

اسم البرنامج: النسخ على لوحة المفاتيح بالفتين

اسم الحقيبة: النسخ باللغة الإنجليزية



مقدمة

الحمد لله وحده، والصلاة والسلام على من لا نبي بعده، محمد وعلى آله وصحبه، وبعد:

تسعى المؤسسة العامة للتعليم الفني والتدريب المهني لتأهيل الكوادر الوطنية المدربة القادرة على شغل الوظائف التقنية والفنية والمهنية المتوفرة في سوق العمل، ويأتي هذا الاهتمام نتيجة للتوجهات السديدة من لدن قادة هذا الوطن التي تصب في مجملها نحو إيجاد وطن متكامل يعتمد ذاتياً على موارده وعلى قوة شبابه المسلح بالعلم والإيمان من أجل الاستمرار قدماً في دفع عجلة التقدم التتموي: لتصل بعون الله تعالى لمصاف الدول المتقدمة صناعياً.

وقد خطت الإدارة العامة لتصميم وتطوير المناهج خطوة إيجابية تتفق مع التجارب الدولية المتقدمة في بناء البرامج التدريبية، وفق أساليب علمية حديثة تحاكي متطلبات سوق العمل بكافة تخصصاته لتلبي متطلباته، وقد تمثلت هذه الخطوة في مشروع إعداد المعايير المهنية الوطنية الذي يمثل الركيزة الأساسية في بناء البرامج التدريبية، إذ تعتمد المعايير في بنائها على تشكيل لجان تخصصية تمثل سوق العمل والمؤسسة العامة للتعليم الفني والتدريب المهني بحيث تتوافق الرؤية العلمية مع الواقع العملي الذي تفرضه متطلبات سوق العمل، لتخرج هذه اللجان في النهاية بنظرة متكاملة لبرنامج تدريبي أكثر التصاقاً بسوق العمل، وأكثر واقعية في تحقيق متطلباته الأساسية.

ويتناول هذا البرنامج " النسخ على لوحة المفاتيح باللغتين " مجموعة من الحقائق التدريبية المعتمدة بالمؤسسة العامة لتعليم الفني والتدريب المهني.

والإدارة العامة لتصميم وتطوير المناهج وهي تضع بين يديك هذه الحقيبة التدريبية تأمل من الله عز وجل أن تسهم بشكل مباشر في تأصيل المهارات الضرورية اللازمة، بأسلوب مبسط يخلو من التعقيد، وبالاستعانة بالتطبيقات والأشكال التي تدعم عملية اكتساب هذه المهارات.

والله نسأل أن يوفق القائمين على إعدادها والمستفيدين منها لما يحبه ويرضاه: إنه سميع مجيب الدعاء.

الإدارة العامة لتصميم وتطوير المناهج

النسخ باللغة الإنجليزية

صف الارتكاز

صف الارتكاز

1

الهدف العام:

تهدف هذه الوحدة إلى تعريفك على الحروف الإنجليزية الموجودة بصف الارتكاز وهي 'A 'S

‘ ‘ : ‘ L ‘ K ‘ J ‘ H _ G ‘ F ‘ D ‘

الأهداف التفصيلية:

يتوقع منك بعد دراستك لهذه الوحدة والتدريب عليها أن تكتسب المهارة الخاصة بالتعامل مع صف الارتكاز وأيضا تتقن حركة اليدين على الحروف الخاصة بكل يد وهي :

إتقان وضع أصابع اليد اليسرى على الحروف ابتداء من الخنصر وحتى السبابة بالترتيب التالي " A,S,D,F " بالإضافة إلى حرف " G " بالنسبة للسبابة اليسرى

إتقان وضع أصابع اليد اليمنى على الحروف ابتداء من الخنصر وحتى السبابة بالترتيب التالي " L , : J , K , " بالإضافة إلى حرف " " بالنسبة للخنصر الأيمن ، وحرف " H " بالنسبة للسبابة اليمنى .

الوقت المتوقع للتدريب على هذه الوحدة : 12 ساعة.

الوسائل المساعدة :

- استخدام برنامج مدرب الطباعة باللغة الإنجليزية.
- جهاز الحاسب الآلي.
- استخدام كافة التعليمات المذكورة في الوحدة.

متطلبات الجدارة :

الاطلاع على التعليمات الموجودة بالوحدة.

UNIT ONE

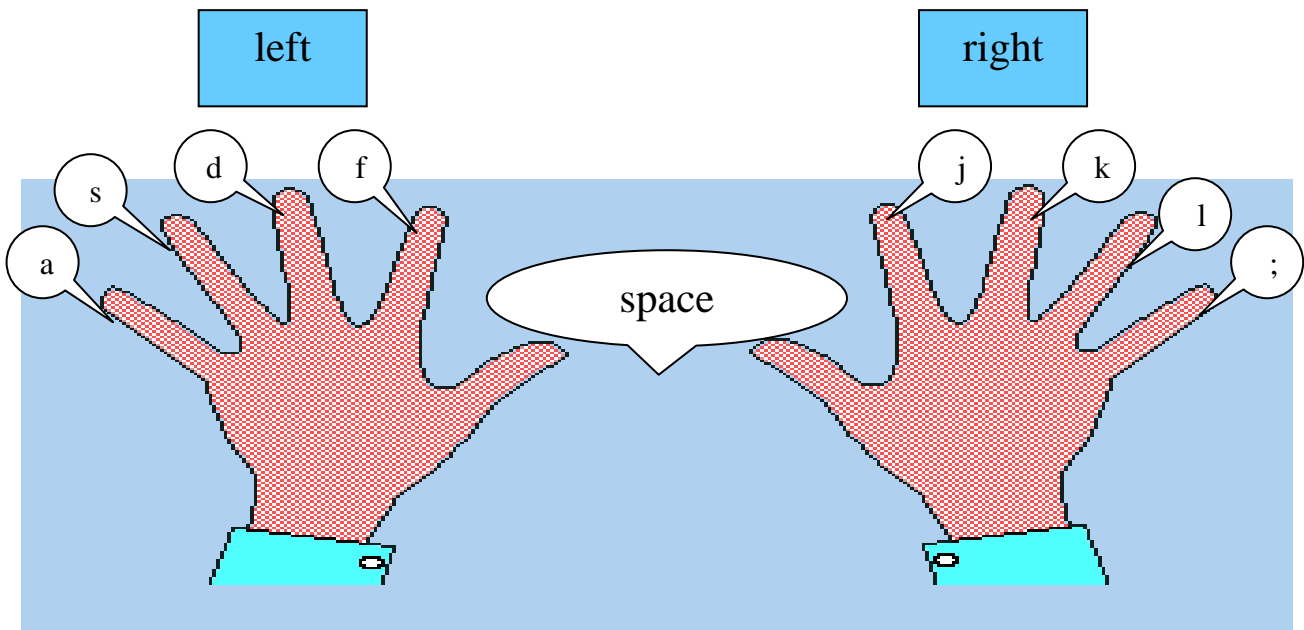
Typing the Guide Keys

The guide keys are located in the second row in your keyboard. The home keys are.

FIGURE No. 2

A ,S ,D,F for left hand and J ,K ,L , ; for the right hand. Letters (A) is pressed by your little (fourth) finger of the left hand. Letters (S) is pressed by the ring finger (third) of the left hand. Letter (D) is pressed by the middle (second) finger of your left hand, and finally the letter (F) is pressed by using your left hand pointer (first) finger.

With your right hand the sign (;) is pressed with your little (first) finger. Letter (L) is pressed by using your ring finger (third) of the right hand. Letter (K) is pressed using the middle (second) finger of your right hand, and finally you press letter J using your pointer (first) finger of the right hand .



Exercise No. 1 :**Instructions :**

- 1- Sit opposite the keyboard correctly as mentioned before .
- 2- Put the typing source on your right hand side .
- 3- Place your fingers on the guide keys as explained before .
- 4- Hang your thumbs on the space par .
- 5- Do not look at the keyboard when you are typing, and try to think about the correct positions of each key .

ffff dddd ssss aaaa jjjj kkkk llll ;;;;
 ffff dddd ssss aaaa jjjj kkkk llll ;;;;
 ffff dddd ssss aaaa jjjj kkkk llll ;;;;
 ffff dddd ssss aaaa jjjj kkkk llll ;;;;
 ffff dddd ssss aaaa jjjj kkkk llll ;;;;

ffff jjjj dddd kkkk ssss llll aaaa ;;;;
 ffff jjjj dddd kkkk ssss llll aaaa ;;;;
 ffff jjjj dddd kkkk ssss llll aaaa ;;;;
 ffff jjjj dddd kkkk ssss llll aaaa ;;;;

fdsa jkl; fdsa jkl; fdsa jkl;
 fdsa jkl; fdsa jkl; fdsa jkl;
 fdsa jkl; fdsa jkl; fdsa jkl;
 fdsa jkl; fdsa jkl; fdsa jkl;

asdf ;lkj sdfa lkj; dafs jlk;
 asdf ;lkj sdfa lkj; dafs jlk;
 asdf ;lkj sdfa lkj; dafs jlk;
 asdf ;lkj sdfa lkj; dafs jlk;

jafa jafa dads kads lsfj lsfj
 jafa jafa dads kads lsfj lsfj
 jafa jafa dads kads lsfj lsfj
 jafa jafa dads kads lsfj lsfj

Exercise No. 2:**Instructions :**

1- Try to correct the previous exercise. Look at the errors you made .
if the errors are more than 4 misprints in a line , repeat typing that
line .

2-Always think about the right position of the key before you press it.

3-Press each key with the specified key only .

4-Hold your sight on the typing source and never look at the keyboard or
screen during your typing .

5-Remember to sit correctly before the keyboard .

6-Do not bother yourself if you made a mistake to avoid making
more mistakes .

Typing the following :

aajj	aajj	sskk	sskk	dlll	dlll	ff;;	ff;;
aajj	aajj	sskk	sskk	dlll	dlll	ff;;	ff;;
aajj	aajj	sskk	sskk	dlll	dlll	ff;;	ff;;
aajj	aajj	sskk	sskk	dlll	dlll	ff;;	ff;;

ajaj	ajaj	sksk	susk	dlll	dlll
ajaj	ajaj	sksk	susk	dlll	dlll
ajaj	ajaj	sksk	susk	dlll	dlll
ajaj	ajaj	sksk	susk	dlll	dlll
f;;f	f;;f	asjk	asjk	dlf;	dlf;
f;;f	f;;f	asjk	asjk	dlf;	dlf;
f;;f	f;;f	asjk	asjk	dlf;	dlf;
f;;f	f;;f	asjk	asjk	dlf;	dlf;

kaka	kaka	slll	slll	dkdk	dkdk
kaka	kaka	slll	slll	dkdk	dkdk
kaka	kaka	slll	slll	dkdk	dkdk
kaka	kaka	slll	slll	dkdk	dkdk

kad	kad	fal	fal	jaf	jaf	lad	lad
kad	kad	fal	fal	jaf	jaf	lad	lad
kad	kad	fal	fal	jaf	jaf	lad	lad
kad	kad	fal	fal	jaf	jaf	lad	lad

Typing the letters G , H

The letter G is located on the right hand side of letter F. It is pressed by using your left hand side pointer (the first left hand finger) .

figure No. 3

The letter H is found on the left hand side of letter J. It is pressed by using your right hand side pointer (the first tight hand finger)

Exercise No. 1

Instructions.

- 1- Sit correctly before the keyboard>
- 2- Keep your fingers on the guide keys.
- 3-Always look at the typing source. Avoid looking at the keyboard or screen when you are typing.
- 4-Strike the letter G with your left pointer and return it back immediately to its normal position.
- 5- Strike the letter H with your right pointer and return it back immediately to its normal position .

Typing the following :

gggg	gggg	hhhh	hhhh	gggg	gggg	hhhh	hhhh
gggg	gggg	hhhh	hhhh	gggg	gggg	hhhh	hhhh
gggg	gggg	hhhh	hhhh	gggg	gggg	hhhh	hhhh
gggg	gggg	hhhh	hhhh	gggg	gggg	hhhh	hhhh

gghh	gghh	hhgg	hhgg	ghgh	ghgh	hghg	hghg
gghh	gghh	hhgg	hhgg	ghgh	ghgh	hghg	hghg
gghh	gghh	hhgg	hhgg	ghgh	ghgh	hghg	hghg
gghh	gghh	hhgg	hhgg	ghgh	ghgh	hghg	hghg

has	has	had	had	gak	gak	dag	dag
has	has	had	had	gak	gak	dag	dag
has	has	had	had	gak	gak	dag	dag
has	has	had	had	gak	gak	dag	dag

gas	gas	sad	sad	half	half
gas	gas	sad	sad	half	half
gas	gas	sad	sad	half	half
gas	gas	sad	sad	half	half

hags	hags	hal	hal	gaff	gaff
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hags	hags	hal	hal	gaff	gaff
hags	hags	hal	hal	gaff	gaff
hags	hags	hal	hal	gaff	gaff

Exercise No. 2

Instructions.

Repeat twice any lines that contain more than one misprint.

ads	ads	adds	adds	daf	daf
ads	ads	adds	adds	daf	daf
ads	ads	adds	adds	daf	daf
ads	ads	adds	adds	daf	daf
hall	hall	glad	glad	gall	gall
hall	hall	glad	glad	gall	gall
hall	hall	glad	glad	gall	gall
hall	hall	glad	glad	gall	gall
gad	gad	gads	gads	gals	gals
gad	gad	gads	gads	gals	gals
gad	gad	gads	gads	gals	gals
gad	gad	gads	gads	gals	gals
sad	sad	had	had	lad	lad
sad	sad	had	had	lad	lad
sad	sad	had	had	lad	lad
sad	sad	had	had	lad	lad

النسخ باللغة الإنجليزية

التدريب على مفاتيح الصف الأول

الهدف العام : تهدف هذه الوحدة إلى إتقان الحروف الموجودة في الصف الأول وهي:
" Z,X,C,V,B,N,M, , , / . "

الأهداف التفصيلية : يتوقع منك بعد دراستك وتدريبك على هذه الوحدة أن تكتسب مهارات التعامل مع الحروف الأربعة السابق الذكر عنها وتكون كالتالي :

1- اليد اليمنى : السبابة لها الحروف التالية [B ,N] .
والوسطى لها حرف [M] .
والبنصر له علامة [,]
أما الخنصر فله العلامتان [/ , .]

2- اليد اليسرى : السبابة لها حرف [V] .
والوسطى لها حرف [C]
والبنصر له حرف [X]
والخنصر له حرف [Z]

3- إتقان الحركة على هذه المفاتيح بالتدريب على التمارين الموجودة في تمارين هذه الوحدة تحت إشراف المدرس أو المدرب . وعمل التقييم الدائم على كل محاولة .

الوقت المتوقع للتدريب على هذه الوحدة : 12 ساعة.

الوسائل المساعدة :

- استخدام برنامج مدرب الطباعة باللغة الإنجليزية.
- جهاز الحاسب الآلي.
- استخدام كافة التعليمات المذكورة في الوحدة.

متطلبات الجدارة: الاطلاع على التعليمات الموجودة بالوحدة.الهدف العام.

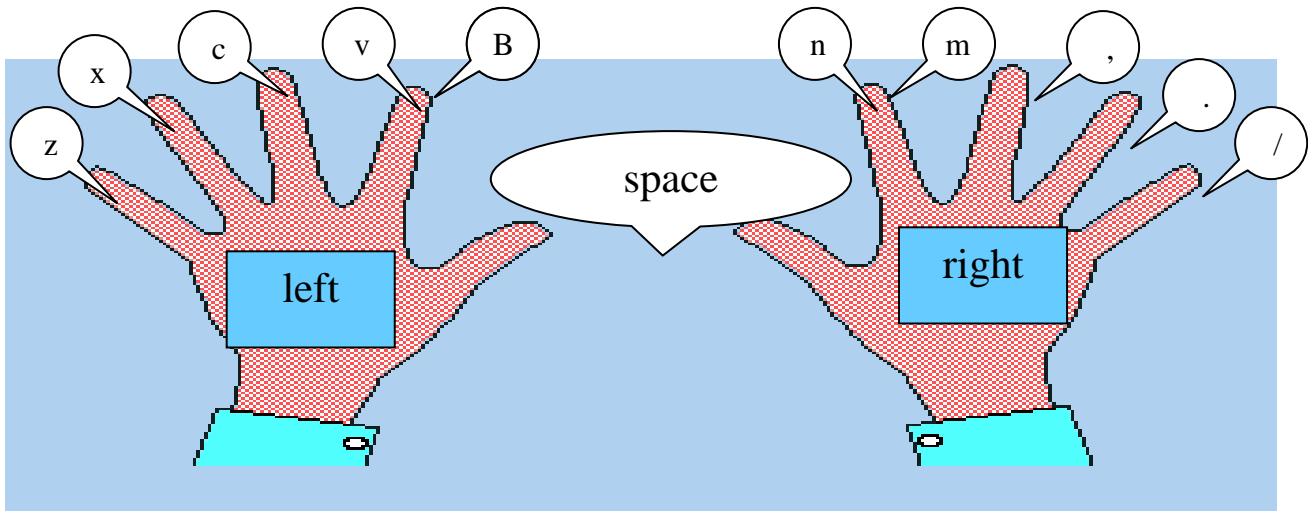
UNIT 2

Typing The first Row (V,B, N,M)

Letter (V) and (B) are pressed by using your left hand pointer (the first finger). These letters are pressed by moving your left hand pointer down to the right. Strike the required key and return your finger back immediately to the (F) key on the guide keys raw .

figure No. 4

Letters (N) and (M) are pressed by using your right hand pointer (the first finger). These letters are pressed by moving your right hand pointer down to the left. Strike the required key and return your finger back immediately to the (J) key on the home keys raw .



Exercise No. 1

Instructions.

- 1-Sit correctly before the keyboard.
- 2-Only move your fingers and keep your arms stand still.
- 3-Only look at your typing source , avoid looking at the keyboard .
- 4-Do not feel nervous if you made any mistakes.
- 5-Press the letters (V) and (B) with your left pointer and return it back immediately to the letter key (F) on the guide keys raw.
- 6- Press the letters N and M with your right pointer and return it back immediately to the letter key (J) on the guide keys raw.

