Computers for Deaf Learners

Deaf for Deaf Series

Workplace Education Manitoba
Acknowledgements

Deaf for Deaf - Computers for Communication Curriculum Project

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http://www.wem.mb.ca
# TABLE OF CONTENTS

## CHAPTER A

**INTERACTING WITH DEAF EMPLOYEES**

**INSTRUCTOR GUIDE**

<table>
<thead>
<tr>
<th>**Introduction</th>
<th>Deaf Skills**</th>
<th>A-2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Terms to Know</strong></td>
<td>A-4</td>
<td></td>
</tr>
<tr>
<td><strong>Unacceptable Terms</strong></td>
<td>A-5</td>
<td></td>
</tr>
<tr>
<td><strong>Equality and Access for the Deaf in the Workplace</strong></td>
<td>A-5</td>
<td></td>
</tr>
<tr>
<td><strong>Deaf Culture</strong></td>
<td>A-5</td>
<td></td>
</tr>
<tr>
<td><strong>Prior Learning and Experiences</strong></td>
<td>A-7</td>
<td></td>
</tr>
<tr>
<td><strong>American Sign Language (ASL)</strong></td>
<td>A-8</td>
<td></td>
</tr>
<tr>
<td><strong>Discourse or Logic Patterns</strong></td>
<td>A-9</td>
<td></td>
</tr>
<tr>
<td><strong>Using Interpreters</strong></td>
<td>A-10</td>
<td></td>
</tr>
<tr>
<td><strong>Tips for Using Interpreters Effectively</strong></td>
<td>A-11</td>
<td></td>
</tr>
<tr>
<td><strong>Successful Communication with the Deaf</strong></td>
<td>A-12</td>
<td></td>
</tr>
<tr>
<td><strong>Making the Work Environment More Accessible</strong></td>
<td>A-13</td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Tips</strong></td>
<td>A-13</td>
<td></td>
</tr>
<tr>
<td><strong>How to Get a Deaf Person’s Attention</strong></td>
<td>A-15</td>
<td></td>
</tr>
<tr>
<td><strong>Do’s</strong></td>
<td>A-15</td>
<td></td>
</tr>
<tr>
<td><strong>Don’ts</strong></td>
<td>A-16</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>A-16</td>
<td></td>
</tr>
</tbody>
</table>

## CHAPTER 1

**INTRODUCTION**

<table>
<thead>
<tr>
<th><strong>Activities</strong></th>
<th>1-2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answers</strong></td>
<td>1-3</td>
</tr>
<tr>
<td><strong>Glossary</strong></td>
<td>1-3</td>
</tr>
</tbody>
</table>
CHAPTER 2
BASIC OPERATION

Table of Contents .................2-i
Parts of a Computer System .........................2-3
Logging On and Off ...............2-4
To Log On ..............................2-5
To Log Off .............................2-6
Drop Down Menus .....................2-10
Two Ways to get Drop Down Menus .................2-10
Opening and Closing Programs .........................2-14
To Close a Program ....................2-15
Calculator .........................2-16
To Find the Calculator ..............2-16
To Use the Calculator ...............2-17
Getting Ready for E-mail ........2-18
E-mail Headings .....................2-18
Overtime at Work ....................2-20
Use Your Skills to Get Watching! ...............2-21
How to Read a Chart ....................2-21
Check It Out! .........................2-24

CHAPTER 3
INTERNET | PART 1

Table of Contents .................3-i
Going on the Internet ...............3-3
To Go On The Internet ..............3-3
Searching the Internet ..............3-4
To Find Google .......................3-4
To Search for Something ............3-5
Using Internet Addresses ........3-8
To Go To An Internet Site ..........3-8
Moving Around on a Site ............3-9
Getting Ready for E-mail ...........3-11
Addressing E-mail ....................3-11
Eating at Work .......................3-14
Check It Out! .........................3-14
Use your Internet Skills to Get Cooking! ............3-15
## CHAPTER 4
### KEYBOARDING

<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Lesson 10: Review</th>
<th>Lesson 11: v and m</th>
<th>Lesson 12: b and n</th>
<th>Lesson 13: c and ,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keyboarding Practice</td>
<td>4-3</td>
<td>4-16</td>
<td>4-17</td>
<td>4-18</td>
</tr>
<tr>
<td>To Learn to Type</td>
<td>4-3</td>
<td>4-19</td>
<td>4-18</td>
<td>4-19</td>
</tr>
<tr>
<td>Typing Tips</td>
<td>4-3</td>
<td>4-20</td>
<td>4-20</td>
<td>4-20</td>
</tr>
<tr>
<td>Lesson 1: Enter and Spacebar</td>
<td>4-4</td>
<td>Lesson 16: Capital Letters</td>
<td>4-21</td>
<td>Lesson 17: Review</td>
</tr>
<tr>
<td>Lesson 2: The Home Row</td>
<td>4-5</td>
<td>Getting Ready for Email</td>
<td>4-23</td>
<td>4-23</td>
</tr>
<tr>
<td>Fingers and Keyboard Chart</td>
<td>4-7</td>
<td>Answering Questions</td>
<td>4-23</td>
<td>4-23</td>
</tr>
<tr>
<td>Lesson 3: g and h</td>
<td>4-8</td>
<td>Getting Ready for E-mail</td>
<td>4-26</td>
<td>4-26</td>
</tr>
<tr>
<td>Lesson 4: Review</td>
<td>4-9</td>
<td>Asking Questions</td>
<td>4-26</td>
<td>4-26</td>
</tr>
<tr>
<td>Lesson 5: r and u</td>
<td>4-10</td>
<td>Fundraising at Work</td>
<td>4-28</td>
<td>4-28</td>
</tr>
<tr>
<td>Lesson 6: t and y</td>
<td>4-11</td>
<td>Use your Internet Skills</td>
<td>4-29</td>
<td>4-29</td>
</tr>
<tr>
<td>Lesson 7: e and i</td>
<td>4-12</td>
<td>to Get Cheering!</td>
<td>4-29</td>
<td>4-29</td>
</tr>
<tr>
<td>Lesson 8: w and o</td>
<td>4-13</td>
<td>Check It Out!</td>
<td>4-30</td>
<td>4-30</td>
</tr>
<tr>
<td>Lesson 9: q and p</td>
<td>4-14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## CHAPTER 5
### WORD PROCESSING | PART 1

<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Saving and Closing a Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Open the Microsoft Word Program</td>
<td>5-3</td>
</tr>
<tr>
<td>Special Keys</td>
<td>5-6</td>
</tr>
<tr>
<td>Navigation</td>
<td>5-8</td>
</tr>
<tr>
<td>How To Save a Document to a Folder on the Computer</td>
<td>5-12</td>
</tr>
<tr>
<td>How to Make a New Folder for Your File</td>
<td>5-13</td>
</tr>
<tr>
<td>How to Save to a Disc</td>
<td>5-14</td>
</tr>
<tr>
<td>How to Close a Document</td>
<td>5-15</td>
</tr>
<tr>
<td>Opening a Document</td>
<td>5-16</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS

Two Ways to Open a Word Document.............. 5-17
Understanding an E-mail .......... 5-20

Discounts at Work ...................... 5-22
Check It Out! ............................ 5-22

Use Your Internet Skills to Get Active! .... 5-23
Check It Out! ............................ 5-25

CHAPTER 6
EMAIL | PART 1

Table of Contents ...................... 6-i
Getting Started ....................... 6-3
The Inbox ................................ 6-5
Receiving E-mail Messages ...... 6-6
Sending E-mail Messages ....... 6-7
Replying To a Message .......... 6-8
Deleting E-mail Messages ....... 6-9

Yes and No Answers .................. 6-12
Communicating at Work ............ 6-14
Check It Out! ........................... 6-15
Use Your Internet Skills to Get Reading! ... 6-16
Check It Out! ........................... 6-18

CHAPTER 7
INTERNET | PART 2

Table of Contents ..................... 7-i
Going To An Internet Site .......... 7-2
To Go To An Internet Site ....... 7-2
Favorites ............................... 7-4

Searching for Canadian Sites ............. 7-5
To Come Back to a Favourite Page .......... 7-5
To Search for Canadian Sites Only .......... 7-5
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Addressing</td>
<td>7-6</td>
</tr>
<tr>
<td>Some Useful Phrases 1</td>
<td>7-8</td>
</tr>
<tr>
<td>Some Useful Phrases 2</td>
<td>7-9</td>
</tr>
<tr>
<td>Staying Safe at Work</td>
<td>7-12</td>
</tr>
<tr>
<td>Use Your Internet Skills to Get Skiing!</td>
<td>7-13</td>
</tr>
<tr>
<td>To Find the Wind Chill</td>
<td>7-13</td>
</tr>
</tbody>
</table>

## CHAPTER 8

**WORD PROCESSING | PART 2**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>8-i</td>
</tr>
<tr>
<td>Toolbars</td>
<td>8-6</td>
</tr>
<tr>
<td>Blocking</td>
<td>8-9</td>
</tr>
<tr>
<td>Three Ways to Block Text</td>
<td>8-9</td>
</tr>
<tr>
<td>Changing Font and Size</td>
<td>8-10</td>
</tr>
<tr>
<td>To Change the Font</td>
<td>8-11</td>
</tr>
<tr>
<td>To Change the Size of the Font</td>
<td>8-12</td>
</tr>
<tr>
<td>Changing the Colour of Text</td>
<td>8-13</td>
</tr>
<tr>
<td>Change the Colour of the Font</td>
<td>8-13</td>
</tr>
<tr>
<td>Another Way to Change Colour</td>
<td>8-14</td>
</tr>
<tr>
<td>Bold, Italics, Centre, and Underline</td>
<td>8-15</td>
</tr>
<tr>
<td>Copy, Cut, and Paste</td>
<td>8-19</td>
</tr>
<tr>
<td>Highlight</td>
<td>8-21</td>
</tr>
<tr>
<td>To Highlight</td>
<td>8-21</td>
</tr>
<tr>
<td>To Remove Highlighting</td>
<td>8-22</td>
</tr>
<tr>
<td>Maximize and Minimize</td>
<td>8-24</td>
</tr>
<tr>
<td>To Minimize a Document or Program</td>
<td>8-23</td>
</tr>
<tr>
<td>Checking Spelling and Grammar</td>
<td>8-26</td>
</tr>
<tr>
<td>To Check Spelling</td>
<td>8-26</td>
</tr>
<tr>
<td>Microsoft Word Help</td>
<td>8-27</td>
</tr>
<tr>
<td>To Get Help When You Use Microsoft Word</td>
<td>8-27</td>
</tr>
<tr>
<td>Changing Toolbars</td>
<td>8-29</td>
</tr>
<tr>
<td>To Turn Off a Toolbar</td>
<td>8-29</td>
</tr>
<tr>
<td>To Turn On a Toolbar</td>
<td>8-29</td>
</tr>
<tr>
<td>Change Toolbar Icons</td>
<td>8-30</td>
</tr>
<tr>
<td>Finding Important Information 1</td>
<td>8-31</td>
</tr>
<tr>
<td>Finding Important Information 2</td>
<td>8-33</td>
</tr>
<tr>
<td>Shopping at Work</td>
<td>8-35</td>
</tr>
<tr>
<td>Use Your Internet Skills to Get Shopping!</td>
<td>8-36</td>
</tr>
<tr>
<td>Check It Out!</td>
<td>8-39</td>
</tr>
</tbody>
</table>
## CHAPTER 9
### EMAIL | PART 2

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>9-i</td>
</tr>
<tr>
<td>Getting Started</td>
<td>9-3</td>
</tr>
<tr>
<td>The Navigation Area</td>
<td>9-6</td>
</tr>
<tr>
<td>The Mail Section</td>
<td>9-4</td>
</tr>
<tr>
<td>The Inbox</td>
<td>9-5</td>
</tr>
<tr>
<td>The Reading Area</td>
<td>9-6</td>
</tr>
<tr>
<td>Sending and Receiving E-mail Messages</td>
<td>9-9</td>
</tr>
<tr>
<td>To Download Messages</td>
<td>9-9</td>
</tr>
<tr>
<td>To Reply to a Message</td>
<td>9-9</td>
</tr>
<tr>
<td>Sending Attachments</td>
<td>9-10</td>
</tr>
<tr>
<td>To Attach a Document to an E-mail Message</td>
<td>9-10</td>
</tr>
<tr>
<td>Forwarding Messages</td>
<td>9-12</td>
</tr>
<tr>
<td>To Forward a Message</td>
<td>9-12</td>
</tr>
<tr>
<td>Contacts</td>
<td>9-13</td>
</tr>
<tr>
<td>To Add a New Address</td>
<td>9-13</td>
</tr>
<tr>
<td>To Add a Sender’s Address</td>
<td>9-13</td>
</tr>
<tr>
<td>To Use an Address</td>
<td>9-15</td>
</tr>
<tr>
<td>Handheld E-mail Devices</td>
<td>9-17</td>
</tr>
<tr>
<td>Using Word as Your E-mail Editor</td>
<td>9-19</td>
</tr>
<tr>
<td>To Use Word as Your E-mail Editor</td>
<td>9-19</td>
</tr>
<tr>
<td>Outlook Calendar</td>
<td>9-20</td>
</tr>
<tr>
<td>To start Outlook Calendar</td>
<td>9-20</td>
</tr>
<tr>
<td>Add or Change Appointments</td>
<td>9-23</td>
</tr>
<tr>
<td>Answering HOW Questions 1</td>
<td>9-26</td>
</tr>
<tr>
<td>Answering HOW Questions 2</td>
<td>9-29</td>
</tr>
<tr>
<td>Pain at Work</td>
<td>9-31</td>
</tr>
<tr>
<td>Use Your Internet Skills to Get Going</td>
<td>9-33</td>
</tr>
<tr>
<td>Check it out!</td>
<td>9-35</td>
</tr>
</tbody>
</table>

## CHAPTER 10
### BOEING INTRANET

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boeing Intranet Homepage</td>
<td>10-3</td>
</tr>
<tr>
<td>Kronos</td>
<td>10-6</td>
</tr>
<tr>
<td>To See What a Code Means</td>
<td>10-9</td>
</tr>
<tr>
<td>To Choose the Time That You Want Information About</td>
<td>10-9</td>
</tr>
<tr>
<td>To Print Your Information</td>
<td>10-9</td>
</tr>
<tr>
<td>People Skills</td>
<td>10-10</td>
</tr>
</tbody>
</table>
**TABLE OF CONTENTS**

**Navigation Review ...................10-13**
Following Instructions 1 ..........10-15
Following Instructions 2 ..........10-17
Sealing at Work ......................10-19

Use Your Internet Skills to
Get Flying! .......................... 10-21
Check It Out! ........................ 10-23

**CHAPTER 11**

**ANSWERS**

<table>
<thead>
<tr>
<th>Table of Contents ...............11-i</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Basic Operation .............1-2</strong></td>
</tr>
<tr>
<td>Try This ................................11-2</td>
</tr>
<tr>
<td>Try This ................................11-2</td>
</tr>
<tr>
<td>Try This ................................11-3</td>
</tr>
<tr>
<td>Getting Ready for E-mail ..........11-4</td>
</tr>
<tr>
<td>Overtime at Work ..................11-4</td>
</tr>
<tr>
<td>Get Watching ......................11-4</td>
</tr>
<tr>
<td>Bonus TSC ..........................11-4</td>
</tr>
</tbody>
</table>

| **2 Internet  Part 1 .............11-5** |
| Try This ................................11-5 |
| Try This ................................11-5 |
| Getting Ready for E-mail ........11-5 |
| Eating at Work ....................11-7 |
| Get Cooking ........................11-7 |

| **3 Keyboarding .................11-8** |
| Getting Ready for E-mail – Answering Questions ..........11-8 |
| Getting Ready for E-mail – Asking Questions ..........11-8 |
| Fundraising at Work ............11-8 |
| Get Cheering p. 28 ..............11-9 |

| **4 Word Processing Part 1 ....11-10** |
| Try This ................................11-10 |
| Try This ................................11-10 |
| Using Your E-mail Skills ..........11-11 |
| Discounts at Work ................11-11 |

| **5 E-mail  Part 1 ...............11-12** |
| Try This ................................11-12 |
| Use Your E-mail Skills ..........11-12 |
| Communicating at Work ..........11-12 |
| Get Reading ........................11-12 |

| **6 Internet  Part 2 ...............11-13** |
| Use Your E-mail Skills - Some Useful Phrases 1 ..........11-13 |
| Use Your E-mail Skills - Some Useful Phrases 2 ..........11-13 |
| Staying Safe at Work ..........11-13 |
| Get Skiing ..........................11-14 |

| **7 Word Processing Part 2 ....11-14** |
| Try This ................................11-14 |
| Using Your E-mail Skills – Finding Important Information 1 ..........11-15 |
| Using Your E-mail Skills – Finding Important Information 2 ..........11-15 |
| Shopping at Work ...............11-15 |
| Get Shopping ........................11-16 |
| Answers about the 2003 Dodge Dakota ..........11-16 |

| **8 E-mail  Part 2 ...............11-17** |
| Using Your E-mail Skills – Answering HOW Questions 1 ..........11-17 |
| Using Your E-mail Skills – Answering HOW | 11-17 |
| Pain at Work | 11-18 |
| Get Going | 11-18 |

9 Boeing Intranet 11-18

| Try This | 11-18 |
| Using Your E-mail Skills – Following Instructions 1 | 11-18 |
| Using Your E-mail Skills – Following Instructions 2 | 11-19 |
| Sealing at Work (pgs. 19-20) | 11-19 |
| Get Flying (p. 22) | 11-19 |
# Table of Contents

**Introduction | Deaf Skills** ........ A-2  
General Terms to Know ............... A-4  
Unacceptable Terms .................. A-5  
Equality and Access for the Deaf in the Workplace ........ A-5  
Deaf Culture ......................... A-5  
**Prior Learning and Experiences** ................. A-7  
American Sign Language (ASL) ................. A-8  
Discourse or Logic Patterns ........ A-9  
Using Interpreters ..................... A-10  

Tips for Using Interpreters Effectively .......... A-11  
Successful Communication with the Deaf .......... A-12  
Making the Work Environment More Accessible .......... A-13  
Classroom Tips ....................... A-13  
How to Get a Deaf Person’s Attention .......... A-15  
Do’s ...................................... A-15  
Don’ts .................................. A-16  
Conclusion ............................. A-16
CHAPTER A
INTERACTING WITH DEAF EMPLOYEES

Instructor Guide
Instructor Guide Introduction | Deaf Skills

Boeing Canada Technology, Winnipeg Division, is proud of its diverse workplace. All of our employees, both hearing and Deaf, come to us with many skills and levels of ability.

This booklet was written to give the reader an overview of the abilities of the Deaf workers in the workplace, as well as to answer practical questions that you might have.

In the following pages, you will find sections that make for a clearer understanding of the Deaf experience in the diverse workplace.

The sections in this booklet include:

- Terminology
- Equality for the Deaf
- Deaf Culture
- Prior Learning Experiences
- American Sign Language
- Discourse on Logic Patterns
- Using Interpreters
- Successful Communication
- Do’s and Don’ts

This booklet is intended to help the reader communicate and relate more readily with our Deaf community at Boeing, and to facilitate their successful integration into training activities.

The experience of the Deaf in a hearing majority world is filled with frustration, second hand information and the annoyance of always being “the last to know.” Our attempt here is to level the playing field and to make equality more of a reality for our Deaf co-workers.
The opinions in the booklet are representative of best practice in literacy communities, and are also respectful of Deaf cultural norms.
## General Terms

### Deaf

The “D” is always capitalized. This is to signify the unique language (ASL) and culture of Deaf people. Most Deaf people identify themselves more as a cultural group rather than as disabled individuals. However, nearly all Deaf people are bicultural as they are part of both Deaf and hearing communities.

### deaf/oral deaf

People who identify themselves as being “small ‘d’ deaf” are people who communicate using spoken English, French, etc., and identify themselves not as a part of Deaf culture, but as a part of hearing society. These people generally rely heavily on speech reading (lip reading). They may also call themselves oral deaf, as their most comfortable means of communication is spoken language. Some may have learned ASL as a second language later on in life.

### ASL

ASL is an abbreviation for American Sign Language. Just as this material is written in a language called English, Deaf people call their language ASL. ASL is considered the native language of over half a million Deaf people in Canada and the United States. ASL grammar is different than the grammatical standards of English and other languages.

### Deaf Culture

Deaf culture is a recognized and distinct culture, having its own history, customs, values and social patterns.

### Hearing

Culturally, Deaf people call non-Deaf people “hearing.”

### Hard of Hearing

People who speak, speech read, and have some useful residual hearing – they often use hearing aids – will call themselves “hard of hearing.” They consider English (or French, Spanish, etc.) their first language, and they may or may not have learned ASL.

### Deafened

People who completely lose their hearing later on in life call themselves “deafened” in order to distinguish the difference between themselves, hard of hearing individuals and culturally Deaf individuals.

### Speech Reading

We used to say “lip reading.” Although the new term is “speech reading” to reflect the skills involved, both terms are still commonly used.
Unacceptable Terms:

- **Hearing Impaired.** This implies that something is broken.
- **Deaf and Dumb, or Deaf-Mute.** These terms are considered insulting. ¹

Equality and Access for the Deaf in the Workplace

Equality and access are the goals of all. The Deaf in the community at large and within the community of Boeing are no different. Both our society and workplace have structured themselves around our main senses – sight and hearing. If an individual is without either of these senses, ease of full access becomes difficult.

Inequality is created when information for some is more difficult to access than for others. Deaf people want to be thought of and treated as equal to other staff in the workplace. This means that they want to take on new responsibilities and learn new skills, the same as hearing employees. In order to do this, we must ensure that access to information is facilitated for our Deaf workers.

Deaf Culture

Culture is defined as “a set of learned behaviours of a group which has its own language, values, rules of behaviour and traditions.” (Padden, 1980)

Deaf culture is a distinct, recognized culture, with its own history, customs, values and societal norms. Therefore, the Deaf community of Canada constitutes a unique culture, which shares some things with the main Canadian culture but differs in many significant ways.

¹ Society for Manitobans with Disabilities (1999) Including Deaf People in the Workplace, published by Society for Manitobans with Disabilities
Having said this, it is critical to realize that Deaf individuals do not view deafness as a handicap or deficit. They view it as something which simply makes them different, not unequal.

The following list from Reynolds and Titus (1991) shows us how to view deafness from the cultural perspective of difference:

- Define deafness as merely a difference, a characteristic that distinguishes normal Deaf persons from normal hearing persons.
- Acknowledge deafness openly – show pride in being deaf.
- Emphasize the abilities of Deaf persons.
- Pay attention to issues of full communication access for Deaf persons through visual devices and services e.g., telecommunication devices, captioning devices, light signals, and interpreters.
- Encourage development of all communication modes, including, but not limited to, speech.
- Emphasize strongly the use of vision as a positive, efficient alternative to the auditory channel.
- View sign language as equal to spoken language.
- View sign language as the most natural language for people who are born deaf.
- Focus on subject matter in education rather than on the method of communication – work to develop all communication skills.
- Support socialization within the Deaf community, as well as the larger mainstream community.
- Regard successful Deaf adults as positive role models for Deaf children.
- Regard professional involvement of Deaf people working with other Deaf members of society to provide access to the same rights and privileges that hearing people enjoy.
- Respect, value, and support the language and culture of Deaf people.

