

# **Module 10      Applied Computer Studies**



## **Unit 10.4 - Word Processing 1**

# Contents

About this unit	3
How you'll be assessed	3
<b>Section 1: Introduction to Microsoft Word</b>	4
What is Microsoft Word 2000	4
Getting Started	4
The Microsoft Office Toolbar	5
The Word 2000 Window	5
Activity 1 – Starting Word	6
The Keyboard	7
Spacing Between Words	7
Toolbars in Word 7	
<b>Section 2: Creating a New Document</b>	
What is a Document	9
Entering Text	9
Word-Wrap	9
Quick Spell Checking	9
AutoCorrect	10
Using the Undo and Redo Functions	11
Saving a Document	11
Activity 2 – Creating and Saving a Document	13
Moving Through a Document	13
Using the keyboard to move around a document	14
Activity 3 – Moving Around a document	15
Selecting Text	15
Activity 4 – Using highlighting Techniques	16
View Modes	17
Activity 5 – Viewing your document	18
Print Preview	18
Activity 6 – Preview your document	20
Printing a document	21
Activity 7 – Printing a document	23
Exiting Word	23
Activity 8 – Exiting Word	23
<b>Section 3: Opening and Existing Document</b>	
Opening existing files	24
Using Open on the Menu	24
Using My Computer	25
Using the Open Office Document command	25
Activity 9 – Opening a document	

**Section 4: Formatting Text**

Formatting Text	26
Activity 10 – Formatting Text	27
Fonts	28
Activity 11 – Using font styles and sizes	30
Aligning Paragraphs	30
Activity 12 – Aligning Paragraphs	32
Page Set-up	33
Activity 13 – Setting Paper Size	35
Switching between documents	35
Activity 14 – Switching between opening documents	36
Indenting Paragraphs	36
Adjusting Spacing in Paragraphs	37
Tabs	39
Activity 15	42
Bullet and Numbering	43

**Section 5 – Editing**

Editing text	44
Moving and copying text	44
Deleting text	45
Activity 17 – Moving and Deleting text	46
Multi-page documents	48
Activity 18 – Multi-page documents	49
Spelling and Grammar Check	49
Activity 19 – Checking Spelling and grammar	51
Proofreading a Document	51
Activity 20 – Proofreading a document	52

**Section 6 – Tables**

Table	53
Creating a table	53
Moving around a table	54
Editing a table	55
Adding Rows and Columns	55
Deleting Rows and Columns	56
Headings	56
Activity 21 – Creating and Editing Tables	56

**Section 7 – Using Word 2000 Help Features**

<b>Worksheets</b>	61
<b>Suggested solutions for activities</b>	69

# Introduction

## About this unit

The unit takes you through the processes for creating, saving and printing a document. You will also learn to format and edit a document. By preparing a lesson plan using the word processor, you will apply all of these new skills.

As well as information about the word processing functions, this manual will include practical activities for you to complete. All activities will be clearly identified and give you an opportunity to practice the new functions. If needed, additional worksheets activities are supplied at the end of Section 5 to allow you to do extra practice. These activities do not play a part in your assessment for this unit. They are there to help you check your learning progress.

Only basic commands are used in this module. In Word 2000 there are many ways of doing the same function. While we have not identified the full list of options, we have discussed several methods for some of the functions. You can choose the method that best suits you.

### **Check to ensure that you have the following before starting:**

- Access to a computer with Microsoft® Word 2000 software
- Unit 10.4 learning materials (this manual)
- Student activity disk—supplied with this manual containing the following files:

- PLAN TRAINING
- SPELL

**Contact your tutor if these resources are not available or to discuss the issues outlined above.**

## How you'll be assessed

The assessment will be a practical use of the word processor to:

- Create, using a word processing package and in accordance with given information, a basic document.
- Edit the created document in accordance with given instructions and including the shifting of paragraphs, use of bold and italic type styles, and different typefaces and font styles.
- Save the document, without error and using the name given, to a new specified folder.
- Print one copy of the document, without error and in accordance with given instruction.
- Prepare a lesson plan, using a given word processing package, for a specific area of expertise.

Recognition of prior learning is encouraged. If you feel confident you have the necessary level of competence to successfully complete the elements listed above, you may be able to take the assessment without studying the unit.