Typing the following :

vvvv vvvv bbbb bbbb nnnn nnnn mmmm mmmm
 vvvv vvvv bbbb bbbb nnnn nnnn mmmm mmmm
 vvvv vvvv bbbb bbbb nnnn nnnn mmmm mmmm
 vvvv vvvv bbbb bbbb nnnn nnnn mmmm mmmm

vvbb vvbb bbvv bbvv nnmm nnmm mmnn mmnn
 vvbb vvbb bbvv bbvv nnmm nnmm mmnn mmnn
 vvbb vvbb bbvv bbvv nnmm nnmm mmnn mmnn
 vvbb vvbb bbvv bbvv nnmm nnmm mmnn mmnn

vbvb vbvb bvbv bvbv mnmn nmnm mnmn mnmn
 vbvb vbvb bvbv bvbv mnmn nmnm mnmn mnmn
 vbvb vbvb bvbv bvbv mnmn nmnm mnmn mnmn
 vbvb vbvb bvbv bvbv mnmn nmnm mnmn mnmn

vbnm vbnm bnmv bnmv mbvn mbvn
 vbnm vbnm bnmv bnmv mbvn mbvn
 vbnm vbnm bnmv bnmv mbvn mbvn
 vbnm vbnm bnmv bnmv mbvn mbvn

nbmv nbmv vmbn vmbn bvnm bvnm
 nbmv nbmv vmbn vmbn bvnm bvnm
 nbmv nbmv vmbn vmbn bvnm bvnm
 nbmv nbmv vmbn vmbn bvnm bvnm

Exercise No. 2

Typing the following :

man	mags	mass	sand	dana	dada
man	mags	mass	sand	dana	dada
man	mags	mass	sand	dana	dada
man	mags	mass	sand	dana	dada

sank	shad	sans	dank	hard	land
sank	shad	sans	dank	hard	land
sank	shad	sans	dank	hard	land
sank	shad	sans	dank	hard	land

and	san	dad	had	dash	band
and	san	dad	had	dash	band
and	san	dad	had	dash	band
and	san	dad	had	dash	band

hang	gang	nabs	lash	lands	lads
hang	gang	nabs	lash	lands	lads
hang	gang	nabs	lash	lands	lads
hang	gang	nabs	lash	lands	lads

vans	jan	vato	han	fans	fast
vans	jan	vato	han	fans	fast
vans	jan	vato	han	fans	fast
vans	jan	vato	han	fans	fast

Typing the letters c,x,z

The letter (C) is pressed by using your left hand middle finger. The letter (X) is pressed by using your left hand ring finger. The letter (Z) is pressed by using your left hand little finger .

figure No. 5

Exercise No. 1

Instructions.

- 1-Sit correctly before the keyboard.
- 2-After striking any of the letter keys in the first raw , return your finger immediately to its normal position on the guide key .
- 3-Keep your eyes on the typing source .

Typing the following :

ZZZZ	ZZZZ	XXXX	XXXX	CCCC	CCCC
ZZZZ	ZZZZ	XXXX	XXXX	CCCC	CCCC
ZZZZ	ZZZZ	XXXX	XXXX	CCCC	CCCC
ZZZZ	ZZZZ	XXXX	XXXX	CCCC	CCCC

ZZXX	ZZCC	XXZZ	XXCC	CCZZ	CCXX
ZZXX	ZZCC	XXZZ	XXCC	CCZZ	CCXX
ZZXX	ZZCC	XXZZ	XXCC	CCZZ	CCXX
ZZXX	ZZCC	XXZZ	XXCC	CCZZ	CCXX

ZCX	CZX	XCZ	ZXC	CXZ	XZC
ZCX	CZX	XCZ	ZXC	CXZ	XZC
ZCX	CZX	XCZ	ZXC	CXZ	XZC
ZCX	CZX	XCZ	ZXC	CXZ	XZC

car	carm	carl	cark	card	caravan
car	carm	carl	cark	card	caravan
car	carm	carl	cark	card	caravan
car	carm	carl	cark	card	caravan
zas	zag	zach	zax	jax	fax
zas	zag	zach	zax	jax	fax
zas	zag	zach	zax	jax	fax
zas	zag	zach	zax	jax	fax

النسخ باللغة الإنجليزية

التدريب على حروف الصف الثالث

الهدف العام :

تهدف هذه الوحدة إلى إتقان الحروف الموجودة في الصف الثالث وهي P [O I U Y T R E W Q والكفاءة في التعامل معها بسهولة .

الأهداف التفصيلية :

يتوقع منك بعد دراستك لهذه الوحدة أن تكتسب المهارة وإتقان التعامل بالسبابتين اليمنى واليسرى في الصف الثالث ويكون الارتكاز كالتالي :

1. اليد اليمنى : السبابة لها الحرفين [Y , U] .

الوسطى لها حرف [I]

البنصر له حرف [O]

الخنصر له حرف [P] والقوسين [,] []

2. اليد اليسرى : السبابة لها الحرفين [R , T] .

الوسطى لها الحرف [E]

البنصر له الحرف [W]

الخنصر له الحرف [Q]

3. التدريب على التمارين الموجودة في هذه الوحدة تحت إشراف المدرس أو المدرب وعمل التقييم الدائم على كل محاولة من المحاولات .

الوقت المتوقع للتدريب على هذه الوحدة : 12 ساعة.

الوسائل المساعدة :

- استخدام برنامج مدرب الطباعة باللغة الإنجليزية .
- جهاز الحاسب الآلي .
- استخدام كافة التعليمات المذكورة في الوحدة.

متطلبات الجدارة :

الاطلاع على التعليمات الموجودة بالوحدة.

UNIT 3

Typing the third row (letters keys, R,T,Y, U)

The letter (R) and (T) are pressed by the left hand pointer, while the letters (Y) and (U) are pressed by using the right hand pointer.

figure No. 5

Exercise No. 1

Instructions.

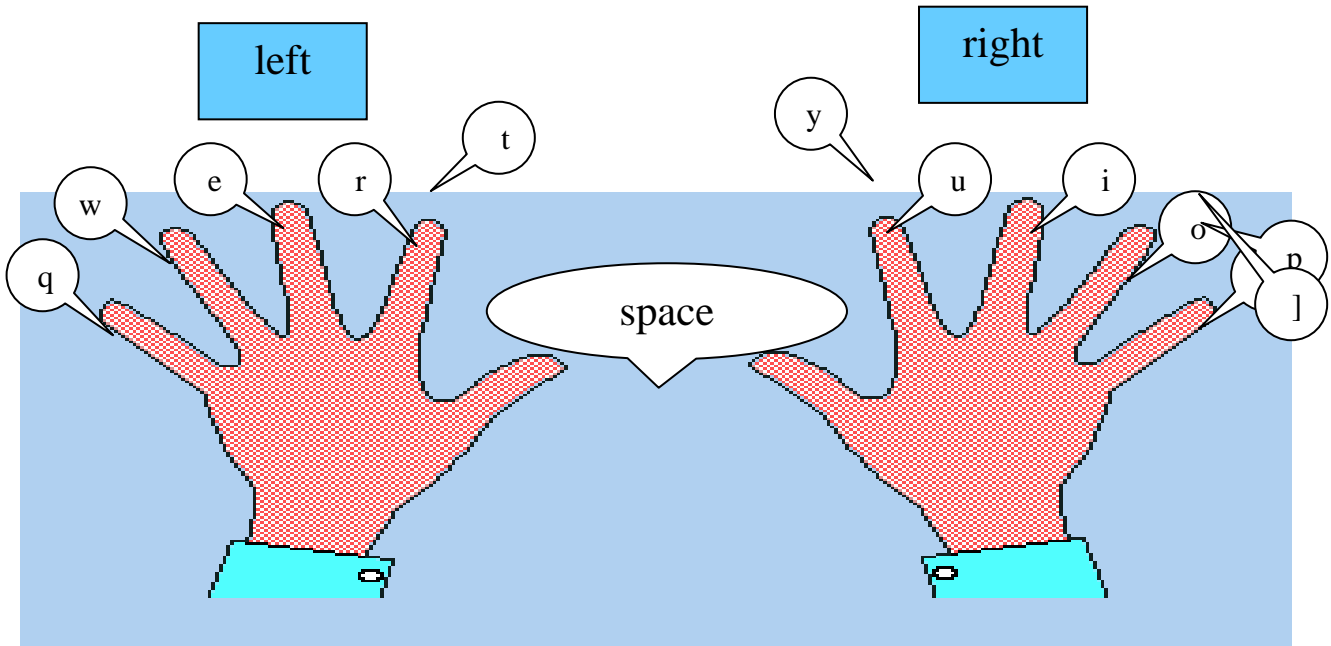
- 1-Always remember to return your finger after striking any key of the third row at once to its normal position on the guide key row.
- 2-Avoid unnecessary movements of your arms. Only move your fingers.
- 3-Avoid looking at the keyboard or screen while you are typing .

Typing the following :

rrrr	tttt	yyyy	uuuu	rrrr	tttt	yyyy	uuuu
rrrr	tttt	yyyy	uuuu	rrrr	tttt	yyyy	uuuu
rrrr	tttt	yyyy	uuuu	rrrr	tttt	yyyy	uuuu
rrrr	tttt	yyyy	uuuu	rrrr	tttt	yyyy	uuuu
rrtt	rryy	rruu	ttyy	ttuu	ttrr	yyrr	yytt
rrtt	rryy	rruu	ttyy	ttuu	ttrr	yyrr	yytt
rrtt	rryy	rruu	ttyy	ttuu	ttrr	yyrr	yytt
rrtt	rryy	rruu	ttyy	ttuu	ttrr	yyrr	yytt
yyuu	rtyu	tryu	ytur	uryt	rtty		utru
yyuu	rtyu	tryu	ytur	uryt	rtty		utru
yyuu	rtyu	tryu	ytur	uryt	rtty		utru
yyuu	rtyu	tryu	ytur	uryt	rtty		utru
yacht	ugly	usury	yak	uhlan			rack
yacht	ugly	usury	yak	uhlan			rack
yacht	ugly	usury	yak	uhlan			rack
yacht	ugly	usury	yak	uhlan			rack
yard	ultra	vadar	yarn	urban			rank
yard	ultra	vadar	yarn	urban			rank
yard	ultra	vadar	yarn	urban			rank
yard	ultra	vadar	yarn	urban			rank

Typing the letter keys W,E,I,O.

The letter (W) is pressed by using the left hand ring finger, while the letter (E) is pressed by using the left hand middle finger. On the other hand the letter key (I) is pressed by the right hand middle finger. Finally the letter key (O) is pressed by using the right hand ring finger .



Instructions.

- 1-Sit corectly in front of he keyboard.
- 2-Always keep your fingers on the guide keys, and only move your fingers.
- 3-Hold your sight on the typing source on the typing source and avoid looking at the keyboard or the screen during your typing .

Typing the following :

www	www	eeee	eee	iii	iii	ooo	ooo
www	www	eeee	eee	iii	iii	ooo	ooo
www	www	eeee	eee	iii	iii	ooo	ooo
www	www	eeee	eee	iii	iii	ooo	ooo
wew	ewew	wowo	uou	ieie		ioio	uou
wew	ewew	wowo	uou	ieie		ioio	uou
wew	ewew	wowo	uou	ieie		ioio	uou
wew	ewew	wowo	uou	ieie		ioio	uou

we	are	busy	we	are	busy	we	are	busy
we	are	busy	we	are	busy	we	are	busy
we	are	busy	we	are	busy	we	are	busy
we	are	busy	we	are	busy	we	are	busy
they	can	see	the	little	cat	under	the	table
they	can	see	the	little	cat	under	the	table
they	can	see	the	little	cat	under	the	table
they	can	see	the	little	cat	under	the	table
she	is	feeding	her	baby	he	is	very	hungry
she	is	feeding	her	baby	he	is	very	hungry
she	is	feeding	her	baby	he	is	very	hungry
she	is	feeding	her	baby	he	is	very	hungry
the	little	kids	be	careful	in	your	typing	
the	little	kids	be	careful	in	your	typing	
the	little	kids	be	careful	in	your	typing	
the	little	kids	be	careful	in	your	typing	

Typing the letter keys Q,P.

Finally the letter (Q) is pressed by the left hand little finger and the letter key (p) is pressed by the right hand little finger .

figure No. 8

Exercise No. 1

Instructions.

1-By the end of this exercise it is supposed that your fingers know their way to all the English letters. Look at your mistakes and try to repeat the words or letters misprints several times .

2-You are about to undertake speed drills, try to memorize the right position of each letter .

3-Always remember the golden rule “look at the typing source and avoid looking at the keyboard screen” .

Typing the following :

qqqq	qqqq	pppp	pppp	qqqq	qqqq	pppp
qqqq	qqqq	pppp	pppp	qqqq	qqqq	pppp
qqqq	qqqq	pppp	pppp	qqqq	qqqq	pppp

qqpp	qqpp	qpqp	qpqp	pppq	pppq			
qqpp	qqpp	qpqp	qpqp	pppq	pppq			
qqpp	qqpp	qpqp	qpqp	pppq	pppq			
writing	a	cheque	is	a	very	serious	legal	duty
writing	a	cheque	is	a	very	serious	legal	duty
writing	a	cheque	is	a	very	serious	legal	duty
writing	a	cheque	is	a	very	serious	legal	duty
perhaps	he	would be	able to	drive	to	town	today	
perhaps	he	would be	able to	drive	to	town	today	
perhaps	he	would be	able to	drive	to	town	today	
always	remember to	keep your fingers	on the					
always	remember to	keep your fingers	on the					
always	remember to	keep your fingers	on the					
keep	quite	in	your	class	room			
keep	quite	in	your	class	room			
keep	quite	in	your	class	room			
the	queen	said to	the	printer	take care of	the	poor	
the	queen	said to	the	printer	take care of	the	poor	
the	queen	said to	the	printer	take care of	the	poor	

Exercise No. 2

Speed booster

Instructions.

- 1-The aim of this exercise is to improve your speed level on the keyboard , strike the letters as fast as you can .
- 2-Avoid making mistakes , but do not worry if you made any .
- 3-Concentrate on your typing source and let your brain , not your eyes , guide your fingers to the letter keys positions .

Typing the following phrases for 5 minutes :

There is no place like home.

النسخ باللغة الإنجليزية

التدريب على الحروف الكبيرة

الهدف العام :

تهدف هذه الوحدة إتقان التعامل مع مفتاح shift ، مع جميع المفاتيح وذلك للتعامل مع الحروف الكبيرة capital letters والكفاءة في التعامل معها بسهولة.

الأهداف التفصيلية :

- يتوقع منك بعد دراستك لهذه الوحدة أن تكتسب مهارة التعامل بكفاءة مع مفتاح العالي لكتابة الحروف الإنجليزية الكبيرة . وذلك مع كل الصفوف.
- التدريب على كافة التمارين الموجودة في هذه الوحدة وذلك مع إشراف المدرب على هذه النتائج وتقييمها.
- استخدام مفتاح shift الأيمن لكتابة الحروف الموجودة تحت أصابع اليد اليسرى ، واستخدام مفتاح shift الأيسر لكتابة الحروف الموجودة تحت أصابع اليد اليمنى.

الوقت المتوقع للتدريب على هذه الوحدة : 12 ساعة.

الوسائل المساعدة :

- استخدام برنامج مدرب الطباعة باللغة الإنجليزية.
- جهاز الحاسب الآلي.
- استخدام كافة التعليمات المذكورة في الوحدة.

متطلبات المهارة : الاطلاع على التعليمات الموجودة بالوحدة.

UNIT 4

Typing capital letters

Capital letters are typed by pressing the SHIFT key simultaneously with the desired letter. There are two SHIFT keys in the far left and right of the first row. The left SHIFT key is pressed by the left hand little finger, while the right SHIFT keys are used interchangeably with the letter key i.e., if the key is pressed by the right hand finger, the shift key should be pressed by the little finger of the left hand and vice versa. When you press the shift key with your little finger keep the other three fingers on their normal home keys. Return your little finger back immediately after striking the required letter key.

figure no. 9
Exercise No. 1

Instructions.

- 1-Sit correctly in front of the keyboard.
- 2-Put the typing source on your right, always concentrate your eyes on what you are typing do not look at the keyboard or screen.
- 3-Keep pressing the left hand SHIFT key until you strike the required letter key which is normally pressed by any of your right hand fingers. Return your left hand little finger immediately to its normal position on the guide key A.
- 4-Keep pressing the right hand SHIFT key until you strike the required letter key which is normally pressed by any of your left hand fingers. Return your right hand little fingers immediately to its normal position on the guide letter key.
- 5-In the case of typing a word or several words totally in capital letters it would be better to use the CAPS LOCK key. Pressing the CAPS LOCK key will shift all the letters from the small mode to the capital mode. Remember that when you press the CAPS LOCK key by your left hand little finger a warning lamp lights on the upper right hand side of the keyboard to warn you that anything you type will be in capital letters. After typing the required word or words in capital mode, press the CAPS LOCK key again to shift the letters to their normal, small letters, mode. Note that this will turn off the warning lamp on your keyboard.

Typing the following :

King Abdul Aziz Bin Saud is the founder of Modern Saudi Arabia.

King Abdul Aziz Bin Saud is the founder of Modern Saudi Arabia.

King Abdul Aziz Bin Saud is the founder of Modern Saudi Arabia.

I visited the United States of America last June.

I visited the United States of America last June.

I visited the United States of America last June.

The Four seasons of the year are Winter Spring Summer and Autumn .

The Four seasons of the year are Winter Spring Summer and Autumn .

The Four seasons of the year are Winter Spring Summer and Autumn .

Mohammad asked his nephews Salim and Omar to join him in his trip to Cairo .

Mohammad asked his nephews Salim and Omar to join him in his trip to Cairo .

Mohammad asked his nephews Salim and Omar to join him in his trip to Cairo .

SAUDI AIRLINES is one of the top international companies .

SAUDI AIRLINES is one of the top international companies

SAUDI AIRLINES is one of the top international companies

SAUDI AIRLINES is one of the top international companies

النسخ باللغة الإنجليزية

التدريب على الأرقام

الهدف العام :

تهدف هذه الوحدة إلى تعريفك بالأرقام والعلامات الموجودة بالصف الرابع من لوحة المفاتيح وإتقان التعامل معها بمهارة وكفاءة عالية .

الأهداف التفصيلية :

يتوقع منك بعد دراستك لهذه الوحدة أن تكتسب المهارة اللازمة للتعامل مع الصف الرابع :

اليد اليمنى : السبابة لها الرقمين 6 ,7 .

الوسطى لها الرقم 8 .

البنصر له الرقم 9 .

الخنصر له الرقم 0 والعلامتين " = , - "

اليد اليسرى : السبابة له الرقمين 4,5 .

الوسطى لها الرقم 3 .

البنصر له الرقم 2 .

الخنصر له الرقم 1 ، علامة ` .

إتقان التمارين الموجودة في هذه الوحدة . مع متابعة المدرب وتقييم المحاولات التي يقوم بها .

الوقت المتوقع للتدريب على هذه الوحدة: 12 ساعة.

الوسائل المساعدة :

- استخدام برنامج مدرب الطباعة باللغة الإنجليزية.
- جهاز الحاسب الآلي.
- استخدام كافة التعليمات المذكورة في الوحدة.