One other cornerstone of Deaf culture is that major decisions about matters relating to the Deaf are typically taken back to the community to get a consensus decision. This is important to note when you have Deaf individuals in an organization. It is not the norm for Deaf individuals to make decisions on behalf of a larger group. Such
individuals will appear to be reticent or uncertain if they are required to make a unilateral decision. Consensus of the group is an important element of Deaf culture.
Prior Learning and Experiences

It is helpful for us to understand the educational experiences of the Deaf individuals with whom we are dealing. Many Deaf people have had a less than rewarding educational experience, especially if they were in the mainstream system. As small children, many Deaf learners come to school with neither ASL, nor English language skills having been well developed. This is similar to any hearing child entering school with underdeveloped language skills.

In the situation of a language-delayed hearing child, usually his/her language and literacy skills are developed by using the main language of the school. Deaf children, however, are typically learning ASL and English simultaneously and, as such, are moving constantly between two languages and often between two worlds. The result is that, often, neither language becomes well developed. Ultimately, literacy skills suffer.

Learners who experienced Deaf-only schools may also have experienced a philosophy, which for many reasons did not allow them to develop full competence in their first language – ASL. Too much focus may have been put on developing oral skills, often at the expense of improving ASL skills or even at the expense of curriculum content.

A group of researchers at Gallaudet University, the only Liberal Arts college for Deaf students in North America, claims that there are two primary reasons for the failure of deaf education systems:

1) lack of access to curricular content at grade level; and
2) general acceptance of the notion that below grade-level performance is to be expected of Deaf children.²

It has been shown that Deaf children who were exposed to a full natural language and a print language from an early age tend to do much better in reading and writing in later years at school. Sadly, this is not true for the majority in the Deaf community.

Records indicate that most Deaf individuals graduate from high school with very low reading levels, the average being Grade 4. This low level of reading significantly impedes their ability to access higher education and employment opportunities. However, since one does not necessarily have to speak and hear to be able to read and write, low literacy levels then become the handicap for the Deaf person, not the deafness itself.

Deaf employees in workplace education classes arrive with a variety of these prior educational experiences and may have trouble learning the material. This is not only because they require an interpreter, but also because their learning, as well as their reading and writing skills are different than what might be expected by trainers. One must be sensitive to this fact. Boeing, as a company, has accepted that this population may require a different instructional strategy for these very reasons.

Many Deaf people have prior educational and subsequent life experiences that put them at a distinct disadvantage when compared to their hearing counterpart. Nevertheless, they do have many strengths, and these should be used to the advantage of all. Deaf learners are highly visual, very interactive, and respond well to examples as a way of expanding concepts. Viewing Deaf students from the perspective of their strengths benefits everyone.

**American Sign Language (ASL)**

ASL uses visual symbols and is carefully structured to rely on the needs and capabilities of the eyes. This, therefore, points out the obvious – Deaf people process information visually.

ASL is a visual-gestural language created by Deaf people and used by approximately half a million Deaf Americans and Canadians of all ages...The units of ASL are composed of specific movements and shapes of the hands and arms, eyes, face, head and body posture. These movements or gestures, then serve as the “words” and “intonation” of the language...Since ASL uses body movements instead of sound, “listeners” or receivers use their eyes instead of their ears to understand what is being said. And because all linguistic information must be received through the eyes, the language is carefully structured to fit the needs and capabilities of the eyes.³

ASL is a complex and completely natural language. It is the first language of many Deaf individuals. While its written form is English, it is very different from English. For example, in English we have verbs that carry markers, which give us a time reference. I run fast (present), I ran fast (past), I will run fast (future). ASL does not have verb tenses, but instead relies on subtle changes in eye and hand positions. There are countless other differences between the structure of English and ASL, which are too varied to mention here. ASL is a language that relies heavily on body movement, hand shape, and facial expression.

Another point to remember is that Deaf people are reading printed material in a language different than the language they use to communicate and, as such, instructors must be aware of the extreme difficulties required to do this task. For example, think of receiving all of our printed information in Japanese, especially when we use English as our first language and our language of oral communication.

We might then be able to understand the communication juggling that the Deaf do every day.

One of the things that is critical for us as human beings, regardless of which language we use, is to acknowledge the presence of others. Hearing people can do a great deal to link us as human beings by simply smiling or acknowledging a Deaf person’s presence, even if we do not know sign language. By doing simple things such as this we include Deaf people in the everyday communal experience of living.

**Did You Know?**

- **American Sign Language is not universal** – Deaf communities in different countries have their own sign languages, which are unique to their specific language groups. ASL is used by Deaf people in Canada (except Quebec) and the United States.

- **ASL can express concrete concepts, as well as abstract ideas** – its range of expression is similar to any spoken language.

- **ASL is not “bad” English**; when translated directly it appears ungrammatical, but it has its own grammar, which is separate and distinct from the grammar rules of English.

- **ASL is a full, natural, visual-spatial language.**

ASL must be considered a separate, distinct, and equally valued language, as is any oral language.

**Discourse or Logic Patterns**

Each culture and its main language has an expected logic pattern of communication. In other words, we have a dominant way of presenting information to each other. Typically, in spoken or written English, we present the broad, supporting details first with a summary statement of the theme or main idea. The pattern looks like this: T. In ASL, the logic pattern is different, with more of a diamond shape, ◊. The point of the discussion is presented at the outset, followed by the supporting details. The opening point is then reiterated in order to ensure understanding.

Whenever possible, try to use culturally appropriate discourse strategies. In ASL, a discourse strategy that is often used is the “discourse diamond.” When applying this strategy, the topic is identified first (the point), expanded through examples and explanations, and concluded with a repetition of the topic. This discourse strategy

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4 Evans, Charlotte (1996) *Not Everyone is listening* Published by author
differs from the normal process of providing information in spoken English, which proceeds from general to specific information.  

When oral speakers begin a presentation and provide too much background information before getting to the main theme, Deaf participants find it confusing. They are waiting for us to “get to the point”.

Again, the point or the key idea is given first, followed by any background information, elaboration, examples, etc. The final point is a reiteration of the opening key idea.

**Using Interpreters**

The role of an interpreter is to facilitate communication between two or more people who do not share the same language, culture, or communication method. It is important to note that an interpreter is not responsible for teaching in a classroom – he/she only interprets signed and spoken messages.

**ASL/English Interpreters**

American Sign Language/English interpreters receive their training in either a college or university, as do other professional foreign language interpreters.

Professional interpreters follow a very strict Code of Ethics. Please observe the following three ethical rules:

· **Confidentiality**: Interpreters will never discuss what they have interpreted, and they will not share the information with anyone. Everything interpreted is kept in the strictest of confidence. If you happen to run into the interpreter outside of work, he or she cannot talk about what they interpreted for you or about the people involved. The confidentiality rule is followed because any information they interpret belongs to the parties involved in the meeting or situation and not to the interpreter.

· **Impartiality**: The interpreter is only there to interpret between two languages. The interpreter is not a teacher, helper, advocate or advisor. If you or the Deaf person want an advocate or advisor, (which is a certainly a valid need); please contact our agency. Do not, however, ask the interpreter to take on these responsibilities. They are “neutral parties” to your communications.

· **Faithful Interpretation**: The interpreter will interpret “everything” in the room: the sound of a plane flying overhead, one side of a telephone conversation, the fact that someone is knocking at a door etc. Be careful not to say to the interpreter “Don’t interpret this, but…” because the interpreter will be interpreting your phrase as you say it!

**The interpreter is bound professionally to all of these ethics**

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5 Evans, Charlotte (1996) *Not Everyone is Listening* Published by author
INTERACTING WITH DEAF EMPLOYEES

There is a difference between hiring a professional interpreter and using a co-worker who knows some sign language.

It is common that a co-worker will help communicate for many of the daily things that happen on the job. On the other hand, there are times when the Deaf person may prefer a professional interpreter, and circumstances where a professional interpreter would be more appropriate, i.e. during performance reviews, at staff meetings, discussing benefits, when teaching new skills, and when praising or correcting work performance. 

We may sometimes assume that instruction for the Deaf simply requires the inclusion of an interpreter. Certainly, collaboration with the interpreter in such specific areas as acronyms and workplace specific vocabulary is very helpful. But remember that interpreters interpret: they do not teach. There are good and bad interpreters. There are also interpreters who are better suited to certain situations and Deaf individuals. Be prepared to get feedback from Deaf individuals as to an interpreter’s suitability.

Effective instruction of Deaf adults necessitates an instructor who has an understanding of the principles of adult education. Naturally, a teacher with a solid understanding of education of the Deaf presents the best-case scenario.

**Tips for Using Interpreters Effectively**

Setting up the Room:

- Set up the chairs and tables in a U-shape, if possible.
- Have good lighting at all times.
- Close windows and doors to minimize distractions.

Before the Class Begins:

- Provide the interpreter with the teaching materials, even if it just means general themes/topics, outlines, etc. to help familiarize him/her with the material.
- Assist him/her in becoming fluent with vocabulary, terms and concepts, especially information of a technical nature.
- Discuss lesson plans so that the interpreter is clear about your goals.

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6 Society of Manitobans with Disabilities (1999) *Including Deaf People in the Workplace* Published by the Society for Manitobans with Disabilities
Successful Communication with the Deaf

The first step in initiating a conversation is to make eye contact. Identify each new speaker in general discussions so that the interpreter can make it clear to the Deaf participants which person is speaking.

Some Deaf people speech read (lip read) and some do not. Always ask Deaf people how they prefer to communicate when there is no interpreter available – either by writing notes or by speech reading.

It is tempting to use other Deaf employees or hearing people who sign as interpreters in the workplace. However, think it through first because of confidentiality issues. When discussing certain matters, ask the Deaf person with whom you are communicating whether or not she/he would like an interpreter for the topic.

Speak to the Deaf person and not to the interpreter. Look at the Deaf person, even though the interpreter is talking. It is considered polite to look at the person with whom you are communicating.

Whether a Deaf person is speech reading or using an interpreter, please do not chew gum, cover your mouth, or turn away while talking.

When a Deaf person is writing down notes in class, returning to eye contact with the instructor will let you know when she or he is finished. A lowered gaze and a raised hand signals that she or he is not finished writing notes. Make sure you have eye contact with the Deaf person before you continue to talk.

Making the Work Environment More Accessible

Meetings

Did You Know?

- The main task of an interpreter is to interpret.
- There is a difference between simply being fluent in two languages and having the ability to interpret effectively between these two languages.
- Every student has the right to effective communication in all educational settings.
- Access to a skilled and qualified interpreter is an essential element for, but not a guarantee of, student growth and educational achievement.⁷

⁷ Evans, Charlotte (1999) Not Everyone is Listening. Published by author
Take a few minutes before the meeting to discuss communication with the Deaf employee. Ask the individual to choose the best seating for him/herself.

If possible, use round-table or semi-circle seating so that the Deaf person can see everyone’s face.

Provide an outline or agenda of the meeting. If you are using ASL/English interpreters make sure that you also have a copy for them.

Use visual aids whenever possible. Remember that the Deaf person will need a few minutes to be able to read them before being able to resume watching the interpreter or speech reading the speaker.

If a Deaf person is speech reading, give the lead speakers a podium or chair so that they do not pace around. If they are writing on a board or flip chart make sure they do not speak until they are facing the audience again.

Repeat questions or comments from the people in the room before responding.

Ensure that only one person speaks at a time. An interpreter can’t interpret two people at the same time; nor can a speech reader speech read two people at the same time. The speaker has to be a firm chairperson. It is helpful if all of the people are asked to raise their hands when they wish to speak. This is more visual and allows the Deaf person to identify people as they take turns speaking.

Appoint a recorder who can clearly write down information or notes. It is impossible for a person to take notes and watch the interpreter or speech read at the same time.  

Whenever possible, provide Deaf employees with written minutes of the meetings.

**Classroom Tips**

- Try to use the diamond strategy – identify the topic or theme, expand through examples and illustrations, and conclude with a repetition of the topic or theme.

- Deaf students have trouble following a discussion if the instructor uses any of these three very common corrections to discourse:

  1) Digression,
  2) Redundancy, and
  3) Repair.

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8 Society for Manitobans with Disabilities (1999)
Including Deaf People in the Workplace
Published by the Society for Manitobans with Disabilities
INTERACTING WITH DEAF EMPLOYEES

Digression

Digression refers to breaking the flow of discourse to add more information, and then returning to the main point. The speaker diverges from the main point to add information for clarification. This does not necessarily mean that the speaker has “lost the point” and is meandering of the track. Digressions are not always negative.

Redundancy

Redundancy refers to saying the same things twice, rephrasing, repeating, rewording, and is used for emphasis, to provide clarification, or to draw attention to a certain point. It is also used when a person wants to say something, but is not sure whether or not he or she is saying it clearly. Therefore, people will use redundancy to make sure that their point is being understood.

Repairs

Whether we sign or we speak, all language users say or sign things incorrectly. It is natural to make errors and we need to find ways of fixing our errors. Rule governed repairs are what we use to fix our linguistic errors. 9

Be aware of these tendencies, and signal to the Deaf learners what you are doing by using indicators such as the following phrases:

- More correctly…
- What I meant to say…
- Another point which is related…
- Further to this…
- In addition…
- Another way of saying this…
- To repeat…
- I want to make this clear by repeating…

It is also important to signal that you are switching topics. Mark your transitions with language signposts. Do this by using phrases such as:

- On another topic…
- Let’s switch to a different topic…
- About something else…

In classrooms, Deaf learners expect that teachers will select who speaks next; as a result, there is a tendency for them not to offer to speak. Many of them are also, intimidated in a room full of hearing people. Therefore, it is important to invite Deaf learners or provide an opportunity for them to communicate. You can assume that if you do not invite them to speak, most of them will not volunteer.

9 Bienvenu, M.J (1989) American Sign Language Discourse Published by author
INTERACTING WITH DEAF EMPLOYEES

- Introduce information in thematic units. Take the time to clarify new vocabulary, as the words themselves can be a major stumbling block to understanding. Try to relate the information to what the learners already know in order to initiate a link to concepts they already have.

- The most appropriate way to test a Deaf individual’s understanding is by asking the Deaf student to retell what has just been taught. Always clarify their understanding and do not assume that someone who is nodding as you speak understands what you are saying.

- Use questioning techniques to help process information. (See Boeing’s Effective Learning, Module 1, Part 3, Organizing Information for Suggestions.)

How to Get a Deaf Person’s Attention

- **Tapping.** Gently tap your fingers on the Deaf person’s shoulder or arm. Never touch his/her head or turn it toward you.

- **Rap the Table.** Hit the table where the Deaf person is sitting. If he or she is touching it, the person will feel the vibration and will turn towards you.

- **Waving.** Use this technique when across the room and out of physical proximity.

- **Flashing Lights.** Slowly turn the lights off and on to get a Deaf person’s attention. Please note that rapid flashing indicates an emergency.

These strategies may have to be explained to hearing individuals in the classroom, who should be expected to use them with respect and prudence.

Do’s

- Use plenty of visual aids.

- Allow time for participants to read handouts/materials first.

- Commence with a brief overview first.

- Use a lot of interaction with the information through hands-on exercises, questioning etc. Deaf learners need to see and feel the information.

- If you are note writing, keep to your usual style. If this is not understood, switch to a simpler shorter style, which is not condescending. Use gestures or pointing to clarify points.
INTERACTING WITH DEAF EMPLOYEES

- Draw on the experience of the learner – relate it to work experiences or personal experiences as much as possible in order to create the links to known concepts.

- As with hearing people, Deaf learners have different learning styles – try to identify these and capitalize on them (See Boeing’s Effective Learning Module 1, Parts 1 and 2 for more information.)

- Understand that in the Deaf community, decision-making is often done by consensus. Try to use a collaborative approach as much as possible, and expect the Deaf learners to want to take major decisions back to their community.

- Peer teaching in the Deaf community is both acceptable and highly successful.

- Ask Deaf people how they prefer to communicate – speech reading, note writing, or using an interpreter.

- Use the ◊ discourse style.

Don'ts

- Do not exclude Deaf individuals and their concerns.

- Do not ask interpreters for their opinion or to repeat conversations they have previously interpreted. Their code of ethics forbids this.

Conclusion

Deaf employees require different communication and teaching styles than hearing individuals. By familiarizing ourselves with their culture and language, we will be better able to deliver information and instruction effectively.

Deaf individuals come from a rich culture, and naturally draw on that culture as well as their native language, ASL, in order to understand and interact with the world around them.

Boeing’s diverse employee population requires flexibility and creativity in terms of instructional strategies. Communication and education will create access for Deaf individuals.

Access means equality.
INTRODUCTION

CHAPTER 1

INTRODUCTION

Table of Contents

Activities.................................... 1-2

Answers...................................... 1-3

Glossary ..................................... 1-3
CHAPTER 1
INTRODUCTION

Your teacher will guide you through this course. This book will help you to learn how to use a computer.

It has instructions for:

✓ Keyboarding
✓ Word processing,
✓ Using the Internet
✓ Using E-mail
There are activities inside each unit.

When you see this picture, do the activity in this book.

When you see this picture, do the activity on the computer.

When you see this picture, do the activity on the computer and in this book.

There are more activities at the end of the unit.
INTRODUCTION

When you see this envelope, you will be practicing e-mail skills.

When you see this hammer you will be practicing skills for work activities.

In the last activity in each unit, you will practice skills to use outside of work.

Each activity has its own picture.

Answers

When you finish an activity, you can check your own answers using the Answers section at the back of this book.

Glossary

The glossary has many computer words and their meaning. You can find the glossary at the back of this book.
CHAPTER 2

BASIC OPERATION

Table Of Contents

Table of Contents ..................... 2-i

Parts of a Computer System ... 2-3

Logging On and Off ............... 2-4
To Log On ......................... 2-5
To Log Off ......................... 2-6

Drop Down Menus ................. 2-10
Two Ways to get Drop Down
Menus .................................. 2-10

Opening and Closing
Programs ............................... 2-14
To Close a Program ................ 2-15

Calculator ............................. 2-16
To Find the Calculator .......... 2-16
To Use the Calculator ............ 2-17

Getting Ready for E-mail ...... 2-18
E-mail Headings .................... 2-18

Overtime at Work ................. 2-20

Use Your Skills to Get
Watching! ............................ 2-21
How to Read a Chart .......... 2-21
Check It Out! ......................... 2-24
CHAPTER 2
BASIC OPERATION

<table>
<thead>
<tr>
<th>This Unit Will Help You Learn How To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Name the parts of a computer system</td>
</tr>
<tr>
<td>✓ Use a mouse</td>
</tr>
<tr>
<td>✓ Log on and log off</td>
</tr>
<tr>
<td>✓ Open and close programs</td>
</tr>
</tbody>
</table>
Words To Know

☆ Hardware
  computer equipment

☆ Software
  computer programs

☆ Programs
  these tell the computer what to do.

  Different programs are used for different purposes.

  Two examples are:
  · programs for accounting
  · programs for writing documents

☆ Mouse
  a thing for navigating on the computer

  Navigating means moving around.

😊 It looks like this: not this:

☆. Click
  to quickly push a button on the mouse
Parts of a Computer System

- **Monitor**: the computer screen
- **Central Processing Unit (CPU)**: the brain of the computer
- **Keyboard**
- **Mouse**

These things are all called **Hardware**.
Logging On and Logging Off

You need to **log on** before you can use your computer. You need to **log off** when you finish using your computer.

**Logging On**
like signing in on your computer

**Server**
a central computer that is connected to many other computers

Your e-mail comes to a server before you can get it.

Your screen for logging on will look like this:

![Log On to Windows](image)

**To Log On**

- Type in your **user name**.
- Type in your **password**. You will not see the letters. This is because your password is secret.
· Type in the **server** you log onto.
· Click on **OK**.

If you need help, ask your manager. Keep your password secret. **Never tell anyone.**
Logging Off
like signing out
Log off when you are finished.

To Log Off

1. Click on Start.
2. Click on the Shutdown button.
3. Click on the drop down arrow.
4. Click on Log Off.
5. Click on OK.
☆ **Icons**
small pictures

☆ **Desktop**
the screen that comes up after you log on

The **desktop** looks like this:

Logging **on** your computer is like signing in.

Logging **off** your computer is like signing out.
Words to Know

Review

☆ Mouse
  a thing for moving around on the computer

☆ Click
  to quickly push a button on the mouse

New Words

☆ Navigate
  to move around in a document or on the Internet

☆ Mouse Pointer
  an arrow that moves on the screen when you move the mouse

☆ Mouse Pad
  a small pad that the mouse sits on

☆ Double Click (click, click)
  very quickly click two times on left button on mouse

Use this left button on mouse to open programs.
☆ **Left Click**
   click left button on mouse

Use this on toolbars and for changing places in a document.

☆ **Right Click**
   click right button on mouse

Right click to get a *drop down* menu.

☆ **Drop Down Menu**
   a list of things that you can do
Drop Down Menus

Drop down menus are lists of things that you can do.

Two Ways to get Drop down Menus

1. Right click on an icon (picture). To close a drop down menu, click away from the icons.
2. Left click on words at the top of the screen in a program, like Microsoft Word.
BASIC OPERATION

You can use the mouse to get a list of things that you can do.

Try This

Right click on all icons on the desktop.

1. Which icon shows Open Home Page?

2. Which icons show Explore?

3. What things did you find for every icon?

4. What happens when you right click away from the icons?
Try This

Double click on this icon on the desktop.

It opens Microsoft Word.

Look at the words across the top of the screen.

*Click on all words at top of screen.*

1. Where is **Save**?

   File________

2. Where is **Font**?

   ____________

3. Where is **Toolbars**?

   ____________

4. Where is **Split Cells**?

   ____________
Try This

Write the correct word under the picture.

<table>
<thead>
<tr>
<th>Drop down menu</th>
<th>icon</th>
<th>mouse</th>
<th>monitor</th>
<th>mouse pointer</th>
</tr>
</thead>
<tbody>
<tr>
<td>drop down arrow</td>
<td>CPU</td>
<td>desktop</td>
<td>keyboard</td>
<td>mouse pad</td>
</tr>
</tbody>
</table>
There are two ways to open programs:

- Double click on an icon.

 OR:

- Click on Start, then click on the program you want.
To Close a Program

Click on X
Calculator

The computer has a **calculator**. You can use the calculator for some of the activities.

