



DEPARTMENT OF EDUCATION

GRADE 10

DESIGN AND TECHNOLOGY- COMPUTING
UNIT 2



WORD PROCESSING 2

Published By



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FOR DEPARTMENT OF EDUCATION
PAPUA NEW GUINEA

GRADE 10 DESIGN AND TECHNOLOGY-COMPUTING

UNIT 2

WORD PROCESSING 2

- REVIEW OF WORD PROCESSING SKILLS
- FORMAT DOCUMENTS
- EDITING TEXT AND DESKTOP PUBLISHING
- USING WORD PROCESSING IN THE REAL WORLD

Acknowledgments

We acknowledge the contributions of all Secondary Teachers who in one way or another have helped to develop this Course.

Our profound gratitude goes to the former Principal of FODE, Mr. Demas Tongogo for leading FODE team towards this great achievement. Special thanks to the FODE IT Edit Team and SRC Members who played an active role in critiquing and editing to ensure quality control for this Course.

We also acknowledge the professional guidance provided by the Curriculum Assessment Division throughout the process of writing especially to the late Mr. Tobias Gena.

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DIANA TEIT AKIS
PRINCIPAL

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SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is a part of the new Flexible, Open and Distance Education curriculum. The learning outcomes are student-centred and allows for them to be demonstrated and assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government Policies and Reports. It is developed in line with the National Education Plan (2005 -2014) and addresses an increase in the number of school leavers affected by the lack of access into secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

To facilitate and promote the integral development of every individual

To develop and encourage an education system satisfies the requirements of Papua New Guinea and its people

To establish, preserve and improve standards of education throughout Papua New Guinea

To make the benefits of such education available as widely as possible to all of the people

To make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans' harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers, university lecturers and many others who have contributed in developing this course.



UKE KOMBRA, PhD
Secretary for Education

COURSE INTRODUCTION



Dear Student,

Welcome to the FODE Grade 10 Design and Technology-Computing Course. The Course consists of four units:

UNIT 1: COMPUTER BASICS
UNIT 2: WORD PROCESSING 2
UNIT 3: SPREADSHEET 2
UNIT 4: DATABASE 1

Each unit is divided into 4 Topics which include all of the information you will need for this Course. You must have a functional computer with Microsoft Windows Application programs to fully apply all knowledge, skills and attributes necessary to gain full understanding and efficient transfer of learning for this course. A printer is needed for some assignments require printouts.

Studying Design and Technology-Computing lays the basic foundation of necessary knowledge and aptitudes to contribute to future careers as technicians, programmers, analysts, administrators, managers and developer's in the Information Communication Technology world.

Assessments

- **Practice Exercises**

Each lesson in each Unit Book has a Practice Exercise for you to do after the Summary. Answers to the Practice Exercises are found at the end of each Topic in the unit.

- **Assignments**

Each Unit has an Assignment booklet which you will send to FODE Provincial Center for marking. The marked Assignment will be returned to you with comments and advice from your tutor. A mark will be given. This mark is counted towards your final mark in the exam.

- **Examinations**

The FODE national exams are given at the end of the year just like the exams given at secondary schools.

For more information refer to the **Study Guide**.

UNIT INTRODUCTION

Unit 2 will introduce you to word processing where you will learn to use Microsoft Word application. The Unit consists of the following four Topics:

- | | |
|-----------------|---|
| Topic 1: | Review of Word Processing Skills |
| Topic 2: | Formatting and Printing |
| Topic 3: | Tables and List |
| Topic 4: | Drawing, Charts and Pictures |

By the end of this Unit you will have gained the skills and proficiency in the use of the word processing programs, able to demonstrate skills required for word processing. You should also be able to use design process to produce solutions involving word processing and able to demonstrate ethical values on computer use like sharing files on one computer.

STUDY GUIDE

Below are the steps to guide you in your course study.

Step 1: Read each lesson in the Unit Book carefully. In most cases, reading through a lesson once is not enough. It helps to read something over several times until you understand it. You are not expected to memorise the information in the Unit Book. You should use it as a reference and to learn from the examples given to illustrate important points.

Step 2: After reading the summary of the lesson, start doing the Practice Exercise. You must do only one practice exercise at a time. Then mark it according to the following instruction.

CHECK YOUR ANSWERS AT THE END OF TOPIC 1.

Step 3: After marking your answers, go back to the lesson and correct any mistakes you may have made. Then move on to the next lesson.

Step 4: After completing all the Practice Exercises, do Assignment 1.

Step 5: Now send the completed Assignment booklet to your FODE Provincial Centre for marking.

Follow all these steps 1 - 5 when completing all Unit Books.

Be honest with yourself when you are doing and marking your Practice Exercises as well as completing your Assignment Booklets.

This Unit has a separate assignment booklet for you to use. The information at the end of the last lesson in every Topic will let you know what to do with the assignment exercises.

Whenever you need help and advice, contact your tutor or your Provincial Coordinator for assistance. If you are in the NCD or Central Province, we are available on Mondays to Fridays. You can call in anytime between 8 a.m. and 4 p.m. We would be glad to help you.

The following icons are used in each Lesson in this Unit. Icons are the symbols used in this book to indicate the parts of your lessons. The following icons and their meanings.



Whenever you need help and advice, contact your tutor in the Information Technology Department at FODE.

We hope you enjoy learning this course. All the best!

TOPIC 1

REVIEW OF WORD PROCESSING SKILLS

Lesson 1: Creating a Document

Lesson 2: Changing Font Style and Size

Lesson 3: Cutting, Copying, Pasting and Deleting Text

Lesson 4: Changing Case and Justifying Text

Lesson 5: Using Built-In Templates

Lesson 6: Creating Templates

TOPIC 1: REVIEW OF WORD PROCESSING SKILLS

In this topic you will learn about the basic concepts of documents. The Topic is designed to strengthen your knowledge and skills with word processing. It aims for you to gain basic understanding of facts and concepts necessary to have a head start in the study of computing.

There are six lessons in this topic:

- Lesson 1** discusses how to create a document.
- Lesson 2** focuses on font, font style, font sizes and the steps on changing font, font styles and sizes.
- Lesson 3** explains the process of cutting, copying, pasting and deleting text.
- Lesson 4** discusses on how to change case and alignment.
- Lesson 5** emphasises on the definition of a template and the use built-in templates in creating documents.
- Lesson 6** explains how to create and identify the different uses of templates.

By the end of Topic 1, you should be able to confidently open and use Microsoft Word program, create and save a document, save a copy of your document in another directory or location. You should be able to use print preview before printing your work, use the built-in templates and create your own template in Microsoft Word.

Lesson 1: Creating a Document



Welcome to Lesson 1 of Unit 2. In this lesson you will revise on skills you have previously learned in Grade 9 Design and Technology – Computing. This lesson is about creating, and saving documents in different location or directories.



Your Aims:

- create various documents
- apply word processing skills

You have learned in Grade 9 the basics of word processing. A word processor is a computer or computer program that is used to create, edit, and print documents. A word processor allows you to create a document, store it electronically, view it on a computer screen, modify it and print it.

Starting MS Word

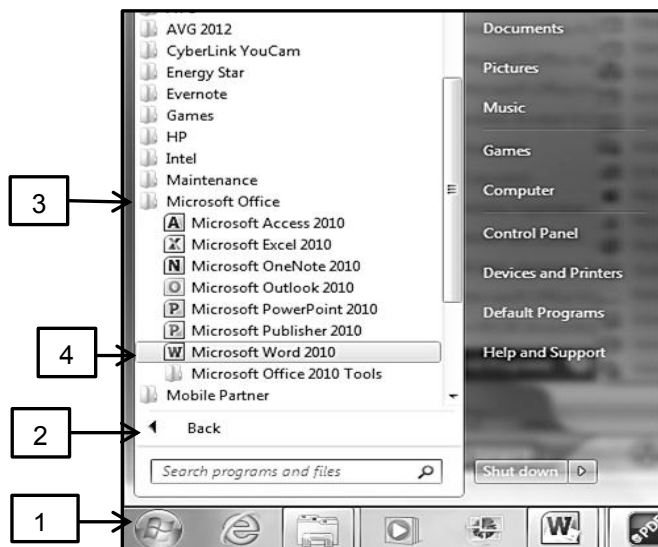
There are many ways of starting MS Word. You have learned this in Unit 2 Lesson 1 of Grade 9 Design and Technology – Computing. You may start MS Word by using any of the following ways:

1. Clicking the **MS Word** icon from the desktop.
2. Using the **Start** button and using the **Start Menu** to open the program.
3. Opening the program from the **Microsoft Office** folder.

Opening MS Word Program

Sometimes MS Word program may not be available on the desktop. You can refer to your Grade 9 lesson on the different ways of opening MS Word. Let us open our program from the Start button.

1. Click **Start**.
2. Choose **All Programs**.
3. Scroll to locate **Microsoft Office** folder.
4. Click **Microsoft Word 2010**.



Document

Microsoft Word is a computer program that is used to create and edit documents. Let us revise on creating and saving a document.

1. Open **MS Word** program.
2. Type the following text. Do not worry about pressing the **Enter** key at the end of the line. When you reach the end of the line, the remaining text will automatically continue on a new line. Do not worry about the spelling mistake in your document. You can check and correct spelling mistakes later.

How well do you know others?

Do you know how your parents met? Have you any idea what your friends think about when they are alone? What was your father's most burning ambition as a young man? When is your great aunt's birthday? Answer to questions like these are not always easy to give, yet we claim to know some people very well.

He is an opportunity to find out how well you know five adults of your choice; they may be family or friends, but choose at least two people who are not part of your family.

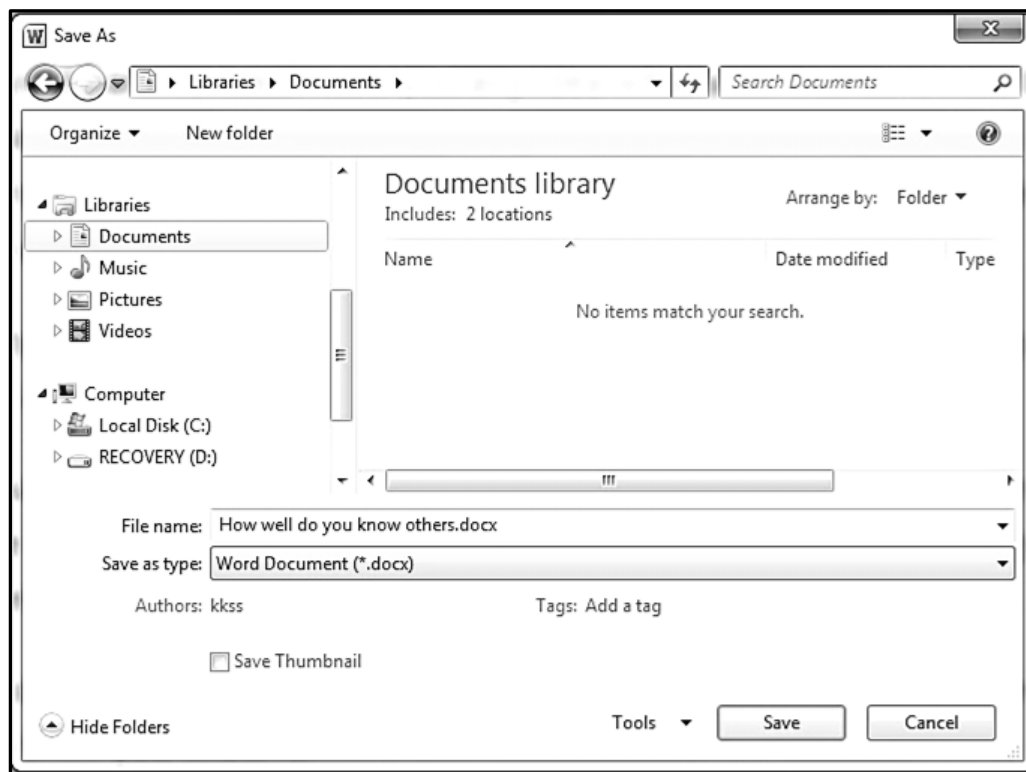
Think carefully about whom to choose. Who do you think you know very well indeed? When you have decided, write their first names, or just their initials across the top of the page, using one column for each person.

Read down the list of items in the left-hand column and write underneath the name of each person your answer, if you think you know it.

Saving Your Document

When you are working in MS Word, notice how your computer automatically saves your document using the **AutoSave** feature. This creates a temporary copy of your document in case of power failure. But you still need to save your document. Perform the following steps to save your document.

1. Click **File** → **Save As**, the Save As dialogue box appears.
2. The dialogue box displays the **Documents Library**.
3. Since this is the first time you are saving a word document, the computer will ask you for a file name and file location.
4. Use the suggested file name given by the computer.
5. Click **Save** and close the document.



The Save As dialogue box



Activity 1: Opening and Saving Document

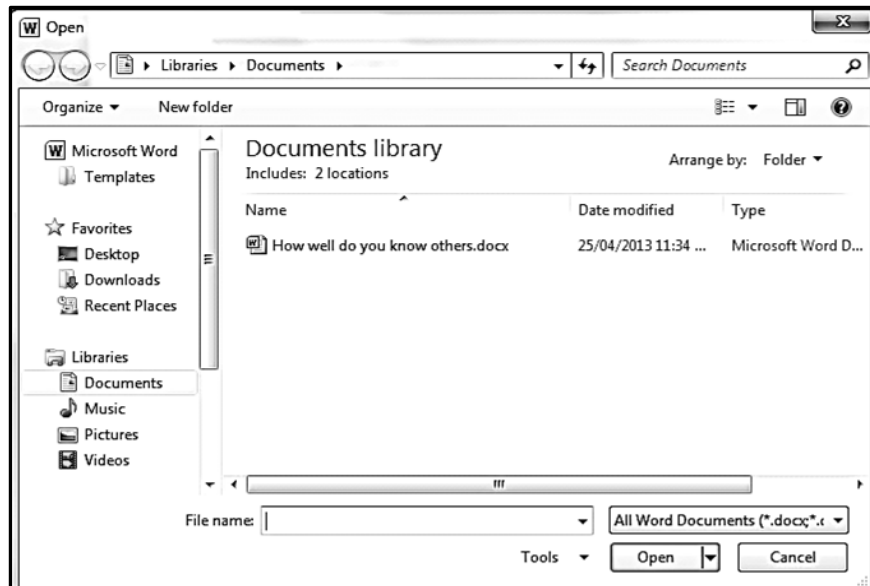
1. In your own words, list various ways of opening a MS Word Document.
2. List the steps used to save a document.

You have successfully completed this activity. You can also refer to previous Lesson in Grade 9 to revise on different ways of opening and saving your document. You may go at the end of this lesson to check your work.

Opening Document

There are many ways of retrieving/opening a saved document. Try to open your saved document from the Documents Library. Use any of the steps below.

1. Click the **Start** button → **Documents** → double-click the file from the **Documents Library**.
2. Open **Microsoft Word program** → **File** → **Open** → Click the document → choose **Open**.



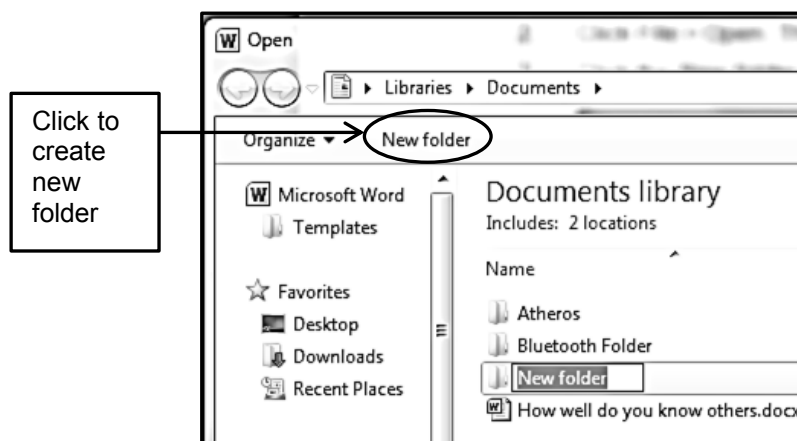
The Open dialogue box

Creating Folders

You have just saved your document inside Documents Library. However, as you start saving your work you will notice that your saved work are all mixed together and disorganized. You can create folders to organize your work. Creating folders makes it easier to locate and store documents for easy filling. Choose from the different ways you can create a folder.

A. Creating folders using the Open dialogue box.

1. Make sure that the document “How well do you know others” is open.
2. Click **File** → **Open**. The Open dialogue box appears.
3. Click the **New folder** option. The New folder icon appears. Erase the word New folder and type **Practice Folder 1**.

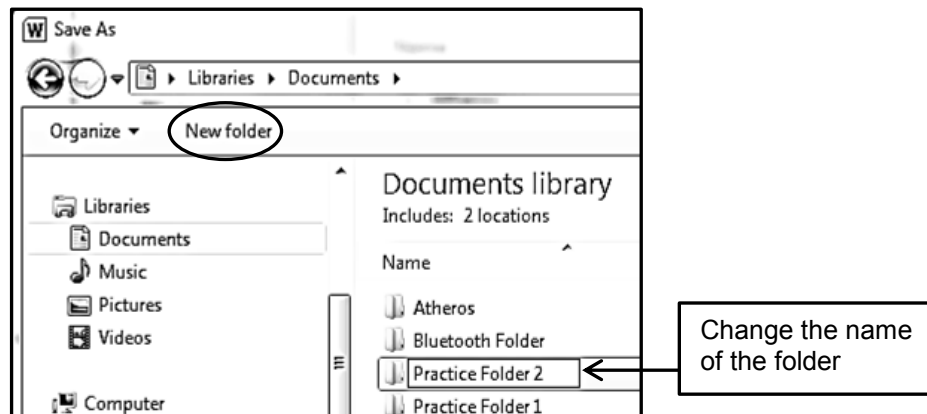


4. Click **Cancel** to close the dialogue box.

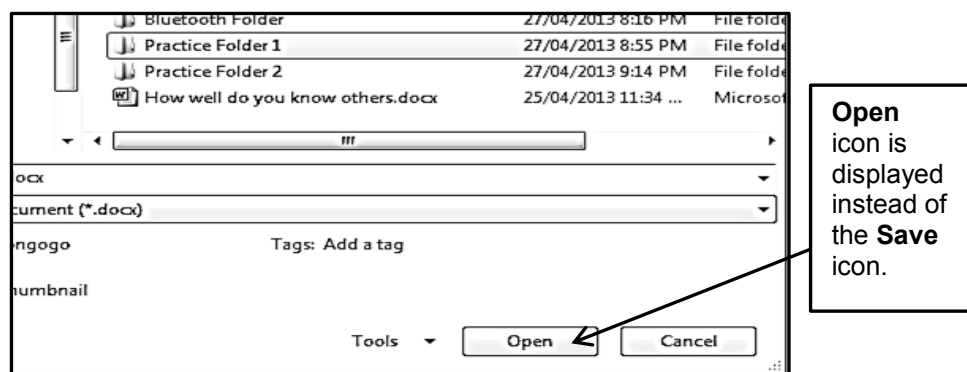
B. Creating folder using the Save as dialogue box

1. Make sure that the document “How well do you know others” is open.
2. Click **File** → **Save As**. the Save As dialogue box appears.

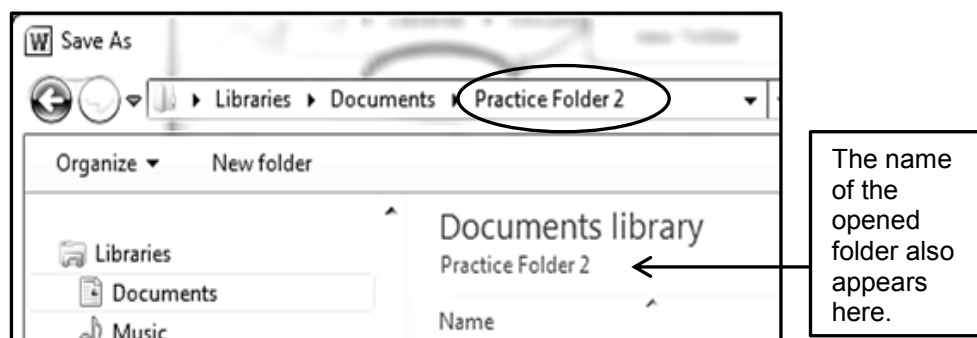
3. Click the **New folder** option. The New folder icon appears. Erase the word New folder and type Practice Folder 2.



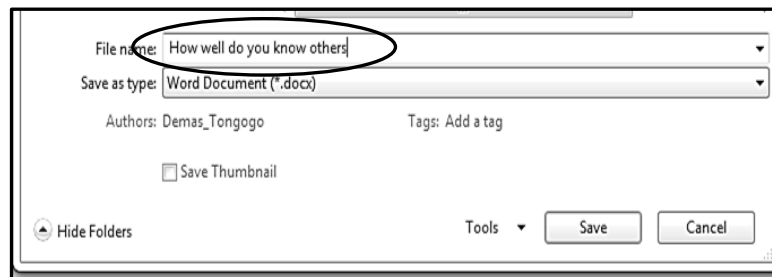
4. Observe that at the bottom of the screen you will find the **Open** icon where the Save icon should have been. This is because your folder is still selected or highlighted. Click anywhere in the Documents Library area and observe how it will change to **Save** icon.



5. Click **Practice Folder 2** and click **Open**.
6. Make sure that the name of the folder appears in the window.



7. The name of the document should appear in the Filename window.



8. Click **Save**. A copy of your document is saved in the Practice Folder 2.



Activity 2: Save Your Work Inside Folders.

1. Create a folder called **Drafts**.
2. Open a blank document and type any text in your document.
3. Save your work inside Drafts folder. Use the Filename **Saving Practice**.

You have successfully completed this activity. You have successfully created and saved your document inside your folders. Continue practising your saving skills using the folders. You could try to create another folder inside a folder. You may go at the end of this lesson to check your work.

Summary



You have come to the end of Lesson 1. In this lesson you have learned to revised on your skills in opening and saving of document which you have previously learned in Grade 9. This lesson you also learned how to create folders and save your document inside folders which is useful when organizing your files in the computer.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Practice Exercise 1

A. Create folder and Save documents.

1. Type the following text.

What causes malaria?

Malaria is caused by protozoan parasites of the genus Plasmodium – single-celled organisms that cannot survive outside of their hosts(s).

Plasmodium falciparum is responsible for the majority of malaria deaths globally and is the most prevalent species in sub-Saharan Africa. The remaining species are not typically as life threatening as P. falciparum.

Plasmodium vivax, is the second most significant species and is prevalent in Southeast Asia and Latin America. P. vivax and Plasmodium ovale have the added complication of a dormant liver stage, which can be reactivated in the absence of a mosquito bite, leading to clinical symptoms.

P. ovale and Plasmodium malariae represent only a small percentage of infections. A fifth species Plasmodium knowlesi – a species that infects primates – has led to human malaria, but the exact mode of transmission remains unclear.

Source: <http://www.mmv.org/malaria-medicines/fivespecies>

2. Before saving, create a folder called **Malaria Files** in the Documents Library.
 3. Save your document inside Malaria files folder. Use the filename **Cause of Malaria**.
-

B. In a new blank document, type the following text:

800 die in malaria in PNG annually

As many as 800 people are dying of malaria each year in Papua New Guinea.

Statistics released by Population Services International (PSI) show that there are around one million malaria cases reported annually in PNG.

The health organization also says 18 percent of all deaths at PNG hospitals are malaria-related.

PSI anti-malaria advocacy manager, Iraingo Moses, says 90 percent of the population is at risk of malaria due to inconsistent use of long lasting insecticide nets.

She says malaria continues to thrive in PNG for a number of reasons including population mobility, environmental changes due to developments, general worsening of health services and breakdown of drug supplies in rural areas

The National newspaper

1. Save your document inside the **Malaria files folder**.
 2. Use the filename **Malaria Death Toll**.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activity 1

1. List various ways of opening a MS Word Document.
 - Double clicking Word icon located on your desktop.
 - Click the Word icon pinned to the taskbar.
 - Clicking the Word icon located in the Start menu.
 - Using the Start button.
2. List the steps used to save a document.
 - a. Click the File tab.
 - b. Choose Save As.
 - c. Locate the Documents Library, folder and/or drive where you will save your document.
 - d. Type the filename.
 - e. Click Save.

Answers to Activity 2

Perform the following steps to check if your work is properly saved.

1. Click **File → Documents**
2. Check if you have **Drafts** folder.
3. Double-click **Drafts** folder. This will open the folder.
4. Check if the **Saving Practice** document is saved inside the folder.

Lesson 2: Changing Font Style and Size



Welcome to Lesson 2 of Unit 2. In Lesson 1, you have learned how to create a document. In this lesson, you will learn how to change font style and size.



Your Aims:

- define font and font styles
- identify font styles and sizes
- identify the steps in changing font styles and size

Font Style and Size

You have learned that font is a design for a set of characters, font style is a typeface variation (**normal**, **bold**, **italic**, **bold italic**) and the font size is the size of text characters, measured in units called points (pts.). You have also learned to change font, size and style in your Lesson 7 and 13 of Unit 2 Grade 9 Design and Technology- Computing. This lesson will add more concepts and skills to previous lessons in Grade 9.

Many users of word processing program spend too much time worrying about the appearance of their document. Knowledge of font style and size may ensure better and appropriate document appearance. The letters, numbers and symbols that make up your text are referred to as characters. There are many ways of learning how to change the appearance of your characters.

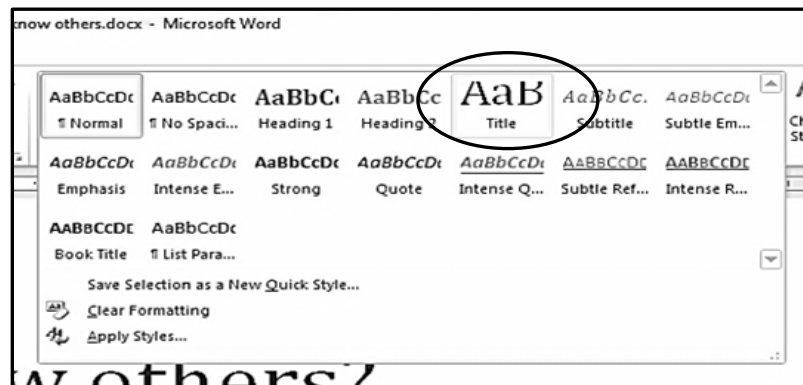
Using Quick Styles

There are other ways of changing font style and size. Microsoft Word offers Quick Styles to apply different styles that you could apply various formats to your text without going through the many text formats. Follow the steps below to apply Quick Styles to your text.

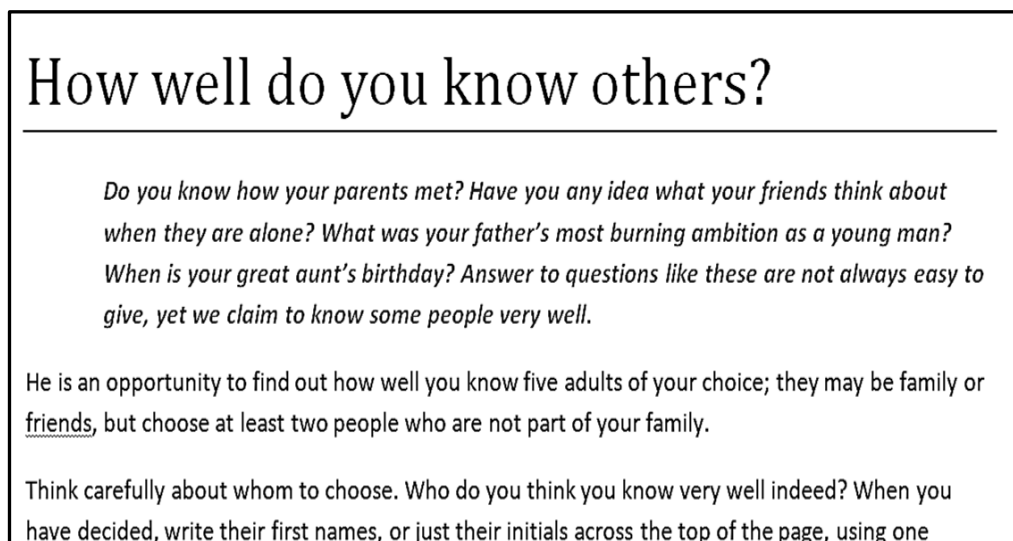
1. Open the document, "**How well do you know others**".
2. Highlight the title of the paragraph.
3. Locate the **Style** options located in the **Home** ribbon.
4. Click the Styles drop down list.



5. Choose **Title** from the options given. This will automatically change the appearance of your text.



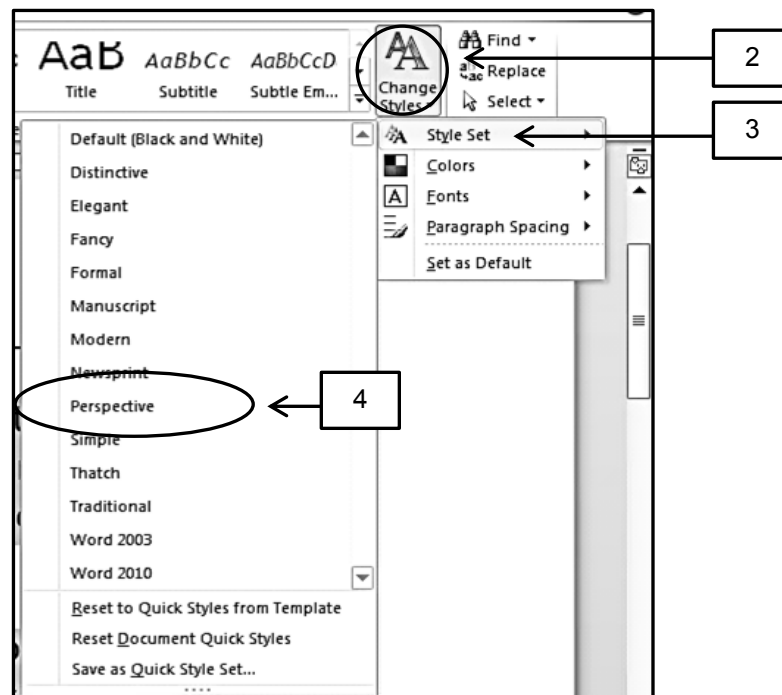
6. Highlight the first paragraph and choose **List Paragraph** from the **Styles** option.
7. Your work should look like the example below.



Changing Styles

You can further change the appearance of your document by using **Preset Styles** available in Microsoft Office. Perform the following task to change Styles.

1. Click the down arrow in the **Change Styles** option. A drop down menu will appear displaying all the options.
2. Click **Style Set**. The sub-menu will appear displaying all the choices available.
3. Go through the different styles available. Observe that the entire document changes its appearance as you scroll through the available styles.
4. Choose **Perspective**. The document automatically changed its appearance.



5. Your work will look the example below when finished.

How well do you know others?

Do you know how your parents met? Have you any idea what your friends think about when they are alone? What was your father's most burning ambition as a young man? When is your great aunt's birthday? Answer to questions like these are not always easy to give, yet we claim to know some people very well.

He is an opportunity to find out how well you know five adults of your choice; they may be family or friends, but choose at least two people who are not part of your family.

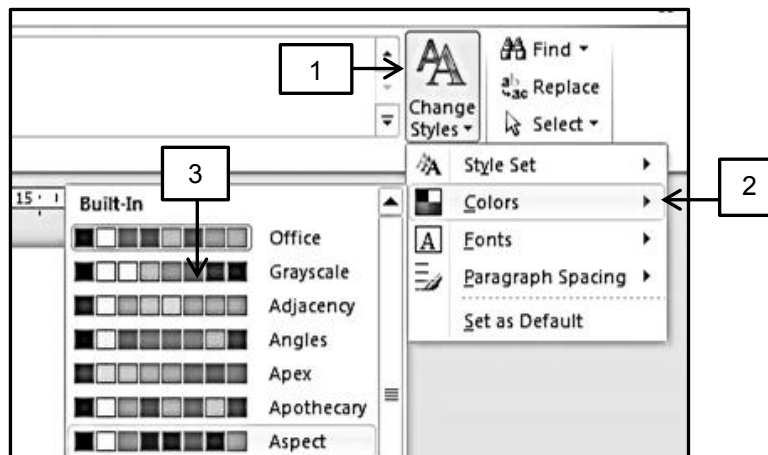
Think carefully about whom to choose. Who do you think you know very well indeed? When you have decided, write their first names, or just their initials across the top of the page, using one column for each person.

Read down the list of items in the left-hand column and write underneath the name of each person your answer, if you think you know it.

Colours

Changing font colours gives your document a different look. It adds life and makes your document standout. Below are the different ways you can change your text colour.

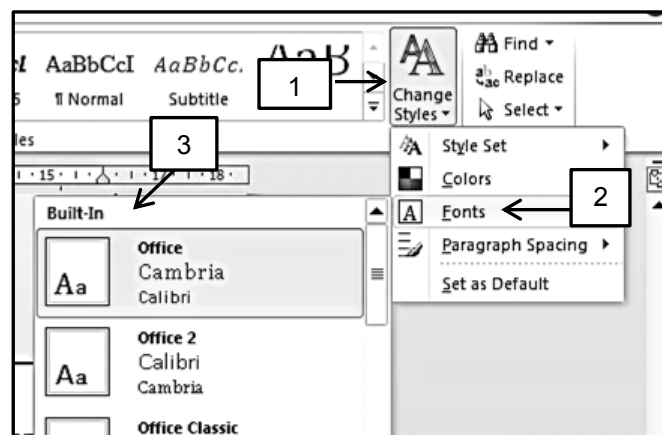
1. Click the **Change Style** option.
2. Choose **Colors**. A palette of colours will appear.
3. Choose one of the colour schemes available. Observe how the title and the first paragraph changes colour depending on the built-in colour you have selected.



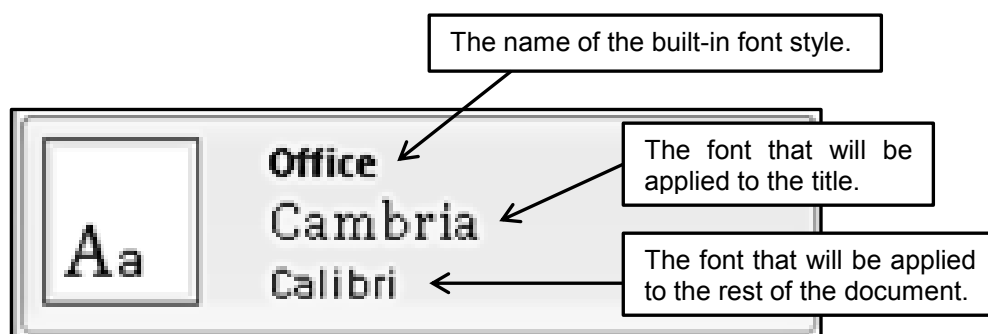
Fonts

Fonts mean selecting the typeface of your text. You can also change the font type in the Change Styles option. Follow the steps below to change the font type of your text.

1. Click **Change Styles**.
2. Choose **Fonts**. The font option appears.
3. Scroll down to display the different fonts available. Choose **Origin**.



4. The font of your text automatically applies to the entire document.



Saving and Printing

It is a good practice to use **Save As** to save your work for the first time and use **Save** to constantly save your work as you are working with your document. Print your work only when you are done and ready to print a hard copy of your document. Perform the following task to save and print your document.

1. Click File → Save. This will save changes you did to your document.
 2. Click File → Save As. The Save As dialogue box appears.
 3. Open **Practice Folder 2**.
 4. Type **How well do you know others 2** in the Filename box.
 5. Print your work. Refer to Lesson 6 of your Grade 9 Design and Technology – Computing.
-



Activity 1: Using font and styles in the same document.

A. Format the document using the Font option.

1. Open the **How well do you know others** document. This should be the unedited copy.
2. Highlight the title and choose **Heading 1** from Styles.
3. Choose **Franklin Gothic, 25 pts.**, and **Bold** from the fonts option.
4. In the Style Set option, choose **Formal**. The entire paragraph changed font, however the Title did not change the font and size.
5. Choose any of the colour schemes. Observe how it changed the colour scheme of the Title.
6. Highlight all the paragraphs and change the font size to 12.
7. Save your work in **Practice Folder 1**.
8. Use the filename **Sample 1**.
9. Print your work.

Thank you for completing this activity. You have successfully used Styles to changed font, font size and style to your document.

Summary



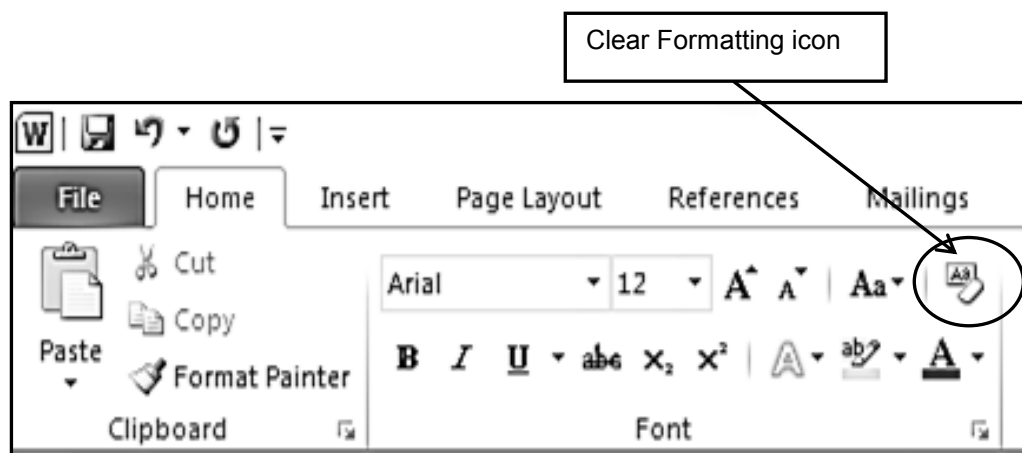
You have come to the end of Lesson 2. In this lesson, you have learned another way of presenting your document. Using built-in styles makes it easier and convenient to change your document style. Applying Styles to your documents allows you to present your work in another way. Here you are using the built-in options available as well as further modifying your work in the Fonts menu.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Practice Exercise 2

A. Follow the given instructions below on how to add styles to your document.

1. Open the “**How well do you know others**” document. This should be the unedited document.
2. If you accidentally saved the changes from our practice exercise, highlight the entire paragraph and click **Clear Formatting**.



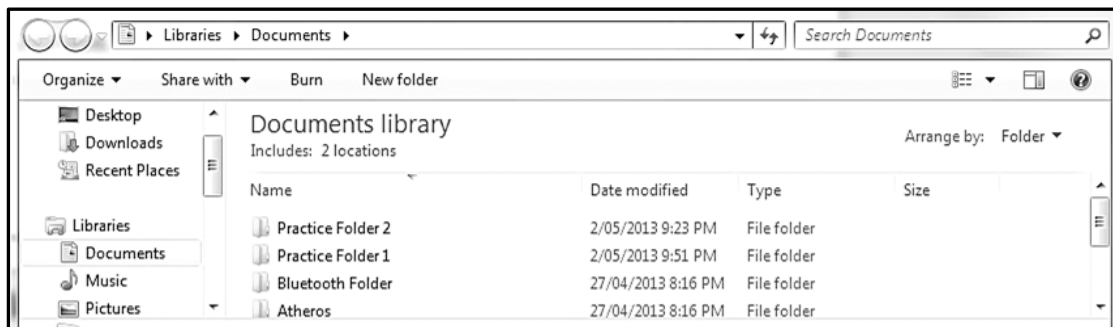
3. Using the skills you have previously learned, present the same document in a different way.
 4. Use the following formats to edit your document.
 - Styles to Title and/or subtitle
 - Style set
 - Colours
 - Fonts
 5. Use any or all of the options given.
 6. Save your work as “**How well do you know others 3**” inside Practice Folder 2.
 7. Print your work.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

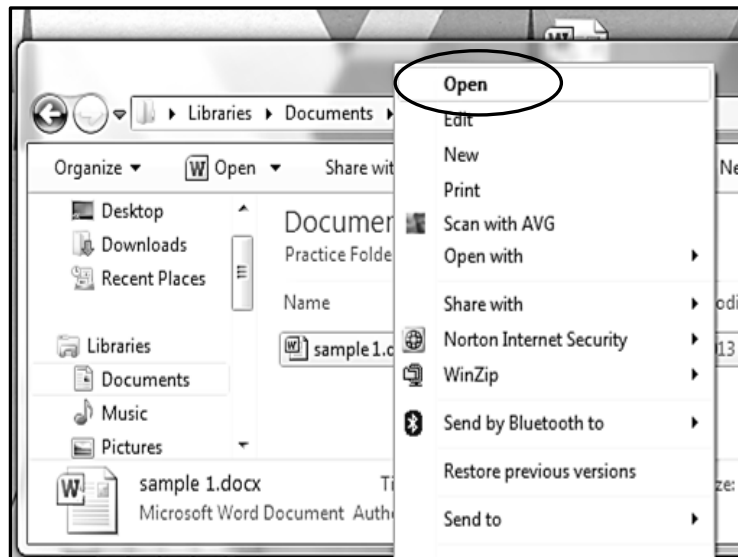
Answers to Activity 1

To check your work:

1. Click **Start** → **Documents**. The content of the Document Library appears.
2. Double-click **Practice Folder 2**.



3. Right click the **Sample 1** document and choose click **Open**.



4. Your document should look like the example below.

How well do you know others?

Do you know how your parents met? Have you any idea what your friends think about when they are alone? What was your father's most burning ambition as a young man? When is your great aunt's birthday? Answer to questions like these are not always easy to give, yet we claim to know some people very well.

He is an opportunity to find out how well you know five adults of your choice; they may be family or friends, but choose at least two people who are not part of your family.

Think carefully about whom to choose. Who do you think you know very well indeed? When you have decided, write their first names, or just their initials across the top of the page, using one column for each person.

Read down the list of items in the left-hand column and write underneath the name of each person your answer, if you think you know it.

Lesson 3: Cutting, Copying, Pasting and Deleting Texts



Welcome to Lesson 3 of Unit 2. In Lesson 2, you have learned how to use built-in styles to your document. In this lesson you will learn how to fully utilize the Clipboard for pasting and use the various ways of pasting text and images. You will also learn to use Drag and Drop as another way of moving text.



Your Aims:

- define cutting, copying, pasting and deleting text
 - perform the steps on how to cut, copy, paste and delete text
 - cut, copy, paste and delete text
-

Cut, Copy, Paste and Delete Text

The Copy, Cut and Paste method uses the clipboard or buffer. The **Clipboard** is a temporary storage tool in Windows that can be used to store, copy and cut one or more information and paste it within the same document or another document. It works by placing selected text or objects in the clipboard and then pasting it where you want it to go.

Cut is a command that allows you to "cut out" a selection of text or other data and save it to the clipboard or buffer. It is similar to the Copy command, but instead of just copying the data to the clipboard, it removes the selected data at the same time. For example, if you highlight a sentence in a word processing program and select "Cut," the sentence is removed from the document and is added to the clipboard. Therefore, selecting "Cut" is a simple way to both copy and delete a selection in a single step. **Copying** refers to duplicating a section of a document and placing it in a clipboard. **Paste** is a command that allows you to insert data from the clipboard into an application.

It is often necessary to rearrange text in a document using the copy and cut techniques. The two methods that can be used are "copy & paste" and "drag & drop".

The **Drag and Drop** is another way of cutting text or objects. It uses the mouse to drag text from one location and drop it in another location.

Before we start, type the following text in a blank document.

Save now for your future goals

Set up a separate account

Alright, now that you know how much you need to save and how much you can save, set up a separate bank account to put your savings into. That way the money will not get mixed into your everyday transaction accounts and "accidentally" spent!

Next, have you heard the expression “out of sight, out of mind”? Ask your employer to direct debit your allocated savings amount straight into your purpose-built bank account every payday. That way the savings money is never in your spending account and eventually you will even forget that it is happening.

Do a Budget

For most of us, saving money will mean cutting costs so that it can happen. The most effective way to cut your costs is to do a written budget so that you can work out what exactly it is that you do spend your money on. Try our budget planner to get started.

There are plenty of ways to cut your expenses, such as repaying personal debt, taking a cut lunch to work, cutting your bank fees, cooking instead of getting takeaway, shopping with cash instead of credit. Even spending a few hours reviewing your telephone, electricity, car insurance and home insurance and contents insurance contracts could net you some significant savings.

Allocate a Cost

Allocate a cost to your important goals. When you divide that cost by the number of months between now and when you want to achieve the goal, it will give you a rough estimate of how much you need to save each month to make it happen.

For example, a K5,000 holiday in two years time would be a savings goal around K200 per month between now and then. A K15,000 house deposit in five years time would be a savings goal of K250 a month. Once you know how much you ideally want to save you can look at some strategies to make it happen

Know your finances

While you will most likely start off your savings in a cash account, there are also other investment options available.

What investment is right for you will depend in part on how long the money will be invested for (your investment timeframe) and how personally comfortable you are with certain forms of investment (your risk profile). For investments other than cash (such as shares and property) you should seek professional advice.

Get a Plan

The first step is to decide what it is that you want to save for. Whether it is something specific such as a holiday or a car, or a more general goal such as having a cash buffer for “just in case”, knowing what it is that you want will give you the motivation to start putting money aside.

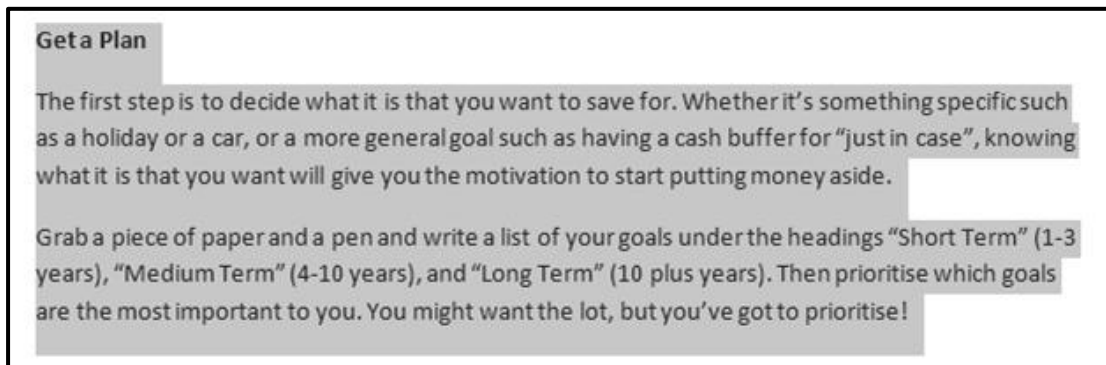
Grab a piece of paper and a pen and write a list of your goals under the headings “Short Term” (1-3 years), “Medium Term” (4-10 years), and “Long Term” (10 plus years). Then prioritise which goals are the most important to you. You might want the lot, but you’ve got to prioritise!

1. Create a folder called **Saving Practice**.
2. Save your work inside Saving Practice folder use the filename **Saving Tips**.

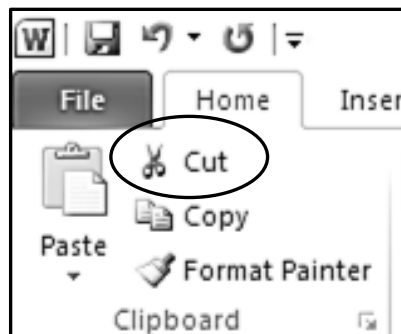
Using the Cut and Paste

You have learned various ways of cutting and pasting text. Use any way of cutting and pasting that you are comfortable with. Use Cut and Paste to perform the following task.

1. Locate and highlight “**Get a plan**” paragraphs.



2. Click **Cut** from the Home ribbon.

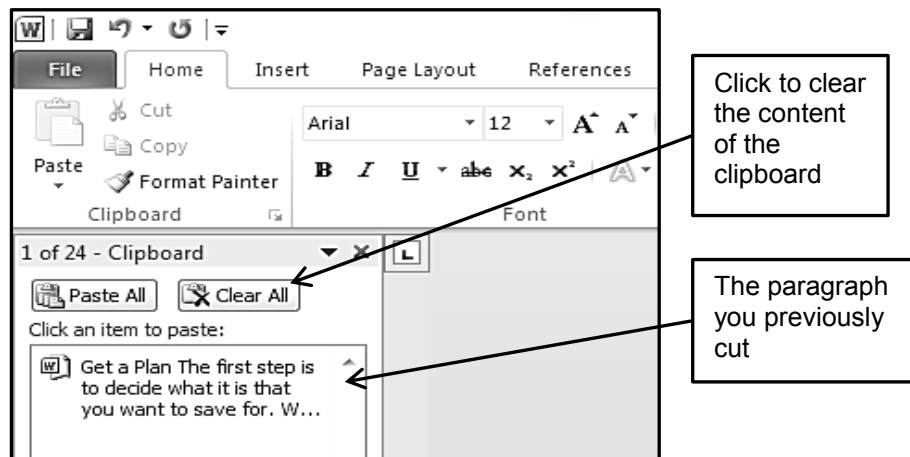


3. Position the cursor after the sub title and click Paste.

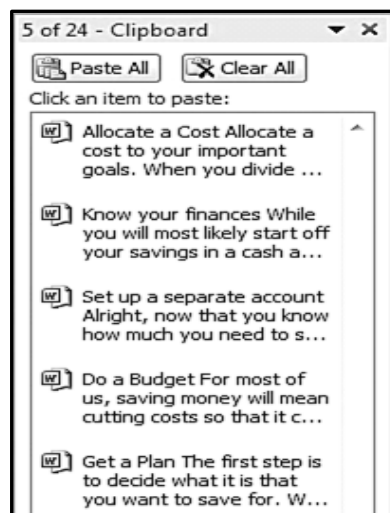
Using the Clipboard

To continue cutting and pasting text this way will require constant use of the cut and paste command. There is an easier way of doing this using the same techniques but this time we will use the Clipboard to paste our text. Perform the task below to cut and paste text using the Clipboard.

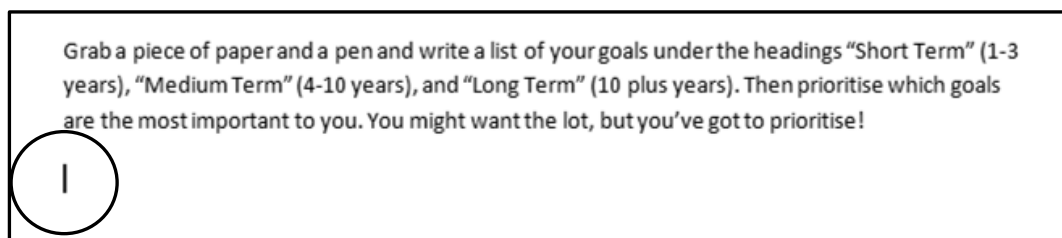
1. Click Clipboard from the Home ribbon. The Clipboard appears in your screen.
2. The **Clipboard** appears. Observe that the first few words of the paragraph you previously copied are displayed.
3. Click **Clear All** to remove the content of the clipboard.



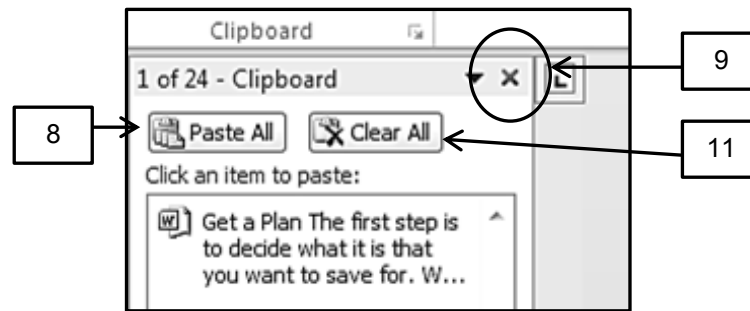
4. Highlight the second paragraph “**Allocate a Cost**” and click **Cut**. The paragraph is temporarily placed in the clipboard.
5. Continue cutting the other paragraph. Follow the arrangement of the paragraphs to cut the text.
6. Observe that first paragraph is moved at the bottom of the clipboard every time a new text is cut.



7. Position the cursor below the last paragraph that you copied.



8. Click **Paste All** from the clipboard. All the paragraphs in the clipboard are now copied to your document.
9. Click **X** to close the clipboard.
10. Open the **Clipboard** again. The paragraphs are still inside and will not be cleared until you select **Clear All** or you close the Word program.
11. Click **Clear All**.



Drag and Drop

One of the easiest ways to cut and paste is to use the Drag and Drop. Be sure that you are skilled in using the mouse before you use the Drag and Drop method. However, this method only works if you are moving text within the document. Use the steps below to perform Drag and Drop to your document.

1. Highlight the text you want to move.
2. Click, hold and drag the mouse. Observe how the mouse pointer changes shape.
3. Move the mouse to where you want to move the text.
4. Release the mouse.



Activity 1: Cutting and Pasting using the Drag and Drop.

1. A mistake was made with the arrangement of the paragraphs.
2. The last paragraph must be located after the first paragraph.
3. Highlight the last paragraph.
4. Move your mouse pointer to any part of the highlighted text.
5. Click and hold the mouse. Do not release. Observe how the mouse pointer and the cursor changes shape.
6. Drag the mouse up and release when you reached the end of the “**Get a plan**” paragraph.

Grab a piece of paper and a pen and write a list of your goals under the headings "Short Term" (1-3 years), "Medium Term" (4-10 years), and "Long Term" (10 plus years). Then prioritise which goals are the most important to you. You might want the lot, but you've got to prioritise! **Allocate a Cost**

Allocate a Cost to your important goals. When you divide that cost by the number of months between now and when you want to achieve the goal, it will give you a rough estimate of how much you need to save each month to make it happen.

For example, a K5,000 holiday in two years time would be a savings goal around K200 per month between now and then. A K15,000 house deposit in five years time would be a savings goal of K250 a month. Once you know how much you ideally want to save you can look at some strategies to make it happen

Do a Budget

For most of us, saving money will mean cutting costs so that it can happen. The most effective way

7. Move the inserted paragraph to the next line.
8. Click **File** → **Save** to save changes to your work.

Thank you for completing this activity. In this activity, you have learned a different way of cutting and pasting. Although easy to do, this requires a good control of the mouse and must be used only within the document.

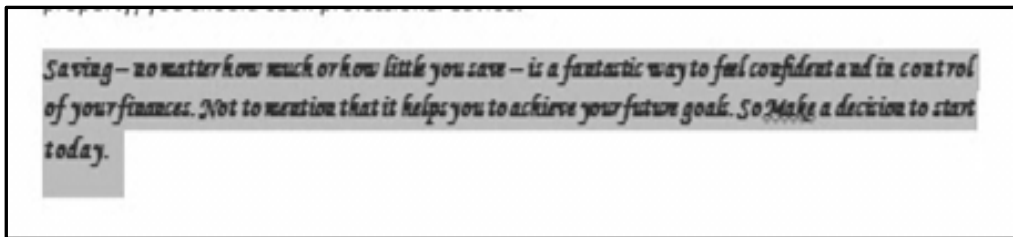
Using the Paste Option

Perhaps while using the Paste, you have noticed some Paste Options in the drop-down list but were not discussed before. Let us learn the different ways we could use other paste command options.

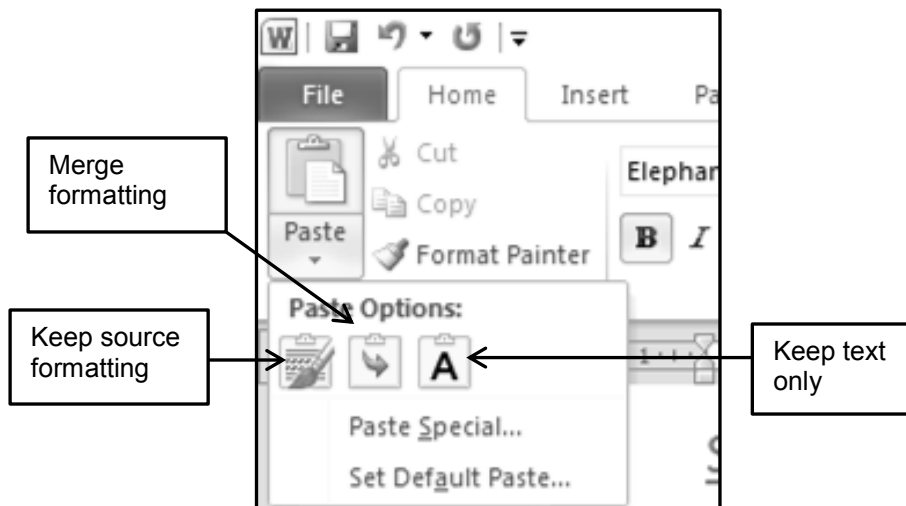
1. Make sure that the **Saving Tips** document is open.
2. Format the entire document. A sample format is shown below. Your work might look different from the sample given.

SAVE NOW FOR YOUR FUTURE GOALS	
Get a Plan The first step is to decide what it is that you want to save for. Whether it's something specific such as a holiday or a car, or a more general goal such as having a cash buffer for "just in case", knowing what it is that you want will give you the motivation to start putting money aside. Grab a piece of paper and a pen and write a list of your goals under the headings "Short Term" (1-3 years), "Medium Term" (4-10 years), and "Long Term" (10 plus years). Then prioritise which goals are the most important to you. You might want the lot, but you've got to prioritise! Allocate a Cost Allocate a cost to your important goals. When you divide that cost by the number of months between now and when you want to achieve the goal, it will give you a rough estimate of how much you need to save each month to make it happen. For example, a K5,000 holiday in two years time would be a savings goal around K200 per month between now and then. A K15,000 house deposit in five years time would be a savings goal of K250 a month. Once you know how much you ideally want to save you can look at some strategies to make it happen Do a Budget For most of us, saving money will mean cutting costs so that it can happen. The most effective way to cut your costs is to do a written budget so that you can work out what exactly it is that you do spend your money on. Try our budget planner to get started. There are plenty of ways to cut your expenses, such as repaying personal debt, taking a cut lunch to work, cutting your bank fees, cooking instead of getting takeaway, shopping with cash instead of credit. Even spending a few hours reviewing your telephone, electricity, car insurance and home insurance and contents insurance contracts could net you some significant savings. Set up a separate account Alright, now that you know how much you need to save and how much you can save, set up a separate bank account to put your savings into. That way the money won't get mixed into your everyday transaction accounts and "accidentally" spent!	Next, have you heard the expression "out of sight, out of mind"? Ask your employer to direct debit your allocated savings amount straight into your purpose-built bank account every payday. That way the savings money is never in your spending account and eventually you'll even forget that it's happening. Know your finances While you will most likely start off your savings in a cash account, there are also other investment options available. What investment is right for you will depend in part on how long the money will be invested for (your investment timeframe) and how personally comfortable you are with certain forms of investment (your risk profile). For investments other than cash (such as shares and property) you should seek professional advice. Saving – no matter how much or how little you save – is a fantastic way to feel confident and in control of your finances. Not to mention that it helps you to achieve your future goals. So Make a decision to start today.

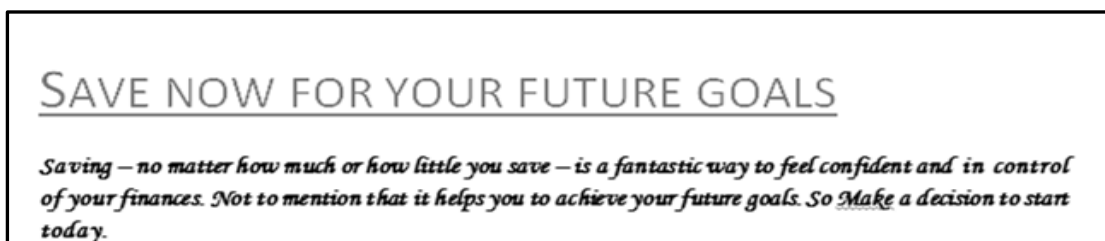
3. Change the format of the last paragraph “**Know your finances**”. Make sure that it is different from the rest of the paragraphs.
4. Highlight the last paragraph.



5. Click **Cut** and position the cursor below the title.
6. Click the arrow pointing down in the Paste option. It will display the different paste options that you can use.



7. Using the mouse, click the first paste option  The paragraph pasted looks exactly like the paragraph you just cut.



8. Click the second paste option, the **Merge formatting option**  Your work may look different from the example below. The paragraph will adapt (merge) to the format of the paragraphs near the location where you are pasting it.

Saving – no matter how much or how little you save – is a fantastic way to feel confident and in control of your finances. Not to mention that it helps you to achieve your future goals. So Make a decision to start today.

Saving – no matter how much or how little you save – is a fantastic way to feel confident and in control of your finances. Not to mention that it helps you to achieve your future goals. So Make a decision to start today.

9. Click the third paste option **Keep text only**  Your work may look different from the example below. This paste option is only used if you are copying text and objects together. Text will be pasted and the paragraph will adapt (merge) to the format of the paragraphs near the location where you are pasting it.

SAVE NOW FOR YOUR FUTURE GOALS

Saving – no matter how much or how little you save – is a fantastic way to feel confident and in control of your finances. Not to mention that it helps you to achieve your future goals. So Make a decision to start today.

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Deleting Text

Delete means to physically removing text or object from the document or folder. Let us revise on your skills and see if you can complete this activity.

1. Highlight the other paragraphs that you do not want to keep.
2. Press **Delete** from the keyboard. The highlighted text disappears.

SAVE NOW FOR YOUR FUTURE GOALS

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3. Save your work inside **Saving Practice** folder.
4. Use the filename **Save for your future**.



Summary

You have come to the end of Lesson 3. In this lesson, you have copied, cut, and delete text from the document. You have also used different paste options to paste text which you copied or cut.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.

Practice Exercise 3

1. Type the following text. Use the default font format used in MS Word. Do not worry about the spelling errors that will appear on your document.

Oh, the wonderful things Mr. Brown can do!

Moo, Pop, Hoo, Dibble, Dopp, Cock-A-Doodle-Doo, Buzz, Eek, Klopp,

Mr. Brown can do it. How about you?

2. Arrange the text in sequence. Use the sequence below as guide to arrange the text.

Moo, Buzz, Pop, Eek, Hoo, Klopp, Dibble, Dopp, Cock-A-Doodle-Doo

3. Repeat the words/sounds. Do not worry about the spelling mistakes.

Moo Moo, Buzz Buzz, Pop Pop, Eek Eek, Hoo Hoo, Klopp Klopp, Dibble Dibble, Dopp Dopp, Cock-A-Doodle-Doo

4. Move the text to the next line. Use the example at the right side as guide.
5. Use the specification below to format the following text.

Font : Ravie

Font Style : Italic

Font Size : 20 pts.

6. Save your work as **Wonderful Mr Brown.**

Oh, the wonderful things Mr. Brown can do!

Moo Moo

Buzz Buzz

Pop Pop

Eek Eek

Hoo Hoo

Klopp Klopp

Dibble Dibble

Dopp Dopp

Cock-A-Doodle-Doo

Mr. Brown can do it. How about you?

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activity 1

SAVE NOW FOR YOUR FUTURE GOALS

Saving – no matter how much or how little you save – is a fantastic way to feel confident and in control of your finances. Not to mention that it helps you to achieve your future goals. So ~~Make~~ a decision to start today.

Get a Plan

The first step is to decide what it is that you want to save for. Whether it's something specific such as a holiday or a car, or a more general goal such as having a cash buffer for "just in case", knowing what it is that you want will give you the motivation to start putting money aside.

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For example, a K5,000 holiday in two ~~years time~~ would be a savings goal around K200 per month between now and then. A K15,000 house deposit in five ~~years time~~ would be a savings goal of K250 a month. Once you know how much you ideally want to save you can look at some strategies to make it happen

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Next, have you heard the expression "out of sight, out of mind"? Ask your employer to direct debit your allocated savings amount straight into your purpose-built bank account every payday. That way the savings money is never in your spending account and eventually you'll even forget that it's happening.

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What investment is right for you will depend in part on how long the money will be invested for (your investment timeframe) and how personally comfortable you are with certain forms of investment (your risk profile). For investments other than cash (such as shares and property) you should seek professional advice.

Perform the following task to check your work.

1. Click the Start button → Documents. The Documents Library appears.
2. Double click a **Saving Practice** folder in the Documents Library.
3. The **Saving Tips** document should be inside the folder. Double-click to open the document.
4. Your work may look different from the example given on the previous page but the arrangement of the paragraphs should be the same.

Lesson 4: Changing Case and Justifying Text



Welcome to Lesson 4 of Unit 2. In Lesson 3, you have learned how to cut, copy, paste and delete text. In this lesson you will learn how to change case and alignment of your paragraph.

Your Aims:



- differentiate between changing case to justifying text
 - change case
 - justify text
-

Changing Case and Justifying Text

In Unit 2 Lesson 10 of Grade 9 Design and Technology – Computing, you have learned on how to change the case and align text in a paragraph. Building up this skill is necessary in creating effective Word documents.

MS Word provides a quick tool for switching text between uppercase and lowercase letters. You can also format text so that the first letters of each line or each word becomes lowercase or uppercase as needed in your document.

Justifying text is just one of the different types of alignment that you can use on your paragraph. Other types of alignment include **align text left**, **center** and **align text right**.

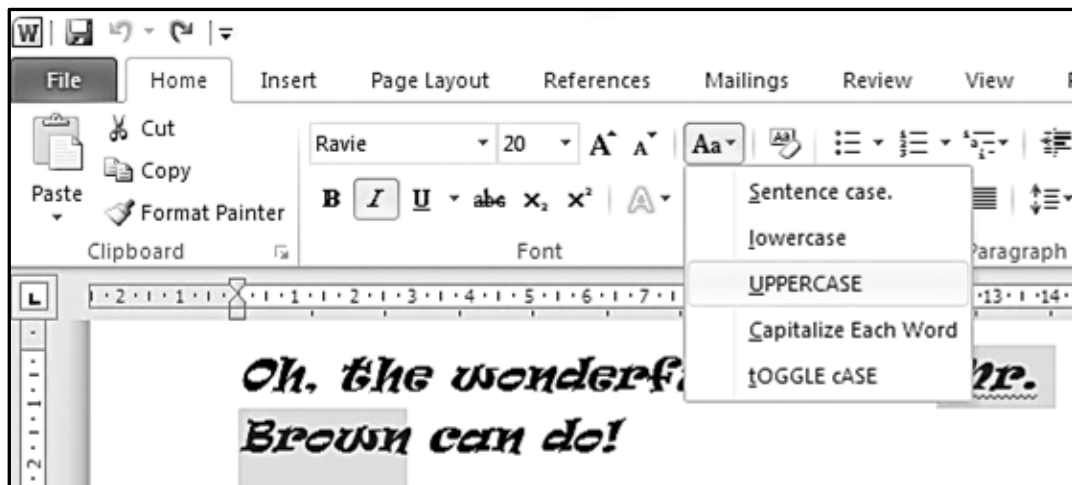
Changing Case

There are different ways of changing case.

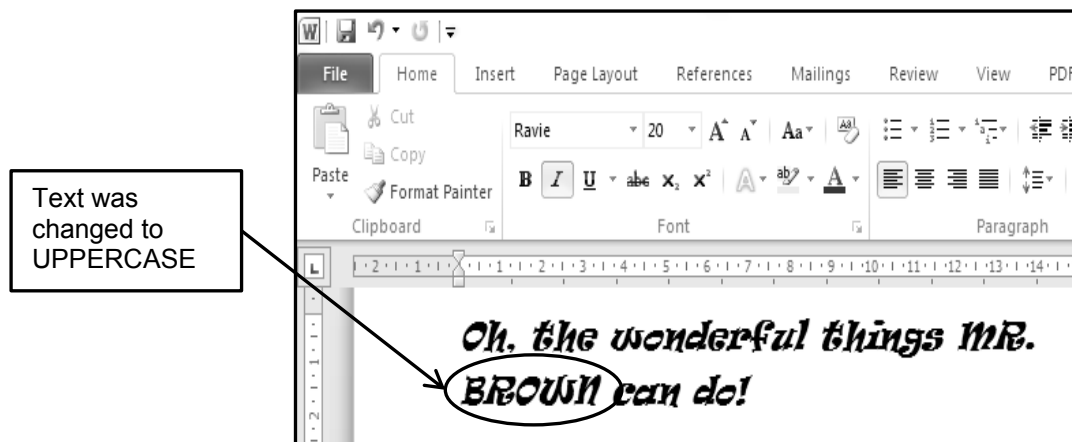
1. Sentence case – the first letter of each sentence will become a capital.
2. Lowercase – all selected letters will be in lowercase.
3. Uppercase – selected text will be all in uppercase.
4. Capitalize each word – first letter of each word will be in uppercase.
5. Toggle case – uppercase and lowercase letters of selected text will be reversed.

Let us learn how to use these options. Perform the following task to apply **Change Case** to your document.

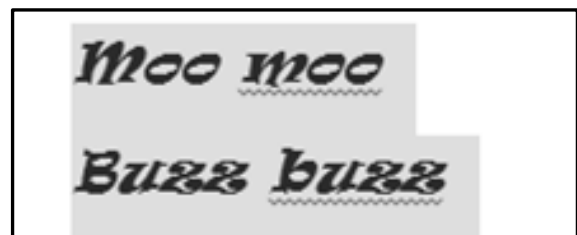
1. Open **Sounds** document. You have previously saved this in Lesson 3 Practice Exercise.
2. Highlight the word “Mr. Brown”.
3. In the Home ribbon, click the **Change Case** icon. The sub-menu will appear.