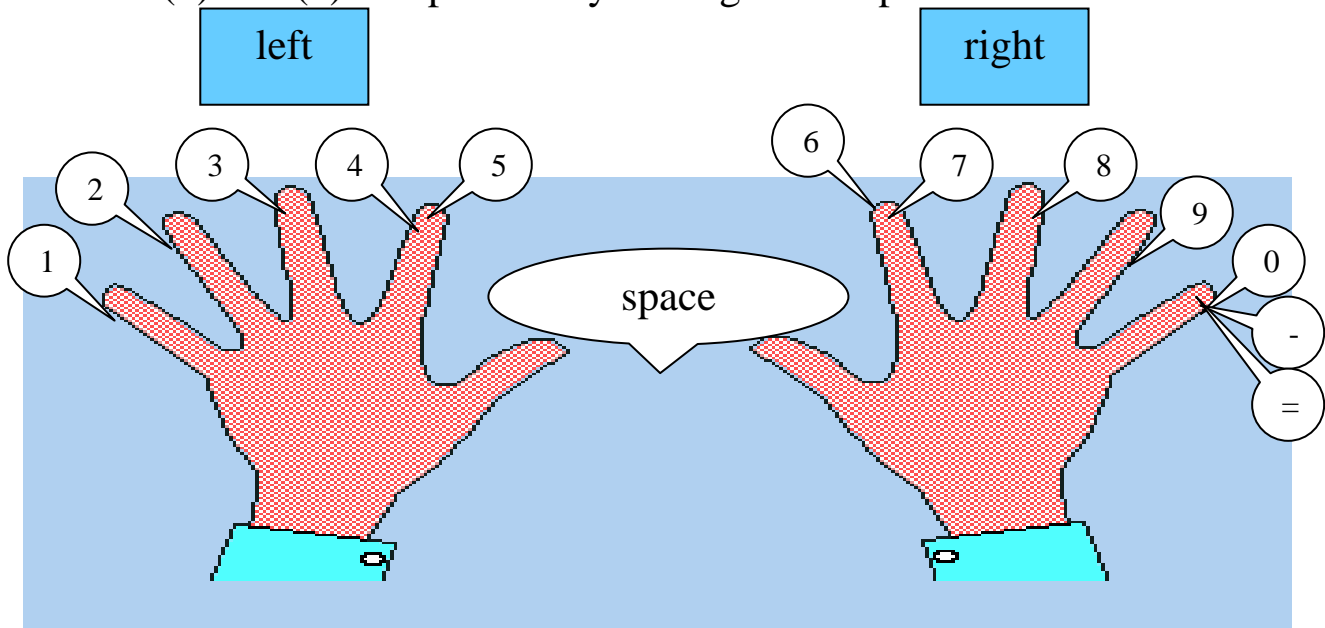
متطلبات الجدارة : الاطلاع على التعليمات الموجودة بالوحدة .

UNIT 5 Typing the Fourth Row : The Numbers

Typing the Numbers 4, 5,6,7

Figure no. 10

The Numbers (4) and (5) are pressed by the left hand pointer, while the numbers (6) and (7) are pressed by the right hand pointer .



Exercise No. 1

Instructions :

- 1-When you strike any of the four numbers mentioned above with your pointers keep the rest of your fingers on their normal position on the guide keys row.
- 2-Do not look at the keyboard or screen while you are typing .

EXERCISE 1

f4f f4f f4f f4f f4f f4f f4f f4f f4f f4f f4f f4f f4f f4f f4f
f4f f4f f4f f4f f4f f4f f4f f4f f4f f4f f4f f4f f4f f4f f4f
4f4 4f4 4f44f4 4f4 4f44f4 4f4 4f44f4 4f4 4f44f4 4f4 4f4
4f4 4f4 4f44f4 4f4 4f44f4 4f4 4f44f4 4f4 4f44f4 4f4 4f4

EXERCISE 2

f5f f5f f5f f5f f5f f5f f5f f5f f5f f5f f5f f5f f5f f5f
f5f f5f f5f f5f f5f f5f f5f f5f f5f f5f f5f f5f f5f f5f

EXERCISE 3

5f5 5f5 5f55f5 5f5 5f55f5 5f5 5f55f5 5f5 5f55f5 5f5 5f5
5f5 5f5 5f55f5 5f5 5f55f5 5f5 5f55f5 5f5 5f55f5 5f5 5f5

EXERCISE 4

j7j j7j j7jj7j j7j j7jj7j j7j j7jj7j j7j j7jj7j j7j j7jj7j j7j
j7j j7j j7jj7j j7j j7jj7j j7j j7jj7j j7j j7jj7j j7j j7jj7j j7j

EXERCISE 5

j6j j6j j6jj6j j6j j6jj6j j6j j6jj6j j6j j6jj6j j6j j6jj6j j6j
j6j j6j j6jj6j j6j j6jj6j j6j j6jj6j j6j j6jj6j j6j j6jj6j j6j

6j6 6j6 6j66j6 6j6 6j66j6 6j6 6j66j6 6j6 6j66j6 6j6 6j66j6
6j6 6j6 6j66j6 6j6 6j66j6 6j6 6j66j6 6j6 6j66j6 6j6 6j66j6

EXERCISE 5

455 677 544 746 546 274 385 549 346 786 329
455 677 544 746 546 274 385 549 346 786 329

393 939 933 392 893 293 298 238 832 232 993
393 939 933 392 893 293 298 238 832 232 993

288 828 832 929 989 328 238 993 223 833 889
288 828 832 929 989 328 238 993 223 833 889

Typing the Numbers 2, 3, 8, 9

Figure no. 11

The numbers (2) is pressed by using the left hand ring finger while number (3) is pressed by using the left hand middle finger. On the other hand the number (8) is pressed by using the right hand middle finger, and number (9) is pressed by using the right hand finger.

Note that in order to strike the numbers (2) and (9) with your ring fingers fingers to strike these numbers easily. you need to release your little fingers a little bit to allow your ring.

Typing the following :

Exercise No. 1

s2s s2s s2s s2s s2s s2s s2s s2s s2s s2s s2s s2s s2s s2

s2s s2s s2s s2s s2s s2s s2s s2s s2s s2s s2s s2s s2s s2

s2s s2s s2s s2s s2s s2s s2s s2s s2s s2s s2s s2s s2s s2

k8k k8k k8k k8k k8k k8k k8k k8k k8k k8k k8k k8k k8k k8k

k8k k8k k8k k8k k8k k8k k8k k8k k8k k8k k8k k8k k8k k8k

k8k k8k k8k k8k k8k k8k k8k k8k k8k k8k k8k k8k k8k k8k

2s2 k8k s2s k8k s2s k8k s2s k8k s2s k8k s2s

2s2 k8k s2s k8k s2s k8k s2s k8k s2s k8k s2s

2s2 k8k s2s k8k s2s k8k s2s k8k s2s k8k s2s

EXERCISE 2

d3d s3d d3d d3d s3d d3d d3d s3d d3d d3d s3d d3d

d3d s3d d3d d3d s3d d3d d3d s3d d3d d3d s3d d3d

3d3 3d3 3d3 3d3 3d3 3d3 3d3 3d3 3d3 3d3 3d3 3d3

3d3 3d3 3d3 3d3 3d3 3d3 3d3 3d3 3d3 3d3 3d3 3d3

EXERCISE 3

191 191 191 191 191 191 191 191 191 191 191 191

191 191 191 191 191 191 191 191 191 191 191 191

919 919 919 919 919 919 919 919 919 919 919 919

919 919 919 919 919 919 919 919 919 919 919 919

EXERCISE 4

393 939 933 392 893 2 93 298 238 832 232 993
 393 939 933 392 893 2 93 298 238 832 232 993

288 828 832 929 989 328 238 993 223 833 889
 288 828 832 929 989 328 238 993 223 833 889

Typing The numbers 1, 0
figure no. 12

objectives of the Unit :

The numbers (1) and number (0) are pressed by using the left hand and right hand little fingers .

Type the following :**Exercise No. 1**

ala ala ala ala ala ala ala ala ala ala ala
 ala ala ala ala ala ala ala ala ala ala ala

Exercise No. 2

;0; ;0; ;0; ;0; ;0; ;0; ;0; ;0; ;0; ;0;
 ;0; ;0; ;0; ;0; ;0; ;0; ;0; ;0; ;0; ;0;

Exercise No. 3

100 210 310 401 501 601 701 801 901 120 110 101
 100 210 310 401 501 601 701 801 901 120 110 101
 100 210 310 401 501 601 701 801 901 120 110 101

103 359 206 149 104 130 120 158 123 456 200
 103 359 206 149 104 130 120 158 123 456 200
 103 359 206 149 104 130 120 158 123 456 200

678 901 845 650 280 705 589 341 653 120 970 675
 678 901 845 650 280 705 589 341 653 120 970 675
 678 901 845 650 280 705 589 341 653 120 970 675

393 939 933 392 893 293 298 238 832 232 993
 393 939 933 392 893 293 298 238 832 232 993
 393 939 933 392 893 293 298 238 832 232 993

النسخ باللغة الإنجليزية

التدريب على العلامات بالصف الرابع

الهدف العام :

تهدف هذه الوحدة إلى تعريفك على العلامات الموجودة في الصف الرابع وهي كالتالي :
~,!,@,#,\$,%,&.*,(,)_,+

الأهداف التفصيلية :

يتوقع منك بعد دراستك لهذه الوحدة أن تتمكن من إتقان التعامل مع العلامات الموجودة أعلى الصف الرابع وهي كالتالي :

- اليد اليسرى : السبابة له العلامتين ^,&
- الوسطى لها العلامة *
- البنصر لها العلامة (

الوقت المتوقع للتدريب على هذه الوحدة: 12 ساعة.

الوسائل المساعدة :

- استخدام برنامج مدرب الطباعة باللغة الإنجليزية .
- جهاز الحاسب الآلي .
- استخدام كافة التعليمات المذكورة في الوحدة .

متطلبات الجدارة: الاطلاع على التعليمات الموجودة بالوحدة.

UNIT 6

Typing the Other Marks and Signs

Typing the mathematical signs +, -, / X*,=,%

Figure no. 13

The Addition sign + (plus) is found in the fourth row. It is pressed by using the right hand little finger. Press the left hand shift key first and then strike the key. Beside this key on the left the negation sign (-) (minus or hyphen) is the first row and its pressed by using the right hand little finger.

There are two signs for the multiplication. You can either use the letter (x) (small mode) , or you can use (*) sign which is only used in mathematical operation on computer. The asterisc is pressed by depressing the SHIFT key with your left hand little finger and then strike the asterisc in the fourth row with your right hand pointer finger .

The equal sign (=) is located at far right hand side of the first row and is pressed by using your right hand little finger.

Finally the percen sign (%) is located at the number key (5) and it is pressed by using the left hand pointer key

Exercise No. 1

Repeat the following three times:

;+; ;+; ;+; ;+; ;+; ;+; ;+; ;+; ;+; ;+; ;+; ;+;
 ;+; ;+; ;+; ;+; ;+; ;+; ;+; ;+; ;+; ;+; ;+; ;+;
 ;+; ;+; ;+; ;+; ;+; ;+; ;+; ;+; ;+; ;+; ;+; ;+;
 ++ ++ ++ ++ ++ ++ ++ ++ ++ ++ ++ ++ ++ ++ ++
 ++ ++ ++ ++ ++ ++ ++ ++ ++ ++ ++ ++ ++ ++ ++
 ++ ++ ++ ++ ++ ++ ++ ++ ++ ++ ++ ++ ++ ++ ++

Exercise No. 2

Repeat the following three times:

; - ; - ; - ; - ; - ; - ; - ; - ; - ; - ; - ; - ; - ; -
 ; - ; - ; - ; - ; - ; - ; - ; - ; - ; - ; - ; - ; -
 ; - ; - ; - ; - ; - ; - ; - ; - ; - ; - ; - ; - ; -
 - ; - - ; - - ; - - ; - - ; - - ; - - ; - - ; - - ; - - ; - - ; - -

Exercise No. 3

Repeat the following three times:

/;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/
 /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/
 /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/
 /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/ /;/

Exercise No. 3

Repeat the following three times:

SXS SXS SXS SXS SXS SXS SXS SXS SXS SXS SXS SXS
 SXS SXS SXS SXS SXS SXS SXS SXS SXS SXS SXS SXS
 SXS SXS SXS SXS SXS SXS SXS SXS SXS SXS SXS SXS
 XSX XSX XSX XSX XSX XSX XSX XSX XSX XSX XSX XSX
 XSX XSX XSX XSX XSX XSX XSX XSX XSX XSX XSX XSX
 XSX XSX XSX XSX XSX XSX XSX XSX XSX XSX XSX XSX

Exercise No. 4

Repeat the following three times:

K*K K*K K*K K*K K*K K*K K*K K*K K*K K*K K*K
 K*K K*K K*K K*K K*K K*K K*K K*K K*K K*K K*K
 K*K K*K K*K K*K K*K K*K K*K K*K K*K K*K K*K
 K *K* * K* *K* *K* *K* *K* *K* *K* *K*
 K *K* * K* *K* *K* *K* *K* *K* *K* *K*
 K *K* * K* *K* *K* *K* *K* *K* *K* *K*

Exercise No. 5

Repeat the following three times:

;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=;
 ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=;
 ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=; ;=;
 =;= =;= =;= =;= =;= =;= =;= =;= =;= =;= =;= =;= =;= =;=
 =;= =;= =;= =;= =;= =;= =;= =;= =;= =;= =;= =;= =;= =;=
 =;= =;= =;= =;= =;= =;= =;= =;= =;= =;= =;= =;= =;= =;=

Exercise No. 6

Repeat the following three times:

f%f f%f f%f f%f f%f f%f f%f f%f f%f f%f f%f
 f%f f%f f%f f%f f%f f%f f%f f%f f%f f%f f%f
 f%f f%f f%f f%f f%f f%f f%f f%f f%f f%f f%f

%f% %f% %f% %f% %f% %f% %f% %f% %f% %f% %f% %f%
 %f% %f% %f% %f% %f% %f% %f% %f% %f% %f% %f%
 %f% %f% %f% %f% %f% %f% %f% %f% %f% %f% %f%

Exercise No. 7

Type the following:

$20 + 41 = 61$	$17 - 3 = 14$	$15/5 = 3$
$20 + 41 = 61$	$17 - 3 = 14$	$15/5 = 3$
$20 + 41 = 61$	$17 - 3 = 14$	$15/5 = 3$
$16 \times 3 = 43$	$13 * 3 = 39$	25% of 60 is 15
$16 \times 3 = 43$	$13 * 3 = 39$	25% of 60 is 15
$16 \times 3 = 43$	$13 * 3 = 39$	25% of 60 is 15
$188 + 349 = 537$	$9815 - 3440 = 5875$	$2646/42 = 63$
$188 + 349 = 537$	$9815 - 3440 = 5875$	$2646/42 = 63$
$188 + 349 = 537$	$9815 - 3440 = 5875$	$2646/42 = 63$
$103 \times 33 = 3399$	$12 * 66 = 792$	20% of 900 is 270
$103 \times 33 = 3399$	$12 * 66 = 792$	20% of 900 is 270
$103 \times 33 = 3399$	$12 * 66 = 792$	20% of 900 is 270
$418 + 150 = 568$	$1718 - 209 = 1509$	$765/15 = 51$
$418 + 150 = 568$	$1718 - 209 = 1509$	$765/15 = 51$
$418 + 150 = 568$	$1718 - 209 = 1509$	$765/15 = 51$
$259 \times 16 = 2144$	$19 * 6 = 114$	30 % of 900 is 270
$259 \times 16 = 2144$	$19 * 6 = 114$	30 % of 900 is 270
$259 \times 16 = 2144$	$19 * 6 = 114$	30 % of 900 is 27

النسخ باللغة الإنجليزية

التدريب على العلامات بالصف الأول

الهدف العام:

تهدف هذه الوحدة إلى تعريفك على العلامات الموجودة في الصف الأول التي لا تكتب إلا مع مفتاح العالي shift . وهي كالتالي: <, >, ?

الأهداف التفصيلية:

يتوقع منك بعد دراستك لهذه الوحدة أن تكتسب:

- المهارة العالية في التعامل مع هذه العلامات الموجودة بالصف الأول ، وهي لا يمكن كتابتها إلا عن طريق استخدام مفتاح العالي معها وهي كالتالي:

اليد اليمنى:

- الخنصر له العلامتان التاليتين ? >

- البنصر له العلامة <

- إتقان التمارين الموجودة بالوحدة لمعالجة هذه العلامات مع تقييم المدرب لكل محاولة من المحاولات.

الوقت المتوقع للتدريب على هذه الوحدة: 12 ساعة.

الوسائل المساعدة:

- استخدام برنامج مدرب الطباعة باللغة الإنجليزية.

- جهاز الحاسب الآلي.

- استخدام كافة التعليمات المذكورة في الوحدة.

متطلبات الجدارة: الاطلاع على التعليمات الموجودة بالوحدة.

UNIT THIRTEEN

Typing the Punctuation Marks ,,,:,,?,!,”,-.

Figure no. 14

The comma (,) is located at the first row and it is typed by the right hand middle finger. The semicolon sign (;) , and the colon sign (:) are located at the same key on the home key row. The full stop (.) (the period) is located at the first row and it is typed by using the right hand ring finger.

The question mark (?) is located at the first row , and it is typed by using the right hand little finger .

The exclamation mark (!) is located at the far left of the first row. It is pressed by the left hand little finger.

The quotation mark (“”) is located at the right hand side of the home key row. It is pressed by the right hand little finger.

Finally the dash sign (-) is located at the first row above the hyphen (negation sign). It is pressed by using the right hand little finger.

Exercise No 1

Repeat the following three times :

,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k
 ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k
 ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k ,k

k,k k,k k,k k,k k,k k,k k,k k,k k,k k,k k,k k,k k,k
 k,k k,k k,k k,k k,k k,k k,k k,k k,k k,k k,k k,k k,k
 k,k k,k k,k k,k k,k k,k k,k k,k k,k k,k k,k k,k k,k

Exercise No 2

Repeat the following three times :

::: :::, ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: :::
 ::: :::, ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: :::
 ::: :::, ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: :::
 ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: :::
 ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: :::
 ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: :::
 ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: ::: :::

Exercise No 3

Repeat the following three times :

.l. .l. .l. l. .l. .l. l. .l. .l. l. .l. .l. l. .l. .l. l. .l. .l.
 .l. .l. .l. l. .l. .l. l. .l. .l. l. .l. .l. l. .l. .l. l. .l. .l.
 .l. .l. .l. l. .l. .l. l. .l. .l. l. .l. .l. l. .l. .l. l. .l. .l.

l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l
 l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l
 l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l l.l

Exercise No 4

Repeat the following three times :

;; ;;; ;?; ;?; ;?;; ;?; ;?; ;?;; ;?; ;?; ;?;; ;?; ;?; ;?;; ;?
 ;?; ;?;; ;?; ;?; ;?;; ;?; ;?; ;?;; ;?; ;?; ;?;; ;?; ;?; ;?;; ;?
 ;?; ;?;; ;?; ;?; ;?;; ;?; ;?; ;?;; ;?; ;?; ;?;; ;?; ;?; ;?;; ;?

?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;?
 ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;?
 ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;? ?;?

Exercise No 5

Repeat the following three times :

a!a a!a a!a a!a a!a a!a a!a a!a a!a a!a a!a a!a a!a a!a
 a!a a!a a!a a!a a!a a!a a!a a!a a!a a!a a!a a!a a!a a!a
 a!a a!a a!a a!a a!a a!a a!a a!a a!a a!a a!a a!a a!a a!a

!a! !a! !a! !a! !a! !a! !a! !a! !a! !a! !a! !a! !a! !a!
 !a! !a! !a! !a! !a! !a! !a! !a! !a! !a! !a! !a! !a! !a!
 !a! !a! !a! !a! !a! !a! !a! !a! !a! !a! !a! !a! !a! !a!

Exercise No 6

Repeat the following three times :

;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;.
 ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;.
 ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;. ;;;.

;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;;
 ;;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;; ;;;.;;

Typing the signs ‘,>,< (,) , \$, @

Figure no .15

The Apostrophe (‘) is located at the home keys row and it is pressed by the right hand little finger.