**To Find the Calculator**

Go to: **START** then: **PROGRAMS** then: **ACCESSORIES** then: **CALCULATOR**
To Use the Calculator

Click on the calculator buttons with your mouse
Getting Ready for E-mail

E-mail Headings

E-mail headings have important information.

When you get an e-mail it will have some information at the top.

E-mail headings can look different, but they have this important information:

- who the e-mail is from
- when the e-mail was sent
- who the e-mail is for
- what the e-mail is about

Look at these different headings:

From: John Smith (jsmith@boeing.com)
Sent: Wednesday, April 12, 2006 9:40 AM
To: Gary Reed (greed@boeing.com)
Subject: Safety Check

Date: Tuesday, May 9, 2006 11:40 PM
From: Evans, Dale devans@yahoo.com
To: rrogers@hotmail.ca
Subject:

From: len.smith@rogers.blackberry.net
Sent: Tue 2/28/2006 7:57 AM
To: All employees
CC:
Subject: Re: Fishing Derby

To find out when the person sent you the e-mail, look at **Sent** or **Date**.
Read this heading and answer the questions:

Date: Monday, December 12, 2005 9:23 AM
From: Jill Jones (jjones@boeing.com)
To: Susan Smith (ssmith@boeing.com)
Subject: Planning Meeting

1. **When** did Jill send this message to Susan?

   Monday, December 12, 2005  9:23 AM

2. What is the e-mail about?

   

Read this heading and answer the following questions.

There is a name beside **CC**:

Tom sent a copy of this e-mail to Lisa.

From: Tom Lem <tlem@mts.net    Sent: Fri 1/13/2006  2:04 PM
To: Jane Fisher
CC: Lisa Frank
Subject: Christmas Party

3. What date did Tom send this e-mail?

   

4. Who did he send the e-mail to?

   

**E-mail headings** can look different but they all have important information.
Overtime at Work

You keep track of the hours you work each week.

Your regular shift is 7:00 a.m. to 3:30 p.m.

You have a 30-minute unpaid lunch break each day.

You do not get paid for coming in early.

Here is your work record for this week:

<table>
<thead>
<tr>
<th></th>
<th>In</th>
<th>Out</th>
<th>Overtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>7:00</td>
<td>3:30</td>
<td>0</td>
</tr>
<tr>
<td>Tuesday</td>
<td>6:55</td>
<td>4:30</td>
<td>1</td>
</tr>
<tr>
<td>Wednesday</td>
<td>6:45</td>
<td>5:00</td>
<td>1.5</td>
</tr>
<tr>
<td>Thursday</td>
<td>7:00</td>
<td>7:00</td>
<td>3.5</td>
</tr>
<tr>
<td>Friday</td>
<td>6:50</td>
<td>3:30</td>
<td>0</td>
</tr>
</tbody>
</table>

Your company has a program called Kronos that keeps track of your hours.

Every Monday morning you check your record and the Kronos record to see if the hours match.

Here is your Kronos record for last week:

<table>
<thead>
<tr>
<th>Pay Code</th>
<th>Hours</th>
<th>Wages</th>
</tr>
</thead>
<tbody>
<tr>
<td>REG – Reg</td>
<td>40.0</td>
<td></td>
</tr>
<tr>
<td>ELY – early</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>OVT – Overt</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>ALL PAID</td>
<td>46.0</td>
<td>25.40</td>
</tr>
</tbody>
</table>

If your record does not match the Kronos record you must tell your manager.

Do you need to tell your manager? Yes  No
Use Your Skills to Get Watching!

You worked hard all week. It is Friday night. You want to watch TV.

You look at the chart in the TV Guide.

How to Read a Chart

Charts have three parts:

1. **Title** - what the chart is about
2. **Headings** - what kind of information is in each column

   The chart below has three headings:
   - the channel
   - the 8:00 programs
   - the 8:30 programs

3. **Data** – the information under each heading

<table>
<thead>
<tr>
<th>Channel</th>
<th>8:00</th>
<th>8:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTS 1</td>
<td>MTS Orientation</td>
<td>MTS Orientation</td>
</tr>
<tr>
<td>CBWT 2</td>
<td>Coronation Street</td>
<td>Royal Canadian Air Farce</td>
</tr>
<tr>
<td>KFME 3</td>
<td>Prairie Pulse</td>
<td>Now</td>
</tr>
<tr>
<td>WCCO 4</td>
<td>Ghost Whisperer</td>
<td>Close to Home</td>
</tr>
<tr>
<td>CKY 5</td>
<td>Ghost Whisperer</td>
<td>Close to Home</td>
</tr>
<tr>
<td>NBC 6</td>
<td>Deal or No Deal</td>
<td>Las Vegas</td>
</tr>
<tr>
<td>TSC 7</td>
<td>Fitness for Life</td>
<td>Five Star Luxury</td>
</tr>
<tr>
<td>CityW 8</td>
<td>Funniest Videos</td>
<td>Funniest Videos</td>
</tr>
</tbody>
</table>
It is important to read the different parts of the chart to get the information you need.

The chart in the TV Guide has this information.

<table>
<thead>
<tr>
<th>Channel</th>
<th>Time</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>channel name + number</td>
<td>show name</td>
<td>show name</td>
</tr>
<tr>
<td>channel name + number</td>
<td>show name</td>
<td>show name</td>
</tr>
<tr>
<td>channel name + number</td>
<td>show name</td>
<td>show name</td>
</tr>
</tbody>
</table>

**Example 1**

<table>
<thead>
<tr>
<th>Channel</th>
<th>6:00</th>
<th>6:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global 12</td>
<td>Evening News</td>
<td>Entertainment Tonight</td>
</tr>
</tbody>
</table>

**Example 2**

<table>
<thead>
<tr>
<th>Channel</th>
<th>5:00</th>
<th>5:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBC</td>
<td>The Simpsons</td>
<td>Frasier</td>
</tr>
</tbody>
</table>
### Wednesday Evening

<table>
<thead>
<tr>
<th>Channel</th>
<th>8:00</th>
<th>8:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTS 1</td>
<td>MTS Orientation</td>
<td>MTS Orientation</td>
</tr>
<tr>
<td>CBWT 2</td>
<td>Coronation Street</td>
<td>Royal Canadian Air Farce</td>
</tr>
<tr>
<td>KFME 3</td>
<td>Prairie Pulse</td>
<td>Now</td>
</tr>
<tr>
<td>WCCO 4</td>
<td>Ghost Whisperer</td>
<td>Close to Home</td>
</tr>
<tr>
<td>CKY 5</td>
<td>Ghost Whisperer</td>
<td>Close to Home</td>
</tr>
<tr>
<td>NBC 6</td>
<td>Deal or No Deal</td>
<td>Las Vegas</td>
</tr>
<tr>
<td>TSC 7</td>
<td>Fitness for Life</td>
<td>Five Star Luxury</td>
</tr>
<tr>
<td>CtyW 8</td>
<td>Funniest Videos</td>
<td>Funniest Videos</td>
</tr>
</tbody>
</table>

Use the **TV Guide** to answer these questions:

1. What channel number is CtyW? _________
2. What time does Ghost Whisperer start? _________
3. What time does Ghost Whisperer end? _________
4. How long does Ghost Whisperer last? _________
5. What show is on NBC at 8:30? _________
6. What show is on Channel 3 at 8:00? _________
7. Two channels have the same shows. What channels? _________
8. On what channel is Royal Canadian Air Farce? _________
BASIC OPERATION

Bonus Question

What three letters mean The Shopping Channel?__________

Check It Out!

Click on Guide on the remote control for your TV.

Find a show that you want to see.

Find the start and end times for your show.
# Table of Contents

- Table of Contents .................................. 3-i
- Going on the Internet .................. 3-3
  - To Go On The Internet .................. 3-3
- Searching the Internet .......... 3-4
  - To Find Google .......................... 3-4
  - To Search for Something .......... 3-5
- Using Internet Addresses .... 3-8
  - To Go To An Internet Site ........ 3-8
- Moving Around on a Site .......... 3-9
- Getting Ready for E-mail .......... 3-11
  - Addressing E-mail .................. 3-11
- Eating at Work .................. 3-14
  - Check It Out .......................... 3-14
- Use your Internet Skills to Get
  Cooking! .......................... 3-15
CHAPTER 3
INTERNET | PART 1

This Unit Will Help You Learn How To:

✓ Log on to the Internet

✓ Use Internet addresses

✓ Search for something on the Internet
Words to Know

☆ Site
   a location on the Internet

☆ Link
   a connection to another site
   A link has a blue line under it.
   Your mouse pointer changes to a hand when you pass it over a link.

☆ Browser
   a program that lets you go on to the Internet and move around on the Internet
   Examples: Netscape and Explorer

☆ Search Engine
   a program that helps you find web pages on a given subject
   Example: Google

☆ Home Page
   the introduction to a site; like the front door of a site
   You can go to different parts of a site from the home page.

☆ Online
   connected to the Internet or a server
   You must be on-line to get your e-mail or search the Internet.
Going on the Internet

To Go On The Internet

· Double click on the browser icon on your desktop.
Searching the Internet

You can find lots of information on the Internet. To search for information, use a search engine such as Google.

To Find Google

- Type www.google.ca in the address bar.
- Then press Enter or click on Go.
To Search for Something

- Type in the Google search box.

Make it as simple as possible.

*Example:* weather winnipeg today

Press Enter or click on Google Search.
This search found over one million pages:

To see a web page from your search, click on one of the lines of blue writing.
Try This

- Go to the Google page.
- Type in roast chicken.
- Click on Google Search or press Enter.
- Click on one of the links that comes up.

What happens when you click on Back at the top of the screen?

What happens when you click on the other arrow?

- Go back to the Google page.
- Click on Images.

What happens when you click on Search Images?

Are you hungry now? 😊

You can use a search engine to find information on the Internet.
Using Internet Addresses

Use an Internet address to go directly to an Internet site.

Your home address tells exactly where you live.

An Internet address tells exactly where a site is on the Internet.

To Go To An Internet Site

· Click in the address bar. It will turn blue.
· Type the address in the address bar.

The old address will go away.

· Press Enter.
· Look at the icon in the top right corner.

The icon moves while the computer is looking for your address.

You can type in an address to go directly to a site.
Moving Around on a Site

Click on links and arrows to move around on a site.

Review These Words

☆ **Link**
   a connection to another site
   A **link** has a blue line under it.
   Your mouse pointer changes to a hand when you pass it over a link.

☆ **Home Page**
   the introduction to a site; like the front door of a site
   You can go to different parts of a site from the home page.

A **link** will take you directly to another site or page.

**Home pages** usually have **links** on them.

You can also move back and forth using the **arrows** in the top left corner of the screen.

You can go back and ahead by clicking on arrows.
You can also go to a new area by clicking on a link.
Try This

Watch what happens when you use these links and arrows.

1. Search for something that you are interested in.
2. Look at the sites that your search found.
3. Click on a link to go to one of the sites.
4. Click on the **back** arrow to go back to the search page.
5. Click on a new link.
6. Click on the **back** arrow.
7. Click on the forward arrow.
Getting Ready for E-mail

Addressing E-mail

An e-mail address must be **exactly** right. If it is typed wrong, it will not work.

This is John’s e-mail address.

jfranklin@gov.mb.ca

What is wrong with each of these addresses?

**Circle the mistake.**

*Example:*

jfrankln@gov.mb.ca

jfranklin@gov mb.ca

jfanklin@gov.mb.ca

Write John’s address here.

Make it **exactly** right.
This is Len’s e-mail address.

len.smith@rogers.blackberry.net

What is wrong with each of these addresses?

Circle the mistake.

len.smith@rogers.blackberry_net

lensmith@rogers.blackberry.net

len.smith@ rogers.blackbery.net

len.smith@rogers blackberry.net

Write Len’s address here:

------------------------------------------------------------------------

Make it **exactly** right.
This is Sue’s e-mail address.

s_walker-cooper@newcompany.com

What is wrong with each of these addresses?

**Circle the mistake.**

s_walker_cooper@newcompany.com

s_walker-coper@newcompany.com

s_walker-cooper@newscompany.com

s_walker-cooper@nowcompany.com

Write Sue’s address here.

_____________________________________________________

Make it exactly right.
Eating at Work

You come to work on Friday with only $5.00.
You buy pancakes for breakfast in the cafeteria.
It is one hour until lunch, and you are still hungry!

You check out the online menu to see what you can buy for lunch.

Friday Menu

Breakfast
Pancakes $2.05
Sausage Patty Onion Bun $2.60

Daily Specials
Ginger Pork $3.75
Teriyaki Chicken and Tofu $3.75
Caesar Salad $2.57

1. What can you buy for lunch with the rest of your money?

2. You really want to have Ginger Pork.
How much money do you need to get from your friend?

Check It Out!
You can see the cafeteria menu for the whole week on company’s Intranet.
Use your Internet Skills to Get Cooking!

Your family is coming for dinner. You want to cook a turkey.

You need to read a chart to know how long to cook the turkey.

You have a 13-pound turkey that is not stuffed.

Put a finger from your left hand on 12 to 14 pounds in the Weight column.

Put a finger from your right hand on the Unstuffed Turkey column.

Move your left hand to the right and move your right hand down. When your hands met you see that you need to cook your turkey for 3 to 3¼ hours.

<table>
<thead>
<tr>
<th>Weight</th>
<th>Unstuffed Turkey</th>
<th>Stuffed Turkey</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 to 12 pounds</td>
<td>2 ¼ to 3 hours</td>
<td>3 to 3 ½ hours</td>
</tr>
<tr>
<td>12 to 14 pounds</td>
<td>3 to 3 ½ hours</td>
<td>3 ½ to 4 hours</td>
</tr>
<tr>
<td>14 to 18 pounds</td>
<td>3 ¾ to 4 ¼ hours</td>
<td>4 to 4 ¼ hours</td>
</tr>
<tr>
<td>18 to 20 pounds</td>
<td>4 ¼ to 4 ¾ hours</td>
<td>4 ¾ to 4 ¾ hours</td>
</tr>
<tr>
<td>20 to 24 pounds</td>
<td>4 ½ to 5 hours</td>
<td>4 ¾ to 5 ½ hours</td>
</tr>
<tr>
<td>24 to 30 pounds</td>
<td>5 to 5 ¼ hours</td>
<td>5 ¼ to 6 ¼ hours</td>
</tr>
</tbody>
</table>
Look at the chart and answer the questions.

**Turkey Roasting Times**

<table>
<thead>
<tr>
<th>Weight</th>
<th>Unstuffed Turkey</th>
<th>Stuffed Turkey</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 to 12 pounds</td>
<td>2 ¾ to 3 hours</td>
<td>3 to 3 ¼ hours</td>
</tr>
<tr>
<td>12 to 14 pounds</td>
<td>3 to 3 ¼ hours</td>
<td>3 ½ to 4 hours</td>
</tr>
<tr>
<td>14 to 18 pounds</td>
<td>3 ⅔ to 4 ¼ hours</td>
<td>4 to 4 ¼ hours</td>
</tr>
<tr>
<td>18 to 20 pounds</td>
<td>4 ⅔ to 4 ½ hours</td>
<td>4 ⅝ to 4 ¾ hours</td>
</tr>
<tr>
<td>20 to 24 pounds</td>
<td>4 ½ to 5 hours</td>
<td>4 ⅞ to 5 ¼ hours</td>
</tr>
<tr>
<td>24 to 30 pounds</td>
<td>5 to 5 ¼ hours</td>
<td>5 ¼ to 6 ¼ hours</td>
</tr>
</tbody>
</table>

1. How long do you need to cook a 14 to 18 pound unstuffed turkey?  
   _________________

2. How long do you need to cook a 24 to 30 pound stuffed turkey?  
   _________________

3. How big is an unstuffed turkey you cook for 4 ¼ to 4 ½ hours?  
   _________________

4. How big is a stuffed turkey you cook for 3½ to 4 hours?  
   _________________

5. What is the shortest cooking time for both an unstuffed and stuffed 18 to 20 pound turkey?  
   _________________
# Keyboarding

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>4-i</td>
</tr>
<tr>
<td>Keyboarding Practice</td>
<td>4-3</td>
</tr>
<tr>
<td>To Learn to Type</td>
<td>4-3</td>
</tr>
<tr>
<td>Typing Tips</td>
<td>4-3</td>
</tr>
<tr>
<td>Lesson 1: Enter and Spacebar</td>
<td>4-4</td>
</tr>
<tr>
<td>Lesson 2: The Home Row</td>
<td>4-5</td>
</tr>
<tr>
<td><strong>Fingers and Keyboard Chart</strong></td>
<td>4-7</td>
</tr>
<tr>
<td>Lesson 3: g and h</td>
<td>4-8</td>
</tr>
<tr>
<td>Lesson 4: Review</td>
<td>4-9</td>
</tr>
<tr>
<td>Lesson 5: r and u</td>
<td>4-10</td>
</tr>
<tr>
<td>Lesson 6: t and y</td>
<td>4-11</td>
</tr>
<tr>
<td>Lesson 7: e and I</td>
<td>4-12</td>
</tr>
<tr>
<td>Lesson 8: w and o</td>
<td>4-13</td>
</tr>
<tr>
<td>Lesson 9: q and p</td>
<td>4-14</td>
</tr>
<tr>
<td>Lesson 10: Review</td>
<td>4-15</td>
</tr>
<tr>
<td>Lesson 11: v and m</td>
<td>4-16</td>
</tr>
<tr>
<td>Lesson 12: b and n</td>
<td>4-17</td>
</tr>
<tr>
<td>Lesson 13: c and</td>
<td>4-18</td>
</tr>
<tr>
<td>Lesson 14: x and</td>
<td>4-19</td>
</tr>
<tr>
<td>Lesson 15: z and /</td>
<td>4-20</td>
</tr>
<tr>
<td>Lesson 16: Capital Letters</td>
<td>4-21</td>
</tr>
<tr>
<td>Lesson 17: Review</td>
<td>4-22</td>
</tr>
<tr>
<td><strong>Getting Ready for Email</strong></td>
<td>4-23</td>
</tr>
<tr>
<td>Answering Questions</td>
<td>4-23</td>
</tr>
<tr>
<td><strong>Getting Ready for E-mail</strong></td>
<td>4-26</td>
</tr>
<tr>
<td>Asking Questions</td>
<td>4-26</td>
</tr>
<tr>
<td>Fundraising at Work</td>
<td>4-28</td>
</tr>
<tr>
<td><strong>Use your Internet Skills</strong></td>
<td>4-29</td>
</tr>
<tr>
<td><strong>to Get Cheering!</strong></td>
<td>4-29</td>
</tr>
<tr>
<td><strong>Check It Out!</strong></td>
<td>4-30</td>
</tr>
</tbody>
</table>
CHAPTER 4
KEYBOARDING

This Unit Will Help You Learn How To:

✓ Know where the letters are on the keyboard
✓ Know what some special keys are used for
✓ Type without looking at the keyboard
Words To Know

★ Keys
These are the main keys that you keep your fingers on

The bumps on f and j help you to find the home row.

The letters on the keyboard are capital letters, but when you press the keys you type small letters.

You will learn how to type capital letters later in this unit.
Keyboarding Practice

To Learn to Type

· Do the exercises in order.
· Look at your paper not at the keyboard.
· After you finish an exercise check ✓ this box if you need more practice.

☐ Need more practice

· Do these exercises again.
· Check ✓ this box when you can type the letters very well:

☐ Know well

· Go on to the next exercise.

Typing Tips

· ✓ Keep your fingers curved.
· ✓ Keep your back straight.
· ✓ Keep your feet flat on the floor.
Lesson 1: Enter and Spacebar

The **Enter** key is sometimes called **Return**.

Open the **Microsoft Word** program by double clicking on this icon on your desktop.

Open a **new document** by clicking on the blank page icon at the top left-hand side of the computer screen.

Type your first name

Press spacebar with your right thumb.
Keep your other fingers on the home row.

Type your last name.

Press Enter with your right little finger.
Keep your other fingers on the home row.

Type the name of your street.

Pressing **Enter** will take you down to the next line.

The **Spacebar** lets you make a space.

Does your keyboard look like this?

Joe Smith (your name) 213 Broadway Avenue (the name of your street).
Lesson 2: The Home Row

The Home Row. These keys are a s d f and j k l;

Place fingers of left hand on A S D F.
Place fingers of right hand on J K L ; .
Rest right thumb on space bar.

Feel the little bumps on f and j.
Type fff.
Press spacebar.
Type jji.
Press enter.
Now try this exercise.

**Look at your book, not the keyboard.**

Hit the **Enter** key two times at the end of each line.

Use your **right** little finger for Enter.

Type this:

```
fff fff jff jff
ddd kkk ddd kkk ddd kkk ddd kkk dkk dkd
sss lll sss lll sss lll sss lll sss lll
aaa ;;; aaa ;;;
as as da da fa fa ja ja ka ka la la
al al sl sl dl dl fl fl ja ja ka ka la la
```

Now look at the screen and check your work.

**New Keys:** a s d f j k l ;

- [ ] Need more practice
- [ ] Know well
This **fingers and keyboard chart** shows which fingers type which keys. The fingers and keys are colour coded.

**Example:**

Look at the yellow keys and the yellow fingers. These fingers are on s and t in the home row.

On the left side, the s finger also types w and x. On the right side, the t finger also types o and .

Now look at the colour for g and h. They are red, and you type them with your f and j fingers.

**Look at this chart for each keyboarding lesson.**
Lesson 3: g and h

Look at the **fingers and keyboard chart**.
Find the fingers to use for g and h.

Put your fingers on the **home row**.
Now reach for g and h.

**Look at your book, not the keyboard.**

Type this.

```
  ggg hhh gfgf hjhj jhj fgf fghj
  ffgg jjhh fgfg jhjh fghj fghj
  lal fkJ jsj gag dld hsh lgl shs
  fl k;glk hkg; jdd hhhkjd ljdfl
  ;ddds ;sj; dj hsh lshg fghh hhgg
  sad fad lad had dad fall hall sad
  all ask hall dad sad fall had all
```

Now look at the screen and check your work.

**Known Keys**: a s d f j k l ;

**New Keys**: g h

- [ ] Need more practice
- [ ] Know well
Lesson 4: Review

Look at your book, not the keyboard.

Type this:

```
ff jj dd kk ss ll aa ;; gg hh aa ss ll
aa ;; ss ll dd kk ff jj gg hh ff jj dd
a;a sls dkd fjf ghg fjf dkd sls a;a sls
;lkjhasdfg ;lkjhasdfg ghgh ;alskdjf
as ad a fag ah ajakala;as ad af ag
fall hall sad all fall hall sad all add
add had dad add had dad dash dash
```

Now look at the screen and check your work.

Known Keys: a s d f j k l ; g h

New Keys: review, no new keys.

☐ Need more practice

☐ Know well
Lesson 5: r and u

Look at the fingers and keyboard chart.

Find the fingers to use for r and u.

Put your fingers on the home row.

Now reach for r and u.