**Get in touch with your tutor when you are ready for assessment.**

# Section 1 – Introduction to Microsoft Word



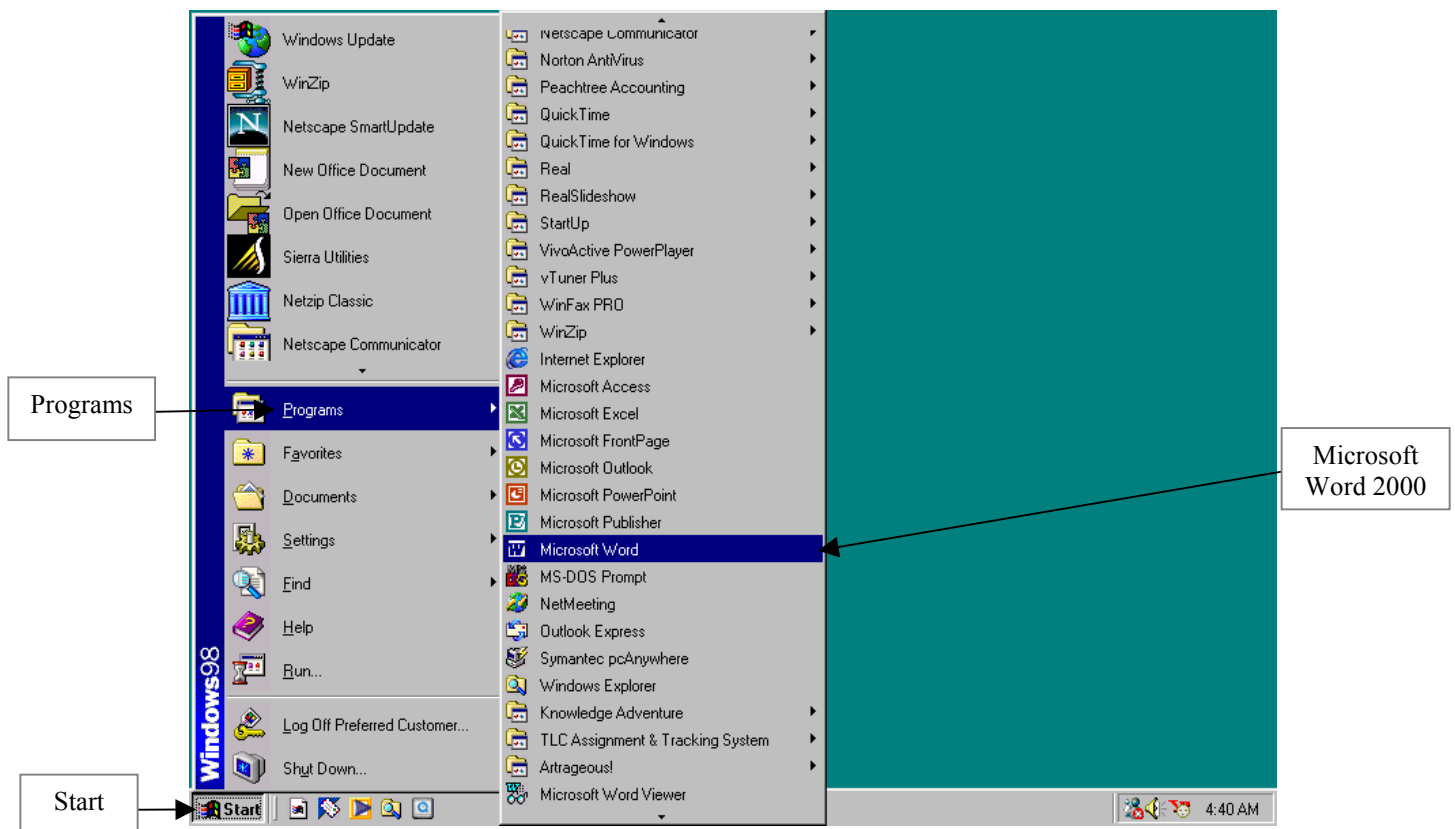
## What is Microsoft Word 2000

There are many word processing packages/programs available that allow you to produce professional looking documents. One of the most widely used is Microsoft Word produced by the Microsoft Corporation. Even with Microsoft Word, there are a number of versions (e.g. Word 6 and Word 97). Each newer version of Word incorporates enhanced features over the older versions. *For the purpose of this manual, our references will be made to Word 2000.*

You will find that you can apply the basic skills you will learn about Microsoft Word 2000 to any of the other Windows word processing applications on the market.

