30". Take two 30" writings on each line. Do not save the timings.

**Goal:** to reach the end of the line before time is up.

---

**Spacing:** space immediately after each word

```
ad la as in if it lo no of oh he or so ok pi be we
an ace ads ale aha a fit oil a jak nor a bit a pew
ice ades born is fake to jail than it and the cows
```

**Spacing/SHIFTING**

```
Ask Jed.  Dr. Han left at ten; Dr. Crowe, at nine.
I asked Jin if she had ice in a bowl; it can help.
Freda, not Jack, went to Spain.  Joan likes Spain.
```

---

**STANDARD PLAN for Using the Word Processor Timer**

You can check your speed in the Word Processor using the Timer.

1. In the Word Processor, click the Timer button on the status bar.
2. The Timer begins once you start to key and stops automatically. Do not tap ENTER at the end of a line. Wordwrap will cause the text to flow to the next line automatically.
3. To save the timing, click the File menu and Save as. Use your initials (xx), the exercise number, and number of the timing as the filename. Example: xx-7f-t1 (your initials, exercise 7f, timing1).
4. Click the Timer button again to start a new timing.
5. Each new timing must be saved with its own name.

---

**It is hard to fake a confident spirit. We will do better work if we approach and finish a job and know that we will do the best work we can and then not fret.**

```
20 Dan took her to the show.
21 Jan lent the bowl to the pros.
22 Hold the wrists low for this drill.
23 Jessie fit the black panel to the shelf.
24 Jake held a bit of cocoa and an apricot for Diane.
25 Dick and I fish for cod on the docks at Fish Lake.
26 Kent still held the dish and the cork in his hand.
```

---

**gwam**

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LESSON 8
G, Question Mark, X, U

WARMUP 8a
Key each line twice. Keep eyes on copy.

1. Dick will see Job at nine if Rach sees Pat at one.
2. As the wind blew, Bob Webber saw the window break.
3. Pat, Pippa, or Cap has prepared the proper papers.
4. Bo, Jose, and Will fed Lin; Jack had not paid her.

NEW KEYS

8b g and ?
Key each line once; repeat.

g Reach to right with left first finger.

? Left SHIFT; reach down with right fourth finger.

Question mark: The question mark is usually followed by two spaces.

5. g g g f g aff gag grog fog frog drag cog dig fig gig
gf go gall flag gels slag gala gale glad glee gals
golf flog gorge glen high logs gore ogle page grow

9. Who is here? Was it he? Was it she? Did she go?
10. Did Geena? Did he? What is that? Was Jose here?

all reaches learned
11. Has Ginger lost her job? Was her April bill here?
12. Phil did not want the boats to get here this soon.
13. Loris Shin has been ill; Frank, a doctor, saw her.

8c Textbook Keying
Key each line once; DS between groups.

reach review
14. ws ws hj hj tf tf ol ol rf rf ed ed cd cd bf bf p;
15. wed bid has old hold rid heed heed car bed pot pot
gf gf gin gin rig ring go gone no nog sign got dog
to go to go on go in go in to go in in the sign
17. ?
LESSON 8  G, QUESTION MARK, X, U

SKILL BUILDING

8e  Reinforcement  

Key each line once; work for control.

8f  Timed Writing  

Take two 1' timings. If time permits, continue to paragraph 2. Apply wordwrap.

TECHNIQUE TIP  

Wordwrap: Text within a paragraph moves automatically to the next line. Tap ENTER only to begin a new paragraph.

How a finished job will look often depends on how we feel about our work as we do it. Attitude has a definite effect on the end result of work we do. Tap ENTER once

When we are eager to begin a job, we relax and do better work than if we start the job with an idea that there is just nothing we can do to escape it.
LESSON 9
Q, M, V, Apostrophe

WARMUP 9a

Key each line twice.

all letters 1 Lex gripes about cold weather; Fred is not joking.
space bar 2 Is it Di, Jo, or Al? Ask Lt. Coe. Bill; he knows.
easy 3 I did rush a bushel of cut corn to the sick ducks.
easy 4 He is to go to the Tudor Isle of England on a bus.

NEW KEYS

9b q and m

Key each line once; repeat.

q Reach up with left fourth finger.

m Reach down with right first finger.

q Reach up with left fourth finger.