Look at your book, not the keyboard.

Type this:

```plaintext
asdfsdlkjjhagaslsoaldkffjjghhgf
frffrffrrfrffrfrrfrf
jujjujuuujujujujujujujujuj
jujffrjujugufrjugujujugu;
ldrufjdrskkulalsrarskrurfs
farjaraskfarjaraskrargarask
 kullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullullul
```

Now look at the screen and check your work.

**Known Keys**: a s d f j k l ;

**New Keys**: r u

- [ ] Need more practice
- [ ] Know well
Lesson 6: t and y

Look at the **fingers and keyboard chart**.

Find the fingers to use for **t** and **y**.

Put your fingers on the **home row**.

Now reach for **t** and **y**.

**Look at your book, not the keyboard.**

Type this:

```
frf juj frf juj frf juj fju jfr fju jfr
asdfsghjkl; a;slkdfjgh asdfgr ;lkjhu
ffff fff fff fff fff fff fff fff fff
jjj jji jyi jyi jyi jyi jyi jyi jyi jyi jyi
fft fff fft jky fgt jhy tgt yhy dtsh ykl;
dfs kjl yjl yjy yjy yjy yjy yjy yjy yjy yjy
ttt tf ttf dtf kty fgt jhy tgt yhy dtsh ykl;
lay jay day ray try fry dry lay fry
stay gray days tray tags tugs drys
```

Now look at the screen and check your work.

**Known Keys**: a s d f j k l ; g h r u

**New Keys**: t y

- Need more practice
- Know well
Lesson 7: e and i

Look at the **fingers and keyboard chart**.
Find the fingers to use for **e** and **i**.

Put your fingers on the **home row**.
Now reach for **e** and **i**.

**Look at your book, not the keyboard.**

Type this:

```
ftf ffg jjj hj a\;sl dkfj dkd lsl aft :jy
ddd ded ded ded eee ded ded ede ede ded
kkk kik kik kik iii iki iki kik iii kik kik iki
ddeedd kkiikk lik sed red uik jik feds hik
serf liuj hih ge eeddee iikkii lij sef aeg ;ih
egg sea she ear she fed leg sea egg fee leg
free desk sell dear fell free desk seal dear
die rid kid lid did hid his die kid did hit lit
side like ride desk side hide ride like hide
```

Now look at the screen and check your work.

**Known Keys**: a s d f j k l ; g h r u t y

**New Keys**: e i

- [ ] Need more practice
- [ ] Know well
Lesson 8: w and o

Look at the **fingers and keyboard chart**.

Find the fingers to use for **w** and **o**.

Put your fingers on the **home row**.

Now reach for **w** and **o**.

**Look at your book, not the keyboard.**

Type this:

```
ded kik ded kik ded kik ded kik ded kik
a ; s l d k f j g h jk fd l; sa jyj ftf juj frf
sws sws sws www sss sws wsw wsw wsw sws sws
lol lol lol ooo lll olo olo lol lol wow sow low
wed sew who jog fog log rod dog dew saw
weed wall were jaws hook look took food
frogs logs dogs well were word jaws fog
```

Now look at the screen and check your work.

**Known Keys:** a s d f j k l ; g h r t y e i

**New Keys:** w o

- [ ] Need more practice
- [ ] Know well
Lesson 9: q and p

Look at the **fingers and keyboard chart**.

Find the fingers to use for **q** and **p**.

Put your fingers on the home row.

Now reach for **q** and **p**.

**Look at your book, not the keyboard.**

Type this:

```
lol sws lol sws lol sws lol sws
sws lol kik ded juj frf fgf jhj ;aa wow
aqa aqa aqa qqq aaa aqa qaq qaq aqa aqa
;p; ;p; ;;ppp ;p; p;:p ;p; ;p;
pea ape sap gap lap pad pet pat pot
aqua quart queer quest quit quiet
peel plow pass pop pole pest past
```

Now look at the screen and check your work.

**Known Keys**: a s d f j k l ; g h r u t y e i w o

**New Keys**: p q

- [ ] Need more practice
- [ ] Know well
Lesson 10: Review

Look at your book, not the keyboard.

Type this:
frf ftf ded sws aqa ffr ftf ded sws aqa
juj jyj kik lol ;p; jyj juj kik lol ;p;
was the you red jet die jay low eel toe
wet got pot pep hit dew kit got wet
it as at to of at us he we if is at to it or as
seed saws jog he was she sews who saw
wed sow wall ray saw she was so let go
days hook data tree where fruit wig you
you will they will she will you are yes
they will write she will say he is here

Now look at the screen and check your work.

Known Keys: a s d f j k l ; g h r u t y e l w o q p

☐ Need more practice
☐ Know well
Lesson 11: v and m

Look at the fingers and keyboard chart.
Find the fingers to use for v and m.

Put your fingers on the home row.
Now reach for v and m.

Look at your book, not the keyboard.

Type this:

```
aqa ;p; aqa ;p; sws lol sws lol ded kik
wide pipe tide poet aqua rush like deal
raid were was fade dad jade was dad
fvf fvf fvf vvv fvf fvf fvf fvf fvf
jnj jmj jmj mmm jjj jmj mj mjm mj mj
very vast veal vary very veal vast veal
have gave wave save have gave wave save
met mat ham map jam mop dam jam met
meet milk meal most mark milk meat most
```

Now look at the screen and check your work.

**Known Keys:** a s d f j k l ; g h r u t y e I w o q p

**New Keys:** v m

- [ ] Need more practice
- [ ] Know well
Lesson 12: b and n

Look at the **fingers and keyboard chart**.

Find the fingers to use for **b** and **n**.

Put your fingers on the home row.

Now reach for **b** and **n**.

**Look at your book, not the keyboard.**

Type this:

```
fvf jmj fvf jmj fvf jmj fvf jmj fvf jmj
the vote the meal seem pave rave the
yellow salad gas towel motel power
fbf bbf bbf bbb fbf bbf bbf bbf bbf
jnj jnj jnj nnn jnj nnj njnj njnj njnj
bed bat buy bow bit bar bat big bed
bake bowl bike bite baby boat boss
not net nap new now not nap new now
note neat nest near note nail nest near
```

Now look at the screen and check your work.

**Known Keys**: a s d f j k l ; g h r u t y e l w o q p v m

**New Keys**: b n

- [ ] Need more practice
- [ ] Know well
Lesson 13: c and ,

Look at the **fingers and keyboard chart**.

Find the fingers to use for c and ,

Put your fingers on the **home row**.

Now reach for e and ,

**Look at your book, not the keyboard.**

Type this:

```
fbf jnj fbf jnj fbf jnj fbf jnj fbf jnj
no to go so do go to so do to no lo lo
work kept swept belt work yolk work
dcd dcd dcd ccc ddd dcd cdc cdc dcd dcd
k,k k,k k,k ,, kkk k,k ,k, ,k, k,k k,k
```

cat cup can car cod cut cow cat car cup
crow card cage call come cape card call
two, tap, gap, wet, back, cake, fin, big,
quick, log, fast, girl, soap, legs, come,

Now look at the screen and check your work.

**Known Keys:** a s d f j k l ; g h r u t y e I w o q p v m b n

**New Keys:** c ,

- Need more practice
- Know well
Lesson 14: x and .

Look at the **fingers and keyboard chart.**

Find the fingers to use for x and .

Put your fingers on the **home row.**

Now reach for x and .

**Look at your book, not the keyboard.**

Type this:

```
ded k,k ded k,k ded k,k ded k,k
cap cut coat car cup cut tack pack cat
my car, my coat, my cap, my cake
sxs sxs sxs xxx sxs sxs sxs sxs
l.l l.l l.l .l. l.l l.l
fox mix tax fix axe wax box fox mix
exact. taxes. exit. example. exit. taxes.
mix. axe. box. fix. six. tax. fax. tax.
```

Now look at the screen and check your work.

**Known Keys:** a s d f j k l ; g h r u t y e I w o q p v m b n x.

**New Keys:** x .

- Need more practice
- Know well
Lesson 15: z and /

Look at the **fingers and keyboard chart**.

Find the fingers to use for z and /

Put your fingers on the **home row**.

Now reach for z and /

**Look at your book, not the keyboard.**

Type this

sxs l.l sxs l.l sxs l.l sxs l.l
fixed wax axe fox mix foxes boxes
the box. the foxes. the six boxes.
aza aza aza zzz aza aza zaz aza aza
;/;/;/;/;/;/;/;/;/;/;/;/;/;
zoom zero zip quiz freeze zone zebra
c/o a/c old/new c/o me/them now/then

Now look at the screen and check your work.

**Known Keys:** a s d f j k l ; g h r u t y e l w o q p v m b n x . z /

**New Keys:** z /

- [ ] Need more practice
- [ ] Know well
Lesson 16: Capital Letters

Use the shift keys to type capital letters.

Type the letter \textit{j}
Hold the \textit{left Shift key} and type the letter \textit{J}

Type the letter \textit{a}.
Hold the \textit{right Shift key} and type the letter \textit{A}

Press \textit{Enter} two times.

Names start with capital letters.
Type your name. Use the \textit{Shift key} for the first letter.
Type your street name. Use the \textit{Shift key} for the first letter.

Does your answer look like this?

Joe Smith (your name)
Broadway (your street name)
Lesson 17: Review

Copy this e-mail message.

**Look** at your book.

**Do not look** at the keyboard.

Hi Larry,

I am going to the beach on Sunday.

Do you want to come with me?

Joan

Now check to see if you have typed everything correctly, including **punctuation**.
Getting Ready for Email

Answering Questions

When you see this mark ➔ ? someone is asking a question.

Try to answer the question.

Here are some questions about emails.

Hi Larry,

I am going to the baseball game on Saturday at 7:00 p.m.

Michael

Where is Michael going?

to the baseball game

When is Michael going?

Saturday at 7:00 p.m.
Hi Michael,

I am going to the beach with Joan.

Larry

Where is Larry going?

______________________
to the beach

Who is Larry going with?

______________________
Joan
Hi Frank,

The Keyboarding Course is in Room 1 on Tuesday.

Sally

1. Where is the Keyboarding Course?

__________________________________________

2. When is the Keyboarding Course?

__________________________________________

Hi Gloria,

Please come to the office at 1:00 p.m. today.

Thank you,

Ken

3. Where does Ken want Gloria to come?

__________________________________________

4. When does Ken want Gloria to come?

__________________________________________
Look for a question mark.  
If someone asks you a question, try to answer it.

Getting Ready for E-mail

Asking Questions

This mark → ? at the end of a question tells people you want an answer.

<table>
<thead>
<tr>
<th>Example Questions</th>
<th>Example Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your name?</td>
<td>John</td>
</tr>
<tr>
<td>How old are you?</td>
<td>22</td>
</tr>
<tr>
<td>When is the meeting?</td>
<td>3:00 p.m.</td>
</tr>
</tbody>
</table>

When you send an e-mail and you want an answer, put a question mark ? at the end.
Example E-mails:

Hi John,
Can you come to the meeting at 3:00 p.m.?  

Hi Donna,
Do you have a new car?  

Hi Bob,
Where are you going for lunch?

You want to meet your friend Marty at the library.
Send an e-mail to Marty.
Ask Marty **when** you can meet at the library.

Hi Marty,

____________________________________________________________________

__________________________________________________

When you want an answer put a question mark ➔ ? at the end of your question.
**Fundraising at Work**

Your city has Dragon Boat races every year to raise money for Cancer research.

Last year you were part of a Dragon Boat rowing team at work.

Your team name was the **Dragon Flys**.

Here are some results from last year. The times are given in minutes and seconds.

<table>
<thead>
<tr>
<th>Team name</th>
<th>Time Trial</th>
<th>Heat 1</th>
<th>Heat 2</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTS Dragons</td>
<td>02:19</td>
<td>02:30</td>
<td>02:28</td>
<td>02:14</td>
</tr>
<tr>
<td>Pine Falls Thai</td>
<td>02:23</td>
<td>02:34</td>
<td>02:36</td>
<td>02:17</td>
</tr>
<tr>
<td>KGS Group</td>
<td>02:26</td>
<td>02:41</td>
<td>02:38</td>
<td>02:21</td>
</tr>
<tr>
<td>Dragon Flys</td>
<td>02:48</td>
<td>02:56</td>
<td>cancelled</td>
<td>02:40</td>
</tr>
<tr>
<td>Dynamic Dragons</td>
<td>02:56</td>
<td>03:19</td>
<td>cancelled</td>
<td>03:10</td>
</tr>
</tbody>
</table>

Look at the results. Circle the correct answer.

1. What team finished first in every race?
   a) Dynamic Dragons
   b) MTS Dragons
   c) Pine Falls Thai

2. What team finished second in Heat 2?
   a) Pine Falls Thai
   b) KGS Group
   c) Dragon Flys

3. What team finished with a time of 02:21 in the Final?
   a) Dragon Flys
   b) MTS Dragons
   c) KGS Group

4. What race was the fastest race for the Dragon Flys?
   a) Time Trail
   b) Heat 1
   c) Final
Use your Internet Skills to Get Cheering!

You have holidays in August. You want to see baseball games with your family.

Read this Winnipeg Goldeyes schedule for August 2006.

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 pm</td>
<td>8 pm</td>
<td>8 pm</td>
<td>7 pm</td>
<td>7 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Edmonton</td>
<td>Edmonton</td>
<td>Edmonton</td>
<td>Fargo</td>
<td>Fargo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AWAY GAME</td>
<td>AWAY GAME</td>
<td>AWAY GAME</td>
<td>HOME GAME</td>
<td>HOME GAME</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>1:30 pm</td>
<td>7 pm</td>
<td>7 pm</td>
<td>7 pm</td>
<td>7 pm</td>
</tr>
<tr>
<td>Fargo</td>
<td></td>
<td>Fargo</td>
<td>Schaumburg</td>
<td>Schaumburg</td>
<td>Schaumburg</td>
<td>Kansas City</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HOME GAME</td>
<td>AWAY GAME</td>
<td>AWAY GAME</td>
<td>AWAY GAME</td>
<td>AWAY GAME</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>5 pm</td>
<td>7 pm</td>
<td>7 pm</td>
<td>7 pm</td>
<td>7 pm</td>
</tr>
<tr>
<td>Kansas City</td>
<td></td>
<td>Kansas City</td>
<td>Edmonton</td>
<td>Edmonton</td>
<td>Edmonton</td>
<td>Kansas City</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AWAY GAME</td>
<td>HOME GAME</td>
<td>HOME GAME</td>
<td>HOME GAME</td>
<td>HOME GAME</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>1:30 pm</td>
<td>7 pm</td>
<td>7 pm</td>
<td>7 pm</td>
<td>7 pm</td>
</tr>
<tr>
<td>Kansas City</td>
<td></td>
<td>Kansas City</td>
<td>Gary</td>
<td>Gary</td>
<td>Gary</td>
<td>Kansas City</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HOME GAME</td>
<td>AWAY GAME</td>
<td>AWAY GAME</td>
<td>AWAY GAME</td>
<td>HOME GAME</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>1:30 pm</td>
<td>8 pm</td>
<td>8 pm</td>
<td>8 pm</td>
<td>8 pm</td>
</tr>
<tr>
<td>Calgary</td>
<td></td>
<td>Calgary</td>
<td>Edmonton</td>
<td>Edmonton</td>
<td>Edmonton</td>
<td>Edmonton</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HOME GAME</td>
<td>AWAY GAME</td>
<td>AWAY GAME</td>
<td>AWAY GAME</td>
<td>AWAY GAME</td>
</tr>
</tbody>
</table>

Check the schedule to answer these questions.

1. How many home games do they play?
2. How many away games do they play?
3. How many games in all?
4. How many home games are on the weekend? (Sat. and Sun.)
5. What team do they play at home on August 15, 16, and 17?
6. What time does the game start on Wednesday, August 9?
7. How many afternoon games do they play?
8. How many times do they play Fargo?

Bonus Question
9. Calgary and Edmonton are both in Alberta.

You will be in Alberta from August 25 to August 31.

How many games can you see there?

Check It Out!

Search for your favourite team on the Internet.
Find the game schedule.
Read the schedule to see when you can go to a game.
CHAPTER 5

WORD PROCESSING | PART 1

Table of Contents

Table of Contents ..................... 5-i

How to Open the Microsoft Word Program ......................... 5-3

Special Keys ............................. 5-6

Navigation ............................... 5-8

Saving and Closing a Document ............................. 5-12
How To Save a Document to a Folder on the Computer .......... 5-12

How to Make a New Folder for Your File ......................... 5-13
How to Save to a Disc ..................... 5-14

How to Close a Document ....... 5-15
Opening a Document ................. 5-16
Two Ways to Open a Word Document ....................... 5-17

Understanding an E-mail .......... 5-20

Discounts at Work ..................... 5-22
Check It Out! ............................. 5-22
Use Your Internet Skills to Get Active! ......................... 5-23
Check It Out! ............................. 5-25
CHAPTER 5
WORD PROCESSING | PART 1

This Unit Will Help You Learn How To:

✓ Open Word documents
✓ Save Word documents
✓ Move around in a Word document
**Words to Know**

★ **Word processing**
  typing documents on the computer

Microsoft Word is a **word processor**.

★ **Document**
  a piece of work made with the computer

★ **Cursor**
  the little flashing line in a Word document

The **cursor** shows where the letters will go when you type.

★ **Delete**
  to take away or erase

★ **Text**
  typed words
Open the Microsoft Word Program

Double click on the Microsoft Word icon on your desktop.
It looks like this:

If you do not have this icon on your desktop

1. Click on **Start**.
2. Click on **All Programs**.
3. Click on **Microsoft Office**.
4. Click on **Microsoft Word**.
1. Open a new document by clicking on the blank page icon at the top left-hand side of the computer screen.

2. Type lots of letters

Example:

dlkfjasogunasoagnpgijojgalgnmaogmldvobetopojpmgleyljdlnpgiwepmlsdjimpo
wop[sfgjwoltnweroprgp.fgidsopfgppfgjdpsojfgdlpfjermptifgmdlskgjkp[rtidkfgodof
gpreitiekjrlyw0jdskfvljdjwrmhkdgblejtmnsl;hjwkydmgnmrtojwe[s,gh;lfgnlke]jked
glbmeorj]khmlbksje[rphicosmbv,sjrgoewjthosdmglkbjeahsolknw[hnwsmbl

3. Now find these keys on your keyboard:

   Shift  Spacebar  Enter  Backspace  Delete  Arrow keys

4. Press the Shift key and type the letters A, B, and E. The Shift key is used for making capital letters.
Look at the screen. Find the **Cursor** (the little flashing line).

1. Press each **Arrow** key. What happened?
   - Move the **Cursor** into the middle of your letters.

2. Press the **Spacebar**. What happened?

3. Press the **Delete** key. It will delete to the right. What happens when you press the **Delete** key many times?

4. Press **Enter**. What happened?
   - Press **Enter** again.
   - Now press **Backspace**. It deletes to the left. **Backspace** deletes the space that the **Enter** key made.
   - Press **Backspace** again. Press **Backspace** one more time and then watch what happens.

5. What is the difference between **Backspace** and **Delete**?
Special Keys

Special keys help you to make changes and move around in a document.

Some special keys:

☆ **Delete**    | ← Delete
erases to the right

☆ **Backspace**  ← | Backspace
erases to the left

☆ **shift**
for typing capital letters

☆ **enter**
moves text to the next line

☆ **spacebar**
makes a space

☆ **arrow keys**
the four keys that let you move around in a document without changing anything in the document.

With special keys you can:

· a. Make changes in the text of your document.
· b. Move in all directions in your document.
Review the special keys

Make a line to show which key you should use for:

· deleting text to the left

· making spaces

· deleting text to the right

· making capital letters

· moving text to the next line

· moving the cursor around in a document
Navigation

You can find many things on the computer.
You can also keep many things on the computer.
You need to know how to find these things when you want them.

☆navigation
this means to find your way around, to find where you want to go

We often use a map for navigation.

Example:
Your friend wants to go from Portage La Prairie to Boeing in Winnipeg.
You give your friend these instructions:
1. Take Highway 1 east to Winnipeg.
2. Go east on Portage Ave to Moray St.
3. Turn left on Moray and go north to Murray Park Rd.
4. Turn left on Murray Park Road.
5. You will soon see Boeing on the right.
You need to navigate on the computer also.
You do this to find documents or areas on the Internet.
You use the mouse to navigate on the computer.
You click with the mouse instead of turning left or right in a car.

**folders**
documents are kept in folders on the computer

Folders can be found inside of other folders.
These folders can be inside of even more folders.

You need to know what folders to look in to find your document.

*Example:*
Nancy wants to find her document called *Navigation*.
There is a folder on the computer called *My Documents*.

Inside this folder, Nancy has another folder called *NMP*. 
She must double click on the NMP folder to open it.

Inside NMP, Nancy has another folder called **Computers for Deaf Project**.

She must also double click on this folder to open it.

Inside **Computers for Deaf Project** is another folder called **Manual**.

She must double click on this folder to open it.

Inside the **Manual** folder is Nancy’s **Navigation** document.

She must double click on the **Word** icon to open this document.
Here is a map to show where Nancy’s Navigation file is:

If Nancy wants to go back, or change something, she must click on this arrow.

Documents are kept in folders on the computer.
You need to know what folders to look in to find a document.
Saving and Closing a Document

You can tell the computer to keep a document for you.

Save a Document to a Folder on the Computer

1. Click on the **Save** icon.

2. Find the folder that you want to save your document in. You will see the name of the folder here.

3. Give your document a name. Type it here.

4. Click on **Save**.
How to Make a New Folder for Your File

- Click in **Save** or **Save As**.
- Click on this icon.

You will see a window that looks like this.

- Type a name for your folder here.
- Click on **OK**.
Most workplaces will not let you use a disc with their computers.

A disc can carry a virus or other computer problems.

However, many people use discs at home.

**Save to a Disc**

1. Put a floppy disc into the **A drive**.
2. Click on this icon. It is here on your toolbar:
3. You will see a screen like this one. Click on this arrow.
4. You will see a drop down menu like this. Click on **3½ Floppy (A:)**
5. Type a name for your document here

6. Click on **Save**.

Now your document is saved on the floppy disc.

---

**Close a Document**

Click on the **X** in the top right corner of the screen.

Click on this X to close your document.

Click on this X to close the Word program.

Save your document before you close it.

If you forget the computer will remind you like this:

Click on **Yes** and **save** your document.
You can save a document
a. to a folder on the computer or to a disc
b. to a disc

Opening a Document

You can open a document that is stored on the computer.
Then you can use the document again or make new changes.

Double click on this icon on your desktop.

This opens **Word**.
Step 1

Two Ways to Open a Word Document

1. Click on the open icon on the toolbar.

OR

2. Click on File. Then click on Open.

If you do not see Open, click on these arrows. Then you will see Open.
**Step 2**

You will see a window that looks like this. Find the folder that your document is in.

