

ALL FINGERS GO!

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NATIONAL EXTENSION COLLEGE CORRESPONDENCE COURSES

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INTRODUCTION

This course is the first typing course ever which uses a computer to draw finger diagrams to show the beginner exactly which finger to use as he types each letter. The method is so effective that we think it will come to be adopted very widely, and that it represents a real breakthrough in the teaching of keyboard skills.

The course is intended for anyone who wishes to learn the basic keyboarding skills, using the correct fingering. It is particularly useful for micro-computer users. Programming a micro-computer or just copying up programs from magazines can be much less tedious if you can type correctly. If you wish to use a word-processor then typing is a must.

TO LOOK OR NOT TO LOOK

When learner drivers first try to come to terms with the gear lever in a car they often find it difficult to understand how one can change gear without looking to see which way they are moving the lever. But look they must not. It's rather more important that they look where they are going. Confidence soon comes with practice as long as the learner resists the temptation to have a quick glance. When we learn to type the same idea applies. A good typist has his or her eyes on the text not on the keyboard. Your fingers know where to go. This way you don't lose your place, and in fact your fingers can move a lot faster than the speed at which you could scan the keyboard trying to check each key.

Now, of course, if you do look at the keyboard when you shouldn't this won't result in a car crash. But instead of building your confidence that you can manage without looking it will in fact encourage you to think that you can't.

With the visual presentation of the fingering on the screen, you are prompted as to what finger to use and in what direction it should move. There really is no need to look at the keys once you have located your fingers in the correct starting position.

LOADING

80 track

This comes on one disk.

- Insert the disk in drive 0 of a BBC 80 track disk drive.
- Hold down SHIFT and then press BREAK without letting go of SHIFT. The disk system should start up and load the 'All Fingers Go!' menu.
- The menu offers you two sub-menus:
 - One for lessons 1 to 9
 - One for lessons 10 to 18
- Select the sub-menu which you require by pressing 1 or 2.
- A sub-menu should then be displayed. This asks you to press one of the red keys to select the lesson which you require.

- *Using a lesson*

Follow the same instructions as are given in the cassette tape guide.

- *Changing lessons*

When you want to leave a lesson, hold down SHIFT and press BREAK at the same time (i.e. repeat the initial loading procedure).

RUNNING THE PROGRAM

When you run the program the keyboard diagram will appear in the bottom half of the screen. In the top half there is a 'menu'. If you simply wish to get started, just press the long bar at the bottom of the keyboard. This is the space bar. This menu appears each time you are about to move onto a new line of text.

CONTINUE/Start	space bar	This is so you can move on to the next line. If you wish to use any other item on the menu, like changing colour, do this first as pressing space bar moves you off the menu.							
Lines 2 to 8	type 2-8	If you have not completed a lesson and you have to reload you can easily get to the line you were on by using this option. To get to line 3 for example, type 3.							
Change colour	type C	<p>Takes you to another menu enabling you to change the background, keyboard, or finger colours.</p> <p>To change colour use orange 'f' keys:</p> <table> <tr> <td>Background</td> <td>f1)</td> <td rowspan="3">When ready press space bar.</td> </tr> <tr> <td>Keyboard</td> <td>f2)</td> </tr> <tr> <td>Fingers</td> <td>f3)</td> </tr> </table> <p>To change keyboard colour, for example, press red key f2 repeatedly, when colour menu is up. Space bar returns you to main menu.</p> <p>Note: red function keys only work in this way when colour menu has been selected.</p>	Background	f1)	When ready press space bar.	Keyboard	f2)	Fingers	f3)
Background	f1)	When ready press space bar.							
Keyboard	f2)								
Fingers	f3)								

Error analysis	type A	This analysis tells you how you are getting on with each letter. It is explained in greater detail below. Note: if you use this option there is a short delay while the computer re-draws the keyboard.
Change volume	type S	If you press S repeatedly you will get a bleep which increases in volume, then goes silent, increases again and so on. This bleep is the error signal. You may wish to adjust its volume. The volume will remain at the level reached by pressing S.
Part two	type T	If you work through the lesson you will arrive at Part Two. Up to that point each exercise line is typed 3 times in all. Part Two is intended to provide a challenge. We go back to the beginning, so you have met the lines before. But it won't let you move on unless you make no mistakes. On the other hand you could get through this part of the lesson quite quickly if you do not make mistakes. Don't attempt this part if you are tired. It's a good point to take a break. Typing T here takes you directly to Part Two.

SPEED REPORTS, ERROR COUNTS AND ANALYSIS

At the end of each typing line you will get a report on the number of errors made typing that line. Once you have made an error no further errors are clocked up until you have typed the correct letter.

If you make no errors, or just one error, then at the end of the line the computer reports your word speed for the line. This only applied when you are typing from text (i.e. when you are typing underlined letters). When letters are presented one at a time on the keyboard diagram it is not appropriate to give a typing speed. The timing for the line, used to calculate the average speed, does not begin until you have typed the first letter.

NB. These speed reports are given as a matter of interest. In some lessons - for example where the shift keys are introduced - the exercises are not typical of ordinary text and you should not expect to achieve high speeds. In the early stages, any speed in double digits (10 words per minute or more) is fine. Don't forget, any lesson can be repeated - and you will find each lesson a lot easier the second time.