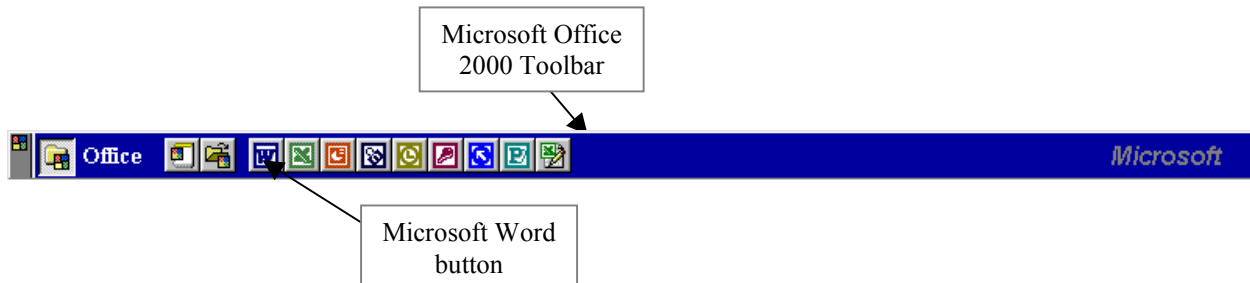
### Getting Started

To start Word 2000 click **Start**, point to **Programs** on the start menu, then click Microsoft Word in the Programs submenu. Microsoft Word will launch, displaying the version of Word you are using.