The greater than sign (>) is located at the first row and it is pressed by the right hand ring finger. Besides that sign the less than (<) is located , and it is pressed by the right hand middle finger.

The parantheses (,) are found besides each other at the fourth row and they are pressed by using the right hand middle and ring fingers respectively.

The ampersand (&) sign is located at the fourth row and it is pressed by the right hand pointer.

The Dollar sign (\$) is located at the fourth row and is pressed by the left hand middle finger. Finally the at @ sign is located at the fourth row and it is pressed by the left hand ring finger .

Exercise No 1

Repeat the following three times :

Typing practice for apostrophe, greater than, less than, parentheses, ampersand, and dollar signs.

Exercise No 2

Repeat the following three times :

Typing practice for the sequence 1>1 and >1>.

Exercise No 3

Repeat the following three times :

k<k k<k k<k k<k k<k k<k k<k k<k k<k k<k k<k
 k<k k<k k<k k<k k<k k<k k<k k<k k<k k<k k<k
 k<k k<k k<k k<k k<k k<k k<k k<k k<k k<k k<k

<k< <k< <k< <k< <k< <k< <k< <k< <k< <k< <k<
 <k< <k< <k< <k< <k< <k< <k< <k< <k< <k< <k<
 <k< <k< <k< <k< <k< <k< <k< <k< <k< <k< <k<

Exercise No 4

Repeat the following three times :

k(k k(k k(k k(k k(k k(k k(k k(k k(k k(k k(k k(k
 k(k k(k k(k k(k k(k k(k k(k k(k k(k k(k k(k k(k
 k(k k(k k(k k(k k(k k(k k(k k(k k(k k(k k(k k(k

(k((k((k((k((k((k((k((k((k((k((k((k((k(
 (k((k((k((k((k((k((k((k((k((k((k((k((k(
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Exercise No 5

Repeat the following three times :

)l))l))l))l))l))l))l))l))l))l))l))l))l))l))l)
)l))l))l))l))l))l))l))l))l))l))l))l))l))l)
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)l))l))l))l))l))l))l))l))l))l))l))l))l))l)
)l))l))l))l))l))l))l))l))l))l))l))l))l))l)
)l))l))l))l))l))l))l))l))l))l))l))l))l))l)

Exercise No 6

Repeat the following three times :

j&j j&j j&j j&j j&j j&j j&j j&j j&j j&j j&j j&j j&j
 j&j j&j j&j j&j j&j j&j j&j j&j j&j j&j j&j j&j j&j
 j&j j&j j&j j&j j&j j&j j&j j&j j&j j&j j&j j&j j&j

&j& &j& &j& &j& &j& &j& &j& &j& &j& &j& &j&
 &j& &j& &j& &j& &j& &j& &j& &j& &j& &j& &j&
 &j& &j& &j& &j& &j& &j& &j& &j& &j& &j& &j&

Exercise No 7

Repeat the following three times :

d\$d d\$d d\$d d\$d d\$d d\$d d\$d d\$d d\$d d\$d d\$d
d\$d d\$d d\$d d\$d d\$d d\$d d\$d d\$d d\$d d\$d d\$d
d\$d d\$d d\$d d\$d d\$d d\$d d\$d d\$d d\$d d\$d d\$d

\$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$
\$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$
\$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$ \$d\$



النسخ باللغة الإنجليزية

تمارين

تمارين

Exercise No. 1

Type the following:

Dear Sir,

Will you please send me a copy of your catalog and price list of the electrical instruments and goods produced in your factories, together with the relevant price lists and conditions of sales and settlement of invoices and of any descriptive leaflets concerning their use.

Yours Faithfully

Exercise No. 2

Type the following:

Dear Sir,

We have seen one of your safes in the office of one of our customers. We obtained your company's address from him.

Please send us a copy of your current catalog, together with price list and conditions of sales and settlement of costs. We are particularly interested in safes and suitable for use in offices.

Yours Faithfully

Exercise No. 3

Type the following:

Dear Sir,

I have a large store in Beirut in which I sell various kinds of electrical equipments and articles. Your ad about electrical cookers drew my attention.

Please send me your illustrated catalog, price lists for this cooker and electrical items.

Yours Faithfully

Exercise No. 4

Type the following:

Dear Sir,

We were very pleased to receive your letter about electric cookers and pleased to enclose a copy of our latest illustrated catalog.

You will find details of our terms in the price list printed on the back cover of the catalog.

We look forward to have among our clients.

Yours Faithfully

Exercise No. 5

Type the following:

Dear Mr....,

I have pleasure in enclosing the catalog of typewriters which I sell as requested in your letter of..... This catalog includes details of a number of electronic typewriters by various manufactures.

As you mention your requirement for a memory, have you considered a dedicated word processor? You will find details of word processor in the catalog and you will see from the price list that prices of the smaller models of word processor compare reasonably with those of electronic typewriters.

If you would like demonstrate on any of the models shown in the catalog, I would be happy to arrange for our sales representative to call on you at your convenient time.

Yours Faithfully

Exercise No. 6

Type the following:

Dear Sir,

My neighbor, Mr. Yahya Jaber, of Ramlet al-Baida, Beirut, recently bought an electric lawnmower from you. He is delighted with the machine and has recommended that I contact you.

I need, for my garden, a similar machine but smaller in size. I should be glad if you would send a copy of your catalog and any other information that may help me in making the best choice for my garden.

Yours Faithfully

Exercise No. 7

Type the following:

Summer is vacation time and a good fun time for the many students of our nation's schools. Good weather lures many to participate in happy activities. They work on golf games or on other interesting games, often taking lessons from a professional in a favorite sport; or they take advantage of a travel opportunity. Still others enjoy just being lazy, lying in the sunshine with some friends.

Great numbers of students, however, need or even prefer to spend their summers working for money to promote their education or studying for extra credits or mental enrichment. Some of the summer jobs that are handy for capable students are found in resorts and on holiday, and in shops or in factories that need extra or part-time helpers in the summer.

Many school systems offer accredited summer programs that allow a student to earn requisite credits toward graduation or to take a course of specific interest year. Often college people are able to earn a degree in just three years by taking summer courses at their own college or at one of the many community colleges that have summer programs.

Recently there has been an amazing growth in the number of students who take a summer tour of Europe or who attend one of the European colleges or universities. Every spring quite a few shiploads of young people sail happily across the Atlantic Ocean to a summer of advantage and new experience. Some of these travelers are exchange scholars with a foreign country and will live as members of families in that country.

Exercise No. 8

Type the following:

It is a good thing to remind ourselves occasionally of the simpler facts about what making life useful and happy. We do not need to be students of politics to be good citizens. For most people, the best way to serve the community is to get on with the daily job, and try to do it cheerfully and well.

However, it is the civic duty as well as the right of all adult citizens to vote in elections. This goes to the root of our democratic system, for democracy means that the whole people should have a say in how the country is governed. If only to do justice to ourselves in our voting, we should be sufficiently informed about the policies of the rival parties to be able to make our own judgment of which one we favour.

The best way to make a judgment is to keep an open mind until we have heard all sides of the argument. Though we all tend to like our own newspaper, a change from time to time helps to broaden our views. The independence of radio and television means that their programmes provide a balance of opinion which serves the same purpose. Above all, we should not be shy in discussion of public affairs with our friends.

Then, at the time of the elections, the candidates' meetings give the change to judge both the policies and the persons who seek to represent us

Exercise No. 9

Type the following:

Many typists in terms of their "speed". This often shows a keen attitude to their work, but it is important to know just what is meant.

In the first place, any valid claim to speed must resume satisfactory accuracy with it. As has been emphasized throughout this book, the one is useless without the other. This a part, many factors have to be considered. A very short burst of speed might be achieved which could not be maintained over a long period. A passage made up of short sentence with plain words and simple syntax can always be typed more rapidly than a complex one in unfamiliar language. If the typist gets a false impression of her speed; if it is too difficult, she cannot do justice to herself.

Examinations take account of these problems. They aim to test all candidates on standard copy so that there is a common measurement of speed – with of course the same treatment of words. (Alas, they cannot cope with the fact that in typing we all have off days when the mind and fingers just will not work. !)

Employers like to have a national speed qualification as evidence of training and ability. They know that no tests can adequately reflect the work in an office. This must be learned on the job. The point is that the foundation of a fast and accurate typing speed, the typist can devote her mind more fully to the problems of the office production tasks – and do these faster too.

Exercise No. 10

Type the following:

If we wish to live our lives as well as we can, we must try to stay healthy. This means having both body and mind in good condition, free illness or pain. Then we can do the best in life for ourselves and for others.

Good foods, fresh air, exercises, rest, plenty of water, comfortable clothing, cleanliness, and examination by the doctor and dentist, all these things help to keep bodies in good order.

Food gives us what we need to grow and to repair worn-out parts. It gives us strength for work and play for our brains and bones. Doctors advise that we would eat different kinds of food.

Exercises strengthen our muscles and stop us from getting fat. It also makes the blood rush through the body faster carrying food, and also oxygen from the air we breathe. Exercise in the open air is especially good. That is why sports are healthy.

Sleep is the best kind of rest we can have. After a good night's sleep we awaken in the morning ready to our day's work. Children need more sleeping to grow up, because children's bodies not only have to be repaired, but they also have to grow. No person can grow bigger properly if he works and plays all the time.

Exercise No. 11

Type the following:

A business letter is uniquely representative of its writer. It should be neat and well centered on a page, or it will seem that it has been typed with little care. Any error should be repaired so that it cannot be seen. Accurate spelling and grammar are also important to a letter. A good dictionary is a correspondent's best friend.

The letters we write are extensions of our own personalities, so each one should say to the reader that we are capable of acting in a judicious and business like way. A letter that is well done is one good indication of our ability. The importance of proof reading is apparent; all errors must be found before a business letter is mailed.

There are few specific guides and tables that can be useful in typing a business letter. Such guides indicate how a letter can be punctuated . if the guides are followed, letter forms become standardized; and a reader is less likely to be distracted by vagaries of style.

A touch of class is a statement heard frequently in reference to an intelligent performance. A kicker who consistently makes field goals is said to have a touch of class. An actor or actress who always gives an outstanding performance is said to have it. So it is that a typist who consistently turns out letters that are correct in wording and dignified in appearance is said to have a touch of class. The remark describes ability, not promise. It means consistent performance on the job .

Exercise No. 12

Type the following:

When I was a boy I learned, after many discouragements, to play on a tin whistle. In our town, there was a wandering old fellow who, with his little whistle to his lips, and gently swaying his head to his tune and tapping one foot in the gravel, would sit for hours on the shady side of a certain ancient hotel barn, and produce the most wonderful and beguiling melodies.

His favorite selections were very lively, and I can see him yet, with his jolly eyes almost closed, his lips puckered around the whistle and his fingers stiffly poised over the stops. The thrill which his music gave to the heart of a certain barefooted boy will never be forgotten.

In time, I secured a tin whistle, and began to diligently to practice a few tunes. I certainly must have been a nuisance, for it soon appeared to be the set purpose of every member of the family to break up my efforts. Whenever my father saw me with the whistle to my lips, he would instantly set me at some useful work, for a boy to do. At the very sight of my blouse and fly for the garret or cellar, like a cat caught in the cream, for such as are early tribulations of musical genius .

Exercise No. 13

Type the following:

Have a goal for your daily work. It does very little good just to type without knowing why you are typing. The goal may be the raising of your speed so many words a minute or the setting up of a new and improved way of typing some hare sequence of strokes. Fix your goal in mind ; then work for it in such a way that you will realize the goal in the very shortest possible time.

Exercise No. 14

Type the following:

HAPPY HOLIDAYS

Have a holiday in the Sunshine Coast and enjoy good weather. There are discos if you like this form of entertainment,

One resort offers spectacular floor shows and lively evenings. This is a traditional town with a typical park on the sea front.

The blue sea , golden sands and evergreen woods are beautiful

Exercise No. 15

Type the following:

THE RECEPTIONIST

The receptionist , who sometimes does the filling and the typing , works for one or two dentists. She makes appointment for patients by arranging time for them for them to see the dentist .

After the treatment has been given, the receptionist takes the fee from the patients and gives a receipt. When accepting a fee , it is usual to give a receipt.

Exercise No. 16

Type the following:

Agricultural soils of the kingdom of Saudi Arabia mostly belong to sandy , loamy sandy textural classes , with coarse textured soils predominating. The soils are calcareous and often contain gypsum (Loizides, 1975). A horizon of lime accumulation is sometimes present. All land capability surveys done in accordance with the Ministry of Agricultural are based on the U.S Soil Survey Manual. In general , the productively of Saudi Soil is high. Predictably , a high response of most crops to nitrogen has been found , while phosphorus and potassium do not always raise yielding. The main problems are poor management, excessive salt accumulation, and a high water table. Large areas of water , and most cultivated soils have been under irrigation for many years .

The land suitable for agriculture in the kingdom is composed mainly of alluvial soil developed from the weathering of silt stone , shale and sandstone, having been thoroughly mixed by the action of wind and water , of mainly found in small depressions or narrow strips in wade channels. These channels are nearly level and flat, such as those found in Al-Qatif and Al-Hassa , where with irrigation many of the soils have become saline (ElKatib, 1980)

The mineralogy of soils is largely dependent on the source of the parent material which form the soil (Letter., 1983). Figure 2 shows a presentation of. Mineralogical composition of the soil in Relation to the Geomorphology Alone an East-West Transact of Saudi Arabia.

Exercise No. 17

Type the following:

WHAT IS ISLAM...?

Can we find an expiation of the great universe ...? Is there any convincing interpretation of the secret of existence ? We realize that no family can function properly without a responsible head , that no city can prosperously exist without sound administration , and that can thrive without a leader of some kind. We also realize that the nothing comes in to being on its own. Moreover, we observe that the universe exists and functions in the most orderly manner , and it has survived for hundreds years. Can we , then say that all this is accidental and haphazard ? Can we attribute the existence of man and the whole world to mere chance .

Man represents only a very small portion of the great universe. And if he can make plans and appreciate the merits of planning , then his own existence and the survival of the universe must also be based on planned policy. This means that there is a Designing Will behind our material existence , and that there is an extra – ordinary power to bring things in to being and keep them moving in order.

In the world then there must be a Great Force in action to keep everything in order. In the beautiful nature there must be a Great creator who creates the most charming pieces of art and produces everything for a special purpose in life. The deeply enlightened people recognize this creator and call him Allah ‘God’. He is not a man because no man create or make another man. He is not an animal ,nor he is a plinth. He is neither an idol nor is he a statue of any kind because none of these things , because he is the maker and keeper of them all. The maker of anything must be different form and greater than the things which he makes.

There are various ways to know god “ALLAH” and there are many things to tell about him. The great wonders and impressive marvels of the world are like open books in which we can read about god. Besides, god Himself comes to our aid through the many messengers and revelations. He has sent down to man. These messengers and revelations tell us everything we need to know about god.

The complete acceptance of the teachings and guidance of god 'Allah' as revealed to His messenger Mohammed is the religion of Islam. Islam enjoins faith in the oneness and sovereignty of Allah , which makes man frees him from all fears and superstitions by making him conscious of the presence of the Almighty Allah and of man's obligations towards Him. This faith must be expressed and tested in action. Faith alone is not enough. Belief in one god requires that we look upon all humanity as one family under the universal Omnipotence of god the Creator and Nourishes of all. Islam rejects the idea of chosen people , making belief god and good action the only way to heaven. Thus , a direct relationship is established with god , without any intercessor.

Islam is not a new religion. It is in essence , the same message and guidance which Allah revealed to all prophets. Adam , Noah, Abraham , Ismael , Isaac , Daved , Moses , Jesus (PBUT). But message which was revealed to prophet Mohammad (PBUH). Is Islam in comprehensive , complete and final .

The Quran is the last revealed word of Allah and the basic source of Islamic teachings and laws. The Quran deals with the basic source of creeds , morality , history of humanity , worship , knowledge , wisdom , good-man relationship and human relationship all aspects. Comprehensive teachings on which , can be built sound systems of social justice , economics , politics , legislation , jurisprudence , law and international relations , are important contents of the Quran. Hadith , the teachings , saying and actions of prophet Mohammed (PBUH), meticulously reported and collected by his devoted companions , explain and elaborated the Qyranic verses.

Exercise No. 18

Type the following:

COMMUNICITION

All the basic office practice rules for efficient use of the telephone apply , with some addition :

The life of the hospital switchboard operator is busy , and she has only two hands and so many lines.

A ringing telephone is disturbing. Another it promptly , announcing clearly the departments or designation .

The good secretary never picks up the receiver without a pencil in hand , a message pad within reach .

The data and the mind of the call are noted and , unless she is the only person who answer that particular telephone , the message is initialed .

When addressing a patient she tries to obtain his Unit Numbered explaining that it is written on any appointment card he holds .

It is wise to procure full identification details of all callers fairly quickly ; otherwise , having achieved their purpose , people are liable to ring off .

Delays and misquoting should be explained and apologized for , and callers should never be left just 'hanging on'

Messages of any length should be repeated to the caller in order to insure that they have been received for rectify; this is particularly important when clinical details or drugs are mentioned .

If the person wanted is unavailable , the secretary asks the caller if she can help , if he will speak to somebody else or have message :

Now that telephone charges are so high she uses her discretion about suggesting that the hospital ring back.

Diplomatically she 'trains the doctor (s) for whom she is working to inspect the message as having been red or to indicate the action to be taken .

If she has to receive calls for more than a few people she distributes typed or clearly – written message sheets promptly – with the following details :

- 1- The time and date of the call .

Exercise No. 19

Type the following:

PROTEINS

1) The major groups of organic compounds are carboy – draftees , liquids, protein , and nucleic acids.

2) Carbohydrates contain carbon , hydrogen , and oxygen in a ratio of approximately one carbon to two hydrogenous to one oxygen .

Sugars, starches, and cellulose's are typical carbohydrates.

A) Accharides are simple sugars such as glucose, fructose , and ribose .

- Glucose is an important fuel molecule in living cells.
- When glucose forms as ring , two isomers , a snide glucose , are possible .

B) Two monosaccgharides bond ,forming a disaccharide. This bond is called a glucose linkage.

- Two glucose molecules make up maltose .
- Glucose and fructose make up source .
- Glucose and galatcose make up lactose .

C) Most carbohydrates are polysaccharides , long chains of repeating units of a simple sugar .

3) Isomers are compound that have the same molecular formula but different structural isomers , geometric ISO – mere , and eanatiomers.

A) Structural isomers differ in the covalent arrange mints of their atoms .

B) Geometric isomers , or is-trains , differ is the spatial arrangements of their atoms.

C) Enantiomers are isomers that ate mirror images of each other. Enantiomers may be designated D or L depending on their configuration. Cells can distill gulch between these configurations.

4) Organic compounds are made up of specific functional groups with characteristics properties .

Exercise No. 20

Type the following:

AL-HASSA OASIS

Al – Hassa oasis is one of the largest irrigated agricultural areas in the kingdom.

AL – Hassa means moist, soupy covered with sand (Steven’s 1974), oasis means a cluster of plane trees near a water hole (vital, 1954). Geographically, general there are three types of oasis (Willard, 1980): -

- a) Reverie or exotic oasis which derive their water supply from rivers, like Damascus.
- b) Coasted oasis, where the water supply is mainly drown from local springs and where humidity derived from evaporated sea waits contributes to agricultural productivity.
- c) The true oasis, or inlerol oasis, which is the world this type of oasis its water from local springs, like Al – Medina in Saudi Arabia.