Double click on it.

If you need to go back, or change something click on this arrow.

**Step 3**

Open the folder that you want. You will see the folder name here.

Look for your file. It will have the Word icon beside it.

Double click on the file you want to open.
Open a document by clicking on the open folder icon and finding your document.

Try This

Open Microsoft Word by double clicking on this icon on your desktop.

Start a new document by clicking on this icon on the toolbar.

Type this line:

What is a computer’s first sign of old age?

Remember; do not forget to put a question mark (?) at the end.

Save your document in a folder.

Call your document Old Age.

Remember the name of the folder that your document is in.

Close Microsoft Word.

Open Microsoft Word again.

Navigate to find your document.

Open your document.

Under your question type this line:
Loss of memory.

😊
Use Your E-mail Skills

Understanding an E-mail

To help understand an e-mail, ask these questions: **who, what, when, where, and why**.

Every e-mail will not answer **all** of these questions.

Read this e-mail and answer the questions below:

From:       rickjohnson@mts.net
Sent:        Friday, January 13, 2006 2:45 PM
To:           samsmith@yahoo.com
Subject:   Deaf Employees Computer Course

Hi Sam,

Just to remind you that we have a computer course on Wednesday, January 18, 2006 at 1:00 in training room 3.

Thanks

Rick

1. **Who** is this e-mail for?
   - First name: ________________________________
   - Last name: ________________________________

2. **What** is the subject of this e-mail?
   - ________________________________________
3. **When** is the course?
   Day of week: ________________________________
   Date: ________________________________
   Time: ________________________________

4. **Where** is the course?
   _______________________________________

5. **Who** sent this e-mail?
   First name: ________________________________
   Last name: ________________________________

6. **When** was this e-mail sent?
   Day of week: ________________________________
   Date: ________________________________
   Time: ________________________________

7. Why did Rick send this e-mail?
   _______________________________________

An e-mail has important information about who, what, when, where, and why.
Discounts at Work

You want to buy a new bike.
You check out the employee discounts online.

Remember that you can use the calculator on the computer.

Best Bicycle has

- 10% discount on bikes
- 20% discount for accessories

To know how many dollars you save
multiply by .1 for a 10% discount
multiply by .2 for a 20% discount

Example

You go to Best Bicycle to buy a bike.
The regular price is $250.
You get a 10% discount on bikes.
$250 X .1 = $25

<table>
<thead>
<tr>
<th>The bike costs</th>
<th>$250</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your discount</td>
<td>$25</td>
</tr>
<tr>
<td>You pay only</td>
<td>$225</td>
</tr>
</tbody>
</table>

You want to buy a new seat.
The regular price is $30. You get a 20% discount on accessories.
How much is your discount? _______
How much do you have to pay for the seat? _______

How much will you save on your bike and new seat all together?

Bike discount _______

+ Seat discount _______

= Total discount _______

Check It Out!

Check the Boeing Intranet for other discounts that Boeing employees can receive.
Use Your Internet Skills to Get Active!

You want to have fun and get in shape.

You check the Leisure Guide for classes.

The information looks like this

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Description</th>
<th>Cost</th>
<th>How long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place and Address</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program number</td>
<td>Day</td>
<td>Dates</td>
<td>Time</td>
</tr>
</tbody>
</table>

Example:

The Yoga classes at Bronx Park are from 6:30 to 8:30 on Tuesdays.

The program number for Yoga classes at St. John’s Leisure Centre is 6103.

You want to take badminton classes.

Read the badminton information on the next page.
**Adult Social Badminton**

Instructor on site. Racquets available or bring your own.
Fee: $52 8 weeks

Baidmore School: 700 Bairdmore Blvd.
4277  Mon  April 3 – Jun 5 8:00 – 10:00 pm

Bruce Middle School: 333 Booth Dr.
4278  Wed  Apr 5 - May 24 8:30 – 10:30 pm

Highbury School: 99 Highbury Rd.
4279  Tues  Apr 4 – May 23  7:00 – 9:00 pm

Riverbend School: 123 Red River Blvd. W
4280  Thur  Apr 6 – May 25  8:00 – 10:00 pm

---

Choose the correct answer:

1. **Who** can go to these classes?
   a) everyone
   b) children
   c) adults

2. **How much** does it cost?
   a) $50
   b) $52
   c) $55

3. **How long** do the classes last?
   a) 3 weeks
   b) 1 month
   c) 8 weeks

4. **How many** schools have badminton classes?
   a) 1
   b) 4
   c) 5
5. **What** is the **program number** for classes at Bruce Middle School?
   a) 4277
   b) 4280
   c) 4278

6. **What day** of the week can you take classes at Highbury School?
   a) Tues
   b) Thur
   c) Sat

7. **What school** is at 333 Booth Dr.?
   a) Bairdmore School
   b) Bruce Middle School
   c) Riverbend School

8. Program number **4280** is on **what dates**?
   a) Apr 4 – May 23
   b) Apr 6 – May 25
   c) Apr 5 – May 24

9. **What time** are classes on **Mondays**?
   a) 8:00 – 10:00 am
   b) 8:00 – 10:00 pm
   c) 8:30 – 10:30 pm

---

**Check It Out!**

**Search** for your local community classes on the Internet.

Find the schedule of classes.

Look for a class that you may want to take.
CHAPTER 6
E-MAIL | PART 1

Table of Contents

Table of Contents ......................... 6-i

Getting Started .......................... 6-3

The Inbox ................................. 6-5
Receiving E-mail Messages ...... 6-6
Sending E-mail Messages .......... 6-7

Replying To a Message .......... 6-8
Deleting E-mail Messages ...... 6-9

Yes and No Answers ................. 6-12

Communicating at Work .......... 6-14

Check It Out! ......................... 6-15

Use Your Internet Skills
to Get Reading! .................... 6-16

Check It Out! ......................... 6-18
CHAPTER 6
E-MAIL | PART 1

This Unit Will Help You Learn How To:

✓ Download an E-MAIL message
✓ Send a new message
✓ Reply to a message
✓ Delete messages
Words To Know

☆download
to bring something into your computer

When you download something, you have a copy of it on your computer.

Example:
You download e-mail messages when you bring them into your Inbox.
Getting Started

**Outlook** is a program that is the e-mail part of Microsoft Office.

Open a program like Outlook to use e-mail.

To start Outlook:

- Click on this icon on the desktop.

- Click on:

  `Start > Programs > Microsoft Office > Microsoft Outlook`.
Outlook 2003 opens to a screen that looks like this

Each program looks a little different. Most programs have a navigation area on the left side.

→ It might look like this.

- Click on a word to go to that screen.

Example:

If you click on **Inbox** you will see a list of the e-mails that you have received.
The **Inbox** has all of the e-mails that have come to you.

It tells you:

- →**who** sent the e-mail
- →**the subject** of the e-mail
- →**when** the e-mail was sent

Before you get any e-mails, your Outlook 2003 Inbox may look like this:

![Inbox before](image1.png)

After you get some e-mails, your Outlook 2003 Inbox may look like this:

![Inbox after](image2.png)

Use the navigation area on the **left side** to move around in Outlook.
Receiving E-mail Messages

To **download** messages into your Inbox:

- Click on **Send/Receive**.

The messages will come into your Inbox.

- Double click on a message to **open** it.

This is the **Outlook XP Inbox**.

If you cannot see the Inbox on your screen:

Find Inbox in the navigation area and click on it.

New messages come into your Inbox. **Open** them by clicking on them.
Sending E-mail Messages

Send e-mails by typing a new message or by replying to a message that you have already received.

To make a new e-mail message:

You must be in Mail, Inbox or Sent.

- Double click on New.

You will see a screen like this:

Type the address of the person the e-mail is for here.

Type the subject of your e-mail here.

Type your message here.

When you are ready to send your message:

Click on Send.
To reply to an email someone has sent you:

- Click on **Reply**.

You will see the **message** that someone sent to you.

You will also see the **heading** from that message.

You do not need to type an **address** or **subject**. They will already be there.

- Type your reply in the **message area**.
- Click on **Send**.

You can send e-mails by **replying** to a message or by **typing** a new message.
Deleting E-mail Messages

You can **delete** messages that you do not want to keep anymore.

To delete a message that you have already opened:

- Click on `X`.

---

**Meeting Time - Message (Plain Text)**

From:  barbera red [brieda@yahoo.com]
To:    nancy pinelli
Cc:    
Subject: Meeting Time

Hi Nancy,
The meeting starts at 1:30 tomorrow. See you then.
Barbara

---

Do You Yahoo!?  
Tired of spam? Yahoo! Mail has the best spam protection around
[http://mail.yahoo.com](http://mail.yahoo.com)
You can also delete messages from your Inbox:

· Click one time on the message that you want to delete.

· Click on $\times$.

New messages come into your Inbox. Open and read them by clicking on them.
Try This

1. **Send an e-mail to your teacher.** Ask if there is any homework for next class.

2. **Watch for the teacher’s e-mail with the answer to your question.**

3. **Click on Reply and tell the teacher “thank you.”**

4. **You can delete these messages after you do your homework.**
Use Your E-mail Skills

Yes and No Answers

Questions that start with can, does, is, or are always have a yes or no answer.

Example:

Rick wants to know if Sam is coming to the ASL course.

Rick sent Sam this e-mail:

From:      rickjohnson@mts.net
Sent:        Monday, January 16, 2006 9:45 AM
To:           samsmith@yahoo.com
Subject:   Employees ASL Course
Hi Sam,
Can you come to the ASL course on Wednesday?
Rick

Sam sent this answer to Rick:

From:       Smith, Sam (samsmith@yahoo.com)
Sent:        Monday, January 16, 2006 12:50 PM
To:           Johnson, Rick (rickjohnson@mts.net)
Subject:   Employees ASL Course
Hi Rick,
Yes. Does it start at 12:00?
Sam
Rick sent Sam this e-mail:

From:       Johnson, Rick (rickjohnson@mts.net)
Sent:        Tuesday, January 17, 2006 3:16 PM
To:           Smith, Sam (samsmith@yahoo.com)
Subject:   Employees ASL Course

Hi Sam,

No. It starts at 1:00. Are you eating lunch before the ASL course?

Rick

You are Sam. Make up an answer and reply to Rick's e-mail.

From:      Sam Smith
Sent:        Tuesday, January 17, 2006 4:00 PM
To:           Rick Johnson
Subject:   Employees ASL Course

Answer **Yes** or **No** to questions that start with **can, do, is, or are**.
Communicating at Work

Your manager is collecting tips to help workers communicate with Deaf and Hard of Hearing employees.

Your manager asks you to **read this list**. She asks you to **put a check mark** before good tips. She also asks you to **add other tips**.

- Get the attention of the person before speaking.
- Use a wave or tap on the shoulder.
- Make sure your mouth area is clear to see.
- Do not put your hand in front of your face, smoke, or chew gum or a pencil.
- Do not stand in front of a window or bright light.
- Speak slowly and clearly, but do not exaggerate.
- Use short sentences.
- Look at the person when you speak.
- Keep eye contact even if you have an interpreter.
- Say “I” and “you” if you have an interpreter.
- Do not say “Tell him…” or “Does he understand?”
- Use body language. This makes your message clearer and more interesting.
- Do not pretend that you understand when you don’t.
- Ask the person to repeat what he or she said.

Other tips?

______________________________
______________________________
______________________________
You can search for good sites on the Internet and tell about these to your manager.

*Example:*
Try searching for “communicating with Deaf.”
Use Your Internet Skills to Get Reading!

You go to the library and search for Deaf on the computer.

You find 235 results!

The information for each result looks like this

<table>
<thead>
<tr>
<th>Title</th>
<th>what the book is called</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>who wrote it (last name, first name)</td>
</tr>
<tr>
<td>Where and when published</td>
<td>place and year</td>
</tr>
<tr>
<td>Call number</td>
<td>to help you find it in the library</td>
</tr>
<tr>
<td>Copies checked in</td>
<td>how many copies are in libraries</td>
</tr>
<tr>
<td>today</td>
<td></td>
</tr>
</tbody>
</table>

Example:

| Title                  | Sign language talk               |
| Author                 | by Greene, Laura                 |
| Call number            | Call # J 419 Gre                  |
| Copies checked in      | Copies checked in: 2             |

Read the information about these seven books.

1. Train Go Sorry: Inside a Deaf World
   by Cohen, Leah Hagar
   Boston, 1994
   Call # 371.912 COH
   Copies checked in: 0

2. Words for a Deaf Daughter
   by West, Paul
   New York, 1970
   Call # 155.4212 WES
   Copies checked in: 1
3. If You Could Hear What I See: Lessons about Life, Luck, and the Choices We Make
   by Buckley, Kathy
   New York, 2001
   Call # B Buckley
   Copies checked in: 1

4. The Canadian Dictionary of ASL
   by Bailey, Carole Sue
   Edmonton, 2002
   Call # 419.03 BAI
   Copies checked in: 6

5. Choices in Deafness: A Parents’ Guide to Communication Options
   by Schwartz, Sue
   Bethesda, MD 1996
   Call # 362.42CHO
   Copies checked in: 2

6. Vibes
   Canadian Hearing Society
   Toronto, Ont
   Call # Magazine
   Copies checked in: 0

7. TTY directory 1997-1999
   Winnipeg Community Centre of the Deaf
   Winnipeg, Man, 1998
   Call # 384.64TTY
   Copies checked in: 1

Read the sentence. Write the number of the book.

Example:

1. There are six copies of this book in the library today.   _4_

2. Paul West wrote this book.   ___
3. The call number is 384.64TTY.

4. This book was published in Edmonton.

5. There are two copies of this book in the library today.

6. This is a magazine.

7. This book is more than 30 years old!

8. This book is to help parents.


10. The call number for this book is B Buckley.

Check It Out!

Search for your local library on the Internet.

Search for a topic that you would like to read about.

Find a book that you may want to take out of the library.
CHAPTER 7
INTERNET | PART 2

Table of Contents

Table of Contents ..................... 7-i

Going To An Internet Site....... 7-2
To Go To An Internet Site ........ 7-2

Favorites ............................... 7-4

Searching for
Canadian Sites .......................... 7-5
To Come Back to a Favourite
Page ........................................ 7-5
To Search for Canadian
Sites Only ............................... 7-5

Internet Addressing .............. 7-6

Some Useful Phrases 1 .............. 7-8
Some Useful Phrases 2 .............. 7-9

Staying Safe at Work ............ 7-12

Use Your Internet Skills
to Get Skiing! ......................... 7-13
To Find the Wind Chill ............ 7-13
This Unit Will Help You Learn How To:

✓ Save your favourite sites so you can easily go back to them

✓ Search for Canadian sites only
Going To An Internet Site

To Go To An Internet Site

Click in the **Address** bar. It will turn blue.

Type the **Address** in the address bar.

The old address will go away.

Press **Enter**.

Look at the icon in the top right-hand corner.

It moves while the computer is looking for your address.

**Having Problems?**

If you click more than once in the address bar, you must use **Delete** or **Backspace** to make the old address go away.

Make sure that you type an address exactly right.
Favorites

Find a site that you would like to return to.

Follow these directions to tell the computer to remember the site.

If you find an Internet site that you like, you can tell the computer to remember it for you.
To come back to a favorite page follow these instructions:

Click on **Favorites**.

Find the page you want and click on it.

The computer can remember your favourite Internet sites for you.
Searching for Canadian Sites

To Come Back to a Favourite Page

When you do a regular search, you get lists of sites from all over the world.

Sometimes you may want only Canadian information.

You can tell your computer to search only for Canadian sites.

To Search for Canadian Sites Only

· Type the subject that you are searching for.

· Click on pages from Canada.

The only sites that will come up are Canadian sites.

Search for Canadian sites by clicking on pages from Canada.
Internet Addressing

An Internet address looks like this in your browser address box.

http://www.microsoft.com

- http – means hyper text transfer protocol
- www – means world wide web
- the address or business name is next
- then the extension – .com, .net, .ca, etc.

The extension shows the type of Internet site address.

Example:

- .org for non-profit or charitable organizations
- .ca for Canadian sites
- .net and .com for business sites
- .uk for sites in or around the United Kingdom
- .mb.ca for a Manitoba, Canada site
Use Your E-mail Skills

Some Useful Phrases 1

When you reply to an e-mail, there are some useful phrases that you can use.

Here are some useful phrases:

- **Good news e-mails**: 😊  
  **Good news!**

- **Bad news e-mails**: 😞  
  **Too bad.**

- **Unclear e-mails**: 😞😊  
  **I don’t understand.**
Read the e-mail, then write a reply from the list of useful phrases.

Hi Joe,

Ken was fired.

1. ___Too bad. ________________________________

Dear Sue,

You passed the test.

2. ______________________________________

Paul,

My records indicate that you have been remiss in executing your actions in conjunction with said guidelines.

3. ______________________________________

Hi Ken,

We won the lottery!

4. ______________________________________

There are different ways to respond to good, bad, and unclear e-mails.
Use Your E-mail Skills

Some Useful Phrases 2

Use some useful phrases to let people know you got their e-mail.

Some people want to know if you got the e-mail they sent to you.

You can send a short message to let them know you got the e-mail:

Thanks.
I got your e-mail.
I understand.
I’ll be there.
OK.

Here are some more useful phrases:

Good news e-mails

Thanks for the good news.
Thanks for your help.
Thanks for the information.
Congratulations!
I’m happy.

Bad news e-mails

I’m sorry.
I’m sorry about the bad news.
Can I help?
I’m sad.

Unclear e-mails

I don’t understand.
Please make clear.
Your message is not clear.
Please repeat the instructions.
I’m confused.
Help!
Read the e-mail, and then write a response from the list of useful phrases:

Dear John,
I cannot have Friday off because we are too busy. I will have to work overtime this weekend.

1. __________________________________________________________________________

Dear Sam,
We had a baby girl last Thursday. She is beautiful!

2. __________________________________________________________________________

Linda,
Important: Computer class starts on Wednesday at 1:00 p.m. Please let me know if you received this message.

3. __________________________________________________________________________

Dear Kathy,
Recent research indicates that the rate of attrition is inversely proportional to both employee productivity and perceived validity of efforts.

4. __________________________________________________________________________

Hi Terry,
Guess what? We are getting a $2.00 per hour raise in March!

5. __________________________________________________________________________

To Peter,
Computer classes have been cancelled because there are not enough people.

6. __________________________________________________________________________

Let people know you got their e-mail.
Use phrases to let them know if you do or do not understand their e-mails.
Staying Safe at Work

Do you know what these danger symbols mean?

Below are some symbols used in the Workplace Hazardous Materials Information System (WHMIS).

- **Match each WHMIS symbol with its meaning.**

  - ![Symbol](image1)  
    - gives off oxygen that can help other materials burn

  - ![Symbol](image2)  
    - can cause severe burns to the skin, eyes, or lungs if you inhale it

  - ![Symbol](image3)  
    - can poison or infect you. This happens right away and is very serious.

  - ![Symbol](image4)  
    - can poison or infect you after being around it many times or for long periods of time.

  - ![Symbol](image5)  
    - burns very easily

  - ![Symbol](image6)  
    - contains live bacteria or virus

  - ![Symbol](image7)  
    - gas that can explode if the container is damaged or it becomes too hot

  - ![Symbol](image8)  
    - can burn or explode if it becomes too hot, is dropped, hit, or mixed with other chemicals
Use Your Internet Skills to Get Skiing!

You want to go skiing.
You need to know the wind chill.
You find a wind chill temperature chart on the Internet.

To Find the Wind Chill

· You need to know the temperature.
· You need to know the wind speed.

The wind chill temperature chart looks like this:

Wind Chill Temperatures

<table>
<thead>
<tr>
<th>Temperature (degree Celsius)</th>
<th>10 °C</th>
<th>5 °C</th>
<th>0 °C</th>
<th>-5 °C</th>
<th>-10 °C</th>
<th>-15 °C</th>
<th>-20 °C</th>
<th>-25 °C</th>
<th>-30 °C</th>
<th>-35 °C</th>
<th>-40 °C</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 km/h</td>
<td>8.6</td>
<td>2.7</td>
<td>-3.3</td>
<td>-9.3</td>
<td>-15.3</td>
<td>-21.1</td>
<td>-27.2</td>
<td>-33.2</td>
<td>-39.2</td>
<td>-45.1</td>
<td>-51.1</td>
</tr>
<tr>
<td>15 km/h</td>
<td>7.9</td>
<td>1.7</td>
<td>-4.4</td>
<td>-10.6</td>
<td>-16.7</td>
<td>-22.9</td>
<td>-29.1</td>
<td>-35.2</td>
<td>-41.4</td>
<td>-47.6</td>
<td>-53.7</td>
</tr>
<tr>
<td>20 km/h</td>
<td>7.4</td>
<td>1.1</td>
<td>-5.2</td>
<td>-11.6</td>
<td>-17.9</td>
<td>-24.2</td>
<td>-30.5</td>
<td>-36.8</td>
<td>-43.1</td>
<td>-49.4</td>
<td>-55.7</td>
</tr>
<tr>
<td>25 km/h</td>
<td>6.9</td>
<td>0.5</td>
<td>-5.9</td>
<td>-12.3</td>
<td>-18.8</td>
<td>-25.2</td>
<td>-31.6</td>
<td>-38.0</td>
<td>-44.5</td>
<td>-50.9</td>
<td>-57.3</td>
</tr>
<tr>
<td>30 km/h</td>
<td>6.6</td>
<td>0.1</td>
<td>-6.5</td>
<td>-13.0</td>
<td>-19.5</td>
<td>-26.0</td>
<td>-32.6</td>
<td>-39.1</td>
<td>-45.6</td>
<td>-52.1</td>
<td>-58.7</td>
</tr>
<tr>
<td>35 km/h</td>
<td>6.3</td>
<td>-0.4</td>
<td>-7.0</td>
<td>-13.6</td>
<td>-20.2</td>
<td>-26.8</td>
<td>-33.4</td>
<td>-40.0</td>
<td>-46.6</td>
<td>-53.2</td>
<td>-59.8</td>
</tr>
<tr>
<td>40 km/h</td>
<td>6.0</td>
<td>-0.7</td>
<td>-7.4</td>
<td>-14.1</td>
<td>-20.8</td>
<td>-27.4</td>
<td>-34.1</td>
<td>-40.8</td>
<td>-47.5</td>
<td>-54.2</td>
<td>-60.9</td>
</tr>
</tbody>
</table>

· Put a finger from your left hand on the wind speed.
· Put a finger from your right hand on the temperature.

· Move the finger on your left hand across ➔ and move the finger on your right hand ➖ down.

Find the wind chill at the place where your fingers meet.
**Example 1:**

- Put a finger from your left hand on 40 km/h.
- Put a finger from your right hand on 0°C.
- Move the finger on your left hand across and move the finger on your right hand down.
- The wind chill is where your fingers meet at -7.4°C.