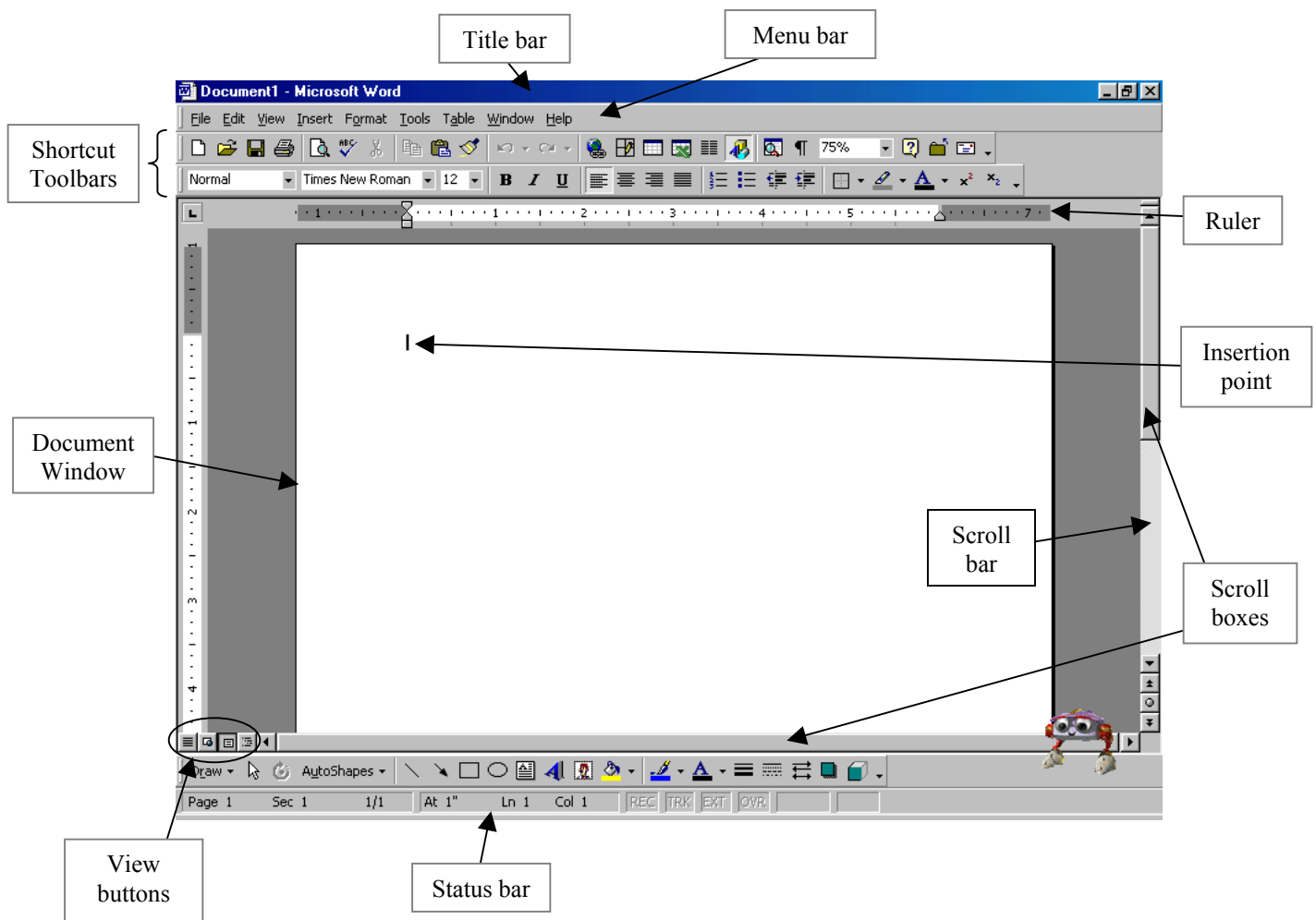
## The Microsoft Office 2000 Toolbar

If the Microsoft Office 2000 toolbar is visible, you may start Word 2000 by clicking on the Word 2000 button on the toolbar.



## The Word 2000 Window




When you start Word 2000, a Word 2000 copyright screen is seen briefly followed by a new blank document like the one below.





## Activity 1

### Starting Word

1. Start Word 2000 from the Programs menu or by clicking on the Word 2000 icon on the Microsoft Office 2000 toolbar.
2. On your screen locate the parts of the Word screen identified on the previous page.
  - **Title Bar.** This contains the program name—Microsoft Word – Document 1. The default name Document 1 will remain until you save the document with a name of your choosing.
  - **Menu Bar.** Located below the Title bar. This special toolbar displays pull-down menus that contain commands for performing tasks in Word 2000.
  - **Toolbars.** These contain short icons for performing the most executed tasks. Different toolbars can be opened at various stages.
  - **Ruler.** The (horizontal) ruler identifies the left and right margin settings, tab and indent settings, column and table settings, etc. A vertical ruler sometimes displays when you are completing certain tasks.
  - **Status Bar.** This shows information such as the number of pages in the document and current position of the insertion point in a document.
  - **Scroll Bars.** Vertical and horizontal scroll bars are used to bring unseen portions of a document into view.
  - **Work area.** When you enter text it will be displayed in the work area.
  - **Mouse pointer.** The mouse pointer is represented as an I-beam  over the work area.
  - **Selection bar.** When the mouse is moved to the left side of text (i.e. in the margin) in the document, it changes to a right-pointing arrow .
  - **Insertion point.** The blinking vertical bar in the document shows the position at which text will be inserted. As you type, the insertion point moves to the right. When you have the end of your line, the insertion point moves to the beginning of the next line.
  - **View buttons.** The four views give you choices as to display your document on the screen.
  - **Paragraph mark.** The paragraph mark ¶ is inserted when you press ENTER to indicate the end of a paragraph. You will only see this symbol if you have selected the Show/Hide button on the toolbar .

## The Keyboard

As you type, do not press too heavily on the keys, as some keyboards are fairly sensitive and you may find that a character might be repeated. If this happens, simply Backspace to delete the additional characters.

The special keys that are most often used are show below with their functions. Find each key on your keyboard before proceeding.