4. Choose **UPPERCASE**. This will make the word all in capital letters.
5. Locate all the “Mr. Brown” words and change to uppercase.



6. Highlight the first two word sounds and change case to **Sentence case**. Observe what happened to your text.



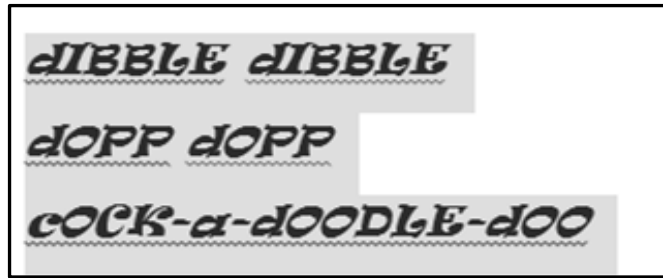
7. Highlight the next two word sounds and change the case to **lowercase**. Observe what happened to your text.



8. Highlight the next two word sounds and change the case to **Capitalize Each Word**. Observe what happened to your text.



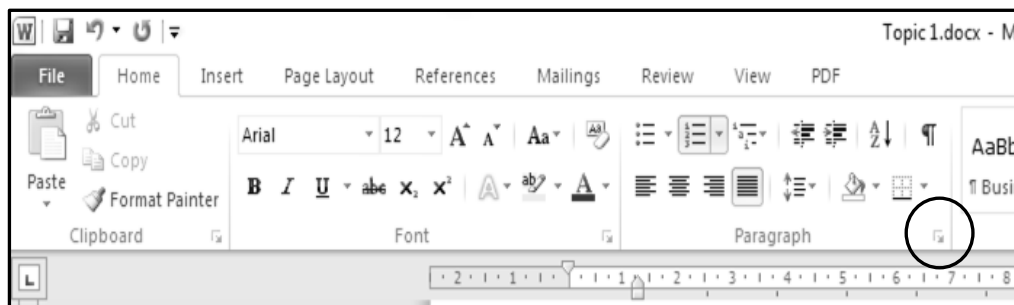
9. Highlight the next two word sounds and change the case to **tOGGLE cASE**. Observe what happened to you text.



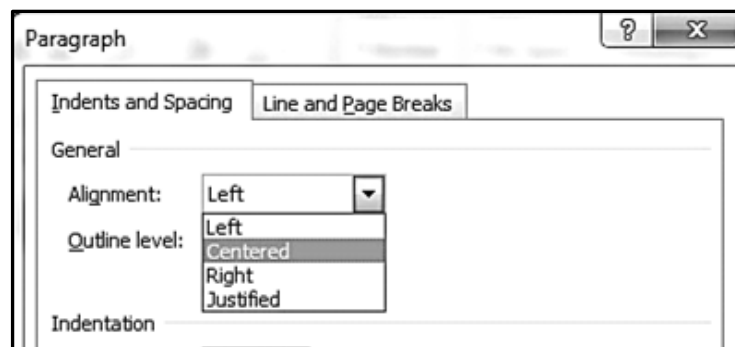
Justifying Text

By default the **Align text left** is the setting for all paragraphs in MS Word. However there are instances where we need to use different types of alignment. Let us practice changing alignment using the dialogue box.

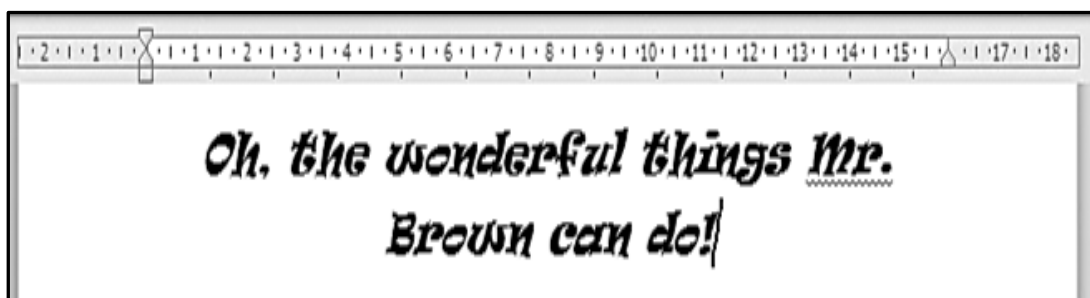
1. Make sure that the **Sounds** document is still open.
2. Highlight the first line of the document and click the Paragraph dialogue box icon located in the Home menu as shown below.



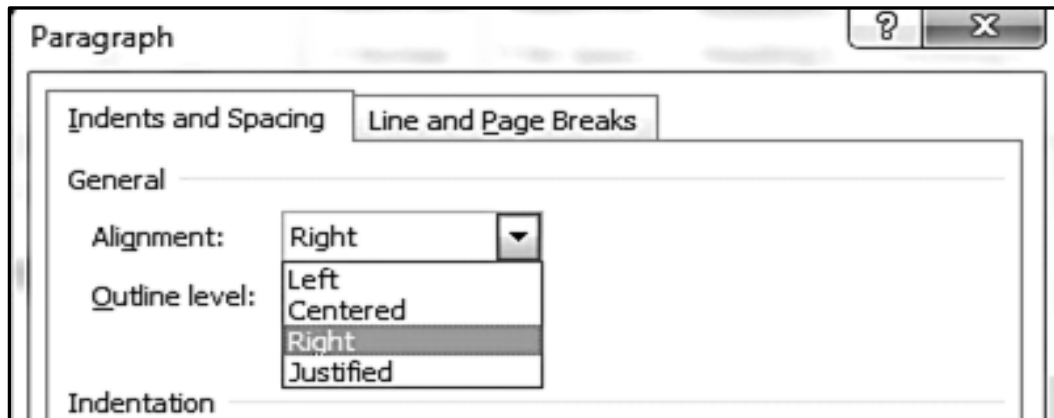
3. Locate **General** in the Indents and Spacing tab.
4. Click the alignment window. This will display all the different types of alignments.
5. Choose **Centered**.



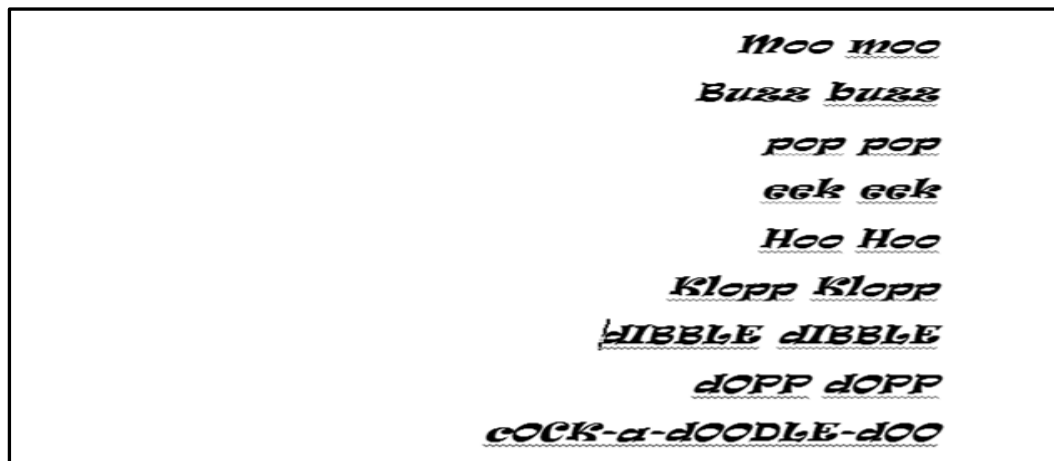
6. Click **OK**. Words within the paragraph line are placed equally on the left and right side of the document area.



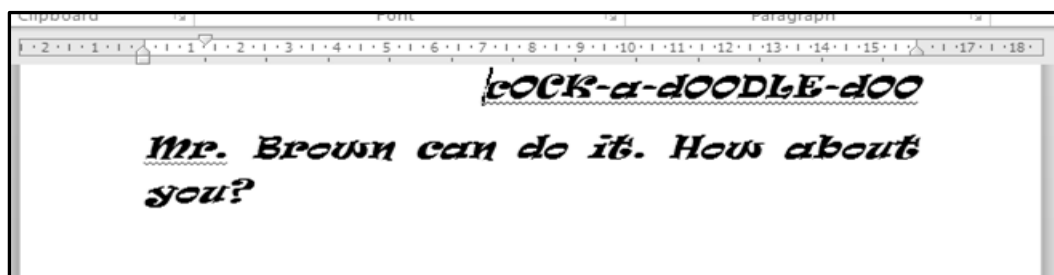
7. Highlight all the sound words.
8. Follow steps 2 – 4 and choose **Right**.



9. Observe how the text moved to the right side of the document.



10. Highlight the last line of the document. Repeat steps 2 – 4 and choose **Justified**.



11. The spaces between words were increased to move the paragraph from the beginning to the end of the document.
12. Save your work as **Case and Alignment**.
13. Print your work.



Activity 1: Follow the instructions to change case and alignment of paragraph.

1. Open a new blank document.
2. Click **Center** in the alignment option and type “Today’s Horoscope”.
3. Press **Enter**. Your insertion point will move to the centre of the next line.
4. Click **Align Left** and type:
Aries (March 21 to April 19) This is a good day for discussions with family members. It’s a particularly good day to talk about finances that relate to real estate and the family.
5. Press Enter and click **Align Right**. Type the following text:
Taurus (April 20 to May 20) You are in a positive, sensible frame of mind today. Because of this, you feel more generous to others, especially children. Future vocation plans look promising.
6. Press Enter and click **Center** alignment. Type the following text.
Gemini (May 21 to June 20) Behind-the-scenes activities might boost your income today. Write down your moneymaking ideas. They could relate to your earnings, a family business or a real estate deal.
7. Press Enter and click **Justify** alignment. Type the following text.
Cancer (June 21 to July 22) The Moon is in your sign today, making lovely aspects to both the Sun and Saturn. This makes you feel positive, balanced and in control of your scene. Others appreciate your practical advice.
8. Use the following format to change the document:
Font: Comic Sans

Font type: Bold (all zodiac sign)

Font size: 12 pts.
9. Change the case of the paragraphs:
Title & Zodiac Sign : Uppercase

Paragraph 1 : Sentence Case

Paragraph 2 : Lower case

Paragraph 3 : Capitalize each word

Paragraph 4 : Toggle case
10. Save your work as **Horoscope**.
11. Print your work.

Thank you for completing this activity. In this activity you have changed the alignment of your paragraph and change the Case of text after you finished typing your document.



Summary

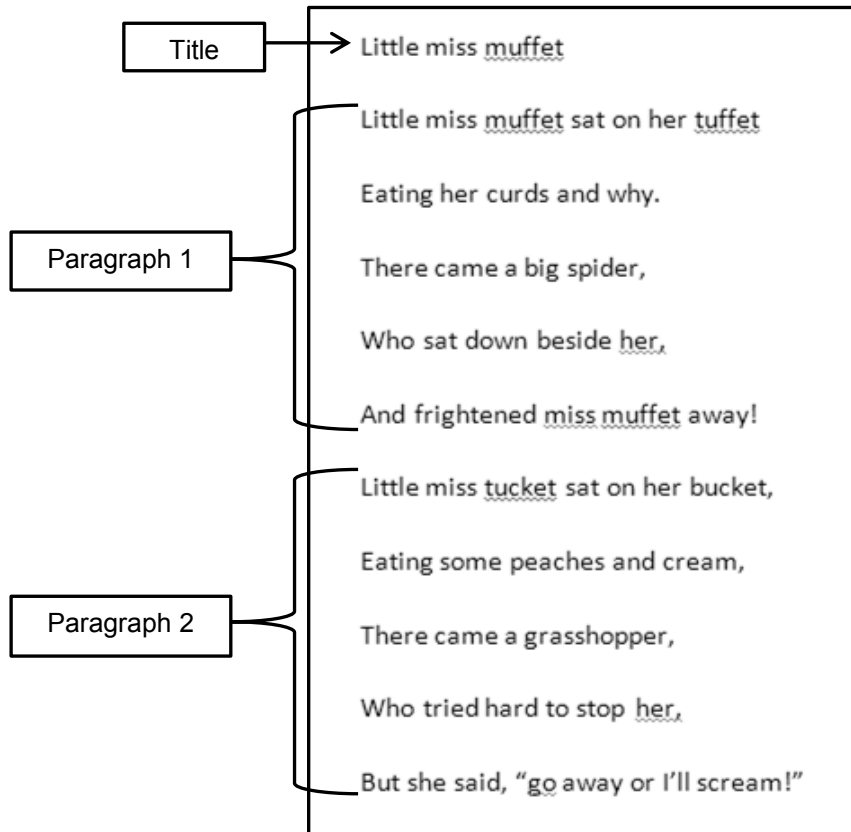
You have come to the end of Lesson 4. In this lesson you have revised on the skills you have learned in Grade 9I about Alignments and how the paragraphs are lined up in your document. You have also learned various ways to Change Case which helps you edit text without re-typing the words.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

Practice Exercise 4

A. Follow the instructions below.

1. Type the following text in a blank document.



2. Change the font, size and style of the paragraphs. Use your own style.
3. Change the case.

Title	:	Uppercase
Paragraph 1	:	Capitalize each word
Paragraph 2	:	Toggle case
4. Change the alignment.

Title	:	Left
Paragraph 1	:	Center
Paragraph 2	:	Right
5. Save your work as "**Nursery Rhymes**".
6. Print your work.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activity 1

Your work should look like the example below.

TODAY'S HOROSCOPE

ARIES (March 21 to April 19) This is a good day for discussions with family members. It's a particularly good day to talk about finances that relate to real estate and the family.

TAURUS (april 20 to may 20) you're in a positive, sensible frame of mind today. because of this, you feel more generous to others, especially children. future vocation plans look promising.

GEMINI (May 21 To June 20) Behind-The-Scenes Activities Might Boost Your Income Today. Write Down Your Money-making Ideas. They Could Relate To Your Earnings, A Family Business Or A Real Estate Deal.

CANCER (jUNE 21 TO jULY 22) tHE mOON IS IN YOUR SIGN TODAY, MAKING LOVELY ASPECTS TO BOTH THE sUN AND sATURN. tHIS MAKES YOU FEEL POSITIVE, BALANCED AND IN CONTROL OF YOUR SCENE. oTHER APPRECIATE YOUR PRACTICAL ADVICE.

Use the table below as guide when checking your work.

	Alignment	Font	Case
Title	Centre	Font: Comic Sans	Title (Uppercase)
Aries	Right	Font type: Bold (all zodiac sign title)	ARIES (Uppercase) Paragraph text (Sentence Case)
Taurus	Left		TAURUS (Uppercase) Paragraph text (Lower Case)
Gemini	Centre	Font size: 12 pts.	GEMINI (Uppercase) Paragraph text (Capitalize Each Word)
Cancer	Justified		CANCER (Uppercase) Paragraph text (Toggle Case)

Lesson 5: Using Built-in Templates



Welcome to Lesson 5 of Unit 2. In Lesson 4, you have learned how to change case and justify the text in a paragraph. In this lesson, you will learn to use templates to create documents.

Your Aims:

- define a template
- use the built-in templates

Built-in Templates

A template is a pattern pre-formatted in some ways. So far in our lessons, you have created a document by starting to type in a blank document in MS Word. You could also create documents using built-in templates. Built in templates are pre-styled documents that you can use as a pattern for creating your own document.

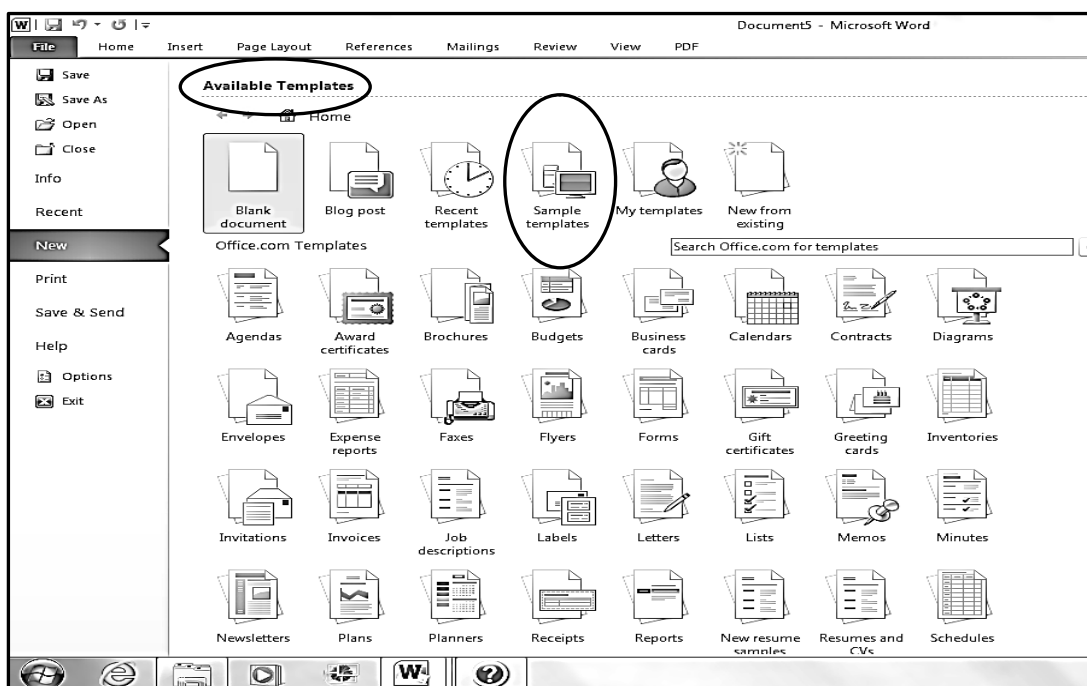
Using templates makes your document look professionally made without the trouble of formatting and designing the look of your document.

MS Office has a website called **Office.com** that provides templates for many types of document including resume or curriculum vitae, cover letters, business plans, and business cards are only some of the document templates you can use.

Using Built-In Templates in Writing

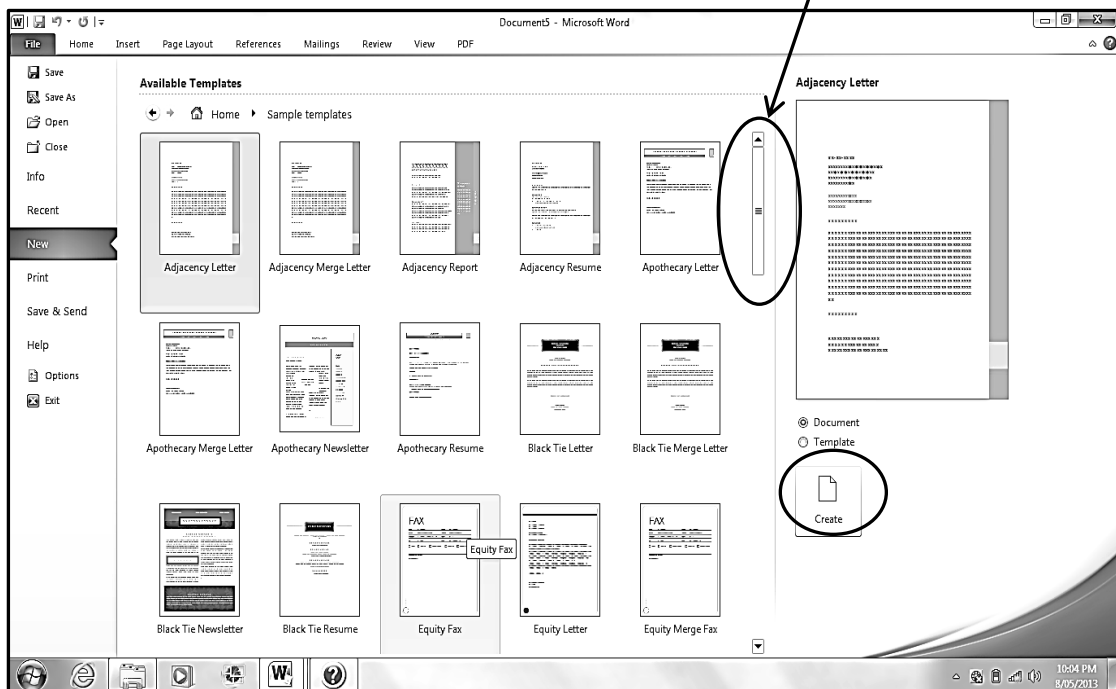
Templates are normally used when creating specific type of documents like resumes, certificates, and memo. This saves your time rather than creating a document from scratch. To use the built-in templates, follow the following steps:

1. Click **File Tab** → **New**. The **Available Templates** displays all the different types of templates available in your computer and Office.com.



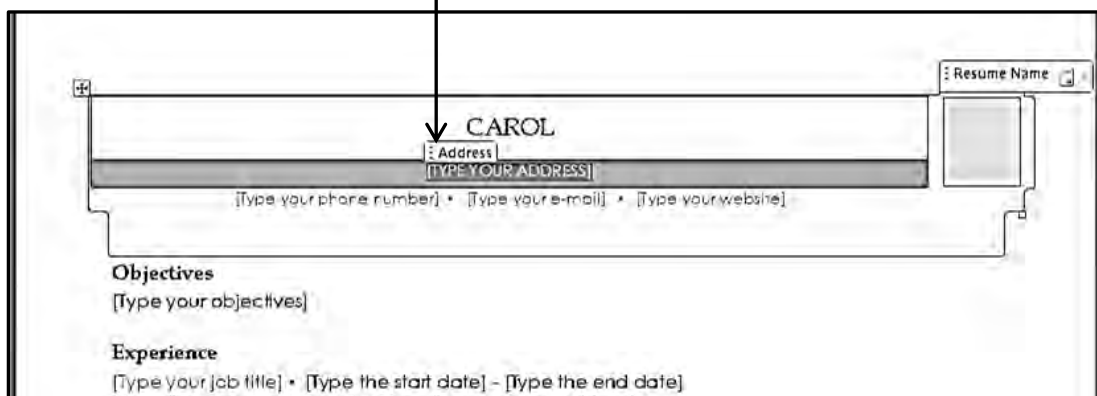
2. Choose **Sample Templates**. This will display the available templates in your computer.
3. Scroll down to display other templates available.

Scroll down to display available templates.



4. Select **Apothecary Resume**.
5. At the right side of your screen, choose **Document** and click **Create**. This will create a new document.
6. Move through the document. The parts of the document that can be clicked mean you can change its content.
7. The screen tip will give you an idea as to what type of information you must place inside.

Screen tip displaying the type of information you can place inside.



8. Fill up the Resume Template with your own information.



Activity 1: Creating Document Using Template

1. Open Microsoft Word.
2. Click **Sample Template** and choose a letter template from the options given.
3. Compose a correspondence letter to a fictitious scholarship you want to apply to in Australia.
4. Replace the text, content of the template as needed.
5. Change the font, size, style and colour of text as needed.
6. Change the alignment of text as you see fit.
7. Save your letter using your own filename.
8. Print your work.

Thank you for completing this activity. In this activity you learned to create another type of document using a template. You have also learned to customize the template using the skills you have previously learned in Grade 9 and Grade 10 Design and Technology – Computing.

Working with Objects

The templates contain objects or text boxes which you can use to enter text. However, you do not need all the objects in the templates. Refer to your previous lessons Lesson 17 of Grade 9 Design and Technology – Computing, when working with Objects. Perform the steps below to manipulate objects.

1. Make sure that your CV template is still open
2. Click any unwanted objects. The handles should appear around your objects.



3. Press **Delete** from the keyboard to delete object.
4. If you made a mistake when deleting objects, click **Undo**  to return the object that you previously deleted.
5. Move your mouse pointer to the left margin side of your document. Your mouse pointer will change shape to an arrow pointing to the right.
6. Click hold and drag the mouse down to select the objects.

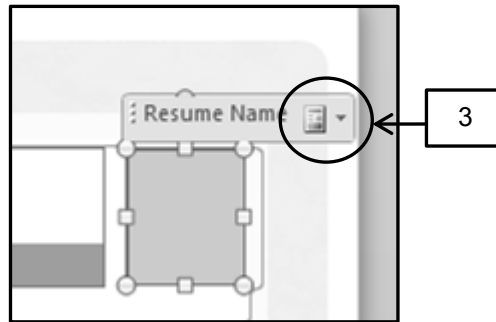
7. Insert a **Picture file** in your document.
8. A sample Curriculum Vitae is presented on the next page. It contains additional information that were copied and pasted in your document. Your CV may have more or less the same number of information.
9. Save your work. Use any filename you want.

CAROL KIRI	
P.O. BOX 1976 GORDONS 5 PAPUA NEW GUINEA 7256-8934 • carolkiri@yahoo.com	
Objectives To work as sales assistant	
Experience Cashier • December 2013 – January 2013 Store <u>Blo YUMI</u> • <u>Boroko</u> NCD <u>Worked as a cashier and company clerk.</u>	
Skills ▪ Computer literate	
Education <u>Gordons</u> Secondary School December 2014 •	
References Patrick <u>Naung</u> Store Manager Store <u>Blo YUMI</u> Earl Jacob Pastor Four Square Church	

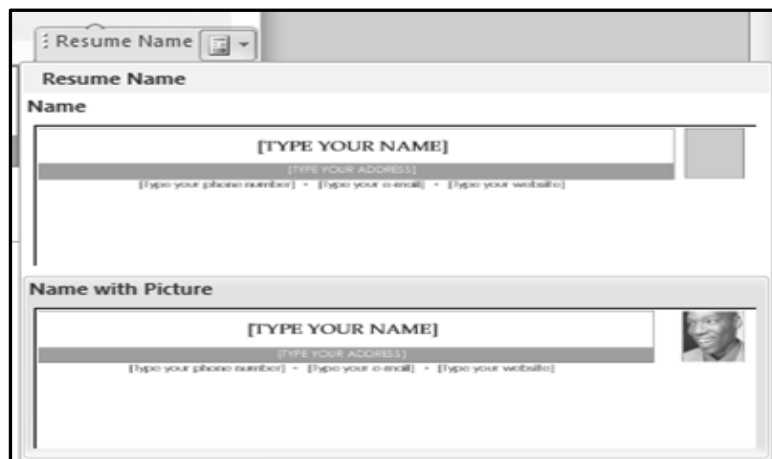


Activity 2: Insert and Format Objects.

1. Make sure that **CV** document is still open.
2. Click the picture frame located at the upper right side of your resume.
3. Click the drop down list to display options.



4. Click **Name with picture**.
5. Position the cursor on the picture and right-click the mouse.
6. Choose **Change Picture**.
7. Locate the picture you want to use for resume. Your work may or may not look like the example below.



8. Edit your photo. Perform the following changes to your picture.
 - a. Crop your object approximately 2 x 2 inch.
 - b. Add a border around your picture.
 - c. Change the colour of your object to Grayscale.
 - d. Change Wrap Text of your object. Choose an option that will show the text and the picture together.
9. Move your object to a location that will best display your picture.
10. Save changes to your work.
11. Print a copy of your CV.

Thank you for using this activity. In this activity you have created a document using a template. You have also make changes to your template by adding and formatting text as well as inserting object to your document.



Summary

You have come to the end of Lesson 5. In this lesson you have learned all about Templates and how to use these templates to create a document. Although the templates available in the Sample Templates are limited, it is still a good source of format you can use for your document.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

Practice Exercise 5

A. Follow the instructions below on how to use templates.

1. Click **File tab** → **New**.
 2. From the Available Templates, choose Sample Templates. Scroll down and choose **Executive Newsletter** template.
 3. Fill in the details of your newsletter using the text inside documents “**Cause of Malaria**” and “**Malaria Death Toll**” saved inside the Malaria Files folder. You have created these documents in Practice Exercise 1 Lesson 1 of this Unit.
 4. Do not type the text in the template. Use copy and paste to make transferring the text easier.
 5. You can move, add or delete objects in your template.
 6. Use **Themes** to change the colours and fonts of your Template. This can be found in the Page Layout tab.
 7. Save your work as **Malaria Newsletter** document.
-

CHECK YOUR ANSWERS AT THE END OF TOPIC 1.

Answers to Activity 1

1. The sample letter below uses the **Apothecary Merge** Letter template. The texts were replaced and some text frames were removed. Your work may look different from the example below.

My name is Mary Kirk currently residing at the above address. Currently I am taking distance education at FODE (Flexible Open and Distance Education) completing my Grade 10 certificate.

I am writing with regards to your scholarship programme. I would like to inquire your entry requirements and criteria for scholarship selection. I would appreciate it if you could send me information on your scholarship programme. You can email me through this address: carolkiri@yahoo.com.

Your immediate response wil be highly appreciated.

Carol Kiri
Scholarship Applicant

- A paragraph was removed from the template.
 - The closing was typed.
 - One text frame was removed.
2. The sender company name and address was replaced by the respondents address.

[TYPE THE SENDER COMPANY NAME]		
[TYPE THE SENDER COMPANY ADDRESS]		
CAROL KIRI		
P.O. BOX 1976 GORDONS 5 PAPUA NEW GUINEA		

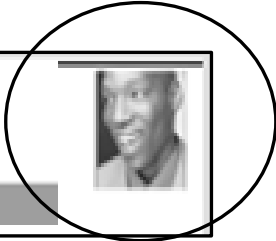
3. The address block was edited.

[Pick the date]		10/27/2014
kkss [Type the sender company name] [Type the sender company address]		Carol Kiri P.O. box 1976 Gordons 5 papua new guinea
«AddressBlock»		Captain Cook University 85 Flinders Street Melbourne Australia
«GreetingLine»	Template	The Principal Modified Template

- The date was typed
- One of the text frames was removed
- The << >> symbol covering the Address Block was removed. This symbol is used for merging this document to a database of addresses.

Answers to Activity 2

1. The content of you CV looks the same except that it contains your photo.

CAROL KIRI		
P.O. BOX 1976 GORDONS 5 PAPUA NEW GUINEA		

Lesson 6: Creating Templates



Welcome to Lesson 6 of Unit 2. In Lesson 5, you have learned to open a template and use it. In this lesson, you will learn to create your own templates which you can use like the templates found in the Sample Templates.



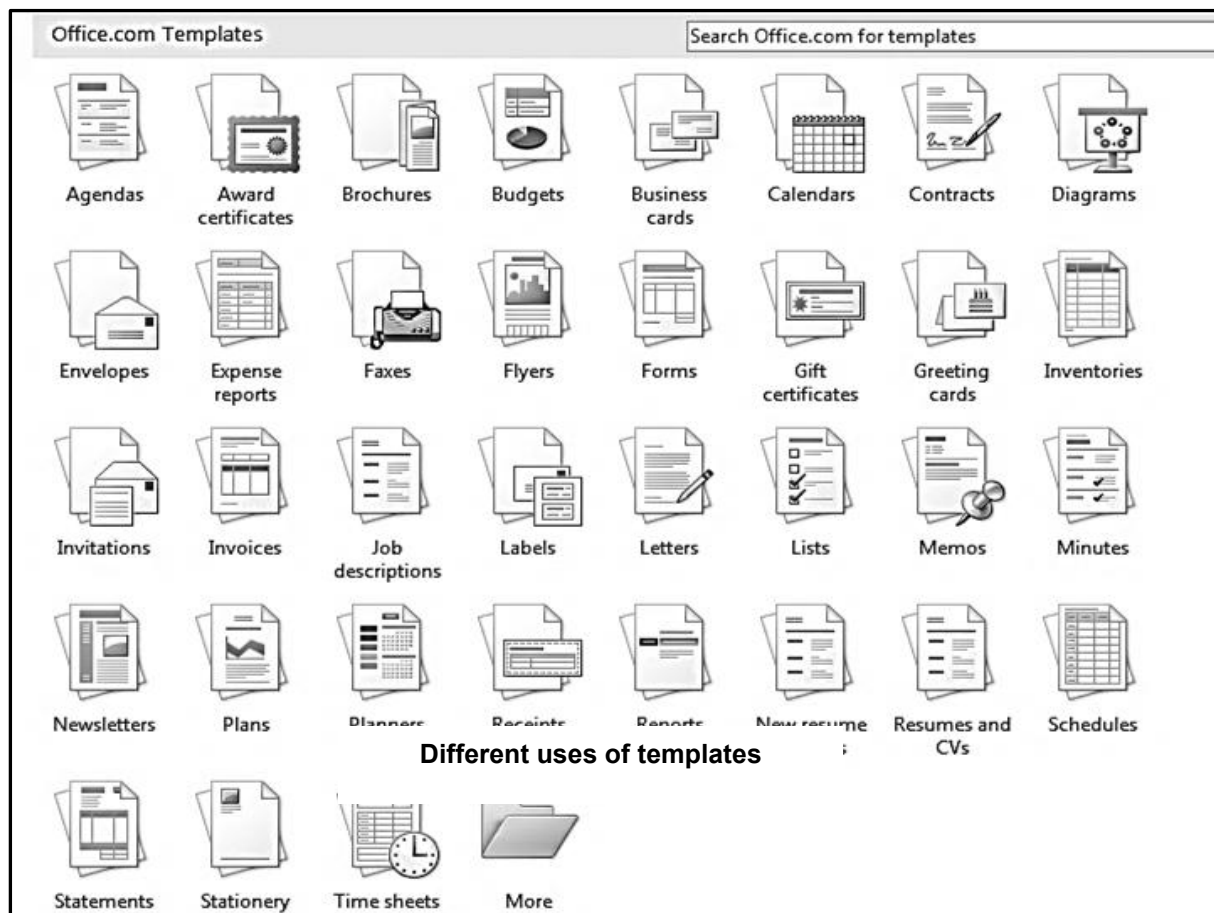
Your Aims:

- identify the uses of templates
- create a template

Templates and Their Uses

Templates are documents that store information and content that you may use regularly. It saves you from having to type the same information repeatedly.

There are various uses of templates which are all available in the Office.com. These templates can only be used if you have access to the internet. You can also create your own templates which you can use for other purposes.



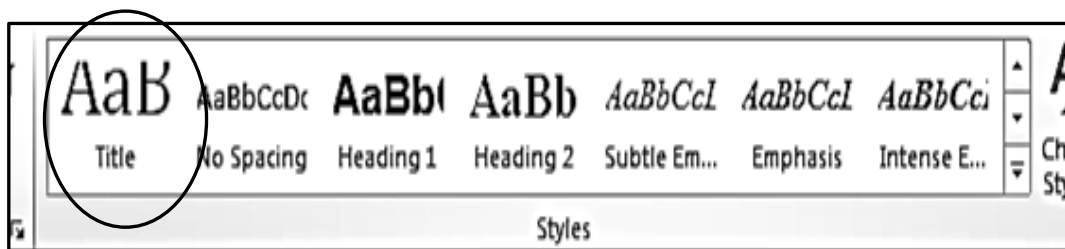
Creating Your Own Template Using Built-in Template

A Sample template can be saved either as a document or as another template. In Lesson 5 you have learned to save a template as a document. In this section you will learn to create your own template by following the steps on the next page.

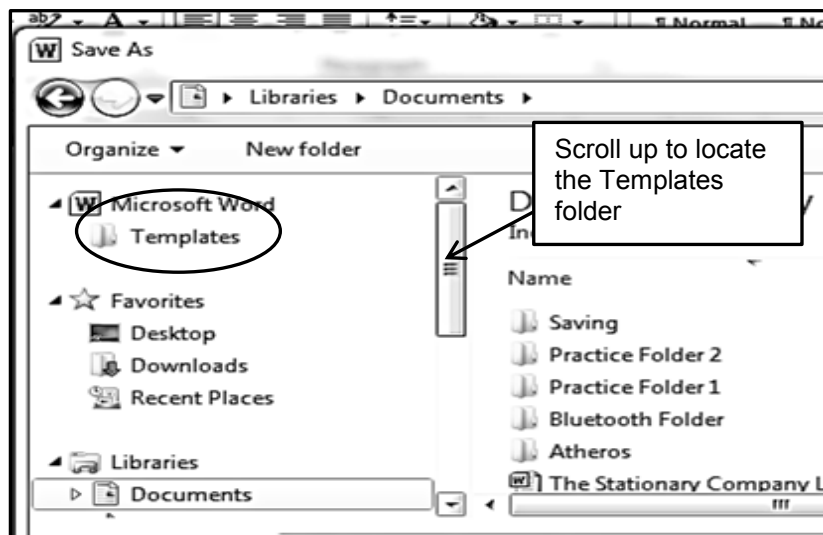
1. Open **Microsoft Word** and click **File** → **New** → **Sample template**.
2. Choose **Executive Letter** from the templates available.
3. Move the paragraphs down the document to leave a space for our letter head.
4. On the space provided, type the following texts:



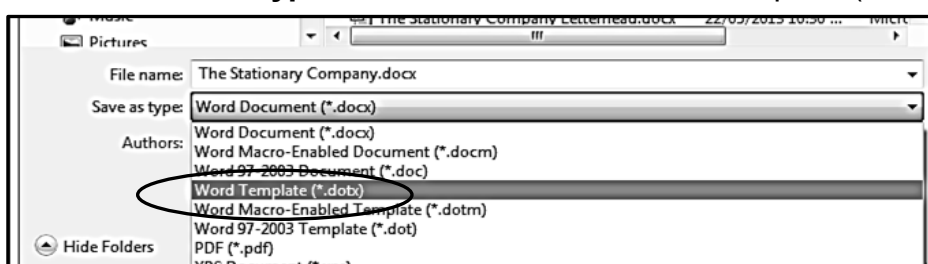
5. Highlight the paragraph and choose **Title** from the Styles options. Your text immediately changed to the format you selected.



6. Click **File**.
7. Choose **Save As**. The save as dialogue box appears.
8. Scroll up to locate the Templates and double click to the folder to open it.



9. Click the **Save as type** window and choose Word Template (*.dotx).

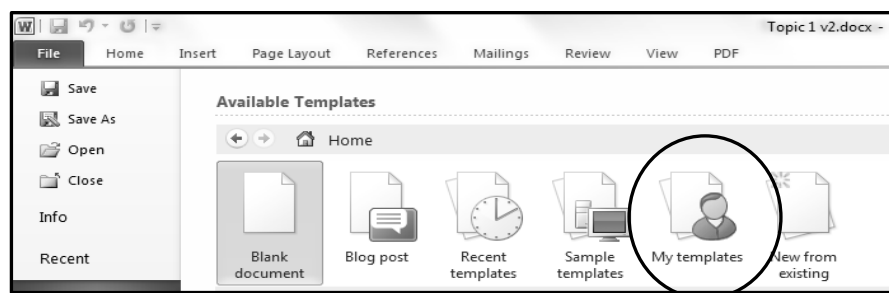


10. Use the suggested name in the filename window.
11. Click **Save**. Your Template is now saved as a template.

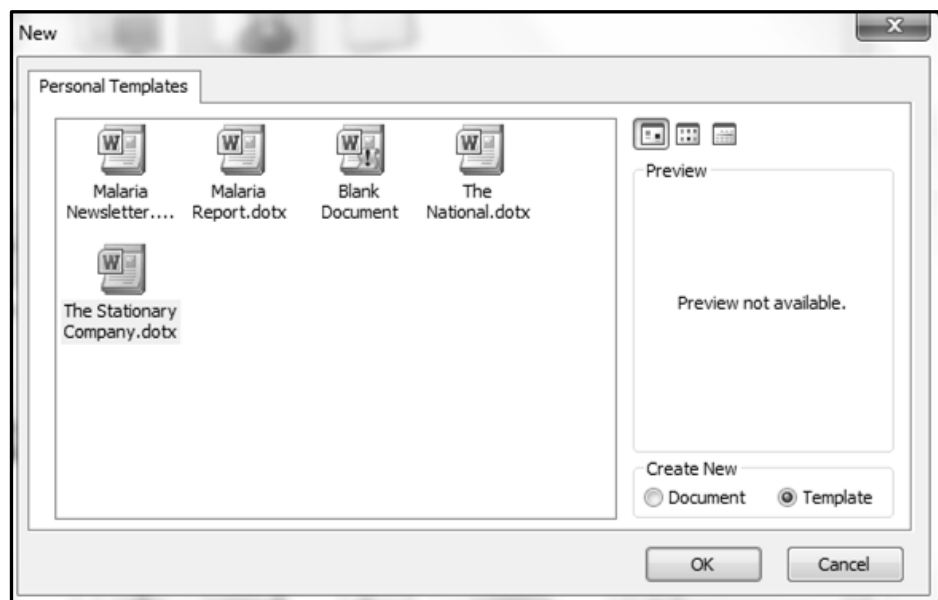


Activity 1: Creating Your Own Template

1. Open blank document.
2. Click **File → New → My Template**.



3. Click **Create**. A dialogue box appears.
4. Click **The Stationery Company → Template → OK**.



5. Customize your template.
 - Change the font size of the address, email and telephone number of the company.
 - Apply colour and formats to your text.
 - Click Clip Art. Search for any object that is related to Stationery (paper, pencil, books etc.) or any objects available in your computer.

6. Format your Clip Art image. Use the skills you have learned in Lesson 17 Grade 9 Design and Technology – Computing.
7. Move your object to your letter head. Use the example below as guide.



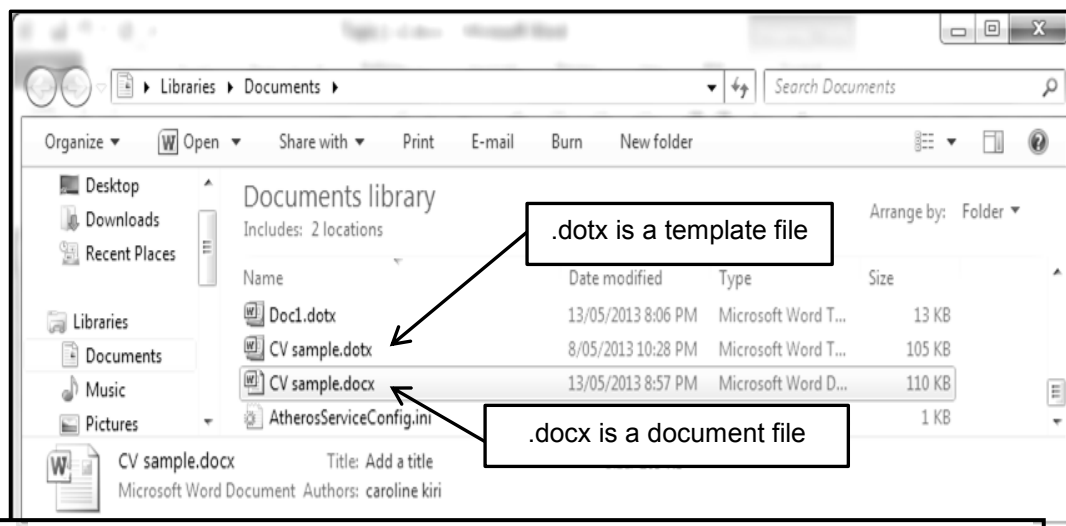
8. Click **Save** to save changes to your work. Changes to your documents are now saved.

Thank you for completing this activity. In this activity, you have learned to modify a template you created using built-in templates. This allows you to personalize your template which you can use again to create documents using these templates.

Differentiate Document from Template

A document and a word template may look like the same at first glance. Let us learn how to distinguish a document from a template. Perform the steps below to learn more about Templates.

1. Click Start → Documents. The Document Library will appear.
2. Scroll up and down to locate your template. Look for a document that has an extension name of **.docks** and **.dots**.

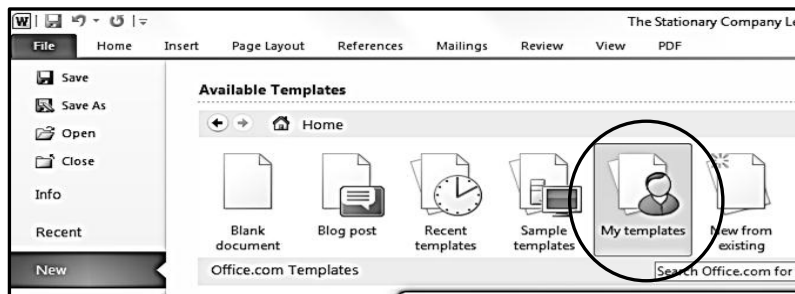


Whenever you write your filename, the computer adds an extension name to indicate what type of format was used to save a document. The **.dotx** indicates that your document was saved as a template while **.docx** is a document file.

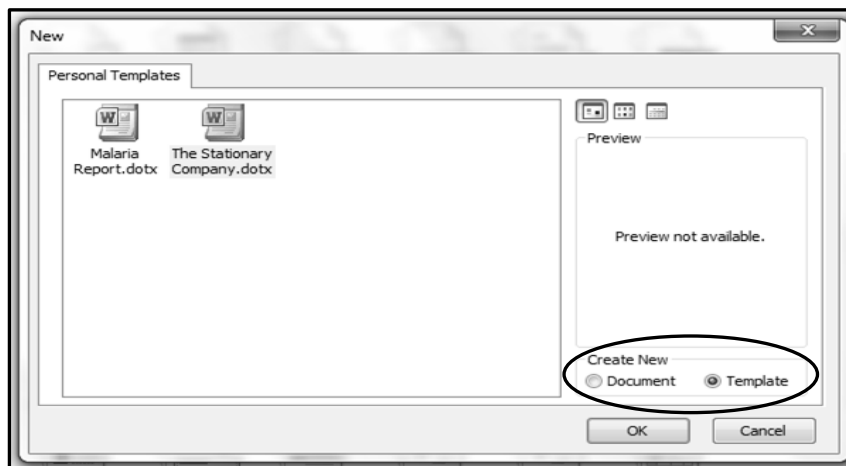
Saving Template as a Document

After creating your template from a document, you can now use the same templates to create future documents. Let us open our newly created template and save it as a document.

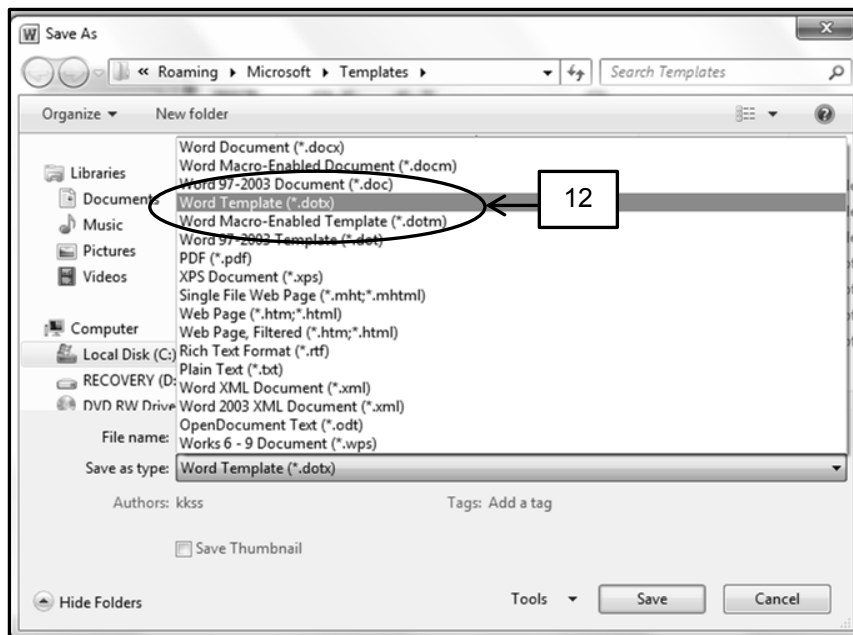
1. Open Microsoft Word document.
2. Click **File**.
3. Choose **New**.
4. Click **My Templates**. The dialogue box appears.



5. Select the **Stationery Company template** in the New dialogue box.
6. Choose **Document** in the Create New option and click **OK**.



7. The Stationery Company template is now available in your screen.
8. Fill in the details suggested in the objects.
9. Click File→ Save As. The Save As dialogue box appear.
10. Clicks create New Folder and create **Stationery Company folder** in the documents library.
11. Type **Letter 1** in the Filename box.
12. In the Save As type window, choose **Word Document (*.docx)**.



13. Click **Save**.

Summary



You have come to the end of Lesson 6. In this lesson you have learned all about Templates and how to create your own template. The template you created has the same function as the templates available in the sample templates.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

Practice Exercise 6

A. Creating a Template

1. Open the **Malaria Report** document. This document was previously done in your Unit 2 Lesson 20 of Grade 9 Design and Technology – Computing.
2. If you do not have a saved copy, type your document again in a new blank document. A copy of the document is given below.

Once bitten, twice shy

The importance of preventing malaria in PNG

In tropical environments like Papua New Guinea, diseases carried by mosquitoes are rife and for foreigners with little to no immunity, just one bite can turn into a life-threatening illness.

We have responded to a number of fatalities and life threatening medical evacuations of foreign workers due to malaria and other vector-borne diseases. Poor pre-travel advice, not taking anti-malarial medication, a lack of control programs on sites and inadequate diagnostic and treatment capabilities are contributing to these unwanted and avoidable events.

The cost to companies of proper preparation for employees travelling to areas where malaria is endemic, compared to expensive medical evacuations, is minimal. Workers have as much responsibility in protecting themselves from being bitten by mosquitoes as companies do in reducing risk exposure and the company's own liability.

Malaria is more common in rural areas than in cities; this is in contrast to dengue fever, where urban areas present the greater risk.

The planning for malaria control programs should begin during the feasibility stages of a project and be implemented during the site clearance and early mobilisation stages. The frequency of mosquito-borne diseases risk increases during a construction project because modification of the environment frequently changes the habitat in which the vector breeds. Under new favourable environmental conditions the populations of the mosquito vectors could increase in size very quickly. The influx of people into a construction area such as a new mine site may also play a role as it places an increased burden on limited services.

If companies want to make a real difference to the incidence of vector-borne illness on their projects, compliance policies should be in place and enforced to ensure appropriate bite prevention behaviours are followed and preventive medicines are used appropriately. Despite best efforts in vector control, bites may still occur and so early diagnostic and treatment facilities must be available

on site because timing is crucial to successful outcomes. Emergency malaria survival treatment kits may need to be available to employees where medical staff may not be present.

Individuals need to be aware of how to protect themselves. While mosquitoes behave differently depending on where they are found, generic interventions such as covering up during biting periods, using insecticide-treated bed nets and residual spraying of buildings can make a big difference to disease transmission. Expatriate staff should also understand which anti-malarial medication options are available and ensure they take prescribed medicines as instructed.

Recognising the early symptoms and knowing how to seek treatment can be the difference between life and death for someone who has contracted malaria, dengue fever or another vector-borne illness.

The early symptoms of malaria mimic illnesses and include headache, fever, muscular pain, chills and sweats.

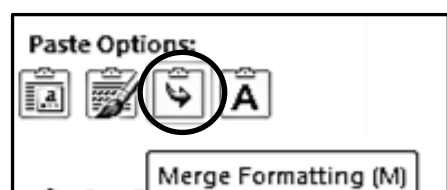
Other infectious diseases reduce worker productivity and need to be managed proactively through pre-employment screening, environmental management and early treatment programs. Amongst these is tuberculosis. Ensuring clean water and sanitation programs, proper pre-employment screening of employees and extended public health activities around the work site can mitigate many risks successfully.

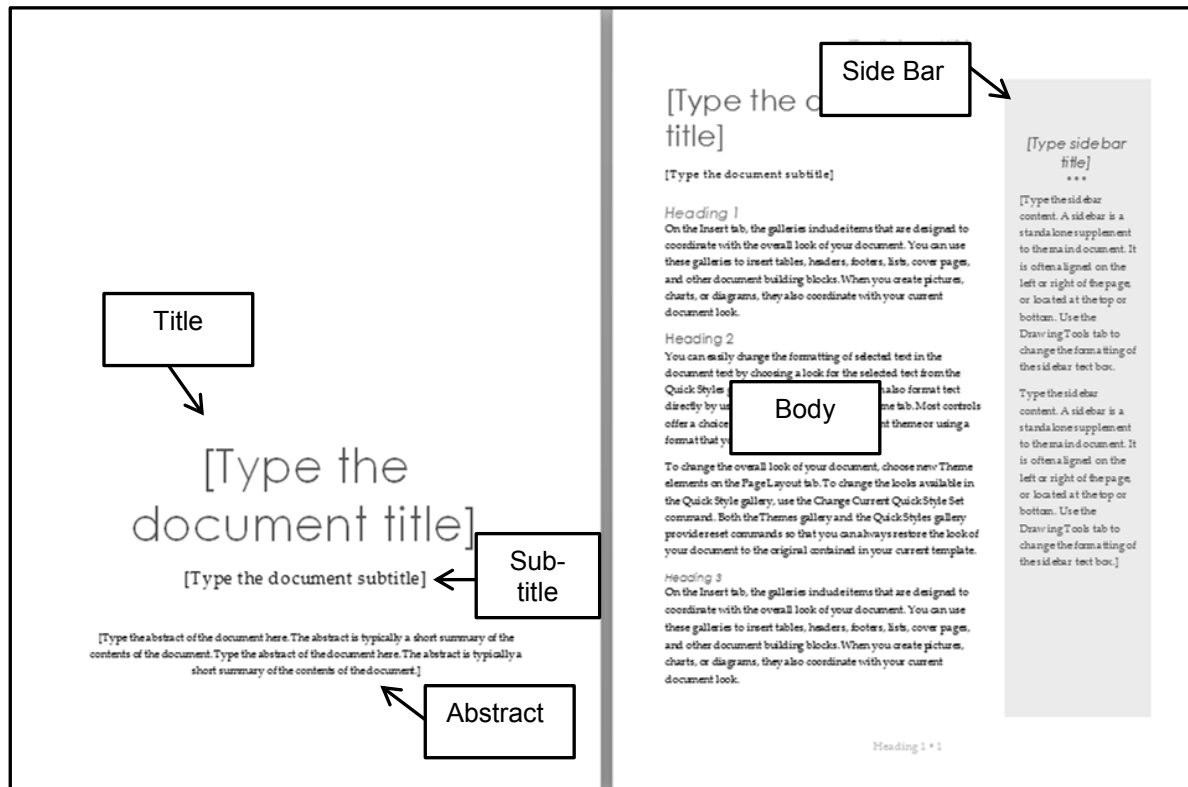
Our experience is that many cases of medical evacuation relate to pre-existing conditions of expatriate staff. Many of these can be identified during pre-employment and pre-departure screening programs. Furthermore, proper preparation is a duty of care which is now an industry standard.

About the author

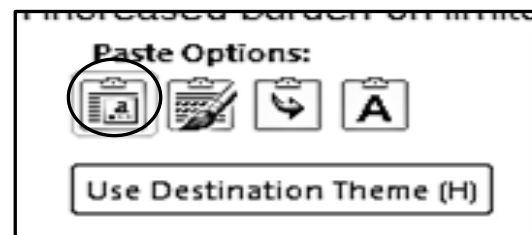
Dr. Dick Hooper is the regional medical director of medical services at International SOS, Australasia. He studied medicine at Cambridge University and has extensive experience in developing and managing complex health systems in multinational and multicultural environments across the governmental, NGO and oil sectors.

3. If you typed your text, save your document as **Malaria Text**.
4. If your text has formats, highlight the entire document and click **Clear Formatting** from the font options.
5. Choose **Executive Report** as your sample template.
6. Copy your text from Malaria document and use **Merge formatting** to paste the text inside the title, subtitle, abstract and side bar title.

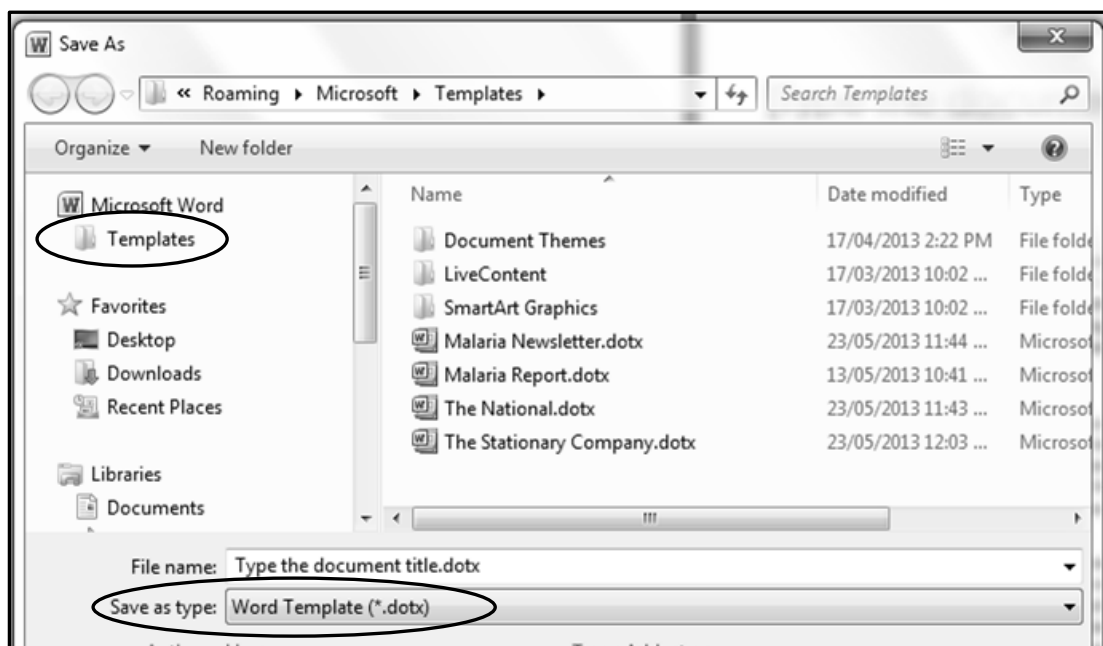




7. Use **Destination theme** when pasting the body of the document.



8. Save your work as **Malaria Report.dotx** inside the templates folder.

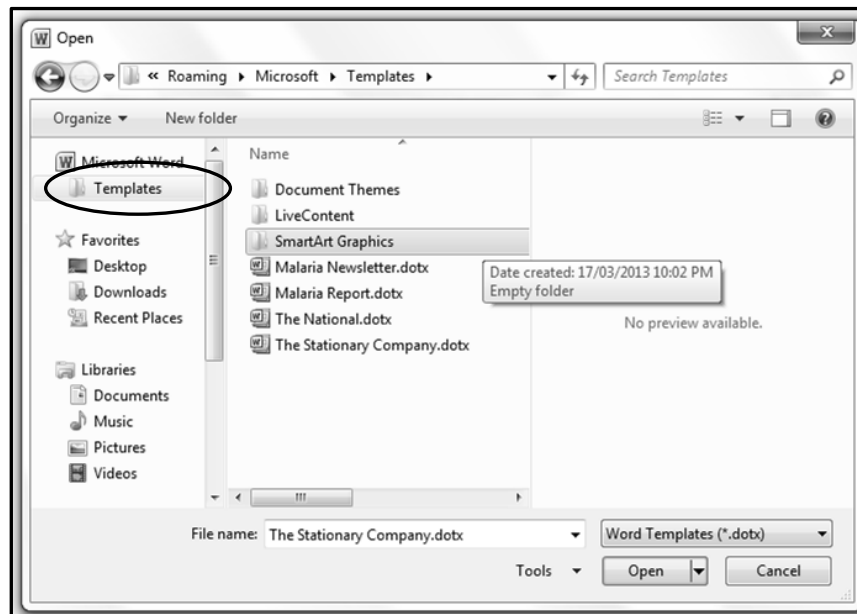


CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activity 1

To check your work

1. Open a blank document.
2. Click **File** → **Open**. A dialogue box appears.
3. Click **Templates** → **The Stationery Company.dotx** and click **Open**.



4. The **Stationery Company** template is now open. This template must contain the letter head you created.



The Stationery Company

BelleView Building Boroko

thestationerycompany@yahoo.com 365-4789, 365-4790

Answers to Practice Exercises in Topic 1

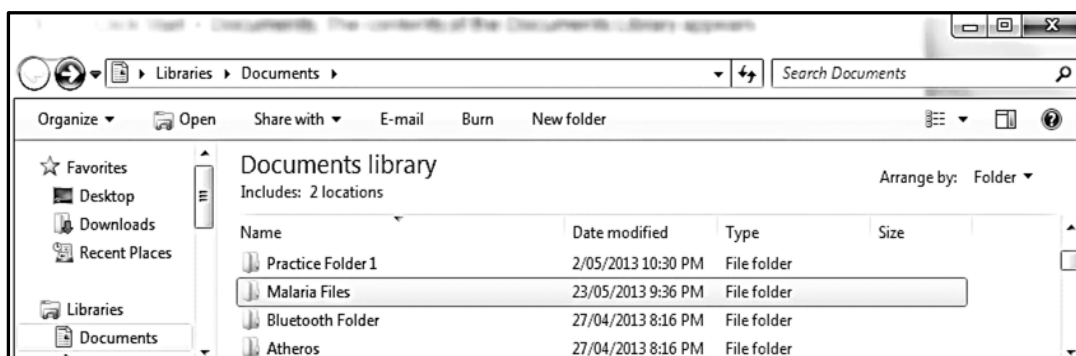
Practice Exercise 1

Rubric to assess your work

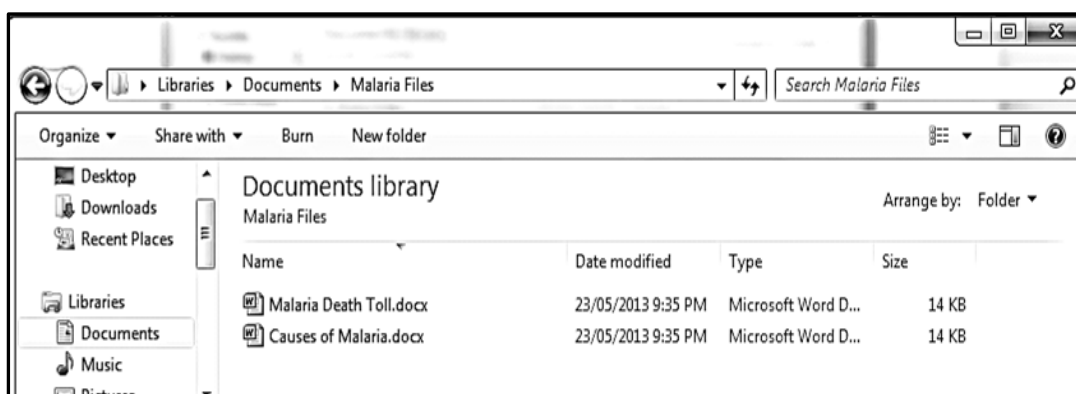
Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 mark)	Meets expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially done	Task component done confidently and properly	
Task to perform				
1. Malaria Files folder created in Documents Library.				
2. Cause of Malaria document and Malaria Death Toll document successfully saved inside Malaria Files folder.				
3. Cause of Malaria document and Malaria Death Toll document must contain the text shown in part A & B practice exercise in page 15.				

Perform the following task to check your work!

1. Click **Start** → **Documents**. The contents of the Documents Library appears



2. Double-click **Malaria files folder**. The content of the folder should appear.
3. Inside your folder, two documents should be present.



Practice Exercise 2

Rubric to assess your work.

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 mark)	Meets expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially done	Task component done confidently and properly	
Task to perform				
1. Use of Quick Styles to title or any paragraph in the document.				
2. Use of Change Style - Style Set, Colors and/or Fonts to title or any paragraph in the document.				
3. The document How well do you know others 3 must be inside Practice Folder 2 .				

Perform the following task to check your work!

1. Open the document “**How well do you know other 2**” (this will be the sample lesson that you did in Lesson 2).
2. Open the document “**How well do you know other 3**” (this will be the Practice Exercise 2 that you did in Lesson 2).
3. Observe how you present the two documents.
4. Take note of the similarities of how you made the two documents.
5. Take note of the differences you made to make it different from the other document.
6. Do not worry if your work may look different from the sample given below.

How well do you know others?

Do you know how your parents met? Have you any idea what your friends think about when they are alone? What was your father's most burning ambition as a young man? When is your great aunt's birthday? Answer to questions like these are not always easy to give, yet we claim to know some people very well.

He is an opportunity to find out how well you know five adults of your choice; they may be family or friends, but choose at least two people who are not part of your family.

Think carefully about whom to choose. Who do you think you know very well indeed? When you have decided, write their first names, or just their initials across the top of the page, using one column for each person.

Read down the list of items in the left-hand column and write underneath the name of each person your answer, if you think you know it.

HOW WELL DO YOU KNOW OTHERS?

Do you know how your parents met? Have you any idea what your friends think about when they are alone? What was your father's most burning ambition as a young man? When is your great aunt's birthday? Answer to questions like these are not always easy to give, yet we claim to know some people very well.

He is an opportunity to find out how well you know five adults of your choice; they may be family or friends, but choose at least two people who are not part of your family.

Think carefully about whom to choose. Who do you think you know very well indeed? When you have decided, write their first names, or just their initials across the top of the page, using one column for each person.

Read down the list of items in the left-hand column and write underneath the name of each person your answer, if you think you know it.

How well do you know others 3 document

Practice Exercise 3

Rubric to assess your work.

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 mark)	Meets expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially done	Task component done confidently and properly	
Task to perform				
1. Wonderful Mr Brown must be saved in the Documents Library or any folder you created.				
2. Texts are arranged in sequence using Cut and Paste.				
3. Texts are repeated using Copy and Paste.				
4. Texts are moved to different paragraph line using Cut and Paste.				
5. Texts are formatted using the following specification: Font: Rave; Font Style: Italic; Font Size: 20 pts.				

Your work should look like the example on the next page.

*Oh, the wonderful things Mr.
Brown can do!*

Moo moo

Buzz buzz

Pop pop

EEK eek

Hoo Hoo

Klopp Klopp

dIBBLE dIBBLE

dOPP dOPP

COCK-a-DOODLE-dOO

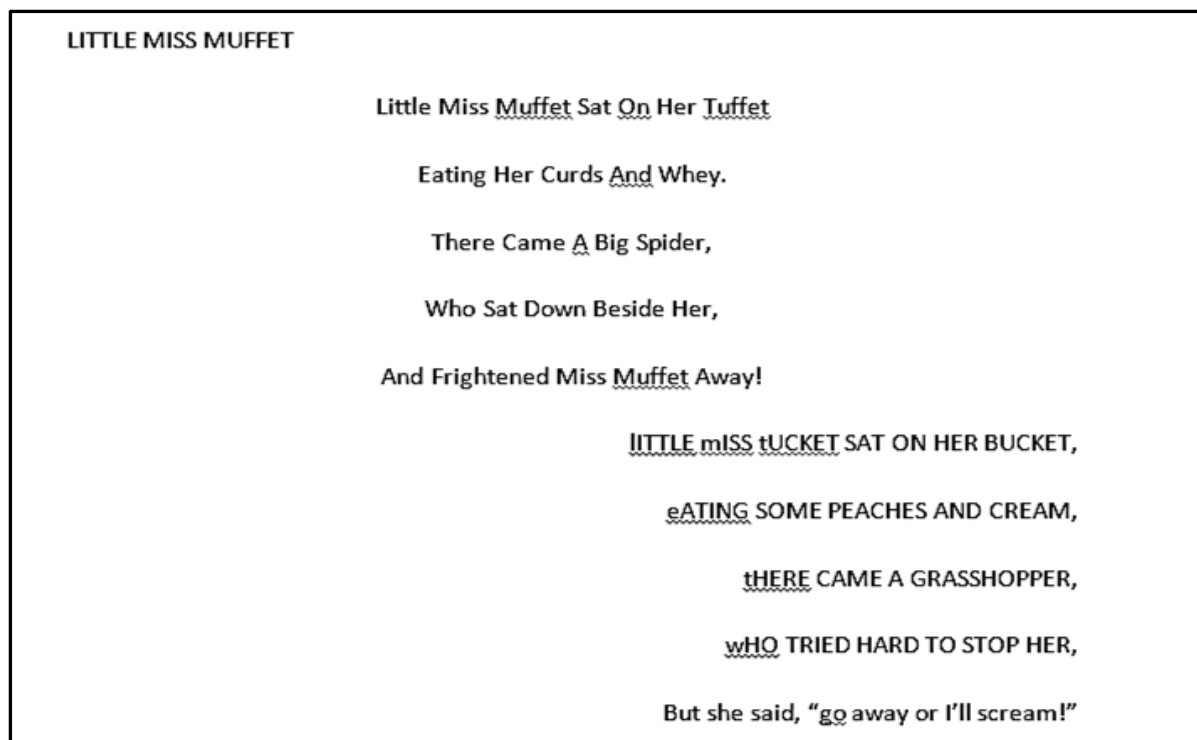
*Mr. Brown can do it. How about
you?*

Practice Exercise 4

Rubric to assess your work.

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 mark)	Meets expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially done	Task component done confidently and properly	
Task to perform				
1.	Nursery Rhymes document must be saved inside Documents Library or any folder you created.			
2.	Title text must be all in Uppercase and Left aligned.			
3.	Paragraph 1 must be aligned Center and all first letter of each word must be capitalize (Capitalize each word).			
4.	Paragraph 2 must be aligned Right and all the first letter of each word must be small letter while the rest of the words are small letter (Toggle Case).			

Your work should look like the example below.



Practice Exercise 5

Rubric to assess your work.

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 mark)	Meets expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially done	Task component done confidently and properly	
Task to perform				
1. Malaria Newsletter document must be saved inside Documents Library or any folder you created.				
2. Executive Newsletter template was used.				
3. Texts were copied and pasted from “Cause of Malaria” and “Malaria Death Toll” documents.				
4. Themes (Colors and Fonts) were used to change the appearance of the template.				
5. Text boxes were changed and modified.				