**Wind Chill Temperatures**

<table>
<thead>
<tr>
<th>Temperature (degree Celsius)</th>
<th>10 °C</th>
<th>5 °C</th>
<th>0 °C</th>
<th>-5 °C</th>
<th>-10 °C</th>
<th>-15 °C</th>
<th>-20 °C</th>
<th>-25 °C</th>
<th>-30 °C</th>
<th>-35 °C</th>
<th>-40 °C</th>
</tr>
</thead>
<tbody>
<tr>
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<td>8.6</td>
<td>2.7</td>
<td>-3.3</td>
<td>-9.3</td>
<td>-15.3</td>
<td>-21.1</td>
<td>-27.2</td>
<td>-33.2</td>
<td>-39.2</td>
<td>-45.1</td>
<td>-51.1</td>
</tr>
<tr>
<td>15 km/h</td>
<td>7.9</td>
<td>1.7</td>
<td>-4.4</td>
<td>-10.6</td>
<td>-16.7</td>
<td>-22.9</td>
<td>-29.1</td>
<td>-35.2</td>
<td>-41.4</td>
<td>-47.6</td>
<td>-53.7</td>
</tr>
<tr>
<td>20 km/h</td>
<td>7.4</td>
<td>1.1</td>
<td>-5.2</td>
<td>-11.6</td>
<td>-17.9</td>
<td>-24.2</td>
<td>-30.5</td>
<td>-36.8</td>
<td>-43.1</td>
<td>-49.4</td>
<td>-55.7</td>
</tr>
<tr>
<td>25 km/h</td>
<td>6.9</td>
<td>0.5</td>
<td>-5.9</td>
<td>-12.3</td>
<td>-18.8</td>
<td>-25.2</td>
<td>-31.6</td>
<td>-38.0</td>
<td>-44.5</td>
<td>-50.9</td>
<td>-57.3</td>
</tr>
<tr>
<td>30 km/h</td>
<td>6.6</td>
<td>0.1</td>
<td>-6.5</td>
<td>-13.0</td>
<td>-19.5</td>
<td>-26.0</td>
<td>-32.6</td>
<td>-39.1</td>
<td>-45.6</td>
<td>-52.1</td>
<td>-58.7</td>
</tr>
<tr>
<td>35 km/h</td>
<td>6.3</td>
<td>-0.4</td>
<td>-7.0</td>
<td>-13.6</td>
<td>-20.2</td>
<td>-26.8</td>
<td>-33.4</td>
<td>-40.0</td>
<td>-46.6</td>
<td>-53.2</td>
<td>-59.8</td>
</tr>
<tr>
<td>40 km/h</td>
<td>6.0</td>
<td>-0.7</td>
<td>-7.4</td>
<td>-14.1</td>
<td>-20.8</td>
<td>-27.4</td>
<td>-34.1</td>
<td>-40.8</td>
<td>-47.5</td>
<td>-54.2</td>
<td>-60.9</td>
</tr>
</tbody>
</table>

**Example 2:**

- Put a finger from your left hand on 25 km/h.
- Put a finger from your right hand on -35°C.
- Move the finger on your left hand across and move the finger on your right hand down.
- The wind chill is where your fingers meet at -50.9°C. BRRRR!!!

**Wind Chill Temperatures**

<table>
<thead>
<tr>
<th>Temperature (degree Celsius)</th>
<th>10 °C</th>
<th>5 °C</th>
<th>0 °C</th>
<th>-5 °C</th>
<th>-10 °C</th>
<th>-15 °C</th>
<th>-20 °C</th>
<th>-25 °C</th>
<th>-30 °C</th>
<th>-35 °C</th>
<th>-40 °C</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 km/h</td>
<td>8.6</td>
<td>2.7</td>
<td>-3.3</td>
<td>-9.3</td>
<td>-15.3</td>
<td>-21.1</td>
<td>-27.2</td>
<td>-33.2</td>
<td>-39.2</td>
<td>-45.1</td>
<td>-51.1</td>
</tr>
<tr>
<td>15 km/h</td>
<td>7.9</td>
<td>1.7</td>
<td>-4.4</td>
<td>-10.6</td>
<td>-16.7</td>
<td>-22.9</td>
<td>-29.1</td>
<td>-35.2</td>
<td>-41.4</td>
<td>-47.6</td>
<td>-53.7</td>
</tr>
<tr>
<td>20 km/h</td>
<td>7.4</td>
<td>1.1</td>
<td>-5.2</td>
<td>-11.6</td>
<td>-17.9</td>
<td>-24.2</td>
<td>-30.5</td>
<td>-36.8</td>
<td>-43.1</td>
<td>-49.4</td>
<td>-55.7</td>
</tr>
<tr>
<td>25 km/h</td>
<td>6.9</td>
<td>0.5</td>
<td>-5.9</td>
<td>-12.3</td>
<td>-18.8</td>
<td>-25.2</td>
<td>-31.6</td>
<td>-38.0</td>
<td>-44.5</td>
<td>-50.9</td>
<td>-57.3</td>
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<td>-6.5</td>
<td>-13.0</td>
<td>-19.5</td>
<td>-26.0</td>
<td>-32.6</td>
<td>-39.1</td>
<td>-45.6</td>
<td>-52.1</td>
<td>-58.7</td>
</tr>
<tr>
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<td>-0.4</td>
<td>-7.0</td>
<td>-13.6</td>
<td>-20.2</td>
<td>-26.8</td>
<td>-33.4</td>
<td>-40.0</td>
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<td>40 km/h</td>
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<td>-7.4</td>
<td>-14.1</td>
<td>-20.8</td>
<td>-27.4</td>
<td>-34.1</td>
<td>-40.8</td>
<td>-47.5</td>
<td>-54.2</td>
<td>-60.9</td>
</tr>
</tbody>
</table>
You do not want to ski if the wind chill temperature is colder than \(-20^\circ\text{C}\).

Check the chart to see if it is too cold to ski.

**Wind Chill Temperatures**

<table>
<thead>
<tr>
<th>Wind Speed (kilometres per hour)</th>
<th>Temperature (degree Celsius)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(10^\circ\text{C})</td>
</tr>
<tr>
<td>10 km/h</td>
<td>8.6</td>
</tr>
<tr>
<td>15 km/h</td>
<td>7.9</td>
</tr>
<tr>
<td>20 km/h</td>
<td>7.4</td>
</tr>
<tr>
<td>25 km/h</td>
<td>6.9</td>
</tr>
<tr>
<td>30 km/h</td>
<td>6.6</td>
</tr>
<tr>
<td>35 km/h</td>
<td>6.3</td>
</tr>
<tr>
<td>40 km/h</td>
<td>6.0</td>
</tr>
</tbody>
</table>

1. The wind speed is **15 km/h**.
   The temperature is \(-10^\circ\text{C}\).
   What is the wind chill temperature? _____________________________
   Is it too cold to ski? _____________________________

2. The wind speed is **40 km/h**.
   The temperature is \(-5^\circ\text{C}\).
   What is the wind chill temperature? _____________________________
   Is it too cold to ski? _____________________________

3. The wind speed is **20 km/h**.
   The temperature is \(-15^\circ\text{C}\).
   What is the wind chill temperature? _____________________________
   Is it too cold to ski? _____________________________
CHAPTER 8

WORD PROCESSING: PART 2

Table of Contents

Table of Contents....................... 8-i
Toolbars ..................................... 8-6
Blocking....................................... 8-9
Three Ways to Block Text........... 8-9
Changing Font and Size............. 8-10
To Change the Font ................. 8-11
To Change the Size of the Font... 8-12
Changing the Colour of Text...... 8-13
Change the Colour of the Font... 8-13
Another Way to Change Colour... 8-14
Bold, Italics, Centre, and
Underline.................................... 8-15
Copy, Cut, and Paste............... 8-19
Highlight................................... 8-21
To Highlight............................. 8-21
To Remove Highlighting........... 8-22
Maximize and Minimize........... 8-23
To Minimize a Document or
Program ................................... 8-23
Checking Spelling and
Grammar .................................... 8-25
To Check Spelling ..................... 8-25
Microsoft Word Help............... 8-27
To Get Help When You Use
Microsoft Word....................... 8-27
Changing Toolbars..................... 8-29
To Turn Off a Toolbar ............. 8-29
To Turn On a Toolbar ............... 8-29
Change Toolbar Icons .............. 8-30
Finding Important Information
1 ................................................ 8-31
Finding Important Information
2 ................................................ 8-33
Shopping at Work..................... 8-35
Use Your Internet Skills to Get
Shopping!................................. 8-36
Check It Out!......................... 8-39
CHAPTER 8

WORD PROCESSING | PART 2

This Unit Will Help You Learn How To:

✓ Move around in a Word document
✓ Change text in a Word document
Review Words

☆ **Word processing**
  typing documents on the computer

Microsoft Word is a **word processor**.

☆ **Document**
  a piece of work made with the computer

☆ **Cursor**
  the little flashing line in a word document

It shows where the letters will go when you type.

☆ **Delete**
  to take away or erase

☆ **Text**
  typed words

Special keys help you to **make changes** and **move around** in a document.
New Keys

☆ End
   moves the cursor to the end of a line

☆ Home
   moves the cursor to the beginning of a line

Review Keys

Check the unit Word Processing: Part 1 to review these keys:

☆ Delete

☆ Backspace

☆ Shift

☆ Enter

☆ Spacebar

☆ Arrow keys

With special keys you can

☆ Make changes in the text of your document
☆ Move in all directions in your document
1. Open the Microsoft Word program by double clicking on the Microsoft Word icon on your desktop, or by using the start menu.

2. Open a new document by clicking on the blank page icon at the top left-hand side of the computer screen.

3. Type this message:

   The computer is very helpful.

   You can make lots of documents and save these documents.

   When you want a document again, you can easily find and open it.

4. Now find the **End** and **Home** keys on your keyboard.

   Also review these other keys:
5. Click in front of the word **You**. You will see the cursor blinking there.

6. Press **Delete**. Watch the letter **Y** go away.

7. Now press **Shift** and type the letter **Y** again.

8. Now press **End**. What happened?

9. Now press **Enter** to move down one line.

10. Put the **cursor** in front of the word **When**. Press **Backspace**. This will remove the space above this sentence.

11. Use the **arrow keys** to put the cursor after the word **helpful**.

12. Press **Home**. What happened?

**Oops!**

If you change your mind or make a mistake, do not worry.

You can click on this arrow to **undo** what you just did.
There are many toolbars for the computer. They have icons that you can click on to do something.

Example:

This is the standard toolbar:

These are some of the icons on the standard toolbar.

- **New Blank Document** – click on this to start a new document
- **Open** – click on this to open a document
- **Save** – click on this to save a document
- **Print** – use this to print your whole document
- **Cut** – use this to take out something that you want to put in another place
- **Copy** – use this to make a copy of something
- **Paste** – use this to put in something that you cut or copied
- **Undo** – use this to undo what you just did
- **Zoom** – use this to make the words on the screen bigger or smaller
To see what each icon on a toolbar means roll the mouse pointer over it.
You will see a word telling you what that icon means.

Example:

The other toolbar that we use a lot is the formatting toolbar.

It looks like this:

Find the formatting toolbar on your computer.
Roll the mouse pointer over each icon to see what the icon is for.

The icons on the toolbars help you to do things.
The standard toolbar and the formatting toolbar are used the most.
On the **standard toolbar** tell what each of these icons is for.

Roll your mouse over the icon if you forget.

On the **formatting toolbar** tell what each of these icons is for.

Roll your mouse over the icon if you are not sure.
Blocking

If you want to change something, you must block it.

Computers are smart but not as smart as you! You have to tell the computer what to do. If you want to change some text, you have to tell the computer what text to change.

You do this by blocking the text.

Three Ways to Block Text

1. **Click and Drag**
   - Click at the beginning of some text and hold the mouse button down.
   - Move the mouse to the end of the text you want to change.
   - Lift your finger off the mouse.

2. **Use the Shift key**
   - Click at the beginning of the text you want to change.
   - Now hold the shift key down and click at the end of the text.

3. **Double click on the word**
   - Use this if you just want to block one word.

When you block, the text has black around it.

*Example:*

Laura is a very nice woman.

The word Laura is blocked.

Now it’s your turn to change how the word looks.

*Use blocking* to tell the computer what text to change.
Changing Font and Size

You can change how the text looks in a document. Block the text you want to change.

☆Font
letters

There are many styles of font. Here are a few of them:

This font is Times New Roman.

THIS FONT IS ALGERIAN.

This font is Impact.

This font is Franklin Gothic Book.

This font is Lucinda Caligraphy.

This font is Rockwell.

This font is Arial.

THIS FONT IS GOUDY STOUT.
To Change the Font

Type your name and then block it.

Example:

- Look at the toolbar at the top of your screen.
- It shows the **font** and **size**.

- Click on the **arrow** by the font name.
- Now you can see some types of font.

- Click on this arrow to see more types.
- Choose one type and click on it.
- Your name will change to this font.

Example:

This name is now in **Arial Black** font.
To Change the Size of the Font

Block your name again.

· Click on the arrow by the font size.
· Then click on this arrow for more font sizes.

· Click on 20.
· Now block just your first name.

*Example:*

Jane Smith

· Change the font size to 36

Now your first name will be bigger than your last name.

*Example:*

Jane Smith
You can change the type of font and the size of the font in your document.

Changing the Colour of Text

You can change the colour of your text.

**To Change the Colour of the Font**

- Block your name.
- Find the font colour icon on the formatting toolbar.
- Click on the drop down arrow by this icon.
- Click on the colour that you want.

Click on the colour that you want.
Another Way to Change Colour

Block the text that you want to change.
- Click on **Format** to get the drop down menu.
  - Click on **Font**.

- Click on the **drop down arrow** by Font colour.
- Click on the **colour** that you want.
**Bold, Italics, Centre, and Underline**

You can Centre and underline text.

You can change text to **bold** or italics.

This is the formatting toolbar. It has icons for changing text.

★ **Bold**  
emphasised (dark) print

*Example:*  
This is **bold**.

Use **bold** to make a word or words stand out.

*Example:*  
The sky is **blue**.

★ **Italics**  
slanted print

*Example:*  
This is *italics*.

Use *italics* to stress a word.

*Example:*  
Do not smoke in the building.

★ **Underline**  
typing a line under the text.

Use underlines for book titles and emphasis.

*Example:*  
This is **underlined**.
Centre
in the middle of the page

Use centre for titles.

Example:

This is centred.

This is the formatting toolbar

To centre text:

Put the cursor on the text that you want centred. Click on this icon on the formatting toolbar.

To bold text:

Block the text that you want bolded. Click on this icon.

To use italics:

Block the text that you want italicised. Click on this icon.

To underline text:

Block the text that you want underlined. Click on this icon.
You can change fonts in many different ways.

Examples:

This text is Times New Roman, size 16, italics and bold.

This text is Berlin Sans FB, size 12 underlined.

This text is Arial Black, size 14 and italics.

The following text is Verdana, size 28, bold, and centred:

Title in Verdana

To remove bold, italics, underline:

· Block the text that you want to change
· Click again on the bold, italics or underline area on the toolbar.

Use the formatting toolbar for bold, italics, centre, and underline
Try This

Start a new Word document.

Type the text that you see in the box below:

| Fonts       |
| This is a nice font. |

Remember to press Enter two times after you type the word Fonts.

Now follow these instructions

1. Block the word Fonts.
2. Change it to Verdana type font.
3. Centre it.
4. Change the size to 20.
5. Make it Bold.
6. Block This is a nice font.
7. Change it to Arial Black font.
8. Change it to Italic.
9. Change the colour to red.

Does your’s look like this?

Fonts

This is a nice font.
Copy, Cut, and Paste

You can take out text or copy it.
Then you can put it in another place.

This is the standard toolbar:

To **copy** text
- Block the text that you want to copy.
- Click on this icon on the standard toolbar.

To **cut** text
- Block the text that you want to take out.
- Click on this icon.

To **paste** text
- Copy or cut some text.
- Put the cursor where you want to paste the text.
- Click on this icon.

To copy, cut or paste text use **these three icons** on the standard toolbar.
Start a new **Word** document.

Type the text that you see in the box.

Hit **Enter** after each sentence.

| John is sick.  
| John left work early.  
| He has the flu.  
| He went to the doctor. |

Now follow these instructions:

1. Block **He has the flu.**
2. Click on the **Cut** icon.
3. Put the cursor on the line under **He went to the doctor.**
4. Click on the **Paste** icon.
5. Block **John is sick.**
6. Click on the **Copy** icon.
7. Put the cursor after the word **flu.**
8. Click on the **Paste** icon.

Does your’s look like this?

| John is sick.  
| John left work early.  
| He has the flu. John is sick.  
| He went to the doctor. |
Highlight

by putting a colour around your text

When you highlight you put a colour all around your text.

Examples:

This sentence is highlighted in **yellow**.

This sentence is highlighted in **pink**.

Highlighting is used to help someone notice certain words or sentences.

To Highlight

Block the area that you want to highlight.

· Click on the arrow by the **highlight** icon.
· Click on the colour that you want.
· Click on the **highlight** icon.

Your text will now be highlighted in the colour that you chose.
To Remove Highlighting

- Block the area that you want to change.

- Click on the arrow by the highlight icon.

- Click on None.

Click on the highlight icon.

The highlighting will be gone from your text.

Highlight text to make it stand out more.
Maximize and Minimize

Sometimes you may want to have more than one document or program open at the same time.

To do this you may want to get rid of the document on your screen. You do this by minimizing the document.

To Minimize a Document or Program

· Click on the small line in the top right corner of the screen.
· Your document will go away but the name will be at the bottom of the screen.

The names of all of the documents and programs that are open will be at bottom of your screen.

Example:

The document that you are using right now will be a darker blue than the others.

Your document is not closed. To use it again, click on the name at the bottom of the screen.
Example:

This is the document that is on the screen.

Two other documents that are open are shown at the bottom of your screen.
Checking Spelling and Grammar

To Check Spelling

- Click on **Tools** at the top of the screen.
- Click on **Spelling and Grammar**.

The computer will check to see if there are any words in your document that are not in its dictionary.

**Example:**
I left werk early today.

The word *work* is spelled wrong.

The computer finds the mistake. It gives some ideas for the right spelling. It will change to the highlighted spelling if you click on **Change**.
The computer can check **grammar** in the same way.

If there is a check \(\checkmark\) in this box, the computer will also look for **grammar** mistakes.

If you do not want this, click on the box and the check will go away.

Then the computer will search for spelling mistakes only.

**Warning!**

The computer can miss many mistakes.

**Example:**

I go to work at **mine** o’clock.

**Nine** is spelled wrong but it looks the same as the word **mine**, so the computer will not find the mistake.
Using Microsoft Word Help

To Get Help When You Use Microsoft Word

· Click on the Microsoft Help icon.

You will see a window that looks like this:
· Type your question in this box.

Click on Search.
You will see some choices here and an explanation here.

Click on a new choice and the explanation will change.
Changing Toolbars

To Turn Off a Toolbar

· Click on View. You will see a drop down menu.
· Click on Toolbars. You will see many toolbar names.
   · A toolbar with this mark ✓ is turned on.
   Click on ✓ to turn it off.
   The ✓ will go away.

To Turn On a Toolbar

A toolbar with no ✓ mark is turned off.
· Click in front of it to turn it on.
A ✓ will appear.
To Change Toolbar Icons

- Click on the **drop down arrow** at the right side of the toolbar.
- Click on **Add or Remove** buttons.
- Click on the top word – this may be **Standard** or **Formatting**.

You will see a large list.

Now you can add or remove icons from the toolbar.
Finding Important Information 1

Important information often follows this word:

URGENT

Exclamation marks also show important information.

URGENT!

Read this e-mail. The important information is underlined.

From: blakekelly@hotmail.com
Sent: Monday, August 21, 2006 11:00 AM
To: All Winnipeg Employees
Subject: Canada Savings Bonds

URGENT! You must buy your Canada Savings Bonds before September 1. Make an appointment with me as soon as possible.

Thank you

Blake Kelly
Read this e-mail. The important information is underlined.

From: blakekelly@hotmail.com
Sent: Monday, August 21, 2006 11:30 AM
To: Social Committee
Subject: Retirement Party

Urgent! We need to make final plans for the retirement party right now. How much can we spend on gifts and food?

Blake Kelly

Read this e-mail. Underline the important information.

From: blakekelly@hotmail.com
Sent: Friday, September 1, 2006 9:00 AM
To: All Departments
Subject: Survey

URGENT. You can win a $100 gift certificate if you fill out the job survey by Friday, September 8.

Blake Kelly

If an e-mail has the word URGENT!, read it right away.
Look for key words to tell you what is important.
Use Your E-mail Skills

Finding Important Information 2

Important information often follows these words:

URGENT

IMPORTANT

NOTE

Exclamation marks also show important information:

NOTE !

Read this e-mail. The important information is underlined.

From:  ssanderson@yahoo.ca
Sent:   Monday, January 9, 2006 9:00 AM
To:     All Winnipeg Employees
Subject: New parking policy

URGENT! We have a new parking policy. The East lot is for cars with handicapped permits only. All other cars parked in this lot will be towed starting now.

Thank you

Sandy Sanderson
Read this e-mail. The important information is underlined.

From: ssanderson@yahoo.ca
Sent: Monday, January 9, 2006 9:00 AM
To: All Winnipeg Employees

Subject: Group RRSP

NOTE Group Retirement Services (GRS) is now in charge of our Group RRSP. NOTE: There will be an information meeting on Monday January 16, 2006 at 4 PM.

Sandy Sanderson

Read this e-mail. Underline the important information.

From: ssanderson@yahoo.ca
Sent: Monday, January 9, 2006 9:00 AM
To: All Winnipeg Employees

Subject: Fitness Centre news

Important news! We are decreasing the Fitness Centre annual fee from $52.00 to $40.00, and we also have new equipment. Come and check it out.

Sandy Sanderson

If an e-mail has the words IMPORTANT, NOTE, or URGENT! read it right away. Look for key words to tell you what is important.
Shopping at Work

Your two nieces are going to college.

You want to buy them each a **backpack** and a **travel mug** from the Plane Shoppe.

You also decide to buy your’self a **t-shirt**.

How much money will you need?

You can use the calculator on the computer if you want.

2 backpacks $______

2 travel mugs $______

1 t-shirt $______

Total $______
Use Your Internet Skills to Get Shopping!

When you compare things, you look at how they are the same and different.

**Example:**

Lakes and oceans

<table>
<thead>
<tr>
<th>Same</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>both have water</td>
<td>oceans have salt</td>
</tr>
<tr>
<td></td>
<td>lakes are smaller than oceans</td>
</tr>
</tbody>
</table>

**Example:**

Winnipeg and Toronto

<table>
<thead>
<tr>
<th>Same</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cities in Canada</td>
<td>Winnipeg is in Manitoba, but Toronto is in Ontario.</td>
</tr>
<tr>
<td></td>
<td>More people live in Toronto.</td>
</tr>
</tbody>
</table>
It is good to compare when you shop for something that costs a lot of money.