Key	Function
Enter	Adds a new line to your document directly under the line you are on.
Backspace	Deletes the character to the left of insertion point.
Delete	Deletes the character to the right of insertion point.
Shift	This key is used in conjunction with other keys. With letters, it produces a capital letter corresponding to the letter depressed. With numbers and symbols, it produces the top character on the key depressed.
Caps Lock	When turned on, capital letters will be produced when letter keys are depressed. An indicator light (usually above the numeric pad) indicates when the Caps Lock is turn on.
Tab	Moves to a preset position in a document.
Home	Moves the insertion point to the beginning of the line.
End	Moves the insertion point to the end of the line.
→	Moves the insertion point to right on a line.
←	Moves the insertion point to the left on a line.
↑	Moves the insertion point up one line.
↓	Moves the insertion point down one line.


## Spacing between words

Space once between words, using the Space Bar. Traditionally, typists spaced twice after a period to begin a new sentence, although some sources would say to space once. If you are in the habit of spacing twice after a period, you may continue that method of spacing. Whichever method you use, make sure you are consistent throughout your document.

## Toolbars in Word

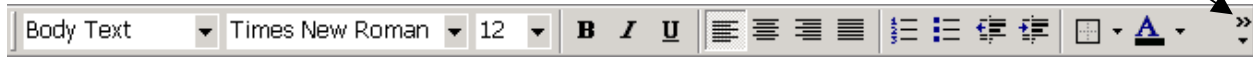
Toolbars offer shortcut buttons, boxes and menus to enable you to perform many Word tasks quicker than using the menus on the menu bar. For example, when you want to center text, you can click **Format** on the Menu bar, click **Paragraph** and then select **Center** from the drop down



menu under **Alignment**, or you can simply click on the Center button  on the Standard toolbar.

As you work through this manual, some of the activities will require you to use options from the Standard or the Formatting toolbar. Ensure that both of these toolbars are always visible (they are usually displayed under the menu bar).

### Formatting toolbar:



### Standard toolbar:



If a toolbar button is not visible, click the double arrow at the end of the toolbar it should be on. The double arrows indicate that some of the buttons on that particular toolbar are not visible. Otherwise, you may have to click the down arrow at the end of the toolbar and Add the button to the toolbar.


If one of these toolbars is not visible as you work through the activities, click on the **View** menu, then **Toolbar**, and select the toolbar (Standard or Formatting) you want to have access to.

## Section 2 – Creating a New Document



### What is a Document

A file created using word processing software is called a document. This includes items such as letters, memos, lesson plans and reports. There are several ways to create a new Word document:

- Select the New Blank Document button  on the Standard toolbar
- Click **File** on the Menu bar, and then click **New**. Double-click the **New Document** option from the **New** dialog box.
- Press **Ctrl+N** on the keyboard and then double-click the **New Document** option from the **New** dialog box.

Any of these actions will produce a new blank document window.

### Entering Text

To enter text into a document, type on the keyboard. The text will appear where the insertion point is on the screen. As you type, the insertion point moves to the right of the text. When you want to enter a blank line into your document, press the Enter key without typing any line of text.

### Word-wrap

When you reach the end of a line as you type, you do not have to press the Enter key to go to the next line. Word automatically positions the insertion point on the next line when it reaches the right margin. Therefore, you do not have to worry about where lines end. This function is called **word wrap**.

Press the Enter key only when you want to start a new paragraph, to insert a blank line in your document and in response to certain Word commands.



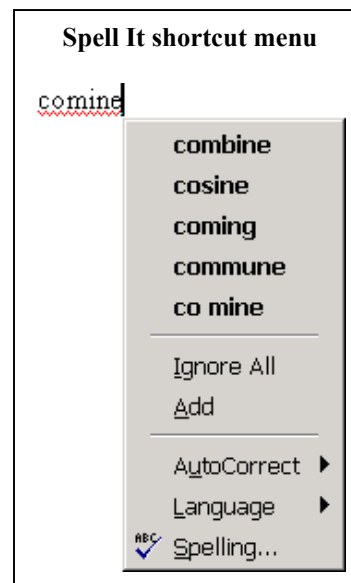
### Quick Spell checking

Word has an automatic spelling and grammar checking feature. Word alerts you to a possible spelling error as you type by flagging any word that is not in its dictionary. A red wave line is placed underneath the possible misspelling. Similarly, if your typing contains possible grammar errors, Word flags the error with a green wavy line. These lines will not appear when you print your document.

Although you can use the Spelling and Grammar checking feature on the Tools menu to check the entire document for spelling and grammar errors, Word allows you to check these flagged errors immediately.