To check your work

1. Click **File → Documents**.
2. In the Documents Library open **Malaria Newsletter** document.

3. Your work may look different from the example given on the next page.

The National

4/25/2013
[Edition 1, Volume 1]

Malaria Death Toll

800 die in malaria in PNG annually

As many as 800 people are dying of malaria each year in Papua New Guinea.

Statistics released by Population Services International (PSI) show that there are around one million malaria cases reported annually in PNG.

The health organization also says 18 percent of all deaths at PNG hospitals are malaria-related.

PSI anti-malaria advocacy manager, ~~Iraingo~~ Moses, says 90 percent of the population is at risk of malaria due to inconsistent use of long lasting insecticide nets.

She says malaria continues to thrive in PNG for a number of reasons including population mobility, environmental changes due to developments, general worsening of health ~~services~~ and breakdown of drug supplies in rural areas.

What Causes Malaria

Malaria is caused by ~~protozoan~~ parasites of the genus *Plasmodium* – single-celled organisms that cannot survive outside of their hosts(s).

Plasmodium falciparum is responsible for the majority of malaria deaths globally and is the most prevalent species in sub-Saharan Africa. The remaining ~~species~~ are not

typically as life threatening as *P. falciparum*.

Plasmodium vivax is the second most significant species and is prevalent in Southeast Asia and Latin America. *P. vivax* and *Plasmodium ovale* have the added complication of a dormant liver stage, which can be reactivated in the absence of a mosquito bite, leading to clinical symptoms.

P. ovale and *Plasmodium malariae* represent only a small percentage of infections. A fifth species *Plasmodium knowlesi* – a species that infects ~~primates~~ – has led to human malaria, but the exact mode of transmission remains unclear.

Story Title

...

Malaria Death Toll

p1

What Causes Malaria

p2

Practice Exercise 6

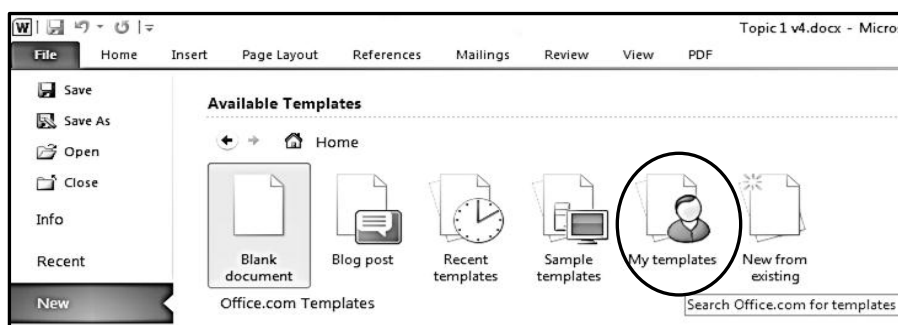
Rubric to assess your work.

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 mark)	Meets expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially done	Task component done confidently and properly	

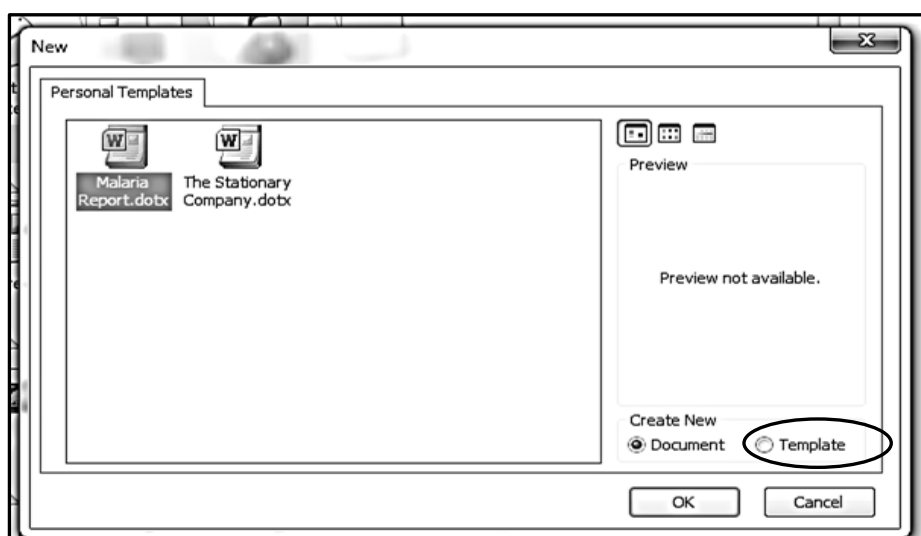
Task to perform	
1. Malaria Report.dotx must be saved inside the Templates folder	
2. Text inside the title, sub-title, abstract, side bar title and body of text must be copied and pasted from “ Malaria Report ” or “ Malaria Text ” document.	
3. Text pasted inside the title, sub-title, abstract and side bar will have the format set by the template when Merge Formatting is used.	
4. Text pasted inside the body of the template using Use Destination Theme will not adapt the format used inside the text box when texts are pasted inside.	

To check your work

1. Open Microsoft Word program.
2. Click **File → New → My Templates**.



3. Click the **Malaria Report.dotx**
4. In the Create New option, choose **Template** and click **OK**.



5. Your work should look like the example on the next page.

Once bitten, twice shy

The importance of preventing malaria in PNG

In tropical environments like Papua New Guinea, diseases carried by mosquitoes are rife and for foreigners with little to no immunity, just one bite can turn into a life-threatening illness

Once bitten, twice shy

The importance of preventing malaria in PNG

If companies want to make a real difference to the incidence of vector-borne illness on their projects, compliance policies should be in place and enforced to ensure appropriate bite prevention behaviours are followed and preventive medicines are used appropriately. Despite best efforts in vector control, bites may still occur and so early diagnostic and treatment facilities must be available on site because timing is crucial to successful outcomes. Emergency malaria survival treatment kits may need to be available to employees where medical staff may not be present.

Individuals need to be aware of how to protect themselves. While mosquitoes behave differently depending on where they are found, generic interventions such as covering up during biting periods, using insecticide-treated bed nets and residual spraying of buildings can make a big difference to disease transmission. Expatriate staff should also understand which anti-malarial medication options are available and ensure they take prescribed medicines as instructed.

Recognising the early symptoms and knowing how to seek treatment can be the difference between life and death for someone who has contracted malaria, dengue fever or another vector-borne illness.

The early symptoms of malaria mimic illnesses and include headache, fever, muscular pain, chills and sweats.

Other infectious diseases reduce worker productivity and need to be managed proactively through pre-employment screening, environmental management and early treatment programs. Amongst these are tuberculosis. Ensuring clean water and sanitation programs, proper pre-employment screening of employees and extended public health activities around the work site can mitigate many risks successfully.

Our experience is that many cases of medical evacuation relate to pre-existing conditions of expatriate staff. Many of these can be identified during pre-employment and pre-departure screening programs. Furthermore, proper preparation is a duty of care which is now an industry standard.

About the author • • •

Dr. Dick Hooper is the regional medical director of medical services at International SOS, Australasia. He studied medicine at Cambridge University and has extensive experience in developing and managing complex health systems in multinational and multicultural environments across the governmental, NGO and oil sectors.

End of Topic 1

Now Do Exercise 1 in Assignment Book 1 Then Go to Topic 2.

TOPIC 2

UNIT 2

FORMATTING DOCUMENTS

Lesson 7: Formatting Headers and Footers

Lesson 8: Advanced Formats Using Format Menu

Lesson 9: Using Word Art

Lesson 10: Using Text Box

Lesson 11: Using the Page Setup Dialogue Box

Lesson 12: Using the Print Dialogue Box

TOPIC 2: FORMATTING AND PRINTING

In this topic you will learn about the different ways of applying formats to your documents. The Topic is designed to familiarise you with changing appearance of text and applying styles to paragraphs. It also aims to guide you to fully utilize the printing of your document.

This topic has seven (7) lessons:

- Lesson 7** focuses on applying and formatting the headers and footers of your document.
- Lesson 8** explains how to format your document using the advanced features.
- Lesson 9** discusses how to insert word art to your document and how it can change the appearance.
- Lesson 10** explains how to insert text boxes to paragraphs and parts of the document.
- Lesson 11** discusses how to use the page setup dialogue box to format the page setting of your document
- Lesson 12** explains how to print the whole document and/or selected parts of your document.

By the end of Topic 2, you should be able to use word processing applications for specific tasks, design, produce and evaluate appropriate word processing solutions to a range of problems and use ethical practices when dealing with information and computer technology

Lesson 7: Formatting Headers and Footers



Welcome to Lesson 7 of Unit 2. In Lesson 6 you have learned to use templates to create your documents. In this lesson you shall learn how to format the headers and footers of your document.



Your Aims:

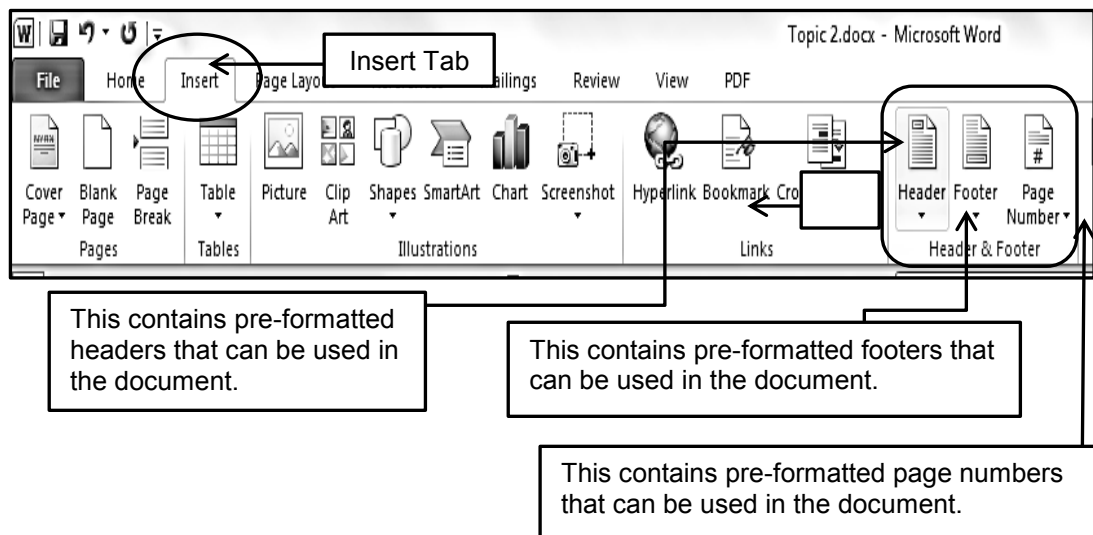
- identify the functions of headers and footers
- identify the process on how to format headers and footers
- determine the importance of using headers and footers

Headers and Footers

Headers and/or footers are usually used whenever you need to repeat text or graphics on a page. Usually this text are usually located at the top or bottom of the page. But header or footer is not confined to the top and bottom of the document, it can appear anywhere on the page (usually in the same place on every page). In Unit 2 Lesson 12 of Grade 9 Design and Technology – Computing, you have learned to add header and footers to your document.

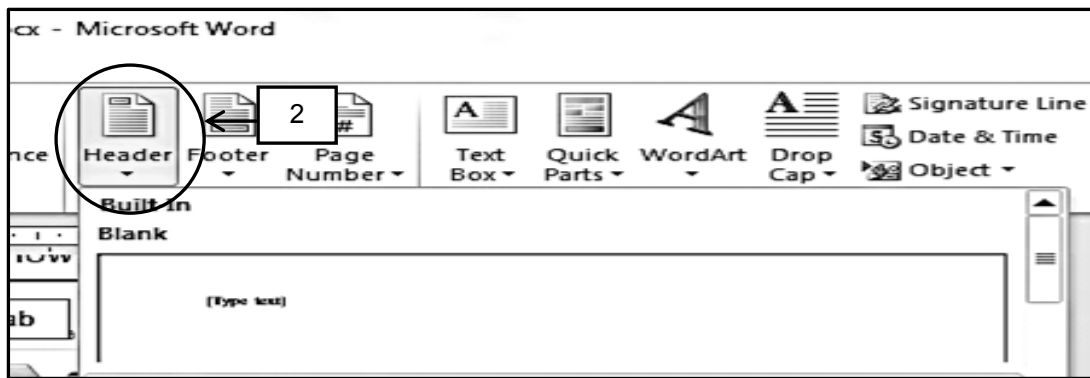
Insert Header and Footer

Let us learn to apply header and footer to our documents. This is the Insert tab in the Office Ribbon showing the header and footer group.

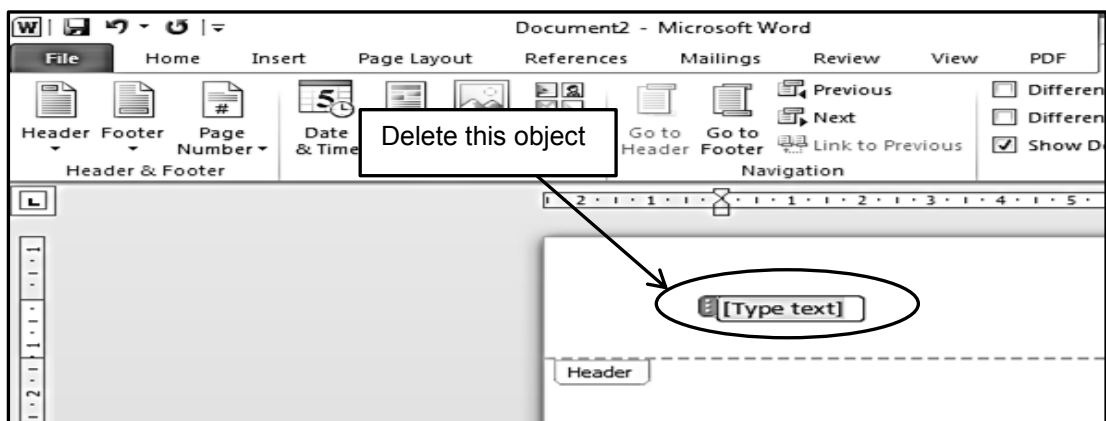


Follow the steps on how to insert header and footer:

1. Open the **Stationary Company** document you previously created in Grade 10 Lesson 6 of your Design and Technology – Computing.
2. Open a New Blank Document and click **Header** in the Insert tab. Choose **Blank** from the option given.



3. Click the object and press **Delete** from the keyboard.



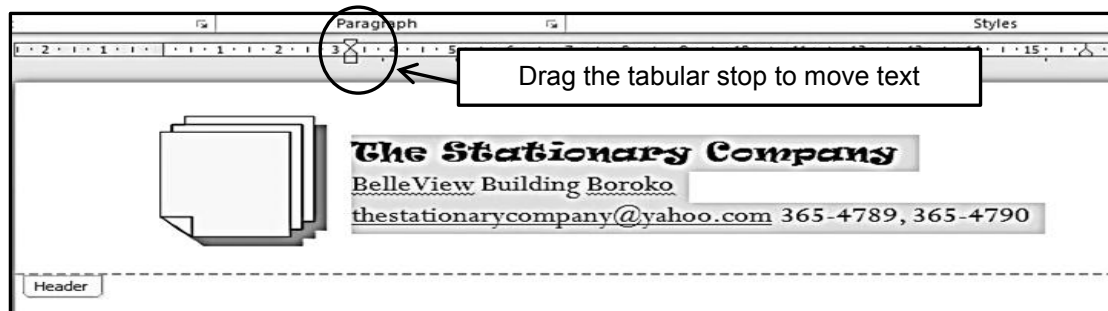
4. Copy letter head you inside the **Stationary Company** document.
5. Move to your **New Blank Document** and paste the copied text inside the Header area. Do not worry if your object covers your text.



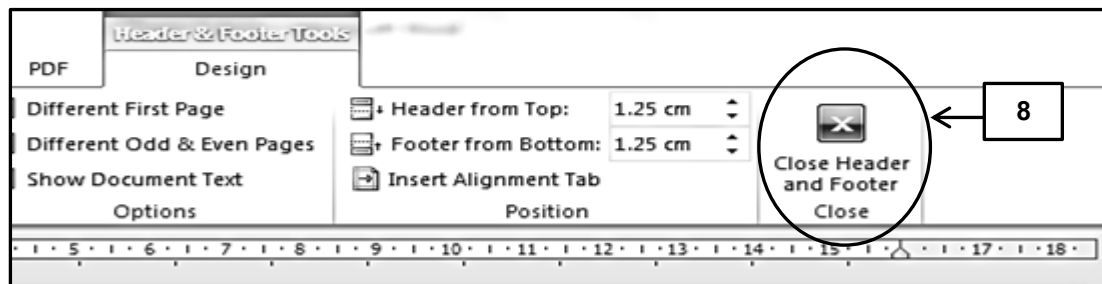
6. Highlight the entire text. The object will also be selected.



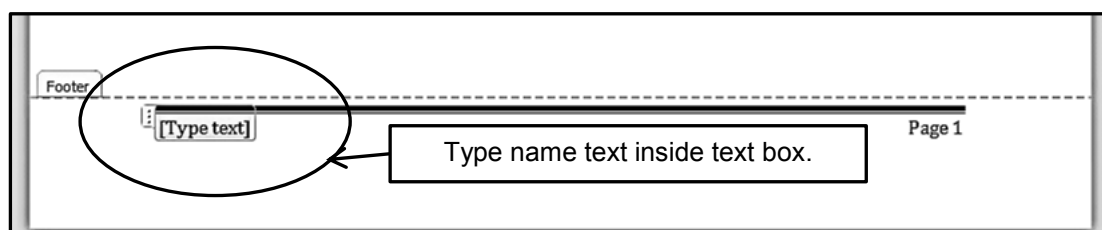
7. Click, hold and drag the tabular stop in the left indent tab until the text is no longer hidden behind the object.



8. Click **Close Header and Footer**.



9. Click **Insert** → **Page Break** to create your second page. Observe how the header you created is also placed in your second page and other succeeding pages.
10. Click **Insert** → **Footer** and choose any style that allows you to type the author of the document.
11. Type your name in the author area and click **Close Header and Footer**.

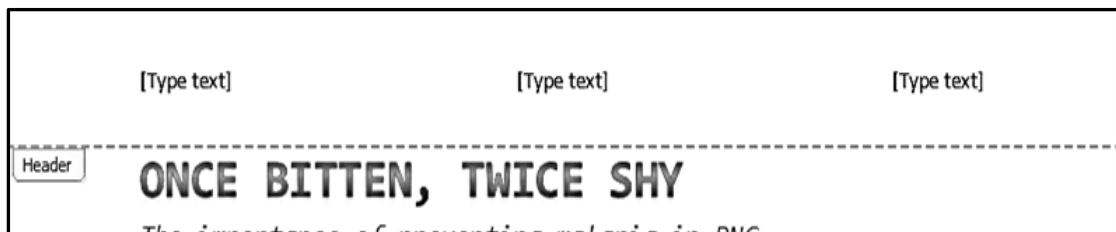


12. Observe your document contains the same header and footer in all the pages of your document.
13. Save your work as **Stationary Company 2**.



Activity 1: Insert Header and Footer to a document

1. Open **Malaria Report** document. This was the document you have previously done in Grade 9 Design and Technology – Computing.
2. If you do not have this document in file, you can type or open any document you have saved as long as it has two or more page and follow the instructions stated in this activity.
3. Click **Insert → Header**
4. Choose **Blank (Three Columns)**.



5. Type the following text inside the Type Text area located in your header. Replace the information in your header if you use a different source.



6. Click **Insert → Page Number → Bottom of Page**.
7. Choose any format that you want from the options given.
8. Save your work as **Malaria Report Edited** or use a different filename if you use a different document.

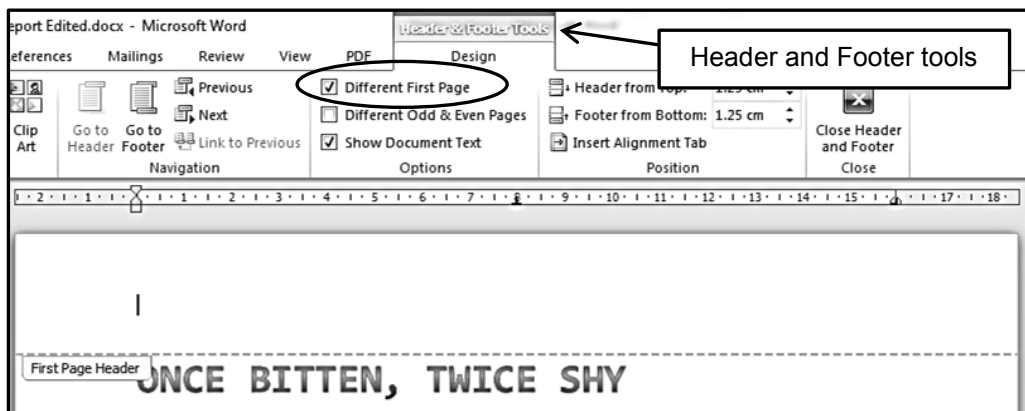
Thank you for using this activity. In this activity, you have successfully added a header and footer to your document and changed the appearance of your document.

No Header Or Footer On The First Page

Most document does not contain a header or a footer at the tittle page or cover letter. Follow the steps below to remove the header and footer at the begining of your document.

1. Open the document **Malaria Report Edited**.

- Double-click the mouse in any part of the Header area. The Header and Footer Tools will appear.
- Click **Different First Page**. Observe how the header will disappear from the first page of the document.

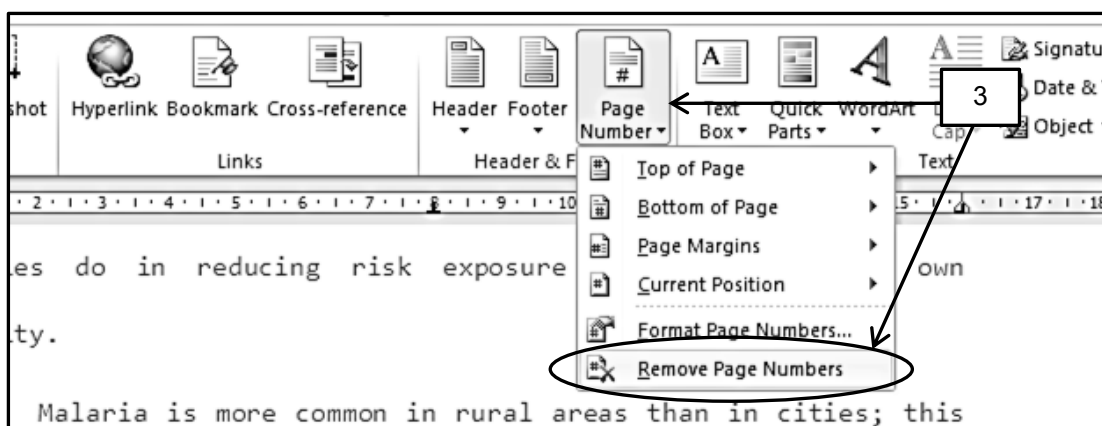


- Click **Different First Page** again to deselect the option. Observe how the header re-appears in your document.
- Click **Different First Page** again to remove the header and footer of the first page.
- Click **Close Header and Footer** icon.
- Save changes to your work.

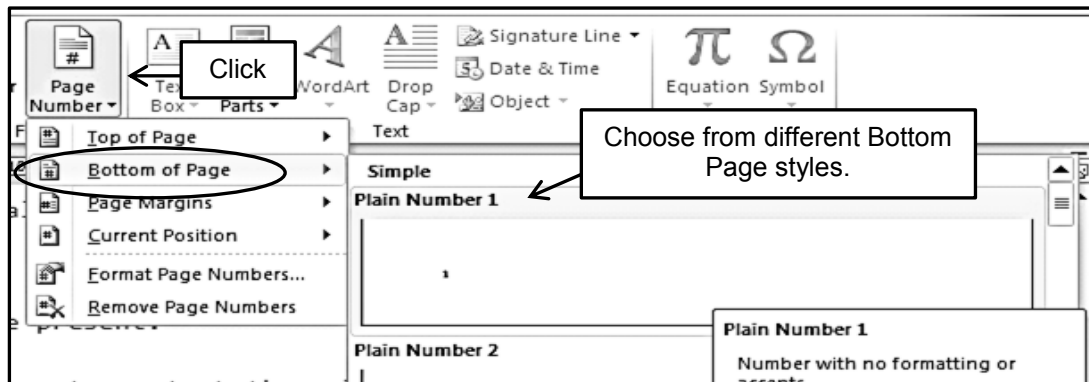
Odd And Even Header And Footer

Documents are normally printed back to back. To give life to your document, you can use a different header or footer on the odd (left) and even (right) pages. Perform the task below to apply header and footer to odd and even pages of your document.

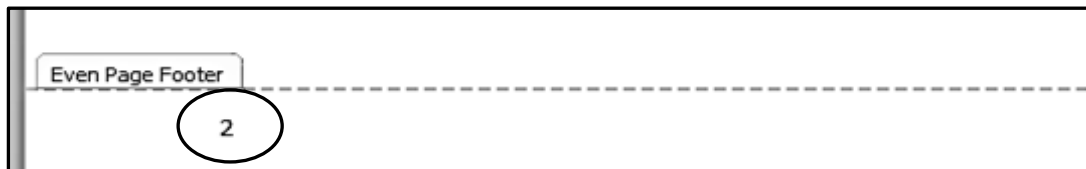
- Make sure that the **Malaria Report Edited** document is open.
- Double-click any part of the Header.
- Click **Page Number** and choose **Remove Page Number** from the options available.



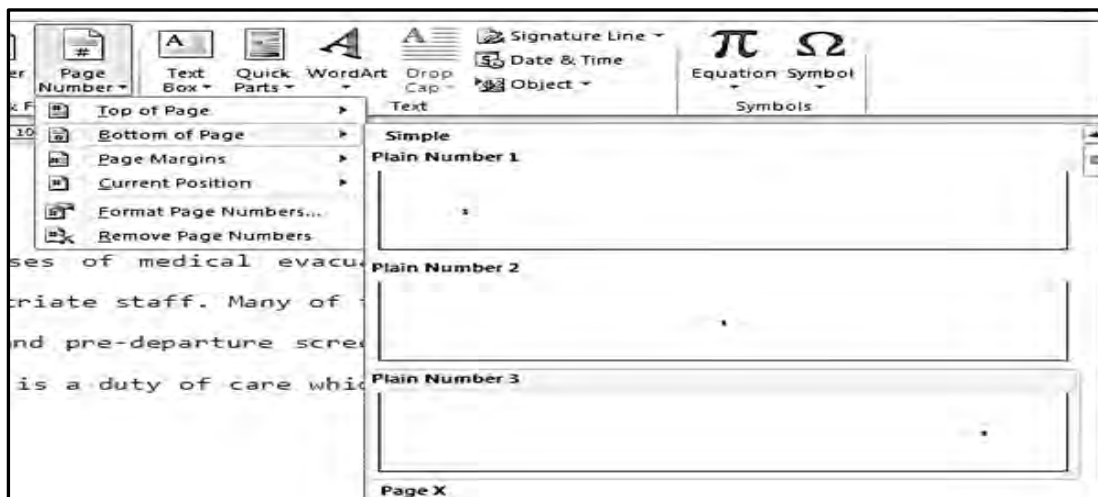
4. Scroll down to move to the even page.
5. Click **Insert** → **Page Number** → **Bottom Page** and choose **Plain Number 1**.



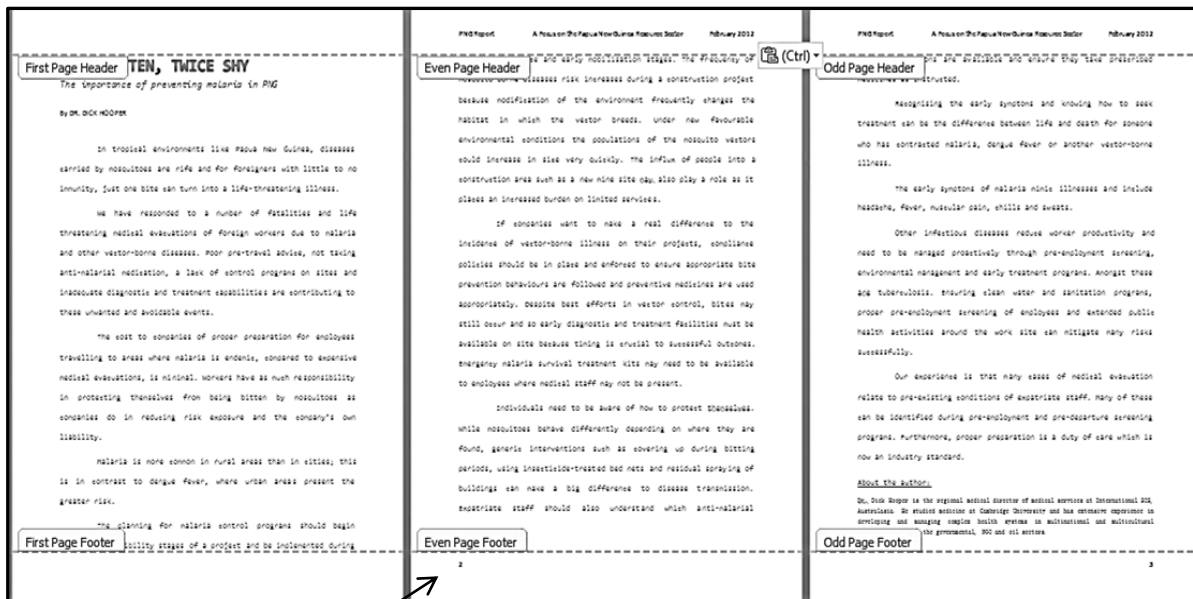
6. The Even Page Footer will display page 2.



7. Scroll down to move to the odd page.
8. Click **Insert** → **Page Number** → **Bottom Page** and choose **Plain Number 3**.



9. The Odd Page Footer will display page 3. Your work should look like the example on the next page.



10. Click **Save** to save changes to your work.

Summary



You have come to the end of Lesson 7. In this lesson you have inserted and removed header and footer of your document. You have also learned to change how the header and footer will appear in your document by using the different ways of inserting headers and footers

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.

Practice Exercise 7

A. Follow the instructions below.

- Write a three page document on the topic “**Little Ways I Could Save the Environment.**” You can also copy any article in the newspaper, magazine or any other publication. Just make sure that it will not be less than three pages.
- Use your own formatting styles to write your document.
- Your document should have the following:

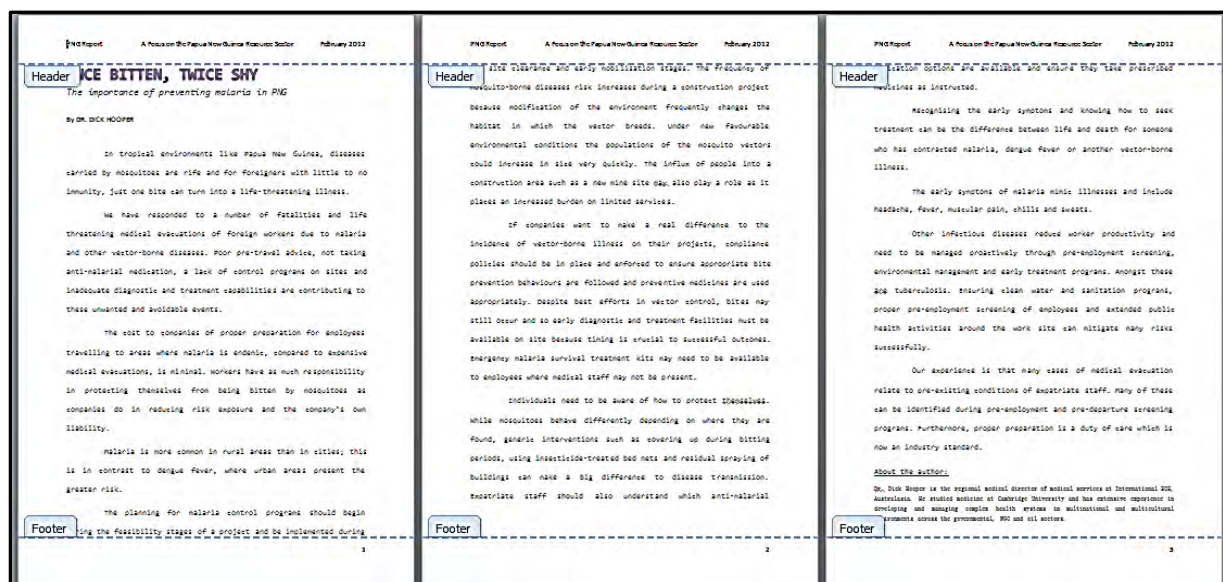
Page 1 : Cover page

Page 2 & 3 Body of the document
- Apply Header and Footer to your document. Use the name of the essay, your name and page number in any part of the header or footer.
- No header and footer will be used for the cover page (first page)
- Use your own filename to save. Print your work.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activity 1

- Open the document **Malaria Report Edited** or the file you used for this activity.
- The image below shows the document **Malaria Report Edited** having the Header and Footer on all the three pages of the document.



3. The example below shows the Header and Footer that your document should have. Your work will have a different header and footer content if you use your own document file.

The header will be visible on all the pages of the document. The footer will contain the pages numbered 1-3.

PNG Report	A Focus on the Papua New Guinea Resource Sector	February 2012
ONCE BITTEN, TWICE SHY <i>The importance of preventing malaria in PNG</i> By DR. DICK HOOPER		
Header		

The planning for malaria control programs should begin during the feasibility stages of a project and be implemented during
1
Footer

Lesson 8: Advanced Formats Using Format Menu



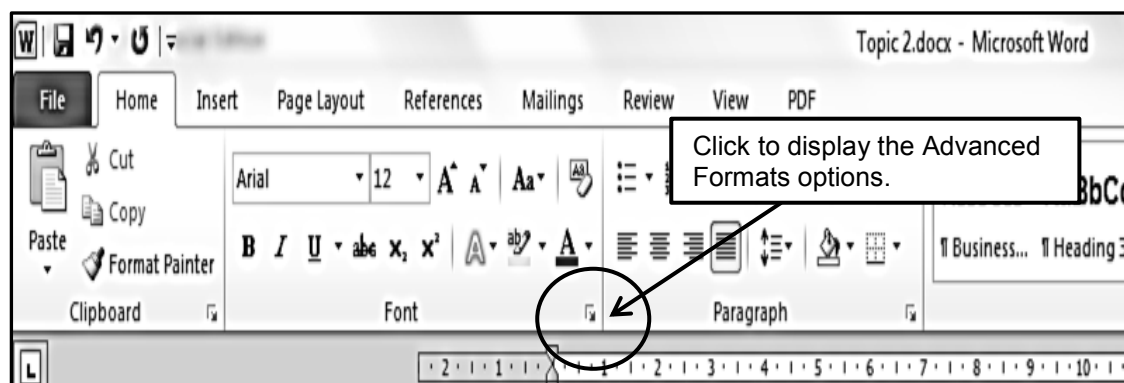
Welcome to Lesson 8 of Unit 2. In Lesson 7, you have learned about formatting headers and footers. In this lesson, you will learn how to apply advanced formats using Format menu.



Your Aims:

- identify the location of the format menu
- distinguish different formats found in the format menu
- determine the importance of using format

In Lesson 13 of Unit 2 Grade 9 Design and Technology- Computing, you were introduced to changing font and font sizes. There are many character formatting options that are not available on the toolbar that are available in the Font formatting dialogue box. When you have selected text, you can open the Font dialogue box from the home ribbon as shown below.



Before moving on, let us first type the following text. Do not forget to save your document using your own filename.

Day of Mourning

Haus krai on May 15 to highlight violence and suffering of women.

A NATIONAL day of mourning, a haus krai (house of mourning), will be held on May 15 to highlight the violence and suffering of women in Papua New Guinea through allegations of witchcraft, rape, and murder.

It is being organized by American preacher, Stephen Michael Leach, in light of all the recent cases of violence against women in PNG.

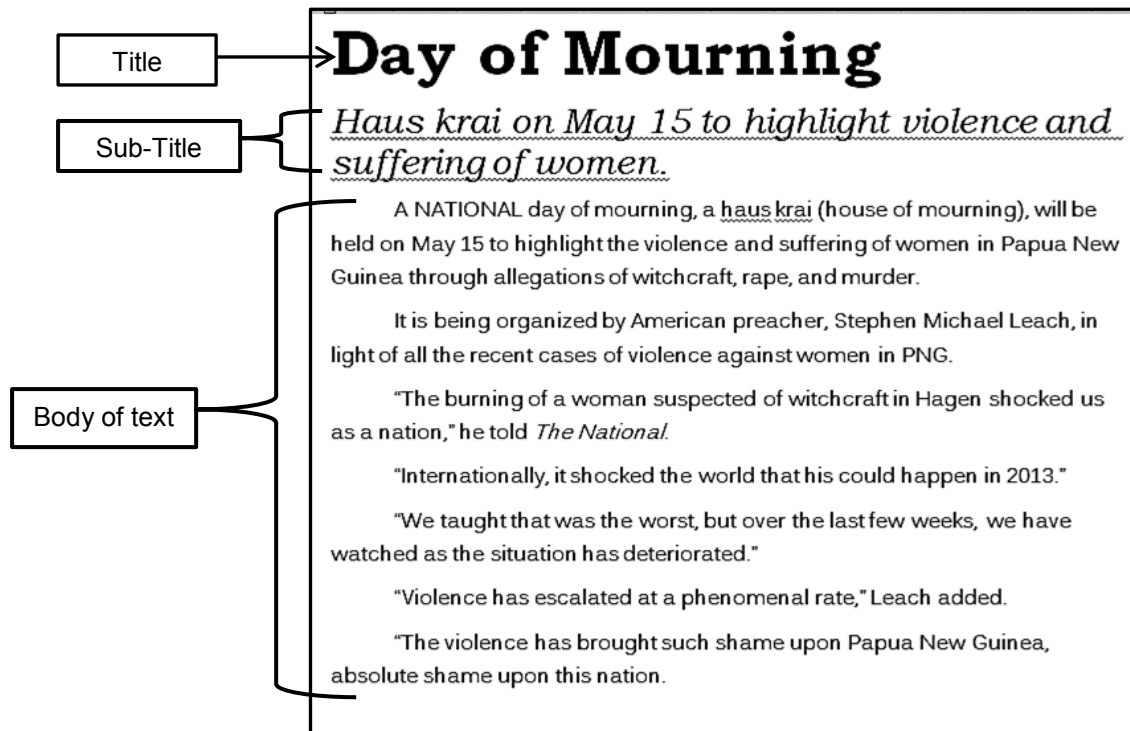
“The burning of a woman suspected of witchcraft in Hagen shocked us as a nation,” he told *The National*.

“Internationally, it shocked the world that his could happen in 2013.”

“We thought that was the worst, but over the last few weeks, we have watched as the situation has deteriorated.”

Apply formats to your document. Perform the following task to your document. Use the skills you have learned from previous lesson to format the document.

1. Use **Spelling and Grammar** to check for spelling errors in your document.
2. Your work may look different from the example below.

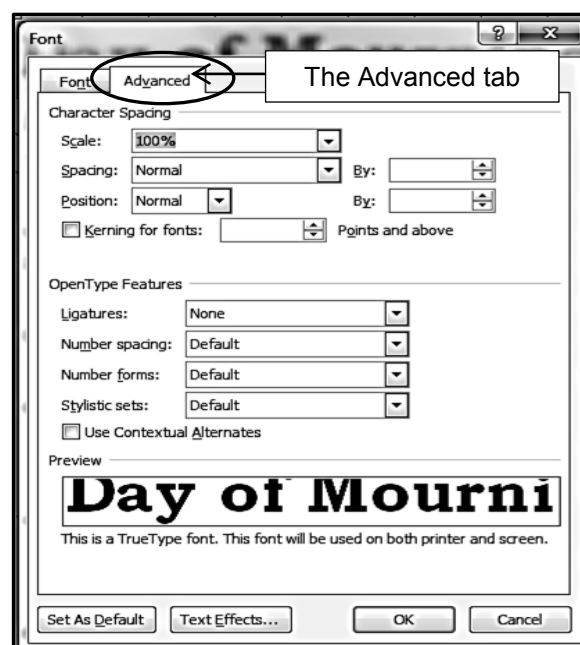


Aside from the usual formatting, there are various ways you can improve your document.

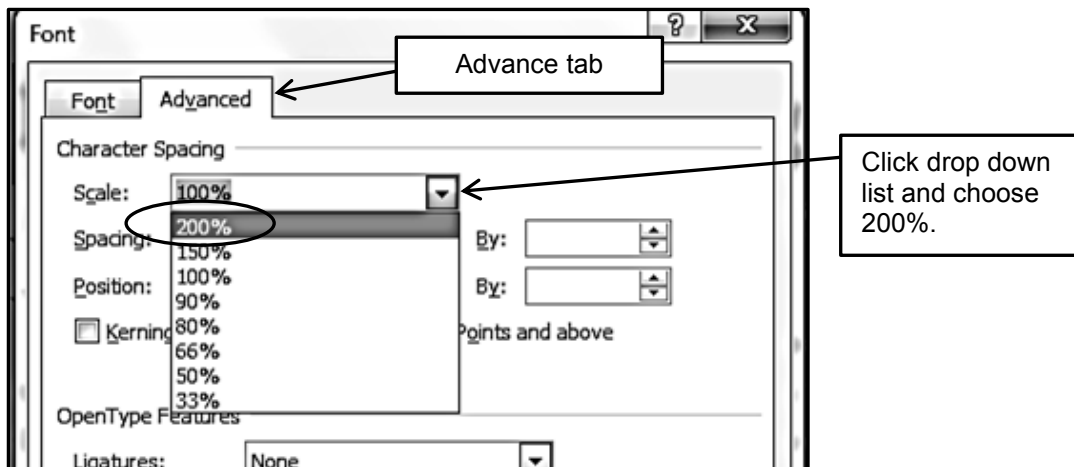
Character Spacing

Character spacing is one of the advanced features of font formats. It allows you to increase or decrease the width and spacing between each word of the sentence. Perform the following task to add change Character Spacing.

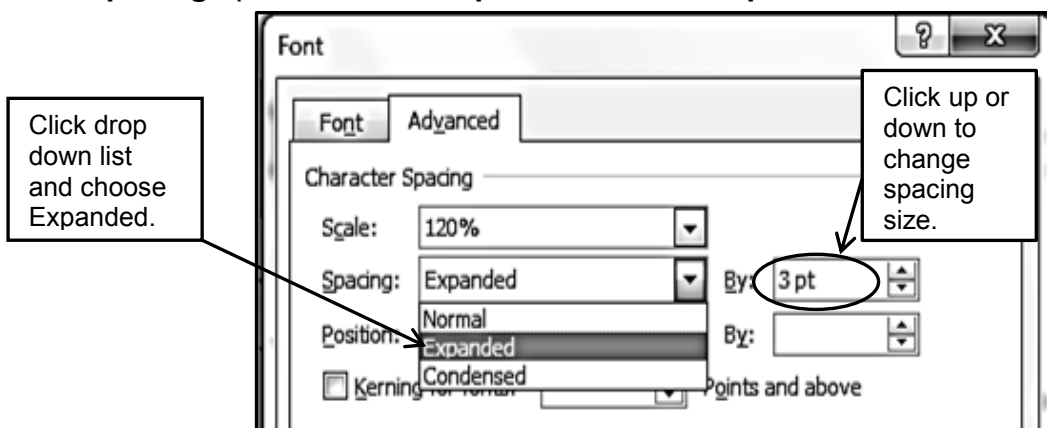
1. Highlight the title of the document.
2. Click the icon to show the **Font** dialogue box.
3. Choose the **Advanced** tab.



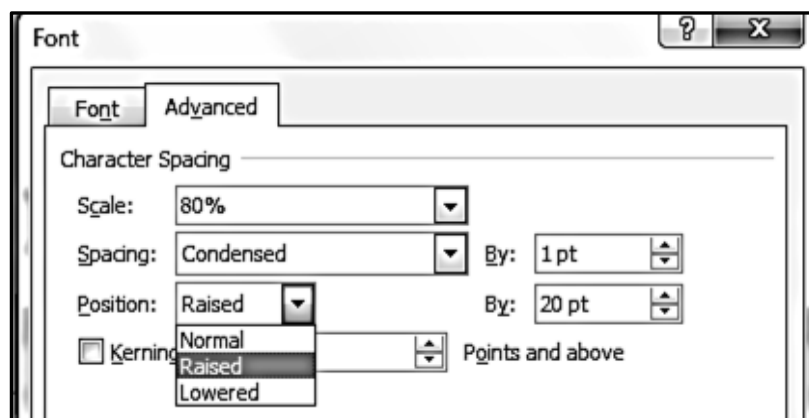
4. Click the down arrow in the **Scale** option and choose **200%**. Notice that the text size increase. Observe how the text increases without but the font size window still displays the same font size you have previously used.



5. You can also type directly inside the Scale dropdown list. Type **120%**.
6. In the **Spacing** option, choose **Expanded** and use **3 pt**.

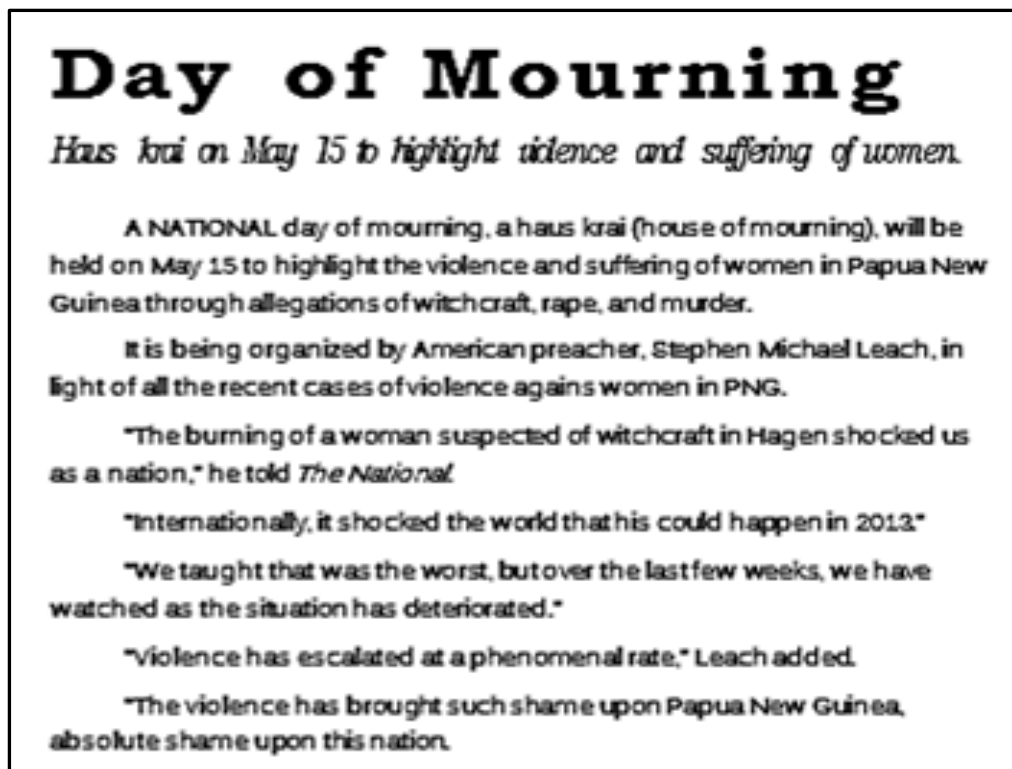


7. Highlight the sub-title of the document. Adjust the scale to **80%**, **Condensed** by **1pt** and **Raised** by **20 pt**.



Use the setting given above to adjust the Scale, Spacing and Position of the sub-title.

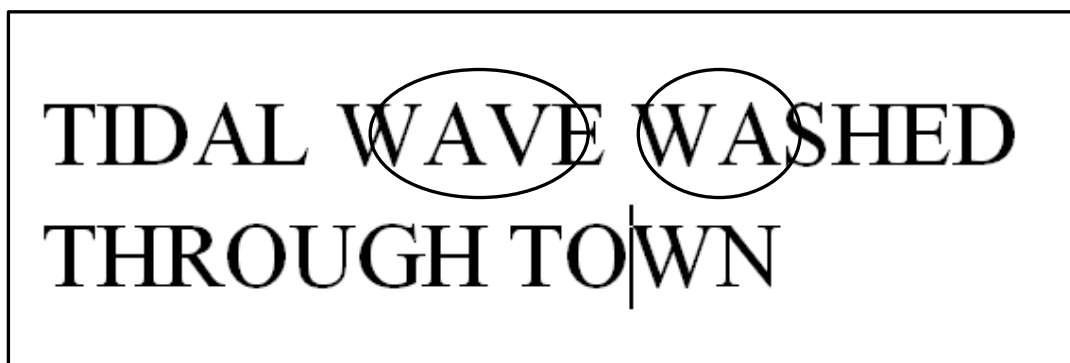
8. Save your work as **Haus Krai**. Your work should look like the example on the next page.



Kerning

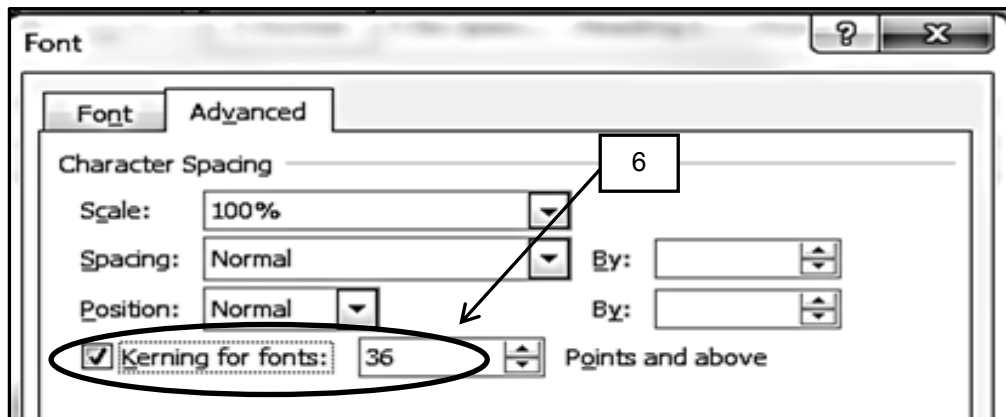
Kerning is not an option commonly used but quite useful for adjusting the spacing between unevenly shaped letters in large font sizes. Perform the following task to apply Kerning to your text.

1. Open a new blank document.
2. Type the the following text **"TIDAL WAVE WASHED THROUGH TOWN"**
3. Change the format of your text. Use the options given below:
Font : Times New Roman
Font Size : 36
4. Observe how the spacing between letters are placed in your document.



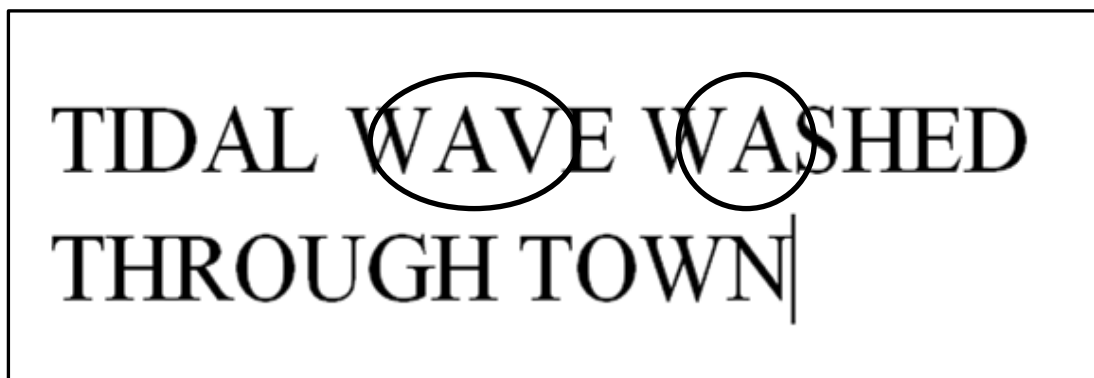
5. Highlight the text and open **Font dialogue box**.

6. Select **Advanced tab** and tick **Kerning**. The points window automatically contains the actual size of the text. Observe how the spaces between the text changes in the preview options.



7. Click **Ok** to apply changes to your text.
8. Observe the following changes in your document.

Before the use of Kerning



After the use of Kerning



9. Save your work as **Kerning Practice**.



Activity 1: Apply Advanced Formats to Text

1. Type the following text taken from **April 2014 PNG Report**. Type it as it is set.

FIRST
GAS
by Alison Middleton

Exxo Mobil is looking at expansion opportunities for a third LNG train in Papua New Guinea, with first liquefied natural gas from the PNG LNG project expected to move on stream midyear.

An analysts meeting in the US heard the projected pipeline was one of 10 new projects that were expected to give ExxonMobil 300,000 net oil equivalent barrels per day of new capacity.

The two-train, 6.9 million-tonnes-per-annum capacity PNG LNG project has been due to start production late this year, but is proceeding months ahead of schedule.

ExxonMobil senior vice-president Mark Albers said the successful execution of the PNG LNG project had allowed the company to unlock potential of the high-quality 9 trillion cubic feet resource.

“Despite many challenges, the project is actually progressing a few months ahead of schedule, the first cargo delivery in the middle of this year,” he said.

2. Format the Title 1, Title 2 and Title 3. Change type, size and colour of text as needed.



3. Use a font size bigger than 50 pts for Title 1 & 2.
4. Apply advanced format to the Title 1 – 3. You can scale or adjust the spacing to have the same effect as the example above.

5. Change the font, size and style of the body of the article.
6. Apply **Kerning** to the paragraphs.
7. Save your work as **ExxoMobil**.

Thank you for completing this activity. In this activity you have used advanced formats. By incorporating advanced formats to your text, you have completely changed the appearance of your document that the traditional font formats cannot accomplish.



Summary

You have come to the end of Lesson 8. In this lesson you have learned to apply advanced formats to your text using the Character spacing and Kerning for fonts. These special options make your text look different from the normal font styles.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Practice Exercise 8**A. Type the following text and follow the instructions after the box.**

Michael Faraday

This boy taught himself by reading science books!

In England in the 1800s, there lived a boy. In those days children often went to work early after gaining a small amount of education.

Such was the boy Michael, who was to work as a helper to a bookbinder. While there he read science books. In this way he learned many things by himself.

One day, he heard that a famous scientist named Humphry Davy was to give a lecture in town. He got a place there, and while the scientist was talking, Faraday took notes down in his notebook.

Later he compiled the notes with nice diagrams and sent them to Davy, and requesting for a job at the place that Davy was the boss of, the Royal Institution in London.

Davy was impressed with the boy's notes but said there was no job available.

Years later when there was a place at the institution, Davy sent for Michael, and the boy started work there, at the age of 21, as a laboratory assistant.

During his early days he worked with chemical problems and experiments and went on to study others – like electricity and magnetism.

Michael Faraday became a famous scientist. Even though he was not highly educated, he was practical.

He is known as one of the top scientists in experimenting (or experimentation) to come up with results. (Some scientists do not do as many experiments as others, they think up ideas more.)

Some of the ideas that he came up with included the relationship between magnetism and electricity – or electromagnetism.

Ideas in that field helped in the invention of electric motors which are present in all appliances that have moving parts e.g. fan, mixer, washing machine and vacuum cleaner.

Michael's ideas also helped in the use of electricity to separate chemicals, a field called electrolysis.

When Davy was asked what his best discovery was, he said: "My greatest discovery was Michael Faraday."

Young Life May 1, 2013

1. Format the document. Use the specifications below:

Title: Elephant, 36 pts. Center align

Sub-title: Perpetua, 28 pts, Center align

Paragraphs: Century School, 12 pts, Justified

Indentation: First line of all the paragraphs

Reference: Century School, 12 pts, Bold, Italic, Right align

2. Use advanced formatting to:
 - A. make the Title stretch across the width of the document.
 - B. make the Sub-title appear in one line paragraph line.
 - C. make the entire document fit in one page.
 3. Save your work as **Advanced Formats**.
 4. Print your work.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activity 1

1. Open **ExxoMobil** document.
2. The following **Advanced Formats** were used in the document.

Title 1:	Nil
Title 2:	Scale (140%)
Title 3:	Spacing (4 pts)
3. Kerning was used on all the three title.
4. The following formats were done to the sample document. Your work may or may not look like the example given.

Font :	Calibri
Size :	72 pts.
Style :	Bold

Lesson 9: Using Word Art



Welcome to Lesson 9 of Unit 2. In Lesson 8, you have learned about applying formats to your text. In this lesson, you will learn how to use Word Art.



Your Aims:

- define word art
- identify location of the WordArt
- identify the steps in using WordArt
- determine the importance of using WordArt

In Lesson 17 Grade 9 Design and Technology – Computing, you have learned about graphics. WordArt is an example of graphics which can be created within MS Word.

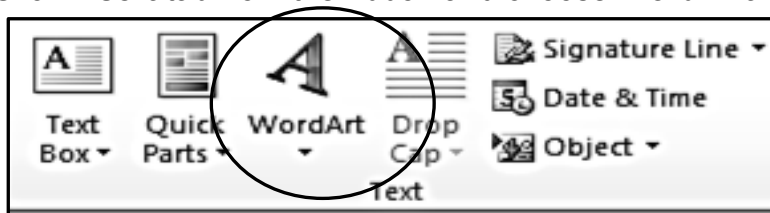
WordArt is a set of graphic fonts that adds a touch of flair to your text. It allows you to create decorative text to be used for headings and to emphasize certain parts of the document. Once you have created WordArt, it is treated as an object within the document.

WordArt uses a feature that allows it to work the same way as other programs do, such as Excel and Powerpoint.

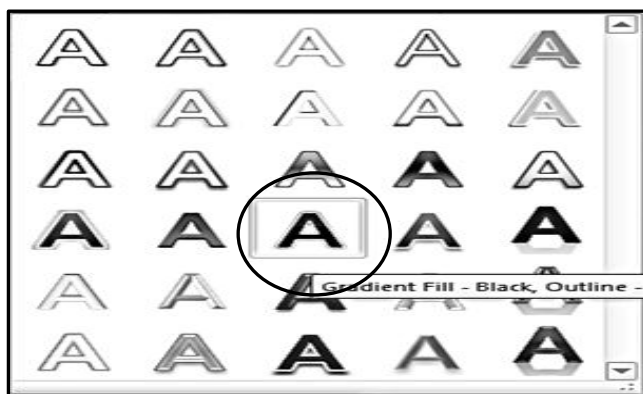
To Insert WordArt

Use WordArt sparingly. It is most effective when you do not use this too much within the document. Perform the task to insert WordArt to your document.

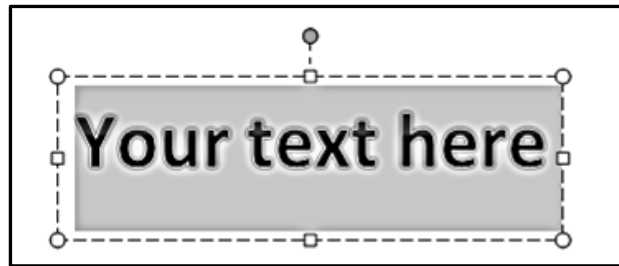
1. Create a new blank document.
2. Click **Insert** tab from the ribbon and choose **Word Art**.



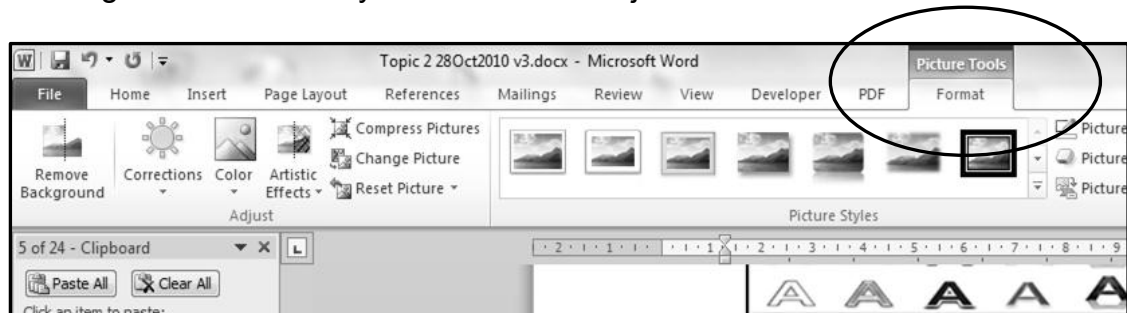
3. The WordArt gallery appears.



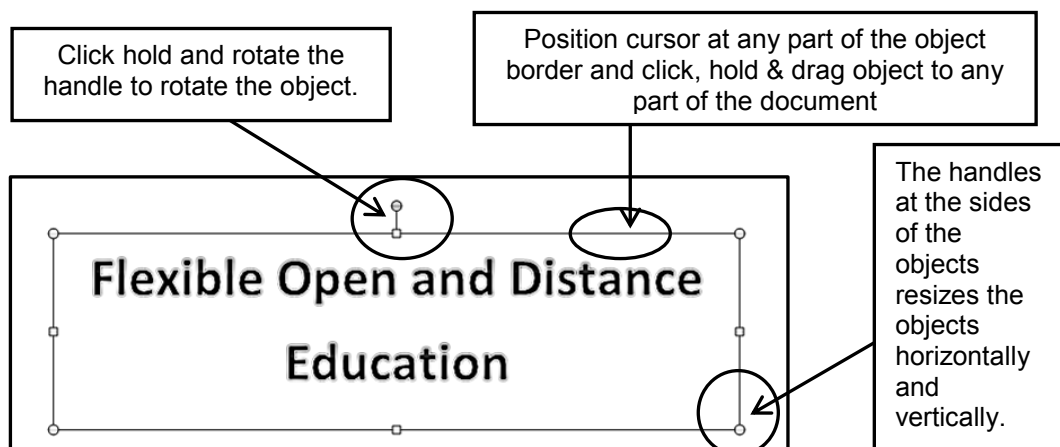
4. Choose **Black, Outline** from the options given. A text box is inserted in the document.



5. Observe how a new tab called **Format** is added on the ribbon containing drawing tools. This is only available if the objects are selected.



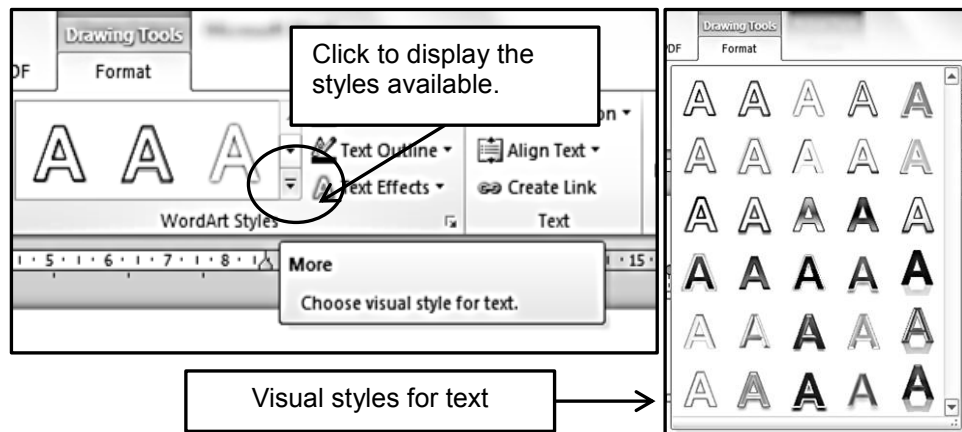
6. Click outside the text box and the Format tab disappears. Click the object again.
7. Type "**Flexible Open and Distance Education**" inside the box.
8. Your WordArt contains handles that allows you to change the size and position of your object. You have learned all about objects in Lesson 17 Grade 9 Design and Technology – Computing.



Editing WordArt

You can change the WordArt object after you made your choice. Before you edit, make sure that the text in the object is highlighted. Follow the following steps to edit WordArt.

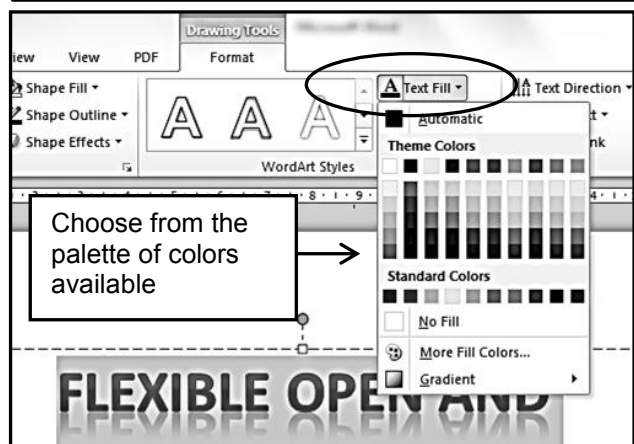
1. Locate the **WordArt Styles**. Click the down arrow to display more WordArt styles. Choose from the styles available to replace the visual styles of text.



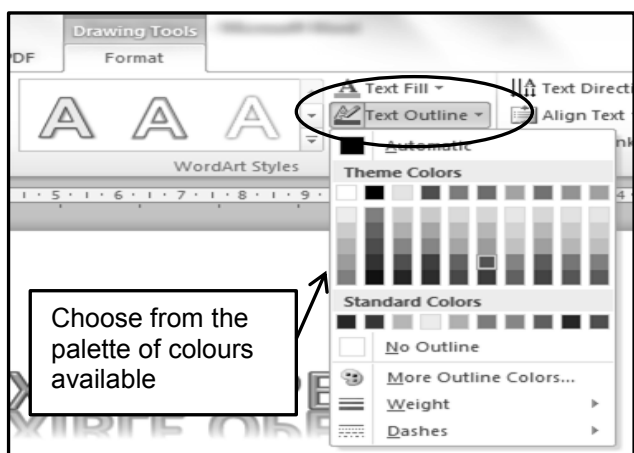
2. Choose any styles available. Your work may or may not look like the example below.



3. The Text fill options allows your to change the colour of the style you choose.



4. The Text Outline places colour at the outline of your text. It is a good practice to use a different and/or darker color for your text outline.



5. You have successfully learned how to apply Text fill and Text outline to your WordArt. This gives your object visual appeal and colour. Your work may or may not look like the example at the next page.



Activity 1: Apply And Format Word Art

1. Make sure that the **ExxonMobil** document is still open.
2. Highlight Title 1 and 2.
3. Choose any WordArt style. You can increase the size of the WordArt. Adjust the font size of the text if you do so.
4. From the **Text Effects** apply the following changes. Use the screen tip to identify the name of the type of text effect use.

Shadow	-	Inner
Reflection	-	Tight Reflection, Touching
Glow	-	Olive Green, 18 pt. glow, Accent color 3
Bevel	-	Convex
3-D Rotation	-	Off Axis 1 Right
5. Click outside to apply changes to your object.

Thank you for completing this activity. In this activity, you have learned how to insert WordArt to your document and applied Text Effects to it. This shows your object different ways giving it different look and dimension to it. These effects can be changed again depending on the design and style of the user.



Summary

You have come to the end of Lesson 9. In this lesson you have learned to inset another type of object called WordArt. WordArt adds appeal to your document but can only be used at least once within the document to maximize its effects.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

Practice Exercise 9

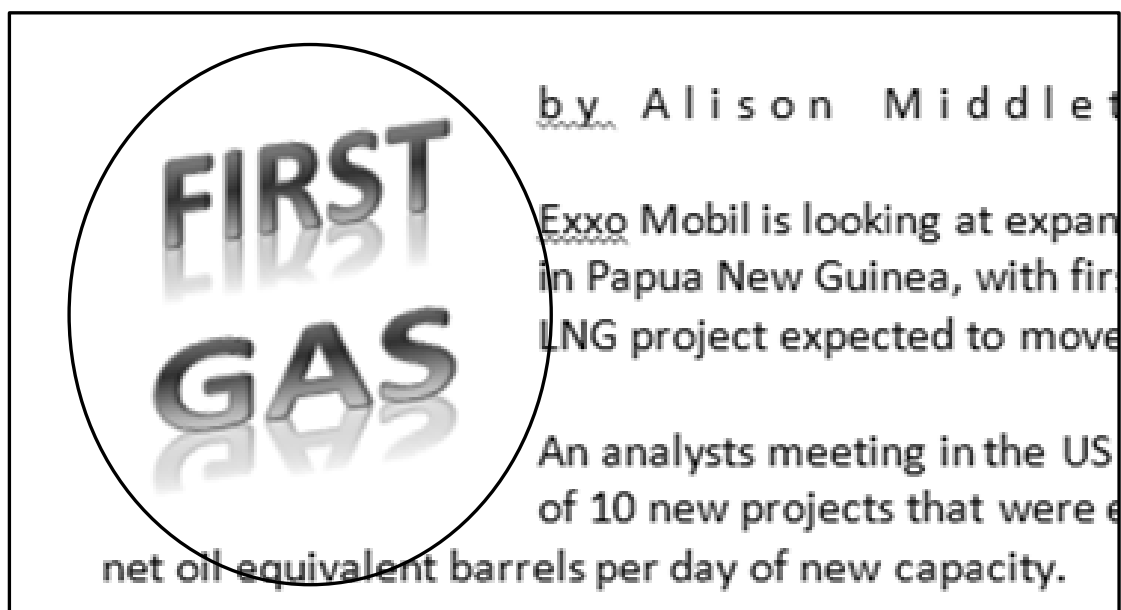
A. Follow the given instructions.

1. Open **Advanced Formats** document.
 2. Use WordArt to change the Title and Sub-title of your document.
 3. Change the format of your WordArt styles. Make sure to use all or any of the following:
 - A. Text Fill
 - B. Text Outline
 - C. Text Effects
 4. Save your work as **Michael Faraday**.
 5. Print your work.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activity 1

Your work should look like the example below. Note that there are some features that cannot be seen from the printed example below but can be seen in your computer.