Al – Hassa is in the Eastern province, but 75 k .m from the Arabian Gulf, 320 k .m from Riyadh , the capital of kingdom , and 130 k .m from Dhahran.

Exercise No. 21

Type the following:

BUYING A CAR

When buying a car in the USA, remember :

1- Owning a large American car means buying expensive gasoline large American cars are called gas guzzlers. These are cars that consume too much gasoline. Gasoline in the USA cost about \$1,50 a gallon (=SR4.75 for almost five liters) in August 1983, but may well extend \$1,50. The price also varies from state to state .

When ordering gasoline at a service station , you can ask for a specific amount of money's worth of gasoline or a filling- up .

2- Small , compact (Japanese) care can be more expensive than some large or medium size American cars.

3- Take your time when you want to buy a car. Shop around. Do not go to one dealer only.

4- If you decide to buy used American car:

A) Do not consider a car that previously owned buy a wealthy or an older person. An old person usually takes better care of his or her car , and a rich person does not always keep it for a long time ; he or she wants to buy another model.

Exercise No. 22

Type the following:

EMPLOYMENT COMMUNICATION

A good job is s major goal of most people. According to one source, “Today it is estimated that job changes are expected several time in each worker’s life.” Employment involves three phases:

(1) Locating a job, (2) getting it, and (3) keeping it.

A variety of sources may be used in obtaining full to part-time or Summer employment. The following ones may be helpful.

1. Relative and friends can provide job leads.
2. Teachers and counselor’s have employment contacts.
3. Local newspapers carry help-wanted advertisements.
4. Local employment agencies have many jobs listening.
5. Local companies have employment offices.

One a job contact is made, both oral and written communication become important. As Aurner and Burtness have said, “Your personal skill in tilling what you can do is your best insurance foe job security”.

Their statement implies that communication is vital in both security and keeping a job, Personal interview is an essential step in getting job, and is requires primary oral communication. Often an application letter is required, and data sheet is generally requested, also. Each of these is a test your skill in writing effectively. Keeping the job once you have been hired is as much a matter of personal attitude and behavior as it is of performance skill.

Exercise No. 23

Type the following:

READING AND WRITING

There is growth concern in America today , that many young persons can neither read nor write well enough to do acceptable work.

The statistic on literacy grow more frightening each year. Recently the Department of Health , Education , and Welfare reveled the results of a special study that showed a steady decline in reading skills a among American students since 1965. a rather strong statement , directed to parents, about the writing ability of young people is made in a New week art:

If (your children) are in high school and planning to attend college, the chances are less than even that they will be able to write enlist a minimal college level when they get there
And if they are attending elementary school , they are almost certainly not being given the kind of required reading material , much less writing instruction, that might make it possible for them eventually to write comprehensive English .

Much of the blame for reading and writing weekends in young people today is put on the time spent in viewing television. Reading good book seems to have become a lost art .

It seems rather evidence that reading and writing must again be stressed , at home and in school , if the downward trend in reading and writing skills is to be reversed , someone has suggested that a good starting point might be to have students study Struck basic book The Elements of Style and encourage them to give renewed emphasis to reading and writing .

Exercise No. 24

Type the following:

KING ABDELAZIZ CITY FOR
SCIENCE AND TECHNOLOGY

KACST AT GLANCE:

KACST is curbside of several directorates and offices which work in collaboration to perform its various responsibilities. In achieving the goals and objectives set for KACST , these directorates and offices design , implement , and supervise the execution of numerous development projects and programs.

(A) DIRECTORATES AND OFFICES

1. Directorates of Scientific Research :

This directorate encourage applied scientific research activities in the kingdom's in situations and assets in solving to development problems through the effective application and utilization of research results. It also supervise the execution of the annual research grants program and national projects.

2. Directorate of Information Systems and Technical Services to KACST' s directorates and researchers. It consists of four units, namely. National Database, Information Services , computer and Communication, and the library. Its activities include the following :

- Direct access to national and international database centers through an on-line search system.
- Providing users with documents and publication From their original different resources.

Exercise No. 25

Type the following:

WHAT IS A SATLLTE SYSTEM ?

A satellite performs like a microwave tower on top of a building or hill except that microwave is 23.300 miles up in the sky. It is said to be in “stationary” orbit and is, in effect, stationary. It orbits continuously in exactly the same place in relation to the earth, its movement being balanced by gravity.

As used in teleconfencing , the satellite system has three principle parts :

- The uplink. The uplink takes a signal from the meeting site and sends it to a satellite .
- The satellite receives a signal from the uplink, amplifies it. And send it on.
- The downlink receives a signal from the satellite and transmits it to the meeting site .

As of 1982 , there were 12 operating satellites. Each had 12 to 24 channels or “transport” in total . the 12 exiting satellites had 202 channels.

Exercise No. 26

Type the following:

KIZLER JARDWARE SUPPLY CO

996 BERDGE STREET

OAKAND. CA 63457

(354) 1234

DECEMBER 10 1995

MR. TIM PROSSE

64T5E.23 ND STREET

OAKLAND. CA 9876

DEAR MR. ROSE

THANK YOU FOR YOUR LETTER CONCERNING THE SMITHSON
PUMBING FIXTURES. YOU PURCHASED FROM OUR STORE LAST
SEPTEMBER 14. WE ARE A PROVIDE YOU.

AS EXCLUSIVE DEALERS OF SMITHSON FIXTURES. WE WORK
CLOSELY WITH SMITHSON TO ENSUE CUSTOMER SATISFACTION.
IN YOUR CASE, A SMITHSON ENGINEER REVIEWED THE PROBLEMS
YOU ENCOUNTERED WITH YOU ATTEMPTED TO INSTALL THEIR
FIXTURES AND CONCLUDED THAT IMPROPER INSTALLATION
WITH THE CAUSE FOR THE FAILURE OF THE EQUIPMENT. IN
ADDITION , THE FIXTURES WERE DAMAGED BEYOND REPAIRED
AND CANNOT BE REINSTALLED.

THANK YOU FOR CHOOSING KINZLER HARDWARE FOR
YOUR LUMPING NEEDS

PLEASE WRITE ME IF YOU NEED FURTHER ASSISTANCE

Exercise No. 27

Type the following:

KIZLER JARDWARE SUPPLY CO

996 BERDGE STREET

OAKAND. CA 63457

(354) 1234

DECEMBER 10 1995

MR. TIM PROSSE

64T5E.23 ND STREET

OAKLAND. CA 9876

DEAR MR. ROSE

THANK YOU FOR YOUR LETTER CONCERNING THE SMITHSON PUMBING FIXTURES YOU PURCHASED FROM OUR STORE LAST SEPTEMBER 14.WE ARE A PROVIDE YOU WITH BEST PRICE.

AS EXCLUSIVE DEALERS OF SMITHSON FIXTURES. WE WORK CLOSELY WITH SMITHSON TO ENSUE CUSTOMER SATISFACTION. IN YOUR CASE, A SMITHSON ENGINEER REVIEWED THE PROBLEMS YOU ENCOUNTERED WITH YOU ATTEMPTED TO INSTALL THEIR FIXTURES AND CONCLUDED THAT IMPROPER INSTALLATION WITH THE CAUSE FOR THE FAILURE OF THE EQUIPMENT. IN ADDITION , THE FIXTURES WERE DAMAGED BEYOND REPAIRED AND CANNOT BE REINSTALLED.

THANK YOU FOR CHOOSING KINZLER HARDWARE FOR YOUR LUMPING NEEDS

PLEASE WRITE ME IF YOU NEED FURTHER ASSISTANCE

Exercise No. 28

Type the following:

KIZLER JARDWARE SUPPLY CO
996 BERDGE STREET
OAKAND. CA 63457
(354) 1234

DECEMBER 10 1995

MR. TIM PROSSE
64T5E.23 ND STREET
OAKLAND. CA 9876
DEAR MR. ROSE

THANK YOU FOR YOUR LETTER CONCERNING THE SMITHSON PUMBING FIXTURES YOU PURCHASED FROM OUR STORE LAST SEPTEMBER 14.WE ARE A PROVIDE YOU WITH BEST PRICE.

AS EXCLUSIVE DEALERS OF SMITHSON FIXTURES. WE WORK CLOSELY WITH SMITHSON TO ENSUE CUSTOMER SATISFACTION. IN YOUR CASE, A SMITHSON ENGINEER REVIEWED THE PROBLEMS YOU ENCOUNTERED WITH YOU ATTEMPTED TO INSTALL THEIR FIXTURES AND CONCLUDED THAT IMPROPER INSTALLATION WITH THE CAUSE FOR THE FAILURE OF THE EQUIPMENT. IN ADDITION , THE FIXTURES WERE DAMAGED BEYOND REPAIRED AND CANNOT BE REINSTALLED.

THANK YOU FOR CHOOSING KINZLER HARDWARE FOR YOUR LUMPING NEEDS

PLEASE WRITE ME IF YOU NEED FURTHER ASSISTANCE

Exercise No. 29

Type the following:

KIZLER JARDWARE SUPPLY CO
996 BERDGE STREET
OAKAND. CA 63457
(354) 1234

DECEMBER 10 1995

MR. TIM PROSSE
64T5E.23 ND STREET
OAKLAND. CA 9876

DEAR MR. ROSE

Thank you for your letter concerning the smithson pumbing fixtures you purchased from our store last september 14.we are a provide you with best price.

as exclusive dealers of smithson fixtures. we work closely with smithson to ensue customer satisfaction. in your case, a smithson engineer reviewed the problems you encountered with you attempted to install their fixtures and concluded that improper installation with the cause for the failure of the equipment. In addition , the fixtures were damaged beyond repaired and cannot be reinstalled.

Thank you for choosing kinzler hardware for your lumping needs
Please write me if you need further assistance

Exercise No. 30

Type the following:

TO: Mersa Ann Patti

FROM: Purchasing Manager.

DATE : February 5, 1995 SUBJECT

SUBJECT : Spring Filling Weekend Sale

Friday and Saturday , March 23 and 24, are the dates for our first annual Spring Filling weekend Sale.

Can you prepare several preliminary sketches for ads that will run during the week prior to our sale? Please be prepared to present your ideas at the next Sales Department meeting on March 5 at 2:00 p.m in main conference room.

Exercise No. 32

Type the following:

General works expense allocation					
Account	A / C	Total budget	Press shop	Machine shop	plastics
Stores	101	\$370	\$300	\$320	\$130
Experiments	102	\$2000	\$440	\$760	\$200
Canteen	103	\$8400	\$3000	\$3000	\$1200
Welfare	104		\$1100	\$1100	\$750
Totals		\$14970	\$4849	\$5180	\$2670

Exercise 33

Write the following:

If spelling is not your strong pint, the only way you	56
can improve it is by observant reading, and by constant	112
practice in writing. Words which constitute stumbling-	169
blocks should be typed again and again until the fingers	226
are able to reproduce the words automatically. Refer to	283
a reliable dictionary whenever you are in doubt.	332
A typist often has to type letters from rough drafts.	389
The letters must reproduced with every word	437
correctly spelled, every sentence accurately punctuated	492
and the whole letter well spaced and balanced.	539
In deciphering bad manuscript, leave blanks rather	549
Than transcribe nonsense. Difficulties can often be	652
Overcome by finding other words containing what	700
appear to be the same letters. If you can get the drift	758
of a whole passage in the neighborhood of the illegible	815
word, it whole then probably yield up its meaning.	865

Exercise 34

Write the following:

The plain fact of the situation is that, if human beings go on picking flowers as greedily as they do at present, there will soon be few flowers left in the counter to pick. There is just the same argument for forbidding people to pick flowers-or at least, for forbidding them to pick flowers by the basketful or to dig them up by the roots-as there is for forbidding people to cut the pictures in the National Gallery.

52
108
161
214
727
328
383
473

Out of their frames and to take them home with them. Anyone with a sense of beauty must occasionally have longed to carry off a picture from an art gallery. what beauty it would lend to the home. How much more lovely it would seem there than on the dull walls of a crowded gallery. There is only one argument against talking I-that are not enough good pictures to go round .

493
548
602
660
716
772
831
838

When have no reached the stage at which there are not enough wild flowers to go round either. In the old days a meadow of wild daffodils was lavish beyond the needs of the countryside. With the popularization of the bicycle, however, began the invasion of the country by the hordes of the town, and so sooner were the daffodils in flower than long procession of cyclists bore down on them and went home with the blooms as trophies on their handle-bars.

890
949
1004
1065
1125
1182
1242
1294
1307

Exercise 35

Write the following:

There are very few people in our culture today who do	56
not find it necessary to work in order to make a living. It	112
has been said that work is a measure of civilization; that	170
it is the foundation of human existence. If you reflect for	230
a month, you will realize that there would be no	279
progress without work. Without work, we would not	330
have the comfort or have goods which are provided by our	385
Work produces the wealth of a country. Many of us	457
think of money as wealth. Wealth, however, includes all	513
the useful goods made by the people while money is only	570
a medium by which the goods people make are exchanged.	628
Although it is quite true that the value of life cannot be	677
judged entirely on the basis of material things, we could	734
not obtain progress without them. All of us must work in	793
life to obtain wealth .	807

Exercise 36

Write the following:

If you are hunting a job, you ought to go about it	56
intelligently. Make up mind you are not going to be	112
sorry for yourself , no matter what happens. Self-pity	170
makes you weak and wretched, and it makes you subtly	221
offensive to others.	243
Second, out with fear. Why should you tremble and	299
hesitate before any man. You have something to sell that	356
somebody wants; that is your ability and labour. Keep	414
going until you find that somebody. He will be as glad to	474
get your services as you will be to get his money. Plan	533
your campaign. Don't drift. Don't go at the business hit	594
or miss. Make out a list of the places where you think	651
you may possibly find employment. Then take so many	702
everyday. Visit them systematically. Note what each	762
man says go back again to where there seem favourable	817
signs be persistent. I have heard it said that one reason	877
the devil is so successful is that he is so persistent. Be	938
patient. Don't give up. Keep your chin up be polite; not	998
cringing, but courteous. Don't argue with a person from	1059
whom you want employment.	1085
Watch your personal appearance. Look clean. Have	1140
your coat brushed and your shoes polished; also your	1193
hair combed, and no mourning on your finger-nails. Little	1253
things sometimes cry out loud.	1285

Exercise 37

Write the following:

The first rule for a good style is that the author	54
should have something to say; nay, that is in itself all	113
that is necessary. Clear thought easily finds words to	172
fit it. Words, it is true, serve to make thought intelli-	233
gible, but only up to a certain point. If words are	289
heaped up beyond it, the thought becomes more and more	345
obscure again. To find where the point lies is the	400
problems of style, and the business of the critical	452
faculty; for a word too much always defeats its purpose.	506
As I was rambling one day about the Moorish halls,	565
attention was, for the first time, attracted to a door in	627
a remote gallery, communicating apparently with some	688
of the Alhambra which I had not yet explored. I attempted	750
to open it, but the sound seemed to reverberate through	868
chambers. Here then was a mystery. Here was the	931
haunted wing of the castle. How was I to get at the dark -	993
secrets here shut up from the public eyes?	1026

Exercise 38

Write the following:

One of your duties as secretary will be to write routine letters. Some of the letters you will write for the signature of your boss; others you will be expected to sign.	59 123 174
Regardless of who signs the letters, you want them to be effective. For letters to be effective, they not on should be technically correct but they must accomplish the desired purpose. Letters may have three basic objectives: to inform, to get action, and to create goodwill. Some letters may involve only one of the objectives, but others may involve all three.	233 297 354 412 474 529 548
The first step in the letter-writing process is deciding on the overall objective or objectives of the letter. The next step is preparing the letter. To prepare the letter, identify all the point to be covered. Then collect and verify all the sequence to be used in covering the points.	607 671 735 801 902
When only one or two things are involved, a mental outline is usually sufficient. But when several points are to be covered, you will find that a written outline can help you tremendously when you start actually writing the letter.	956 1021 1081 1138

Exercise 39

Write the following:

The work of a young lady who is private secretary to	56
the Principal of the Geological Department of a famous	113
University includes the following duties besides Shorthand,	175
Typewriting, and English.	204
Taking slow manuscript dictation, verifying spelling,	261
making sure that every reference to books or periodicals is	321
correct.	330
Keeping the office in immaculate order, it being	382
necessary to dust desks, etc., so that every individuals article	446
shall remain or be replaced exactly where it lay before.	502
Keeping a mental note of the names (with initials) and	560
addresses of those corresponding most regular or	612
frequently written to; so that they need not be looked up	669
when a hurried note or telegram is dictated.	718
Keeping a track of supplies-stationary, pencils, paper	560
Clips, etc. knowing what are best for different purposes,	612
where best purchased, prices etc. replenishing them when	893
necessary.	
Filling clipping, notes, old manuscripts, duplicate	959
Reprints, etc. Doing simple, neat, readable printing on book-	1022
backs, labels, etc.	1042
Making abstracts. Books and magazines articles are	1098
marked, and from these it required to extract the important,	1156
vital knowledge, reduce it to the smallest possible printed	1219
form, and properly file cards containing it .	1264
taking messages, meeting callers, and transacting	1316
business with in the absence of the employer; having	1375
such clear knowledge of the plans and welfare of the	1428
department that the right answer may always be given.	1482

Exercise 40

Write the following:

In order to be successful in any endeavor, you must have	60
a positive attitude. It is so much easier to accomplish anything	120
when you believe you can do it. Each week you will be required	187
to upgrade your skills, and in order to accomplish that feat, you	253
must believe in your abilities. You will excel if you practice	316
your drills faithfully and with zest. But in addition to	373
practicing conscientiously, you must have supreme confidence	434
in yourself. I have found it a good idea-and I believe you will	500
also find it a good idea- to tell my self before beginning a	561
timing: I can do it. You must tell yourself this over and over	625
again. You will be surprised to see that you will achieve	683
your goal more often than not.	714
So a positive mind-set impacts positively on your attitude	744
and your behavior. If you wish to succeed, you must believe you	838
can. I never allow my students to tell me that they cannot do it.	904
That is an excusable. My students may say that something is	973
difficult to achieve, but with hard work and a positive attitude,	1034
they that you have the determination, patience, and dedication to	1097
do your best keying everyday you come into this class. If so, I	1120
know you will master this competency as well as the rest of the	1224
competencies facing you.	1249

Exercise 41

Write the following:

Among the major issues confronting American business today	59
is how to improve productivity,. In the past few years. American	123
has changed from a nation that once depended primarily on manu-	187
factoring for its income to a nation that now depends instead on	252
information services. In other words, more than half of American	317
businesses and industry is now devoted not to manufacturing	375
hard goods but to supplying information and related services to	439
governments, businesses, and industries worldwide.	488
another obvious people can quickly and drastically improve	777
human productivity is to take advantage of the tremendous power	841
of the computer. Once restricted to the giants of industry, the	905
computer is now easily affordable for even the smallest home-	967
centered business. For example, armed with an inexpensive	1027
personal computer and a few programs, one person can now handle	1091
comfortably many secretarial, clerical, bookkeeping, and other	1145
chores. Because computers are the central figures in improving	1217
productivity, the business world now recognizes the need for	1278
keyboarding skills an all employees, not just secretarial and	1339
clerical employees.	1359

Exercise 42

Write the following:

According to several reliable sources, the number of pages of written documents produced by American business each day is a few hundred billion. Clerical workers, secretaries, sales representatives, nurses, technicians, engineers. Supervisors, managers, executives-all contribute to the mountains of paper communications prepared every business day. Whatever your job, you, too, will surely contribute to the paper skyscrapers that businesses erect daily.