To make a correction to a misspelled word or grammatical error:

1. Right-click on the flagged word.
2. Word displays the Spell It short cut menu, like the one to the right, which lists suggestions for the correct spelling of the word.
3. You can:
  - a. Click on the correct spelling if it appears in the list.
  - b. Choose to ignore the word (or any instance of the word appearing in the document spelt the way it is) by clicking on Ignore All
  - c. Add the word to your custom dictionary—which is a good idea especially with names you will use a lot. This way, Word will not flag the word again.



If the word is misspelt, but the correct spelling is not displayed, select the word (the Spell It menu will disappear) and correct the spelling.

To ensure the accuracy of your document, prior to printing, it should be checked for spelling errors before you print it.

Word also notes any instances where you may have held the Shift key in error and have what is referred to as ‘irregular case’, i.e. a mixture of upper and lower case letters (e.g. Word, WinDows).

Word will check for misspelt words, as well as words which are repeated (e.g. **the the**). Always read the context of the sentence before correcting it, because in some instances the double word may not be an error, e.g. ‘He had had problems before.’

## AutoCorrect


Word is set to automatically correct some commonly misspelt words. For example, if you type the word “teh”, Word will automatically correct this word to “the” when you press the Spacebar or type a punctuation mark. To see a complete list of the words that are automatically corrected by Word, click **Tools** on the Menu bar, click **Autocorrect**, click the AutoCorrect tab and then scroll down the list of words near the bottom of the dialog box.



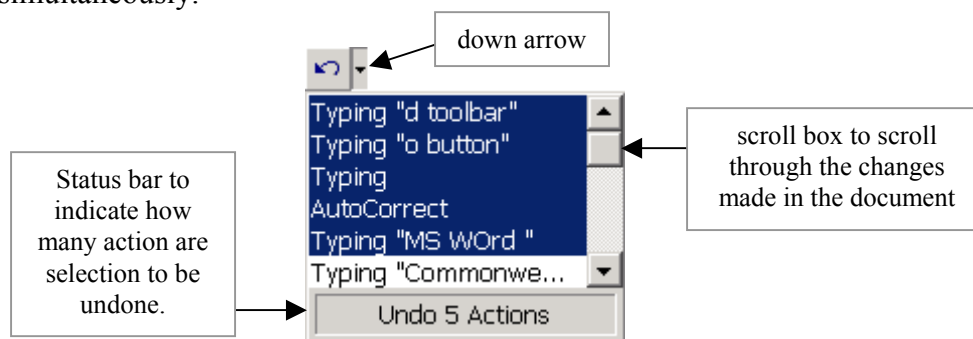
## Using the Undo and Redo Functions

The last 100 operations that you perform in Word are stored in a temporary memory area so that Word can reverse them, if required.


### Undo Function

Use the **Undo** button  on the Standard toolbar to undo the last change you made to your document.

By clicking on the down arrow to the right of the **Undo** button, you will see a list of the previous document actions. You can highlight a number of these actions to undo that many changes. In the example below, five of the last actions are highlighted. Therefore, Word will undo the last five actions simultaneously.



### Redo function

If you want to reverse the change that resulted from using the **Undo** button, click the **Redo**  button on the Standard Toolbar.



## Saving a Document

As you type, Word stores the document in memory. If the power to the computer is interrupted, the document in memory is lost. Saving a document stores the document on a disk. The document can be retrieved at a later date to be edited, printed or saved to another disk.

When you save a document for the *first* time in Word you may choose the **Save** or the **Save As** command.