The image displays the WordArt Styles and Text Effect applied to Title 1&2

Lesson 10: Using Text Box



Welcome to Lesson 10 of Unit 2. In Lesson 9, you have learned to insert and edit a type of object called WordArt. In this lesson you will learn to edit and manipulate another type of objects called Text Boxes.



Your Aims:

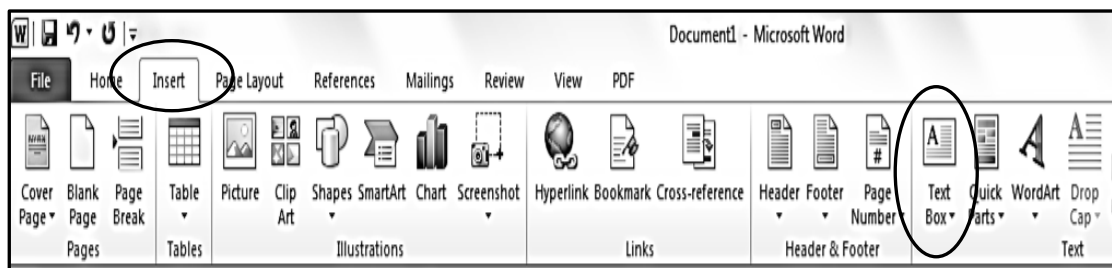
- define a text box
- identify process of inserting and editing a text box

Text Box

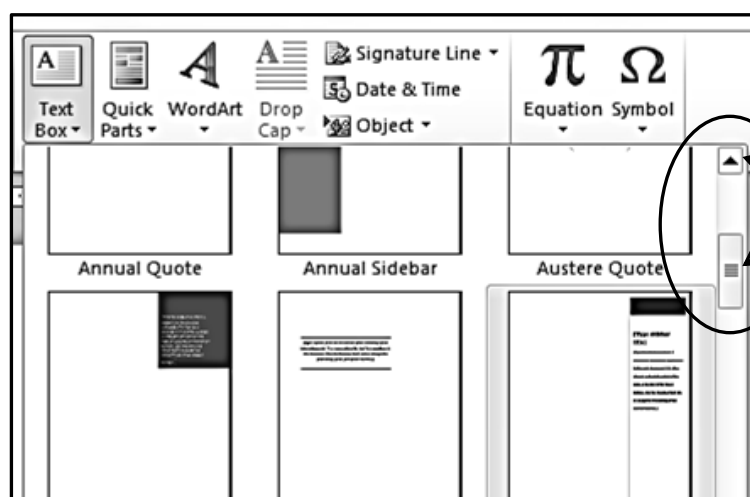
A text box is a user created box that contains an insertion point and typed text. Text box, like WordArt, is a type of objects which can be inserted to your document. You can resize, rotate, format text, add borders and shading, just like what you would like to do to any type of object.

Follow the instructions below to insert text box:

1. Open a new blank document.
2. Click **Insert** tab and choose **Text Box**. The Built-In text boxes appear on your screen.

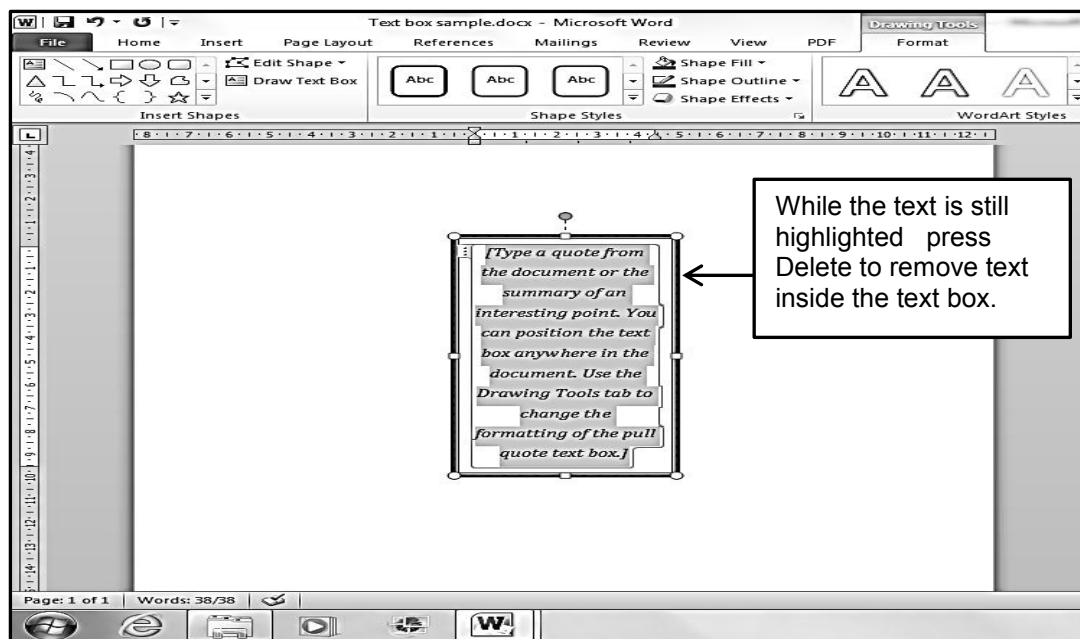


3. Scroll down to display the different text boxes. Locate and click **Alphabet Quote**.

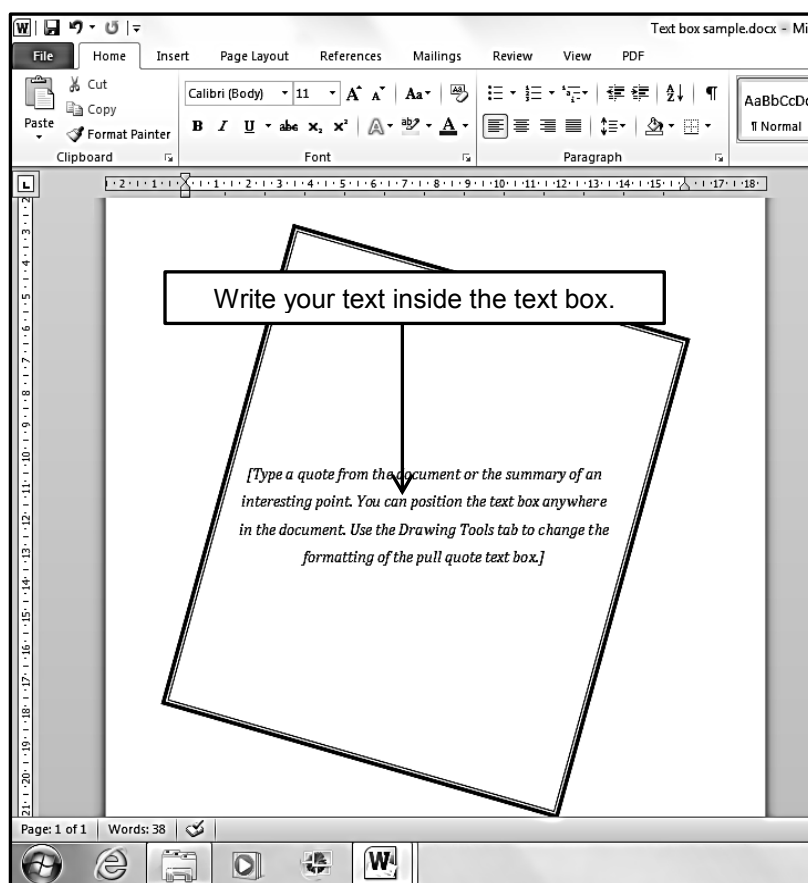


Use the scroll button or scroll bar to display the different text box available.

A text box will be inserted in your document.



4. Using the handles, resize and stretch the object. This means that you can make the text box fit any shape you want.

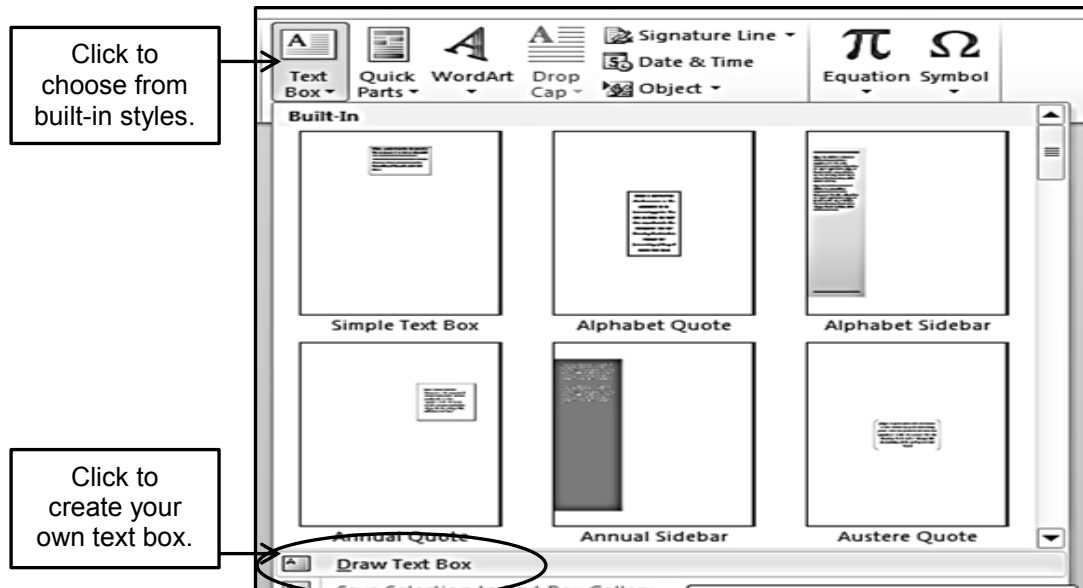


5. Close the document without saving.

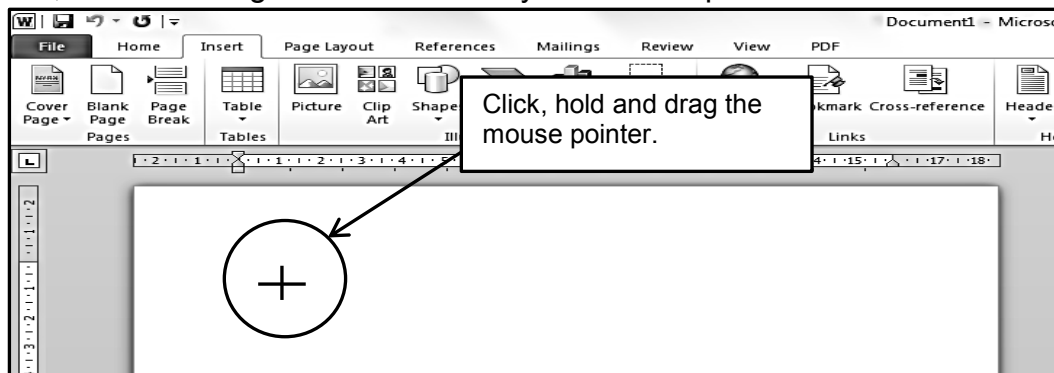
Draw A Text Box

Sometimes the Built-in text boxes are not suitable for what you need. It is then easier to create your own text boxes. Follow the steps below to draw a text box.

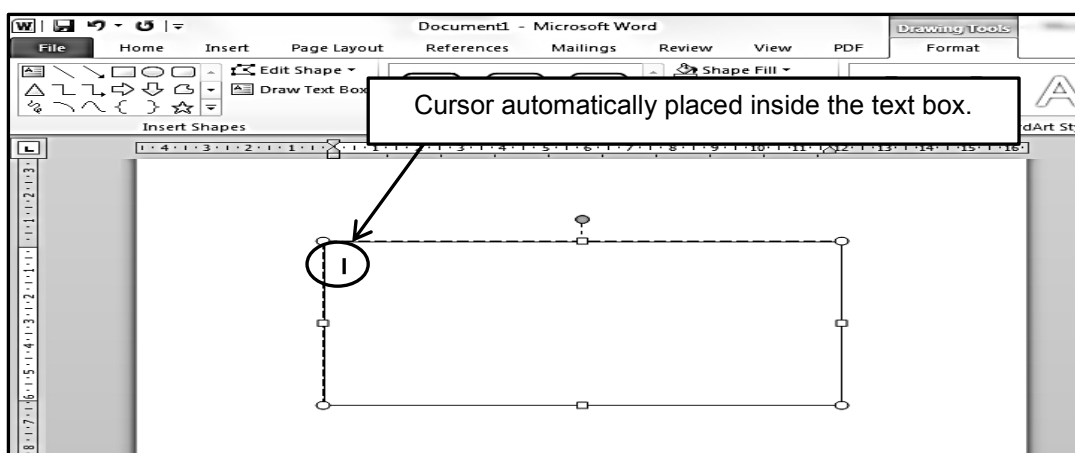
1. Click **Insert** → **Text Box** and **Draw Text Box**.



2. Click, hold and drag the mouse when your mouse pointer turns into a cross.



3. The text box will be inserted. Release the mouse when the desired size of the text boxes is achieved.

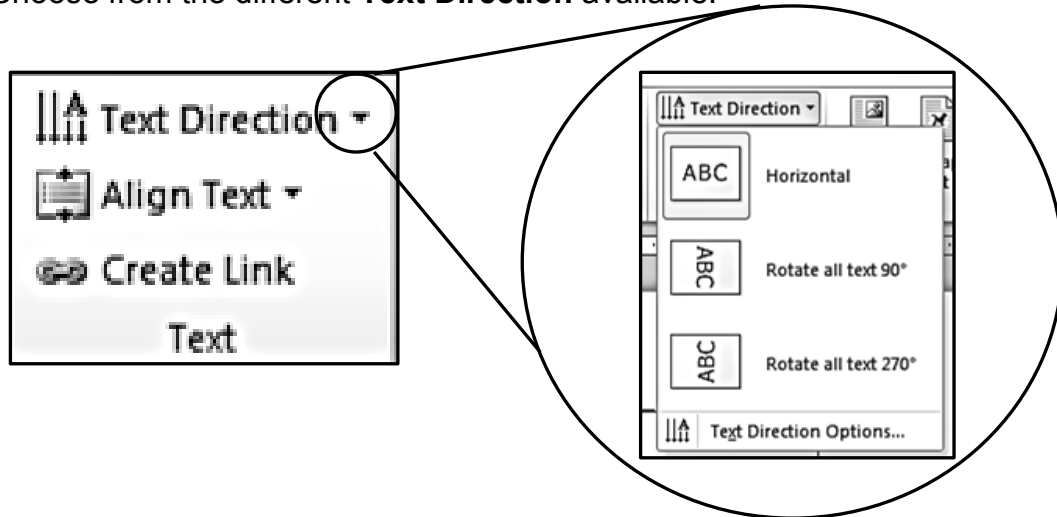


4. Type **"FLEXIBLE, OPEN AND DISTANCE EDUCATION"** inside the text box.

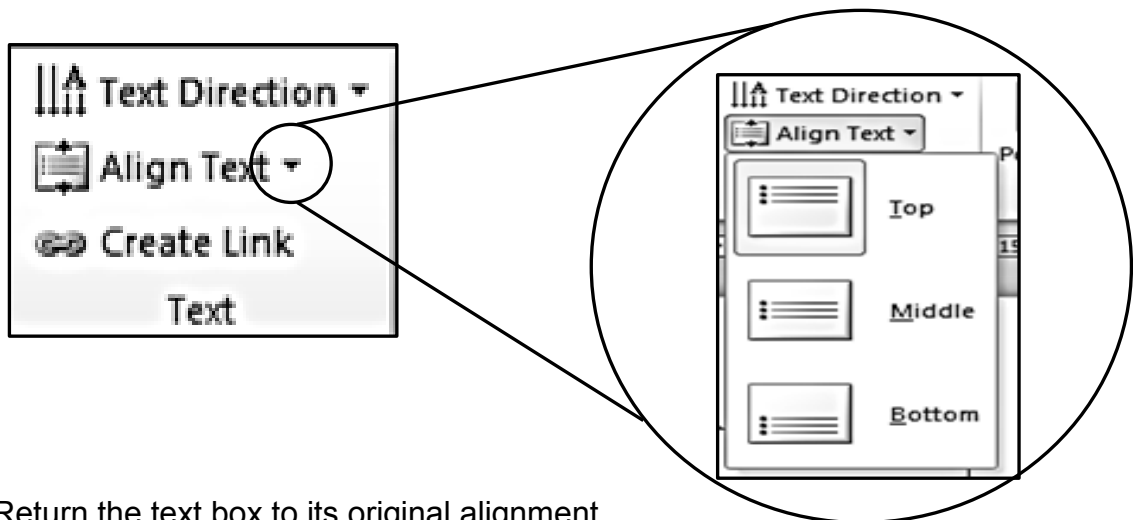
Text Box Alignment

You have learned to change alignment of text in the previous lesson. The skills you have learned on alignment can also be applied to your text box. Follow the steps to align text in your text box:

1. Make sure that the text inside the text box is still highlighted.
2. Choose from the different **Text Direction** available.



3. Choose from the different **Text Alignment** available.

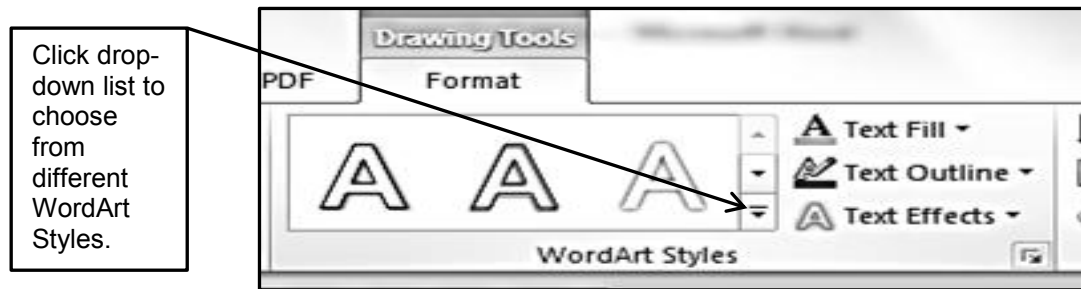


4. Return the text box to its original alignment.

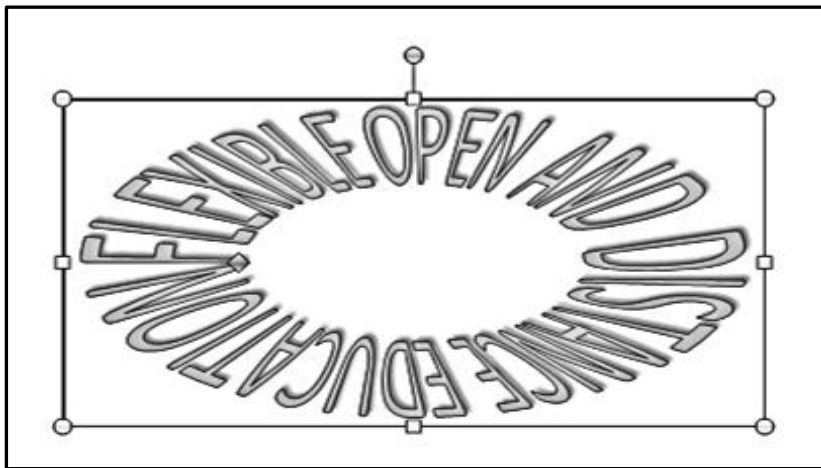
Format Text Box

You have learned to format text in the previous lesson. The skills you have learned on alignment can also be applied to your text box.

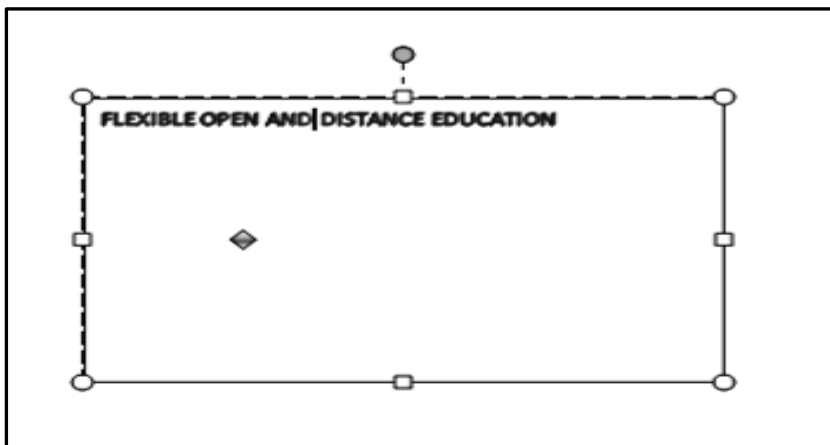
1. Make sure text inside the text box is highlighted.
2. Use the WordArt Styles to format the text in your text box.



3. Below is an example of what your text box can look like. Your work may look different from the example below.



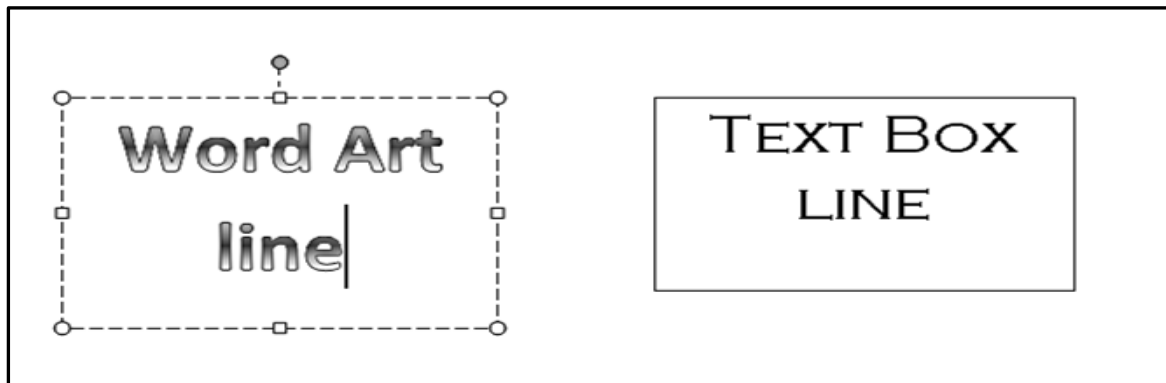
4. Click inside the text box to edit the WordArt Styles you selected. While editing, you might notice that the Text Effects changes to another style. Do not worry. This will return once you click outside the text box.



5. Resize the object by clicking, holding and dragging the handles in the text box. The object will automatically resize and change its shape.
6. Save your work as **Fode Text Box**.

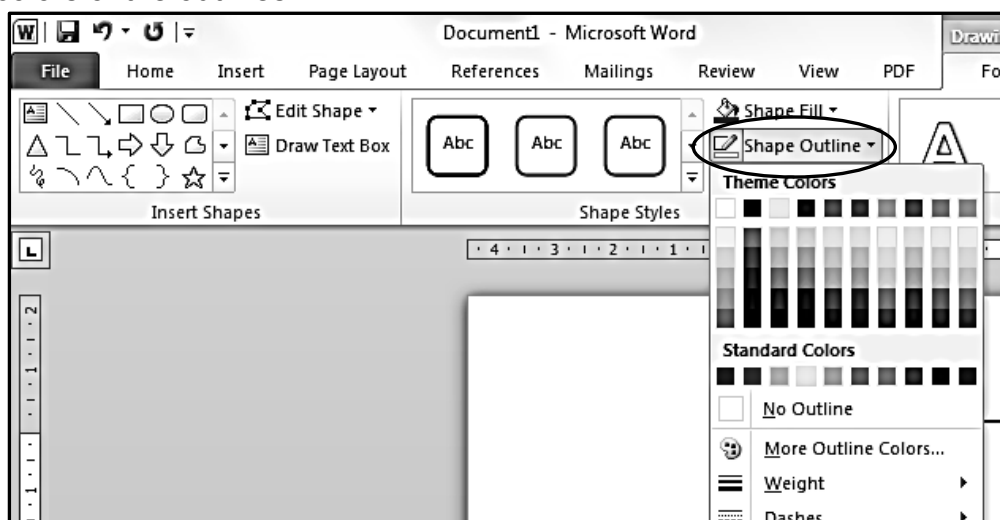
Changing Outlines of Objects

An object is surrounded by a line or outline to identify that the object is selected and ready for formatting. This outlines are presented as broken lines in WordArt objects and solid line in a Text Box.

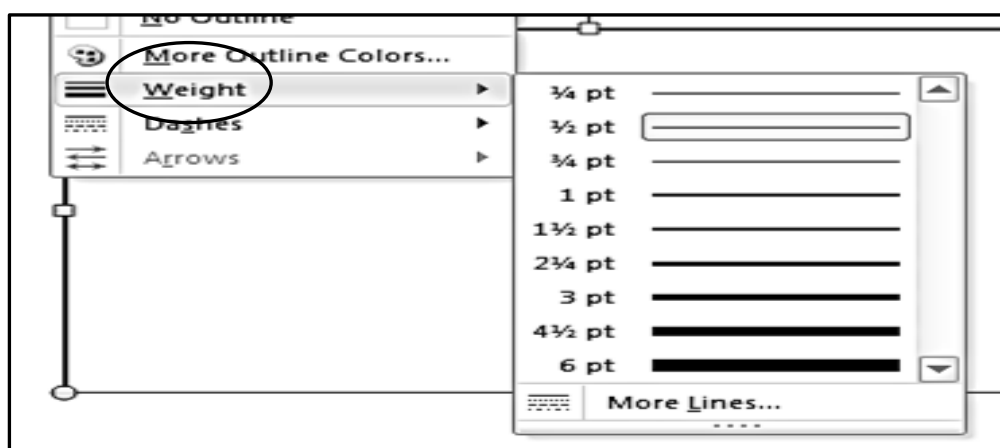


Follow the instructions below to change the outlines of your object.

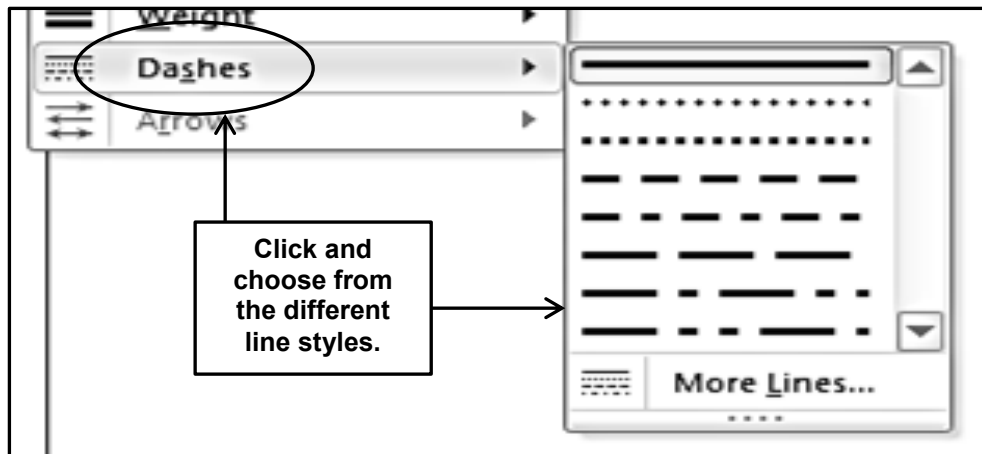
1. Double-click the object and to display **Drawing Tool** tab in the ribbon.
2. In the **Shape Outline** option, choose from the colors available to change the colors of the outlines.



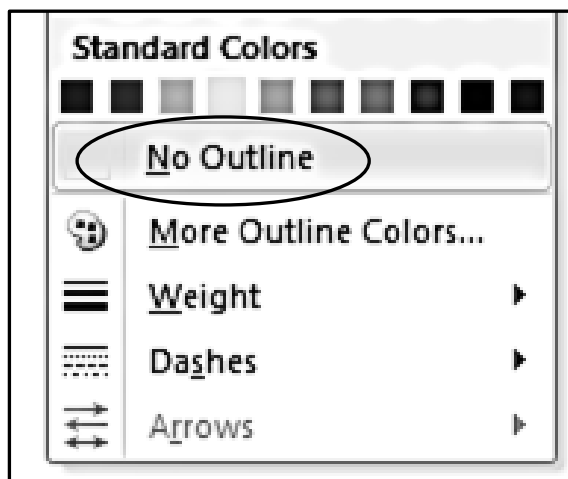
3. Click **Weight** to change the thickness of the outline of your object.



4. Choose from different style of your outline from **Dashes** options.



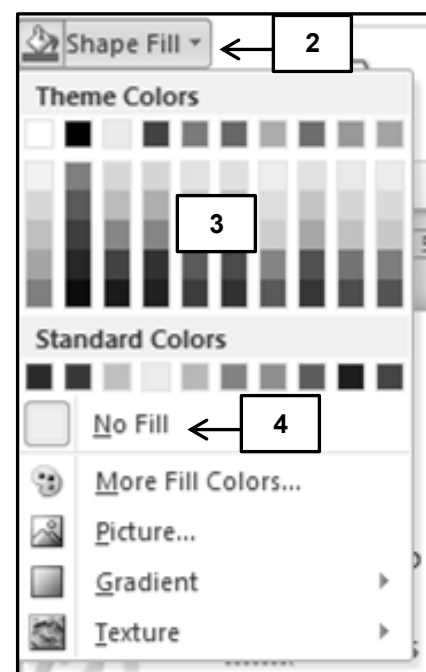
5. If your object does not need an outline, you may remove the outline by clicking **No Outline**.



Shape Fill

The text box you created can be filled with colours to emphasize the text written inside. Perform the following steps to apply Shape Fill to your text box.

1. Make sure that your text box is selected.
2. Click **Shape Fill**. A palette of colours will appear.
3. Choose a colour from the palette.
4. Click **No Fill** to remove fill.





Activity 1: Insert and Format Text Box

1. Open document **ExxonMobil Edited**.
2. Add the following paragraphs at the bottom of your document.

“This project is ideally located to supply traditional long-term sales to customers in Japan China and Taiwan.”

“The PNG LNG project provides accretive earnings per barrel yield and we continue to look at expansion opportunities for a third train, and there’s space for a fourth and fifth.

3. Insert a **Alphabet Quote** Text Box.
4. Copy the fifth paragraph and paste it inside the text box you inserted.
5. Change the font, size, style and colour of your text inside the text box..
6. Change the alignment of text inside the text box.
7. Format your text box. Change the Shape Fill, Outline and Effects of your text box.
8. Drag the object and move it to the right side of your document.
9. Save your work as **ExxonMobil Final**.

Thank your for completing the activity. In this activity you have formatted a text box using the skills you have previously learned like formatting text and alignments. You have also learned to apply Shape Fill, Shape Outline and Shape Effects to your text boxes.



Summary

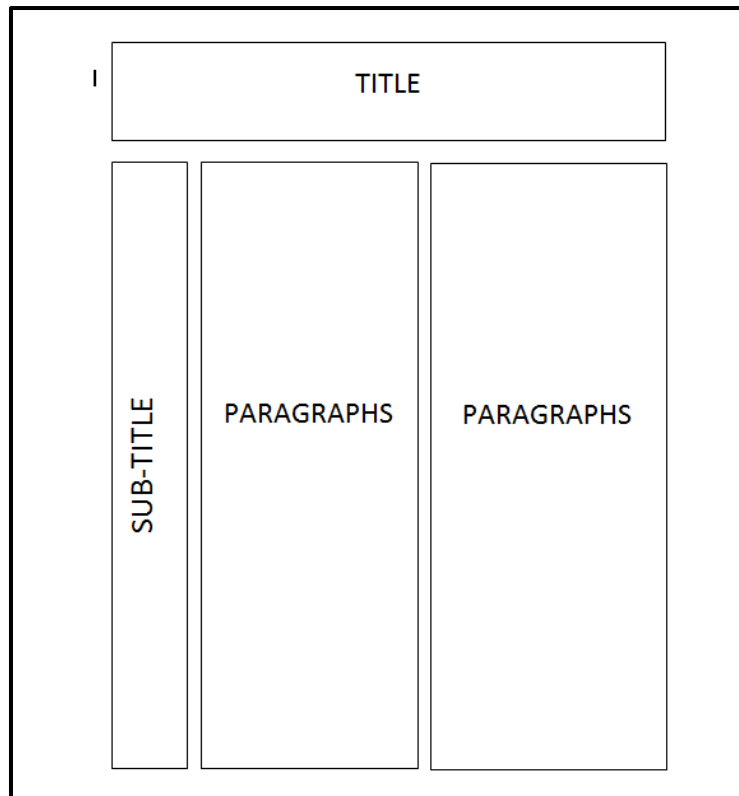
You have come to the end of Lesson 10. In this lesson you have learned to insert Text Box to your document. You have also learned to apply formatting techniques that you have used in other objects and applied it to your text box.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.

Practice Exercise 10

A. Follow the given instructions below.

1. Open **Michael Faraday** document and a new blank document.
2. In the new blank document create the following text boxes. Follow the format given below:



3. Copy and paste the paragraphs from Michael Faraday document and paste it inside the text boxes.
4. Drag the bottom part of the text box to make sure that all text are displayed inside the text box.
5. Resize and/or move your text boxes to improve its appearance.
6. Apply formats to your objects. Change the alignment of text and outline of the object.
7. Save your work as **Newsletter**.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.
--

Answers to Activity 1

The example shown here is just an example of what your work could look like. Your work may or may not look like the example below.



by Alison Middleton

ExxonMobil is looking at expansion opportunities for a third LNG train in Papua New Guinea, with first liquefied natural gas from the PNG LNG project expected to move on stream midyear.

An analysts meeting in the US heard the projected pipeline was one of 10 new projects that were expected to give ExxonMobil 300,000 net oil equivalent barrels per day of new capacity.

The two-train, 6.9 million-tonnes-per-annum capacity PNG LNG project has been due to start production late this year, but is proceeding months ahead of schedule.

ExxonMobil senior vice-president Mark Albers said the successful execution of the PNG LNG project had allowed the company to unlock potential of the high-quality 9 trillion cubic feet resource.

“Despite many challenges, the project is actually progressing a few months ahead of schedule, the first cargo delivery in the middle of this year,” he said.

“This project is ideally located to supply traditional long-term sales to customers in Japan China and Taiwan.”

“The PNG LNG project provides accretive earnings per barrel yield and we continue to look at expansion opportunities for a third train, and there’s space for a fourth and fifth.”

“Despite many challenges, the project is actually progressing a few months ahead of schedule, the first cargo delivery in the middle of this year,” he said.

Lesson 11: Using the Page Setup Dialogue Box



Welcome to Lesson 11 of Unit 2. In Lesson 10, you have learned to insert text boxes in your document. In this lesson, you will further increase your skills in changing the setup of your page.

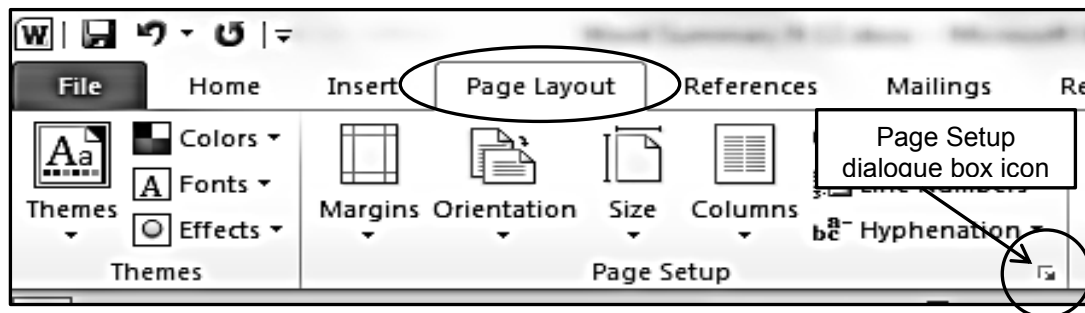


Your Aims:

- define Page Set Up Dialogue Box
- use the print preview to set up the document to be printed

In Grade 9 Design and Technology - Computing, you have learned how to change the Margins, Paper Size and Orientation of your page documents in Lesson 9, 10, and 11 respectively.

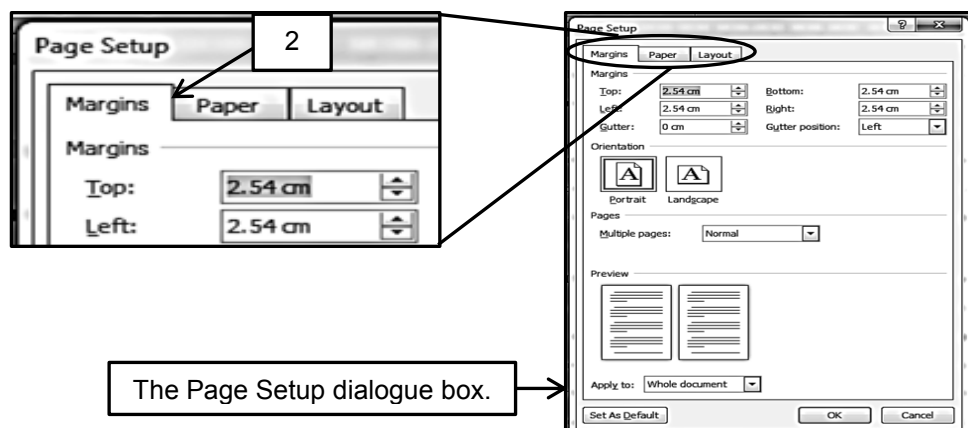
Also in our previous lessons, you have learned how to format text and objects placed in a document. Changing the Page Setup does not apply to text or objects in a document but on the document page itself.



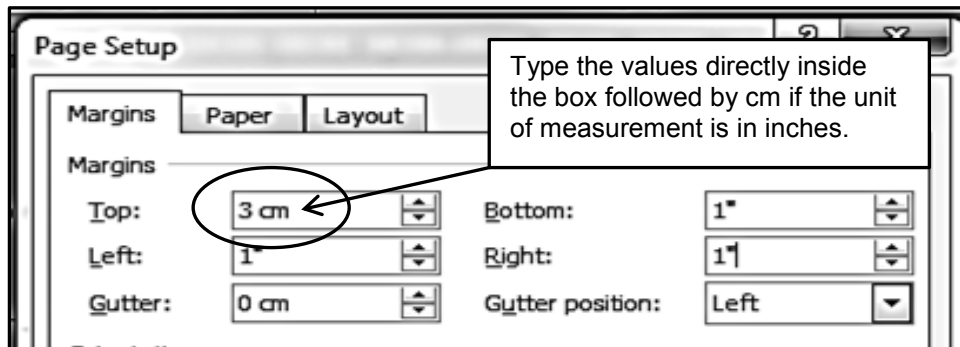
For these lessons you have used the ribbon to change your Page Setup. This time we will use the Page Setup Dialogue Box to edit our document. Before we start, open the document **Malaria Report Edited**.

Follow the instructions below to change the Margins, Paper and Orientation:

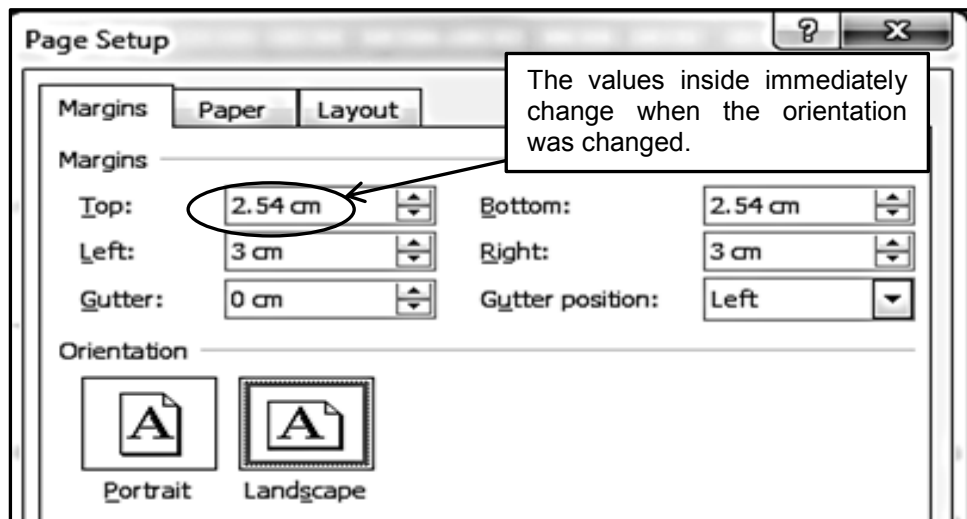
1. Click the **Page Setup** dialogue box icon. The dialogue box will appear.
2. Make sure that the **Margins** tab is selected. Do not worry if the margins you have is different from the illustration here. You can always change your margins any time you want.



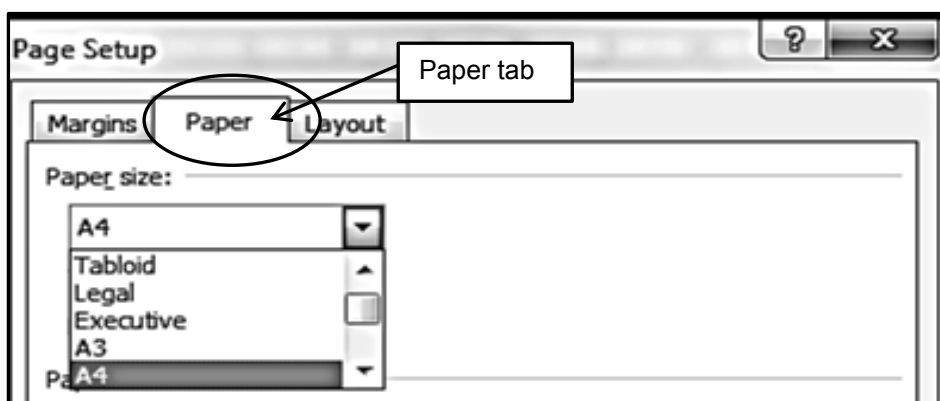
3. Change the **Top and Bottom** margins to **3 cm** and the **Left and Right** margins to **2.54 cm**. If your computer uses inches (") as the unit of measurement, just type the number directly inside the box followed by **cm**.



4. Change the orientation to **Landscape**. Observe how the size of the top and bottom changes to that of **2.54 cm**.



5. Click the **Paper** tab and changed the paper size to **A4**.

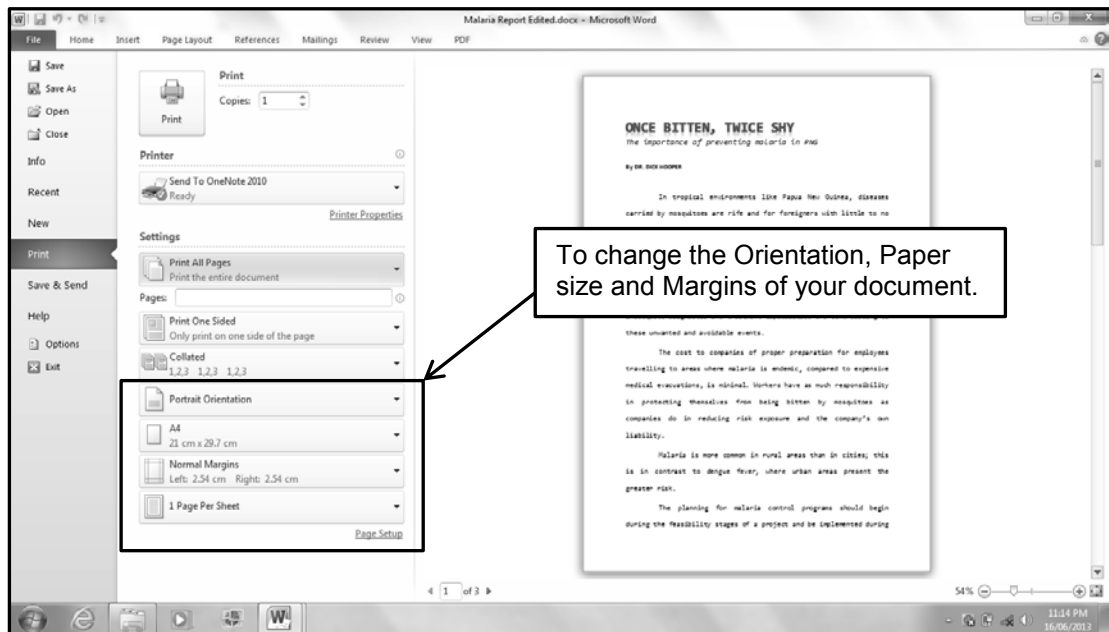


6. Click **OK** to apply changes to your pages.

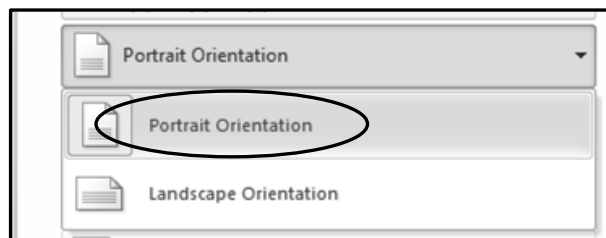
Change Page Setup using the Backstage View

Backstage View contains frequently used commands in all Office 2010 software. This is located in the File tab. Perform the following task to change your page setup using the Backstage View.

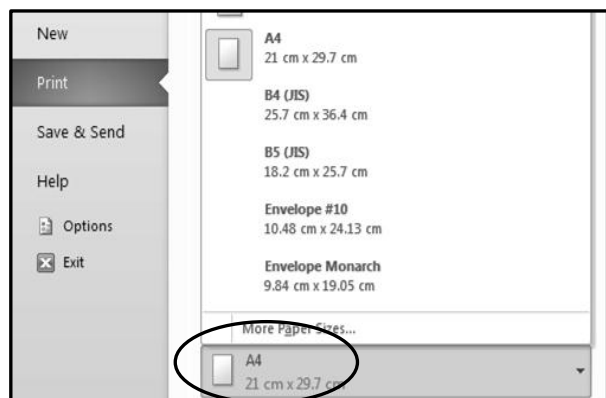
1. Click **File** → **Print**. Locate the Orientation, Paper size and Margins in the Print Preview option.



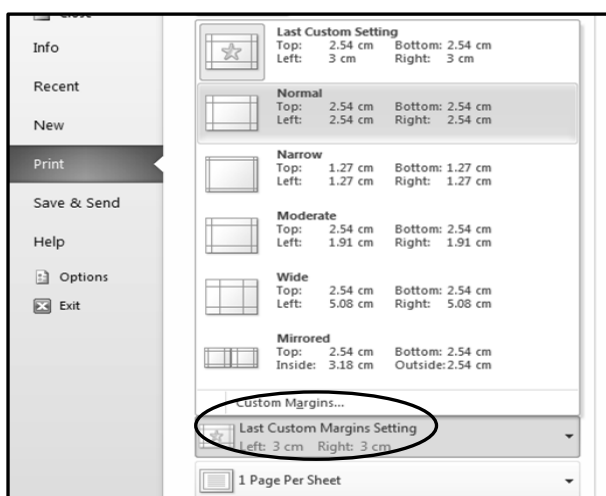
2. Click **Page Orientation** and change the orientation to **Portrait**.



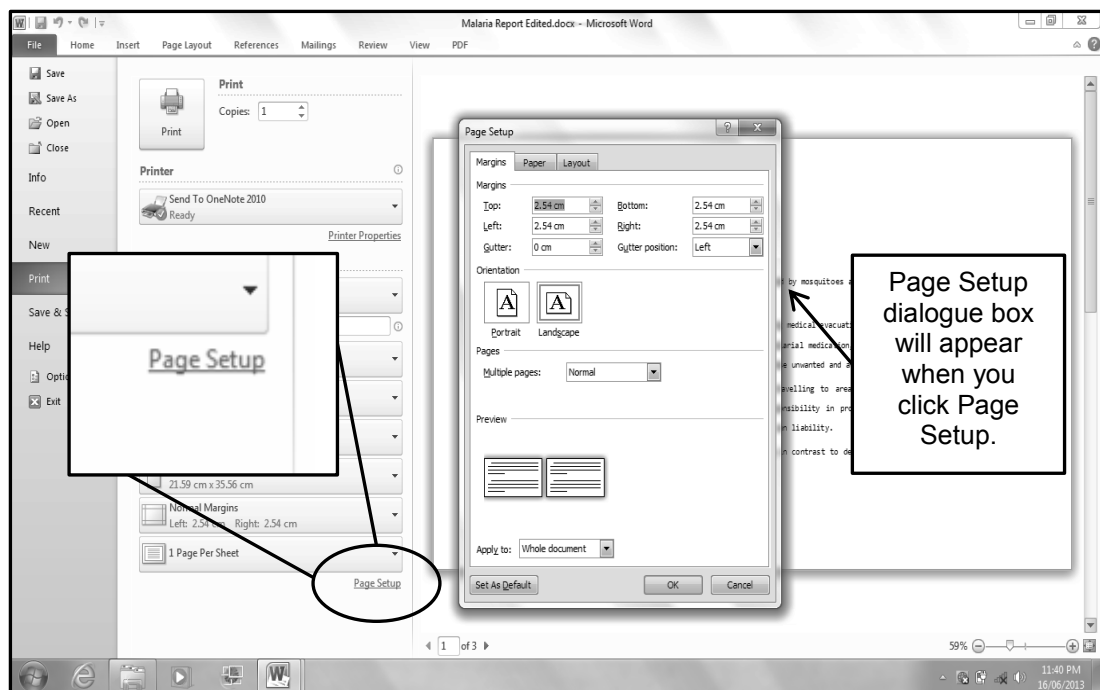
3. Click **Paper Size** option. This currently contains the type of paper the document is using. Choose A4.



4. Click the **Margins** option. The Margins currently displays the custom margins we have set.
5. From the options available, choose **Narrow**. Observe how each changes are immediately applied to your document and displayed in the Preview.



You can also go directly to the Page Setup dialogue box.



6. Use the tabs to make changes to your Page Setup.
7. Print your work. Before you print select the name of printer to be used and Click **Print**. Your print out will be using the Page Setup you applied in the Print Preview options.



8. The Print Preview closes after you click Print.
9. Save your work as **Malaria Report v3**.



Activity 1: Changing the Page Setup

1. Open document **ExxonMobil Final**.
2. Use the following specification to change the Page Setup of your document.
Orientation : Landscape
Margins : Wide
Size : A4
3. Move your text box to the upper right side of your document.
4. Save changes to your work.

Thank you for completing this activity. In this activity you have learned to successfully changed the margins, orientation and size of your document using the Print Preview. You have also learned to open to Page Setup dialogue box from the Print Preview to change the page setup of your document.



Summary

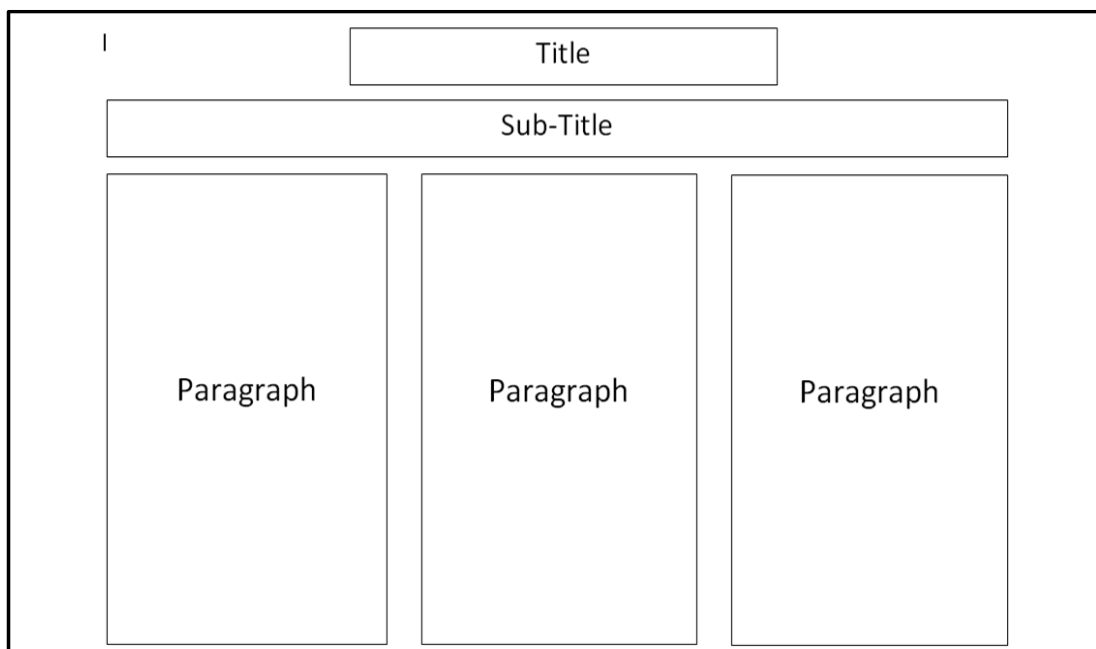
You have come to the end of Lesson 11. In this lesson you have learned how to use the Page Set Up Dialogue box to print preview your document.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.

Practice Exercise 11

A. Follow the given instructions below.

1. Open Newsletter document.
2. Using the Page Setup dialogue box, change the following page setup
Margins: 3 cm left, right, top and bottom
Orientation: Landscape
Paper Size: A4
3. Observe that as you change the page setup setting, the text boxes will be disarranged.
4. Move, changed, resize and adjust your document. Use the format below to present your document.



5. Use the Clipboard when cutting and pasting text inside the text boxes. You have learned to use the Clipboard in Lesson 3 Grade 10 Design and Technology – Computing.
6. Save your work as **Newsletter 2**.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers To Activity 1

Your work will look like the example below.



b.v. Alison Middleton

ExxonMobil is looking at expansion opportunities for a third LNG train in Papua New Guinea, with first liquefied natural gas from the PNG LNG project expected to move on stream midyear.

An analysts meeting in the US heard the projected pipeline was one of 10 new projects that were expected to give ExxonMobil 300,000 net oil equivalent barrels per day of new capacity.

The two-train, 6.9 million-tonnes-per-annum capacity PNG LNG project has been due to start production late this year, but is proceeding months ahead of schedule.

ExxonMobil senior vice-president Mark Albers said the successful execution of the PNG LNG project had allowed the company to unlock potential of the high-quality 9 trillion cubic feet resource.

"Despite many challenges, the project is actually progressing a few months ahead of schedule, the first cargo delivery in the middle of this year," he said.

"This project is ideally located to supply traditional long-term sales to customers in Japan China and Taiwan."

"The PNG LNG project provides accretive earnings per barrel yield and we continue to look at expansion opportunities for a third train, and there's space for a fourth and fifth."

"Despite many challenges, the project is actually progressing a few months ahead of schedule, the first cargo delivery in the middle of this year," he said.

Lesson 12: Using the Print Dialogue Box



Welcome to Lesson 12 of Unit 2. In Lesson 11, you have learned how to use the Page Setup Dialogue box. In this lesson you will learn how to print using the Print Dialogue box.



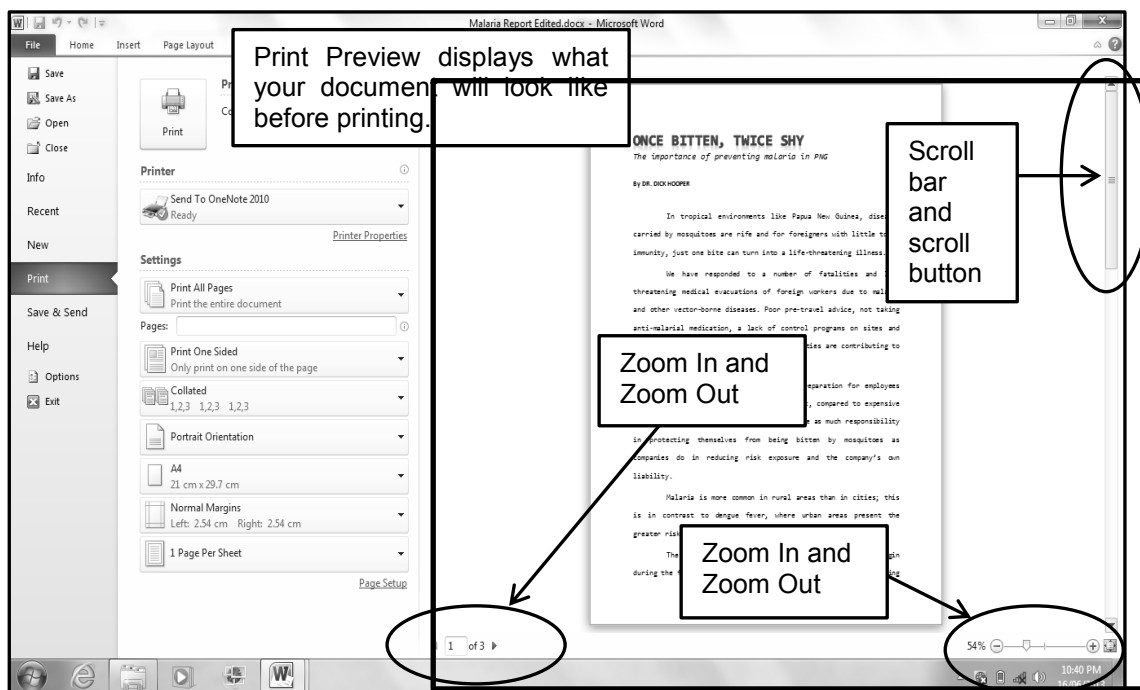
Your Aims:

- identify the process on how to print a document
- print whole document or selected parts of a document

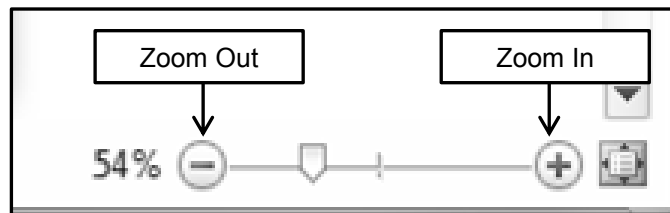
Printing is usually the last step in preparing your document. Creating a hard copy of your work is the next thing to do after creating your document. However, printing documents immediately is not a good practice. Using Print Preview allows users to proofread the documents before final printing. In Lesson 6 of Grade 9 Design and Technology – Computing, you had learned how to use Print Preview. Let us review on how to use print preview.

Follow the steps below on using print preview.

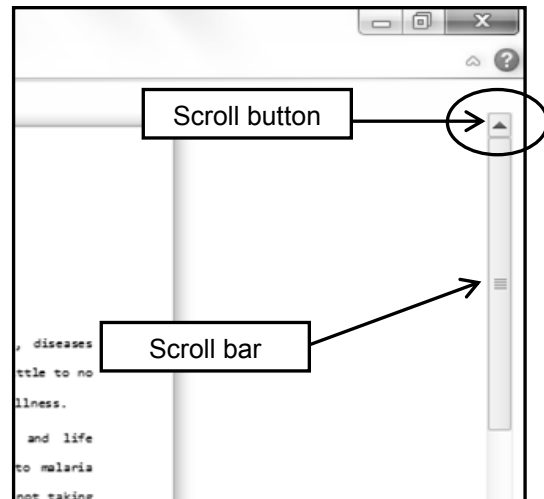
1. Open the document **Malaria Report Edited**.
2. Click **File** → **Print**. The print options and print preview appears on your screen.



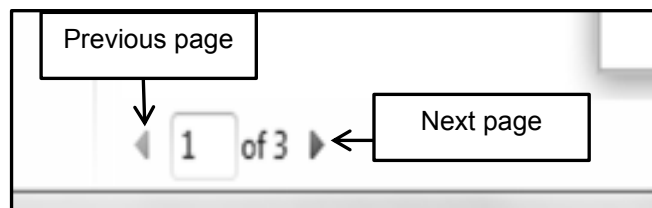
3. Use **Zoom In** and/or **Zoom Out** to view the entire or portions of the page.



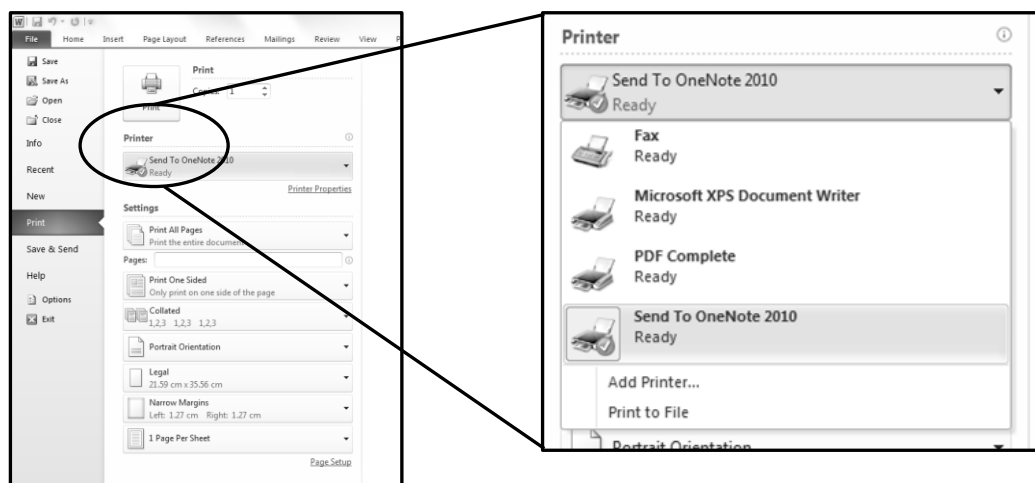
4. Use the scroll button or scroll bar to view the pages of the document.



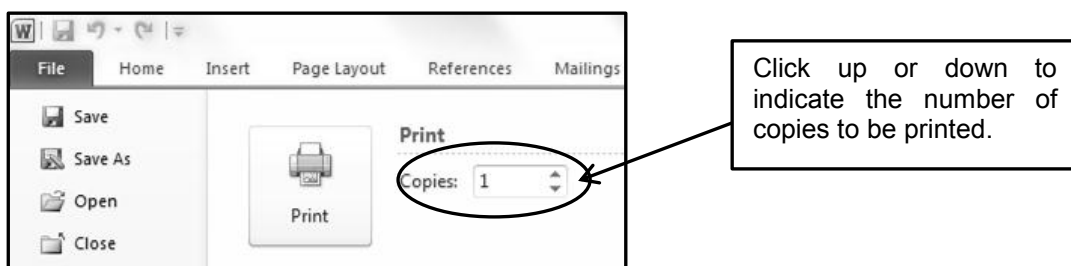
5. Click the **Previous Page** and/or **Next Page** to move between pages of the document.



6. Click the **Printer** option and select the name of the printer you are going to use.



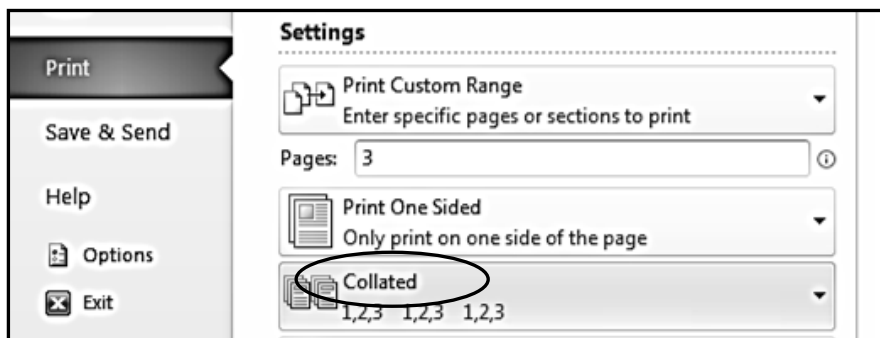
7. Indicate the number of copies and click print.



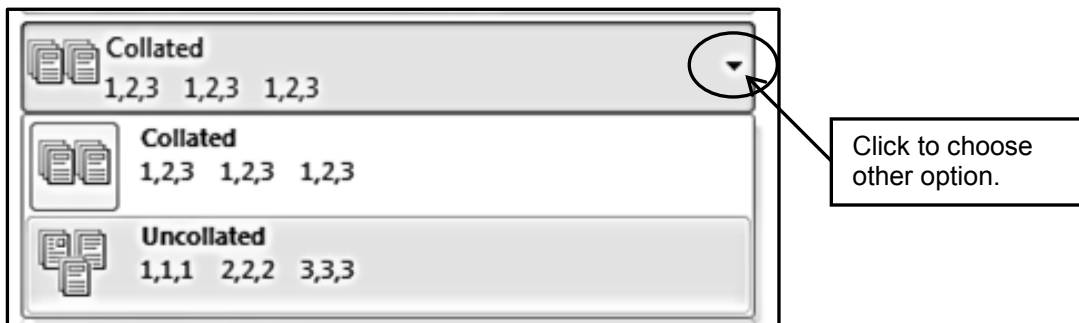


Activity 1: Use Collated Print to print your document.

1. Click **File** → **Print**.
2. Click the arrow or type 3 in the Copies window.
3. Click Print. This will print your work. By default, all of your print out will be Collated. This means your print out will be printed in three sets of page 1, 2 and 3.



4. Click the down arrow and choose Uncollated.



5. Print three (3) copies of your document.

Thank you for successfully completing this activity. In the activity you have successfully printed multiple copies of your document and change the arrangement the pages when printing.

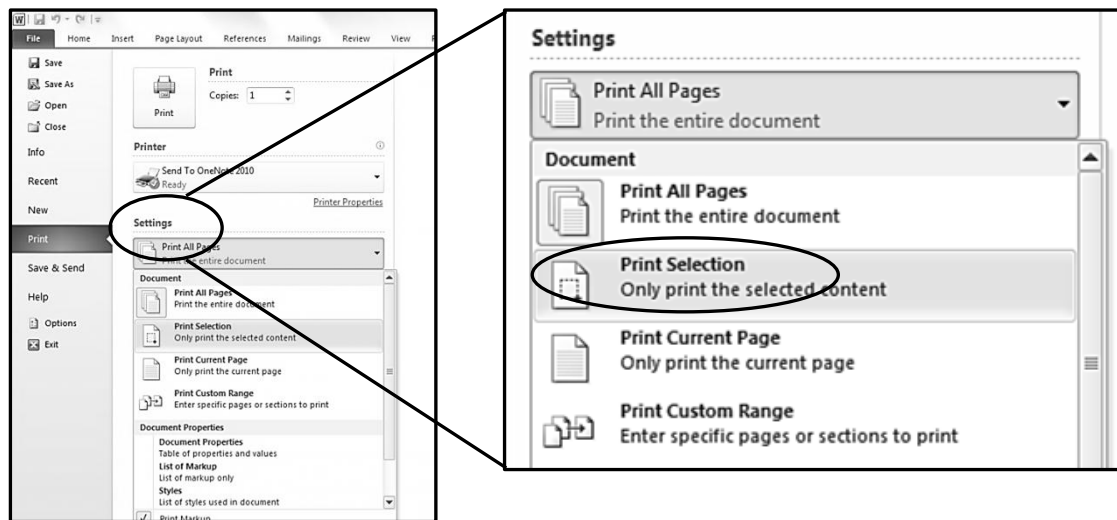
Printing Selected Parts of Document

After checking and making sure that everything is in order from the Print Preview, it is now time to print your work. You can review on your printing skills from Lesson 5 and 6 in Grade 9 Design and Technology – Computing.

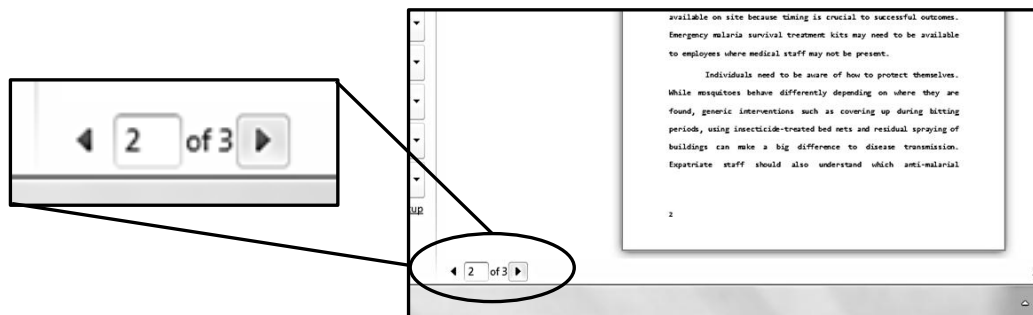
This lesson will guide you through printing your document and add a new concept of printing. Follow the steps below to print selected parts of the document:

1. Close the print dialogue box.

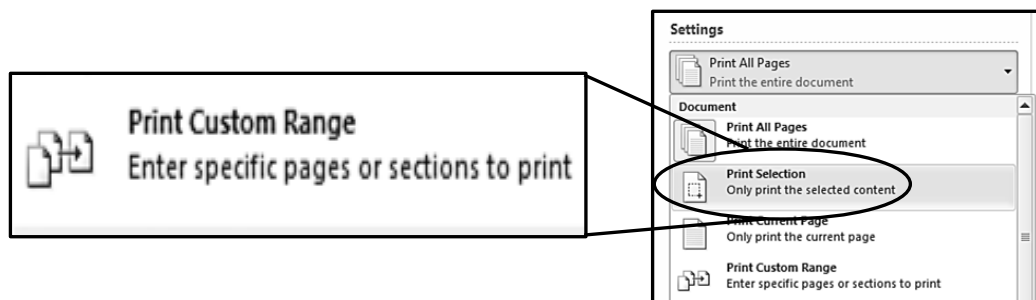
2. Highlight any paragraph in the document.
3. Click **Print** → **Setting** and choose **Print Selection**.