9c Textbook Keying

Key each line once for control.

m/x 14 me men ma am jam am lax, mix jam; the hem, six men

DS

Emma Max expressed an aim to make a mammoth model.

q/u 16 qa qu aqua aqua quit quit quip quite pro quo squad

DS

Did Quin make a quick request to take the Qu exam?

q/h 18 fg gn gun dig dig nag snag snag sign grab grab

Georgia hung a sign in front of the union for Gib.
Apostrophe: The apostrophe shows (1) omission (as Rob’t for Robert or it’s for it is) or (2) possession when used with nouns (as Joe’s hat).

\[ v \]

v Reach down with left first finger.

\[ v \]

\[ ' \]

Reach to the right with the right fourth finger.

**SKILL BUILDING**

**9e Reinforcement**

Key each line once.

**TECHNIQUE TIP**

Keep your hands still as you reach to the third or bottom rows.

**9f Timed Writing**

Key the paragraph once for control. Key it again a little faster.

We must be able to express our thoughts with ease if we desire to find success in the business world.

It is there that sound ideas earn cash.
LESSON 10

Z, Y, Quotation Mark, Tab

WARMUP 10a

Key each line twice.

1. Quill owed those back taxes after moving to Japan.
2. Didn’t Vi, Sue, and Paul go? Someone did; I know.
3. Marv was quite quick to remove that mauve lacquer.
4. Lana is a neighbor; she owns a lake and an island.

NEW KEYS

10b [Z and y]

Key each line once; repeat.

Z

1. za za zap zap zing zig zag zoo zed zip zap zig zed
2. doze zeal zero haze jazz zone zinc zing size ozone
3. ooze maze doze zoom zarf zebus daze gaze faze adze

Y

4. y yj yj jay jay hay hay lay nay say days eyes ayes
5. yj ye yet yen yes cry dry you rye sty your fry wry
6. ye yen bye yea coy yew dye yaw lye yap yak yon any

10c Textbook Keying

Key each line once. DS between groups.

11. Did you say Liz saw any yaks or zebras at your zoo?
12. Relax; Jake wouldn’t acquire any favorable rights.
13. Has Mazie departed? Tex, Lu, and I will go alone.
14. Cecilia brings my jumbo umbrella to every concert.
15. John and Kim recently brought us an old art piece.
16. I built a gray brick border around my herb garden.
17. In Ms. Lopez’ opinion, the opera was really great.
18. Polly and I were joining Walker at the open house.
10d  
" (quotation mark) and TAB
Key each line once; repeat.

" Shift; then reach to the right with the right fourth finger.

" (quotation mark)
20 ": " " " "lingo" "bugs" "tennies" I like "malts."
21 "I am not," she said, "going." I just said, "Oh?"

The tab key
22 The tab key is used for indenting paragraphs and aligning columns.
23 Tabs that are set by the software are called default tabs, which are usually a half inch.

The expression “I give you my word,” or put another way, “Take my word for it,” is just a way I can say, “I prize my name; it clearly stands in back of my words.”
27 I offer “honor” as collateral.

Tab
28 Tap the tab key and begin the line without a pause to maintain fluency.
29 She said that this is the lot to be sent; I agreed with her.
30 Tap Tab before starting to key a timed writing so that the first line is indented.

All of us work for progress, but it is not always easy to analyze “progress.” We work hard for it; but, in spite of some really good efforts, we may fail to receive just exactly the response we want.
39

When this happens, as it does to all of us, it is time to cease whatever we are doing, have a quiet talk with ourselves, and face up to the questions about our limited progress. How can we do better?
40
LESSON 11

Review

WARMUP 11a

Key each line twice (slowly, then faster).

alphabet 1 Zeb had Jewel quickly give him five or six points.
“(quote) 2 Can you spell “chaos,” “bias,” “bye,” and “their”?
y 3 Ty Clay may envy you for any zany plays you write.
easy 4 Did he bid on the bicycle, or did he bid on a map?

SKILL BUILDING

11b Keyboard Reinforcement
Key each line once; repeat the drill to increase fluency.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
za za zap az az maze zoo zip razz zed zax zoa zone
Liz Zahl saw Zoe feed the zebra in an Arizona zoo.
yj yj jy jy joy lay yaw say yes any yet my try you
Ty Clay may envy you for any zany plays you write.
easy 4 Did he bid on the bicycle, or did he bid on a map?

11c Speed Builders
Key each balanced-hand line twice, as quickly as you can.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
za za zap az az maze zoo zip razz zed zax zoa zone
Liz Zahl saw Zoe feed the zebra in an Arizona zoo.
yj yj jy jy joy lay yaw say yes any yet my try you
Ty Clay may envy you for any zany plays you write.