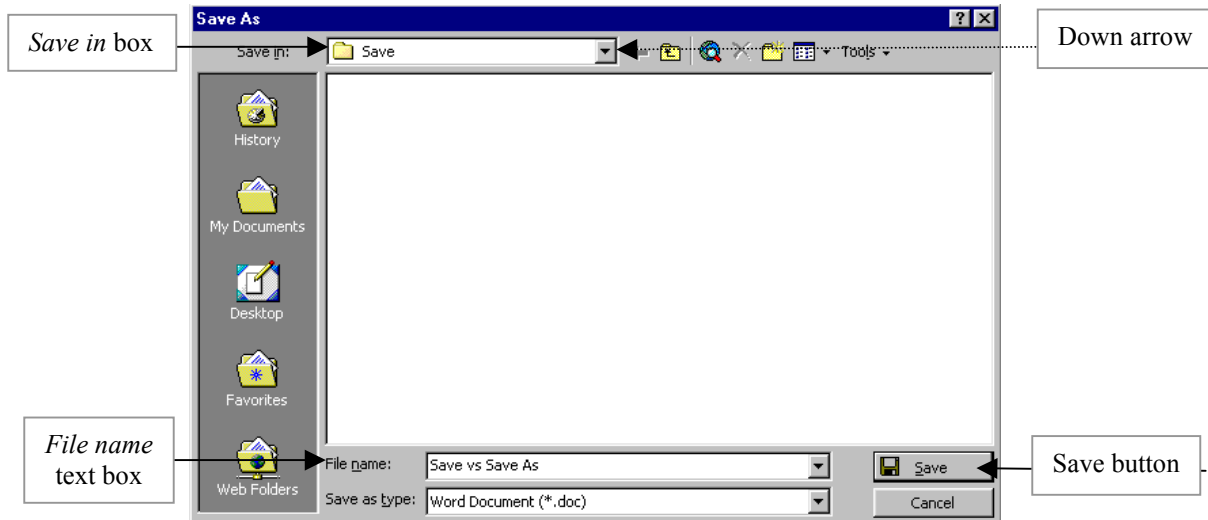
The **Save** command can be accessed through any of the following:

- Click **File** and then **Save**,

- Press Ctrl+S on the keyboard
- Click the **Save** button  on the Standard Toolbar.

The **Save As** command can be accessed by clicking **File** then **Save As**.

In both cases, Word automatically pulls up the **Save As** dialog box, displayed below.



After the **Save As** dialog box appears:

1. Use the down arrow in the *Save in* box, and select the Drive and/or Folder where you want the document to be saved. (You may choose to save your document in one of the commonly used folders displayed on the left of the **Save As** dialog box).
2. Give your file a name by typing it in the *File name* text box. (Remember to adhere to the file name restrictions you learned about in File Management under Unit 3).
3. You are ready to save your document. Click the *Save* button.

(Ignore the *Save as type* box for now, but as you get more proficient with Word, you can save your document as another version of Word, or in other formats.)

Your document is now stored on the disk and in the folder you directed it to. When you modify a document after it has been save initially, use the **Save** command to update the changes made to the document. When a document has been previously saved, only use the **Save As** command to save the document to a new location (like on a another disk), or to save the document using a new name.



## Activity 2

### Creating and Saving a document

Let's try our first document. The text you are to actually type is shown in the shaded boxes.

**Remember:** If you make a mistake, backspace to take it out and retype, or simply leave the mistake. You can focus later on correcting errors in your document.

1. Type the paragraphs in the shaded box below. Press Enter twice at the end of each of the two paragraphs. Let the program **word-wrap** the text in the paragraphs. As you type, practice using the Undo and Redo buttons on the Standard toolbar.

If we talk about someone being a “competent teacher”, we usually mean someone who is recognised as being able to do his or her job. It's that and a bit more. It also means that we recognise that person is able to perform the job to a certain standard.

The idea of competence is one of the most important concepts in competency-based training.

2. Add the following to the end of the document. Press the Tab key before entering the definition.  
**Do not use the space bar to align text.** It may be necessary to press the Tab twice in the third line to align the text under the p.

#### COMPETENT PERFORMANCE

Plan activities that will allow you to check the learner can perform, demonstrate and apply.

Word	Definition
perform	to the required standard
demonstrate	required attitudes
apply	important pieces of knowledge

3. Save the document on a floppy disk or on your hard drive. Name the file COMPETENCE. Ensure you save the document in a location where you can find it later.

Leave the file open to use in the next activity.

## Moving through a document

To move the insertion point to a new position in your document, do any of the following:

- Using the mouse pointer, that is now displayed as the I-beam, click the I-beam where you want the insertion point to be.
- Drag the scroll box along the scroll bars to move up and down or left and right in your document.

- Use the arrow keys, as indicated in the Keyboard table on page 7, to navigate one character or one line in any direction in your document.
- Use the Page Up and Page Down button to move up one screen or down one screen respectively.