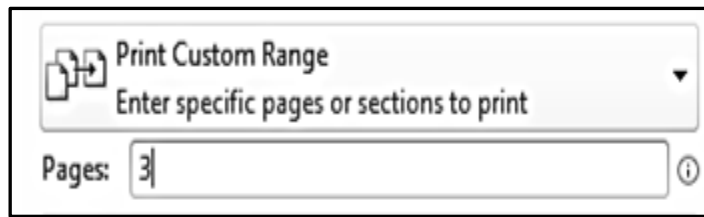
4. Click **Print**. Observe that only the highlighted paragraphs are printed.
5. Click **File** → **Print**.
6. Click **Previous Page/Next Page** to display Page 2 in the Print preview area.



7. Click **Print**. Observe that only Page 2 will be printed.
8. Click **File** → **Print**.
9. From **Settings** options, choose **Print Current Page**.



10. The cursor will be placed in the Pages window, type **3**.



11. Click **Print**. Only page 3 of your document should be printed.



Activity 2: Print Selected Pages of your document.

1. File → Print.
2. Type **1,3** in the Pages window.
3. Print your work.



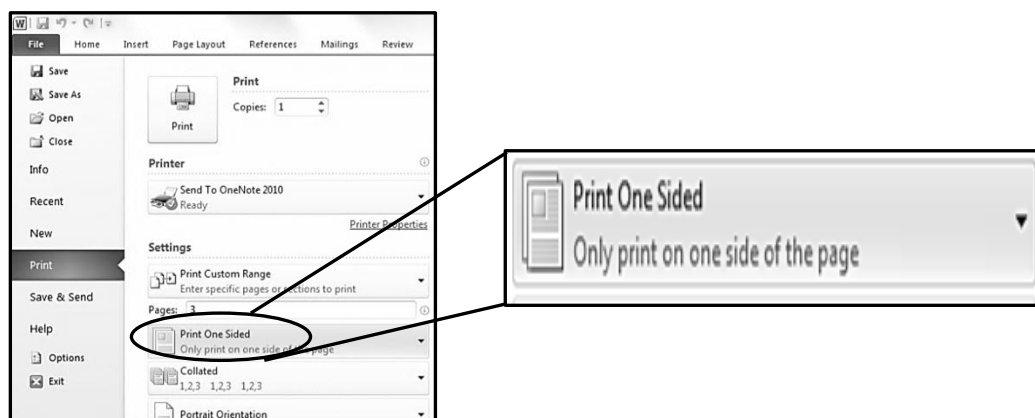
Thank you for completing this activity. In this section, you have learned to print selected pages of your document. This will allow you to control pages of your text to be printed and not print the entire document for certain parts of your document.

Print Output

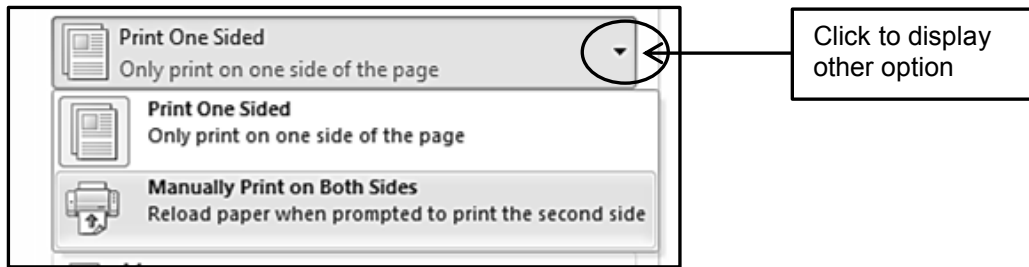
Observe how your printer uses your paper for printing. By default the printer will continuously use the paper in the printer tray to print your document. If your document is 3 pages, this means that your document will use the same number of paper. You can also print your document on both sides of your paper but this depends on the type of printer you are using.

Follow the instruction to print on both side of the paper.

1. **Print One Sided** is the default setting of the printer. This means your document will be printed on one side of the paper. This is how your documents were previously printed.



2. Click the arrow to display **Manually Print On Both Sides**. The computer will display a window asking you to place unprinted side of your document inside the paper tray of your printer.



3. Click **Print**.



Summary

You have come to the end of Lesson 12. In this lesson you have learned how to use the Print Dialogue to select your printer and change the setting of your document before printing.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.

Practice Exercise 12

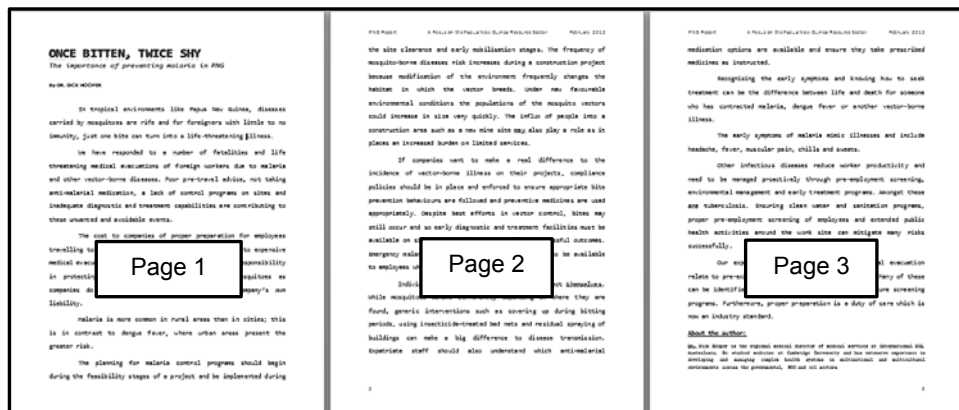
Follow the given instructions below.

1. Open the document **Malaria Report Edited**.
2. Print the following.
 - A. Print 2 copies of the document.
 - B. Print 2 copies of page 3.
 - C. Print 2 copies of page 2 and 3. Make the same pages printed together.
 - D. Print page 1 and 3 using one paper only.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers To Activity 1

- A. Your first set of printout will be 3 sets of print out from Page 1 – 3.



- B. Your second set of printout will print the following pages

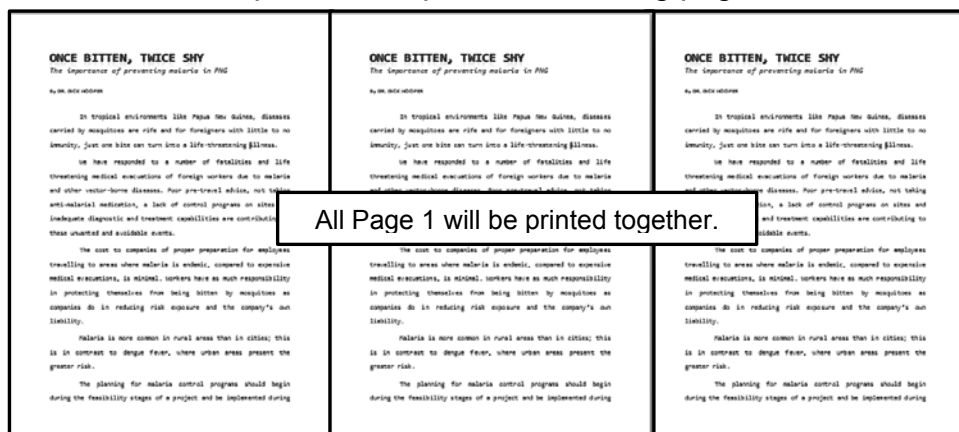


FIG 2 Report A Policy on Site Preparation During Mosquito Vector February 2012 the site clearance and early mobilisation stages. The frequency of mosquito-borne diseases risk increases during a construction project because modification of the environment frequently changes the habitat in which the vector breeds. Under new favourable environmental conditions the populations of the mosquito vectors could increase in size very quickly. The influx of people into a construction area such as a new mine site may also play a role as it places an increased burden on limited services. If companies want to make a real difference to incidence of vector-borne illness on their projects, compliance policies should be in place and enforced to ensure appropriate prevention behaviours are followed and preventive medicines are used appropriately. Despite best efforts in vector control, bites may still occur and so early diagnostic and treatment facilities must be available on site because timing is crucial to successful outcomes. Emergency malaria survival treatment kits may need to be available to employees where medical staff may not be present. Individuals need to be aware of how to protect themselves. While mosquitoes behave differently depending on where they are found, generic interventions such as covering up during biting periods, using insecticide-treated bed nets and residual spraying of buildings can make a big difference to disease transmission. Expatiate staff should also understand which anti-malarial 2	FIG 2 Report A Policy on Site Preparation During Mosquito Vector February 2012 the site clearance and early mobilisation stages. The frequency of mosquito-borne diseases risk increases during a construction project because modification of the environment frequently changes the habitat in which the vector breeds. Under new favourable environmental conditions the populations of the mosquito vectors could increase in size very quickly. The influx of people into a construction area such as a new mine site may also play a role as it places an increased burden on limited services. prevention behaviours are followed and preventive medicines are used appropriately. Despite best efforts in vector control, bites may still occur and so early diagnostic and treatment facilities must be available on site because timing is crucial to successful outcomes. Emergency malaria survival treatment kits may need to be available to employees where medical staff may not be present. Individuals need to be aware of how to protect themselves. While mosquitoes behave differently depending on where they are found, generic interventions such as covering up during biting periods, using insecticide-treated bed nets and residual spraying of buildings can make a big difference to disease transmission. Expatiate staff should also understand which anti-malarial 2	FIG 2 Report A Policy on Site Preparation During Mosquito Vector February 2012 the site clearance and early mobilisation stages. The frequency of mosquito-borne diseases risk increases during a construction project because modification of the environment frequently changes the habitat in which the vector breeds. Under new favourable environmental conditions the populations of the mosquito vectors could increase in size very quickly. The influx of people into a construction area such as a new mine site may also play a role as it places an increased burden on limited services. If companies want to make a real difference to incidence of vector-borne illness on their projects, compliance policies should be in place and enforced to ensure appropriate prevention behaviours are followed and preventive medicines are used appropriately. Despite best efforts in vector control, bites may still occur and so early diagnostic and treatment facilities must be available on site because timing is crucial to successful outcomes. Emergency malaria survival treatment kits may need to be available to employees where medical staff may not be present. Individuals need to be aware of how to protect themselves. While mosquitoes behave differently depending on where they are found, generic interventions such as covering up during biting periods, using insecticide-treated bed nets and residual spraying of buildings can make a big difference to disease transmission. Expatiate staff should also understand which anti-malarial 2
followed by all Page 2 ...		
FIG 3 Report A Policy on Site Preparation During Mosquito Vector February 2012 medication options are available and ensure they take prescribed medicines as instructed. Recognising the early symptoms and knowing how to seek treatment can be the difference between life and death for someone who has contracted malaria, dengue fever or another vector-borne illness. The early symptoms of malaria mimic illnesses include headache, fever, muscular pain, chills and sweats. Other infectious diseases reduce worker productivity and need to be managed proactively through pre-employment screening, environmental management and early treatment programs. Amongst these are tuberculosis. Ensuring clean water and sanitation programs, proper pre-employment screening of employees and extended public health activities around the work site can mitigate many risks successfully. Our experience is that many cases of medical evacuation relate to pre-existing conditions of expatriate staff. Many of these can be identified during pre-employment and pre-departure screening programs. Furthermore, proper preparation is a duty of care which is now an industry standard. <u>About the author:</u> Dr. Rick Rogers is the regional medical director of medical services at International SGL, Australia. He studied medicine at Cambridge University and has extensive experience in developing and managing complex health systems in multinational and multinational environments across the pharmaceutical, M&A and oil sectors. 3	FIG 3 Report A Policy on Site Preparation During Mosquito Vector February 2012 medication options are available and ensure they take prescribed medicines as instructed. Recognising the early symptoms and knowing how to seek treatment can be the difference between life and death for someone who has contracted malaria, dengue fever or another vector-borne illness. environmental management and early treatment programs. Amongst these are tuberculosis. Ensuring clean water and sanitation programs, proper pre-employment screening of employees and extended public health activities around the work site can mitigate many risks successfully. Our experience is that many cases of medical evacuation relate to pre-existing conditions of expatriate staff. Many of these can be identified during pre-employment and pre-departure screening programs. Furthermore, proper preparation is a duty of care which is now an industry standard. <u>About the author:</u> Dr. Rick Rogers is the regional medical director of medical services at International SGL, Australia. He studied medicine at Cambridge University and has extensive experience in developing and managing complex health systems in multinational and multinational environments across the pharmaceutical, M&A and oil sectors. 3	FIG 3 Report A Policy on Site Preparation During Mosquito Vector February 2012 medication options are available and ensure they take prescribed medicines as instructed. Recognising the early symptoms and knowing how to seek treatment can be the difference between life and death for someone who has contracted malaria, dengue fever or another vector-borne illness. malaria mimic illnesses and include headache, fever, muscular pain, chills and sweats. Other infectious diseases reduce worker productivity and need to be managed proactively through pre-employment screening, environmental management and early treatment programs. Amongst these are tuberculosis. Ensuring clean water and sanitation programs, proper pre-employment screening of employees and extended public health activities around the work site can mitigate many risks successfully. Our experience is that many cases of medical evacuation relate to pre-existing conditions of expatriate staff. Many of these can be identified during pre-employment and pre-departure screening programs. Furthermore, proper preparation is a duty of care which is now an industry standard. <u>About the author:</u> Dr. Rick Rogers is the regional medical director of medical services at International SGL, Australia. He studied medicine at Cambridge University and has extensive experience in developing and managing complex health systems in multinational and multinational environments across the pharmaceutical, M&A and oil sectors. 3
then all Page 3 will be printed last.		

Answers To Activity 2

Your print will look like the examle below.

ONCE BITTEN, TWICE SHY <i>The importance of preventing malaria in PNG</i> By DR. RICK ROGERS In tropical environments like Papua New Guinea, diseases carried by mosquitoes are rife and for foreigners with little to no immunity, just one bite can turn into a life-threatening illness. We have responded to a number of fatalities and life threatening medical evacuations of foreign workers due to malaria and other vector-borne diseases. Poor pre-travel advice, not taking anti-malarial medication, a lack of control programs on sites and inadequate diagnostic facilities are all contributing to these unwanted outcomes. The consequences of poor preparation for employees travelling to areas where malaria is endemic, compared to expensive medical evacuations, is minimal. Workers have as much responsibility in protecting themselves from being bitten by mosquitoes as companies do in reducing risk exposure and the company's own liability. Malaria is more common in rural areas than in cities; this is in contrast to dengue fever, where urban areas present the greater risk. The planning for malaria control programs should begin during the feasibility stages of a project and be implemented during Page 1	and	FIG 3 Report A Policy on Site Preparation During Mosquito Vector February 2012 medication options are available and ensure they take prescribed medicines as instructed. Recognising the early symptoms and knowing how to seek treatment can be the difference between life and death for someone who has contracted malaria, dengue fever or another vector-borne illness. The early symptoms of malaria mimic illnesses and include headache, fever, muscular pain, chills and sweats. Other infectious diseases reduce worker productivity and need to be managed proactively through pre-employment screening, environmental management and early treatment programs. Amongst these are tuberculosis. Ensuring clean water and sanitation programs, proper pre-employment screening of employees and extended public health activities around the work site can mitigate many risks successfully. Our experience is that many cases of medical evacuation relate to pre-existing conditions of expatriate staff. Many of these can be identified during pre-employment and pre-departure screening programs. Furthermore, proper preparation is a duty of care which is now an industry standard. <u>About the author:</u> Dr. Rick Rogers is the regional medical director of medical services at International SGL, Australia. He studied medicine at Cambridge University and has extensive experience in developing and managing complex health systems in multinational and multinational environments across the pharmaceutical, M&A and oil sectors. Page 3
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Answers to Practice Exercises in Topic 2

Practice Exercise 7

Rubric to assess your work

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 mark)	Meets expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially done	Task component done confidently and properly	
Task to perform				
1.	A three-page document should be saved. This could be an essay that you wrote or an article copied from any publication.			
2.	Change the appearance of text by formatting (font type, size, colour) and/or use of Styles .			
3.	The first page must contain the name of your essay and your name. It must not have any header or footer.			
4.	Page 2 and 3 of your document must show the name of the essay, your name and page number in either the header or footer.			
5.	Your document must be saved with the filename of the essay you wrote or the article you copied.			

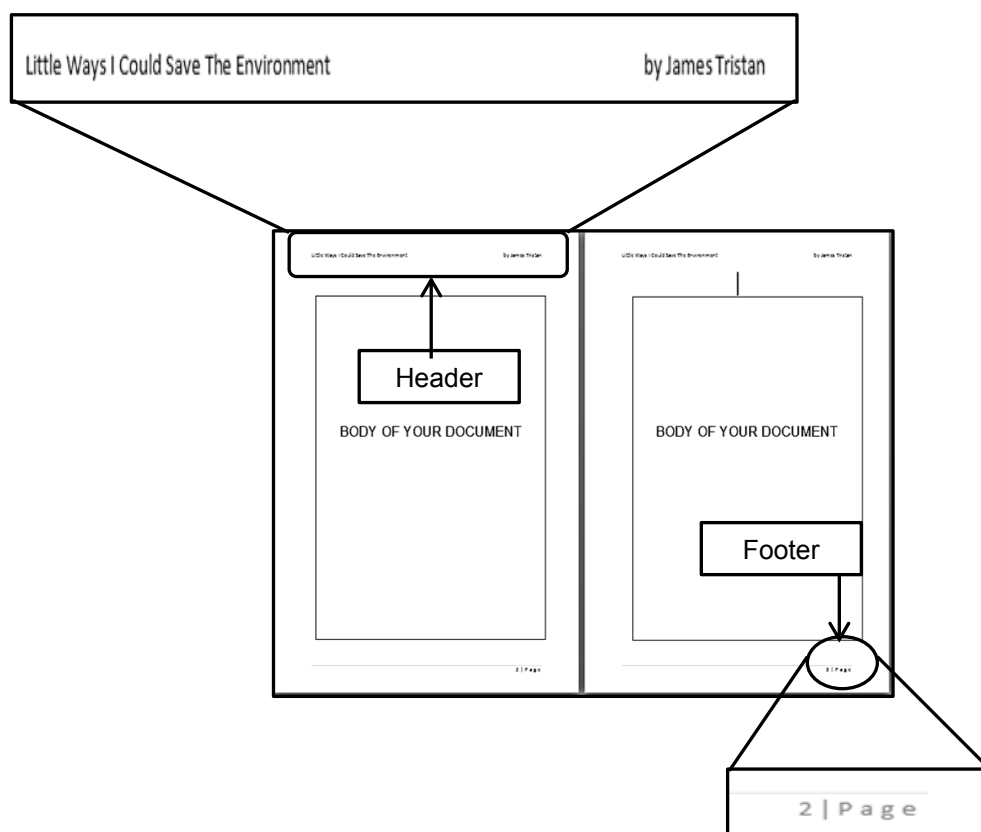
The example below is a draft of what your document could look like. Do not worry your work look different.

LITTLE WAYS I COULD SAVE THE ENVIRONMENT By James Tristan	LITTLE WAYS I COULD SAVE THE ENVIRONMENT By James Tristan BODY OF YOUR DOCUMENT 2 Page	LITTLE WAYS I COULD SAVE THE ENVIRONMENT By James Tristan BODY OF YOUR DOCUMENT 3 Page
--	---	---

Perform the following task to check your work!

1. Type your essay. This could be an original work or copied text from newspaper, magazine or any publication.

2. Click Insert → **Header** or **Footer** → choose from any built-in header and footer style.
3. Type your text for the Header and/or Footer.
4. Click **Different First Page** in the Design Tab of your Header and Footer Tools. Page 1 contains only the name of your essay and should not have any header and/or footer. Page 2 and 3 should have the header and/or footer.



Practice Exercise 8

Rubric to assess your work.

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 mark)	Meets expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially done	Task component done confidently and properly	
Task to perform:				
1. Document must be saved as Advance Formats				
2. Format for the following must be set: Title: Elephant, 36 pts, Centre align. Sub-title: Perpetua, 28 pts, Centre align. Paragraphs: Century School, 12 pts, Justified Reference: Century School, 12 pts, Bold, Italic, Right align. Indention: First line of all the paragraphs.				

3. Title must start at the beginning of the paragraph to the end of the paragraph.	
4. Sub-title should not be more than one line paragraph.	
5. The entire document must be more than one page.	

Your work should look like the example below. The example below does not reflect the color, effect or fill of your work.

Title

Michael Faraday

Sub-title

This boy taught himself by reading science books!

Paragraphs

In England in the 1800s, there lived a boy. In those days children often went to work early after gaining a small amount of education.

Such was the boy Michael, who was to work as a helper to a bookbinder. While there he read science books. In this way he learned many things by himself.

One day, he heard that a famous scientist named Humphry Davy was to give a lecture in town. He got a place there, and while the scientist was talking, Faraday took notes down in his notebook.

Later he compiled the notes with nice diagrams and sent them to Davy, and requesting for a job at the place that Davy was the boss of, the Royal Institution in London.

Davy was impressed with the boy's notes but said there was no job available.

Years later when there was a place at the institution, Davy sent for Michael, and the boy started work there, at the age of 21, as a laboratory assistant.

During his early days he worked with chemical problems and experiments and went on to study others – like electricity and magnetism.

Michael Faraday became a famous scientist. Even though he was not highly educated, he was practical.

He is known as one of the top scientists in experimenting (or experimentation) to come up with results. (Some scientists do not do as many experiments as others, they think up ideas more.)

Some of the ideas that he came up with included the relationship between magnetism and electricity – or electromagnetism.

Ideas in that field helped in the invention of electric motors which are present in all appliances that have moving parts e.g. fan, mixer, washing machine and vacuum cleaner.

Michael's ideas also helped in the use of electricity to separate chemicals, a field called electrolysis.

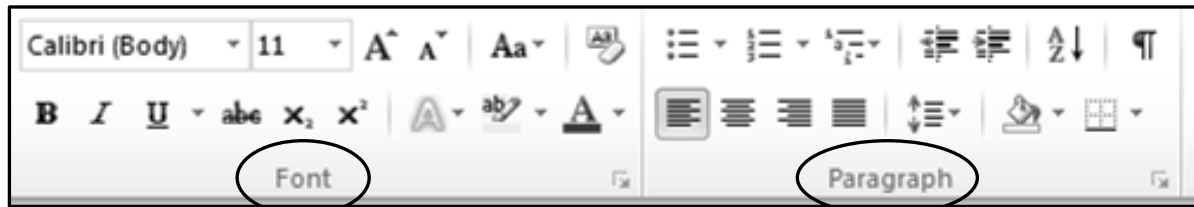
When Davy was asked what his best discovery was, he said: "My greatest discovery was Michael Faraday."

Reference

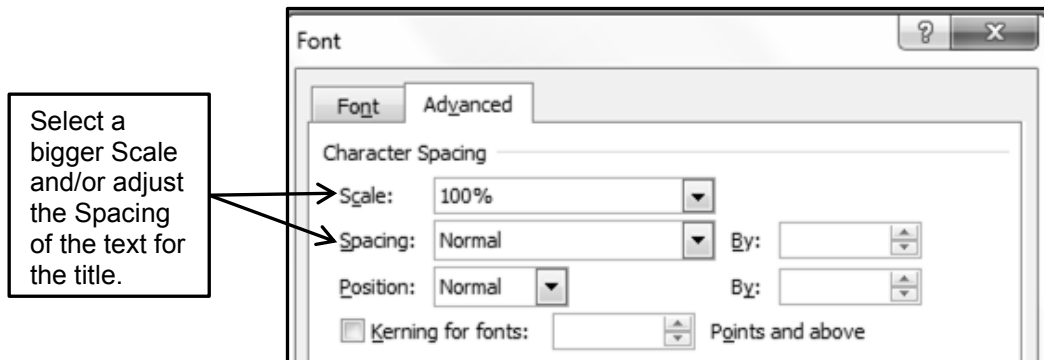
Young Life May 1, 2013

The following steps were done to perform the exercise.

1. **Fonts** group and **Paragraphs** group were used to change the font format and alignment of the title, sub-title, paragraphs and reference.



2. Tab was used to indent the first line of all the paragraphs.
3. **Scale** and **Spacing** the of the title, sub-title, and paragraphs were changed using Advanced font format.



4. Your work must be saved as Advanced Formats document.

Practice Exercise 9

Rubric to assess your work.

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 mark)	Meets expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially done	Task component done confidently and properly	
Task to perform:				
1. Document was saved as Michael Faraday.				
2. Title 1 & Title 2 were converted to WordArt				
3. Text Fill, Text Outline and Text Effects were applied to Title 1&2				
4. Printed copy must be submitted.				

Your work may or may not look like the example on the next page. The example below does not reflect the color, effect or fill of your WordArt.



Practice Exercise 10**Rubric to assess your work.**

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 mark)	Meets expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially done	Task component done confidently and properly	
Task to perform:				
1. Four text boxes were created (Title, Sub-title, and 2x paragraph text boxes)				
2. Title, sub-title and paragraph texts were copied from Michael Faraday document.				
3. All or any of the text boxes were formatted using the following: • Change Text Direction • Change outlines of the objects • Apply Shape Fill				
4. Document must be saved as Newsletter document				

Your work may or may not look like the example on the next page. The example on the next page does not reflect the color, effect or fill of your text box.

Michael Faraday

This boy taught himself by reading science books!

In England in the 1800s, there lived a boy. In those days children often went to work early after gaining a small amount of education.

Such was the boy Michael, who was to work as a helper to a bookbinder. While there he read science books. In this way he learned many things by himself.

One day, he heard that a famous scientist named Humphry Davy was to give a lecture in town. He got a place there, and while the scientist was talking, Faraday took notes down in his notebook.

Later he compiled the notes with nice diagrams and sent them to Davy, and requesting for a job at the place that Davy was the boss of the Royal Institution in London.

Davy was impressed with the boy's notes but said there was no job available.

Years later when there was a place at the institution, Davy sent for Michael, and the boy started work there, at the age of 21, as a laboratory assistant.

During his early days he worked with chemical problems and experiments and went on to study others – like electricity and magnetism.

Michael Faraday became a famous scientist. Even though he was not highly educated, he was practical.

He is known as one of the top scientists in experimenting (or experimentation) to come up with results. (Some scientists do not do as many experiments as others, they think up ideas more.)

Some of the ideas that he came up with included the relationship between magnetism and electricity – or electromagnetism.

Ideas in that field helped in the invention of electric motors which are present in all appliances that have moving parts e.g. fan, mixer, washing machine and vacuum cleaner.

Michael's ideas also helped in the use of electricity to separate chemicals, a field called electrolysis.

When Davy was asked what his best discovery was, he said: "My greatest discovery was Michael Faraday."

Young Life May 1, 2013

Practice Exercise 11

Rubric to assess your work.

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 mark)	Meets expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially done	Task component done confidently and properly	

Task to perform:	
1. Page Setup were changed: Margin: 3 cm left, right, top and bottom Orientation: Landscape Paper Size: A4	
2. Text boxes were moved, resized, and adjusted to fit in the new Page Setup setting.	
3. Work is saved as Newsletter 2	

Your work may or may not look like the example below. The example below does not reflect the color, effect or fill of your WordArt.

Michael Faraday

This boy taught himself by reading science

In England in the 1800s, there lived a boy. In those days children often went to work early after gaining a small amount of education.

Such was the boy Michael, who was to work as a helper to a bookbinder. While there he read science books. In this way he learned many things by himself.

One day, he heard that a famous scientist named Humphry Davy was to give a lecture in town. He got a place there, and while the scientist was talking, Faraday took notes down in his notebook.

Later he compiled the notes with nice diagrams and sent them to Davy, and requesting for a job at the place that Davy was the boss of, the Royal Institution in London.

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Michael's ideas also helped in the use of electricity to separate chemicals, a field called electrolysis.

When Davy was asked what his best discovery was, he said: "My greatest discovery was Michael Faraday."

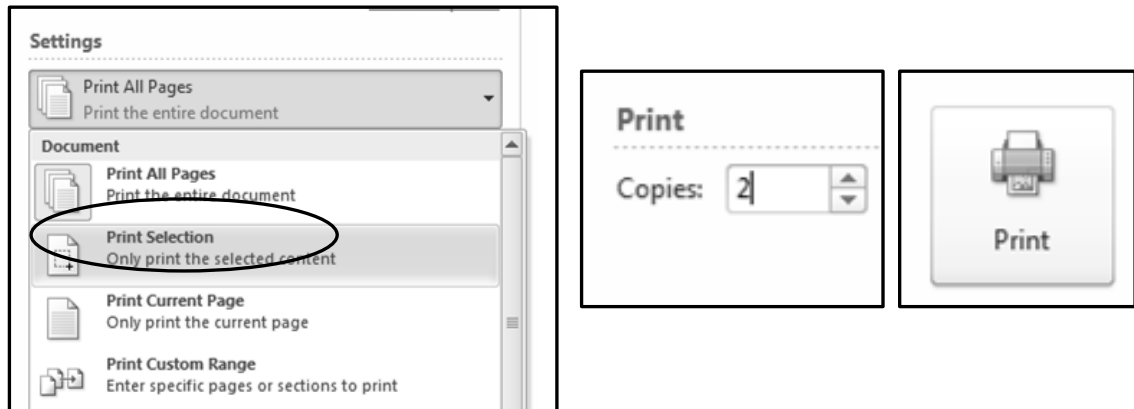
Young Life May 1, 2013

Practice Exercise 12

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 mark)	Meets expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially done	Task component done confidently and properly	
Task to perform:				
1.	2 copies of Page 1, 2 and 3 will be printed.			
2.	2 copies of Page 3 only will be printed.			
3.	2 copies of Page 2 and 3 will be printed.			
4.	Both Page 1 and 3 will be printed together in one page.			

The following steps were used to complete the task.

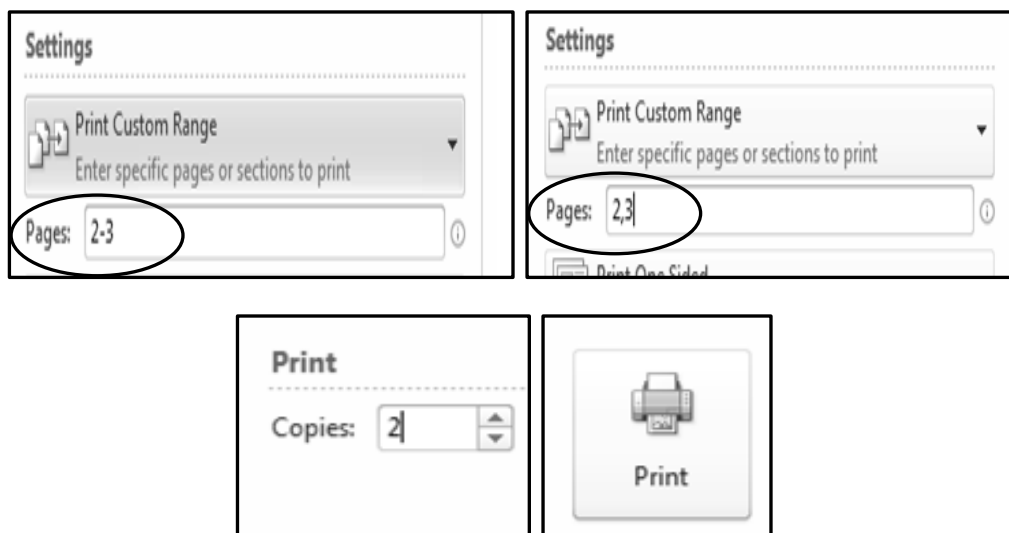
A. File → Print → Print Selection → 2 copies → Print



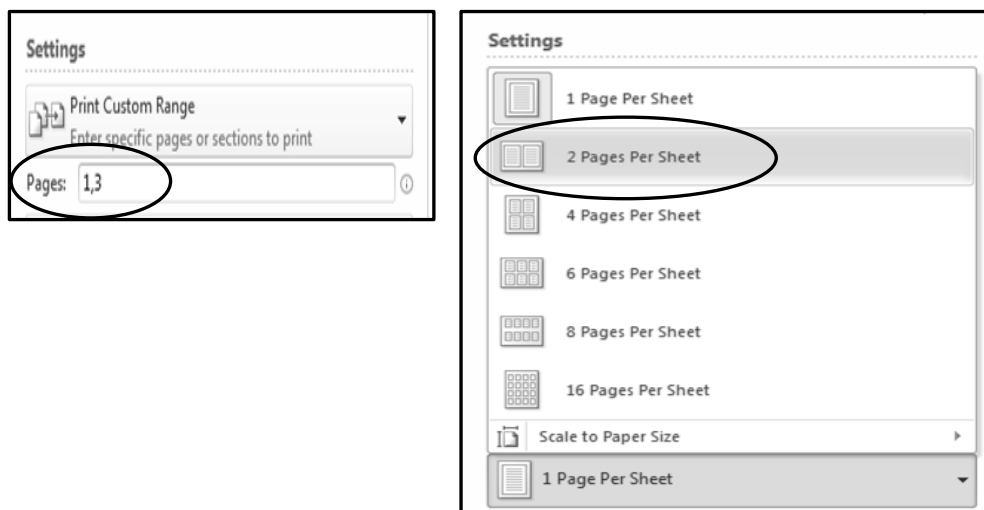
B. File → Print → Type 3 inside Pages window → 2 copies → Print.



C. File → Print → Type 2-3 or 2,3 inside Pages window → 2 copies → Print.



D. File → Print → type 1,3 inside Pages window → 2 Page Per Sheet.



End of Topic 2

Now Do Exercise 2 in Assignment Book 2 Then Go to Topic 3.

TOPIC 3

UNIT 2

TABLES AND LISTS

- | | |
|-------------------|--|
| Lesson 13: | Inserting, Adding and Deleting Tables |
| Lesson 14: | Sizing Rows and Columns |
| Lesson 15: | Applying Changes to Borders and Shading |
| Lesson 16: | Using Auto Sum and Sort Options |
| Lesson 17: | Using Bulleted and Numbered Lists |
| Lesson 18: | Formatting Lists |

TOPIC 3: TABLES AND LISTS

In this topic you will learn about using tables and lists to your documents. The Topic is designed to familiarise you with how to efficiently use tables and list.

In this topic, you will study about the following:

Lesson 13 inserting, adding and deleting focuses on inserting, adding and deleting tables in the document.

Lesson 14 changing the size explains how to change the size of rows and columns in a table inserted or added into the document.

Lesson 15 applying borders discusses how to apply borders and shading to inserted or added tables to your document.

Lesson 16 using auto sum and sort explains how to use Auto Sum and Sort options in tables.

Lesson 17 using bullets and numbering discusses how to use bullets and numbered list in the document

Lesson 18 formatting lists in documents explains how format list in the document.

By the end of Topic 3, you should be able to use more advanced word processing skills and techniques, create quality word processed documents and demonstrate knowledge and skills on efficient use of word processing procedures.

Lesson 13: Inserting, Adding and Deleting Tables



Welcome to Lesson 13 of Unit 2. In Lesson 12, you have learned how to print your document. In this lesson you shall learn how to insert, add and delete tables in your document.



Your Aims:

- differentiate inserting, adding and deleting tables
- perform the steps in inserting, adding and deleting tables
- determine the importance of using tables

Tables

A **table** is a grid of cells arranged in **rows** and **columns**. Grade 9 Design and Technology-Computing Lesson 18 describes a table as very effective way of presenting information as it organizes information for a reader and reduces long words to be read in order to interpret a data. It provides alternatives to using tabs and makes it easier to present paragraphs of text side by side in documents such as resumes and brochures. Moreover, tables can be customized and are useful for various tasks such as presenting text information and numerical data.

The above information clearly describes a table and spells out its importance in MS Word document.

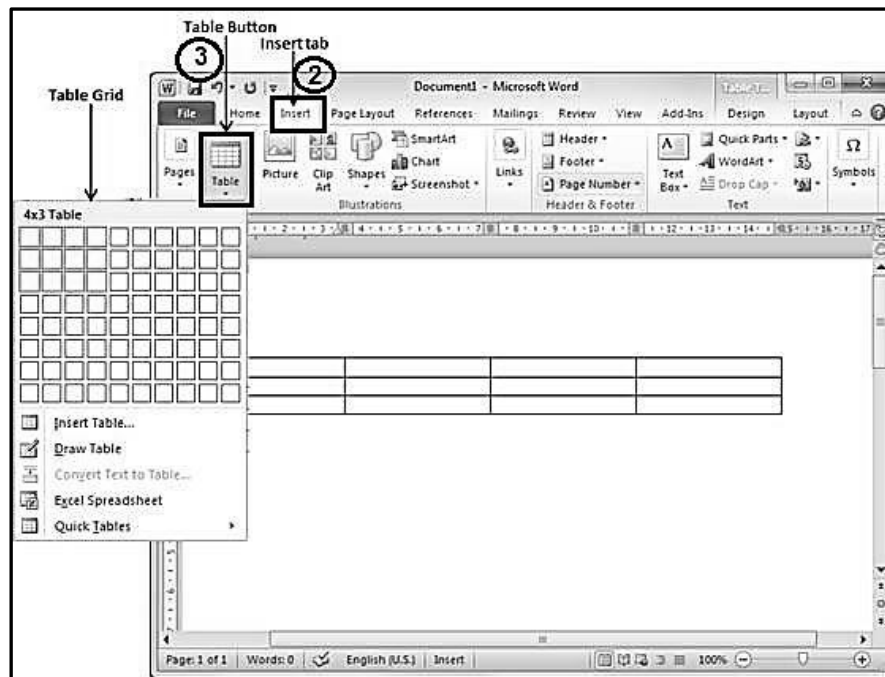
Inserting and Adding Tables

Tables are a useful way of arranging information on a page. In their simplest form, tables can be used to place information in lists. More complex tables can be used to arrange graphics on a page and can also include calculations. Tables are inserted in any part of the document by placing the cursor to its desired location. After performing series of steps then one can successfully add the intended table to its desired location in the document. There are a few ways to insert and add a table. Study each of the following ways.

A. Using the Table Icon from the Insert Tab on the Ribbon

Follow the steps below on how to use the **Table Icon** from the Insert Tab on the Ribbon.

1. Place your cursor or insertion point where you want to insert a table.
2. Click the **Insert tab**.
3. Click **Table** button. This will display a simple grid shown in the next page. When you move your mouse over the grid cells, it makes a table appear in the document. However your mouse over the diagram squares to select the number of **columns** and **rows** in the table. You can make your table having desired number of rows and columns.

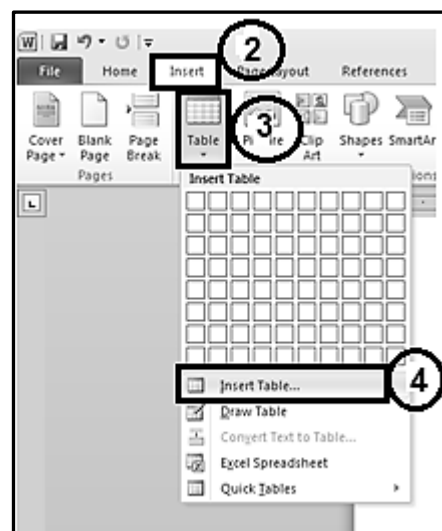


4. Click your mouse, and the table appears in the document.
5. You can now place the insertion point anywhere in the table to add text.
6. Repeat the process until you become comfortable doing it.

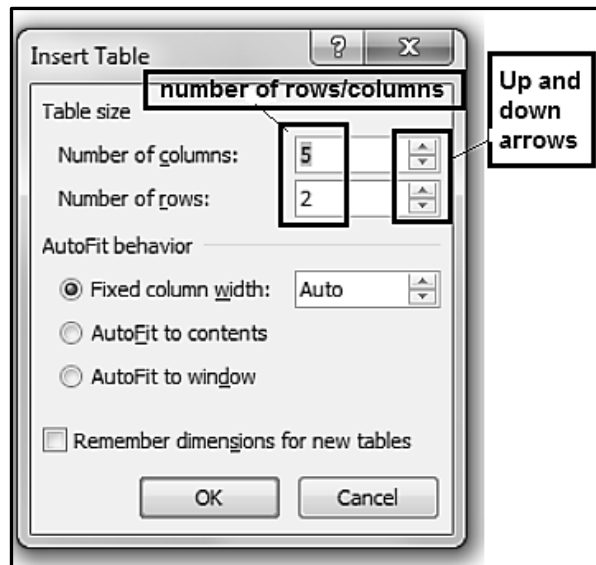
B. Using the Insert Table Dialogue Box

Follow the steps below on how to use the Insert Table dialog box.

1. Place your cursor or insertion point where you want to insert a table.
2. Click the **Insert** tab.
3. Click **Table** button.
4. Hover your mouse down the dialog box and select **Insert Table**.



5. The Insert Table dialog box appears. Decide how many rows and columns the table would have by entering a value inside the box or clicking the up and down arrows after the box.

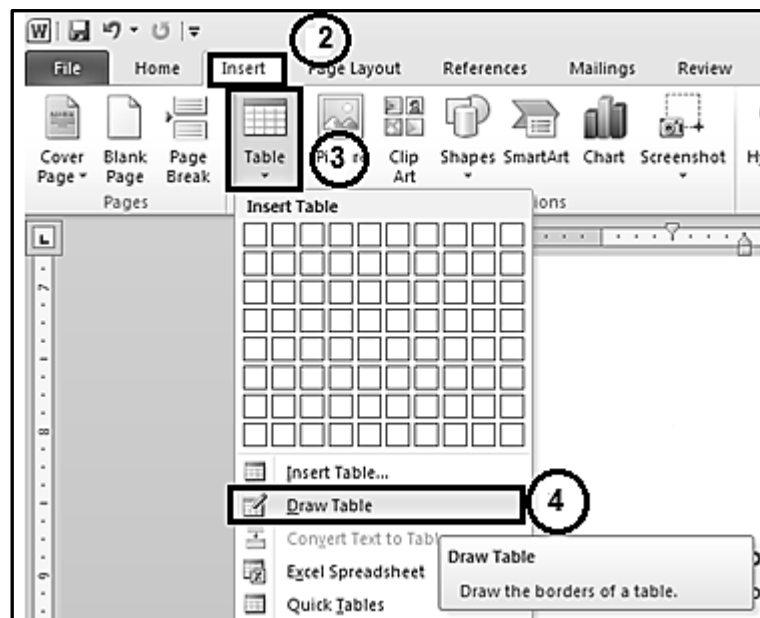


6. Click **OK**, and the table appears in the document.
7. You can now place the insertion point anywhere in the table to add text.
8. Repeat the steps until you become comfortable doing it.

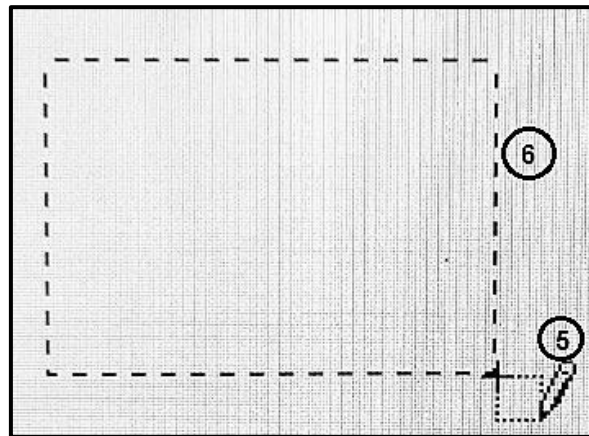
C. Using the Table Drawing Tools

Follow the steps below on how to use the Table Drawing Tools.

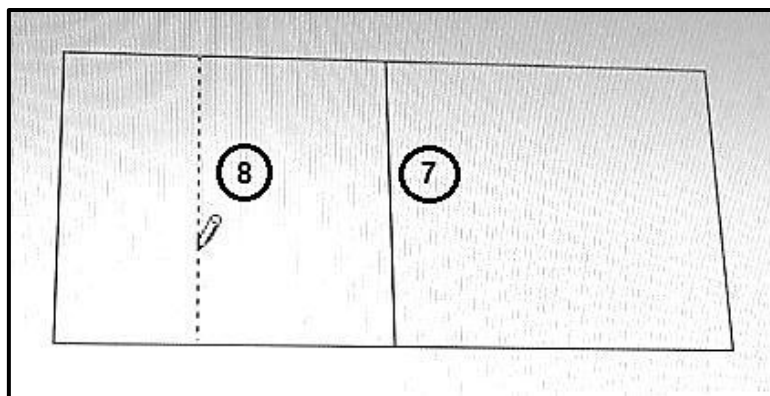
1. Place your cursor or insertion point where you want to insert a table.
2. Click the **Insert** tab.
3. Click **Table** button.
4. Hover your mouse down the dialog box and select **Draw Table**.



5. When you move the pointer over the document, you should note that it has the shape of a pencil.
6. Click and drag diagonally down and to the right to create a rectangle.



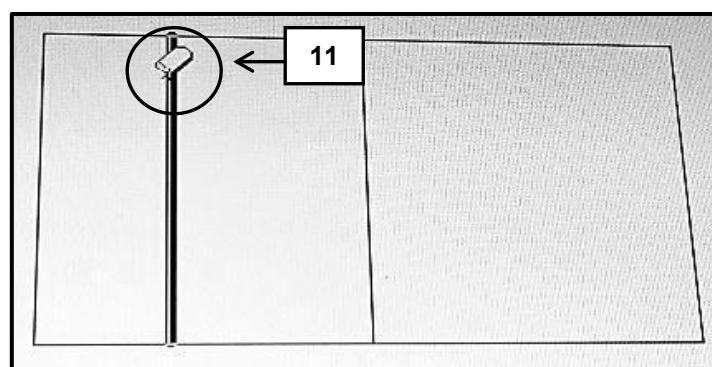
7. With the pencil, draw a line that divides the rectangle in two.
8. Use the pencil to divide one of the halves into two columns.



9. Now that you can see the flexibility of the **Draw Table** feature, use it to create and divide more boxes.
10. Click the **Eraser** tool.



11. Go back to the table and erase one of the lines you created by clicking and dragging along the line. Press **ESC** to cancel the eraser tool.

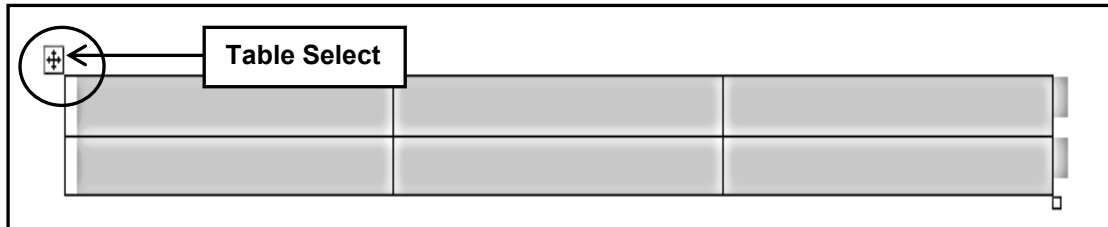


Deleting Tables

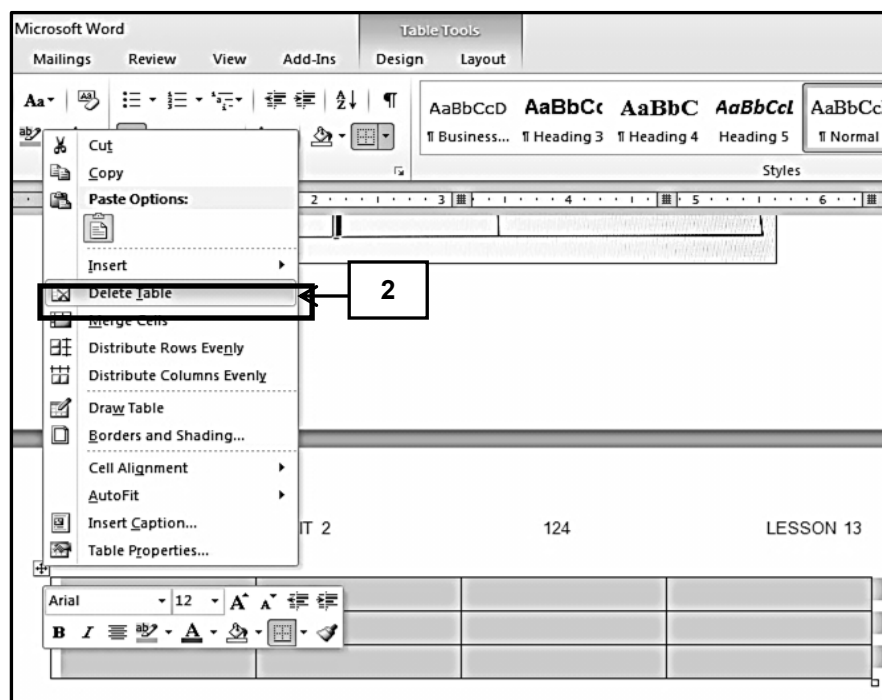
Tables can be deleted by following the steps below.

Using Right Click

1. Highlight the table by clicking the four edged arrow square at the top right side of the table.



2. Right click your mouse and a context menu will appear. Select **Delete Table** and the table will be deleted from your document.

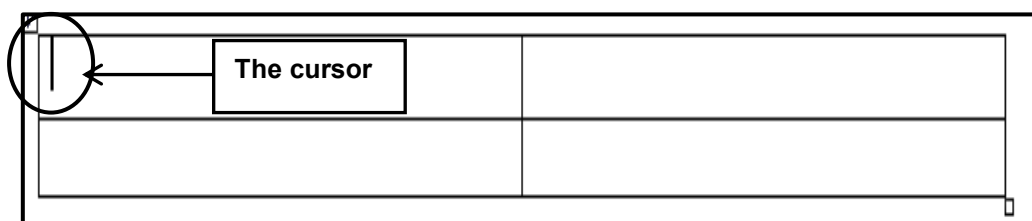


3. Repeat the steps until you become competent in it to get the desired result.

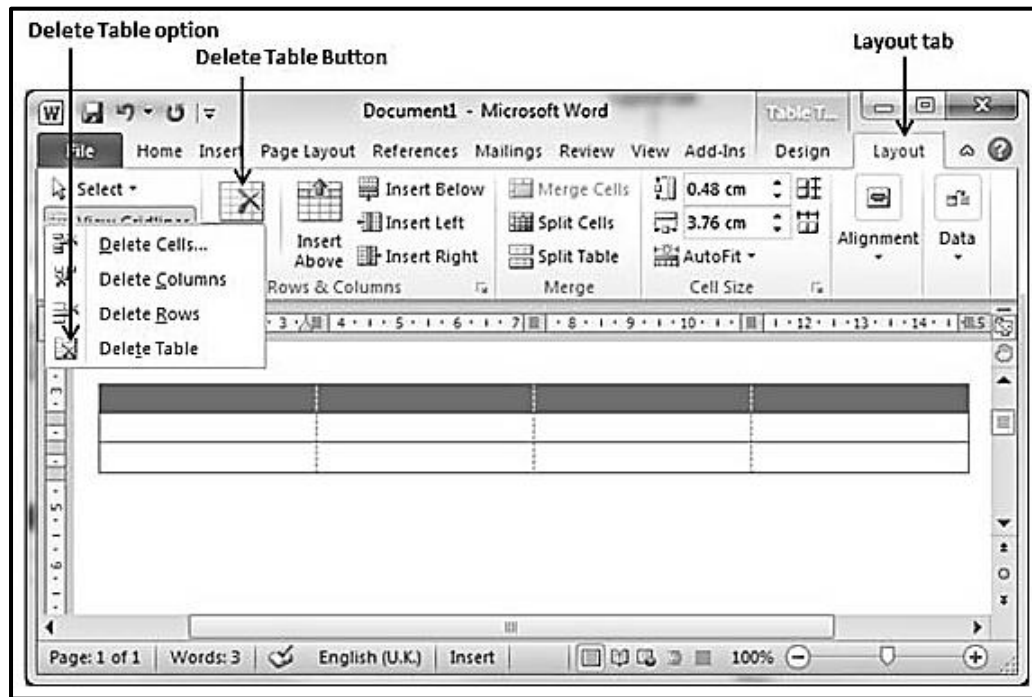
Using the Layout Tab

Follow the steps below on how to use the Layout tab.

1. Click anywhere in the table you want to delete. The cursor will be placed in the cell that you selected.



2. Click the **Layout tab** then click **Delete Table option** under the **Delete Table Button** to completely delete the table from the document along with its content.



3. Repeat the process until you become comfortable doing it and get the desired result.



Activity 1: Answer the following questions.

1. List three importance of using tables in a MS Word document.
 - a. _____
 - b. _____
 - c. _____
2. What tab is used when you want to insert a table using the ribbon?

3. What command will you use if you want to create a table using drawing tools?

4. Where can you find the Delete Table option?

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answer. Make sure you do the necessary corrections before moving on to the next part of this lesson.



Summary

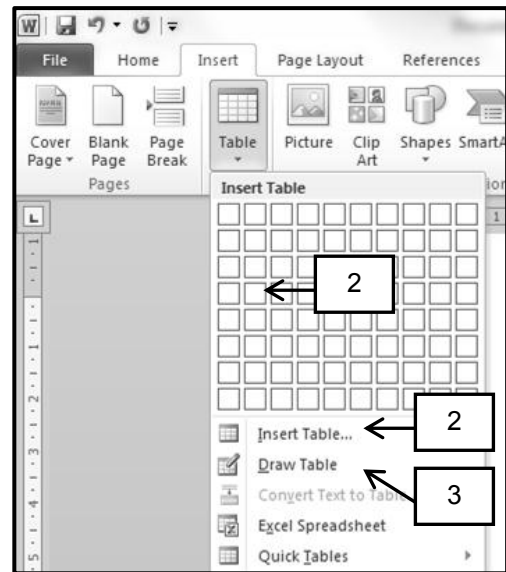
You have come to the end of Lesson 13. In this lesson you have inserted, added and deleted tables to your document. You have also learned the importance of using tables in your document.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.

Practice Exercise 13

Perform the following task.

1. Create a 5x4 table (5 columns and 4 rows) using the **Insert** → **Table** options.
2. In the same document create a 3x2 table (3 columns and 2 rows) This time use the **Insert Table** dialogue box.
3. Draw a 3x2 table. Use the **Draw Table** option.
4. Save your work as **3 Table Exercise**.



CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.

Answers to Activity 1

1.
 - a. Tables are very effective for presenting information as it organizes information for a reader and reduces long words to be read in order to interpret a data.
 - b. Tables provide alternatives to using tabs and make it easier to present paragraphs of text side by side in documents such as resumes and brochures.
 - c. Tables can be customized and are useful for various tasks such as presenting text information and numerical data.
2. Insert Tab
3. Draw Table
4. Delete Table button

Lesson 14: Sizing Rows and Columns



Welcome to Lesson 14 of Unit 2. In Lesson 13, you have learned how to insert, add, and delete tables in your document. In this lesson you shall learn how the definition of rows and columns and how to size and resize them. Moreover, you will learn the importance of sizing rows and columns.

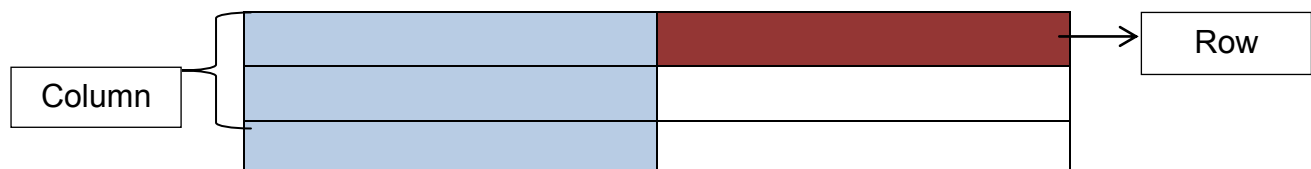


Your Aims:

- define rows and columns
- perform the steps on sizing rows and columns
- determine the importance of sizing rows and columns

Rows and Columns

As discussed in Lesson 13, a table is a grid of cells arranged in rows and columns. Columns are the vertical lines and rows are the horizontal lines which intersect to create the cells in a table.



MS Word table can contain as many as sixty-three (63) columns but the number of rows is unlimited. Managing tables involves selecting a part of the table and carrying out the required action. Sizing the rows and columns enables you to adjust the column width and row height according to a definite purpose or need. This offers flexibility to manipulate columns and rows to serve well its intended purpose which is to organize information for a reader in order to interpret a data.

Selecting a Cell, Row, Column or Entire Table

Before you can size rows and columns, you must learn first how to select these. Follow the steps below to select a cell, row, column or an entire table.

To select a cell, follow the steps below to select a cell.

1. Move your mouse to a point just inside the left edge of the cell so your mouse pointer changes to a black arrow shape.
2. Click to select one cell or drag to select several cells.



A highlighted cell indicating that the cell selected.

To select a row, perform the the following task to select a group of rows.

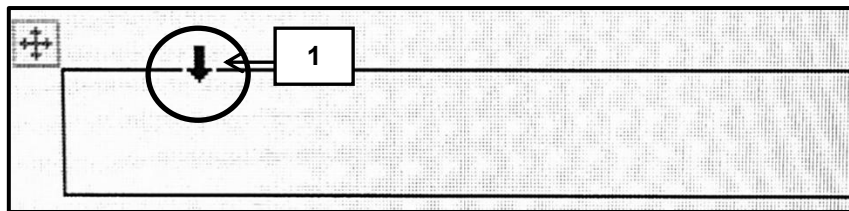
1. Place the cursor to the left of the row observe how it changes to an arrow.



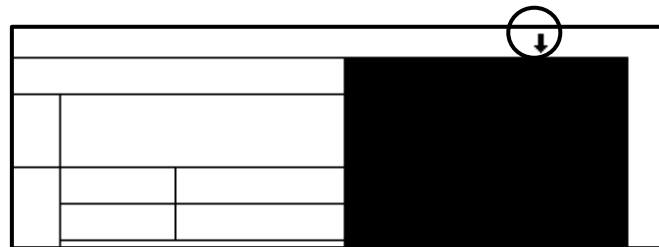
2. Click the left mouse button.

To select a column, do the following task to select a column.

1. Place the cursor above the column (it changes to an arrow pointed downwards).



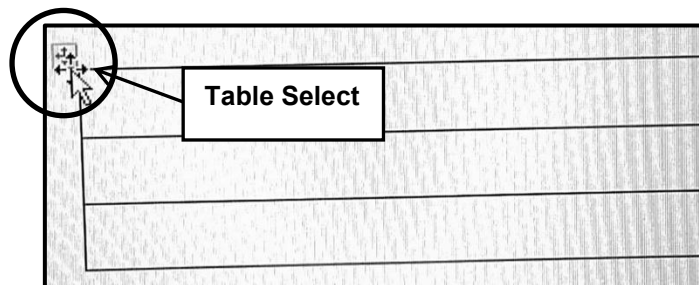
2. Click the left mouse button.
3. You can click to select a column or drag to select multiple columns.



Click and drag the mouse when the arrow is displayed.

To select an entire table, perform the task below:

1. Place the cursor at the top left corner of the table (the cursor changes to a cross with an arrow on each end).



2. Click on it to select the entire table.
3. Repeat the whole process until you are competent in it so that you get the desired result.

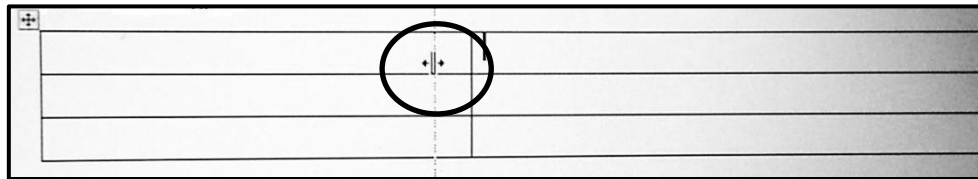
Sizing Rows and Columns

In changing the column width and changing the row height there are two ways on how rows and columns can be sized. Follow the steps below on how to size rows and columns.

Changing Column Width

Follow the steps below, to change the column width.

1. Click and hold the mouse on one of the vertical lines on the boundary of the column.
2. Drag the column to the desired position.

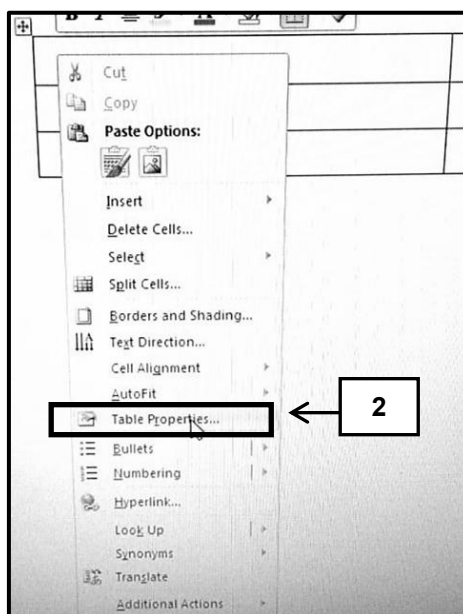


Click, hold and drag to adjust the column width.

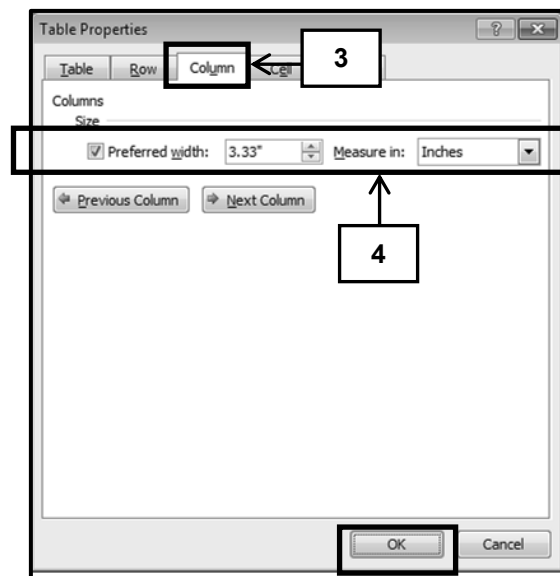
3. Repeat the whole process until you are competent in it so that you get the desired result.

You can also do this to change column width.

1. Click the column.
2. Right click on the mouse and select **Table Properties**.



3. Choose the **Column** tab.
4. Set the width and click **OK** after setting the width.

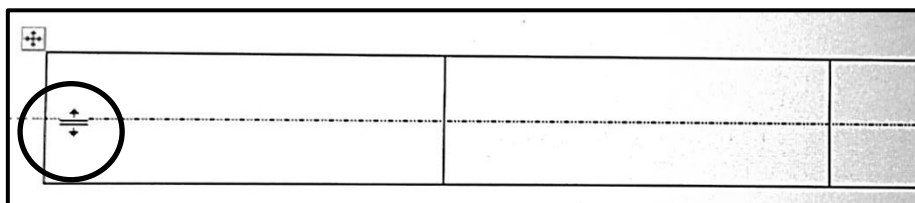


5. Repeat the whole process until you get the desired results and feel comfortable doing it.

Changing Row Height

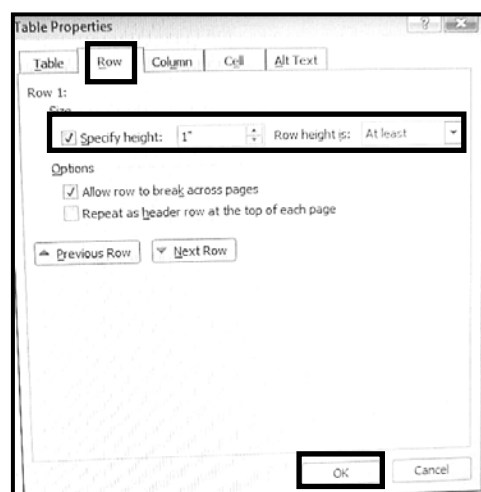
Follow the steps below on how to change the row height.

1. Click and hold the mouse on one of the horizontal lines on the boundary of the column.
2. Drag the column to the desired position.



You can also do this to change row height.

1. Click in the row.
2. Right click on the mouse and select **Table Properties**.
3. Choose the **Row** tab and set the width. Then click **OK**.



4. Repeat the whole process until you get the desired results and feel competent doing it.



Activity 1: Answer the following questions.

1. Explain the importance of sizing rows and columns of a table in a MS Word document.

2. After doing the right click, what command tab is used when you want to size rows and columns?

3. What command will you use if you want to adjust column width?

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answer. Make sure you do the necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 14. In this lesson you have changed the sizes of rows and columns of tables to your document. You have also learned the importance of sizing rows and columns of tables in your document.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.
--

Practice Exercise 14

Create a table and set its properties.

1. Create a table with 3 columns and 3 rows.
2. Type the following data inside the table you created.

Names of Respondents	Billing Address	Comments
Corazon Marciana Illuminada Concepcion	113 Southwoods Park Avenue , Calamba, Laguna	Respondent does not have any sons or daughters but lives with three nieces and two nephews
Maria Isabel Constantino Guevarra	945 Mc Arthur Driveway International Paete, Laguna	Respondent is living with her three sons and five daughters

3. Set table properties. Use 0.3" row height and 2.08" column width. Your setting will change to centimeter depending on the unit of measurement used in your computer.
4. Save your work as **Table Properties Exercise**.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.
--

Answers to Activity 1

1. Sizing the rows and columns enables you to adjust the column width and row height according to a definite purpose or need. This offers flexibility to manipulate columns and rows to serve well its intended purpose which is to organize information for a reader in order to interpret a data.
2. Table Properties
3. Column Tab

Lesson 15: Applying Changes to Borders and Shading



Welcome to Lesson 15 of Unit 2. In Lesson 14, you have learned about the definition of rows and columns, how to size and resize and learned the importance of sizing and resizing them.

In this lesson, you will learn about table borders and shading.



Your Aims:

- define borders and shading
- perform the steps on changing table borders and shading
- identify the importance of applying changes to borders and shading

Borders and Shading

Microsoft Word allows you to place a border on any or all of the four sides of a table very similar to text, paragraphs, and pages. You can also add many type of shading to table rows and columns. This lesson will teach you how to add any of the borders (left, right, top or bottom) around a table and how to add different shadows to various rows and columns of the table.

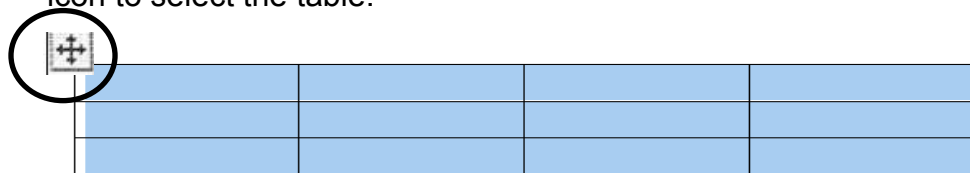
Adding and changing borders and shadings of a table can achieve the following results:

1. The table will look more interesting and professionally looking.
2. The table with borders and shadings can make the data inside it stand out to relay the information better.

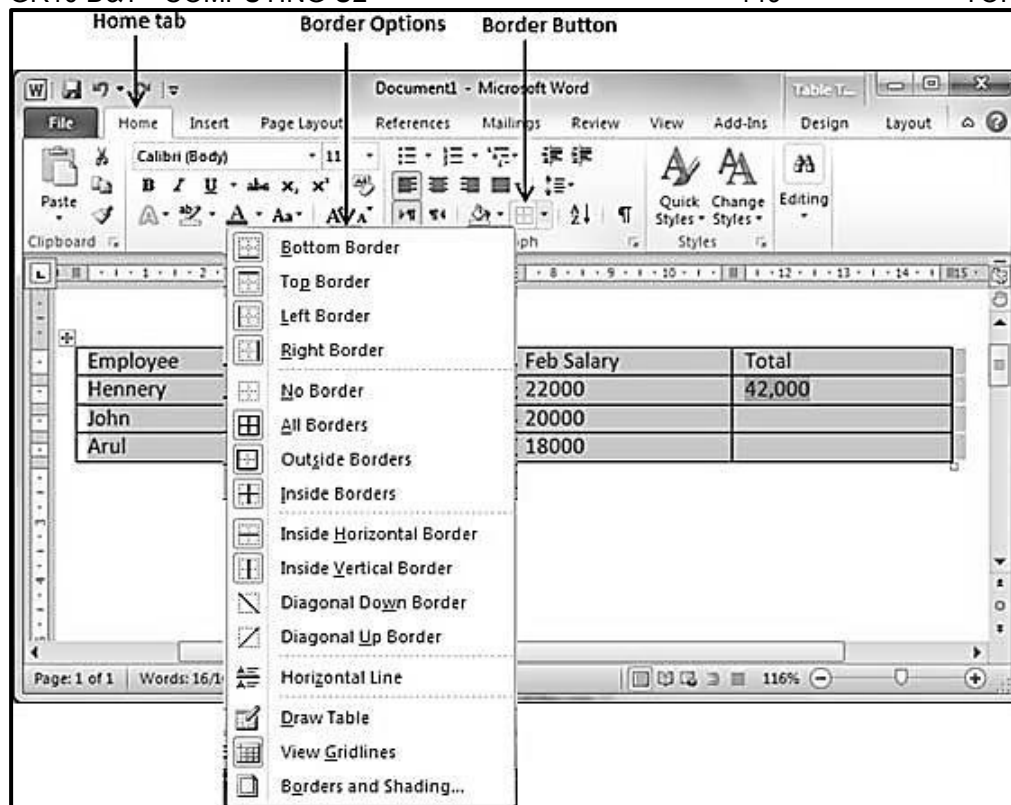
Add Borders To Table

Follow these simple steps to add borders in a table cell available in MS Word document.