*Example: Houses:*

<table>
<thead>
<tr>
<th></th>
<th>House 1</th>
<th>House 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td>$100,000</td>
<td>$90,000</td>
</tr>
<tr>
<td>Bedrooms</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Bathrooms</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Garage</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Yard Size</td>
<td>½ acre</td>
<td>1 acre</td>
</tr>
</tbody>
</table>

**House 1** costs more than **House 2**.

**House 1** has one more bedroom than **House 2**.

**House 1** has 2 bathrooms, but **House 2** has only one bathroom.

**House 1** does not have a garage, but **House 2** does.

**House 1** has a smaller yard than **House 2**.

You can make a **chart** to help you compare the two houses.

<table>
<thead>
<tr>
<th></th>
<th>House 1</th>
<th>House 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>This house is cheaper.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>This house has more bedrooms.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>This house has more bathrooms.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>This house has a garage.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>This house has a bigger yard.</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Which house would you buy? ____________________________________________

Why? _______________________________________________________________
You want to buy a new car. Compare these cars.

<table>
<thead>
<tr>
<th></th>
<th>2006 Honda Civic Hybrid</th>
<th>2006 Toyota Prius 4-Door</th>
<th>2006 Volkswagen Jetta Sedan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Price</strong></td>
<td>$22,150</td>
<td>$21,725</td>
<td>$20,290</td>
</tr>
<tr>
<td><strong>Payment</strong></td>
<td>$462 month</td>
<td>$453 month</td>
<td>$423 month</td>
</tr>
<tr>
<td><strong>Gas</strong></td>
<td>49 mpg</td>
<td>60 mpg</td>
<td>22 mpg</td>
</tr>
<tr>
<td><strong>Engine</strong></td>
<td>4-cylinder</td>
<td>4-cylinder</td>
<td>5-cylinder</td>
</tr>
<tr>
<td><strong>Transmission</strong></td>
<td>automatic</td>
<td>automatic</td>
<td>manual</td>
</tr>
<tr>
<td><strong>Seating</strong></td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Warranty</strong></td>
<td>36 months</td>
<td>36 months</td>
<td>48 months</td>
</tr>
</tbody>
</table>

Use a chart to compare these three cars.

Put a check mark under the correct car for each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>2006 Honda Civic Hybrid</th>
<th>2006 Toyota Prius 4-Door</th>
<th>2006 Volkswagen Jetta Sedan</th>
</tr>
</thead>
<tbody>
<tr>
<td>This car has the longest warranty.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This car is the cheapest.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This car is the best on gas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This car has manual transmission.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This car looks the best.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What car do you like the best?

Why?
Look at this ad for a used truck:

**2003 Dodge Dakota**
PW, PL, CC, A/C, 5 sp. AT, LN, $24,000
OBO. Ph. 222-2222.

Many ads use codes to keep them short.
Do the exercise below to see what the codes mean.

Write the letters under their meaning:

<table>
<thead>
<tr>
<th>PW</th>
<th>PL</th>
<th>sp.</th>
<th>CC</th>
<th>A/C</th>
<th>AT</th>
<th>ph</th>
<th>LN</th>
<th>OBO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or best offer</td>
<td>like new</td>
<td>power locks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>power windows</td>
<td>phone</td>
<td>cruise control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>air conditioning</td>
<td>speed</td>
<td>automatic transmission</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Check It Out!**

Now you can compare your favourite cars.
Go to Google and type: compare cars.
Check out the YAHOO! AUTOS page.
# CHAPTER 9

## EMAIL | PART 2

### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Table of Contents</strong></td>
<td>9-i</td>
</tr>
<tr>
<td><strong>Getting Started</strong></td>
<td>9-3</td>
</tr>
<tr>
<td>The Navigation Area</td>
<td>9-6</td>
</tr>
<tr>
<td>The Mail Section</td>
<td>9-4</td>
</tr>
<tr>
<td>The Inbox</td>
<td>9-5</td>
</tr>
<tr>
<td>The Reading Area</td>
<td>9-6</td>
</tr>
<tr>
<td><strong>Sending and Receiving E-mail Messages</strong></td>
<td>9-9</td>
</tr>
<tr>
<td>To Download Messages</td>
<td>9-9</td>
</tr>
<tr>
<td>To Reply to a Message</td>
<td>9-9</td>
</tr>
<tr>
<td><strong>Sending Attachments</strong></td>
<td>9-10</td>
</tr>
<tr>
<td>To Attach a Document to an E-mail Message</td>
<td>9-10</td>
</tr>
<tr>
<td><strong>Forwarding Messages</strong></td>
<td>9-12</td>
</tr>
<tr>
<td>To Forward a Message</td>
<td>9-12</td>
</tr>
<tr>
<td><strong>Contacts</strong></td>
<td>9-13</td>
</tr>
<tr>
<td>To Add a New Address</td>
<td>9-13</td>
</tr>
<tr>
<td>To Add a Sender’s Address</td>
<td>9-13</td>
</tr>
<tr>
<td>To Use an Address</td>
<td>9-15</td>
</tr>
<tr>
<td><strong>Handheld E-mail Devices</strong></td>
<td>9-17</td>
</tr>
<tr>
<td><strong>Using Word as Your E-mail Editor</strong></td>
<td>9-19</td>
</tr>
<tr>
<td>To Use Word as Your E-mail Editor</td>
<td>9-19</td>
</tr>
<tr>
<td><strong>Outlook Calendar</strong></td>
<td>9-20</td>
</tr>
<tr>
<td><strong>To start Outlook Calendar</strong></td>
<td>9-20</td>
</tr>
<tr>
<td><strong>Add or Change</strong></td>
<td>9-23</td>
</tr>
<tr>
<td><strong>Appointments</strong></td>
<td>9-23</td>
</tr>
<tr>
<td><strong>Answering HOW Questions 1</strong></td>
<td>9-26</td>
</tr>
<tr>
<td><strong>Answering HOW Questions 2</strong></td>
<td>9-29</td>
</tr>
<tr>
<td><strong>Pain at Work</strong></td>
<td>9-31</td>
</tr>
<tr>
<td><strong>Use Your Internet Skills to Get Going!</strong></td>
<td>9-33</td>
</tr>
<tr>
<td><strong>Check it out!</strong></td>
<td>9-35</td>
</tr>
</tbody>
</table>
CHAPTER 9
E-MAIL | PART 2

Including Outlook Calendar

This Unit Will Help You Learn How To:

✓ Download and send e-mails
✓ Reply to an e-mail
✓ Use the contacts section
✓ Send an attachment
✓ Forward an e-mail
✓ Open Outlook Calendar
✓ Add or change appointments
✓ Delete an appointment
Words To Know

**Download**

to bring something into your computer

When you **download** something you have a copy of it on your computer.

**Server**

a central computer that is connected to many other computers

Your e-mail comes to a **server** before you can get it.
Getting Started

Each e-mail system looks a little different.

However, each e-mail system has the same features.

Outlook is the e-mail part of Microsoft Office.

Open Outlook by clicking on this icon or by using the Start menu.

Outlook 2003 opens to a screen that looks like this:

It has three parts.
The Navigation Area

Most e-mail systems have a **navigation area** on the left side.

The Outlook 2003 navigation area looks like this:

![Navigation Area Diagram]

**The Mail Section**

The **Mail section** has two parts:

1. **Favorite Folders** – These are the ones that are used the most.
2. **All Folders**.
**The Inbox**

The Inbox has all of the e-mails that have come to you.

It tells:
- **who** sent the e-mail
- the **subject** of the e-mail
- **when** the e-mail was sent

Your Inbox may look like one of these:
In the reading area, you can read the message of the highlighted e-mail.

Re: word processing

Hi Nancy, that would be great, the next class in Feb.23 and then Mar.1 till Mar. 9.
Whenever you have it ready you can send it.

Thanks

Bob

> From: "Nancy Firnelli" <nfinelli@mail.net>
> Date: 2008/02/16 Thu AM 11:37:41 CST
> To: "Robert Dashow" <rdashow@mail.net>
> Subject: word processing
> Hi Bob,
> I'm still working on the word processing stuff but would like to send
> it to you to see in your class when you're ready. In the next class
> March 1 or 09 Let me know how soon you need this stuff so you
> can look
> it over before the class and get it copied for the students.
> Nancy
> Bob
All systems do not look the same.

**Outlook XP** opens to a screen that looks like this:
**Netscape 7.1** opens to a screen that looks like this:

![Email System Screen](image)

The navigation area for your e-mail system is at the **left of the screen**.

Use the navigation area to move between screens in your e-mail system.
Sending and Receiving E-mail Messages

• Click on **Send** or **Send/Receive** to download or send messages.

**To Download Messages**

• Click on **Send/Receive** in Outlook or on **Get Messages** in Netscape.

• Double click on a message to **open** it.

**To Reply to a Message**

• Click on **Reply** at the top of the screen.

  Type your message.

  Click on **Send**.

To send a new message:

• Click on **New** in Outlook or on **Compose** in Netscape.
Sending Attachments

You can attach a document from Word or another program to an e-mail message.

To Attach a Document to an E-mail Message

Click on Insert.

· Click on the kind of document that you want to attach.

· Navigate to find the document that you want.

· Double click on the file for your document.

You will see the name of this file in the attachments area.
Example:

Frank has a list of all the people on the company Dragon Boat team.

He wants to send it to Len.

Frank writes an e-mail.
Then he attaches the file with the list.

His e-mail looks like this:

Hi Len,
Here’s the list of the team members.
Frank

Try This

1. Open Microsoft Word.
2. Type a classmate’s name in fancy letters.
3. Save your document.
4. Start a new e-mail.
5. Type in your classmate’s address and the subject of the e-mail.
6. Attach the file with your classmate’s name and send the e-mail.
Always click on **Insert** to attach a document to an e-mail message.

**Forwarding Messages**

**To Forward a Message**

· Click on **Forward**

· Type the address of the person that you want to send the message to.

If you want to add your own message, type it in the message area.

· Click on **Send**.
Contacts

To Add a New Address to Contacts

1. Click on Contacts.
2. Click on New.

You will see a window that looks like this:

- Type the person’s name here.
- Type the person’s e-mail address here.
- You can add other information, but you do not have to.
- Click on Save and Close.
To Add a Sender’s Address

Look at an e-mail that you have received.
· Find the place where it says From.
· Right click on the person’s name or address.

You will see a drop down menu like this: Click on Add to Contacts.

You will see the contacts screen.
The computer fills in the name and address for you.
· Click on Save and Close.
To Use an Address from Contacts

Start a new e-mail message.

- Click on To.

You will see this window:

The names of your contacts will be here. Double click on the name you want. Then you will see it here.

Click on OK and you will see the address in the To part of your new e-mail.
If you do not see the names of your contacts:

- Click on this drop down arrow.
- Then click on the Contacts List that you want

Save addresses in **Contacts**.

Use addresses from **Contacts** when sending e-mails.
Handheld E-mail Devices

Some people always carry a small e-mail tool.

With it, they can do their e-mailing anywhere.

This BlackBerry is an example of a handheld e-mail tool.

It can also be used as a calendar and a phone.
You **navigate** on the BlackBerry by using a wheel and a button on the side.

The keyboard is very small, so some things are done differently: for example, capital letters and periods.

Check the manual to find other differences.
Using Word as Your E-mail Editor

To Use Word as Your E-mail Editor

· Click on **Tools**.
· Then click on **Options**.

You will see a window that looks like this:

Click on **Mail Format**.

Click on this box. You will see a check mark ✓.

Click on **OK**.
Outlook Calendar

Use Outlook Calendar to keep track of meetings and appointments.

To start Outlook Calendar

Open Outlook:

· Click on Calendar in the navigation area on the left, or

· Click on Calendar here.

This is Office XP:

On Outlook 2003, the Calendar is found here.
The calendar opens to a screen that looks like this:

This screen shows a whole month.

You can change it to show a week or a day.

To change it, click on one of these.

Double click on a day to **add** or **change** an appointment.
The screen for one day looks like this in Office XP:

Double click on a time to add or change an appointment or meeting.
To Add or Change Appointments

- Double click on a **day** or **time**.

You will see a window that looks like this:

Fill in the information that you need.

If you would like the computer to remind you about your appointment:

Click on **Reminder** until you see a check ✓.

To choose when you would like to be reminded:

- Click on the **drop down arrow** and click on the **time** you want.
- Click on **Save and Close** when you finish.

If no times are showing on your appointment screen:

- Click to **take off** the check by All day event.
If you checked **Reminder**, you will see a window that looks like this, which will pop up on the screen at the reminder time.

![Reminder Window](image-url)
1. Open Outlook Calendar.

2. Click on **month** at the top of the screen.

3. Double click on a **date** to make an appointment.

4. Put this information in the appointment screen.

5. Click on **Save and Close**.

6. Your appointment should be in your calendar.

7. Next, double click on the date of this doctor appointment.

8. Click on **X**. This will remove all the information about the appointment.

9. Click on **Save and Close**.

The doctor’s appointment should be gone from your calendar.
Use Your E-mail Skills

Answering HOW Questions 1

Read this e-mail from your supervisor:

From: rexdowns@sympatico.com
Sent: Monday, June 5, 2006 9:00 AM
To: pjones@shaw.ca
Subject: Blackberry

Hi Pat,
I see you are using your BlackBerry. You need to write a check for $20 for extra charges. After we receive your check you will get a new PIN. Then you can keep using your BlackBerry. Thanks.

Rex

Ask how you can keep using your BlackBerry. Make a list of the steps:

1. Write a check for $20.
2. Get a new PIN.
Read this e-mail from your Health and Safety Rep:

From: Garcia, Jose (jpgarcia@escape.ca)
Sent: Tuesday, December 5, 2006 9:00 AM
To: Black, Lou (blacko@mts.net)
Subject: Safe Countersinking

You asked me about safe countersinking. Follow these general rules. Always use sharp cutters. Apply constant pressure to the cutter. Stop when no new chips are made. Report problems to the leadhand.

Jose

Ask how you can be safe countersinking. Make a list of the steps:

1. Always use sharp cutters.
2. Apply constant pressure to the cutter.
3. Stop when no new chips are made.
4. Report problems to the leadhand.

You can make a list with steps to show how to do something.
The Social Committee wants to plan a Christmas Party.

Send committee members an e-mail. Tell them to ask their co-workers for ideas, and then bring the ideas to the meeting on Monday.

Ask how the committee members can plan a Christmas Party.

Make a list of the steps.

From: Jones, H
Sent: Tuesday, December 5, 2006 9:00 AM
To: Social Committee members
Subject: Christmas Party.

Hi Everyone,
It’s time to plan our Christmas Party. Here is what you can do:

1. ___________________________

2. ___________________________

Henry
Use Your E-mail Skills

**Answering HOW Questions 2**

Sometimes e-mails ask you to do more than one thing.

Ask the question how? Make a list of steps to follow.

Read this e-mail from your supervisor:

From: Downs, Rex (downs@yahoo.ca)  
Sent: Friday July 21, 2006 3:45 PM  
To: Jones, Pat (pjjones@yahoo.com)  
Subject: Electrical Bond and Ground Recertification

Hi Pat,

Make sure everyone in your department attends the Electrical Bond and Ground Recertification Course in Training Room 1 on Wednesday, August 16, 2006 at 7:00 AM. Before the course date, you must: reply to this e-mail to let me know you got it. You must also put a training poster on the bulletin board, tell employees to sign a paper to say they will attend, and remind employees to bring safety shoes and glasses. Thank you for your cooperation.

Rex

Ask how you will get everyone to attend the course. Make a list of the steps:

1. Reply to Rex’s e-mail so he knows I got it.
2. Tell all employees in the department about the course.
3. Put the training poster on the bulletin board.
4. Tell employees to sign a paper to say they will come to the course.
5. Remind employees to bring safety shoes and glasses.
Read this e-mail from your Health and Safety Rep:

From: Jose Garcia  
Sent: Tuesday, December 5, 2006 9:00 AM  
To: All Employees  
Subject: Hazards

Good news! Workplace accidents are down this year. Our goal is to have zero accidents at our plant next year. Here is what you can do to help: Get a copy of the “Spot the Hazard” sheet. Carefully examine your work area and fill out the sheet. Hand in the sheet to a committee member or your rep by the end of the year. Come to the first meeting of 2007 with your concerns and ideas. Have a healthy holiday season.

Jose

Ask how you can help make your workplace safer. Make a list of the steps.

1. ___________________________________________________________
2. ___________________________________________________________
3. ___________________________________________________________
4. ___________________________________________________________

Make a list with steps to tell you how to do something.
Pain at Work

Use these steps to think about your pain.

1. Think about how you feel right now.

2. Look at the drawings of the person.

3. Use a pencil to colour the places on the drawings where you feel pain.

This is a scale:

0 1 2 3 4 5 6 7 8 9 10

It will help you measure the amount of pain you feel.

*Example:*

No pain

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

↑

This means that the person has a little pain, but the pain is not bad.
4. Use the scale to rate how much pain you feel in both the left and right side of your body.

Put a number from 0 to 10 in each box on the chart below:

<table>
<thead>
<tr>
<th>Pain Area</th>
<th>Left Side</th>
<th>Right Side</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neck</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoulder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elbow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand/Wrist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hip/Thigh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower leg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ankle/Foot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Add the numbers. If the total of the left side and the right side is more than 20, you should get help. Tell your doctor about your pain.
**Use Your Internet Skills to Get Going!**

Oh no! Your car won’t start.

You need to get to work.

You check the *Bus Schedule*.

The bus schedule has two parts: the *Key* and the *Bus Times*. You need the Key to help you read the Bus Times.

**Key**

<table>
<thead>
<tr>
<th>Letter Symbol</th>
<th>Stop Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Victoria Hospital</td>
</tr>
<tr>
<td>K</td>
<td>University of Manitoba</td>
</tr>
<tr>
<td>L</td>
<td>Pembina and Grant</td>
</tr>
</tbody>
</table>

**Bus Times**

Each new line is a new bus. In this schedule, a new bus comes every 4 minutes.

<table>
<thead>
<tr>
<th>B</th>
<th>K</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00</td>
<td>6:05</td>
<td>6:15</td>
</tr>
<tr>
<td>6:04</td>
<td>6:09</td>
<td>6:19</td>
</tr>
<tr>
<td>6:08</td>
<td>6:13</td>
<td>6:23</td>
</tr>
</tbody>
</table>

*Example:*

You missed the bus at 6:00 from Victoria Hospital. When is the next bus? 6:04

When does the 6:08 bus get to Pembina and Grant? 6:23
You need to take a bus from **Polo Park** to **Unicity**.

Read this bus schedule:

**Portage Express 21**

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>T</td>
<td>G</td>
<td>W</td>
<td>C</td>
<td>U</td>
<td>S</td>
</tr>
<tr>
<td>6:32</td>
<td>6:40</td>
<td>6:54</td>
<td>7:04</td>
<td>7:07</td>
<td>7:12</td>
<td>7:19</td>
</tr>
<tr>
<td>6:48</td>
<td>6:56</td>
<td>7:10</td>
<td>7:20</td>
<td>7:23</td>
<td>7:28</td>
<td>7:35</td>
</tr>
<tr>
<td>7:00</td>
<td>7:08</td>
<td>7:23</td>
<td>7:33</td>
<td>7:36</td>
<td>7:41</td>
<td>7:46</td>
</tr>
<tr>
<td>7:10</td>
<td>7:18</td>
<td>7:33</td>
<td>7:44</td>
<td>7:47</td>
<td>7:52</td>
<td>7:59</td>
</tr>
<tr>
<td>7:22</td>
<td>7:28</td>
<td>7:43</td>
<td>7:53</td>
<td>7:56</td>
<td>8:01</td>
<td>8:09</td>
</tr>
</tbody>
</table>

1. What is the letter symbol for the Polo Park bus stop? ____

2. What is the letter symbol for the Unicity bus stop? ____

3. If you catch the 6:23 bus at Polo Park, at what time will you get to Unicity? ____

4. If you catch the 6:56 bus at Polo Park, at what time will you get to Unicity? ____

5. Your friend is meeting you at Unicity at 7:45. What time must you catch the bus at Polo Park? ____

6. It takes you 5 minutes to walk from home to Polo Park. What time must you leave home to catch 7:08 bus? ____
**Bonus Question**

7. Oh, no! You missed the 7:08 bus. You must catch the next bus. Your friend is meeting you at Unicity at 7:45.

How long must your friend wait? ____

---

**Check It Out!**

Search for your local bus schedule on the Internet.

Find the schedule for the bus stop near you.

Plan an outing using the bus.
CHAPTER 10

BOEING INTRANET

Table of Contents

Boeing Intranet
Homepage ................................. 10-3

Kronos .................................... 10-6
To See What a Code Means...... 10-9
To Choose the Time That You
Want Information About............ 10-9
To Print Your Information....... 10-9

PeopleSoft ............................... 10-10

Navigation Review ................. 10-13
Following Instructions 1 ............ 10-15
Following Instructions 2 .......... 10-17

Sealing at Work ....................... 10-19

Use Your Internet Skills to Get
Flying! ................................. 10-21
Check It Out! ........................... 10-23
CHAPTER 10

This Unit Will Help You Learn How To:

✓ Log onto the Boeing Intranet
✓ Use Kronos
✓ Use PeopleSoft
**Words To Know**

☆**Intranet**  
   it is like the Internet but much smaller

It is used mainly for business and work. You may need a user name and password to use it.

**Review**

☆**Link**  
   a connection to another site or another part of the same site

A link has a blue line under it.  
A homepage usually has links to take you to other parts of the site.

☆**Homepage**  
   the introduction to a site; like the front door of a site

You can go to different parts of a site from the homepage.
Boeing Intranet Homepage

To go to the Boeing Intranet, you must use a Boeing computer at Boeing.

This is the Boeing Intranet homepage.

These are links that can take you to different parts of the site.

This is the Calendar of Boeing Events:
You can click on a day to see the events for that day.
Click on **All Up Tools** to get to this page.

Find the area that you must use: for example, **MSDS** or **Redars**.

Click on the links to take you to that area.
Click on **Self Service** to get to this page. It has links to other areas with useful information.

Click on the links to see this information. See the examples below.

**PeopleSoft** has information about your pay, benefits, training history, and personal information.

**Kronos** has information about your timesheets. You can check **Kronos** for any mistakes.

**Employee Discounts** has information about businesses that offer discounts to Boeing employees.
Kronos

On the **Self Service** page click on the Kronos icon.

You will see a screen like this. You must **log in** to Kronos to view your timesheets.

Use your Boeing user name and password.
After you log in to Kronos, you will see a screen that looks like this:

This screen has information about:

- the **hours** that you worked
- your **pay**
- your **vacation** and **sick** time
Each part of the screen tells about something different.

This part has information about the hours you worked.

- This part has information about your pay.