But paper is no longer the only means for sending word-for-word messages to others. The personal computer, now almost a that is, nonpaper-messages from one computer to another. For example, a sales manager in North California may send a memo to all her sales representatives in Arizona and New Mexico simply by keyboarding the message and transmitting it electronically. Of course, if they choose to do so, the sales representatives can print out a paper copy of the message, but more than likely they will simply read the message on screen.

whether messages are printed on paper or are transmitted by computer and read only on screen, they must, of course, be keyboarded. Thus, whether you use a standard electric typewriter, an electronic typewriter, or a personal computer, you must be able to keyboard accurately if you are to prepare routine written communications and electronic messages, keyboarding skill is essential for success in modern business offices.

Exercise 43

Write the following:

WHAT IS ISLAM...?

Can we find an explanation of the great universe? Is there any convincing interpretation of the secret of existence? We realize that no family can function properly without a responsible head, that no city can survive without a leader some kind. We also realize that nothing comes into being on its own. Moreover, we observe that universe exists and functions in the most orderly manner and that it has survived for hundreds of thousands of years. Can we, then say that all is accidental and haphazard? Can we attribute the existence of man and world to mere chance?

Men represent only a very small portion of the great universe. And if he can make plans and appreciate the merits of planning, then his own existence and the survival of the universe must also be based on a planned policy. This means that there is a Designing Will behind our material existence, and that there is an extra-ordinary power to bring things into being and keep them moving in order.

In the world then there must be a Great Force in action to keep everything in order. In the beautiful nature there must be a Great Creator who creates the most charming pieces of art and produces everything for a special purpose in life.

Exercise 44

Write the following:

Dear Mr. Khaled

I enclose a catalog of the list of the lawnmowers, which we sell as requested in your letter of.

The machine bought by your neighbor is an excellent machine. You will find details of the smaller model on pages 15 of the catalog.

We have this model in stock and should be glad to show it to you if you would care to call at our showroom, in Hamra street.

Exercise 45

Write the following:

Dear Sir

We have received a number of enquiries for floor covering suitable for rough floors.

It would helpful you could send us samples of your range of suitable floor coverings and a pattern card of the designs in which they are suitable.

Exercise 46

Write the following:

Hajj is mentioned in the Hadith as one of the Pillars of Islam. Hajj is an imperative duty (Fardh) for all Muslims who have the resources to carry it out. It is to be performed during the days of Hajj, once in a lifetime. However, one may perform it more than once. Hajj is an ibadah in which money is spent in Allah's way and strength is sacrificed for the pleasure of Allah. At the same time it is a test of patience. Hajj also provides Muslims from all parts of the world the opportunity of meeting at a central venue to strengthen the bonds of Muslim Brotherhood.

Umrah can be performed anytime during the year. It is comprised of Tawaf of the Kaba and Sa'ai of the Safa and Marwah hills enclosed in a long gallery.

There are three ways of performing the Hajj:

Hajj al-Tamatt'u (Interrupted) This means entering into ihram for the Umrah, taking off after performing the Umrah, and then entering into ihram again for the Hajj. People who come from other countries usually perform Hajj al-Tamatt'u.

Hajj al-Qiran (Combined) This means entering into ihram for both the Umrah and the Hajj at the same time, not taking off for the ihram until the day of sacrifice at Mina.

Hajj al-Ifrad (Single) This means entering into ihram only for the Hajj.

Exercise 47

Write the following:

The Islamic University of Al-Madinah Al-Munawarah is an Islamic educational institution functioning on a world basis under the auspices of Saudi Arabia.

It was founded by the government of Saudi Arabia by the royal decree no. 11 issued on 25/3/1381 A.H. with a view to spreading the teachings of Islam world-wide. 8590 of the total enrolment has been allocated to non-Saudi students.

Study at the faculty of Shariah, the first amongst the University's faculties to be opened started on Jumadul-Akhir 1381 A.H.

The main objectives of the university are:

- To convey the eternal message of Islam to the entire world by means of dawah, call to Islam. We aim to do this through University education and post-graduate studies.
- Inculcating and fostering the community upon practicing the teachings of Islam and worshiping the only true God, Allah alone with utmost sincerity and devotion.
- Imparting religious knowledge to students who come from different parts of the world and fostering them to become highly qualified scholars, specialized in various Islamic Arabic disciplines.
- Collecting, verifying and publishing works relating to Islamic heritage.
- Maintaining and fostering scholarly and cultural ties with other universities and scientific institutions and organizations throughout the world to serve the noble cause of Islam and its great objectives

Exercise 48

Write the following:

Reward Miles Account

- Redemption of accumulated Reward Miles can be made against free Alfursan travel rewards.
- When you have booked your reward, used miles will be debited from your Reward Miles account and indicated on the member's regular statement.
- Alfursan Reward Miles can be used up to 60 months after the date of accrual, allowing an opportunity to save for greater rewards.
- Charter flights, reward flights, Airline industry discounted tickets and tickets for infants under the age of 2 years will not earn any miles.
- Reward Miles are non-transferable.
- Saudi Arabian Airlines reserves the right to amend the terms and conditions of all or part of the reward program without prior notice.

How to claim your free travel rewards

- Select a travel reward from the reward tables, checking that you have sufficient miles in your account to redeem your chosen reward.

Exercise 49

Write the following:

- The Alfursan Member Service Center will then issue the reward, make the reservation and send it by mail to the member's nearest Saudi Arabian Airlines office.
- Members may provide their rewards to whomever they wish, under the condition that the application is first made in writing and sent to the Alfursan Member Service Center.
- Rewards claimed from Saudi Arabian Airlines and any of the Alfursan Partners may be subject to travel restrictions. Details may be obtained from the Alfursan Member Service Center. Only Alfursan Gold members are exempt from these restrictions.

(Please allow two weeks for the issue of you reward.)

Exercise 50

Write the following:

The state ministry of environment was first created in may 1981 aiming at controlling all forms of pollution, the use of pesticides, deforestation and forest fires, solid waste disposal, protection of fauna and flora, and urbanization.

There was no global environmental law, but specific issues were addressed in sector laws and regulations.

These laws included the protection of natural sites, forestry, archaeological and touristic sites, drinking water, sewage, marine pollution, air pollution, industry, hunting, fishing, urban development, mining, food control, housing and toxic waste disposal. In April 1993, a ministry of environment was established by the law n° 216, marking a significant step forward in the management of environmental affairs.

Exercise 51

Write the following:

The principal conclusion emerging from an analysis of data from the first environmental Arab public opinion survey, released last week by the Environment & Development magazine, is that the public concurs that the environmental situation is getting worse and demands that steps be taken to improve it. People also agree that governments are basically to blame for the environmental deterioration and are in turn responsible for its repair. Most striking was that respondents indicated their willingness to pay higher taxes if the money is allocated to protect the environment. They overwhelmingly showed acceptance to take personal environmentally friendly action, by changing their lifestyle, consumption habits.

The survey covered 18 countries and was conducted by the Environment & Development magazine , in cooperation with the United Nations Environment Program and the Arab League. The results were analyzed by the Pan Arab Research Centre (PARC). The majority of respondents (85.6%) feel that the environment where they live has become worse in the past 10 years, and most believe (97.8%) believe that it is mainly due to humans. One-fifth consider that the environment in their country is good, a view predominantly stated by those living in the Gulf states. While those living in the Levant (Lebanon, Syria, Jordan, Palestine) rate the state of the environment fair or bad. In particular, nearly half of the Lebanese respondents (48.7%) consider their environment extremely bad.

What do you think about the results of the survey and how is it possible to translate environmental awareness into action?

Exercise 52

Write the following:

On Moran's promotion to be Secretary, Mr. Seward inquired whether Minister Adams would like the place of Assistant Secretary for his son. It was the first and last office ever offered him, if indeed he could claim what was offered in fact to his father. To them both, the change seemed useless. Any young man could make some sort of Assistant Secretary; only one, just at that moment, could make an Assistant Son. More than half his duties were domestic; they sometimes required long absences; they always required independence of the Government service. His position was abnormal. The British Government by courtesy allowed the son to go to Court as Attach,, though he was never attached, and after five or six years' toleration, the decision was declared irregular. In the Legation, as private secretary, he was liable to do Secretary's work. In society, when official, he was attached to the Minister; when unofficial, he was a young man without any position at all. As the years went on, he began to find advantages in having no position at all except that of young man. Gradually he aspired to become a gentleman; just a member of society likes the rest. The position was irregular; at that time many positions were irregular; yet it lent itself to a sort of irregular education that seemed to be the only sort of education the young man was ever to get.

Such as it was, few young men had more. The spring and summer of 1863 saw a great change in Secretary Seward's management of foreign affairs. Under the stimulus of danger, he too got education. He felt, at last, that his official representatives abroad needed support. Officially he could give them nothing but despatches, which were of no great value to any one; and at best the mere weight of an office had little to do with the public. Governments were made to deal with Governments, not with private

Exercise 53

Write the following:

THE EDUCATION OF HENRY ADAMS

Individuals or with the opinions of foreign society. In order to affect European opinion, the weight of American opinion had to be brought to bear personally, and had to be backed by the weight of American interests. Mr. Seward set vigorously to work and sent over every important American on whom he could lay his hands. All came to the Legation more or less intimately, and Henry Adams had a chance to see them all, bankers or bishops, who did their work quietly and well, though, to the outsider, the work seemed wasted and the "influential classes" more indurated with prejudice than ever. The waste was only apparent; the work all told in the end, and meanwhile it helped education.

Two or three of these gentlemen were sent over to aid the Minister and to cooperate with him. The most interesting of these was Thurlow Weed, who came to do what the private secretary himself had attempted two years before, with boyish ignorance of his own powers. Mr. Weed took charge of the press, and began, to the amused astonishment of the secretaries, by making what the Legation had learned to accept as the invariable mistake of every amateur diplomat; he wrote letters to the London Times. Mistake or not, Mr. Weed soon got into his hands the threads of management, and did quietly and smoothly all that was to be done. With his work the private secretary had no connection; it was he that interested. Thurlow Weed was a complete American education in him. His mind was naturally strong and beautifully balanced; his temper never seemed ruffled; his manners were carefully perfect in the style of benevolent simplicity, the tradition of Benjamin Franklin. He was the model of political management and patient address; but the trait that excited enthusiasm in a private secretary was his faculty of irresistibly conquering confidence. Of all flowers in the garden of education, confidence was becoming the rarest; but before Mr. Weed went away, young Adams followed him about not only obediently for obedience had long since become a blind instinct but rather with sympathy and affection, much like a little dog.

Exercise 54

Write the following:

The sympathy was not due only to Mr. Weed's skill of management, although Adams never met another such master, or any one who approached him; nor was the confidence due to any display of professions, either moral or social, by Mr. Weed. The trait that astounded and confounded cynicism was his apparent unselfishness. Never, in any man who wielded such power, did Adams meet anything like it. The effect of power and publicity on all men is the aggravation of self, a sort of tumor that ends by killing the victim's sympathies; a diseased appetite, like a passion for drink or perverted tastes; one can scarcely use expressions too strong to describe the violence of egotism it stimulates; and Thurlow Weed was one of the exceptions; a rare immune. He thought apparently not of himself, but of the person he was talking with. He held himself naturally in the background. He was not jealous. He grasped power, but not office. He distributed offices by handfuls without caring to take them. He had the instinct of empire: he gave, but he did not receive. This rare superiority to the politicians he controlled, a trait that private secretaries never met in the politicians themselves, excited Adams's wonder and curiosity, but when he tried to get behind it, and to educate himself from the stores of Mr. Weed's experience, he found the study still more fascinating. Management was an instinct with Mr. Weed; an object to be pursued for its own sake, as one plays cards; but he appeared to play with men as though they were only cards; he seemed incapable of feeling himself one of them. He took them and played them for their face-value; but once, when he had told, with his usual humor, some stories of his political experience which were strong even for the Albany lobby, the private secretary made bold to ask him outright: "Then, Mr. Weed, do you think that no politician can be trusted?" Mr. Weed hesitated for a moment; then said in his mild manner: "I never advise a young man to begin by thinking so."

This lesson, at the time, translated itself to Adams in a moral sense, as though Mr. Weed had said: "Youth needs illusions!"

Exercise 55

Write the following:

As he grew older he rather thought that Mr. Weed looked on it as a question of how the game should be played. Young men most needed experience. They could not play well if they trusted to a general rule. Every card had a relative value. Principles had better be left aside; values were enough. Adams knew that he could never learn to play politics in so masterly a fashion as this: his education and his nervous system equally forbade it, although he admired all the more the impersonal faculty of the political master who could thus efface himself and his temper in the game. He noticed that most of the greatest politicians in history had seemed to regard men as counters. The lesson was the more interesting because another famous New Yorker came over at the same time that liked to discuss the same problem. Secretary Seward sent William M. Evarts to London as law counsel, and Henry began an acquaintance with Mr. Evarts that soon became intimate. Evarts was as individual as Weed was impersonal; like most men, he cared little for the game, or how it was played, and much for the stakes, but he played it in a large and liberal way, like Daniel Webster, "a great advocate employed in politics." Evarts was also an economist of morals, but with him the question was rather how much morality one could afford. "The world can absorb only doses of truth," he said; "too much would kill it." One sought education in order to adjust the dose.

The teachings of Weed and Evarts were practical, and the private secretary's life turned on their value. England's power of absorbing truth was small. Englishmen, such as Palmerston, Russell, Bethell, and the society represented by the Times and Morning Post, as well as the Tories represented by Disraeli, Lord Robert Cecil, and the Standard, offered a study in education that sickened a young student with anxiety. He had begun contrary to Mr. Weed's advice by taking their bad faith for granted. Was he wrong? To settle this point became the main object of the diplomatic education so laboriously pursued, at a cost already stupendous, and promising to become ruinous. Life

Exercise 56

Write the following:

Changed front, according as one thought one's self-dealing with honest men or with rogues.

Thus far, the private secretary felt officially sure of dishonesty. The reasons that satisfied him had not altogether satisfied his father, and of course his father's doubts gravely shook his own convictions, but, in practice, if only for safety, the Legation put little or no confidence in Ministers, and there the private secretary's diplomatic education began. The recognition of belligerency, the management of the Declaration of Paris, the Trent Affair, all strengthened the belief that Lord Russell had started in May, 1861, with the assumption that the Confederacy was established; every step he had taken proved his persistence in the same idea; he never would consent to put obstacles in the way of recognition; and he was waiting only for the proper moment to interpose. All these points seemed so fixed so self-evident that no one in the Legation would have doubted or even discussed them except that Lord Russell obstinately denied the whole charge, and persisted in assuring Minister Adams of his honest and impartial neutrality.

With the insolence of youth and zeal, Henry Adams jumped at once to the conclusion that Earl Russell like other statesmen lied; and, although the Minister thought differently, he had to act as though Russell were false. Month by month the demonstration followed its mathematical stages; one of the most perfect educational courses in politics and diplomacy that a young man ever had a chance to pursue. The most costly tutors in the world were provided for him at public expense Lord Palmerston, Lord Russell, Lord Westbury, Lord Selborne, Mr. Gladstone, Lord Granville, and their associates, paid by the British Government; William H. Seward, Charles Francis Adams, William Maxwell Evarts, Thurlow Weed, and other considerable professors employed by the American Government; but there was only one student to profit by this immense staff of teachers. The private secretary alone sought education.

Exercise 57

Write the following:

THE EDUCATION OF HENRY ADAMS

To the end of his life he labored over the lessons then taught. Never was demonstration more tangled. Hegel's metaphysical doctrine of the identity of opposites was simpler and easier to understand. Yet the stages of demonstration were clear. They began in June 1862, after the escape of one rebel cruiser, by the remonstrances of the Minister against the escape of "No. 290," which was imminent. Lord Russell declined to act on the evidence. New evidence was sent in every few days, and with it, on July 24, was included Collier's legal opinion: "It appears difficult to make out a stronger case of infringement of the Foreign Enlistment Act, which, if not enforced on this occasion, is little better than a dead letter." Such language implied almost a charge of collusion with the rebel agent's intent to aid the Confederacy. In spite of the warning, Earl Russell let the ship, four days afterwards, escape.

Young Adams had nothing to do with law; that was business of his betters. His opinion of law hung on his opinion of lawyers. In spite of Thurlow Weed's advice, could one afford to trust human nature in politics? History said not. Sir Robert Collier seemed to hold that Law agreed with History. For education the point was vital. If one could not trust a dozen of the most respected private characters in the world, composing the Queen's Ministry, one could trust no mortal man.

Lord Russell felt the force of this inference, and undertook to disprove it. His effort lasted till his death. At first he excused himself by throwing the blame on the law officers. This was a politician's practice, and the lawyers overruled it. Then he pleaded guilty to criminal negligence, and said in his "Recollections": "I assent entirely to the opinion of the Lord Chief Justice of England that the Alabama ought to have been detained during the four days I was waiting for the opinion of the law officers. But I think that the fault was not that of the commissioners of customs, it was my fault as Secretary of State for Foreign Affairs." This concession brought all parties on common ground. Of course

Exercise 58

Write the following:

It was his fault! The true issue lay not in the question of his fault, but of his intent. To a young man, getting an education in politics, there could be no sense in history unless a constant course of faults implied a constant motive.

For his father the question was not so abstruse; it was a practical matter of business to be handled as Weed or Evarts handled their bargains and jobs. Minister Adams held the convenient belief that, in the main, Russell was true, and the theory answered his purposes so well that he died still holding it. His son was seeking education, and wanted to know whether he could, in politics, risk trusting any one. Unfortunately no one could then decide; no one knew the facts. Minister Adams died without knowing them. Henry Adams was an older man than his father in 1862, before he learned a part of them. The most curious fact, even then, was that Russell believed in his own good faith and that Argyll believed in it also.

Argyll betrayed a taste for throwing the blame on Bethell, Lord Westbury, then Lord Chancellor, but this escape helped Adams not at all. On the contrary, it complicated the case of Russell. In England, one half of society enjoyed throwing stones at Lord Palmerston, while the other half delighted in flinging mud at Earl Russell, but every one of every party united in pelting Westbury with every missile at hand. The private secretary had no doubts about him, for he never professed to be moral. He was the head and heart of the whole rebel contention, and his opinions on neutrality were as clear as they were on morality. The private secretary had nothing to do with him, and regretted it, for Lord Westbury's wit and wisdom were great; but as far as his authority went he affirmed the law that in politics no man should be trusted.