TECHNIQUE TIP

Work for smoothness, not speed.
**11d Textbook Keying**

Key each line once. Tap ENTER at the end of each line. DS between the groups of lines.

**TECHNIQUE TIP**

Tap CAPS LOCK to capitalize several letters. Tap it again to toggle it off.

**11e Timed Writing**

1. Take two 2' timings on all paragraphs. If you finish before time is up, start over with paragraph 1. Use wordwrap. Key fluently but with control.

   **Goal:** 16 wam

2. End the lesson but do not exit the software.

**11f Enrichment**

1. Click the Skill Building tab from the main menu and choose Technique Builder; select Drill 1a.

2. Key Drill 1a from page 31. Key each line once striving for good accuracy.

3. The results will be listed on the Skill Building Report.
**Warmup 12a**
Key each line twice (slowly, then faster).

**12b New Key Review**
Key each line once; DS between groups. Work for smoothness, not speed.

**12c Textbook Keying**
Key each line once; DS between groups. Work for smooth, unhurried keying.

**Technique Tip**
Keep fingers curved and body aligned properly.

---

**alphabet 1**
Jack won five quiz games; Brad will play him next.

**q 2**
Quin Racq quickly and quietly quelled the quarrel.

**z 3**
Zaret zipped along sizzling, zigzag Arizona roads.

**easy 4**
Did he hang the sign by the big bush at the lake?

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**bf bf fab fab ball bib rf rf rib rib fibs bums bee 5**
Did Buffy remember that he is a brass band member?

**z/y 7**
Liz amazed us with the zesty pizza on a lazy trip.

**qa qa quo qt. quit quay quad quarm que uj jug quay 9**
Where is Quito? Qatar? Boqueirao? Quebec? Quilmes?

**vf vf valve five value mj mj ham mad mull mass vim 11**
Vito, enter the words vim, vivace, and avar; save.

**ed fed led deed dell dead deal sled desk need seed 17**
Dell dealt with the deed before the dire deadline.

**ol/lo 19**
Old Ole looked for the long lost olive oil lotion.

**op/po 21**
Stop to read the top opera opinion report to Opal.

**we/ew 23**
Working women wear sweaters when weather dictates.
**12d Textbook Keying**

Key each line once; DS between groups of three lines. Concentrate and key with control.

---

**TECHNIQUE TIP**

Keep hands quiet; do not bounce. Keep fingers curved and upright.

---

**12e Timed Writing**

Key a 2' timing on both paragraphs. If you finish before time is up, start again with paragraph 1. Key fluently but not rushed. Repeat the timing again for 2'.

---

**Copy Difficulty**

What factors determine whether copy is difficult or easy? Research shows that difficulty is influenced by syllables per word, characters per word, and percent of familiar words. Carefully controlling these three factors ensures that speed and accuracy scores are reliable—that is, increased scores reflect increased skill.

---

In Level 1, all timings are easy. Note “E” inside the triangle at left of the timing. Easy timings contain an average of 1.2 syllables per word, 5.1 characters per word, and 90 percent familiar words. Easy copy is suitable for the beginner who is mastering the keyboard.
**WARMUP 13a**

Key each line twice (slowly, then faster).

**alphabet** 1  Bev quickly hid two Japanese frogs in Mitzi's box.
**shift** 2  Jay Nadler, a Rotary Club member, wrote Mr. Coles.
**comma** 3  Jay, Ed, and I paid for plates, knives, and forks.
**easy** 4  Did the amendment name a city auditor to the firm?

---

**SKILL BUILDING**

**13b Textbook Keying**

Key each line once; DS between groups of lines. Key the text as suggested:

| Lines 5–7: Key the words as a single unit. |
| Lines 8–10: Key the words letter by letter. |
| Lines 11–13: Vary your keying as your fingers find the right rhythm. |

**13b word-level response:** key short, familiar words as units
5 is to for do an may work so it but an with them am
6 Did they mend the torn right half of their ensign?
7 Hand me the ivory tusk on the mantle by the bugle.

**13b letter-level response:** key more difficult words letter by letter
8 only state jolly zest oil verve join rate mop card
9 After defeat, look up: gaze in joy at a few stars.
10 We gazed at a plump beaver as it waded in my pool.

**13b combination response:** use variable speed; your fingers will let you feel the difference
11 it up so at for you may was but him work were they
12 It is up to you to get the best rate; do it right.
13 This is Lyn's only date to visit their great city.

---

**13c Keyboard Reinforcement**

Key each line once; fingers well curved, wrists low.