In addition to the above reports a running count is made of the number of times you type each letter, and the number of errors made for each letter. This information is given in the analysis which can be called from main menu.

The time you take to type each character is also noted and a mean time taken for each letter is given in the analysis. This timing is in hundredths of a second. It follows that if you are taking more than 1 second on average to type a letter this mean time will be greater than 100.

Below is half a sample analysis after typing a few lines of lesson 1.

<i>Letter</i>	<i>Number</i>	<i>Errors</i>		<i>Mean Time</i> <i>(1/100 sec)</i>
A	10	0	0%	54
B	0	0		0
C	0	0		0
D	34	1	2%	56
E	0	0		0
F	34	5	14%	49
G	0	0		0
H	0	0		0
I	0	0		0
J	32	3	9%	46
K	35	2	5%	49
L	14	3	21%	71
M	0	0		0

Christopher, aged 11, obliged by typing a few lines of lesson 1 to produce this sample. He had worked through the lesson once before on a previous occasion.

He is taking about half a second to type the letters introduced so far - except L which is taking about three quarters of a second and also produced the higher error rate, L was typed 14 times, resulting in 3 errors (21% error rate). Mean speed for L: 71 milliseconds.

Percentage error rates are given only where the letter has been introduced. The letter A has been introduced, but Christopher made no errors on A and therefore has an error rate of 0%.

Note: Pressing escape will cause the program to re-run. This sets all error and speed counters to zero.

BEFORE YOU START

You need to be comfortable to type correctly. Most domestic tables are a bit high for typing. To get round this it may be necessary for you to pad your chair with cushions or use a chair with a high seat. The aim is to have your wrists and forearm horizontal. Two old pieces of advice which shouldn't be taken too literally, but have a valid message are:

- 1) You should be able to keep a coin resting on the backs of your hands.
- 2) You should curl your fingers over as if holding a gold ball in the palm of your hand. (Actually being able to do both at once and to type merits admission to the Magic Circle!)

SCREEN IMAGE

If you have a colour monitor with RGB input so much the better. Even so, check that the image is not overly bright. Don't forget you can also change the colours of that image to suit your TV or monitor. The set itself should be behind the BBC micro at a comfortable reading distance.

LESSON NOTES

- Lesson 1 Introduces home keys: ASDF and JKL. For this lesson only the CAPS LOCK is left on, and all letters typed to screen appear in upper case. In part 1, lines are typed 3 times, once from letters presented individually, and twice from text. Always check that you have your fingers on the home keys before you begin. To do this place your left little finger on A. The other three fingers then fall on S, D and F. Use A as your anchor for the left hand home key position. In the same way anchor your right hand with the little finger on the semi-colon (;).
- Lesson 2 Introduces g and h. From this lesson on it is necessary to switch CAPS LOCK off once the program has been instructed to RUN. This is prompted in the program. Letters are typed to screen in lower case. Use A finger as anchor for g, and semi-colon finger as anchor for h. Also from this lesson on, each line in Part 1 of the lessons is typed 4 times in all. On the fourth occasion the finger diagrams do not move. This permits a more accurate speed check.
- Lesson 3 Introduces t and i. Anchor on A for t and semi-colon for i.
- Lesson 4 Introduces o and e. Anchor on J for o and A for e.
- Lesson 5 Introduces r and n. Anchor on A for r and semi-colon for n.
- Lesson 6 Introduces u and w. Anchor on semi-colon for u and F for w.

- Lesson 7 Introduces the right shift key and full stop. The shift keys enable you to type capitals and other 'upper case' characters. The shift key must be held down while the required letter is typed. Notice that to type upper case letters using the left hand we use the right shift key. Do not concern yourself at all with speed here. Anchor on J to type the full stop.
- Lesson 8 Introduces the letters y and b. These letters both require long reaches. Anchor on semi-colon for y and A for b.
- Lesson 9 Introduces the left shift and the letter c. The left shift is used to type upper case letters on the right hand. Anchor on A for c on the bottom row.
- Lesson 10 Introduces m and v. Anchor on semi-colon for m and A for v.
- Lesson 11 Introduces p and x. Anchor on J for p and F for x.
- Lesson 12 Introduces the comma, q and z. Anchor on semi-colon for the comma and on F for q and z. You have now met all the letters.
- Lesson 13 Provides shift key practice and briefly introduces the less-than and greater-than signs, `<`, `>`, and question mark. The exercises using question marks are difficult. Don't concern yourself with speed. Anchor on J for question mark.
- Lesson 14 Introduces the numerals. The diagrams show fingers extending to reach the numerals. This shows which finger is to be used, but in practice one can allow the hand to drift up to the top row if there are a lot of numbers to type. Numbers are difficult so don't concern yourself with speed.
- Lesson 15 More on numerals.
- Lesson 16 The colon (:) and hyphen. Shifted numerals including !, ", ' , (,).
- Lesson 17 This lesson, together with 18, is different from earlier lessons in that mistakes made on a line result in the word in which the error occurred being repeated three times. To advance to a new line you must not make an error.
- Lesson 18 The last lesson. Exercises to practise as for lesson 17.