- This part has information about your sick leave, vacation time and your present schedule.

You can click on this arrow to make the pay area look like this.
To See What a Code Means

- Pass your mouse pointer over it.

Example from the screen above:

To Choose the Time That You Want Information About

- Click on this arrow.
- Click on the time period that you want.

To Print Your Information

- Click on Actions.
- Click on Print to print all your information
  OR
- Click on Print Screen to print just this screen.
PeopleSoft

Be careful if you make changes. You might have to tell payroll or another department about them.

PeopleSoft has information about your
- Benefits
- Payroll and Compensation
- Training

It also has your Personal Information.

Click on the links to read the following information:
This is the **Personal Information** area.

![](image1.png)

This is the **Benefits** area.

· Click on the links for more information.

![](image2.png)
The Payroll and Compensation screen looks like this:

- Click on the links for more information.

This is the Training and Development area.

You can check here to see if all of your courses are listed.

- Click on the links for more information.
Navigation Review

Remember the navigation skills that you learned in Word Processing 1. You can use them on the Boeing Intranet.

*Example:*

Look at this “map.”

It tells how to get from the Boeing homepage to your KRONOS timesheets.

- On Boeing homepage, click on **Self-Service**.
- On the Self-Service page, click on **Kronos**.
- Enter your **user name** and **password**.
- Click on **Login**.
Tell how to get from the Boeing Homepage to this page.

Make your map here:

Boeing Homepage ➔ _________ ➔ _________ ➔ _________
Use Your E-mail Skills

Following Instructions 1

Many e-mails tell you to do something. It is important to understand so that you can follow instructions.

Read this e-mail then answer the questions:

From:    Watson, Betty (bwatson@hotmail.ca)
Sent:      Thursday, January 12, 2006 10:26 AM
To:         Chaput, Lorne; Shaw, Melody; Paul, Leslie
Subject:  Tool Cal cert.

IMPORTANT:

You must bring your tools in to Cal cert. by the end of January. Let me know when you can bring your tools in, so someone can look at them. If you don’t bring your tools in, you won’t be able to use them.

Thank you,

Betty Watson

Choose the best answer:

1. Who is this e-mail for?
   a) Lorne Chaput
   b) Melody Shaw
   c) Leslie Paul
   d) Lorne, Melody and Leslie
2. **What** must the readers do when they get this e-mail?
   a) bring their tools in now
   b) let the sender know when they can bring their tools in
   c) go to Cal cert. now
   d) let the sender know they got this e-mail

3. **When** is the deadline for Cal cert. of tools?
   a) the end of the week
   b) the beginning of February
   c) the end of January
   d) the beginning of January

4. **Why** is this e-mail IMPORTANT?
   a) workers have many tools
   b) workers cannot use their tools unless they are certified
   c) many people can look at the tools
   d) it is from Betty Watson

When you read an e-mail, ask yourself this question:
What does the sender want me to **do**?
In *Following Instructions 1* Betty sent an e-mail to Lorne on Thursday, January 12, 2006 at 10:26 a.m.

She asked him to tell when he could bring tools in to Cal cert. before the end of January.

You are Lorne.
Send Betty an e-mail.

Tell her *the day, the date, and the time* you can bring your tools in. Here is a calendar to help you:

![Calendar for January 2006](image)
Did you add a.m. or p.m. after the time?

When someone asks you: When? it is important to say the **day**, the **date** and the **time**.
Sealing at Work

Aircraft assemblers use sealants at work.

Assemblers check the temperature to see how long the sealant needs to dry.

Assemblers can find this information on a line graph like this one.

![Line Graph]

The little circle ° after the number means degrees.

*Example:* 120° F

The F means Fahrenheit.
It is **important** to add F after the degree sign.
If the temperature is in Centigrade, then use C instead of F.

**Look at the line graph.**

- If the temperature is 130° F, it takes the sealant **5** hours to dry.

**Fill in the blanks.**

1. If the temperature is 110° F, it takes the sealant ___________ to dry.

2. It takes the sealant **7.5** hours to dry if the temperature is _______.

Did you remember to add the degree sign and the letter F?
Circle the correct word (less or more) to make the sentence true.

3. As the temperature gets lower, it takes less time for the sealant to dry.
You want to go the eastern part of Canada on your summer holiday. You check the flights that are available. The schedule looks like this:

### Departure Place to Arrival Place

<table>
<thead>
<tr>
<th>Air fare</th>
<th>Departure Time and Place</th>
<th>Day and Date</th>
<th>Airline and Flight Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Departure Time and Place</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arrival Place and Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day and Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How Long</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stop Place</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Example:

**Vancouver to Montreal**

**$426 Return**

- 11:25 p.m. Vancouver
- 7:09 a.m. Montreal
- Mon 7 Aug
- 4 hr 44 mn.
- Air Canada 182
- Direct

**$426 Return**

- 9:00 a.m. Vancouver
- 6:14 p.m. Montreal
- Mon 7 Aug
- 6 hr 14 mn.
- Air Canada 184/144
- Calgary

Both of these flights have the same air fare. It only costs $426 to fly from Vancouver to Montreal and back to Vancouver again!

The first flight leaves Vancouver late at night. It arrives in Montreal early in the morning. The flight is less than 5 hours long. It is a direct flight. The plane does not stop from Vancouver to Montreal.

The second flight leaves Vancouver in the morning. It arrives in Montreal at suppertime.
The flight is more than 6 hours long. The plane stops in Calgary. You must change from flight number 184 to flight number 144 in Calgary.

Your holiday starts on July 17. You check the flights from Winnipeg to Halifax. Look at the schedule and answer the questions.

**Winnipeg to Halifax**

**$804 Return**
- 8:55 a.m. Winnipeg
- Mon 17 Jul
- 5 hr 41 min
- West Jet 720/698
- Halifax 4:18 p.m.
- Toronto

**$829 Return**
- 9:15 a.m. Winnipeg
- Mon 17 Jul
- 5 hr 5 min
- Air Canada 8564/664
- Halifax 4:20 p.m.
- Montreal

**$829 Return**
- 8:40 a.m. Winnipeg
- Mon 17 Jul
- 5 hr 48 min
- Air Canada 8470/168
- Halifax 4:28 p.m.
- Ottawa

**$838 Return**
- 12:45 p.m. Winnipeg
- Mon 17 Jul
- Air Canada 8506/8538/
- Halifax 9:27 p.m.
- 6 hr 42 min
- 618 Thunder Bay/ Toronto

1. If you take the 8:55 a.m. flight from Winnipeg to Halifax, where must you stop?

2. If you leave Winnipeg at 8:40 a.m., when will you arrive in Halifax?

3. What is the flight number from Ottawa to Halifax?

4. How much is the flight that stops in Ottawa?

5. What is the fastest time you can get from Winnipeg to Halifax?
6. Why is the 12:45 p.m. flight from Winnipeg to Halifax almost 7 hours long?

---

**Check It Out!**

You can make all your travel plans on the Internet.

There are many sites you can use.

This information is from [www.expedia.ca](http://www.expedia.ca)
# CHAPTER 11

## ANSWERS

### Table of Contents

**Table of Contents** .............. 11-i

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Basic Operation</strong></td>
<td>11-2</td>
</tr>
<tr>
<td>Try This</td>
<td>11-2</td>
</tr>
<tr>
<td>Try This</td>
<td>11-2</td>
</tr>
<tr>
<td>Try This</td>
<td>11-3</td>
</tr>
<tr>
<td>Getting Ready for E-mail</td>
<td>11-4</td>
</tr>
<tr>
<td>Overtime at Work</td>
<td>11-4</td>
</tr>
<tr>
<td>Get Watching</td>
<td>11-4</td>
</tr>
<tr>
<td>Bonus TSC</td>
<td>11-4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 Internet Part 1</strong></td>
<td>11-5</td>
</tr>
<tr>
<td>Try This</td>
<td>11-5</td>
</tr>
<tr>
<td>Try This</td>
<td>11-5</td>
</tr>
<tr>
<td>Getting Ready for E-mail</td>
<td>11-5</td>
</tr>
<tr>
<td>Eating at Work</td>
<td>11-7</td>
</tr>
<tr>
<td>Get Cooking</td>
<td>11-7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 Keyboarding</strong></td>
<td>11-8</td>
</tr>
<tr>
<td>Getting Ready for E-mail</td>
<td>11-8</td>
</tr>
<tr>
<td>Answering Questions</td>
<td>11-8</td>
</tr>
<tr>
<td>Getting Ready for E-mail</td>
<td>11-8</td>
</tr>
<tr>
<td>Asking Questions</td>
<td>11-8</td>
</tr>
<tr>
<td>Fundraising at Work</td>
<td>11-8</td>
</tr>
<tr>
<td>Get Cheering p. 28</td>
<td>11-9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 Word Processing Part 1</strong></td>
<td>11-10</td>
</tr>
<tr>
<td>Try This</td>
<td>11-10</td>
</tr>
<tr>
<td>Try This</td>
<td>11-10</td>
</tr>
<tr>
<td>Using Your E-mail Skills</td>
<td>11-11</td>
</tr>
<tr>
<td>Discounts at Work</td>
<td>11-11</td>
</tr>
<tr>
<td>Get Active</td>
<td>11-11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 E-mail Part 1</strong></td>
<td>11-12</td>
</tr>
<tr>
<td>Try This</td>
<td>11-12</td>
</tr>
<tr>
<td>Use Your E-mail Skills</td>
<td>11-12</td>
</tr>
<tr>
<td>Communicating at Work</td>
<td>11-12</td>
</tr>
<tr>
<td>Get Reading</td>
<td>11-12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6 Internet Part 2</strong></td>
<td>11-13</td>
</tr>
<tr>
<td>Use Your E-mail Skills -</td>
<td></td>
</tr>
<tr>
<td>Some Useful Phrases 1</td>
<td>11-13</td>
</tr>
<tr>
<td>Use Your E-mail Skills -</td>
<td></td>
</tr>
<tr>
<td>Some Useful Phrases 2</td>
<td>11-13</td>
</tr>
<tr>
<td>Staying Safe at Work</td>
<td>11-13</td>
</tr>
<tr>
<td>Get Skiing</td>
<td>11-14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7 Word Processing Part 2</strong></td>
<td>11-14</td>
</tr>
<tr>
<td>Try This</td>
<td>11-14</td>
</tr>
<tr>
<td>Using Your E-mail Skills – Finding Important Information 1</td>
<td>11-15</td>
</tr>
<tr>
<td>Using Your E-mail Skills – Finding Important Information 2</td>
<td>11-15</td>
</tr>
<tr>
<td>Shopping at Work</td>
<td>11-15</td>
</tr>
<tr>
<td>Get Shopping</td>
<td>11-16</td>
</tr>
<tr>
<td>Answers about the 2003 Dodge Dakota</td>
<td>11-16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8 E-mail Part 2</strong></td>
<td>11-17</td>
</tr>
<tr>
<td>Using Your E-mail Skills – Answering HOW Questions 1</td>
<td>11-17</td>
</tr>
</tbody>
</table>
Using Your E-mail Skills – Answering HOW
Questions 2................................. 11-17
Pain at Work ......................... 11-18
Get Going................................. 11-18

9 Boeing Intranet....................... 11-18
Try This.................................... 11-18
Using Your E-mail Skills – Following
Instructions 1............................... 11-18
Using Your E-mail Skills – Following
Instructions 2............................... 11-19
Sealing at Work (ps. 19-20).......... 11-19
Get Flying (p. 22)........................... 11-19
1 Basic Operation

Try This  p. 10
You need to do this exercise with your teacher, because everyone’s desktop is different.

Try This  p. 12
1. File
2. Font
3. View
4. Table
Try This  p. 13

- Recycle bin
- Mouse
- Mouse pointer
- Drop down menu
- Mouse pad
- Mouse pad
- Drop down arrow
- Keyboard
- Monitor
- Desktop
- CPU

Deaf for Deaf | Communication and Computer
11-3
Getting Ready for E-mail p. 19

1. Monday, December 12, 2005    9:23 a.m.
2. Planning Meeting
3. Fri. 1/13/2006
4. Jane Fisher

Overtime at Work p. 20

No

Get Watching p. 23

1. 8
2. 8:00
3. 8:30
4. 30 minutes
5. Las Vegas
6. Prairie Pulse
7. Channels 4 and 5
8. Channel 2

Bonus TSC
2 Internet  Part 1

Try This  p. 7
1. You go back to the previous screen.
2. You go forward one screen.
3. You get pictures.

Try This  p. 9
Answers will vary.

Getting Ready for E-mail  p. 11

1. jfranklin@gov.mb.ca
   jfranklin@gov.mb.ca
   jfanklin@gov.mb.ca

Exactly right - jfranklin@gov.mb.ca
2. len.smith@rogers.blackberry.net   p. 12
lensmith@rogers.blackberry.net
len.smith@ rogers.blackberry.net
len.smith@rogers blackberry.net

Exactly right - len.smith@rogers.blackberry.net

3. s_walker-cooper@newcompany.com   p. 13
s_walker-coper@newcompany.com
s_walker-cooper@newscompany.com
s_walker-cooper@nowcompany.com

Exactly right - s_walker-cooper@newcompany.com
**Eating at Work**  p. 14

1. Caesar Salad  
2. 80 cents

**Get Cooking**  p. 16

1. 3 to 3 ¼ hours  
2. 5 ¼ to 6 ¼ hours  
3. 18 to 20 pounds  
4. 12 to 14 pounds  
5. 4 ¼ hours
3 Keyboarding

Getting Ready for E-mail – Answering Questions  p.25
1. Room 1
2. Tuesday
3. to the office
4. 1:00 p.m. today

Getting Ready for E-mail – Asking Questions  p. 27

Answers will vary.

Fundraising at Work  p. 28
1. b) MTS Dragons
2. a) Pine Falls Thai
3. c) KGS Group
4. c) Final
Get Cheering p. 30

1. 12
2. 16
3. 28
4. 6
5. Edmonton
6. 7:00 p.m.
7. 4
8. 3
9. 4
4 Word Processing  Part 1

Try This  p. 5
1. The cursor moved in the direction of the arrow.
2. It made a space between the letters.
3. It deletes many times.
4. The cursor went down to the next line.
5. Backspace deletes to the left and Delete deletes to the right.

Try This  p. 7
- deleting text to the left
- making spaces
- deleting text to the right
- making capital letters
- moving text to the next line
- moving the cursor around in a document
Using Your E-mail Skills p. 20

1. Sam
   Smith

2. Deaf Employees Computer Course

3. Wednesday
   January 18, 2006
   1:00 p.m.

4. training room 3

5. Rick
   Johnson

6. Friday
   January 13, 2006
   2:45 p.m.

7. to remind Sam about the course

Discounts at Work  p. 22

You want to buy a new seat.
The regular price is $30. You get a 20% discount on accessories.
How much is your discount? __$6__
How much do you have to pay for the seat? __$24__
How much will you save on your bike and new seat all together?
   Bike discount __$25__
   Seat discount __$ 6__
   Total discount __$31__

Get Active      p. 24-25

1. c) adults

2. b) $52

3. c) 8 weeks

4. b) 4

5. c) 4278
6. a) Tues

7. b) Bruce Middle School

8. b) Apr 6 – May 25

9. b) 8:00 – 10:00 p.m.

5 E-mail    Part 1

Try This      p. 11
Answers will vary.

Use Your E-mail Skills      p. 13
Answers will vary. Your answer should have the word yes or no.

Communicating at Work      p. 14
Answers will vary.

Get Reading      pp. 17-18
1.  4
2.  2
3.  7
4.  4
5.  5
6.  6
7.  2
8.  5
9.  3
10. 3
6 Internet Part 2

Use Your E-mail Skills - Some Useful Phrases 1 p. 8
1. Too bad.
2. Good news!
3. I don’t understand.
4. Good news!

Use Your E-mail Skills - Some Useful Phrases 2 p. 10
Answers will vary.

Staying Safe at Work p. 11
Gives off oxygen that can help other materials burn. G
Can cause severe burns to the skin, eyes, or lungs if you inhale it. E
Can poison or infect you. This happens right away and is very serious. B
Can poison or infect you after being around it many times or for long periods of time. H
Burns very easily. D
Contains live bacteria or virus. F
Gas that can explode if the container is damaged or it becomes too hot. A
Can burn or explode if they become too hot, are dropped, hit, or mixed with other chemicals. C
Get Skiing p. 14

1. -16.7°C no
2. -14.1°C no
3. -24.2°C yes

7 Word Processing Part 2

Try This p. 5

8. The cursor goes to the end of the line.

12. The cursor goes to the beginning of the line.

Using Your E-mail Skills – Finding Important Information 1 p. 32

From: blakekelly@hotmail.com

Sent: Friday, September 1, 2006 9:00 AM
To: All Departments
Subject: Survey

URGENT. You can win a $100 gift certificate if you fill out the job survey by Friday, September 8.

Blake Kelly
Using Your E-mail Skills –
Finding Important Information 2  p. 34

From: ssanderson@yahoo.ca

Sent: Monday, January 9, 2006 9:00 AM
To: All Winnipeg Employees
Subject: Fitness Centre news

Important news! We are decreasing the Fitness Centre annual fee from $52.00 to $40.00 and we also have new equipment. Come and check it out.

Sandy Sanderson

Shopping at Work  p. 35

How much money will you need?

2 backpacks  $34
2 travel mugs  $24
1 t-shirt  $12
Total  $70
### Get Shopping  p. 37-38

Answers about houses will vary.

<table>
<thead>
<tr>
<th></th>
<th>2006 Honda Civic Hybrid</th>
<th>2006 Toyota Prius 4-Door</th>
<th>2006 Volkswagen Jetta Sedan</th>
</tr>
</thead>
<tbody>
<tr>
<td>This car has the longest warranty.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>This car is the cheapest.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>This car is the best on gas.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>This car has manual transmission.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>This car looks the best.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Answers about the 2003 the Dodge Dakota  p. 39

<table>
<thead>
<tr>
<th>Feature</th>
<th>2006 Dakota</th>
</tr>
</thead>
<tbody>
<tr>
<td>or best offer</td>
<td>like new</td>
</tr>
<tr>
<td>power windows</td>
<td>phone</td>
</tr>
<tr>
<td>air conditioning</td>
<td>speed</td>
</tr>
<tr>
<td>transmission</td>
<td>automatic</td>
</tr>
</tbody>
</table>
Using Your E-mail Skills –
Answering HOW Questions 1   p. 27

From: Jones, H
Sent: Tuesday, December 5, 2006 9:00 a.m.
To: Social Committee members
Subject: Christmas Party.

Hi Everyone,

It’s time to plan our Christmas Party. Here is what you can do:

1. Ask your co-workers for ideas. _________
2. Bring the ideas to the meeting on Monday.

Henry

Using Your E-mail Skills –
Answering HOW Questions 2   p. 29

Ask how you can help make your workplace safer. Make a list of the steps.

1. Get a copy of “Spot the Hazard” sheet. _______________________
2. Carefully examine your work area and fill out the sheet. _______________
3. Hand in the sheet to a committee member or your rep by the end of the year.
4. Come to the first meeting of 2007 with your concerns and ideas. __________
Pain at Work    pp. 30-31

Answers will vary.

Get Going    pp. 34

1. T
2. U
3. 6:53
4. 7:28
5. 7:08
6. 7:03
7. 7 minutes

9 Boeing Intranet

Try This    p. 14

Boeing Homepage ➔ Self-Service ➔ PeopleSoft ➔ Benefits

USING YOUR E-MAIL SKILLS – Following Instructions 1    pp. 15-16

1. d) Lorne, Melody and Leslie
2. b) let the sender know when they can bring their tools in
3. c) the end of January
4. b) workers cannot use their tools unless they are certified
Using Your E-mail Skills – Following Instructions 2  p. 18

Answers will vary.

Sealing at Work  pp. 19-20

1. 10 hours
2. 120º F. more

Get Flying  p. 22

1. Toronto
2. 4:28 p.m.
3. 168
4. $829 return
5. 5 hr 5 mn
6. because there are two stopovers
**Bold**
Dark print

**Browser**
A program that lets you go on to the Internet and move around on the Internet

**Central Processing Unit (CPU)**
The engine of the computer

**Click**
Quickly push a button on the mouse

**Cursor**
The little flashing line in a word document
It shows where the letters will go when you type.

**Delete**
To take away or erase

**Desktop**
The screen that comes up after you log on.

**Document**
A piece of work made with the computer.

**DOUBLE CLICK (CLICK, CLICK)**
Very quickly click two times on left button on mouse.
Use this to open programs.

**Download**
To bring something into your computer.
When you download something, you have a copy of it on your computer.

**Drop Down Menu**
A list of things that you can do.
<p>| <strong>Font</strong> | Letters. |
| <strong>Hardware</strong> | Equipment. |
| <strong>Home page</strong> | The introduction to a site; like the front door of a site. You can go to different parts of a site from the homepage. |
| <strong>Home row</strong> | The main keys that you keep your fingers on. The bumps on f and j help you to find the home row. |
| <strong>Icons</strong> | Small pictures. |
| <strong>Intranet</strong> | Like the Internet but much smaller. It is mainly for business and work. You may need a username and password to use it. |
| <strong>Italics</strong> | Slanted print. |
| <strong>Left click</strong> | Click left button on mouse. Use this on toolbars and for changing places in a document. |
| <strong>Link</strong> | A connection to another site. |
| <strong>Logging off</strong> | Like signing out. |
| <strong>Logging on</strong> | Like signing in on your computer. |</p>
<table>
<thead>
<tr>
<th><strong>Monitor</strong></th>
<th>The computer screen</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mouse</strong></td>
<td>A thing for navigating on the computer</td>
</tr>
<tr>
<td><strong>Mouse pad</strong></td>
<td>A small pad that the mouse sits on</td>
</tr>
<tr>
<td><strong>Mouse pointer</strong></td>
<td>An arrow that moves on the screen when you move the mouse</td>
</tr>
<tr>
<td><strong>Navigate</strong></td>
<td>To move around in a document or on the Internet</td>
</tr>
</tbody>
</table>
| **On-line**          | Connected to the Internet or a server  
|                      | You must be on-line to get your e-mail or search the Internet. |
| **Programs**         | These tell the computer what to do.   
|                      | Different programs are used for different purposes. |
| **Right click**      | Click right-hand button on mouse.     
|                      | Use this to get a drop down menu.      |
| **Search engine**    | A program that helps you find web pages on a given subject. |
| **Server**           | A central computer that is connected to many other computers.  
<p>|                      | Your e-mail comes to a server before you can get it.          |
| <strong>Site</strong>             | A location on the Internet.            |</p>
<table>
<thead>
<tr>
<th><strong>Software</strong></th>
<th>Computer programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text</strong></td>
<td>Typed words.</td>
</tr>
<tr>
<td><strong>Word processing</strong></td>
<td>Typing documents on the computer. Microsoft Word is a word processor.</td>
</tr>
</tbody>
</table>