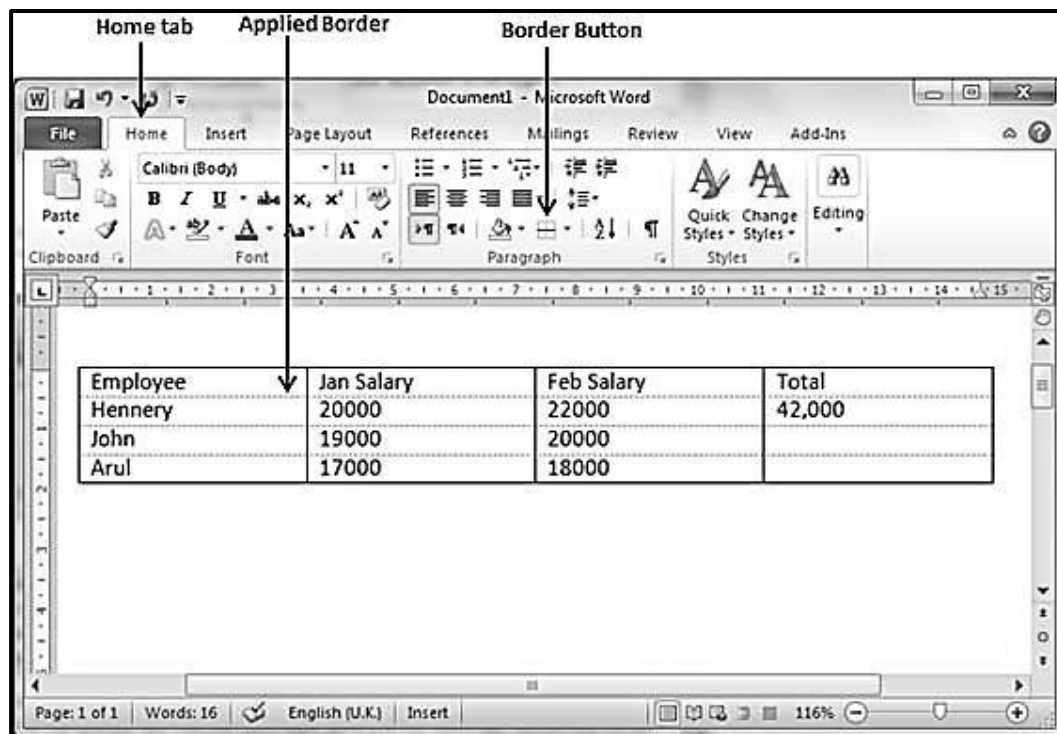
1. Select the table to which you want to add border. In Lesson 14 you learned how to select a table by clicking over the table anywhere which will make a **Cross Icon** visible at the top-left corner of the table. Now, just click this cross icon to select the table.



2. Click the **Border Button** to display a list of options to put a border around the selected table. You can select any of the options available by simply clicking over it.



3. Try to add and remove different borders like left, right top or bottom by selecting different options from the border options.

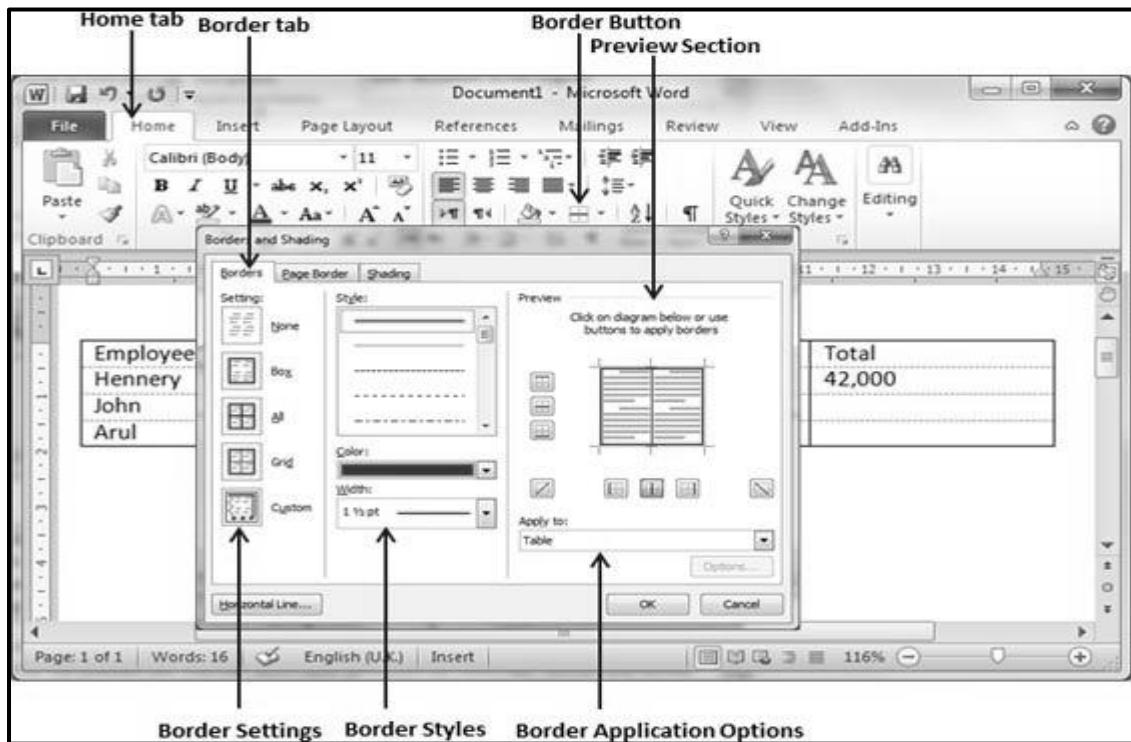


4. You can apply border to any of the selected row or column. You can try it yourself.
5. To delete the existing border, simply select **No Border** option from the border options.
6. Repeat the whole process until you get the desired results and feel confident doing it.

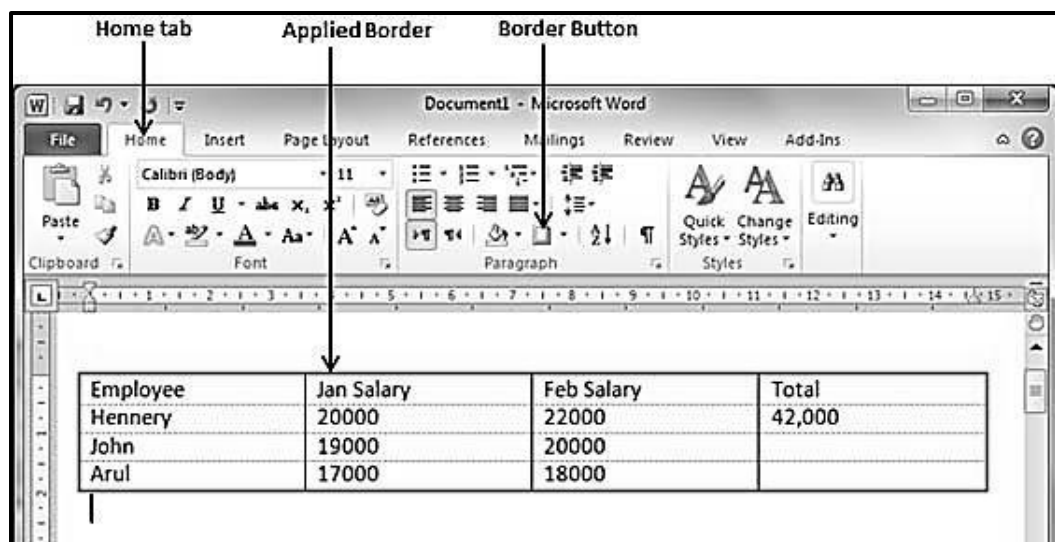
Using Border Options

You can add borders of your choice to word table by following the simple steps given below.

1. Click the **Border Button** to display a list of options to put a border. Select **Border and Shading** option available at the bottom of list of the options as shown in above screen capture. This will display a **Border and Shading** dialogue box. This dialog box can be used to set borders and shading around a selected table.



2. Click **Border** tab which will display a list of border settings, styles and options whether this border should be applied to the table or text or paragraph.
3. You can use **Preview** section to disable or enable left, right, top or bottom borders of the selected table or row or column. Follow the given instruction in preview section itself to design the border you like.
4. You can customize your border by setting its colour, width by using different width thickness available under style section.

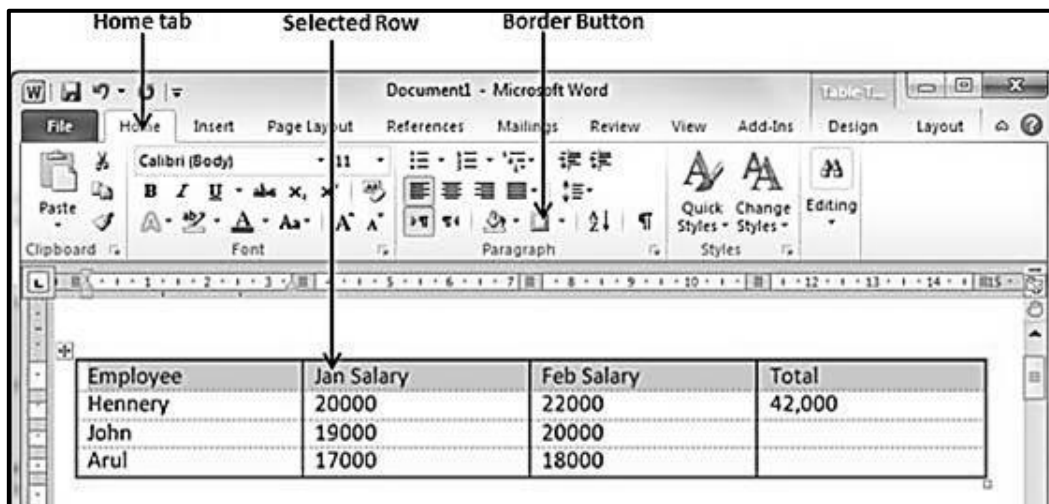


- Repeat the whole process until you get the desired results and feel confident doing it.

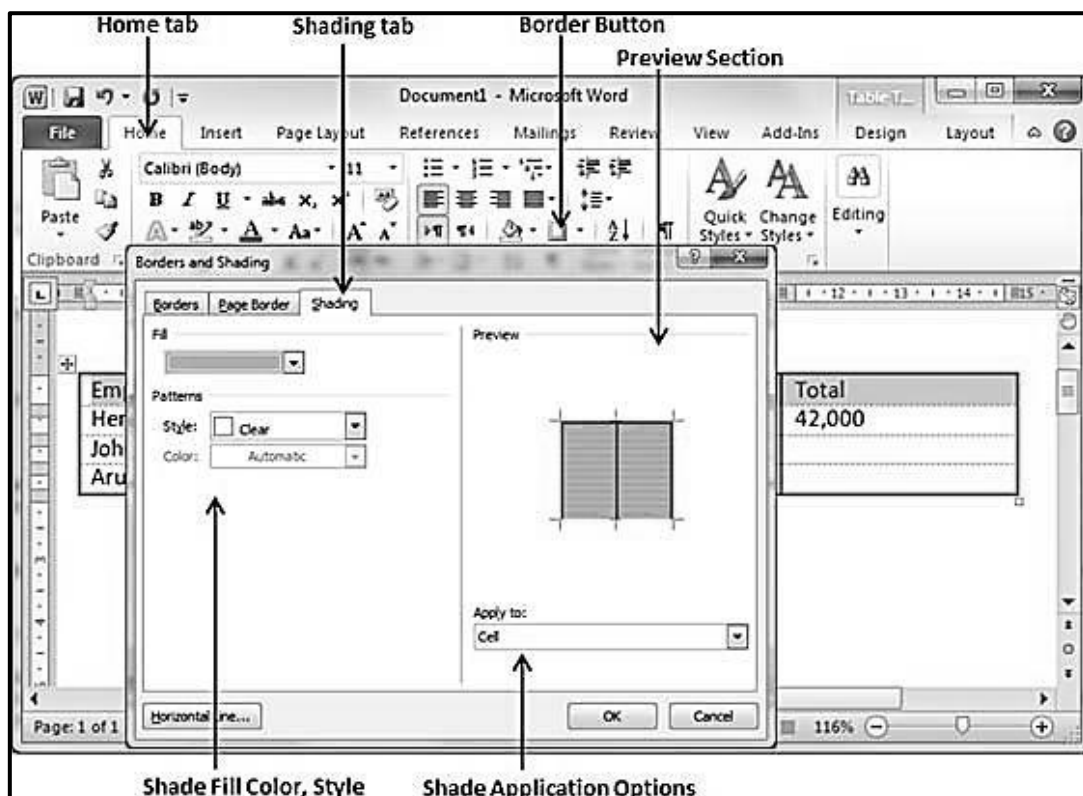
Add Shades To Table

Follow these similar steps to add shades on a selected table or its rows or columns.

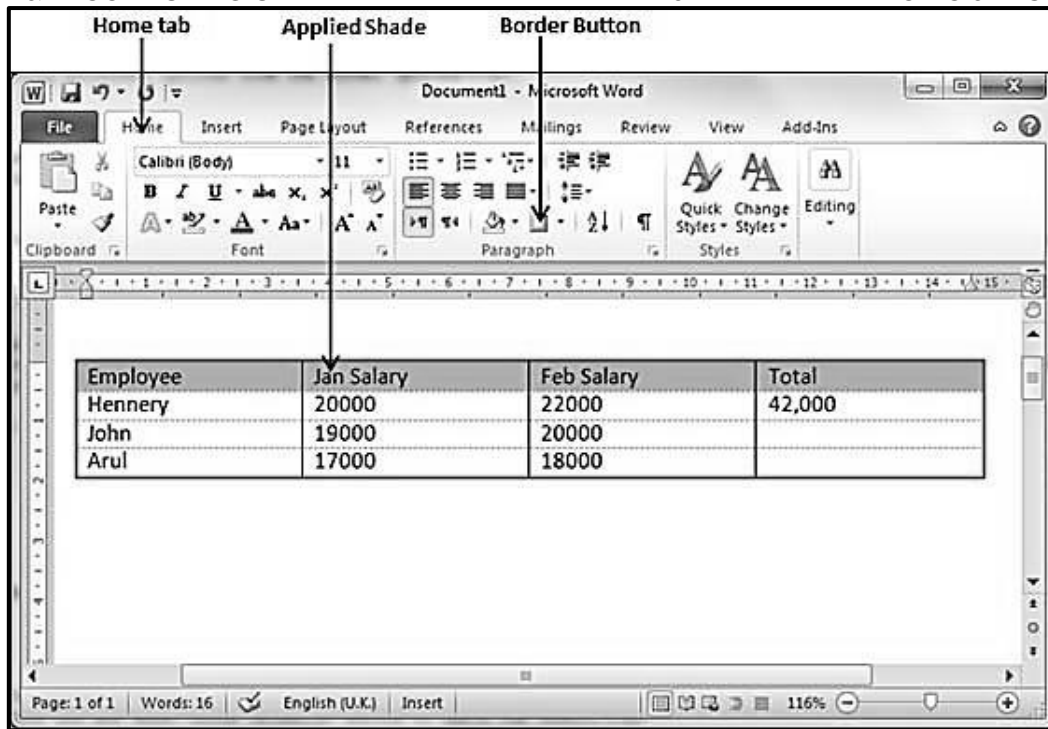
- Select a row or column where you want to apply shade of your choice.



- Click the **Border Button** to display a list of options to put a border. Select **Border and Shading** option available at the bottom of list of the options. This will display a **Border and Shading** dialog box. This dialog box can be used to set borders and shading around selected row(s) or column(s).



- Click **Shading** tab which will display options to select **fill**, **color** and **style** and whether this border should be applied to cell or table or selected text.
- You can use **Preview** section to have an idea about the expected result. Once you are done, click **OK** button to apply the result.



5. Repeat the whole process until you get the desired results and feel confident doing it.



Activity 1: Answer the following questions.

- List two importance of adding and changing borders and shading to a table in a Word document.

- What command button is used when you want to add or change borders and shadings of a table?

- What tab will you use if you want to add fill, colour and style to your table?

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answer. Make sure you do the necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 15. In this lesson you have changed the borders and shadings of tables to your document. You have also learned the importance of adding and changing the borders and shadings of tables in your document.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.
--

Practice Exercise 15

1. Create a table as shown below.

2. Apply borders and shade to to columns and rows.
3. You can also choose your own colours for the borders and shade of your table.
4. Save your work as **Borders and Shade Table**.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.
--

Answers to Activity 1

- 1.
- The table made will look more interesting and professionally looking.
 - The table with borders and shadings can make the data inside it stand out to relay the information better.
2. Border button
3. Shading tab

Lesson 16: Using Auto Sum and Sort Options



Welcome to Lesson 16 of Unit 2. In Lesson 15, you have learned the definitions of border and shading, how to change them and their importance. In this lesson you will learn the use of Auto Sum and Sort options.



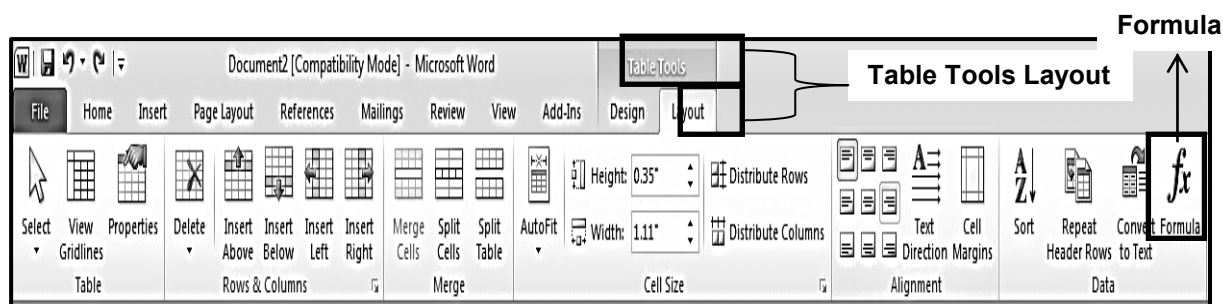
Your Aims:

- define Auto Sum
- define Sort options
- perform the steps on using Auto Sum and Sort options
- determine the importance of using Auto Sum and Sort options

Auto Sum

Microsoft 2010 provides a great feature of using tables along with document content to complement and summarize it in a better way, but sometimes in tables we also need to write the formula for evaluation of values. Although it does not support a wide range of formulas, we can use basic formulas that will be sufficient for most users.

You can perform calculations and logical comparisons in a table by using formulas. The Formula command is found on the Table Tools Layout tab in the Data Group.



Auto Sum function as defined in Grade 9 Design and Technology-Computing Unit 4 Lesson 17 is a function in a Spreadsheet program which inserts a formula in the selected cell that adds the numbers in the column above it. It sets the range of cells by looking for numeric data above the selected cell.

Adding calculations to a table in Word is very similar to adding calculations in a spreadsheet program such as MS Excel. One difference is that the formula used for the calculation is not entered in to the table directly. Another difference is that Row and Column references are not shown on a table.

In MS Word 2010, Auto Sum can be achieved by using the Formula command. Sum numbers in a table can be done by using any of these positional arguments (LEFT, RIGHT, ABOVE, BELOW). You can also use positional arguments (LEFT, RIGHT,

ABOVE, BELOW) with these functions: AVERAGE, COUNT, MAX, MIN a PRODUCT.

Auto Sum enables evaluation of values in a table in Word document. This provides more data to deliver the needed information to the user or reader of the document.



The Table Tools Layout does not appear unless a table is created.

Using the Formula Command

To avoid any error while summing in a table by using positional arguments, type zero (0) in any empty cell that will be included in the calculation. Follow these steps on how to sum using positional arguments.

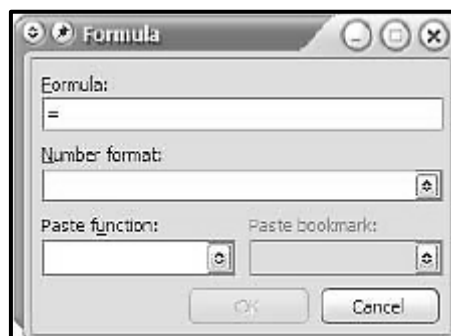
1. Create a table with 3 columns and 4 rows. Type the data as shown below.

Student	Class Standing	Exam Mark	Total
Mario	28	32	
Chelsea	41	30	
Bart	21	25	

2. Select the table where you want your result. If the cell is not empty, delete its contents. In this example select the cell just below Total.

Student	Class Standing	Exam Mark	Total
Mario	28	32	
Chelsea	41	30	
Bart	21	25	

3. On the **Table Tools Layout** tab in the **Data** group, Click **Formula**. Upon click, Formula dialog box will appear. Under **Formula**, =SUM(ABOVE) is automatically inserted. If so, delete this and proceed to Step 3.

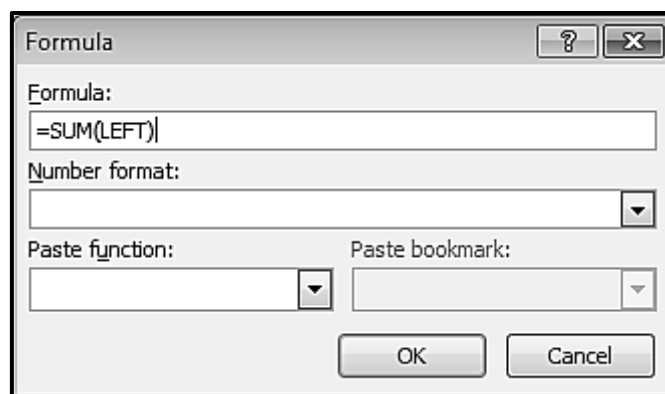


4. Now, in the **Formula** dialogue box, type one of the following formula as applicable:

To Add the Numbers	Type this in the Formula Box
--------------------	------------------------------

Above the Cell	=SUM(ABOVE)
Below the Cell	=SUM(BELOW)
Above and below the Cell	=SUM(ABOVE,BELOW)
Left of the Cell	=SUM(LEFT)
Right of the Cell	=SUM(RIGHT)
Left and Right of the Cell	=SUM(LEFT,RIGHT)
Left of and Above the Cell	=SUM(LEFT,ABOVE)
Right of and above the Cell	=SUM(RIGHT,ABOVE)
Left of and Below the Cell	=SUM(LEFT,BELOW)
Right of and Below the Cell	=SUM(RIGHT, BELOW)

For the given example below, =SUM(LEFT) is applicable to get the total sum of Mario's marks.



5. Click **OK**.

The sum will be displayed in the selected cell. Try to do the same for Chelsea and Bart by following steps 1-4.

Student	Class Standing	Exam Mark	Total
Mario	28	32	60
Chelsea	41	30	
Bart	21	25	

6. Repeat the whole process until you get the desired results and feel confident doing it.



Activity 1: Do the following.

1. Create a table just like the example below.

Names	Cans	Plastic	Bottles	Newspapers
John	12	23	41	10
Maria	56	15	23	42
Total				

2. Sum the total number of cans, plastics, bottles and newspapers collected by John and Maria. Use any one of the formulas discussed in the previous lesson.
3. What is the importance of using Auto Sum?

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answer. Make sure you do the necessary corrections before moving on to the next part of this lesson.

Sorting Options

Sorting as defined in Grade 9 Design and Technology-Computing Unit 4 Lesson 12 is a common Spreadsheet task that allows you to easily reorder your data. The most common type of sorting is alphabetical ordering, which you can do in ascending or descending order. This definition holds true even in MS Word application.

Sorting in MS Word table is important as the information can easily be sorted in whatever order suits you and your purpose.

To sort a table you need to first do the following.

1. Create a table like the one shown below.

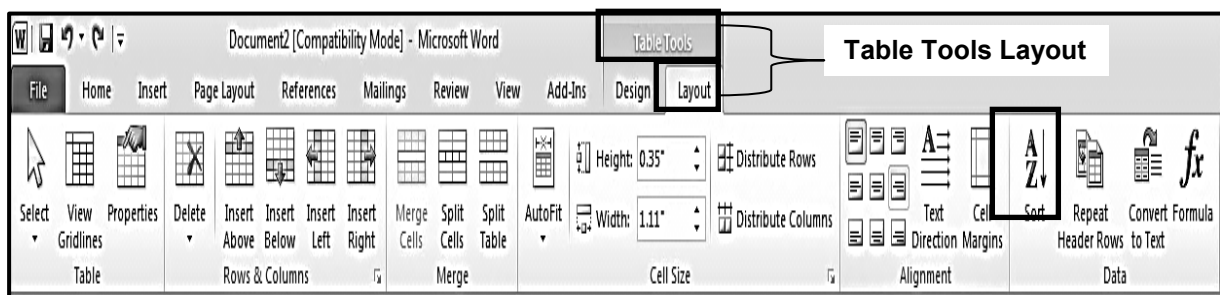
Student names	Class Standing	Exam Marks	Total
Zeny	21	32	53
Clara	15	28	43
Susan	20	39	59
Mario	32	26	58
Athena	35	42	77

Giorgio	26	37	63
Helthea	30	43	73
Keana	16	29	45

2. Click in the table. If you do not intend to sort the entire table, then you will need to select the parts you want to be sorted.

Student Names	Class Standing	Exam Marks	Total
Zeny	21	32	53
Clara	15	28	43
Susan	20	39	59
Mario	32	26	58
Athena	35	42	77
Giorgio	26	37	63
Helthea	30	43	73
Keana	16	29	45

3. From the **Table Tools Layout** menu select **Sort**. The sort dialogue will appear.



4. Make sure the options are the same as the example above and click **OK**. The list will now be sorted in order of the Student column.

Student Names	Class Standing	Exam Marks	Total
Athena	35	42	77
Clara	15	28	43
Giorgio	26	37	63
Helthea	30	43	73
Keana	16	29	45
Mario	32	26	58
Susan	20	39	59
Zeny	21	32	53

5. Repeat the above steps to sort the list by the **Total** column in **Descending** order.

Sort

Sort by: **Total** Type: Number Using: Paragraphs ☐ Ascending ☒ Descending

Then by: Type: Text Using: Paragraphs ☒ Ascending ☐ Descending

Then by: Type: Text Using: Paragraphs ☒ Ascending ☐ Descending

My list has ☒ Header row ☐ No header row

Options... OK Cancel

The table now will be sorted according to the Total column in a descending order.

Student Names	Class Standing	Exam Marks	Total
Athena	35	42	77
Helthea	30	43	73
Giorgio	26	37	63
Susan	20	39	59
Mario	32	26	58
Zeny	21	32	53
Keana	16	29	45
Clara	15	28	43

**Activity 2:****Do the following.**

1. Create a table just like the example below.

Student	Recitation	Quiz	Assignment	Total
John	5	23	24	52
Maria	6	15	23	44
Socorro	7	26	20	53
Teodoro	9	28	19	56
Doroty	8	19	16	43

2. Sort the table according to the following categories:
- Student column in Ascending order
 - Total in Descending order
3. What is the importance of using the Sort option?

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answer. Make sure you do the necessary corrections before moving on to the next part of this lesson.

**Summary**

You have come to the end of Lesson 16. In this lesson you have learned the definitions of Auto Sum and Sorting. You have also learned how to use them in tables in a MS Word document and their importance.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.

Practice Exercise 16

Follow the given instructions below.

A. Auto Sum

1. Create a table like the example below.

Student	Year Mark	Exam	Total
Jenny	43	38	
Gweneth	36	37	
Thalia	40	40	
Joe	29	45	
Felix	47	39	
Adam	25	36	
Average	36.67	39.17	75.83

2. Calculate the Total marks of each student by using the correct formula as discussed in the previous lesson.

B. Sorting

1. Using the table example above, select the entire table except for the Average row at the bottom.
2. From the **Table Tools Layout** menu select **Sort**. The dialogue box will appear.
3. Sort the table according to Student column in Ascending order.
4. Repeat the above steps to sort the table by the Total column in Descending order.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.
--

Answers to Activity

Activity 1

1. Your work should look like the example given below.

Names	Cans	Plastic	Bottles	Newspapers
John	12	23	41	10
Maria	56	15	23	42
Total				

2. Your table should contain the following total.

Names	Cans	Plastic	Bottles	Newspapers
John	12	23	41	10
Maria	56	15	23	42
Total	68	38	64	52

3. Auto Sum enables evaluation of values in a table in MS Word document. This provides more data to deliver the needed information to the user or reader of the document.

Activity 2

1. Your work should look like the example given below.

Student	Recitation	Quiz	Assignment	Total
John	5	23	24	52
Maria	6	15	23	44
Socorro	7	26	20	53
Teodoro	9	28	19	56
Doroty	8	19	16	43

2. Once your table is sorted, your sorted table should look like the example below:

- a. Student column sorted in Ascending order

Student	Recitation	Quiz	Assignment	Total
Doroty	8	19	16	43
John	5	23	24	52
Maria	6	15	23	44
Socorro	7	26	20	53
Teodoro	9	28	19	56

- b. Total column sorted in Descending order.

Student	Recitation	Quiz	Assignment	Total
Teodoro	9	28	19	56
Socorro	7	26	20	53
John	5	23	24	52
Maria	6	15	23	44
Doroty	8	19	16	43

3. Sorting in MS Word table is important as the information can easily be sorted in whatever order suits you and your purpose.

Lesson 17: Using Bulleted And Numbered Lists



Welcome to Lesson 17 of Unit 2. In Lesson 16, you have learned the definitions of Auto Sum and Sort. You have learned how to use them and their importance. In this lesson you will learn how to use bulleted and numbered lists.



Your Aims:

- define bulleted and numbered list
- identify the correct use of bulleted and numbered lists
- identify the steps on using bulleted and numbered list
- determine the importance of using bulleted and numbered list

Bullets and Numbered List

Bullet lists are lists where each paragraph begins with a dot point. Numbered lists are lists where each item is ordered using a number. These lists can be customised in a number of different ways such as changing the symbol used for bullet points or changing a numbered list to use letters or roman numerals.

Examples:

Bullet list	List Using Symbol	Number List	List Using Letters
• apple	□ apple	1. apple	a. apple
• banana	□ banana	2. banana	b. banana
• carrot	□ carrot	3. carrot	c. carrot

Bulleted and numbered lists can be used in your documents to format, arrange and emphasize text. In this lesson, you will learn how to modify existing bullets, insert new bulleted and numbered lists, select symbols as bullets, and format multilevel lists.



Type an asterisk * symbol (**[Shift] [8]**) and press **[Tab]**. When you type an asterisk and then insert a tab before typing, Word will convert the completed paragraph in to a bulleted paragraph.

To Create a List

Follow the steps below on how to create a list.

1. Type the following texts and format as a list.

Green

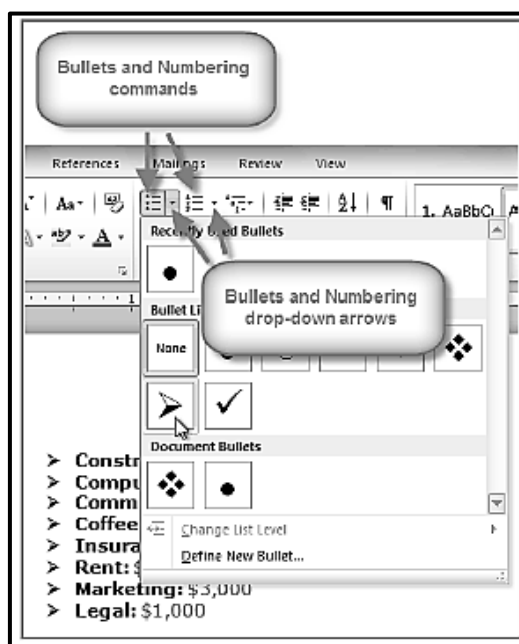
Purple

Red

Blue

Orange

2. Click the **Bullets** or **Numbering** drop-down arrow on the Home tab.



3. Select the bullet or numbering style you would like to use, and it will appear in the document.

Numbering

1. Green
2. Blue
3. Purple
4. Orange
5. Red

Bullet

- ☹ Green
- ☹ Blue
- ☹ Purple
- ☹ Orange
- ☹ Red

4. To remove numbers or bullets from a list, select the list and click the **Bullets** or **Numbering** commands.



When you are editing a list, you can press **Enter** to start a new line, and the new line will automatically have a bullet or number. When you have reached the end of your list, press **Enter** twice to return to "normal" formatting.

Bullet Options

You can select any of the symbols as a bullet. Follow the steps below on how to have symbols as bullets.

1. Select the existing list below.

Bed

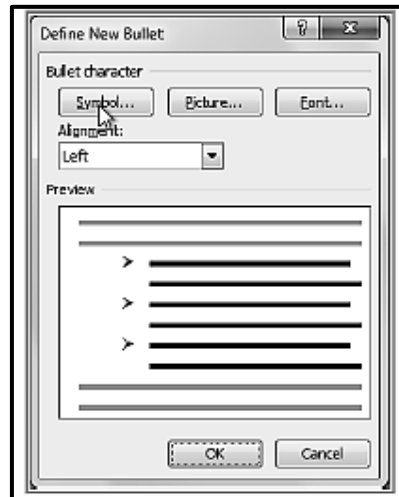
Rest

Nap

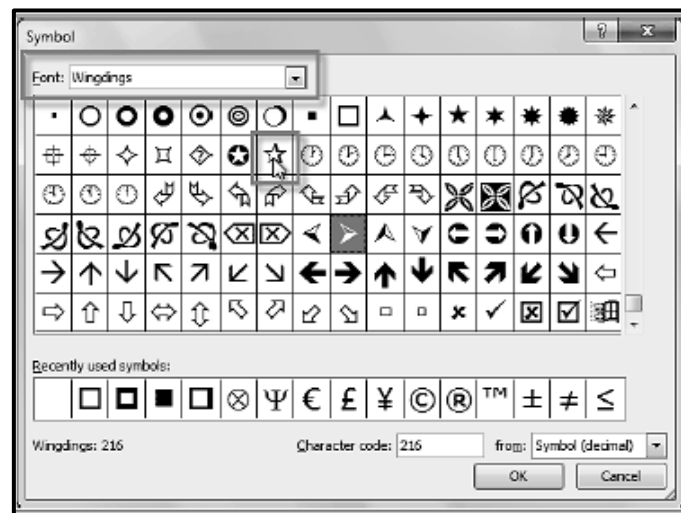
Pillow

Relax

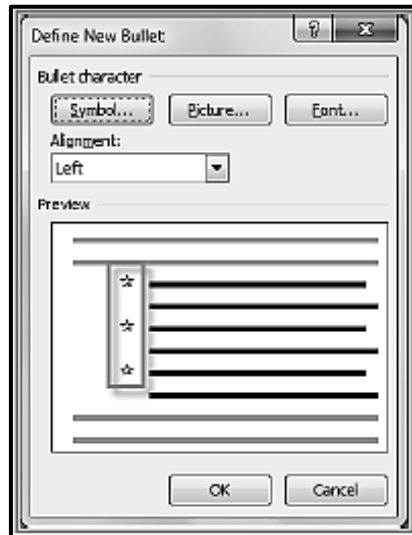
2. Click the **Bullets** drop-down arrow.
3. Select **Define New Bullet** from the drop-down menu. The Define New Bullet dialogue box appears.



4. Click the **Symbol** button. The Symbol dialogue box appears.
5. Click the **Font** drop-down box and select a font. The **Wingdings** and **Symbol** fonts are good choices as they have a large number of useful symbols.



6. Select the desired symbol.
7. Click **OK**. The symbol will now appear in the Preview section of the Define New Bullet dialogue box.



8. Click **OK** to apply the symbol to the list in the document.



You can use a picture as a bullet. Click the **Picture** button in the Define New Bullet dialogue box, and then locate the image file on your computer.



Activity 1:

Create a list by following the given steps.

1. Type the following text as it is set.

Success Due to Many Factors

A significant market need for their vitamin supplement products.

A significant deduction in operational costs.

A well-detailed campaign advertisement.

2. Copy and paste the text to create another set of paragraphs.
3. Apply bullets to the first set of paragraphs, except for the title “Success Due to Many Factors”.
4. Apply Numbers to the next set of paragraphs, except for the title.
5. Save your work as **Bullets and Numbers Activity**.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answer. Make sure you do the necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 17. In this lesson you have learned the definition of bullets and numbering. You have also learned how to use them and their importance.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.

Practice Exercise 17**A. Follow the instructions below to create a list using numbers and bullets.**

1. Create a new blank document.
2. Enter the heading **Colours**, formatted as **bold** size **18** text.
3. Type an asterisk * symbol (**Shift 8**) and press **Tab**. When you type an asterisk and then insert a tab before typing, Word will convert the completed paragraph in to a bulleted paragraph.
4. After the tab type **red** and press **Enter**. As soon as you press **Enter**. Word will know the paragraph is ended and the paragraph will be automatically converted to a bullet point. A new bullet point on the following line will also be created. If this happens when you do not want a bulleted list to be created, you can undo straight away to undo the automatic change.
5. Continue to type the list pressing Enter every after word. Type **blue**, **pink**, **orange**, **green**, **puple** and **gray**.
6. After you have typed the last item in the list, press **Enter** twice. Pressing it a second time indicates that you are ending the list and the next paragraph will be normal.
7. On the new line type **Days of the Week**. Format the text as **bold** and **18** point size.
8. Type a number 1. then press **Tab** and then type **Monday**.
9. Press **Enter** to complete the paragraph and it will be automatically formatted as a numbered list.
10. Complete the list following step 9 for every word . Type **Wednesday**, **Thursday**, **Friday**, **Saturday** and **Sunday**.
11. Press **Enter** twice to complete the list.
12. Save the document as **Practicing Lists**.

B. What is the importance of using bullets and numbers in your document?

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.
--

Answers To Activity

1. Open document Bullets and Numbers Activity you previously saved inside your computer.
2. Your work should look like the example below

Success Due to Many Factors

- A significant market need for their vitamin supplement products.
- A significant deduction in operational costs.
- A well-detailed campaign advertisement.

Success Due to Many Factors

1. A significant market need for their vitamin supplement products.
 2. A significant deduction in operational costs.
 3. A well-detailed campaign advertisement.
3. The following steps were performed to create the example above.
 - a. In the first paragraph, highlight to select all three phrases.
 - b. On the **Home** tab, in the **Paragraph** group, click the **Bullets** button . The text is converted to a bulleted list.
 - c. In the second paragraph, highlight to select all three phrases.
 - d. With the list still selected, click the **Numbering** button  to create a numbered list.

Lesson 18: Formatting Lists



Welcome to Lesson 18 of Unit 2. In Lesson 17, you have learned the definition of bullets and numbering. You have also learned how to use them and their importance. In this lesson you will learn how to format the list you have created in Lesson 17.



Your Aims:

- perform the steps on formatting list
- determine the importance of formatting list

Formatting List

You have learned in Lesson 17 how to create a list by using either bullets and numbers. Formatting list enables you to do the following:

- a. Change the colour of the bullet colour.
- b. Create a multilevel list
- c. Change the level of a list

Formatting would enable you to enhance appearance of the list you have created. It will also create the order of appearance of the items in the list according to your purpose.

To Change the Bullet Colour

You can enhance the appearance of the bullets that you use by changing the bullet colour. Follow the steps below on how to change the bullet colour.

1. Type the list of words below.

Dog

Cat

Mouse

Horse

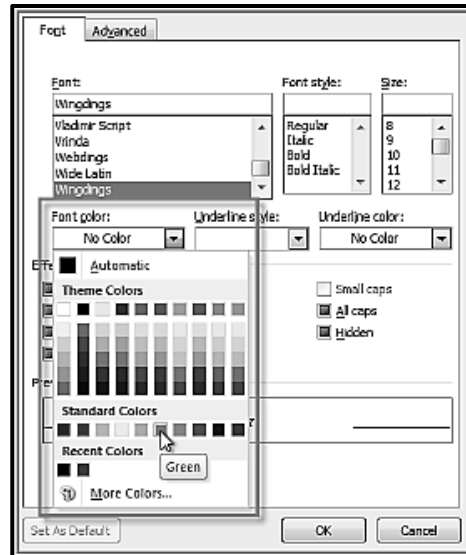
Elephant

Lamb

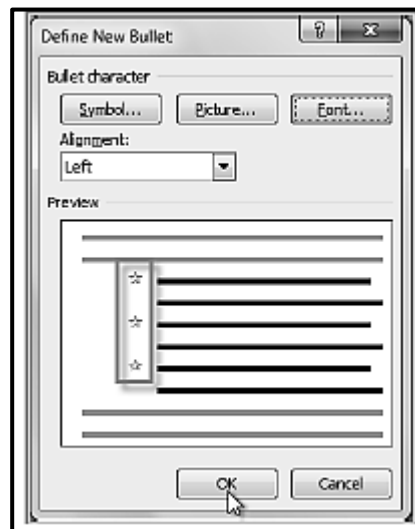
Bird

Ant

2. Select the existing list.
3. Click the **Bullets** drop-down arrow.
4. Select **Define New Bullet** from the list. The Define New Bullet dialogue box appears.
5. Click the **Font** button. The Font dialogue box appears.
6. Click the **Font Color** drop-down box.



7. Click on the desired colour to select it.
8. Click **OK**. The bullet colour will now appear in the Preview section of the Define New Bullet dialogue box.



9. Click **OK** to apply the bullet colour to the list in the document.
 - Dog
 - Cat
 - Mouse
 - Horse

- Elephant
- Lamb
- Bird
- Ant

Multilevel Lists

Multilevel lists allow you to create an outline with multiple levels. In fact, you can turn any bulleted or numbered list into a multilevel list by simply placing the insertion point at the beginning of a line and pressing the **Tab** key to change the level for that line. You can then use the **Multilevel List** command to choose the types of bullets or numbering that are used like the example below.



To Create a Multilevel List

Follow the steps below on how to create a multilevel list.

1. Create and select the text that you want to format as a multilevel list.
2. Click the **Multilevel List** command on the Home tab.



3. Click the bullet or numbering style you would like to use. It will appear in the document.

4. Position your cursor at the end of a list item and press the **Enter** key to add an item to the list.



To remove numbers or bullets from a list, select the list and click the **Bullets** or **Numbering** commands.

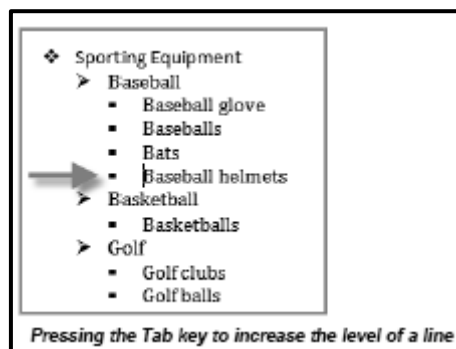
To Change the Level of a Line

Follow the steps below on how to change the level of a line.

5. Using the same list, place the **insertion point** at the beginning of the line.



6. Press the **Tab** key to increase the level.



7. Hold **Shift** and press **Tab** to decrease the level.
8. Repeat the whole process until you get the desired results and feel comfortable doing it.



Activity 1: Answer the following questions.

1. Refer to the jumbled steps below on how to change bullet colour.
 - i. Click OK.
 - ii. Choose Font
 - iii. Select Define New Bullet
 - iv. Choose Font Color

If these steps are rearranged, which is the correct order of steps?

- a. i, ii,iii,iv b. iv, iii.ii,i c. iii, ii, iv, I d. iii, iv, ii,i
2. True or False. Write True if the statement is correct and False if it is incorrect.
- a. You can then use the Multilevel List command to choose the types of bullets or numbering that are used. _____
- b. To remove numbers or bullets from a list, select the list and click the Define New Bullet command. _____
- c. Holding the Shift and press Tab will decrease the level. _____
3. State in your own words the importance of formatting a list.
- a. _____

- b. _____

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answer. Make sure you do the necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 18. In this lesson you have learned how to format a list by changing the bullet colour, creating a multilevel list and changing the level of a list.

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.
--

Practice Exercise 18

A. Follow the given instructions below.

1. From the given texts below, use a computer, open document and make a list using bullets.

Ana

Marie

Constantino

Paul

Emmanuel

Alexandria

Pedro

2. Change the bullet colour by following the steps below.
- Click the **Bullets** drop-down arrow.
 - Select **Define New Bullet** from the list. The Define New Bullet dialog box appears.
 - Click the **Font** button. The Font dialog box appears.
 - Click the **Font Color** drop-down box.
 - Click on the desired colour to select it.
 - Click **OK**.
3. Using the list you have created, copy and paste to create another set of text.
4. Create a multi level list by adding a description below each name. Use the descriptions below for each name.

Ana – Tall and blond

Marie- Short and brunette

Constantino- Muscular and strong

Paul- Skinny and pale

Emmanuel- Funny and friendly

Alexandria- Smart and religious

Pedro- Naughty and rough

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.
--

Answers To Activity 1

1. c
2.
 - a. True
 - b. False
 - c. True
3.
 - a. Formatting would enable you to enhance appearance of the list you have created.
 - b. It will also create the order of appearance of the items in the list according to your purpose.

Answers to Practice Exercises in Topic 3

Practice Exercise 13

Rubric to assess students' work for Practice Exercise 13.

Table 1

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 marks)	Meet expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially completed	Task component done confidently, and properly	
Tasks to perform				
1) Selected the Insert Tab on the ribbon.				
2) Located the Table icon on the ribbon and clicked on it.				
3) Dragged through the grid until it shows 5 x 4 table.				
4) Released the mouse and a table, 5 columns wide and 4 rows high is created.				
Total				

Table 2

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 marks)	Meet expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially completed	Task component done confidently, and properly	
Tasks to perform				
1) Clicked below the table so a second table is created.				
2) Pressed [Enter] to make sure there is at least one blank paragraph before the second table is created.				
3) From the Insert tab on the ribbon clicked the Table icon again.				
4) Release your mouse and a table, 5 columns wide and 4 rows high will be created.				
5) Selected to display the Insert Table dialog.				
6) Entered 3 for the number of columns and 2 for the number of rows.				
7) Clicked OK to create the table.				
Total				

Table 3

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 marks)	Meet expectations (5 marks)	Score					
Assessment Criteria	Task component not done	Task component partially completed	Task component done confidently, and properly						
Tasks to perform									
1) Clicked the Table icon again.									
2) From the menu selected the  Draw Table.									
3) With the Draw Table icon selected, drawn a rectangle shape under the second table.									
4) Dragged a line down the middle of the table to divide it in to two columns.									
5) Dragged a horizontal line across the table to split it in to two rows.									
6) Continued to add lines until the table looks similar to the one									
<table border="1"><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>									
below.									
Total									

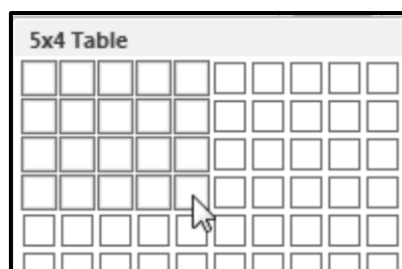
The following steps were done to perform the task.

Table 1

1. Select the Insert tab on the ribbon.



2. Locate the Table icon on the ribbon and click on it.  A grid of squares appears. This allows you to choose how many rows and columns your table will have.
3. Drag through the grid until it shows 5 x 4 table like the example below.



- Release your mouse and a table, 5 columns wide and 4 rows high will be created like the one below.

Table 2

- Click below the table so we can create a second table (if MS Word will not let you click below the table because there are no more paragraphs under it, try double-clicking. You can double click on any place in a document to place the insertion point there).
- Press **Enter** to make sure there is at least one blank paragraph before you create the second table. Otherwise MS Word may join the two tables together – not a huge problem normally but for now we want separate tables.
- From the Insert tab on the ribbon click the Table icon again.
- This time when the menu appears, select to display the Insert Table  Insert Table... dialogue box.
- Enter 3 for the number of columns and 2 for the number of rows.

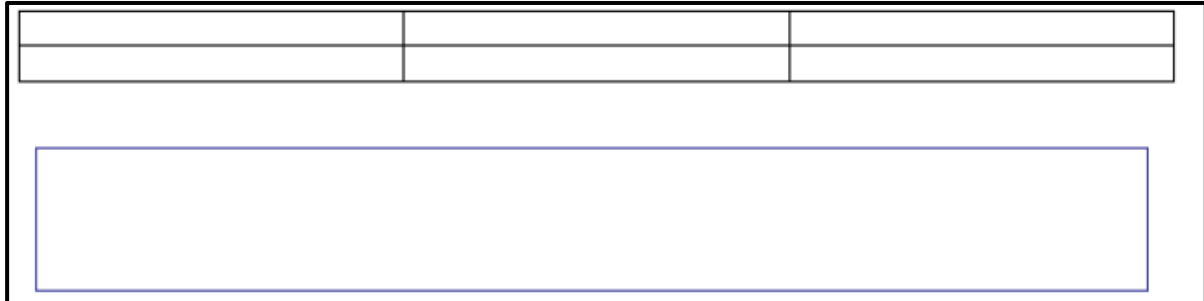


- Click **OK** to create the table. It should look like the one below.

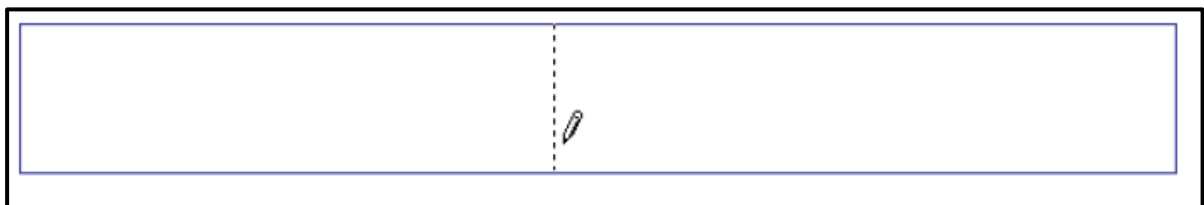
Table 3

- From the Insert tab on the ribbon click the Table icon again.

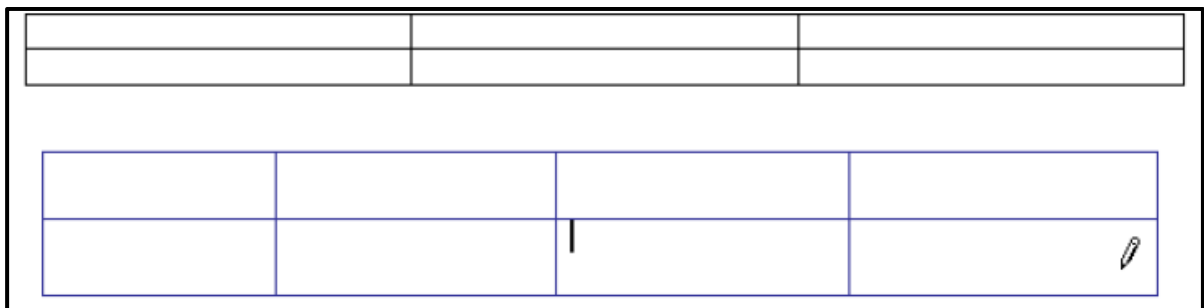
2. From the menu select  **Draw Table**. When it is selected, your mouse pointer will turn in to a pencil shape. 
3. With the Draw Table icon selected, draw a rectangle shape under the second table as shown.



4. When you have created the rectangle outline for the table, drag a line down the middle of the table to divide it in to two columns.



5. Now drag a horizontal line across the table to split it in to two rows.
6. Continue to add lines until the table looks similar to the one below. You can use undo if you make any mistakes.



Practice Exercise 14

Rubric to assess students's work

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 marks)	Meet expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially completed	Task component done confidently, and properly	
Tasks to perform				
1. Create a 3x2 table				
2. Data is encoded inside the table.				

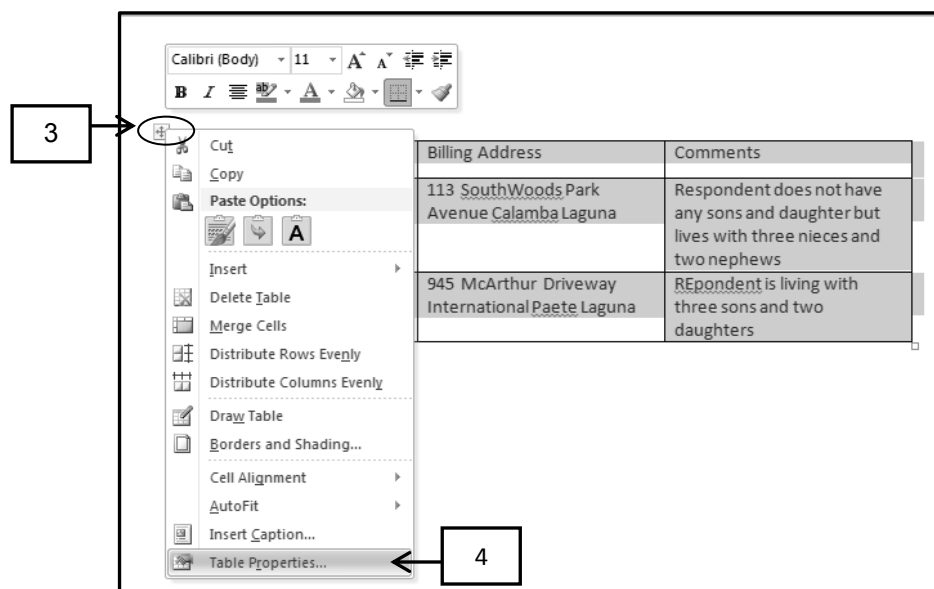
3. The Row height is set.	
4. The Column width is set.	
Total	

Your work should look like the example below.

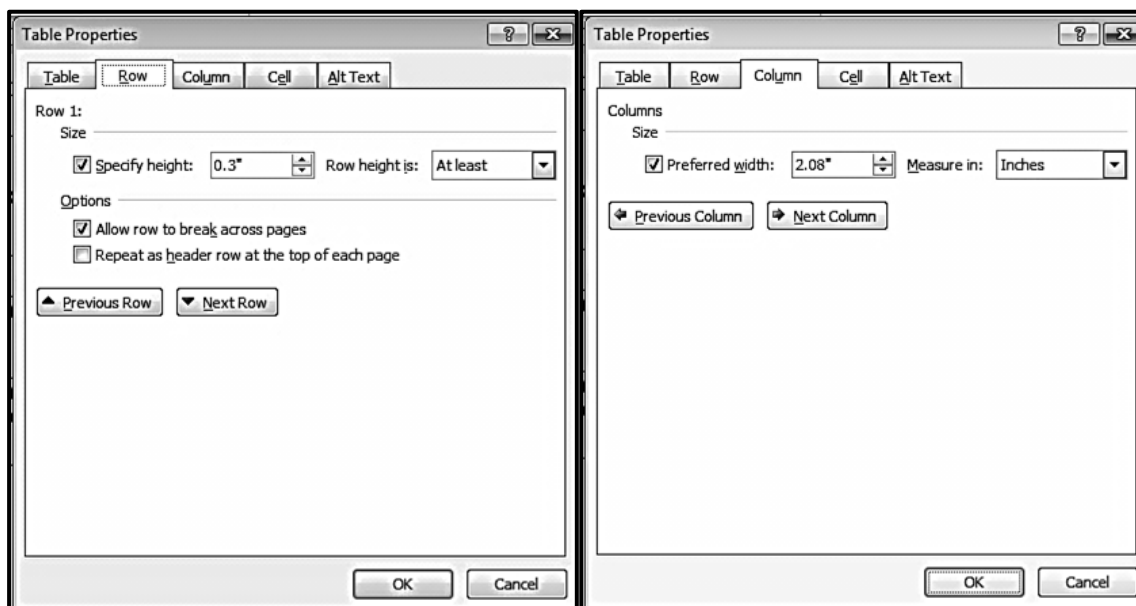
Names of Respondents	Billing Address	Comments
Maria Isabel Constantino Guevarra	113 Southwoods Park Avenue Calamba Laguna	Respondent is living with her three sons and five daughters
Corazon Marciana Illuminada Concepcion	945 Mc Arthur Driveway International Paete Laguna	Respondent does not have any sons or daughters but lives with three nieces and two nephews

Perform the following steps to create these exercise.

1. Open Table Properties Exercise.
2. Create a table with 3 columns and 3 rows and type the given data.
3. Click the Table Select icon to select the entire table.
4. Select Table Properties. The Table Properties dialogue box will appear.



5. Adjust the Column and Rows properties. Your screen should look like the example below.



Practice Exercise 15

Rubric to assess students's work

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 marks)	Meet expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially completed	Task component done confidently, and properly	
Tasks to perform				
1) Selected the entire table.				
2) From the Table Tools Design tab chose Borders and Shading.				
3) Clicked the arrow next to the Borders icon to show the Borders menu.				
4) From the bottom of the menu selected the Borders and Shading option.				
5) Chose the same options as below. i.e. setting should be changed to Grid. Width should be changed to 4 ½ pt. and Color should be Automatic.				
6) Clicked OK when these options are selected.				
7) Using the output table from the first exercise, selected the first row of the table.				
8) Held down [Ctrl] and select the cells in the first column so that they are also selected.				

9) Located the Shading Color icon on the Table Tools Design tab.	
10) Clicked the arrow next to the icon so that a selection of colours appears.	
11) Clicked on a light colour to set that colour as the background for the cells.	
Total	

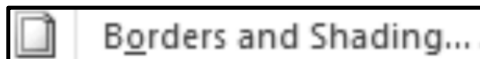
The following steps were done to create the exercise.

A. Applying Borders and Shading.

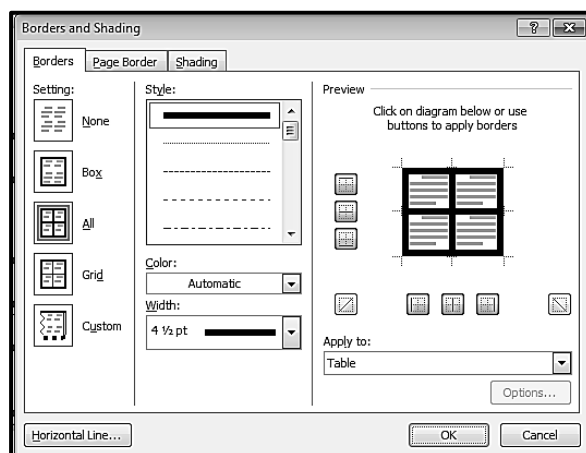
1. Click the arrow next to the **Borders** icon to show the Borders menu.



2. From the bottom of the menu select the **Borders and Shading** option.



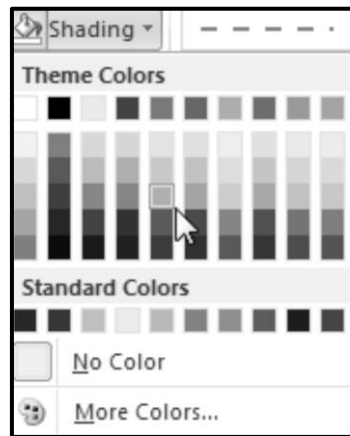
3. Choose the same options as below. i.e. **Setting** should be changed to Grid. **Width** should be changed to 4 ½ pt. and **Color** should be Automatic.



4. Click **OK** when these options are selected

B. Adding Shades

1. Using the output table from the first exercise above, select the first row of the table.
2. Hold down **[Ctrl]** and select the cells in the first column so that they are also selected.
3. Locate the Shading Color icon  on the **Table Tools Design** tab.
4. Click the arrow next to the icon so that a selection of colours appears. You can see a wider range of colours by clicking the **More Fill Colors** option at the bottom.



5. Click on a light colour to set that colour as the background for the cells.
6. Your work may or may not look like the example below.

Practice Exercise 16

Rubric to assess students's work

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 marks)	Meet expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially completed	Task component done confidently, and properly	
Tasks to perform				
1. Total for each row were displayed using AutoSum				

2. The Student column were sorted in Ascending order.	
3. The Total column were sorted in Descending order.	
Total	

Your work should look like the example below.

Auto Sum

Student	Year Mark	Exam	Total
Jenny	43	38	81
Gweneth	36	37	73
Thalia	40	40	80
Joe	29	45	74
Felix	47	39	86
Adam	25	36	61
Average	36.67	39.17	75.83

Sorting

Student column in Ascending order

Student	Year Mark	Exam	Total
Adam	25	36	61
Felix	47	39	86
Gweneth	36	37	73
Jenny	43	38	81
Joe	29	45	74
Thalia	40	40	80

Total column in Descending order

Student	Year Mark	Exam	Total
Felix	47	39	86
Jenny	43	38	81
Thalia	40	40	80
Average	36.67	39.17	75.83
Joe	29	45	74
Gweneth	36	37	73
Adam	25	36	61

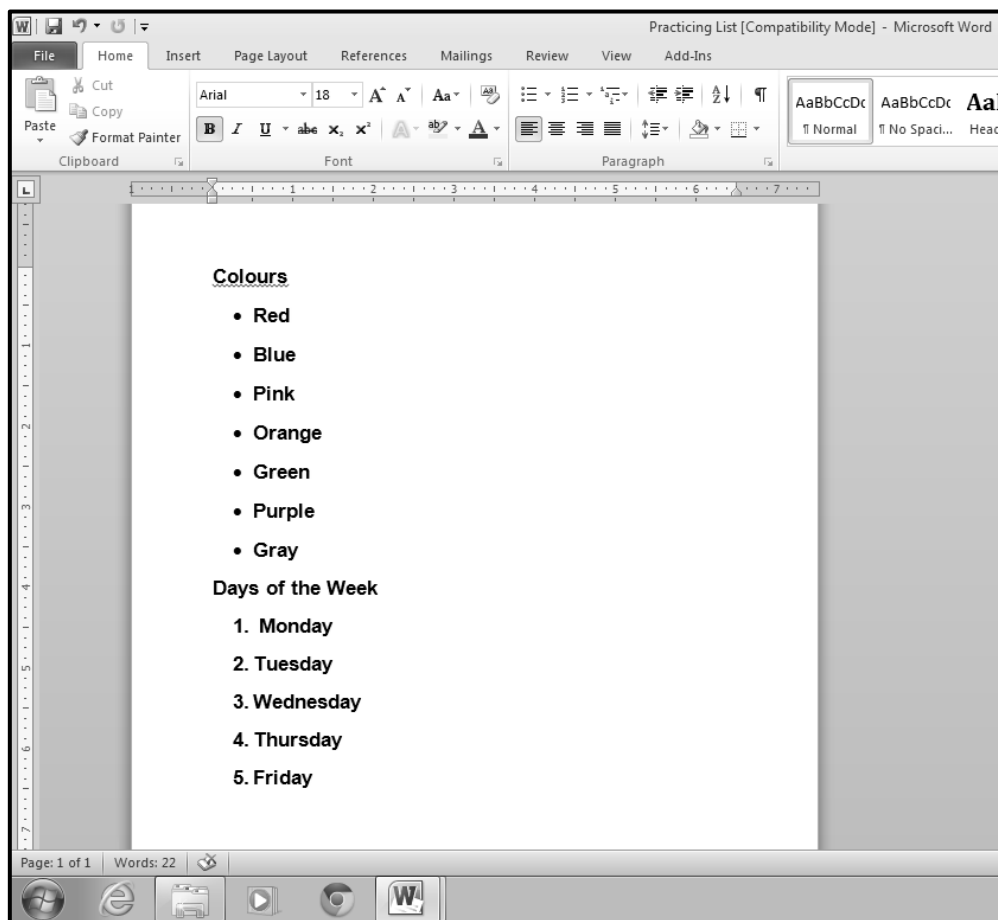
Practice Exercise 17

Rubric to assess students's work

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 marks)	Meet expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially completed	Task component done confidently, and properly	
Tasks to perform				
1. Apply bullets to text.				
2. Apply numbers to text.				
Total				

Your work should look like the example below.

A.



B.

Bulleted and numbered lists can be used in your documents to format, arrange and emphasize text.

Practice Exercise 18**Rubric to assess students's work**

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 marks)	Meet expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially completed	Task component done confidently, and properly	
Tasks to perform				
1. Apply Bullets to texts.				
2. Change the colour of the bullets.				
3. Copy and paste text.				
4. Apply Multi-level list to text				
Total				

Your work should look like the example below.

- Ana
 - Marie
 - Constantino
 - Paul
 - Emmanuel
 - Alexandria
 - Pedro
-
- Ana
 - Tall and blond
 - Marie
 - Short and brunette
 - Constantino
 - Muscular and strong
 - Paul
 - Skinny and pale
 - Emmanuel
 - Funny and friendly
 - Alexandria
 - Smart and religious
 - Pedro
 - Naughty and rough

End of Topic 3

Now Do Exercise 3 in Assignment Book 2 Then Go to Topic 4.

TOPIC 4

UNIT 2

DRAWING, CHARTS AND PICTURES

Lesson 19: Using Drawing Tools

Lesson 20: Using the Equation Editor

Lesson 21: Inserting Charts

Lesson 22: Using Clip Art

Lesson 23: Inserting Picture from a File

Lesson 24: Formatting Pictures from a File

TOPIC 4: DRAWING, CHARTS AND PICTURES

In this topic you will learn about using drawing, charts and pictures to your documents. The Topic is designed to familiarise you with how to efficiently use drawing, charts and pictures.

This topic, has six (6) lessons:

- Lesson 19** focuses on defining, drawing tools, identify the uses of drawing tools in a document and determining the importance of using drawing tools in the document.
- Lesson 20** defines, identifies the steps and the importance of using the Equation Editor in a the document.
- Lesson 21** defines and identifies different chart type, the steps and the importance of inserting charts in a document..
- Lesson 22** defines and identifies clip arts and the steps of inserting them.
- Lesson 23** discusses how to insert a picture from a file and the importance of inserting it in a document.
- Lesson 24** explains the steps in inserting a picture from a file and its importance in the document.

By the end of Topic 4, you should be able to use more advanced word processing skills and techniques, create quality word processed documents and demonstrate knowledge and skills on the efficient use of word processing procedures.

Lesson 19: Using Drawing Tools



Welcome to Lesson 19 of Unit 2. In Lesson 18, you have learned how to format the list you have created using bullets and numbering. In this lesson you shall learn how to use drawing tools in your document.



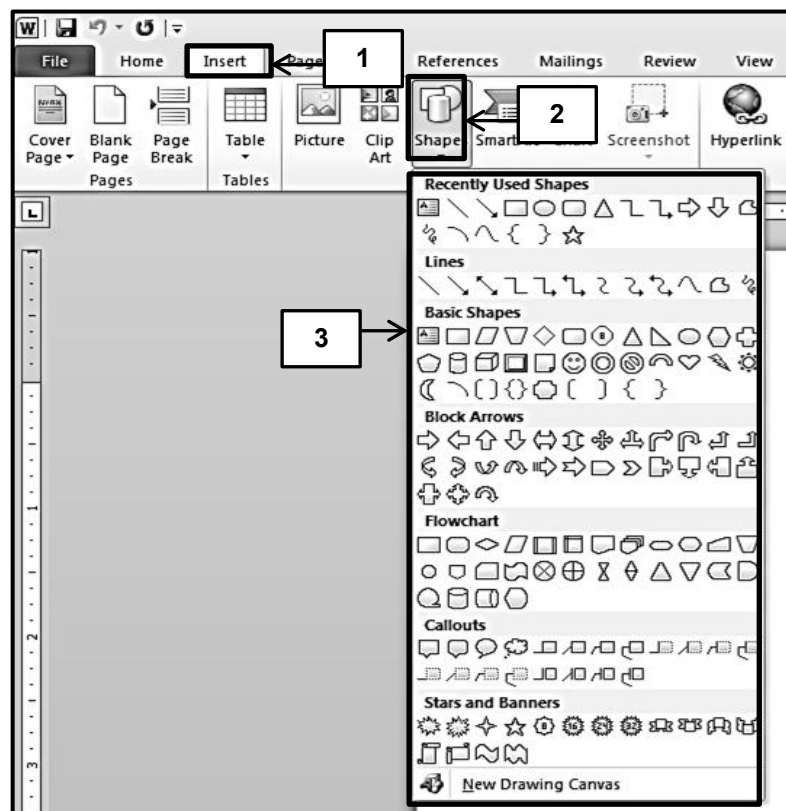
Your Aims:

- define drawing tools
- identify the different uses of drawing tools in a document
- determine the importance of using drawing tools

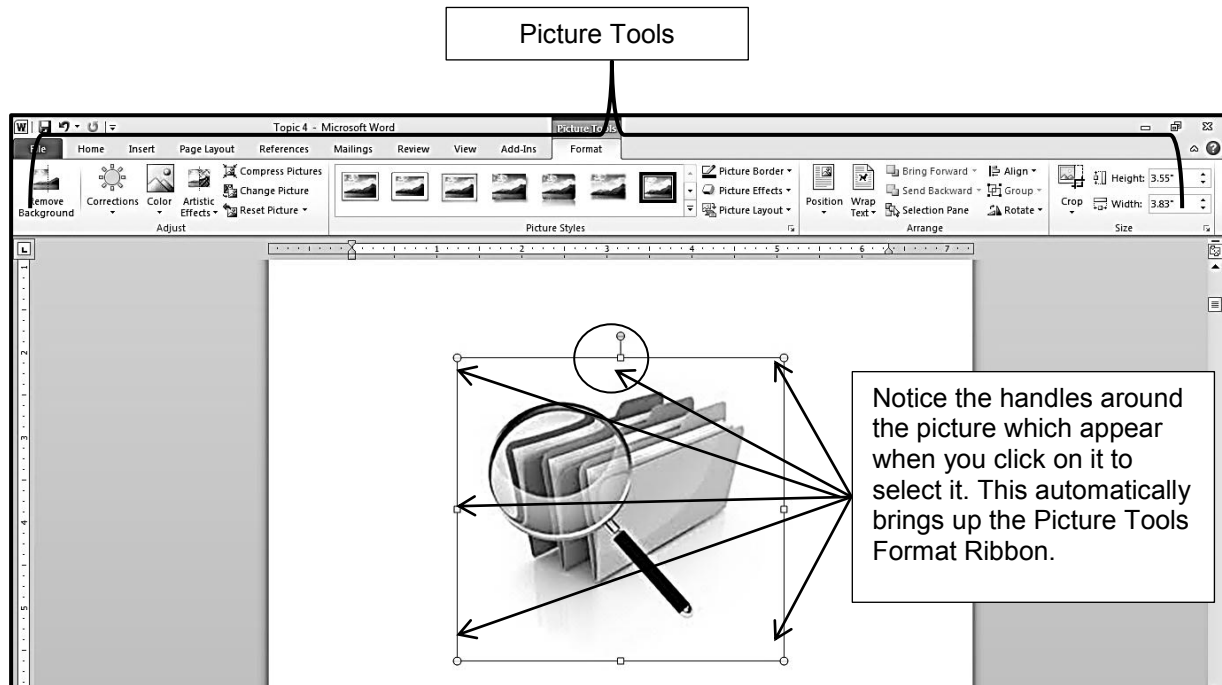
Drawing Tools

Drawing Tools are tools which include AutoShapes, lines, and other options that make it easy to draw, color, or position presentation objects. The Drawing tools are accessed quite differently in Microsoft Office 2010 than in earlier versions of Microsoft's Office software. There is also a significantly larger set of tools for you to use and they are organized according to the type of drawing work you are doing.