Russell alone insisted on his honesty of intention and persuaded both the Duke and the Minister to believe him. Every one in the Legation accepted his assurances as the only assertions they could venture to trust. They knew he expected the rebels to win in the end, but they believed he would not actively interpose to

Exercise 59

Write the following:

Decide it. On that on nothing else they rested their frail hopes of remaining a daylonger in England. Minister Adams remained six years longer in England; then returned to America to lead a busy life till he died in 1886 still holding the same faith in Earl Russell, who had died in 1878. In 1889, Spencer Walpole published the official life of Earl Russell, and told a part of the story which had never been known to the Minister and which astounded his son, who burned with curiosity to know what his father would have said of it.

The story was this: The Alabama escaped, by Russell's confessed negligence, on July 28, 1862. In America the Union armies had suffered great disasters before Richmond and at the second Bull Run, August 29-30, followed by Lee's invasion of Maryland, September 7, the news of which, arriving in England on September 14, roused the natural idea that the crisis was at hand. The next news was expected by the Confederates to announce the fall of Washington or Baltimore. Palmerston instantly, September 14, wrote to Russell: "If this should happen, would it not be time for us to consider whether in such a state of things England and France might not address the contending parties and recommend an arrangement on the basis of separation?"

This letter, quite in the line of Palmerston's supposed opinions, would have surprised no one, if it had been communicated to the Legation; and indeed, if Lee had captured Washington, no one could have blamed Palmerston for offering intervention. Not Palmerston's letter but Russell's reply, merited the painful attention of a young man seeking a moral standard for judging politicians:

Exercise 60

Write the following:

War, reflected on the subject for a fortnight from September 25 to October 7, when he was to speak on the occasion of a great dinner at Newcastle. He decided to announce the Government's policy with all the force his personal and official authority could give it. This decision was no sudden impulse; it was the result of deep reflection pursued to the last moment. On the morning of October 7, he entered in his diary: "Reflected further on what I should say about Lancashire and America, for both these subjects are critical." That evening at dinner, as the mature fruit of his long study, he deliberately pronounced the famous phrase:

We know quite well that the people of the Northern States have not yet drunk of the cup they are still trying to hold it far from their lips which all the rest of the world see they nevertheless must drink of. We may have our own opinions about slavery; we may be for or against the South; but there is no doubt that Jefferson Davis and other leaders of the South have made an army; they are making, it appears, a navy; and they have made, what is more than either, they have made a nation....

Looking back, forty years afterwards, on this episode, one asked one's self painfully what sort of a lesson a young man should have drawn, for the purposes of his education, from this world-famous teaching of a very great master. In the heat of passion at the moment, one drew some harsh moral conclusions: Were they incorrect? Posed bluntly as rules of conduct, they led to the worst possible practices. As morals, one could detect no shade of difference between Gladstone and Napoleon except to the advantage of Napoleon. The private secretary saw none; he accepted the teacher in that sense; he took his lesson of political morality as learned, his notice to quit as duly served, and supposed his education to be finished.

Every one thought so, and the whole City was in a turmoil. Any intelligent education ought to end when it is complete. One would then feel fewer hesitations and would handle a surer world. The old-fashioned logical drama required unity and sense; the

Exercise 61

Write the following:

The Planetary Orbiter

The Planetary Orbiter is dedicated to remote sensing. To ensure complete coverage of the planet it needs to have a polar orbit. The orbit's pericentre altitude of 400 km, an apocentre altitude of 1500 km and an orbital period of 2.3 hours will provide an adequate shift of the ground track between successive orbits.

Low-resolution observations at the apocentre will identify areas of interest, while higher resolution imaging for details is performed at the pericentre. Nearly all of the instruments on the Planetary Orbiter are mounted on the nadir-pointing platform.

The Planetary Orbiter also carries an instrument complement dedicated to radio science. This requires accuracy of the order of one arcsecond and one metre for the reconstitution of the attitude and orbit, which are derived from measurements provided by the accelerometer, star sensor and multiplefrequency Doppler tracking and ranging.

To examine the planet from an orbit over the poles, the Planetary Orbiter will have a wide-angle and a narrow-angle camera working by visible and near-infrared light.

Infrared and ultraviolet spectrometers will analyse minerals at the surface and constituents of Mercury's tenuous atmosphere, while X-rays and gamma rays will reveal to other instruments the chemical composition of Mercury's soil. A neutron spectrometer will search for water-ice deposits beneath the surface. A solar monitor will record the Sun's activity, evident in its emissions of X-rays.

Global mapping of Mercury's gravity by an accelerometer in the Planetary Orbiter forms part of a radio science experiment. This will follow up the link between gravity and Mercury's behaviour in orbit, first explained by Einstein. Provided the spacecraft's motions and attitude and the pressure of sunlight can be gauged with high precision, careful monitoring of radio signals from BepiColombo will provide new tests of the most fundamental aspects of the theory of general relativity.

Exercise 62

Write the following:

Acute Care Disabilities related to injury are serious public health problems because of their impact on quality of life and their economic impact on our health care system. The National Center for Injury Prevention and Control, through the Division of Injury and Disability Outcomes and Programs coordinates a national public health approach to reducing the impact of injuries by improving trauma care and rehabilitation systems. The program includes the prevention of injury-related disabilities and their secondary conditions .

Acute Care in the United States There were an estimated 40 million injury-related emergency department visits in 2000. The most common causes of injuries seen in emergency departments are from traffic crashes, falls, and violence. Only one fourth of the U.S. population lives in an area served by a trauma care system. Studies of conventional trauma care show that as many as 35% of trauma patient deaths could have been prevented if optimal acute care had been available. Up to 25% of injuries treated in emergency departments are alcohol related .

Current Acute Care Activities Detailed information about CDC's acute care activities is available from several sections of our publication, 2001-2002 Injury Fact Book: Alcohol Injuries and the Emergency Department Poison Control Trauma Care Systems

Exercise 63

Write the following:

Ismail Al-Ahmary takes pleasure in his work, because his job lets him see the side of Saudi Aramco that exposes its deep concern for developing its human resources. Ismail's job requires him to hire Saudis who do not yet have a college degree. And he enjoys watching his clientele self-actualize before his very eyes. "I feel proud of helping to get young blood to be part of a worldclass company like Saudi Aramco," he says. "It's rewarding from both ends; management provides for all of my needs and the customers are always very happy with what we offer them." "We hire high-school graduates and enroll them in apprenticeship programs and college degree programs best-suited for their overall growth and professional development," he added. Because his job revolves around providing opportunities for the self-improvement of these young employees, Ismail doesn't see Saudi Aramco as merely the largest oil company in the world. "Having the opportunity to work for this company is like coming to an intellectual institution," he said. "You get to work for the best oil company in the world, and you should utilize what the company provides for self-improvement." But, says Ismail, working for Saudi Aramco certainly isn't a one-way street. "The company hires people because it needs their expertise, effort and commitment to their jobs," he said. "It's not about spending eight hours a day here, and it's not about just getting paid. It's an educational opportunity when we can learn from everything we perform every day. Set your target level of knowledge and then work toward it." Ismail lauds the company's employee support programs not just because he is a recruiter, but also because he has benefited from the same support that he tells recruits about. Since earning a degree from Eastern Michigan University, says Ismail, "I have worked over 12 years, and I look at my experience as very rich and challenging. I have the opportunity every day to gain more knowledge and professional experience," he remarked

Exercise 64

Write the following:

Saudi Aramco has an ongoing commitment to safety, health and environmental excellence in all of its operations. Saudi Aramco relentlessly seeks better ways to ensure that employees and contractors use safe equipment and work practices. In Saudi Aramco facilities, just as in many other business settings, certain operations present operational hazards that, if not addressed correctly, could result in injury to people or property loss or damage. There are many common examples including: work in confined spaces, work at heights, lifting operations, work on energized systems, work with hazardous chemicals, work with pressurized systems, welding, cutting and brazing operations.

Therefore, Saudi Aramco insists that all contractors adhere to established safe work standards and practices and in some cases demonstrate safety proficiency before being invited to bid. Just as Saudi Aramco employees receive extensive training in order to be knowledgeable of our facilities and their safe operations, we require contractors to make sure their employees are competent, technically skilled, and well trained. The Company has a Work Permit system that requires work to be specifically authorized before it can commence. Part of this system requires that Work Permit Receivers be tested and certified before they are qualified to obtain work permits to proceed with work in Company facilities. Saudi Aramco's Loss Prevention Department is responsible for administering the Work Permit Issuers and Receivers' certification examination. What sort of safe work standards and practices will a contractor are required to adhere to while on a Saudi Aramco job? There are numerous Company established standards and practices that must be adhered to, with many applications specifically developed for the nature of the work being conducted. Many of these standards and practices are incorporated by reference in Schedule D of most of the Company's contracts. They include Saudi Aramco publications pertaining to Safety such as the Construction Safety Manual, Corporate Loss Prevention Manual, General Instructions, Engineering Procedures, Engineering Standards, and Engineering Drawings. Saudi Aramco is a participating member of the Construction Industry Institute (CII).

Exercise 65

Write the following:

Quality Contractor Quality System Saudi Aramco contractors are required to implement quality systems following the guidelines of ISO 9001. This quality system standard shall be the basis for submittals of project Quality Plans by contractors. The objective is to provide confidence to Saudi Aramco and other clients that the contractor will meet contract requirements by assuring the implementation of a recognized quality system. While Saudi Aramco does not require third party certification of the quality system of its contractors, we will require you to develop and implement a relevant quality system consisting of a quality manual, procedures and records as prescribed in the ISO 9001 standard. How is the quality system documented? The ISO 9001 standard requires the development of a quality systems manual. As a minimum, the contractors documented system must address all those elements and actions that are required to assure quality in accordance with the requirements of ISO 9001. The documentation of a quality system should be specific to your organization with a unique approach to your clients' work. An effective, documented quality management system must first satisfy the business needs of your organization and secondly the requirements of ISO 9001. It must provide the organization with evidence and confidence that the outcomes of the system are consistent, reliable, and predictable. Why does the quality system need to be documented? Some of the reasons for documenting the quality management system are to: Describe a management system that is universally understood by management, employees, customers, external stakeholders, and when appropriate third party registrars. Define the process controls to ensure that everyone performing the same job is performing it in the single most efficient and effective manner. Provide evidence of implementation by identifying the process and inspection records needed. Provide a basis for evaluation and improvement by establishing a consistent and systematic means to identify problems, improve quality, measure improvements, and provide solutions. What are Saudi Aramco's expectations? As applicable, contractors are required to prepare a detailed Quality Plan once a contract is awarded.

Exercise 66

Write the following:

Haj and Freedom? Not for women it seems?

Women are often the sacrificial lambs when Muslims have to deal with "problems" in our community. Men are unable to control their libidos so women are punished – confined to the homes, relegated to galleries (in mosques) and their voices suppressed. That women fall victim to chauvinistic laws is not surprising, considering that the community, men and women, are often fed with selective information.

Regulations around gender and haj starkly illustrate one type of chauvinism. Not too long ago the Saudi Government introduced a law that forbade women under the age of 45 from undertaking the haj without a mahram (either a husband or a man she cannot marry, like a close relative). This meant that women under 45 could go for haj only if there was a mahram willing to "take her" for haj.

Previously, women were allowed for haj in groups without a mahram. Among most schools of thought it is accepted that a woman may travel with a group of trustworthy women or even with a trusted woman companion. There is also a view that a woman may travel by herself, provided the way to haj or 'umrah is safe. The Prophet (s) is reported to have replied to a man who complained about highway robbery, "If you lived long enough you will see that a woman will travel from Hira (in Iraq) and will perform tawaf around Ka'bah, and she will have no fear except that of Allah."

The Qur'an speaks of the peace, security and freedom from fear at Makkah. "Behold, the First Temple ever set up for humankind was indeed the one at Bakkah (Makkah): rich in blessing, and a (source of) guidance unto all the worlds. (It is) the place whereupon Abraham once stood; and whoever enters it finds inner peace and freedom from fear. Hence Pilgrimage unto the Temple is a duty owed to Allah by all people who are able to undertake it. And as for those who deny the truth, verily Allah does not stand in need of anything in all the worlds" (Qur'an 3:96-97).

Exercise 67

Write the following:

We need to recall only the story of Hajar (s), to have a proper perspective of the issue. She stayed in the desert with her infant son Isma'il because of her faith in God, and her fear for God alone. She did not have a mahram; she survived with the infant by striving to take care of herself and her son with the help of God. Ibn 'Abbas relates the incident thus: "Prophet Ibrahim (s) brought Hajar (s), his wife, and their son Isma'il (s), whom she was still nursing, and left them at the House of Allah under a tree above the Zamzam. Makkah at that time was a place where there was neither water nor any dweller. He left a bag of dates and a container of water for them. Then Ibrahim (s) turned to go away. Isma'il's mother said to him, 'O Ibrahim! Where are you going? And who are you leaving us to in this valley without a companion or a thing?' She repeated this several times but he did not respond. At last she asked him, 'Has Allah commanded you to do so?' He answered, 'Yes.' Thereupon she said, 'Then He will not let us perish!' (Bukhari).

One cannot help but be inspired by this black slave woman who actively strove to please Allah and survive in the harsh desert. One must remember that a central person whom Muslims follow during the haj is Imama Hajar, a woman.

Women had been performing haj and 'umrah, travelling in groups, enjoying the haram's security and access to the Houses of Allah – which is denied to them in some parts of the world. This freedom was then snatched away from an already suppressed group within the community. If the Saudis wanted to control the numbers entering Arabia they could surely have used other methods. But it is easier and one is less likely to face resistance if one deprives a sector that already does not have a voice.

The mahram law effectively bars some Muslims from fulfilling a religious obligation (fard). There are many reverts particularly, on whom haj has become obligatory but who don't have Muslim mahrams. This is especially true in a Muslim minority country like South Africa. The recently-formed South African Haj and 'Umrah Council, whose task it is to ease the way for South African hujjaj, should challenge this regulation and request an exemption to this kind of discrimination.

Exercise 68

Write the following:

Once a Muslim has the means to perform haj it becomes obligatory on him or her. One never knows what the future holds; deferring the haj could mean that one would lose the opportunity and means to perform it. Ibn 'Abbas related that the Prophet (s) said: "He who intends to perform haj let him do so expeditiously, for he may well fall sick, may lose his mount (ability to bear expenses of the journey) or may be prevented by some other exigency."

The strange exemption for women over 45 indicates the mind set behind the law. It seems to be more about sex than safety.

Besides the mahram law, many other (official and unofficial) regulations on haj are riddled with many prohibitions for women which cannot be attributed to the Prophet (s): they must not make ramal (brisk walk) while making tawaf; they must not jog the short distance between Safa and Marwa – the Milain Akhdarain – (even though the act is to commemorate a woman Hajar, who ran from Safa to Marwa); they must not make their way to the Hajarul Aswad or pray near the Maqam Ibrahim; and books distributed in South Africa claim they must perform all their salah in their apartments/hotels and not in the Haram; they must perform the tawaf on the outskirts and not try to get close to the Ka'bah; in a crowd of hundreds of thousands they must keep a clear distance from men; they must not say the talbiyyah aloud...

Yes, the Prophet and Allah stress that there is no need to overburden oneself. But only the individual knows the burden he or she can carry and should have the right to choose the most convenient. Gender cannot be the criterion for deciding one's ability for these rituals.

Exercise 69

Write the following:

Which eruptions on the Sun produce energetic particles?

Some do, some don't. SOHO's great advantage in seeking an explanation is that bursts of particles can be directly related to events in the solar atmosphere seen by other instruments on the same spacecraft. The scientists hope to find ways of predicting the particle bursts.

What do the particles reveal about their origins?

By analysing the chemical elements present among the energetic particles, and their state of electric charge, scientists can learn about the circumstances of their acceleration. Some of the energetic particles don't even come from the Sun, but are 'anomalous cosmic rays' accelerated far out in space by shock waves in the solar wind.

Exercise 70

Write the following:

"The interstellar grains detected by Ulysses are bigger, and it is now thought that they may even reach the orbit of the Earth," said Eberhard Grün of the Max-Planck-Institut für Kernphysik in Heidelberg, Germany. "This discovery provides the opportunity to analyse real stardust - the raw material that the Earth and the planets were made of."

Shooting stars, or meteors, are small grains of dust from interplanetary space, burning up in the Earth's air. Space physicists used to think that all dust in our vicinity came from asteroids or comets. Yet, deep inside the Solar System, the DUST instrument in Ulysses collected and analysed grains of interstellar origin. Small dust grains the size of cigarette smoke (about 0.01 to 0.1 microns) are prevented from reaching the inner regions of the heliosphere because of the magnetic field of the solar wind.

In 1998 Ulysses revisited the orbit of Jupiter and began a second trip to the Sun. It continues to operate flawlessly and has enough attitude- control fuel and electrical power for at least one more orbit, taking it over the solar poles in 2000 and 2001.

If anything, the coming inspection of the polar heliosphere will be even more interesting than the first, which took place when the count of sunspots was at a minimum and the Sun was relatively quiet. The next visit will be at the height of the sunspot cycle, a time of solar frenzy. Investigators are already booking seats for a display of pyrotechnics much grander and more spectacular than the Earth-bound fireworks that will herald the new millennium.

Exercise 71

Write the following:

William Herschel was the son of a musician, born in Hanover in 1738. He followed in his father's marching footsteps, joining the Hanoverian guard as an oboist. With a Hanoverian King on the throne, Britain was really not very foreign at all, and Herschel moved to England to parlay his military musicianship into a teaching career in 1755, finally ending up among the gentry at Bath in 1766. He acquired an interest in astronomy, and started to build his own telescopes, developing and refining the reflector design first suggested by Newton to avoid problems with poor glass optics. Herschel cast and polished his own mirrors, producing ever bigger and better telescopes.

In 1772, he invited his sister Caroline to join him as an assistant in his musical business, and she duly moved to Bath. Both watched the skies. In 1781, William discovered the planet Uranus. For millennia, man had been aware of only six planets, five of them wandering the skies and visible with the naked eye. The discovery of a new planet (named by Herschel - albeit briefly - Georgium Sidus in honour of the then King) inspired Herschel to quit his career as a musician and teacher and concentrate full-time on astronomy. King George appointed William his private astronomer, and the Herschels moved to slough, near the castle at Windsor.

By 1789, Herschel had built a forty-foot reflector, the largest telescope of its day, and he was scouring the sky. Caroline became an avid comet-watcher, and discovered eight comets in the years between 1786 and 1797. In 1787 she was granted a salary of £50 by the King to act as her brothers assistant.

Caroline worked hard on her own account too, publishing the "Index to Flamsteed's Observations of the Fixed Stars" and a list of his mistakes in 1797. After discovering several moons, Herschel turned his attention from the planets to the stars, and drew up a catalogue of double stars, which he showed were orbiting pairs. His paper "On the Construction of the Heavens," published in 1784, modelled the formation of the Milky Way, and marked the beginnings of Herschel's life-long interest in the in-depth cataloguing of the Universe.

Exercise 72

Write the following:

In 1800 Herschel described that the differently coloured filters through which he observed the Sun allowed different levels of heat to pass. He performed a simple experiment to study the "heating powers of coloured rays": he split the sunlight with a glass prism into its different constituent rainbow colours and measured the temperature of each colour. He observed an increase in temperature as he moved a thermometer from the violet to the red part of the 'rainbow'. Out of curiosity Herschel also measured temperatures in the region just beyond the red colour, where no light was visible, and to his surprise, he recorded the highest temperature there. He deduced the presence of invisible "calorific rays".