**p 14** Pat appears happy to pay for any supper I prepare.
**x 15** Knox can relax; Alex gets a box of flax next week.
**v 16** Vi, Ava, and Viv move ivy vines, leaves, or stems.
**' 17** It's a question of whether they can't or won't go.
**? 18** Did Jan go? Did she see Ray? Who paid? Did she?
**. 19** Ms. E. K. Nu and Lt. B. A. Walz had the a.m. duty.
**" 20** "Who are you?" he asked. "I am," I said, "Marie."
**; 21** Find a car; try it; like it; work a price; buy it.
**13d Textbook Keying**

Troublesome Pairs: Key each line once; DS between groups.

**TECHNIQUE TIP**

Keep hands and arms still as you reach up to the third row and down to the first row.

**13e Timed Writing**

Key a 2’ writing on both paragraphs. If you finish before time is up, start again with paragraph 1. Key fluently but not rushed. Repeat the timing again for 2’.

Goal: 16 gwam
Skill Building

Technique Builder

From the Skill Building tab, select Technique Builder and then the drill. Key each line once at a comfortable rate. Tap ENTER at the end of each line. Single-space the drill. Concentrate and key accurately. Repeat if desired.

Drill 1a

A We saw that Alan had an alabaster vase in Alabama.
B My rubber boat bobbed about in the bubbling brook.
C Ceci gave cups of cold cocoa to Rebecca and Rocco.
D Don’s dad added a second deck to his old building.
E Even as Ellen edited her document, she ate dinner.
F Our firm in Buffalo has a staff of forty or fifty.
G Ginger is giving Greg the eggs she got from Helga.
H Hugh has eighty high, harsh lights he might flash.

Drill 1b

I Irik’s lack of initiative is irritating his coach.
J Judge J. J. Jore rejected Jeane and Jack’s jargon.
K As a lark, Kirk kicked back a rock at Kim’s kayak.
L Lucille is silly; she still likes lemon lollipops.
M Milt Mumm hammered a homer in the Miami home game.
N Ken Linn has gone hunting; Stan can begin canning.
O Jon Soto rode off to Otsego in an old Morgan auto.
P Philip helped pay the prize as my puppy hopped up.
Q Quiet Raquel quit quoting at an exquisite marquee.

Drill 1c

R As Mrs. Kerr’s motor roared, her red horse reared.
S Sissie lives in Mississippi; Lissa lives in Tulsa.
T Nat told Betty not to tattle on her little sister.
U Ula has a unique but prudish idea on unused units.
V Eva visited every vivid event for twelve evenings.
W We watched as wayworn wasps swarmed by the willow.
X Tex Cox waxed the next box for Xenia and Rex Knox.
Y Ty says you may stay with Fay for only sixty days.
Z Hazel is puzzled about the azure haze; Zack dozes.
**DRILL 2**

**Goal:** strengthen up and down reaches

Keep hands and wrists quiet; fingers well curved in home position; stretch fingers up from home or pull them palmward as needed.

1. Hall left for Dallas; he is glad Jake fed his dog.
2. Ada had a glass flask; Jake had a sad jello salad.
3. Lana Hask had a sale; Gala shall add half a glass.

**down reaches**

4. Did my banker, Mr. Mavann, analyze my tax account?
5. Do they, Mr. Zack, expect a number of brave women?
6. Zach, check the menu; next, beckon the lazy valet.

**up reaches**

7. Prue truly lost the quote we wrote for our report.
8. Teresa quietly put her whole heart into her words.
9. There were two hilarious jokes in your quiet talk.

**DRILL 3**

**Goal:** strengthen individual finger reaches

1. Bob Mugho hunted for five minutes for your number.
2. Juan hit the bright green turf with his five iron.
3. The frigates and gunboats fought mightily in Java.

**first finger**

4. Dick said the ice on the creek had surely cracked.
5. Even as we picnicked, I decided we needed to diet.
6. Kim, not Mickey, had rice with chicken for dinner.

**second finger**

7. Pam saw Roz wax an aqua auto as Lex sipped a cola.
8. Wally will quickly spell Zeus, Apollo, and Xerxes.
9. Who saw Polly? Zoe Pax saw her; she is quiet now.

**third/fourth finger**

**DRILL 4**

**Goal:** strengthen special reaches

Emphasize smooth stroking. Avoid pauses, but do not reach for speed.

1. Falk knew well that her opinions of art were good.
2. Theresa answered her question; order was restored.
3. We join there and walk north to the western point.