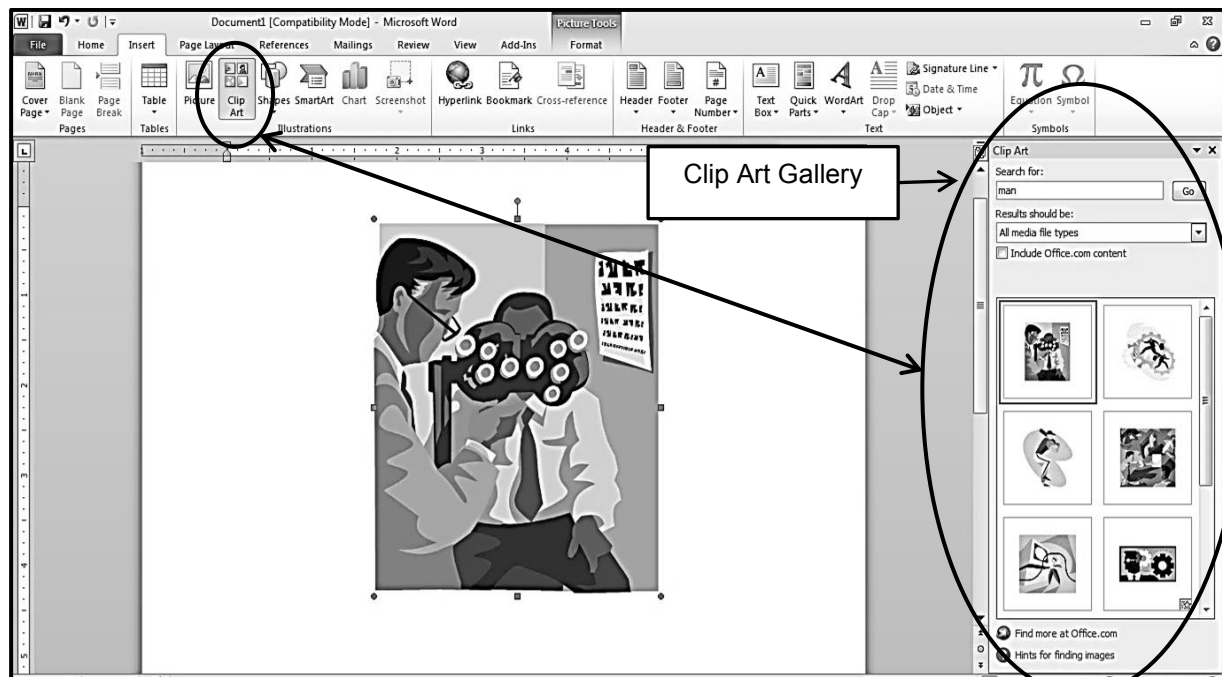
There are many ways on how the Drawing Tools are important in Microsoft Word. First, if you are working with Shapes of all kinds you can use the **Shapes Tool** in the Insert Ribbon.



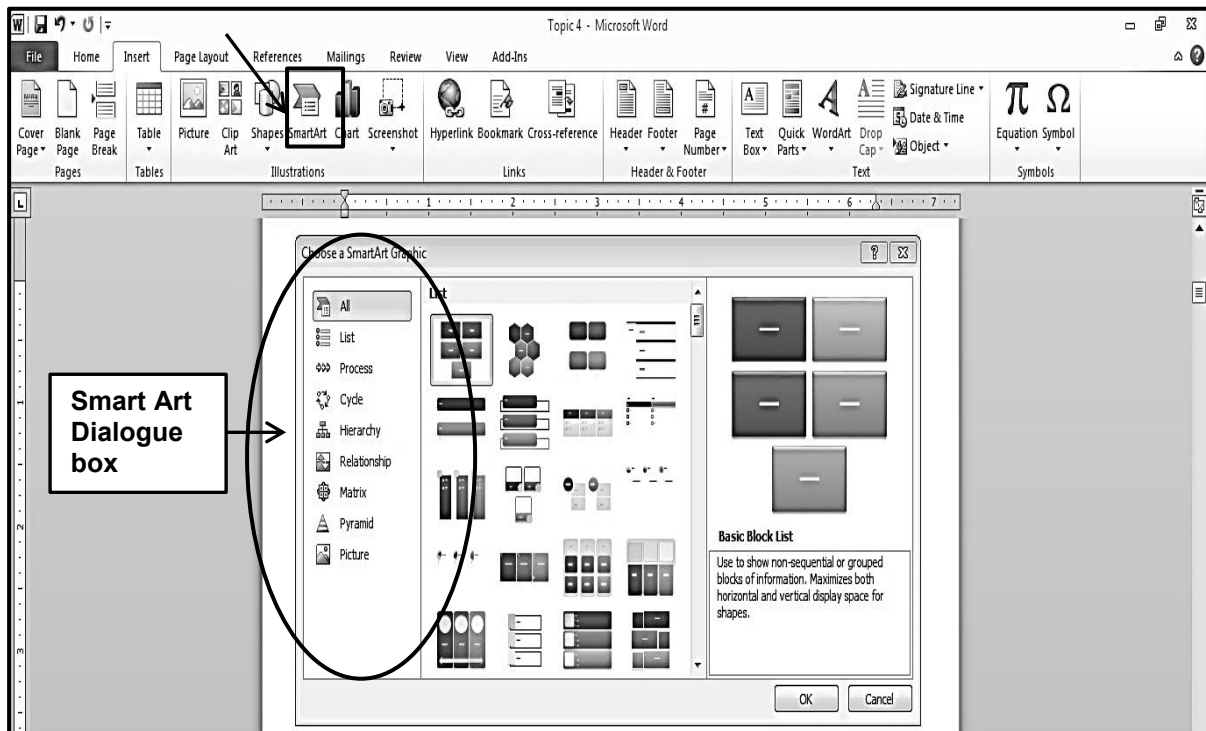
Next, if you are working with a picture, such as a photograph, when the picture is selected by clicking on it (when it has the handles around it), then Microsoft Word presents a wide selection of **Picture Tools** in the Format Ribbon. Inserting and manipulating Pictures and Clip Arts will be discussed further in Lesson 22 of this Topic. Now, try inserting a picture or a photograph then click on it and observe the handles as shown in the picture below.



Also, there is a large selection of Clip Art you can use in your documents. You can go to the **Insert Ribbon** → **Clip Art** to access the clip art task pane.



Then, there is a tool, in the Insert Ribbon that is used for creating what is called **Smart Art**.



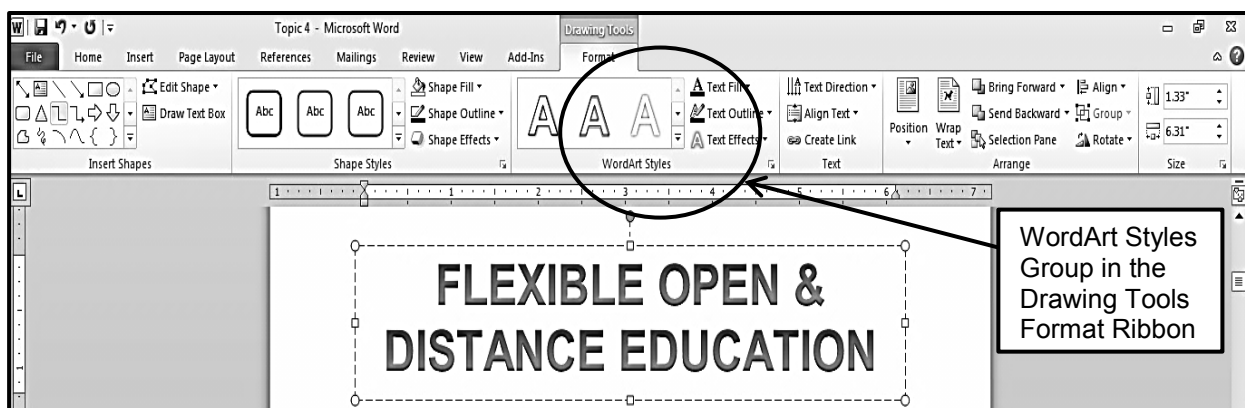
The Smart Art Diagram Gallery contains a selection of diagrams which makes it easy to create graphical Lists, Process and Cycle diagrams, Hierarchy charts, Relationship diagrams, graphical matrices, and Pyramid charts.

Lastly, another useful drawing tool is called **WordArt**, which makes it easy for you to insert decorative text into your document. Word Art was discussed in Lesson 9 of Topic 2.

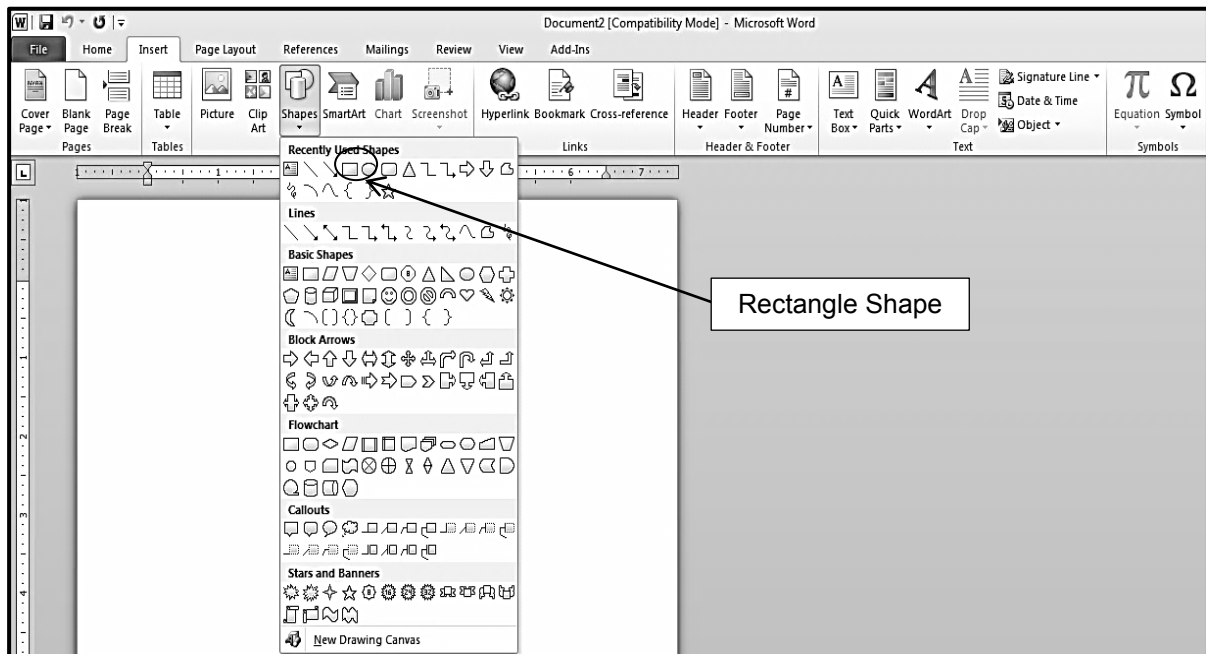
The Drawing Tools in Office 2010

In this section, you will learn how to use the basic drawing tools to work with simple shapes and lines.

The figure below illustrates the Drawing Tools Format Ribbon. To see this ribbon you need to have a drawing object or shape on the page.



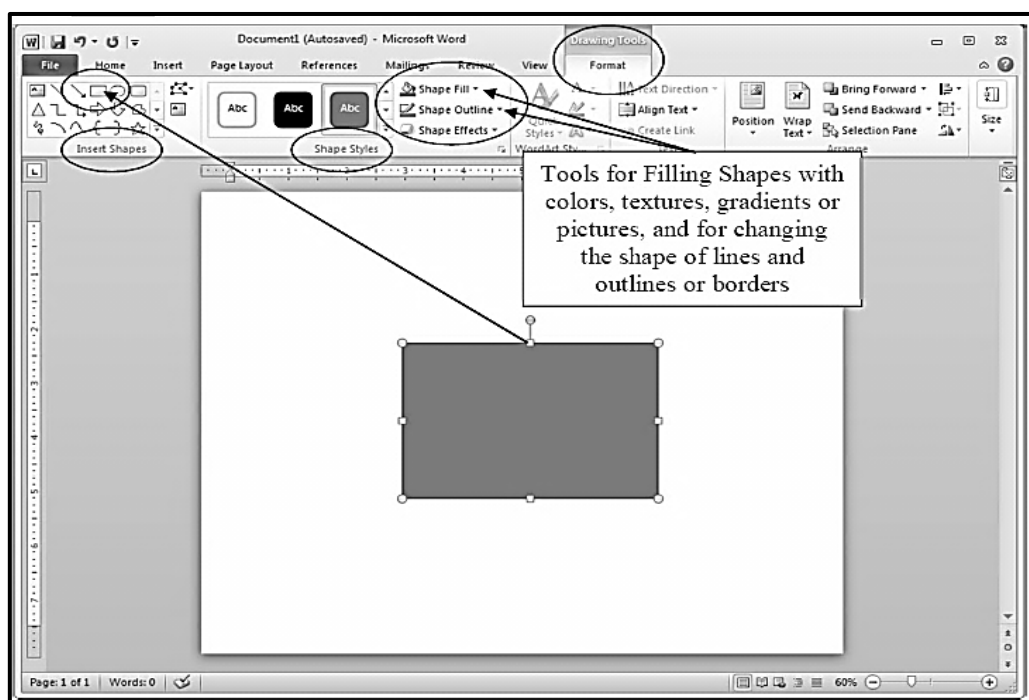
In the **Insert Ribbon**, click in the **Insert Menu** then click **Shapes Tool** to bring down the palette or menu of pre-defined shapes.



As you can see, there are dozens of shapes to choose from, including lines, rectangles, other basic geometric shapes, brackets, and so forth, block arrows, flowchart shapes, stars and banners, and even callouts, which you will practice using later in this lesson.

Now, let us start practicing how to insert and format a drawing object using the drawing tools.

1. In the **Shapes** menu, click on the **Rectangle** shape.
2. Then hold down the left button of the mouse and drag on the page to draw a simple rectangle. With the rectangle selected (it has the handles around it). In the **Drawing Tools Format Ribbon**, take a look at the many tools for working with drawing objects.



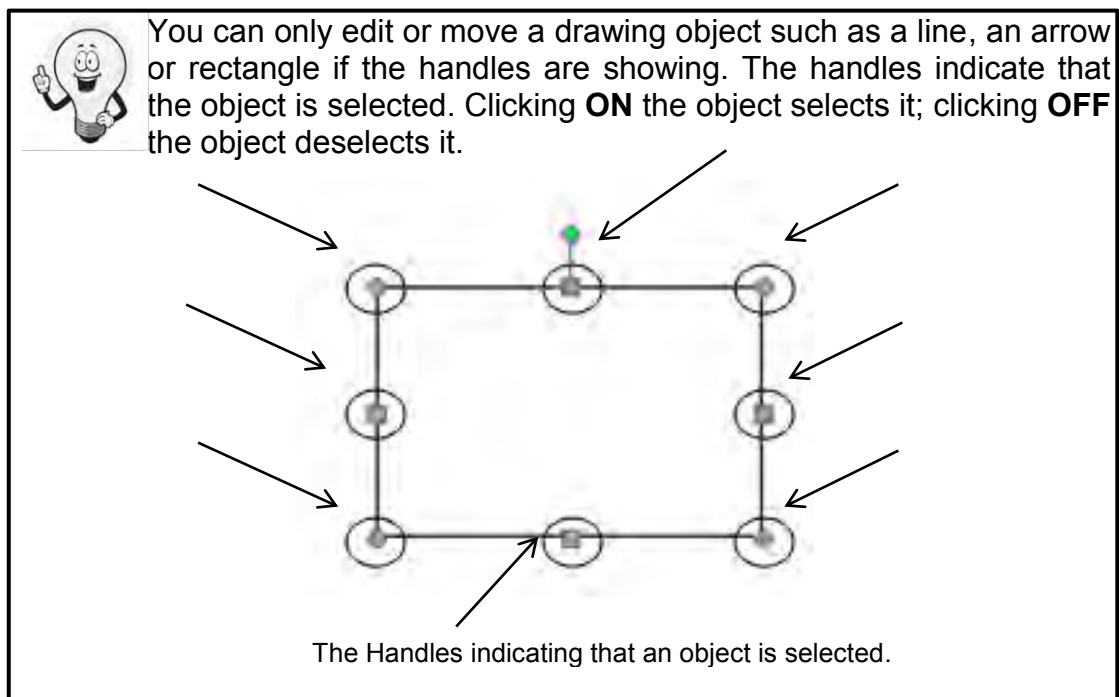
3. In the **Format Ribbon → Shape Styles Group**.
4. Click on the small arrow next to the **Shape Fill** tool and slide the mouse pointer over any color, gradient, or texture you like from the Theme Colors menu to try them out and see how they look before you actually select one of them for your shape.
5. When you have made up your mind, click on your selection of a colour, gradient, or texture for your rectangle to implement the change in the object on your screen. If you do not have further use for this rectangle shape just now, hit the Backspace or Delete key to remove it from the page.

After using a rectangle, let us start with drawing lines or arrows.

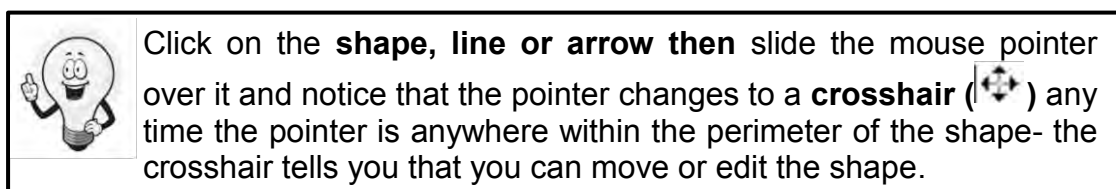
1. In the **Format Ribbon → Insert Shapes Group**, click on the straight line or arrow tool to select it. Use the mouse to draw a straight line object or an arrow anywhere on the page.

Next, we can now try working more with lines and arrows. Follow the steps below on how to draw different styles of lines and arrows.

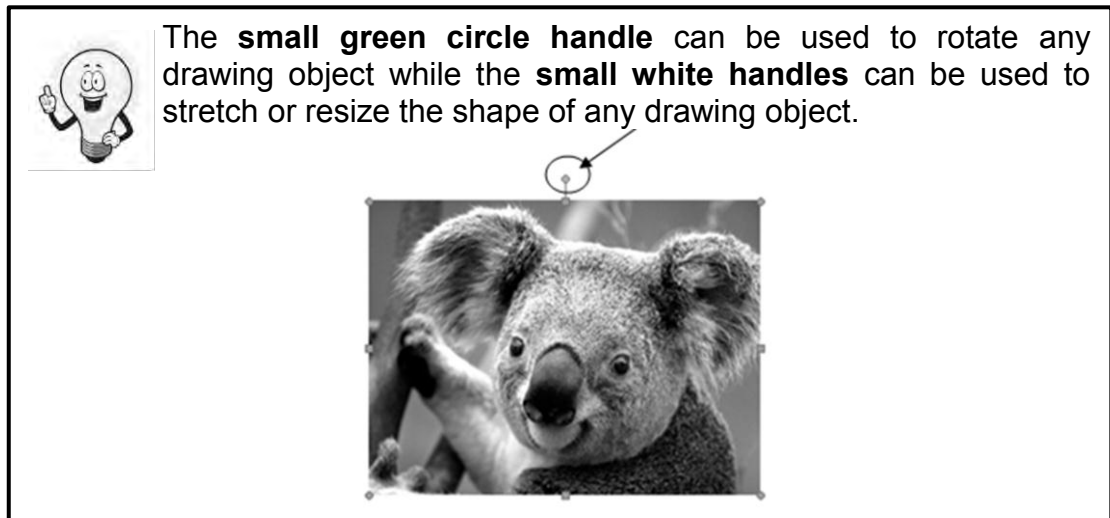
2. Using the line or arrow drawn in Step 1, click anywhere off the line and notice that the handles (little circles) at each end of the line disappear.



3. Position the mouse pointer anywhere on the line and notice how the cursor changes to a **crosshair** (✂). The crosshair which tells you that the mouse is correctly positioned on the line so that when you click the mouse it will select it.



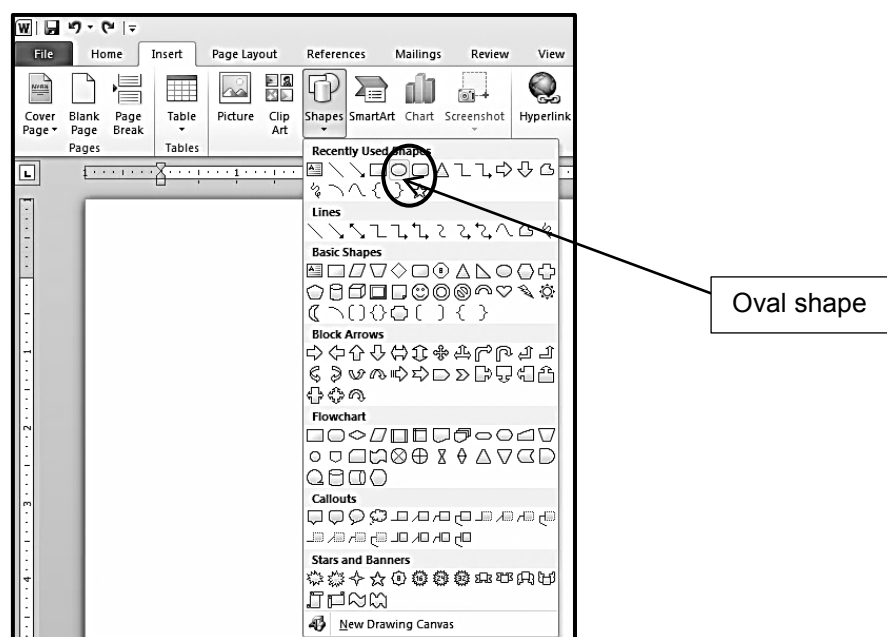
4. Click anywhere **on** the line now, and notice that the **handles** (little circles) at each end **reappear**. Now, with the handles showing, you can edit the line.



5. In the **Format Ribbon → Shape Styles Group**
6. If for some reason you do not see the Shape Styles Group, click on the Format Tab to show the Format Ribbon, click on the small arrow next to the **Shape Outline** tool to show the pop up menu of line colours and styles.
7. When you are done checking out all the different design options for the line, hit the **Backspace** key or the **Del** key to delete it from the page.

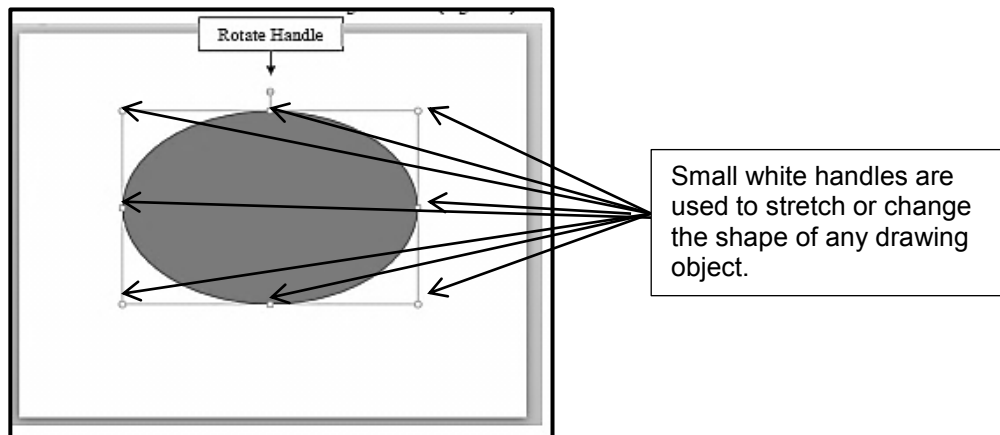
Now, let us draw and edit ovals. Follow the steps below on how to create and edit ovals.

1. In the **Insert Ribbon**, click on **Shapes** to bring down the palette of shapes, then click on the **oval** tool to select it, and use the mouse to draw an oval on the page.

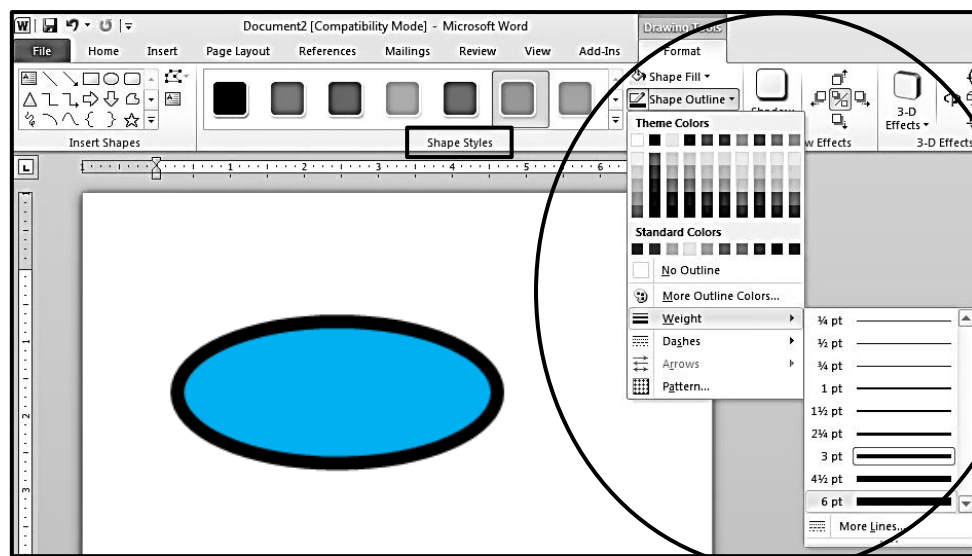


2. Notice the handles that surround the oval shape, four in the corners and four at the middle of each side and the small green circle at the top. You use these

handles to change the shape of the object. Try this now by grabbing any of the small white handles and stretching them one way and another to change the shape of the oval.



3. Notice the ninth handle outside the selected oval—a small green circle. This small green handle enables you to rotate the shape very precisely either clockwise or counter-clockwise. Use the mouse to point at the **small green handle** (the rotate object handle) and drag from left to right in a circular motion to **rotate** the oval object.
4. While you have the oval selected, use the tools in the **Shape Styles Group** to change the **Fill** to any colour, texture, or gradient you want. You can also change the border of the shape to 6 pt. line, and change the border color to any colour you want.



Shape Outline displaying different options.

5. When you are done editing the oval shape, hit the **Backspace** key or the **Del** key to delete it from the page.

**Activity 1: Answer the following questions.**

1. List the uses or importance of Drawing Tools in a MS Word document.
 - a.

 - b.

 - c.

 - d.

2. What menu from the Ribbon bar is used when you want to use **Shapes**?

3. What menu will you use if you want to change the shape, fill or outline of a shape?

4. What are the functions of the following?
 - a. Crosshair

 - b. Small green handle

 - c. Small white handles

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answer. Make sure you do the necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 19. In this lesson you have defined, used and learned the importance of using drawing tools in your document.

NOW DO PRACTICAL EXERCISE 19 ON THE NEXT PAGE.

Practical Exercise 19

Follow the instructions to create and edit shapes using the Drawing Tools.

Shape 1

1. Select the Insert tab on the ribbon.



2. Locate the Shapes icon  on the ribbon and click on it.
3. Choose and click on Regular Pentagon under the Basic Shapes.
4. Drag and position the shape in the center of the document.
5. Change the shape style to Colored Fill, White Outline - Accent 6 and shape outline weight to 6pt.

Shape 2

1. Select the Insert tab on the ribbon.



2. Locate the Shapes icon  on the ribbon and click on it.
3. Choose and click on Isosceles Triangle under the Basic Shapes.
4. Drag and position the shape into the document.
5. Enlarge the shape.
6. Rotate the shape so it will become an up side down isosceles triangle.
7. Change the shape fill to texture-Water Droplets and shape outline weight to 4 1/2 pt.

Shape 3

1. Select the Insert tab on the ribbon.



2. Locate the Shapes icon  on the ribbon and click on it.
3. Choose and click on Arrow under Lines.
4. Drag and position the shape into the document.
5. Repeat steps 3-4 twice.

6. Move the three arrows in such a way that their arrow heads intersect in the middle.
 7. Change the shape outline weight to 3pt, 6pt and 21/2 pt respectively.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.
--

Answers to Activity 1

1.
 - a. If you are working with Shapes of all kinds you can use the Shapes tool in the of the Insert Ribbon.
 - b. If you are working with a picture, such as a photograph, when the picture is selected by clicking on it (when it has the handles around it), then Microsoft Word presents a wide selection of Picture tools in the Format Ribbon.
 - c. There is a large selection of Clip Art you can use in your documents. You can go to the Insert Ribbon → Clip Art to access the clip art task pane.
 - d. You can also use the Smart Art or the Word Art tool
2. Insert Tab
3. Format Menu
4. Crosshair- the crosshair tells you that you can move or edit the shape.

Small green handle- The small green circle handle can be used to rotate any drawing object.

Small white handles- The small white handles can be used to stretch or resize the shape of any drawing object.

Lesson 20: Using the Equation Editor



Welcome to Lesson 20 of Unit 2. In Lesson 19, you have learned the definition, use and importance of drawing tools in your document. In this lesson you shall learn how to use the Equation Editor.



Your Aims:

- define Equation Editor
- perform the steps on using the Equation Editor
- determine the importance of using the Equation Editor

The Equation Editor

Equation Editor is a special version of the Math Type equation editor from Design Science that is customized for use with Microsoft applications.

Equation Editor allows you to enter an algebraic equation of standard mathematical operators and functions. Once a valid equation is entered and enabled, the display of the active trace is replaced with the results of the equation, and updated in real-time as new data is acquired. For equations that can be expressed with Equation Editor's supported functions, operators, and data, there is no need for off-line processing in a separate program.

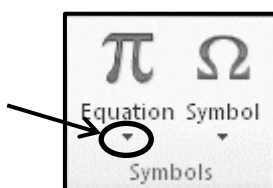
Microsoft Word 2010 includes built-in support for writing and changing equations. As a result, Equation Editor is not used, but instead equations are edited directly from within Word. The next sub topics will enable you to use equations in Microsoft Word 2010.

Write an Equation

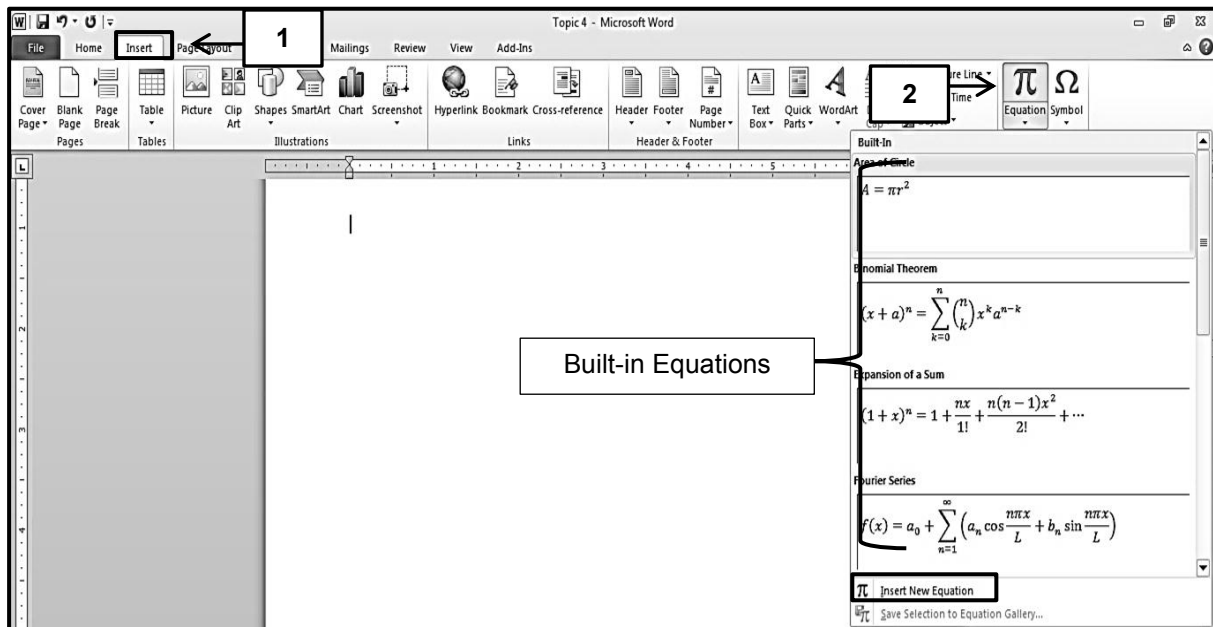
To write an equation, you can use Unicode character codes and Math AutoCorrect entries to replace text with symbols. Unicode is a character encoding standard that has widespread acceptance. Unicode provides a unique number for every character and so you do not have this problem if you use Unicode. If your document calls for U+0289 it will be clear to any computer program what the character should be.

When you type an equation, Word automatically converts the equation into a professionally formatted equation. Follow the steps below to write an Equation.

1. On the **Insert tab**, in the **Symbols** group, click the arrow next to Equation.

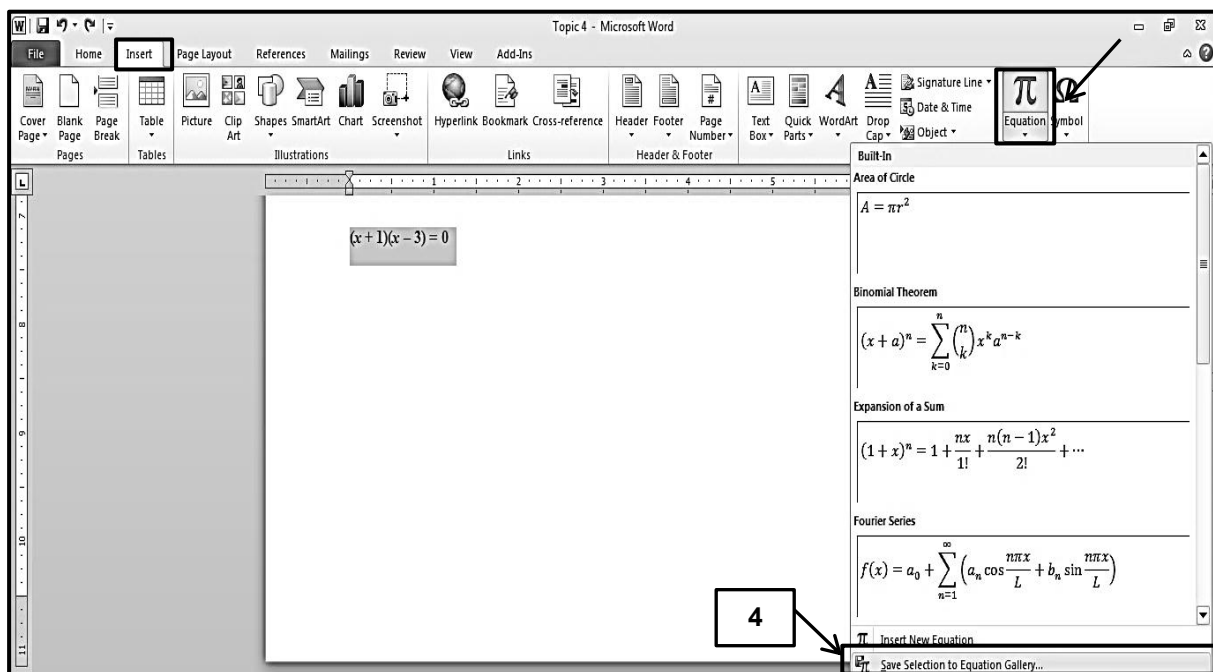


2. Click the equation that you want, or click **Insert New Equation** to type an equation.

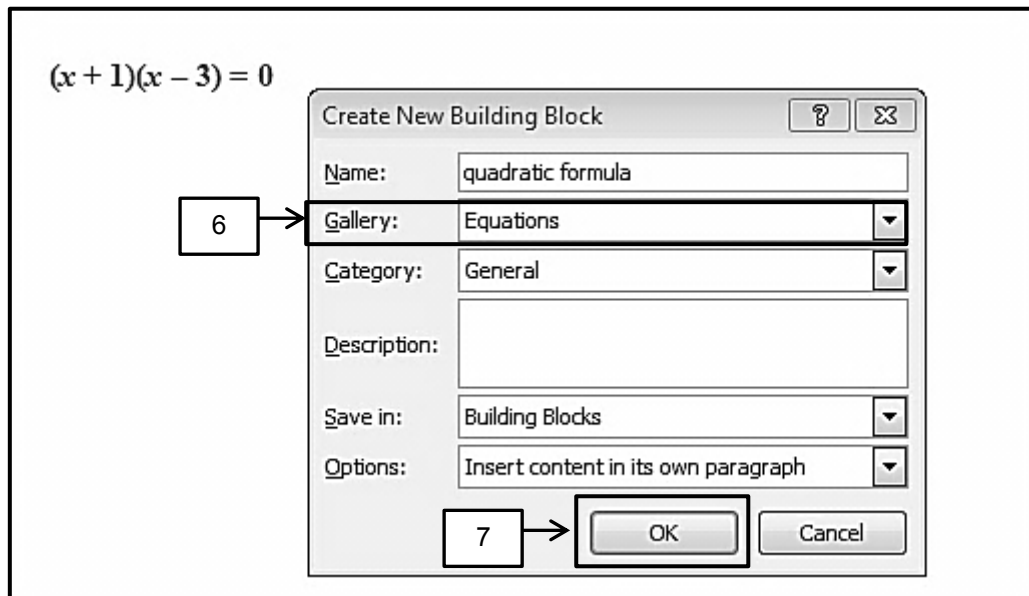


Now after locating the equations, let us add an **Equation** to the **List of Frequently Used Equations**. Follow the steps below on how to add an equation to the list of frequently used equations.

3. In the document, select the equation that you want to add.
4. Under **Insert** tab, click **Equation**, and then click **Save Selection to Equation Gallery**.



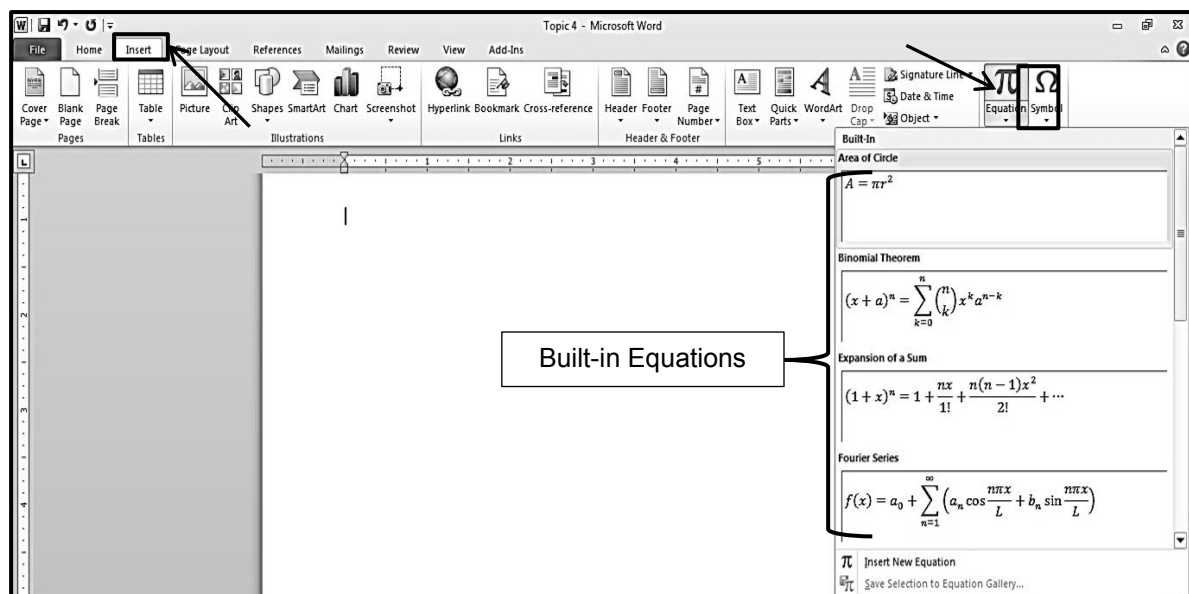
5. In the **Create New Building Block** dialog box, type a name for the equation.
6. In the **Gallery** list, click **Equations**.
7. Select any other options that you want. Then Click **OK**.



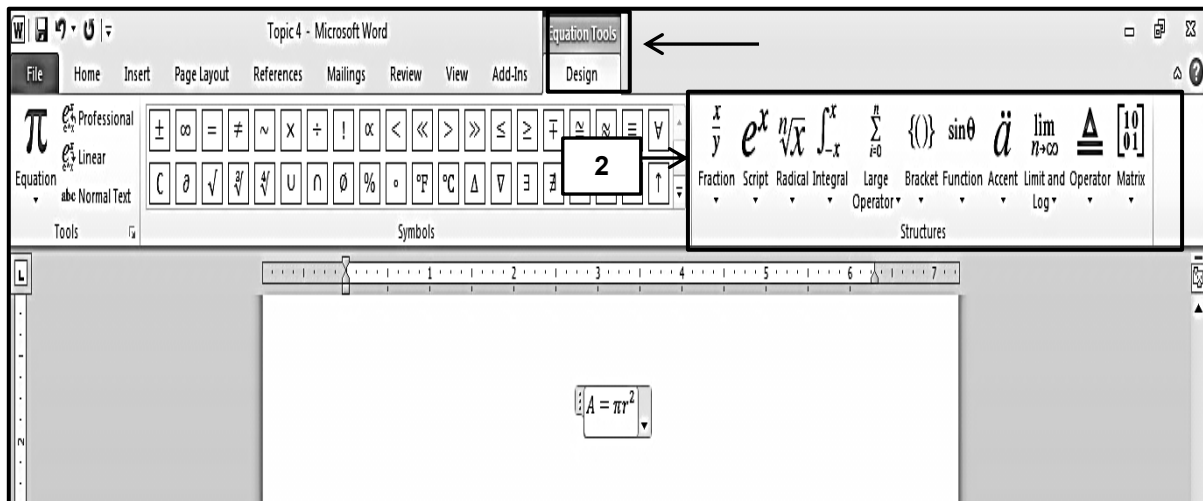
Insert a Commonly Used Math Structure

Follow the steps below on how to insert a commonly used Math structure.

1. On the **Insert** tab, in the Symbols group, click the arrow next to Equation, and then click the equation that you want.



2. Under **Equation Tools**, on the **Design** tab, in the **Structures** group, click the structure type that you want, such as a fraction or a radical, and then click it.



3. If the structure contains placeholders, click in the placeholders and type the numbers or symbols that you want. Equation placeholders are small, dotted boxes in an equation.

An enlarge image of the Equation placeholders.

4. Repeat the process until you become comfortable doing it.

Change an Equation that was Written in a Previous Version of Word

To change an equation that was written in a version of Word prior to Word 2007, you must use the Equation 3.0 add-in or the Math Type add-in that was used to write the equation.

When you open a document that contains an equation that was written in a previous version of MS Word, you cannot use the built-in support for writing and changing equations.



Activity 1:

Answer the following questions.

1. Explain the importance of an Equation editor in a MS Word document.

2. In Microsoft 2010, why is Equation Editor not used?

3. What tab will you use if you want to write an equation?

4. Explain the steps on how to write an equation.

a.

b.

c.

d.

e.

f.

g.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answer. Make sure you do the necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 20. In this lesson you have defined, used and learned the importance of using the Equation Editor to your document.

NOW DO PRACTICAL EXERCISE 20 ON THE NEXT PAGE.

Practical Exercise 20

Follow the instructions on how to write and add an equation using the Microsoft 2010 Equation.

1. Open a blank document.
2. Insert the equation for Area of a Circle. Change the values of r to 20.
3. Following the steps from the previous lesson, add this equation $x^2 - 4 = 0$ to the list of frequently used equations. Get screenshots for every step you have done.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.
--

Answers to Activity 1

1. Equation Editor allows you to enter an algebraic equation of standard mathematical operators and functions. Once a valid equation is entered and enabled, the display of the active trace is replaced with the results of the equation, and updated in real-time as new data is acquired. For equations that can be expressed with Equation Editor's supported functions, operators, and data, there is no need for off-line processing in a separate program.
2. Microsoft Word 2010 includes built-in support for writing and changing equations. As a result, Equation Editor is not used.
3. Insert Tab
4.
 - a. On the Insert tab, in the Symbols group, click the arrow next to Equation.
 - b. Click the equation that you want, or click Insert New Equation to type an equation.
 - c. In the document, select the equation that you want to add.
 - d. Under Insert tab, click Equation, and then click Save Selection to Equation Gallery.
 - e. In the Create New Building Block dialog box, type a name for the equation.
 - f. In the Gallery list, click Equations.
 - g. Select any other options that you want. Then Click OK.

Lesson 21: Inserting Charts



Welcome to Lesson 21 of Unit 2. In Lesson 20, you have learned about the definition of Equation Editor, its use and importance in the document.

In this lesson, you will learn about charts.



Your Aims:

- define charts
 - identify different chart types
 - perform the steps on inserting charts
 - determine the importance of inserting charts
-

Charts

A **chart** is a sheet presenting information in the form of graphs or tables. Charts are important as these are pictorial representations of data that relay important information to the user of the document. These are also called as presentation graphics.

In Microsoft Word 2010, you can insert many kinds of data charts and graphs, such as column charts, line graphs, pie charts, bar charts, area graphs, scatter graphs, stock charts, surface charts, doughnut charts, bubble graphs, and radar graphs.

Charts can be used in MS Word to create and perform any of the following:

- bar chart or column chart.
- line or XY scatter (data point) chart.
- stock chart, used to graph various stock prices.
- surface, donut, bubble, or radar chart.
- Link to live data in a Microsoft Excel workbook.
- Update your chart automatically when numbers in a Microsoft Excel workbook are updated.
- Use "what-if" calculations, and enables you to change numbers and see the changes automatically and immediately as reflected in the chart.
- Automatically add legends or gridlines that are based on your data.
- Use chart-specific functionality, such as error bars or data labels.

The following are the different types of charts available in Microsoft Word 2010.

- **Column chart** - A type of presentation graphic in which numerical values are illustrated with horizontal columns. Column graphs are particularly effective for

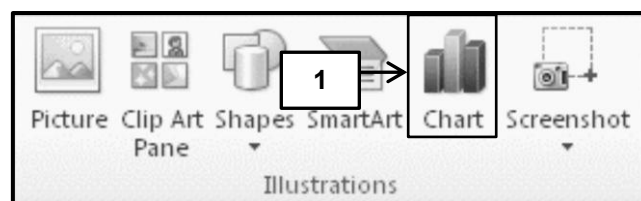
showing values that are categorized by two separate characteristics, such as year and sector.

- **Line Chart** - A type of graph that highlights trends by drawing connecting lines between data points.
- **Pie Chart** - A type of presentation graphic in which percentage values are represented as proportionally-sized slices of a pie.
- **Bar Chart** - A type of graph in which different values are represented by rectangular bars.
- **Area Chart** - A type of presentation graphic that emphasizes a change in values by filling in the portion of the graph beneath the line connecting various data points.
- **X Y Chart** - XY (scatter) charts show the relationship between the numeric values in several series of data.
- **Surface Chart** - A chart which enables you to find combinations between two sets of data when both the categories and values are numeric.
- **Doughnut Chart** - Doughnut charts show the proportions of parts to a whole and can show more than one series of data.
- **Bubble Chart** - A bubble chart is a type of chart that displays three dimensions of data. Bubble charts can facilitate the understanding of social, economical, medical, and other scientific relationships.
- **Radar Chart** - A radar chart is a graphical method of displaying multivariate data in the form of a two-dimensional chart of three or more quantitative variables represented on axes starting from the same point.

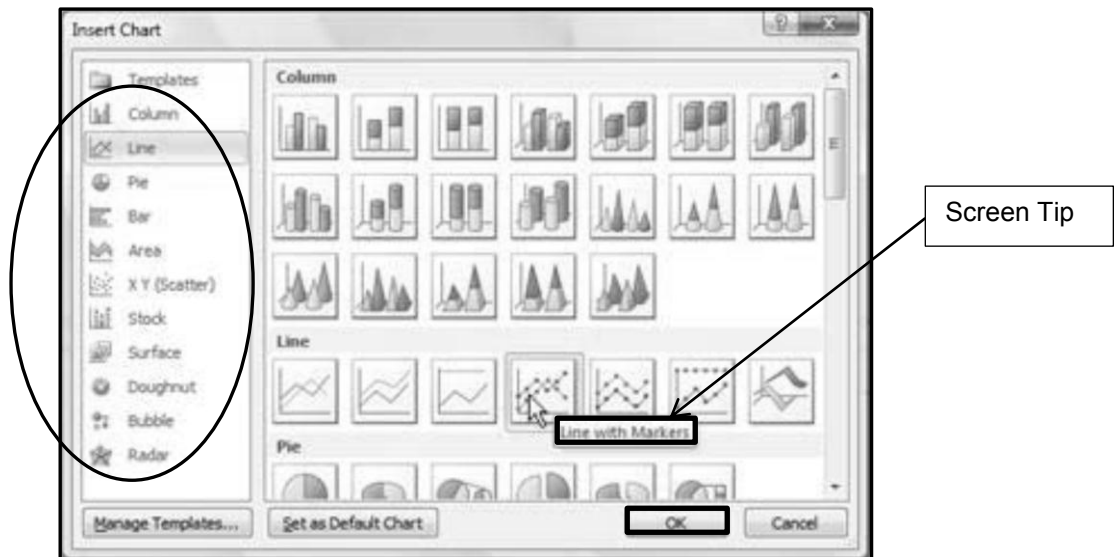
Inserting Charts

Follow the steps on how to insert charts in a document.

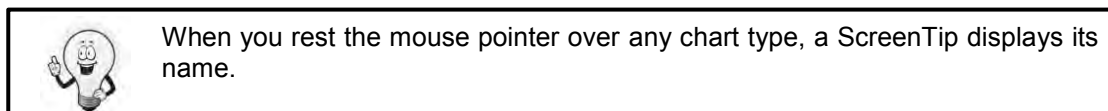
1. On the **Insert** tab, in the **Illustrations** group, click **Chart**.



2. In the **Insert Chart** dialogue box, click the arrows to scroll through the chart types. The first box shows a list of chart type categories, and the second box shows the available chart types for each chart type category.



3. Select the type of chart that you want and then click **OK**.

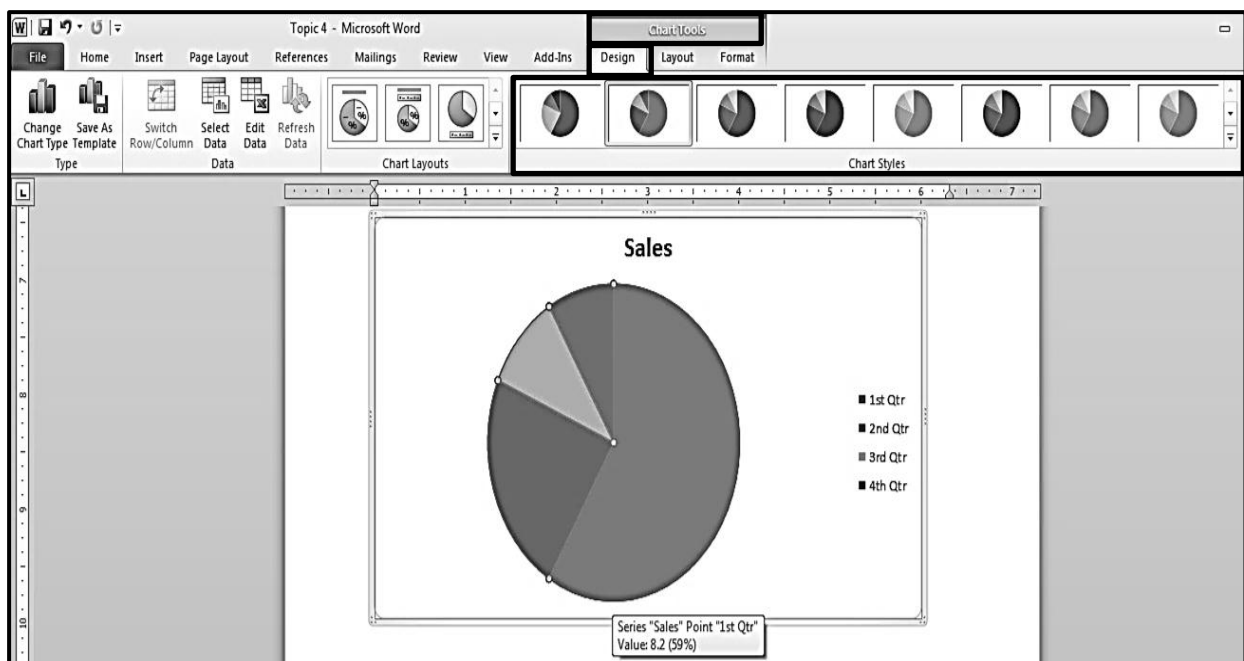


Formatting Charts

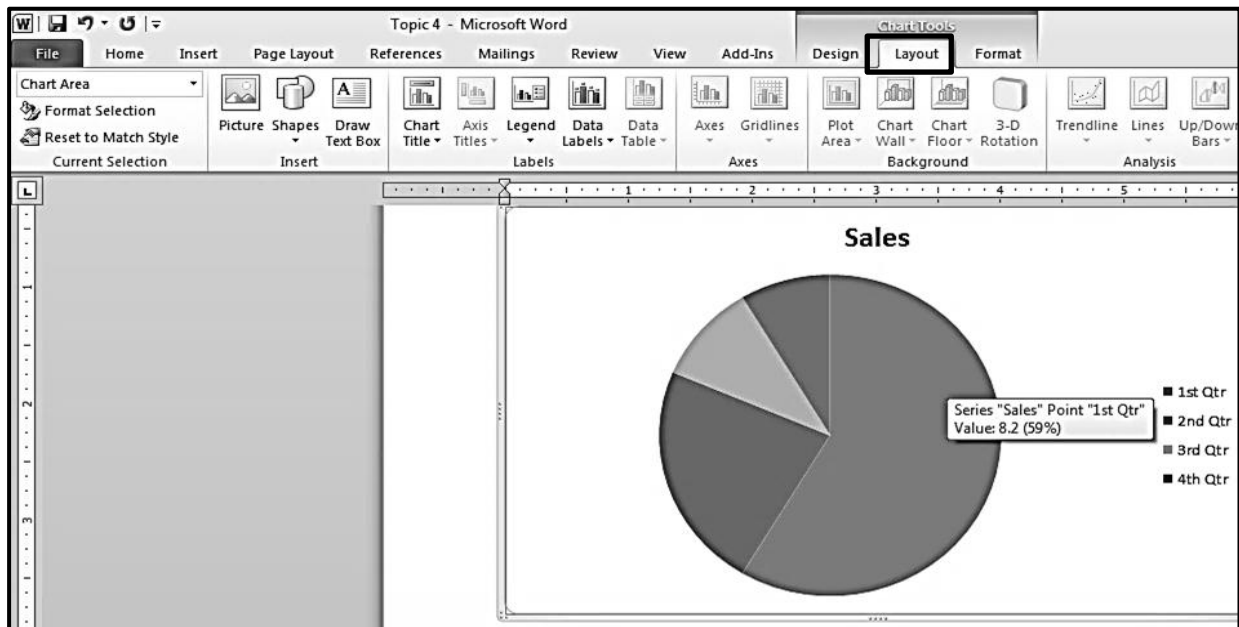
Formatting the charts will change its appearance as designs, layouts and formats are added unto it.

To get a good idea of what you can add to or change in your chart, do the following steps.

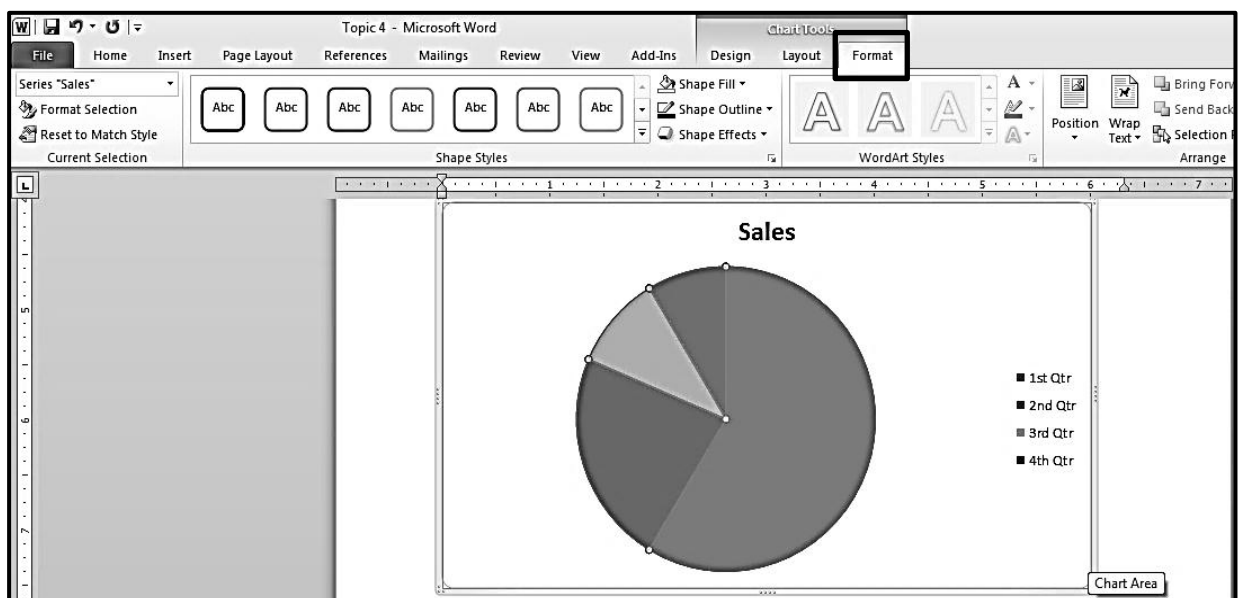
1. Under **Chart Tools**, click the **Design**, **Layout**, and **Format** tabs, and then explore the groups and options that are provided on each tab.



The Design tab under the Chart Tools group displaying different chart styles.



The Layout tab in Chart Tools group displaying different chart layout.



The Format tab in the Chart Tools group displaying different word formats.



If you do not see the **Chart Tools**, make sure that you click anywhere inside the chart to activate it.



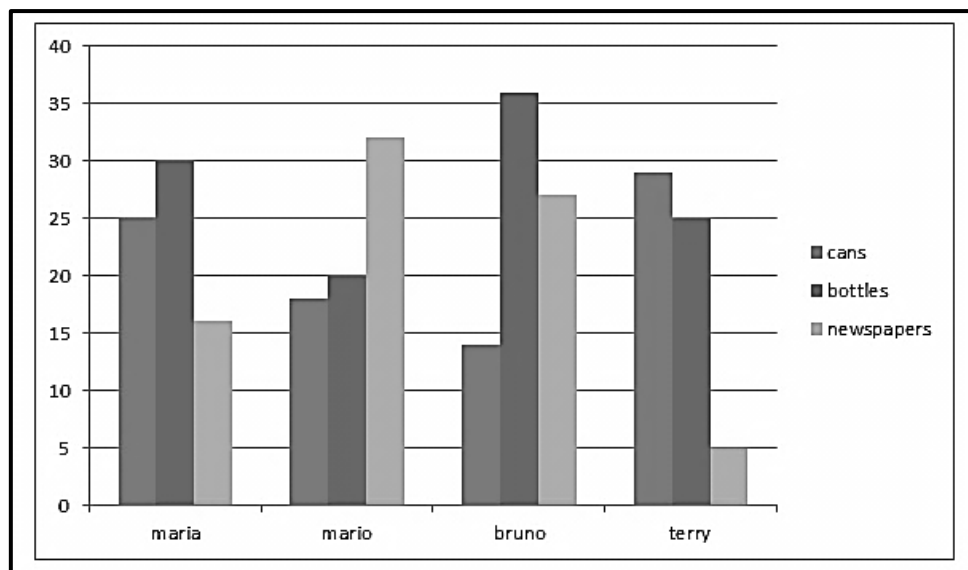
You can also access design, layout, and formatting features that are available for specific chart elements (such as chart axes or the legend) by right-clicking those chart elements.

Changing the Look of Charts

For most 2-D charts, you can change the chart type of the whole chart to give the chart a different look, or you can select a different chart type for any single data series, which turns the chart into a combination chart.

Follow the steps below on how to change the look of charts.

1. Open a blank document.
2. Insert a chart. For this purpose, choose a Column chart. Enter the same information as shown by the chart below.



An example of column chart.

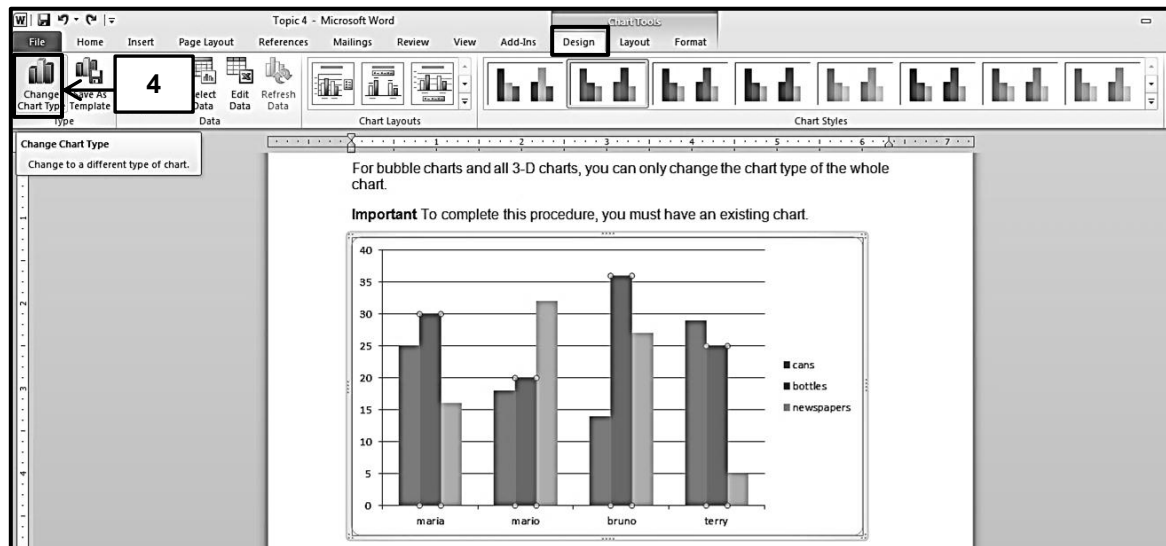
3. To change the chart type of the whole chart, click the chart area or the plot area of the chart to display the **Chart Tools**.



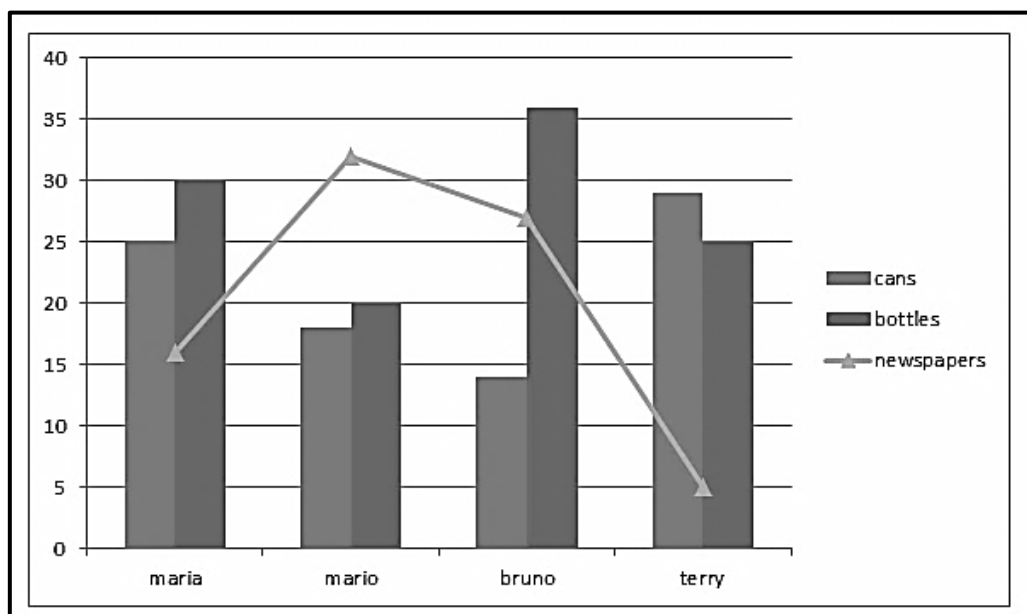
You can also right-click the chart area or plot area, click **Change Chart Type**, and then continue with step 4.

4. On the **Design** tab, in the **Type** group, click **Change Chart Type**.





5. In the **Change Chart Type** dialog box, click a chart type that you want to use. For this purpose, choose Line Chart.



6. Then click **OK**.
7. Repeat the process until you become comfortable doing it.



Activity 1: Answer the following questions.

1. Explain the importance of charts in a Word document.

2. Name all the types of charts

3. What are the three tabs you can find under Chart Tools?

4. What are the steps on how to change the look of your chart?

a.

b.

c.

d.

e.

5. List the steps on how to insert then format a chart.

a.

b.

c.

d.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answer. Make sure you do the necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 21. In this lesson you have defined, learned the types, use and importance of charts to your document.

NOW DO PRACTICAL EXERCISE 21 ON THE NEXT PAGE.

Practical Exercise 21

Follow the given instructions on how to insert and format a chart.

1. Open a blank document.
2. Go to Insert Menu and click on Charts.
3. Choose Bar Chart (Clustered Bar). Click OK.
4. Enter the data below. Categories are Bart, Claudia, Henry and Poly while Mathematics, Science and English are the Series.

	Mathematics	Science	English
Bart	85	82	80
Claudia	78	88	75
Henry	90	87	86
Poly	89	84	80

5. Click on the inserted chart and this will lead you to the Chart Tools.
 6. Under the Chart Tools, click on Design and choose Chart Style 46.
 7. Repeat Step 6. Click on Layout.
 8. Under Layout, select Chart Title (Above Chart) and write Term 1 Marks as the chart title.
 9. Repeat Step 6. Click on Format.
 10. Under Format, select Shape Style and choose Colored Outline – Aqua, Accent 5.
 11. Repeat Step 6. Click on Design.
 12. Under Design, select Change Chart Type.
 13. Select Line (Stacked Line) and click OK.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.
--

Answers to Activity 1

1. A chart is a sheet presenting information in the form of graphs or tables. Charts are important as these are pictorial representations of data that relay important information to the user of the document. Border button
2. Column chart, Line Chart, Pie Chart, Bar Chart, Area Chart, X Y Chart, Surface Chart, Doughnut Chart, Bubble Chart, Radar Chart.
3. Design tab, Layout tab and Format tab.
4.
 - a. Open a blank document.
 - b. Insert a chart.
 - c. To change the chart type of the whole chart, click the chart area or the plot area of the chart to display the Chart Tools.
 - d. On the Design tab, in the Type group, click Change Chart Type.
 - e. In the Change Chart Type dialog box, click a chart type that you want to use.
5.
 - a. On the Insert tab, in the Illustrations group, click Chart.
 - b. In the Insert Chart dialog box, click the arrows to scroll through the chart types.
 - c. Select the type of chart that you want and then click OK.
 - d. Under Chart Tools, click the Design, Layout, and Format tabs, and then explore the groups and options that are provided on each tab.

Lesson 22: Inserting Clip Arts and Pictures



Welcome to Lesson 22 of Unit 2. In Lesson 21, you have learned the definition, types, use and importance of charts in the document. In this lesson you will learn how to insert Clip Arts.