Over the rest of his life, he produced lists of thousands of nebulae and star clusters, the first to distinguish between distant clusters and dusty nebulae. After William's death in 1822, Caroline returned to Hanover and re-organised his catalogues into one extensive tome, for which she was awarded the Gold Medal of the Royal Astronomical Society - to which she was later elected a member - in 1828.

The Herschels' work marked the first time that a new planet had been discovered with a mechanical aid. But more than that, the Herschels' were pioneers of the systematic classification and investigation of the heavens. Gentleman scientist though he was, Herschel was one of the first "professional" astronomers, and his approach to his science was symbolic of a new style, following on from the experimental rationalism of Boyle and Newton.

Although the word had not yet been invented, the Herschels were amongst the first "scientists", as distinct from natural philosophers, concerned to enumerate in detail the "what's" as well as investigate the "why's". Victorian scientists became obsessed with classification and orderings of the world and the Herschels' work marked the early stages of that project.

Exercise 73

Write the following:

Following in Newton's footsteps

Isaac Newton was born on 25 December 1642 in Woolsthorpe, England, the same year that Galileo died. His work in the field of mathematics, optics and physics laid the foundations for modern science. He made a huge impact on theoretical and practical astronomy.

Newton's first achievement was the invention of 'fluxions' or integral calculus, providing him with the mathematical tools he required for the rest of his work. It led to an acrimonious debate with another scientist, Gottfried Leibnitz, who also claimed credit for this invention.

His second breakthrough was the discovery of the law of the composition of light, described in 'Opticks' published in 1704. He discovered chromatic aberration and the selective 'refrangibility' of colours. His demonstration that light can be split with a prism into its different colours forms the basis of spectroscopy. Although he was not the true inventor of the reflecting telescope, he was the first to make such an instrument and to explain why it was better than a refracting one. Newton was to make many observations with his telescope, sighting for instance, in 1682, the comet later called Halley's Comet. (Another great contributor to the field of optics was the Dutch scientist Christiaan Huygens whose name has been given to ESA's probe which is travelling to Saturn's moon, Titan.)

Newton showed that light can be split by a prism into its different colours.

But Newton's most profound contribution to science is his formulation of his three Laws of Motion, advanced in his monumental treatise 'Philosophiae Naturalis Principia Mathematica' published in 1687 which lays the foundation for the principle of universal gravitation.

In the third book of 'Principia' he states that "There is a power of gravity pertaining to all bodies, proportional to the several quantities of matter which they contain."

Exercise 74

Write the following:

With this law, the doors of physics were thrown open. All objects in the Universe were suddenly equal, and the notion of hierarchy that had dominated all consideration of the Solar System was eliminated. A mystical approach to understanding the workings of the Universe was replaced by a mechanistic one.

Gravity now explained how the planets moved - although this new knowledge brought difficulties since if each object affected every other, the resulting calculations of their motion were extremely complex. Newton was to admit to being unable to calculate other than in a general way the orbits of the planets in the Solar System. But he did manage to obtain much better results than his predecessors.

Newton's fields of study also covered chemistry, or 'alchemy' as it was termed during his day. He compiled an 'Index chemicus' with over 5000 references to other works, sifting through the jibberish in search of the real basis for chemistry. He also invented the sextant - an instrument used for measuring the angular distance between objects.

Any encyclopedia of science will reveal more references to Newton than to any other individual scientist. Before Newton science was a mixture of isolated facts and laws, capable of describing some phenomena and predicting only a few. Applying a rigorous scientific approach, he left it with a unified system of laws that could be applied to a wide range of physical phenomena and which could be used to make exact predictions. An 18th century verse by Alexander Pope states it best:

"Nature and Nature's laws lay hid in night. God said 'Let Newton be!' and all was light."

Isaac Newton died in 1727 and was buried in Westminster Abbey, England, the first scientist to be accorded this honour.

Exercise 75

Write the following:

Solar wind and alien atoms

For SOHO's discoveries about the origins of the solar wind, see

The solar wind consists of charged atoms and electrons, and an associated magnetic field. It fills a huge volume of space around the Sun, the heliosphere. The stormy solar wind has many direct and indirect effects on the Earth. It also interacts with a breeze of alien atoms that blows through the Solar System, coming from interstellar space.

Two instruments on SOHO are dedicated to general studies of the solar wind, investigating its composition and overall behaviour:

- CELIAS (Charge, Element and Isotope Analysis System) detects the solar wind directly, as it blows past SOHO, and analyses the density and nature of the charged particles present in it. It provides a brief warning of gusts in the solar wind, which arrive at SOHO 30-60 minutes before they reach the Earth.
- SWAN (Solar Wind Anisotropies) is the only instrument in SOHO that turns its back on the Sun in order to examine the whole sky. It detects alien hydrogen atoms by their characteristic ultraviolet glow. The hydrogen comes from interstellar space and pervades the Solar System, but impacts by particles in the solar wind tear electrons from the atoms so that the hydrogen no longer glows. The resulting pattern of brightness in the sky is therefore a guide to the vigour of the solar wind.

What chemical elements are represented in the solar wind?

CELIAS has detected many that were previously unrecorded in the solar wind, and the elements and isotopes now range from hydrogen-1 to nickel-62. The proportions of the various constituents and the extent of their ionization (loss of electrons) are different in the slow and fast solar windstreams. This information feeds back into the theories of how the solar wind is created.

Exercise 76

Write the following:

No, SWAN sees a groove cut in the interstellar hydrogen by exceptional damage done by the slow solar wind. Coming typically from the Sun's equatorial region, the slow windstream remains more concentrated than the fast wind, which spreads out to fill most of the heliosphere. Moreover, the slow wind is more effective in stripping electrons from the interstellar hydrogen. The groove was very clear when the Sun was quiet (1996-97) but the picture is likely to be more complicated at the maximum of solar activity (2000).

Where do the alien atoms come from?

From the direction of the constellation Ophiuchus, near to Scorpius. SWAN has pinpointed the source direction of the interstellar breeze more accurately than ever before. The SWAN team has also inferred its speed (21 km/s) after making allowance for the acceleration of the incoming atoms by the Sun's gravity. The Sun's deflection of the passing atoms has a focusing effect, creating a solar halo of interstellar helium observed by another SOHO instrument, UVCS.

What becomes of the alien atoms?

Most of them continue on their way, back to interstellar space, after passing through the Solar System. CELIAS sees some of those that lost their electrons being picked up by the solar wind. They are swept away towards the boundary of the heliosphere, many billions of kilometres away. But some of these pick-up ions are then accelerated back towards the inner Solar System, as 'anomalous cosmic rays' registered by SOHO's particle detectors, COSTEP and ERNE. Other wanderers replace their missing electrons and return as energetic hydrogen atoms, detected by CELIAS.

Exercise 77

Write the following:

Scientific objectives

The original Cluster mission and the Solar Heliospheric Observatory (SOHO) together comprised the Solar Terrestrial Science Programme (STSP), the first 'Cornerstone' of ESA's Horizons 2000 Programme. These two missions were selected at the same time to investigate the relation between the Sun and the Earth's environment.

Since its successful launch in December 1995 SOHO has been providing fascinating new information on the effect of the Sun and the solar wind on the Earth's magnetosphere. The approval of the complete Cluster II mission means that the original STSP objectives can be fulfilled; especially now that SOHO's lifetime has been extended.

Together the two STSP missions will answer questions about an entire chain of processes: right from the Sun's very interior down to the Earth's magnetosphere. Their results will also be combined with a number of other missions within the framework of the IACG, the Inter-Agency Consultative Group.

The goals of the Cluster II mission are identical to those of the original Cluster mission lost in June 1996 and the instrument complement remains the same. The Cluster II mission is an in-situ investigation of the Earth's magnetosphere using four identical spacecraft simultaneously. It will permit the accurate determination of three-dimensional and time-varying phenomena and will make it possible to distinguish between spatial and temporal variations.

Reference to specific Cluster II instruments in the following sections is by way of illustration only. All instruments will be making measurements in all key plasma regions.

Exercise 78

Write the following:

The interaction between the solar wind and the magnetosphere is a key element in the Solar Terrestrial Science Programme (STSP). One example of this interaction is the direct entry of solar wind particles through the polar cusps. The polar cusps are two magnetic funnels, one in each hemisphere, which focus the solar wind particles (rather like a telescope) on photons. The solar wind particles enter the exterior cusp, which has a diameter of approximately 50 000 km, and then follow the converging magnetic field down to the ionosphere where the cusp size is around 500 km. This converging magnetic field allows the study of a very large area of the magnetopause through a limited region of space inside the cusps.

Another example of solar wind/magnetosphere interaction is the acceleration of plasma in the magnetotail during substorms. The magnetotail is a large reservoir of both solar wind and ionospheric particles, which, under some circumstances, for instance the reversal of the interplanetary magnetic field from north to south, releases a large quantity of particles towards the Earth. Both mechanisms - particles entering the polar cusps and the substorms - produce aurorae when the participating particles (electrons and ions) hit the neutral gas of the atmosphere. When these particles are particularly energetic they can have a dramatic effect on human activities, disrupting electrical power and telecommunications or causing serious anomalies in the operation of satellites, especially those in geostationary orbit.

Cluster II will determine the physical processes involved in the interaction between the solar wind and the magnetosphere by visiting key regions like the polar cusps and the magnetotail. The four Cluster spacecraft will map in three dimensions the plasma structures contained in these regions. The simultaneous four-point measurements will also allow differential plasma quantities to be derived for the first time. For example, the density of current flowing around the spacecraft will be derived from the magnetic field measurements using Ampere's law.

Cluster II's main goal is to study the small-scale plasma structures in space and time in the key plasma regions:

- Solar wind and bow shock
- Magnetopause
- Polar cusp
- Magnetotail

Exercise 79

Write the following:

The world's astronomers are eager to use XMM-Newton. After launch from Kourou, French Guiana on 10 December 1999, the European Space Agency's X-ray Multi-Mirror satellite is the most powerful X-ray telescope ever placed in orbit. Scientists are sure the mission will help solve many cosmic mysteries, ranging from enigmatic black holes to the formation of galaxies.

Many celestial objects generate X-rays in extremely violent processes. But Earth's atmosphere blocks out these X-rays, messengers of what occurred in the distant past when stars were born or died, and clues to our future. Only by placing X-ray detectors in space can such sources be detected, pinpointed and studied in detail. XMM-Newton, the largest science satellite ever built in Europe, has an unprecedented sensitivity.

XMM-Newton carries three very advanced X-ray telescopes. They each contain 58 high-precision concentric mirrors, delicately nested to offer the largest collecting area possible to catch the elusive X-rays. These Mirror Modules allow XMM-Newton to detect millions of sources, far greater than any previous X-ray mission.

What excites astronomers most is that the satellite's highly eccentric orbit, travelling out to nearly one third of the distance to the Moon, enables them to make very long and uninterrupted observations. Peering into deep space, XMM-Newton's science payload will considerably increase our knowledge of very hot objects created when the Universe was very young.

Figure 2. XMM-Newton being assembled .

XMM-Newton is ESA's second 'Cornerstone' mission. Development and construction of the spacecraft has overcome major technological hurdles. Its wafer-thin X-ray mirrors are a miracle of engineering and the smoothest ever built. With its five X-ray imaging cameras and spectrographs, and its optical monitoring telescope, the new space observatory will for the next ten years be at the cutting edge of astronomy.

Exercise 80

Write the following:

Overview of instruments

Observing gamma rays is a difficult task. The gamma-ray photons from distant objects are rare, and with their penetrating power they cannot be focussed by conventional mirrors or lenses. No ordinary telescope can therefore focus this highest energy form of electromagnetic radiation. Scientists need specially designed detectors to register the gamma rays from space.

INTEGRAL will have two such detectors on board: an Imager and a Spectrometer. Two monitor instruments support these instruments: an X-ray monitor and an optical camera. All four instruments are co-aligned and will observe the same region of the sky simultaneously. This allows scientists to clearly identify gamma-ray sources, a key feature in studying high-energy processes in the violent Universe.

All instruments are provided by large collaborations encompassing many scientific institutes in the ESA member states, United States, Russia, Czech Republic, and Poland. Principal investigators in different European countries lead the nationally funded collaborations.

The Imager, Spectrometer, and X-ray monitor share a common principle of operation: They are all coded-mask telescopes. Instead of mirrors or lenses these instruments have a metal mask with holes in front of the detectors. This coded mask is basically a pinhole camera, but with a larger aperture, that is, many pinholes to cope with the low gamma-ray fluxes.

The gamma rays are absorbed by the opaque metal but pass through the transparent holes and cast a shadow onto the detector below. Because of the many holes on the mask the gamma rays coming from one source produce many overlapping images of this object. However, a coded mask is designed so that each object in the field of view casts a unique shadow. A computer can decode the composite image and translate it into a scene of the gamma-ray source in the sky.

Gamma rays from different objects pass through different regions of the coded mask before striking the detector. The resulting pattern is a sequence of overlaid shadows, which a computer must disentangle, to create an image of the objects.

Exercise 81

Write the following:

This course is designed to help you learn and think about the structure and purposes of the school curriculum and the place in it of a teaching specialty of your choosing; we will also be considering various techniques of instruction.

There are four methods used to achieve these ends; methods which we may grandly call philosophical, historical, developmental, and practical.

We will begin by considering conflicting viewpoints on what the school curriculum and techniques of instruction ought to be. These viewpoints will be taken from different times over the past hundred years or so. Then we will look at the main changes in curriculum during the same period, and you will be encouraged to focus particularly on the changes in your chosen teaching specialty. Having taken a look at the curriculum from an historical perspective, we will look at it from a "developmental" perspective. That is, we will look at what the curriculum might be if it is designed to accommodate to the changing ways in which children make sense of things as they grow older. Again, you will be encouraged to consider, or reconsider, your chosen teaching specialty in light of some observations about children's and student's educational development. Finally, we will consider attempts to implement the theories examined in the previous part of the course. You will be encouraged to design some practical teaching units or lessons in your teaching specialty based on some of these instructional techniques and on ideas you have developed throughout the course.

Discussions about the school curriculum are, fundamentally, discussions about how we ought to live - or about how we want to bring up children to live. We will, then, expect these discussions to be about things that matter most to us. If we find them to be purely academic exercises, this is a sign that we are failing to make contact between the ideas in the course and matters of daily living. That connection is one that you will have to work hard to keep alive. It is very easy when reading a paper about the curriculum to treat it as another piece of academic work. Bear in mind that what we are discussing here is how we ought to live, what kinds of things give the best pleasures available to human beings, and which of them we should make accessible to children. We are discussing what we should fill our time with. There are choices, of course, and an interest in the curriculum is an interest in how best we should fill children's time in the present so that they will fill it in some particular ways in the future.

Exercise 82

Write the following:

This is a graduate distance education course. The implications of this are that a lot is required of you both in terms of the quantity and quality of work and in terms of determination. Taking this course on the campus at S.F.U. is easier, in that students there have the support of fellow class-members and access to the professor. We try to compensate for the lack of these as much as possible within the Internet format, but taking the course by yourself in this way must be a significantly different kind of experience. On campus students have fewer but larger assignments. One attempt at compensating for your lack of access to the professor is to provide a larger number of smaller assignments so that we can give you fairly constant feedback. Another inevitable result of the Internet format is that there is a lot of reading. It is carefully chosen, and not very much different from that which is done during the on-campus course.

At first you may feel that the course has no direct relationship with your own teaching, as the first weeks concentrate on the philosophical background. However, as you progress through the course you will gradually perceive the practical applications more and more clearly.

Exercise 83

Write the following:

Daze of Our Lives

Unlike "Canadian Bacon vs. American Pie," this criticism is more than just that--it's a straight forward and blatant attack upon "Tony," a poster of this Days of Our Lives bulletin board who single handedly shows why cousins shouldn't marry. After all, no bad deed should go unpunished and "Tony" doesn't have a dream team to hide behind. "Tony" isn't even his real name for crying out loud, and he sure as hell isn't about to leave us his e-mail address. Heaven's Gate has more balls than he does. Also unlike "Canadian Bacon vs. American Pie," there are no remarks made by me here after the fact; this is a thread in its entirety from the bulletin board as it originally appeared in direct response to "Tony," to point out the severe errors of his statements and his massive failures as a human being, not only to him but to everyone else. It is an insight as to just what sort of loser without a clue everyone comes across on the Internet.

The responses to the topic have the lead-in "Posted by" and the responses to the responses are indented and have the lead-in "Subject."
How to read this bulletin board: From top to bottom, responses to the original topic are posted from newest to oldest, but the responses to the responses are posted oldest to newest. Go figure.

Exercise 84

Write the following:

Mike Sosteric

Although I was born in Calgary, making me an official Albertan, I spent most of my years (and certainly all my formative ones) in Regina, Sask. I came back to Alberta when I was 30 to finish graduate school at the University of Alberta and have since settled down in St. Albert.

In general, my interests center on inequality, social injustice, and social transformation. In terms of research, I focus mostly on using technology to provide opportunities to engage the world in a critical and transformative manner. Indeed, I spend a lot of my time programming computers in order to actualize the opportunities I see.

I am a big fan of technology and see many opportunities to use computer technology to provide opportunities for social transformation. However, not just any technology will do the technology must be open source (meaning free for all to use), stable and reliable. My operating system of choice is Linux (that's the Linux Penguin on the side there) and I rely on Open Source software (e.g., Perl, Mysql, Emacs, the Gimp, etc.), for everything I do.

Of course, technology can't solve all our problems. In fact, many of the most intractable problems are social and political. And, except where its used for surveillance or social control, technology can't, by itself, contribute much to the resolution of these more difficult issues.

My Courses

I teach or am involved with many courses at AU from environmental studies to computer programming. These courses, and our degree programs, are of particular interest for those who do not have the flexibility to attend regular university classes on campus. However, even if you are doing a degree at another university, you can take any of these courses for transfer credit (consult your local registrar).

- Global Studies (GLST) 308 - The Americas
- Sociology 435 - Theories of Social Change
- Sociology 445 - Topics in Canadian Society
- Sociology 450 - Social Theory and the Environment
- Environmental Studies 252, 253
- Information Technology and Society (coming soon)
- Web and Web database programming with Perl (coming soon)

Exercise 85

Write the following:

I work heavily with technology to find ways to enhance access to information and information/course delivery. My interest in these aspects of information technology emerged in 1994 when I founded the first fully electronic (and free) journal of sociology. The Electronic Journal of Sociology (EJS) continues to publish sociological papers. I am the founding editor of Radical Pedagogy and have helped a number of other publications find there way online.

In 1998, I founded the International Consortium for the Advancement of Academic Publication (ICAAP). ICAAP is basically a research institute/publication house that provides technological support and production expertise for independent scholars seeking to publish their own journals. ICAAP currently has close to 90 affiliated resources. All of these high quality resources are available free.

ICAAP has made many strides in its short existence but the one that I am most proud of is our success in helping a number of paper journals take make the migration to fully electronic, online journals. The Trumpeter, The Cornerhouse, The Canadian Association of Distance Education Journal, and the Canadian Journal for Traditional Music are recent examples.

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تقدر المؤسسة العامة للتعليم الفني والتدريب المهني الدعم

المالي المقدم من شركة بي آيه إي سيستمز (العمليات) المحدودة

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