**direct reaches**

4. Barb Nunn must hunt for my checks; she is in debt.
5. In June and December, Irvin hunts in Bryce Canyon.
6. We decided to carve a number of funny human faces.

**double letters**

7. Anne stopped off at school to see Bill Wiggs cook.
8. Edd has planned a small cookout for all the troop.
9. Keep adding to my assets all fees that will apply.
**DRILL 5**

**Goal:** improve troublesome pairs
Use a controlled rate without pauses.

---

1. ad add did does dish down body dear dread dabs bad
2. kid ok kiss tuck wick risk rocks kayaks corks buck
3. Dirk asked Dick to kid Drake about the baked duck.
4. deed deal den led heed made needs delay he she her
5. kit kiss kiln kiwi kick kilt kind six ribs kill it
6. Abie had neither ice cream nor fried rice in Erie.
7. fib fob fab rib beg bug rob bad bar bed born table
8. vat vet gave five ever envy never visit weave ever
9. Did Harv key jibe or jive, TV or TB, robe or rove?
10. aft after lift gift sit tot the them tax tutu tyro
11. for far ere era risk rich rock rosy work were roof
12. In Toronto, Ruth told the truth about her artwork.
13. jug just jury judge juice unit hunt bonus quiz bug
14. jay joy lay you your only envy quay oily whey body
15. Willy usually does not buy your Yukon art in July.

**DRILL 6**

**Goal:** fluency

1. Dian may make cocoa for the girls when they visit.
2. Focus the lens for the right angle; fix the prism.
3. She may suspend work when she signs the torn form.
4. Augment their auto fuel in the keg by the autobus.
5. As usual, their robot did half turns to the right.
6. Pamela laughs as she signals to the big hairy dog.
7. Pay Vivian to fix the island for the eighty ducks.

**DRILL 7**

**Goal:** eyes on the copy

**Option:** In the Word Processor, set the Timer for Variable and then either 20" or 30". Choose a gwam goal that is two to three words higher than your best rate. Try to reach your goal.

1. Did she make this turkey dish? ENTER 12 18
2. Blake and Laurie may go to Dubuque. 14 21
3. Signal for the oak sleigh to turn right. 16 24
4. I blame Susie: did she quench the only flame? 18 27
5. She turns the panel dials to make this robot work. 20 30
TO USE THE TIMED WRITING FEATURE:

1. Select the Timed Writing tab from the Main screen.
2. Scroll to select the timed writing.
3. Select the source and the timing length. For example,
   - Select Paragraph 1 and 1’. Key paragraph 1; if you finish before time is up, repeat the same paragraph.
   - Select Paragraph 2 and 1’. Key paragraph 2; repeat the same paragraph if you finish before time is up.
   - Select the Entire Writing and 2’. Try to maintain your 1’ rate. If you finish before time is up, start over, beginning with paragraph 1.
4. Timings save automatically.
5. The Timed Writing Report displays the results of the last 20 timed writings and the best three timings at each speed.

Goal: build staying power
1. Key each paragraph as a 1’ timing.
2. Key a 2’ timing on both paragraphs.

Writing 1: **18 gwam**
Why spend weeks with some problem when just a few quiet minutes can help us to resolve it.
If we don’t take time to think through a problem, it will swiftly begin to expand in size.

Writing 2: **20 gwam**
We push very hard in our quest for growth, and we all think that only excellent growth will pay off.
Believe it or not, one can actually work much too hard, be much too zealous, and just miss the mark.

Writing 3: **22 gwam**
A business friend once explained to me why he was often quite eager to be given some new project to work with.
My friend said that each new project means he has to organize and use the best of his knowledge and his skill.

Writing 4: **24 gwam**
Don’t let new words get away from you. Learn how to spell and pronounce new words and when and how finally to use them.
A new word is a friend, but frequently more. New words must be used lavishly to extend the size of your own word power.
Writing 5: 26 gwam

We usually get best results when we know where we are going. Just setting a few goals will help us quietly see what we are doing.

Goals can help measure whether we are moving at a good rate or dozing along. You can expect a goal to help you find good results.

Writing 6: 28 gwam

To win whatever prizes we want from life, we must plan to move carefully from this goal to the next to get the maximum result from our work.

If we really want to become skilled in keying, we must come to see that this desire will require of us just a little patience and hard work.

Writing 7: 30 gwam

Am I an individual person? I’m sure I am; still, in a much, much bigger sense, other people have a major voice in thoughts I think and actions I take.

Although we are each a unique person, we all work and play in organized groups of people who do not expect us to dismiss their rules of law and order.