Your Aims:

- define clip arts
- perform the steps on inserting clip arts
- determine the importance of using clip arts

Clip Arts

Clip Arts are electronic illustrations that can be inserted into a document. It is a collection of pictures or images that can be imported into a document or another program.

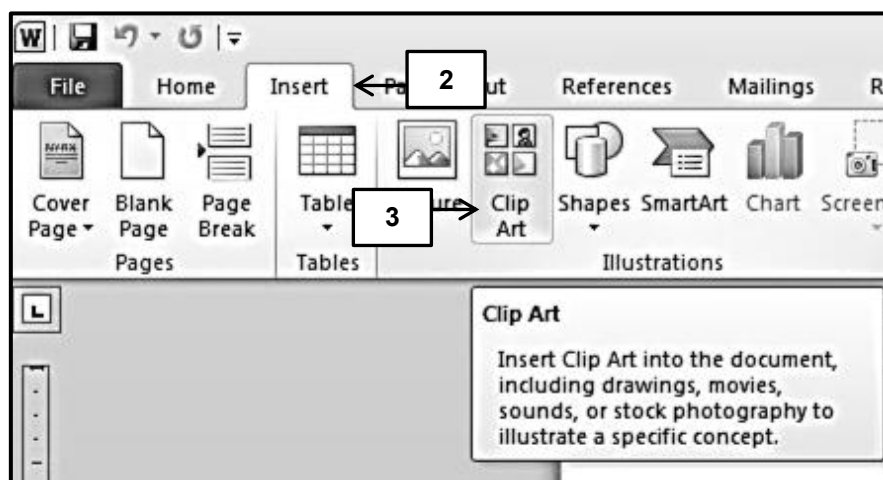
Many clip-art packages are available, some general and others specialized for a particular field. Clip Arts are important as images are a great way to liven up a document, and Word offers a couple of ways of inserting images.

There are built-in **Clip Art** images for just about every topic, so you may be able to find a perfect Clip Art image for your document.

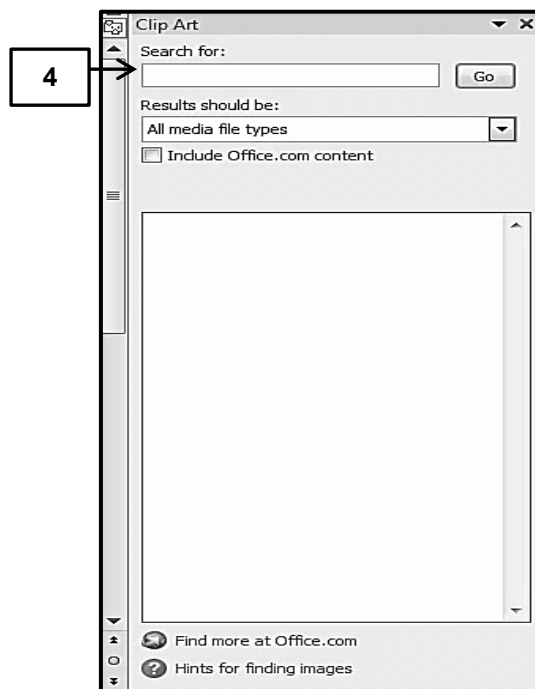
Locating Clip Art

Follow the steps below on how to locate a Clip Art.

1. Open a blank word document.
2. Select the **Insert** tab.
3. Click the **Clip Art** command in the **Illustrations** group.

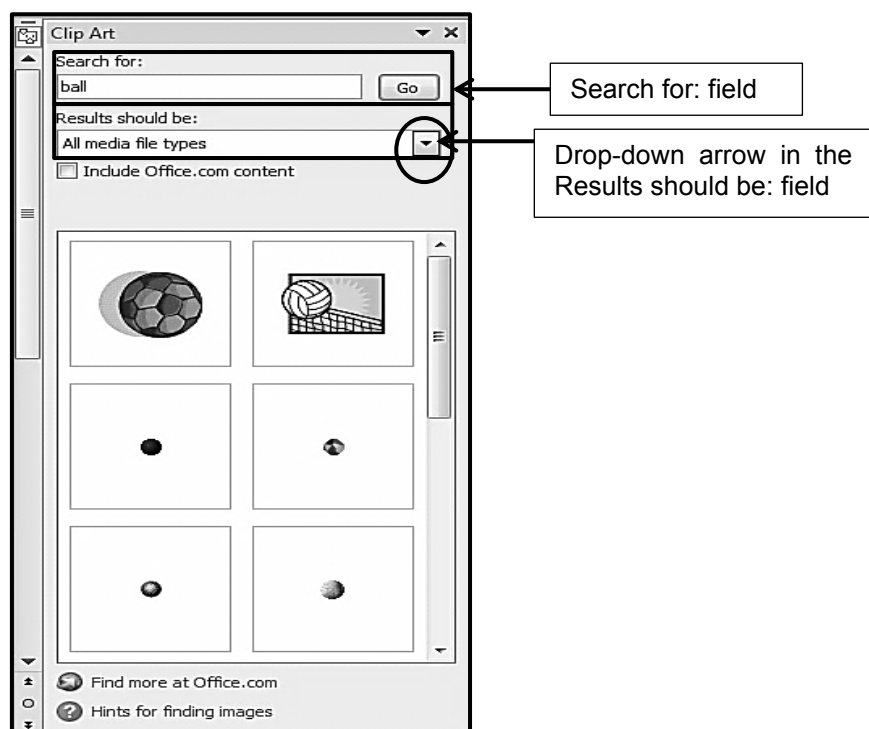


3. The Clip Art options appear in the **task pane** to the right of the document.

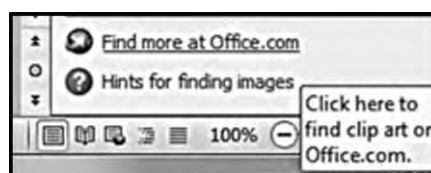


The Clip Art Gallery

4. Enter keywords in the **Search for:** field that are related to the image you wish to insert. For example, type the word **ball** in the Search for field.
5. Click the drop-down arrow in the **Results should be:** field.



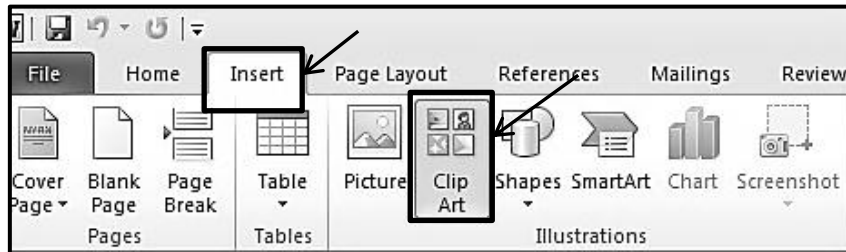
If you would like to also search for Clip Art on Office.com, click **Include Office.com content**. Otherwise, it will just search for Clip Art on your computer.



Inserting Clip Art

After you have located the ClipArt, you will now insert a ClipArt to your document. Follow the following steps.

1. Place your **insertion point** in the document where you wish to insert the clip art.
2. Click **Insert** menu and select **Clip Art**.

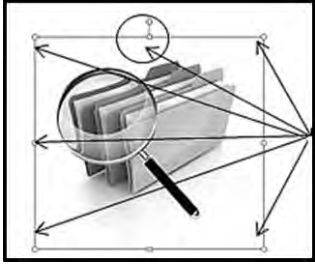


3. The Clip Art options appear in the **task pane** to the right of the document.
4. Enter keywords in the **Search for:** field that are related to the image you wish to insert.
5. Review the results from a clip art search.
6. Click an image in the **Clip Art** pane. It will appear in the document.





Select and change the text wrap of the inserted clip art and it can be resized and rotated already by using the small green handle to rotate and the small white handles to resize.



The small green handle is on top and the small white handles on the corners and sides of the clip art.

**Activity 1: Do the following.**

1. Explain the importance of using Clip Art in a Word document.

2. What menu are you going to select when looking for Clip Art?

3. List the steps when searching for a clip art.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

4. List the steps when inserting a clip art

- a. _____
- b. _____
- c. _____
- d. _____

e. _____

f. _____

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answer. Make sure you do the necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 22. In this lesson you have defined, used and learned the importance of using Clip Art and Pictures to your document.

NOW DO PRACTICAL EXERCISE 22 ON THE NEXT PAGE.

Practical Exercise 22

Follow the given instructions below on how to search and insert a clip art.

1. Open a blank document.
 2. Click Insert menu and select Clip Art.
 3. Inside the Search for: field, type the keyword —~~sports~~”.
 4. Review the search results and select the clip art for ~~athletes~~, baseball”.
 5. Click the clip art and it will appear in your document.
 6. Rotate the clip art upside down and enlarge it by using the handles.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.

Answers to Activity

Activity 1

1. Clip Arts are important as images are a great way to liven up a document
2. Insert menu
3.
 - a. Select the Insert tab.
 - b. Click the Clip Art command in the Illustrations group.
 - c. The Clip Art options appear in the task pane to the right of the document.
 - d. Enter keywords in the Search for: field that are related to the image you wish to insert.
 - e. Click the drop-down arrow in the Results should be: field.
4.
 - a. Place your **insertion point** in the document where you wish to insert the clip art.
 - b. Click **Insert** menu and select **Clip Art**.
 - c. The Clip Art options appear in the **task pane** to the right of the document.

- d. Enter keywords in the **Search for: field** that are related to the image you wish to insert.
- e. Review the results from a clip art search.
- f. Click an image in the **Clip Art** pane. It will appear in the document.

Lesson 23: Inserting Picture from a File



Welcome to Lesson 23 of Unit 2. In Lesson 22, you have learned the definitions, use and importance of using Clip Art and Pictures. In this lesson, you will learn how to insert a picture from a file into the document.



Your Aims:

- perform the steps on inserting picture from a file
- determine the importance of inserting picture from a file

Picture from a File

In Grade 9 Design and Technology Unit 2 Lesson 22, you were taught how to create a resume and insert a picture from a file that you can use for the resume.

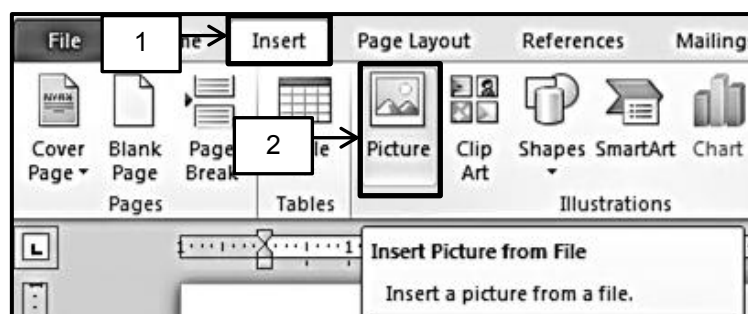
Pictures used in Word are visual representations or images painted, drawn, photographed, or otherwise rendered on a flat surface which are in their electronic form. If you have a more specific image in mind, you can insert a picture from a file.

Inserting a picture from a file is important as it enables you to locate and use as many pictures you need from different locations. This variety gives you choices to enhance your work better and capture the message you would want to relay to the reader of your document. Adding pictures to your document can be a great way to illustrate important information or add decorative.

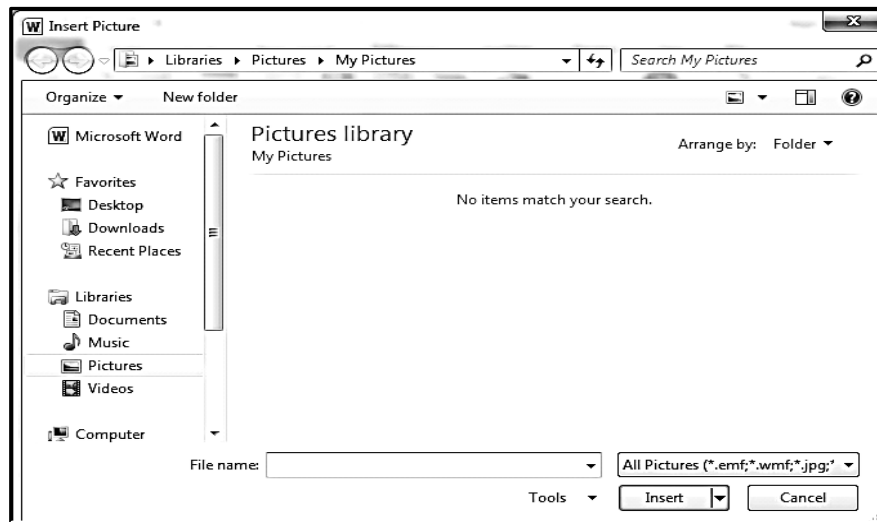
To Insert a Picture From a File

Follow the steps below on how to insert picture from a file.

1. Place your insertion point where you want the image to appear.
2. Select the **Insert** tab.
3. Click the **Picture** command in the **Illustrations** group. The Insert Picture dialogue box appears.

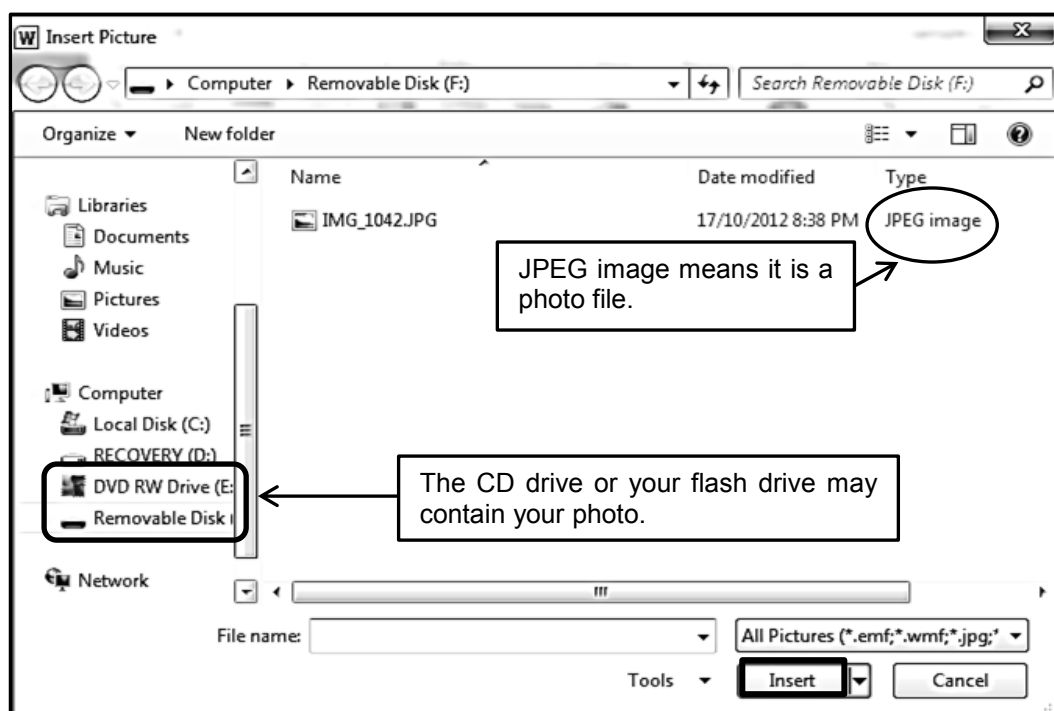


4. In the **Insert** ribbon, click **Picture**. This will automatically go to the **Pictures library**. This is the place where photos are usually stored in your computer. If your photo is not saved here, you need to locate it using the picture dialogue box.



The Insert Picture dialog box.

5. The left side of your screen displays the different locations where your picture may be saved. Select the location of your picture.



6. Select the desired image file and click Insert to add it to your document.
7. Click **Insert** and the picture file will be inserted in your document.



To resize an image, click and drag one of the **corner sizing handles**. The image will change size while keeping the same proportions. If you want to stretch it horizontally or vertically, you can use the **side sizing handles**.

Changing the Text Wrapping Settings

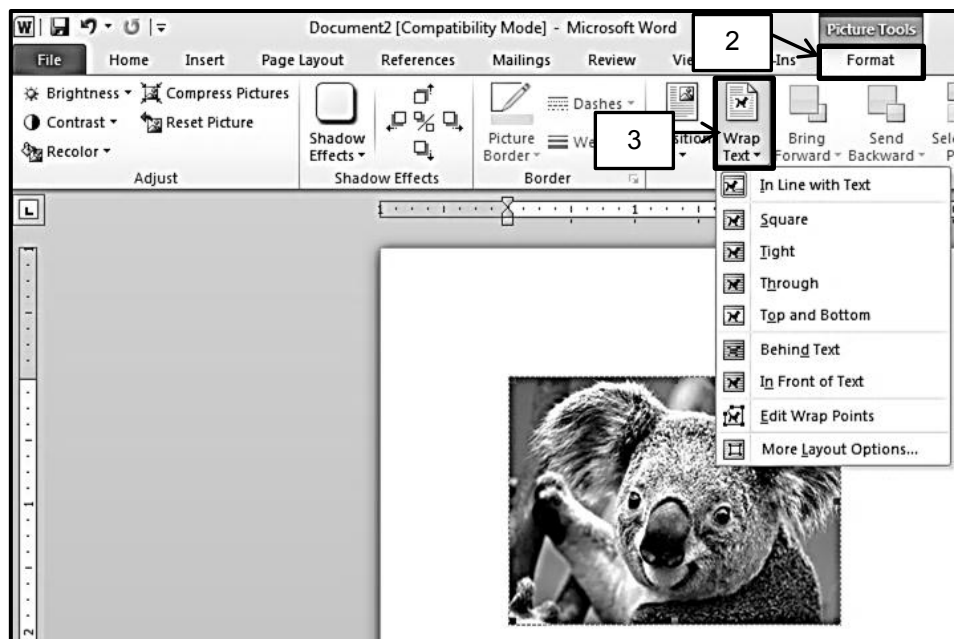
When you insert Clip Art or a picture from a file, you may notice that it is difficult to move it exactly where you want it. That is because the **text wrapping** for that image is set to **In Line with Text**. Text wrap is a feature supported by many word processors that enables you to surround a picture or diagram with text. The text wraps around the graphic.

You will need to change the text wrapping setting if you want to move the image freely, or if you just want the text to wrap around the image in a more natural way.

To Wrap Text Around an Image

Follow the steps below on how to wrap text around an image.

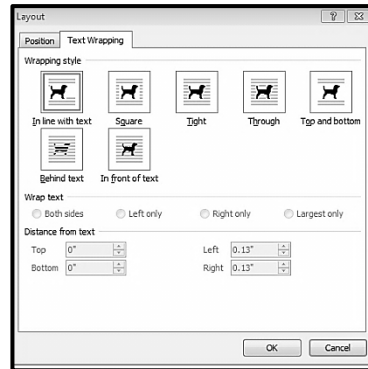
1. Select the image. The **Format** tab will appear.
2. Click the **Format** tab.
3. Click the **Wrap Text** command in the Arrange group.
4. Select the desired menu option. The text will adjust based on the option you have selected.



5. Move the image around to see how the text wraps for each setting.



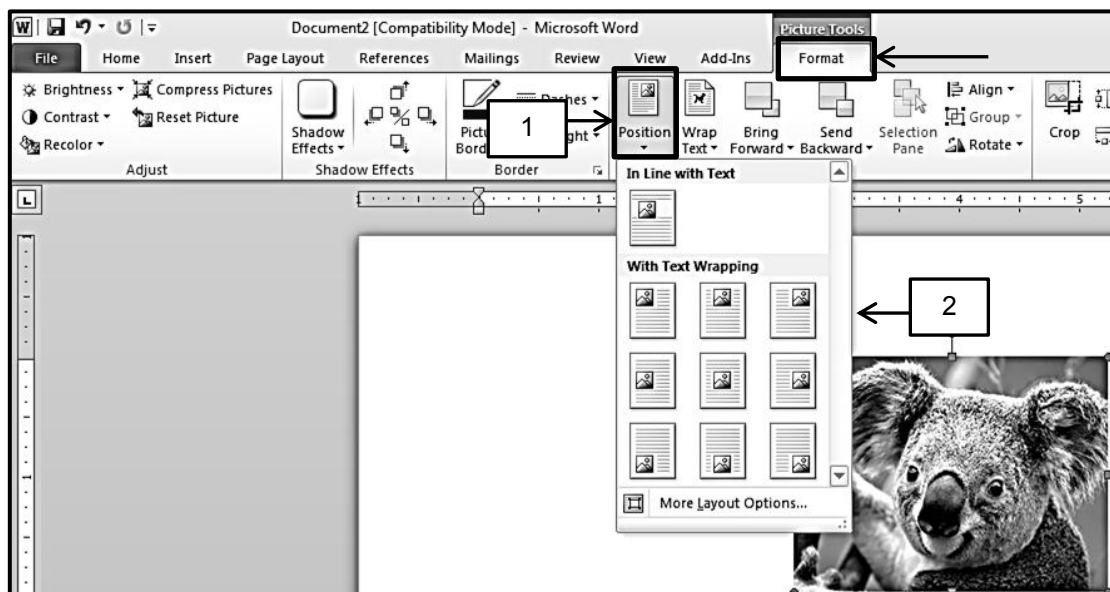
If you cannot get your text to wrap the way you wish, click the **Wrap Text** command and select **More Layout Options** from the menu. You can make more precise changes in the Advanced Layout dialog box that appears.



To Use a Pre-Defined Text Wrapping Setting

Follow the steps below on how to use a pre-defined text wrapping setting.

1. Click the **Position** command, to the left of the Wrap Text command. A drop-down menu will appear.
2. From the drop-down menu, select the desired image position.



3. The image will move to the position that you have selected, and it will automatically have text wrapping applied to it.



Activity 1: Answer the following.

1. Explain the importance of Text Wrap in a Word document.

2. What tab are you going to select when looking for wrap a text around an image ?

3. Explain the steps on how to wrap a text around an image.

a. _____

b. _____

c. _____

d. _____

4. What command are you going to use if you want to position your image with text wrapping applied to it already?

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answer. Make sure you do the necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 23. In this lesson you have learned how to insert a picture from a file and its importance to your document.

NOW DO PRACTICAL EXERCISE 23 ON THE NEXT PAGE.

Practical Exercise 23

Follow the instructions below to insert picture from a file and apply wrap text on it .

1. Open a new blank document.
2. Type the this paragraph.

Penguins (order Sphenisciformes, family Spheniscidae) are a group of aquatic, flightless birds living almost exclusively in the Southern Hemisphere, especially in Antarctica. Highly adapted for life in the water, penguins have countershaded dark and white plumage, and their wings have evolved into flippers. Most penguins feed on krill, fish, squid and other forms of sealife caught while swimming underwater. They spend about half of their lives on land and half in the oceans.

3. From the Pictures Library, select the picture of the —Penguins”. Resize the image.
4. Select the picture and from the Format tab, select Wrap Text.
5. Choose —Square” as the wrap text type for the inserted picture.
6. Save your work as **Penguin Wrap Text**.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.
--

Answers To Activity

1. Inserting a picture from a file is important as it enables you to locate and use as many pictures you need from different locations. This variety gives you choices to enhance your work better and capture the message you would want to relay to the reader of your document. Adding pictures to your document can be a great way to illustrate important information or add decorative.
2. Format tab
3.
 - a. Select the image. The **Format** tab will appear.
 - b. Click the **Format** tab.
 - c. Click the **Wrap Text** command in the Arrange group.
 - d. Select the desired menu option. The text will adjust based on the option you have selected.
4. Position command

Lesson 24: Formatting Pictures from a File



Welcome to Lesson 24 of Unit 2. In Lesson 23, you have learned the definition of picture from a file, how to insert it and its importance in the document. In this lesson, you will learn how to format the picture from a file which you have learned how to insert Lesson 23.



Your Aims:

- perform the steps on formatting picture from a file
- determine the importance of formatting picture from a file

Formatting Pictures from a File

Once you have added pictures to your documents, you can format them in various ways. The picture tools in Word 2010 make it easy to incorporate images into your documents and modify those images in interesting ways.

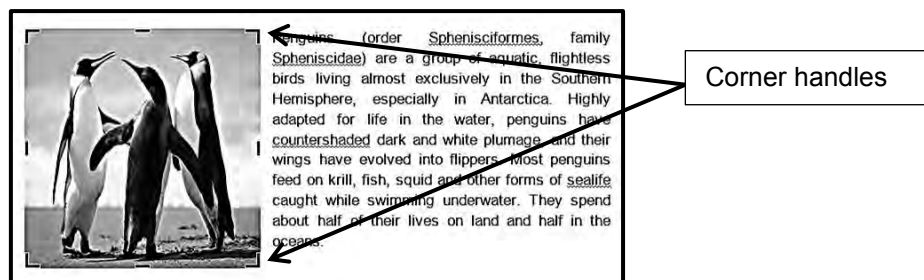
In this lesson, you will learn how to change the picture style and shape, add a border, crop and compress pictures, add artistic effects, and more.

Formatting pictures makes it easier for readers to understand your pictures and give your document a more interesting and professional presentation. It enables you to manipulate the image to suit its intended purpose to your document.

To Crop an Image

Crop in computer graphics means “to cut off the sides of an image to make it the proper size or to remove unwanted parts.” Follow the steps below on how to crop an image.

1. Select an image. The **Format** tab will appear.
2. Select the **Format** tab.
3. Click the **Crop** command. The black cropping handles appear.



4. Click and drag a **handle** to crop an image.
5. Click the **Crop** command to deselect the crop tool.

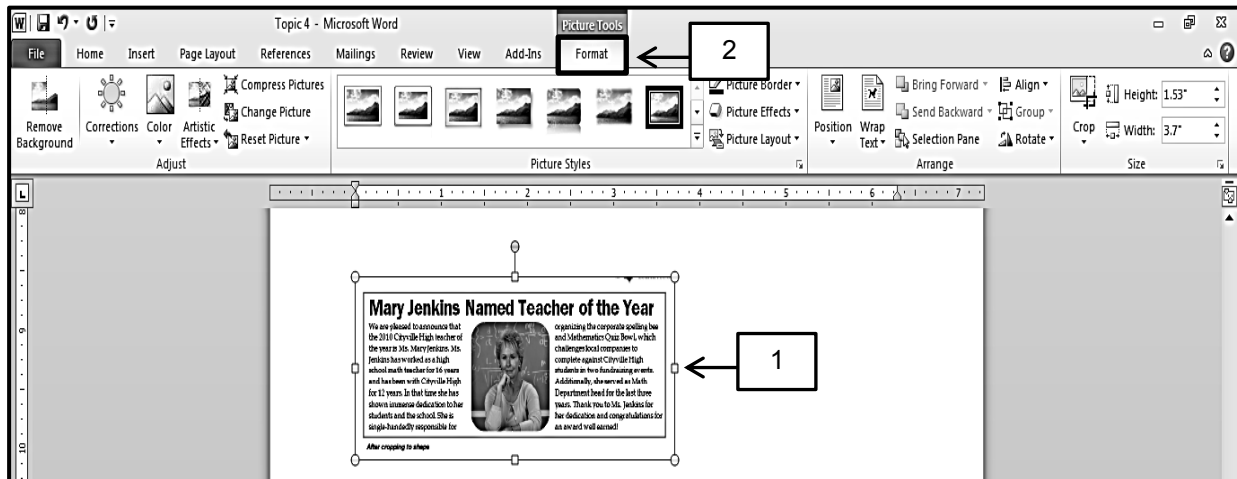


Corner handles will allow you to simultaneously crop the image horizontally and vertically.

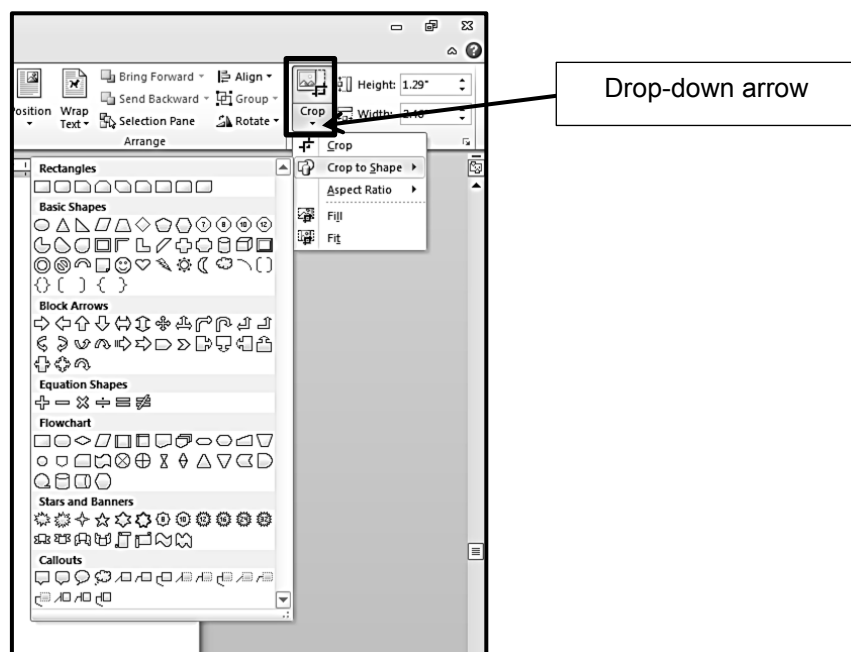
To Crop an Image to a Shape

Cropping an image to a shape allows you to have the image takes the form of a chosen shape. Follow the steps below on how to crop an image to a shape.

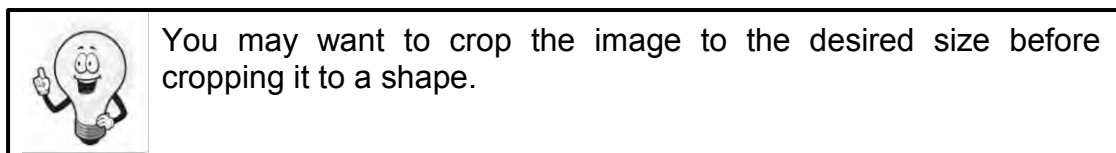
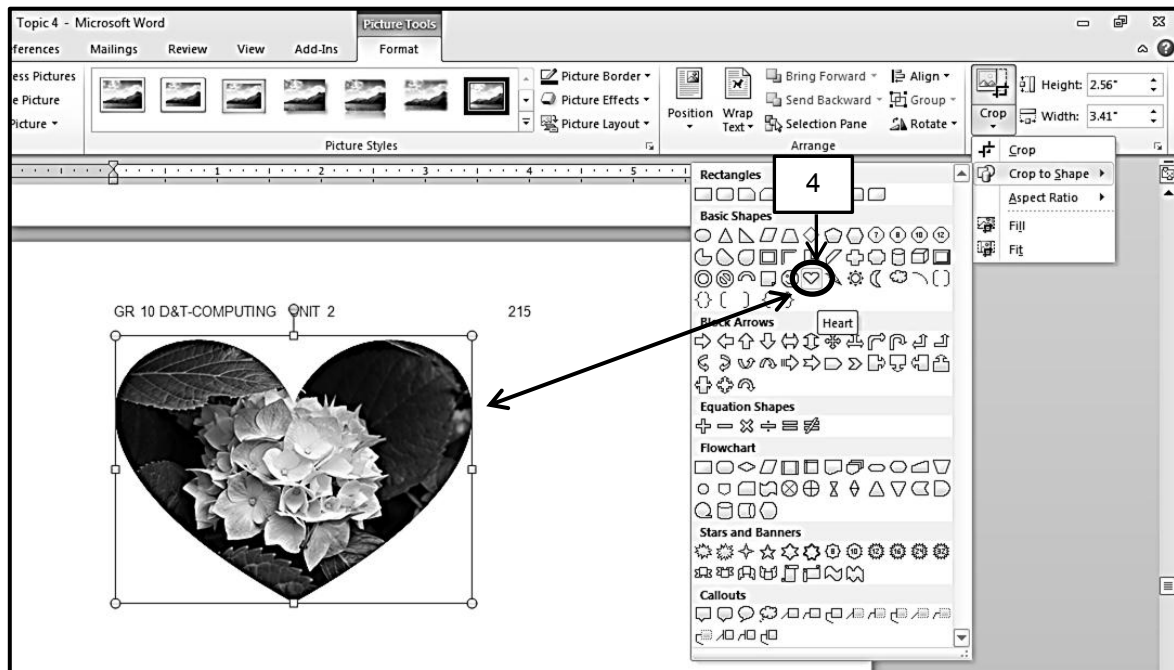
1. Select the image. The **Format** tab will appear.



2. Select the **Format** tab.
3. Click the **Crop** drop-down arrow (below the Crop command). A drop-down menu will appear. Select **Crop to Shape**.



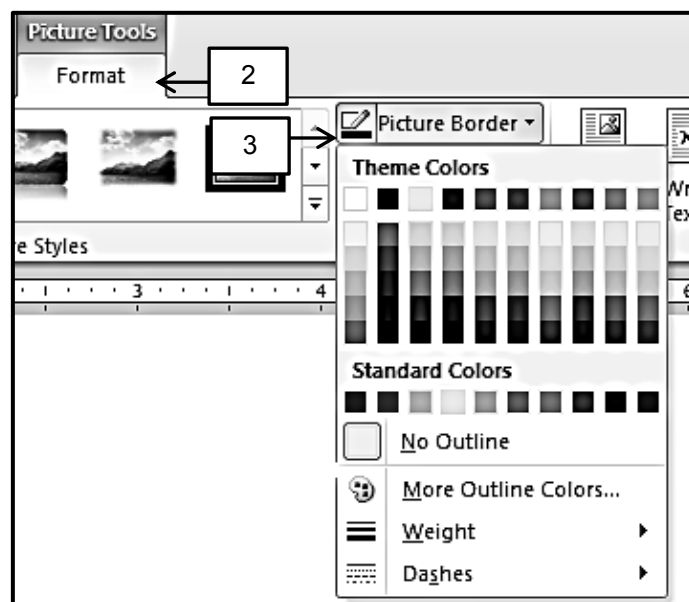
4. Select a shape from the drop-down menu.



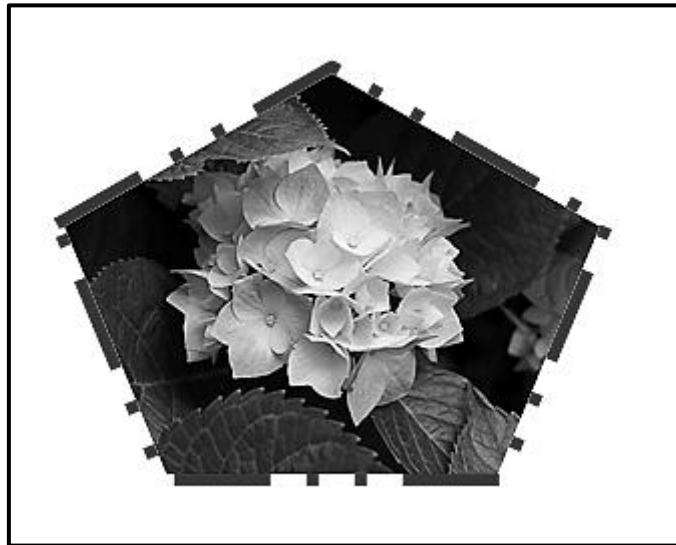
To Add a Border to a Picture

Adding a border to your image will make the image more defined and emphasized. Follow the steps below on how to add border to a picture.

1. Select the picture.
2. Select the **Format** tab.
3. Click the **Picture Border** command. A drop-down menu will appear.



4. From the drop-down menu, you can select a color, weight (thickness), and whether or not the line is dashed.



The image showing the colour, weight and type of lines used in.

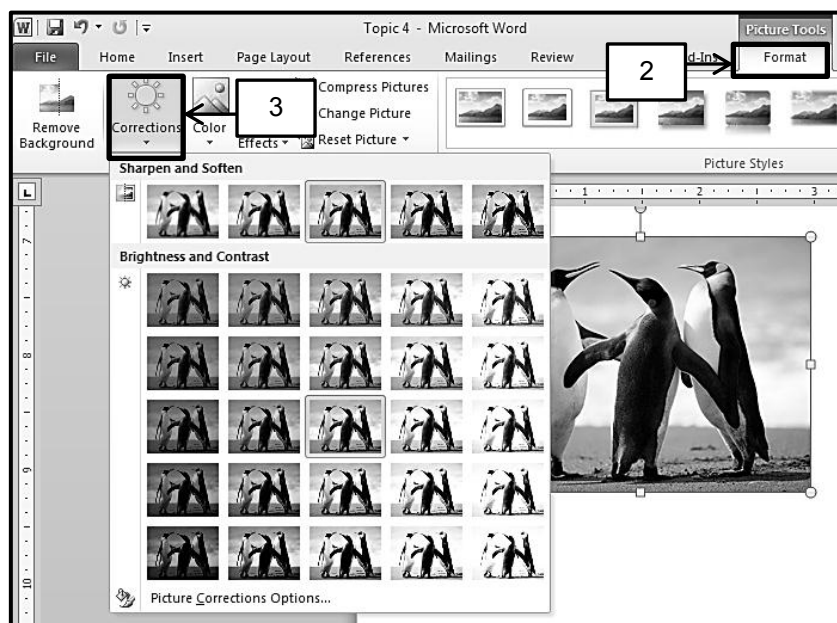
Image Adjustments

Images can be adjusted when it comes to their brightness and contrasts. Microsoft Word 2010 has made it easier to adjust these with just a choice and a click of the button.

To Make Image Corrections

Follow the steps below on how to do image corrections to inserted pictures.

1. Select the image. The **Format** tab will appear.
2. Click the **Format** tab.
3. Click the **Corrections** command. A drop-down menu will appear.



4. To sharpen or soften the image, hover over the **Sharpen and Soften** presets. You will see a live preview of the preset in the document.
5. When you have found a preset you like, click on it to select it.
6. Click the **Corrections** command again.
7. Hover over the **Brightness and Contrast** presets to see a live preview.
8. When you have found one you like, click on it to select it.

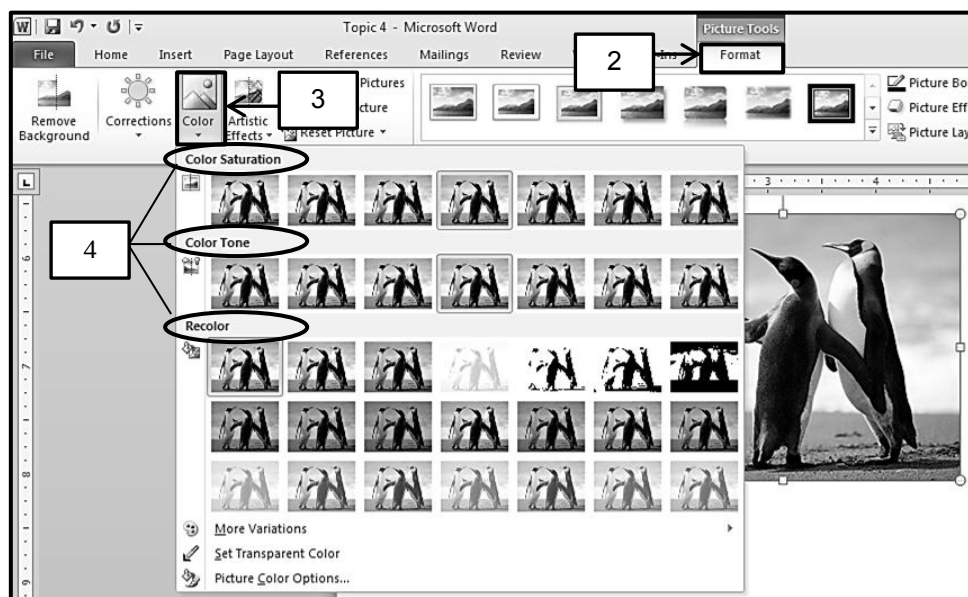


You can also select **Picture Corrections Options** from the drop-down menu to refine the settings.

To Adjust the Colour in an Image

Colour adjustments can be made with the Color command found in the Format tab. With this, you can easily adjust the colour saturation, colour tone and recolour the image you have selected. Follow the steps below on how to adjust the colour in an image

1. Select the image. The **Format** tab will appear.
2. Click the **Format** tab.
3. Click the **Color** command. A drop-down menu will appear.



4. From the drop-down menu, you can choose a preset from each of the three categories:
 - **Colour Saturation:** Controls how vivid the colours are in the image.
 - **Colour Tone:** Controls the "temperature" of the colour, from **cool** to **warm**.

- **Recolour:** Controls the overall colour of the image. Use this option to make the image **black and white**, **grayscale**, or to **colourize** it with a different colour.



You can also select **Picture Color Options** from the drop-down menu to refine the settings.

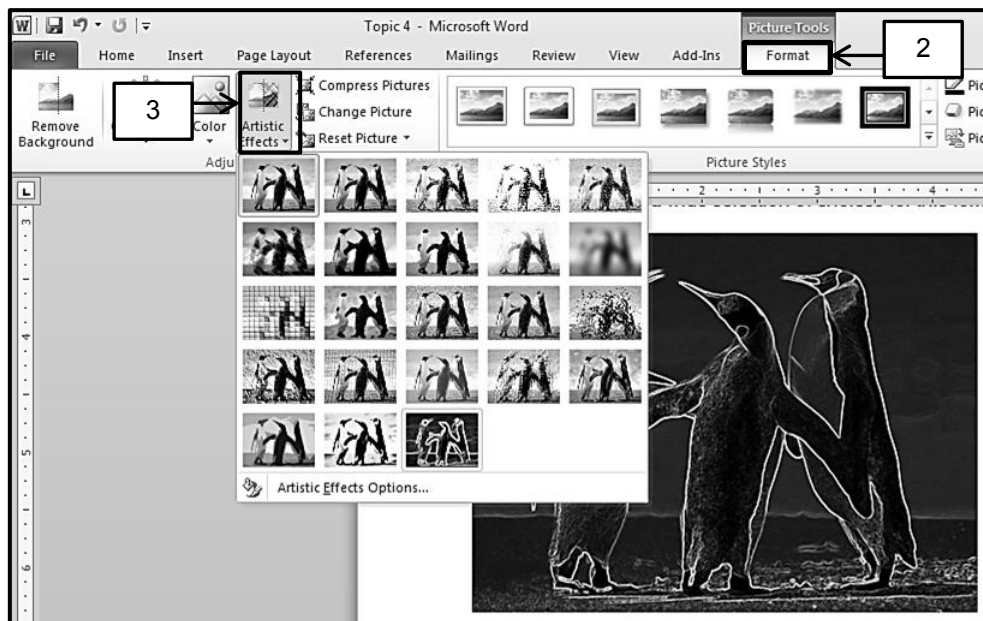
Artistic Effects and Styles

Artistic effects enable the picture to have all the different properties of graphic effects that will further enhance the picture to suit its purpose in your document. Microsoft Word 2010 presents a wide selection of choices for this formatting type.

To Apply an Artistic Effect

Follow the steps below on how to apply an artistic effect to your picture.

1. Select the picture. The **Format** tab will appear.
2. Click the **Format** tab.
3. Click the **Artistic Effects** command. A drop-down menu will appear.



4. Hover over the different presets to see a Live Preview of each one.
5. When you have found a preset you like, click on it to select it.



To adjust the settings for the effect, click **Artistic Effects** again and select **Artistic Effect Options**.

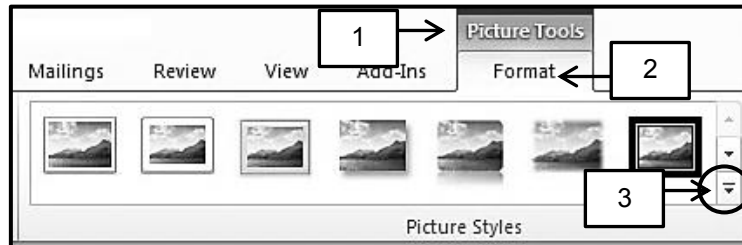


Many **Clip Art** images do not allow you apply artistic effects. Generally speaking, the ones that look handdrawn or painted do not work, while photographs do.

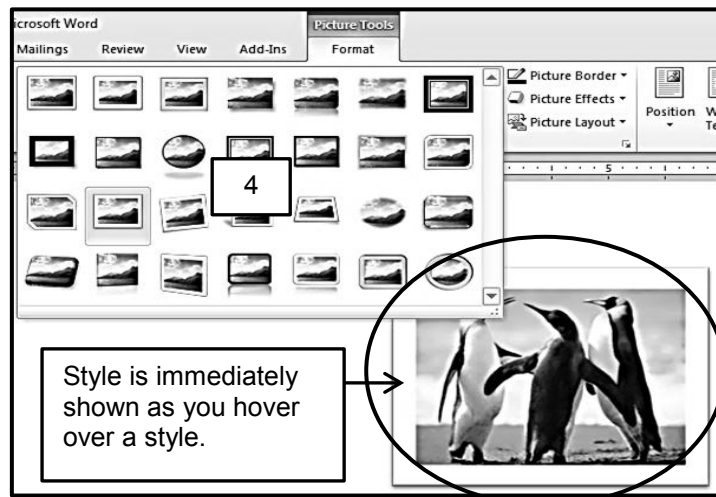
To Apply a Picture Style

Follow the steps below on how to apply a picture style to your image.

1. Select the picture. The **Picture Tools** group will appear.
2. Select the **Format** tab.
3. Click the **More** drop-down arrow to display all the picture styles.



4. Hover over a picture style to display a live preview of the style in the document.

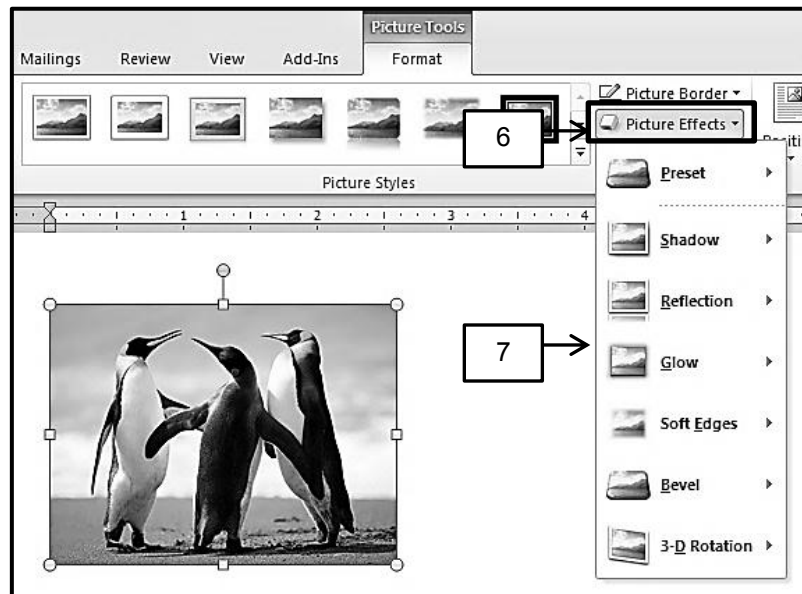


5. Select the desired style to apply changes to your image



The image displaying the Picture style selected.

6. To refine the picture style, click the **Picture Effects** drop-down menu.
7. Choose from the different **Effects** available.



Compressing Pictures

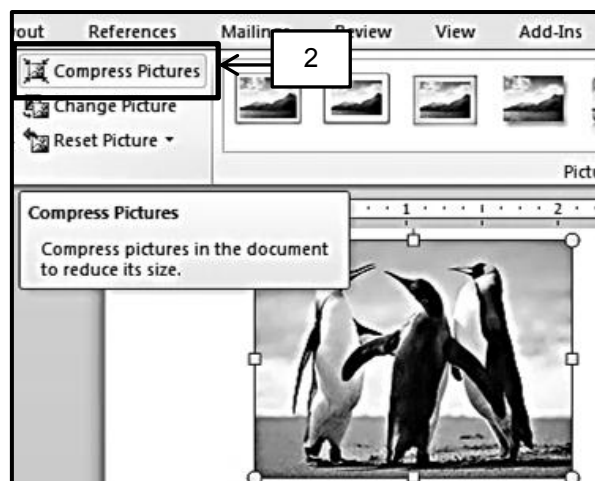
Image compression is minimizing the size in bytes of a graphics file without degrading the quality of the **image** to an unacceptable level. You will need to monitor the file size of your documents that include pictures, especially if you send them via email. **File size** measures the size of a computer file. Large, high-resolution pictures can quickly cause your document to become too large, which may make it difficult or impossible to attach to an e-mail.

In addition, cropped areas of pictures are saved with the document by default, which can add to the file size. Ms Word can reduce the file size by compressing pictures, lowering their resolution, and deleting cropped areas.

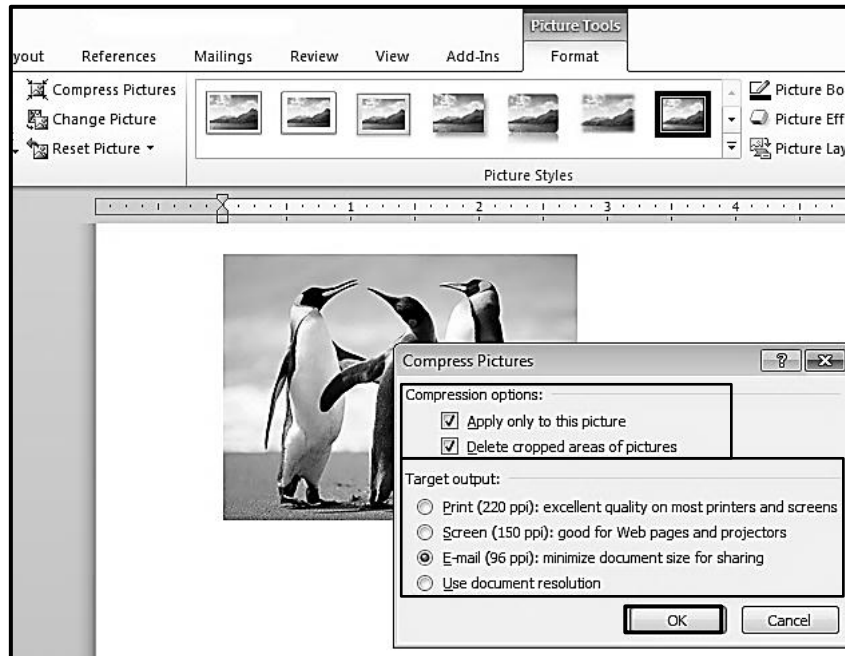
To Compress a Picture

Follow the steps below on how to reduce the file size of your document.

1. Select the picture. The **Format** tab will appear.
2. Click the **Compress Pictures** command in the Adjust group. A dialogue box appears.



3. Place a checkmark next to **Delete cropped areas of pictures**. You can also choose whether to apply the settings to **this picture only** or to all pictures in the document.
4. Choose a **Target output**. If you are emailing your document, you may want to select **Email**, which produces the smallest file size.



5. Click **OK**.



Activity 1: Answer the following questions.

1. Explain the importance of formatting a picture in a Word document.

2. List the different ways on how you can format a picture.

3. What tab are you going to select if you would like to format your picture?

4. What must you do first before you can format a picture and for the needed tab to appear?

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answer. Make sure you do the necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 24. In this lesson you have learned how to format the picture from a file that you have learned to insert in Lesson 23.

NOW DO PRACTICAL EXERCISE 24 ON THE NEXT PAGE.

Practical Exercise 24

Follow the given instructions below on how to format a picture in different ways.

1. Open a blank document.
2. Select Penguins picture from the Pictures Folder. Click Insert.
3. Select the picture and the Format tab will appear.
4. From the format tab, select down arrow in Crop. Chose Crop to shape.
5. Crop the picture to the shape of Plaque.
6. Select the picture again to displat the Format tab. Choose Corrections.
7. From Corrections under Soften and Sharpen, click 25% and from the Brightness and Contrast choose Brightness 0 and Contrast 20 %.
8. Repeat Step 7 but choose Color.
9. Under Color choose Recolor to Olive Green, Accent Color 3 Dark.
10. Repeat Step 8 but choose Artistic Effects.
11. Under Artistic Effects choose Watercolor sponge.
12. Repeat Step 10 but choose Picture Border.
13. Under Picture Border, change the weight to 2 ¼ pt.
14. Repeat Step 12 but choose Picture Effects.
15. Under Picture Effects, choose Glow (Purple, 18 pt glow, accent color 4).
16. Repeat Step 14 but choose Compress Pictures.
17. In the Compress picture dialog box, place a checkmark next to Delete cropped areas of pictures.
18. Next, choose a **Target output** and select **Email**.
19. Save your work as **Penguin Formatting Pictures**.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.
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Answers To Activity 1

1. Formatting pictures makes it easier for readers to understand your pictures and give your document a more interesting and professional presentation. It enables you to manipulate the image to suit its intended purpose to your document.
2. Crop, add borders, image corrections, adjust colour in an image, apply artistic effects, apply picture style and compress pictures.
3. Format tab
4. Select the picture.

Answers to Practical Exercises in Topic 4

Practical Exercise 19

Rubric to assess students' work

Shape 1

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 marks)	Meet expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially completed	Task component done confidently, and properly	
Tasks to perform				
1) Selected the Insert Tab on the ribbon.				
2) Located the Shapes icon on the ribbon and clicked on it.				
3) Chose and clicked the Regular Pentagon under the Basic Shapes.				
4) Dragged and positioned the shape in the center of the document.				
5) Changed the shape style to Colored Fill, White Outline-Accent 6 and shape outline weight to 6pt.				
Total				

Shape 2

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 marks)	Meet expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially completed	Task component done confidently, and properly	
Tasks to perform				
1) Selected the Insert Tab on the ribbon.				
2) Located the Shapes icon on the ribbon and clicked on it.				
3) Chose and clicked Isosceles Triangle under the Basic Shapes.				
4) Dragged and positioned the shape in the center of the document.				
5) Enlarged the shape.				
6) Rotated the shape so it will become an up side down				

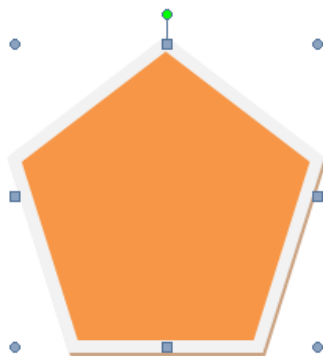
isosceles triangle.	
7) Changed the shape fill to texture – Water Droplets and shape outline to 4 ½ pt.	
Total	

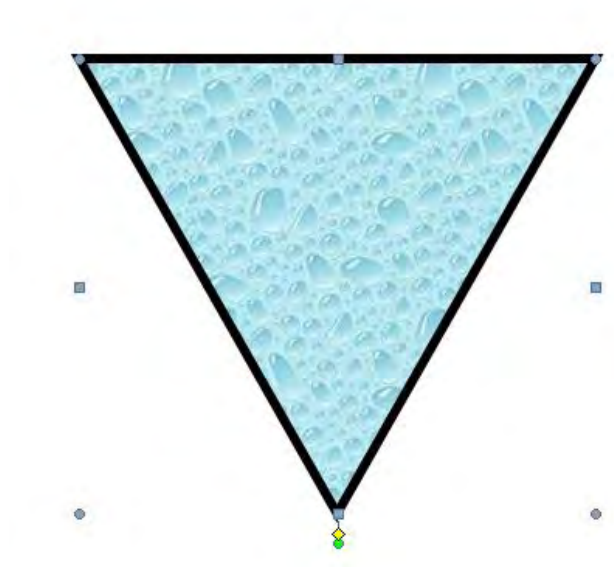
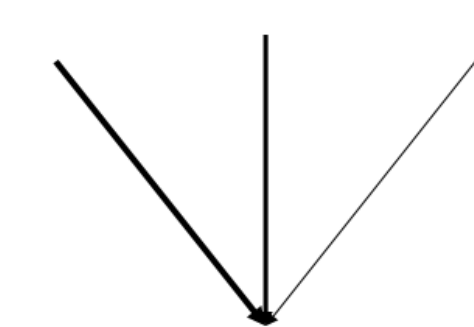
Shape 3

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 marks)	Meet expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially completed	Task component done confidently, and properly	
Tasks to perform				
1) Selected the Insert Tab on the ribbon.				
2) Located the Shapes icon on the ribbon and clicked on it.				
3) Chose and clicked Arrow under Lines.				
4) Dragged and positioned the shape into the document.				
5) Repeated steps 3-4 twice.				
6) Moved the three arrows in such a way that their arrow heads intersect in the middle.				
7) Changed the shape outline weight to 3pt, 6pt and 2 ½ pt respectively.				
Total				

Sample output results

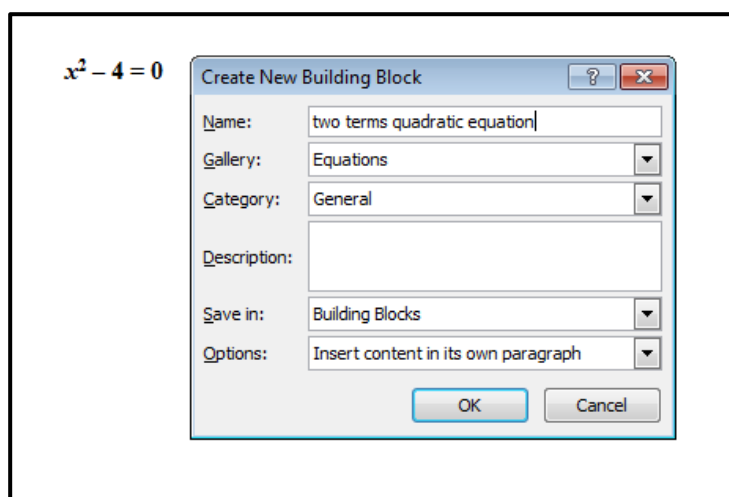
Shape 1



Shape 2**Shape 3****Practical Exercise 20****Rubric to assess students' work**

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 marks)	Meet expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially completed	Task component done confidently, and properly	
Tasks to perform				
Total				

$$A = \pi 20^2$$



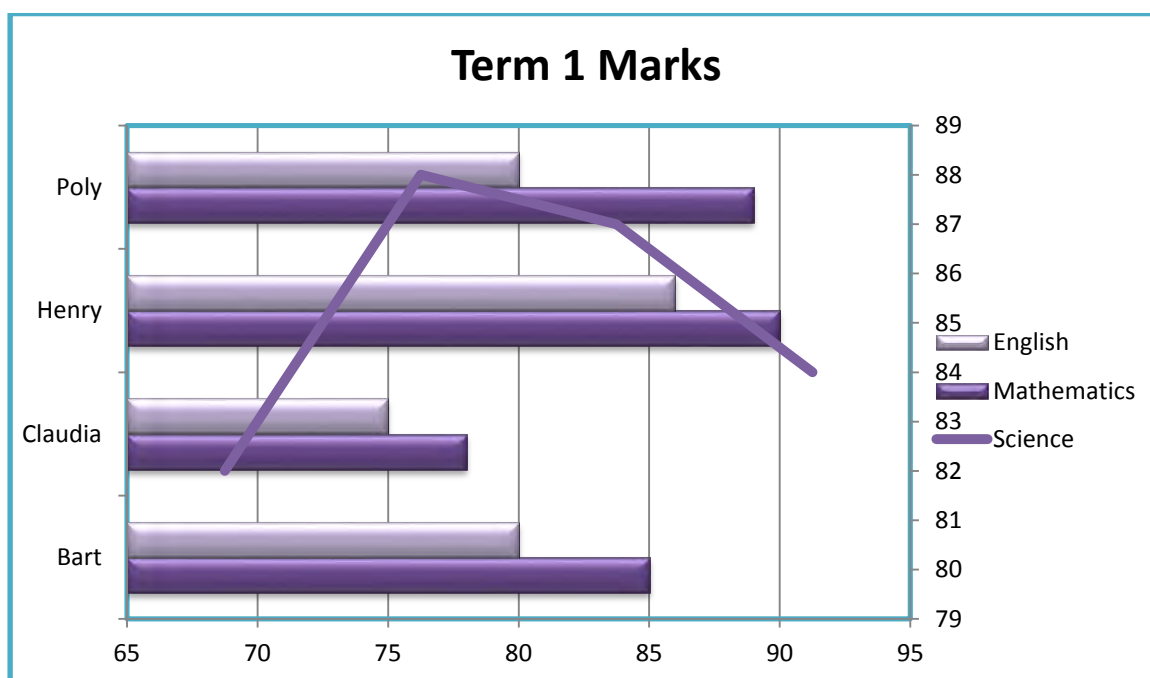
Practical Exercise 21

Rubric to assess students's work

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 marks)	Meet expectations (5 marks)	Score																				
Assessment Criteria	Task component not done	Task component partially completed	Task component done confidently, and properly																					
Tasks to perform																								
1) Opened a blank document.																								
2) Went to Insert Menu and clicked on Charts.																								
3) Chose Bar Chart (Clustered Bar). Clicked OK.																								
4) Enter the data below. Categories are Bart, Claudia, Henry and Poly while Mathematics, Science and English are the Series.																								
<table><tr><td></td><td>Mathematics</td><td>Science</td><td>English</td></tr><tr><td>Bart</td><td>85</td><td>82</td><td>80</td></tr><tr><td>Claudia</td><td>78</td><td>88</td><td>75</td></tr><tr><td>Henry</td><td>90</td><td>87</td><td>86</td></tr><tr><td>Poly</td><td>89</td><td>84</td><td>80</td></tr></table>					Mathematics	Science	English	Bart	85	82	80	Claudia	78	88	75	Henry	90	87	86	Poly	89	84	80	
	Mathematics	Science	English																					
Bart	85	82	80																					
Claudia	78	88	75																					
Henry	90	87	86																					
Poly	89	84	80																					
5) Clicked on the inserted chart.																								
6) Under the Chart Tools, clicked on Design and chose Chart Style 46.																								
7) Repeated Step 6. Clicked on Layout.																								
8) Under Layout, selected Chart Title (Above Chart) and wrote																								

Term 1 Marks as the chart title.	
9) Repeated Step 6. Clicked on Format.	
10) Under Format, selected Shape Style and chose Colored Outline – Aqua, Accent 5.	
11) Repeated Step 6. Clicked on Design.	
12) Under Design, selected Change Chart Type.	
13) Selected Line (Stacked Line) and clicked OK.	
Total	

Sample output



Practical Exercise 22

Rubric to assess students' work

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 marks)	Meet expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially completed	Task component done confidently, and properly	
Tasks to perform				
1) Opened a blank document.				

2) Clicked Insert menu and selected Clip Art.	
3) Inside the Search for: field, typed the keyword — sports ”.	
4) Reviewed the search results and selected the clip art for — athletes , baseball”.	
5) Clicked the clip art and appeared in the document.	
6) Rotated the clip art upside down and enlarged it by using the handles.	
Total	

Sample output**Practical Exercise 23****Rubric to assess students' work**

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 marks)	Meet expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially completed	Task component done confidently, and properly	
Tasks to perform				
1. Type and save a document.				
2. Insert a picture of a — Penguin ” from the Picture Library.				
3. Resize the object.				
4. Apply Square Text Wrap to the object (image of the Penguin).				
Total				

Your work should look like the example below.



Penguins (order Sphenisciformes, family Spheniscidae) are a group of aquatic, flightless birds living almost exclusively in the Southern Hemisphere, especially in Antarctica. Highly adapted for life in the water, penguins have countershaded dark and white plumage, and their wings have evolved into flippers. Most penguins feed on krill, fish, squid and other forms of sealife caught while swimming underwater. They spend about half of their lives on land and half in the oceans.

Practical Exercise 24

Rubric to assess students' work

Categories for marking	Not acceptable expectations (1 mark)	Below expectations (3 marks)	Meet expectations (5 marks)	Score
Assessment Criteria	Task component not done	Task component partially completed	Task component done confidently, and properly	
Tasks to perform				
1. Insert picture from Pictures Library				
2. Apply cropping techniques.				
3. Use Crop to Shape of Plaque the inserted object				
4. Apply Correction to object using 25% Soften and Sharpen.				
5. Apply 0% Brightness and 20% Contast to picture.				
6. Apply Colour and Recolour to picture				
7. Apply Water colour sponge type of Artistic Effect				
8. Apply Picture border using 2 1/4 pt. weight				
9. Apply Glow (Purple, 18 pt glow, accent color 4) effect to picture.				
10. Apply Compress Picture to image.				
11. Delete the cropped areas of the picture.				
12. Send the file as an email.				
Total				

Your work should look like the example below.



End of Topic 4

Now Do Exercise 4 in Assignment Book 4.

Application Software program. Is a computer program designed to perform a group of coordinated functions, tasks, or activities for the benefit of the user.

Backstage View. It is where to manage files and the data about it. It is used to create, save, and inspect hidden personal information and setting options.

Cell. Is identified by a column and row in a table.

Clip Art. Simple pictures and symbols made available for computer users to add to their documents

Clip Board. A temporary storage are for data that the user wants to copy from one place to another.

Columns. Is a vertical group of values within a table.

Copy. Is the act of duplicating text, data, files, or disks, producing two or more of the same file or segment.

Crop. Command use to reduce the size of an image or to remove non-important aspects of an image.

Curriculum Vitae. A brief account of person's education, qualifications, and previous occupations, typically sent with a job application.

Cursor. Is a visual representation that allows the user to specify where they want text to be placed.

Cut. The process of removing an item and placing it in a temporary location called the clipboard.

Data. The information that have been gathered and translated for some purpose, usually analysis. It can be any character, including text and numbers, pictures, sound, or video

Delete. Refers to the act of eliminating a file, text, or other object from the computer hard drive or other media.

Desktop. Refers to the desktop environment, which is a Graphical User Interface metaphor that allows for interaction between the user and the operating system.

Document. Also known as document file, is a description of an electronic copy or hard copy of reference material for a product.

File. Is an object on a computer that stores data, information, settings or commands that are used with a computer program.

Find. Is a term used to describe a process of locating a specified text, file, document or other object on a computer or the internet.

Flash Drive. Is a portable storage device.

Font Size. Is the overall size (generally height) of a font shown on the screen or printed on a page.

Graphic. Any image media, usually movies and pictures, which are created through the use of hardware and software. They are often referred to as computer-generated imagery.

Hard Copy. Is anything that has been printed on paper. It allows data to be read without the need of a computer and are often required when someone needs to sign a document.

Icon. Is a small graphical representation of a program or file that, when clicked on, will be run or opened.

Indentation. The action of indenting or the state of being indented.

Landscape. The orientation of a page that prints the image horizontally across the page instead vertically.

Memo. Message or information in writing sent by one person or department to another in the same business organization.

Menus. Also referred as file menu. It is a list of commands or choices offered to the user.

Microsoft Word. Is a word processor that allows you to create a professional looking document, report, letter, and resume.

MS Office. Is a collection or package of software programs commonly used in an office environment.

Objects. Refers to an item within a graphic, such as graphic circle or a square.

Orientation. Is a term used to describe the positioning or overall layout of an item in relation to other items.

Page Layout. Refers to the placement of elements within the page and their spatial relation to one another.

Paste. Is an operating system and programs action that allows you to copy an object or text from one location and place it to another location.

Portrait. Is the orientation of the page that prints the image vertically across the page instead of horizontally.

Pre-Existing Templates.

Preview. Refers to the feature that allows you to glimpse or view something in part or whole without it being opened.

Print Preview. Shows how a page or document looks when printed.

Quick Access Toolbar. Is a toolbar menu that appears in MS Excel, MS Word, and other office 2007. It gives you quick access to commonly used features such as the Save features.

Redo. Is a function performed on a computer that does any undo function again.

Replace. Alternatively referred to as Search and Replace, Find and Replace or Replace is the act of finding text and replacing the found text with an alternative.

Report. Is a concise summary distilled from a larger set of data intended for a specific audience.

Resume. A brief written account of personal, educational, and professional qualifications and experience, as that prepared by a applicant for a job.

Ribbon. Is a feature in MS Office that replaces the traditional File menu.

Rows. A series of data banks laid in a horizontal fashion in a table.

Ruler. A measurement tool found with some software programs that allow the program's user to align graphics, text, tables, or other elements on a page.

Save. The process of writing data to a storage medium such as hard drive.

Soft Copy. Is a copy of text stored on the computer and only accessible through the computer.

Software. Software is a collection of instructions that enable the user to interact with a computer, its hardware, or perform tasks.

Spell Checker. A program or program feature designed to locate misspelled words and notify the user of the misspellings.

Storage Device. Alternatively referred to as digital storage, storage media, or storage medium. It is any hardware capable of holding information either temporarily or permanently.

Strikethrough. Is a font effect that causes text to appear as though it is crossed out.

Subscript. Is a character that are half the height of a standard character and printed lower than the rest of the text.

Superscript. Is a character that is half the height of a standard character and printed higher than the rest of the text.

Table. Is an arrangement of information in rows and columns that make comparing and contrasting information easier.

Tabs. It is an indentation at the beginning of a line of text to signify a new paragraph in a document or to help create equal spacing between multiple lines.

Tabular Stop.

Task Bar. A bar located at the bottom of screen that allows the user to locate and launch programs through the Start button or view any program that is currently open. It also allows them to check the date and time.

Template. Is a file that has been created with an overall layout and format to be used for a group of documents or generic document.

Text. Is a collection of words or letters that are understandable by the reader.

Thesaurus. Is a software tool included with some word processors that provides synonyms for selected words on command.

Tool Bar. Sometimes referred to as a bar, the toolbar is a row of boxes, often at the top of an application window that control various functions of the software.

Undo. Is a function performed to reverse the action of an earlier action.

Virus. Is a program, script, or macro designed to cause damage, steal personal information, modify data, send e-mail, display messages, or some combination of these actions.

Word Processing. Describes the process of creating or editing a document using a word processor such as Microsoft Word.

Word Processor. Is a software program capable of creating, storing, and printing documents.