## Using the keyboard to move around your document

The table on the next page provides keystrokes to assist in moving throughout the document.

Keystroke	Moves to:
Ctrl + Home	Beginning of document
Ctrl + End	End of document
Ctrl + →	Next word
Ctrl + ←	Previous word
Ctrl + ↑	Previous paragraph
Ctrl + ↓	Next paragraph



### Activity 3

#### Moving around a document

Let's practice the following using the file (COMPETENCE) you have open on screen

1. Move the insertion point to the following locations:
  - bottom of document;
  - up one paragraph;
  - top of document;
  - down one paragraph;
  - end of line;
  - beginning of line;
  - word right;
  - word right three, i.e. hold down Ctrl key while pressing → three times
  - word left;
  - word left two;
  - down three paragraphs;
  - up two paragraphs;
  - end of document.
2. Let's add some text to the end of the document. Check your insertion point is at the end of the document.
  - Type your name. Enter twice.
  - Type the current date.
3. Save the changes you made to the file.

## Selecting Text

In order to perform particular tasks on texts in Word, you must first select the text you want to work with. Selected text appears highlighted on your screen. You can select text by clicking at the beginning or end of the text you want highlighted, hold down the left mouse button, and dragging until the text you want to select is highlight. The following table outlines ways of selecting text.



To Select:	Perform this task:
A word	Double-click anywhere on the word.
A sentence	Hold down the Ctrl key and click anywhere in the sentence.
A paragraph	Triple-click anywhere in the paragraph.
The entire document	On the Edit Menu, select the Select All option, or hold down the Ctrl key, then press A on the keyboard.
Multiple words, lines or sentences	Click so that the insertion point is at the beginning of the text you want highlighted. Move the I-beam to when the text you want selected ends, hold down the Shift key, then click. Everything between the two clicks will be selected.



#### Activity 4

#### Using highlighting techniques

Let's practice these highlighting techniques using the file that you created and saved (COMPETENCE).

1. Highlight the following Words (one at a time) in your document:

- Talk
- Recognise
- Standard
- Apply

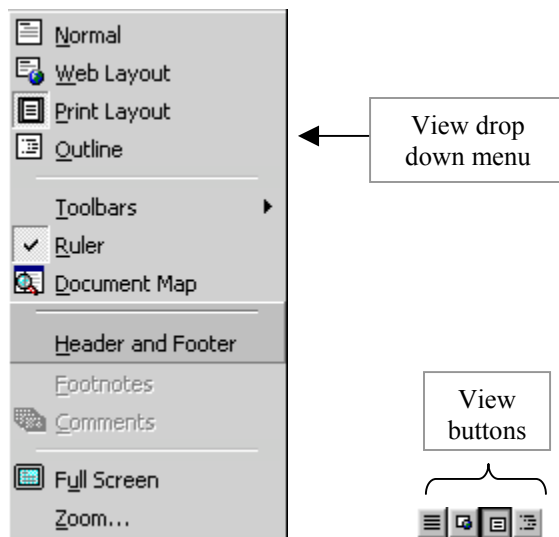
**Remember:** Click anywhere else in the document to remove highlighting or press any arrow key.

2. Highlight the sentence that starts “Its that...” by holding down the Ctrl key and clicking anywhere in the sentence.
3. Highlight the second paragraph by triple-clicking anywhere in the paragraph.
4. Highlight the three words (“perform”, “demonstrate” and “apply”) and their definitions.



## View modes

Word 2000 offers four ways to view (display) your document on the screen as you are working with it. The different views can be accessed from the View drop down menu on the Menu Toolbar, or by selecting one of the view buttons displayed at the left of the horizontal Scroll bar.



The **Normal View** allows you to quickly and easily enter, edit and format text, but does not display margins or page numbers.

The **Web Layout View** displays the document as it would appear on the World Wide Web. This view is useful when using Word 2000 to create pages for a Web site.

The **Print Layout View** displays the document as it would appear on a printed page. This view displays margins and page numbers.

The **Outline View** helps you review and work with the structure of your document. You can expand or collapse your document in this view to see main headings and subheadings; with or without the text you have under the headings. This view is particularly useful when working with long documents.

If you point to each view's button, the name of the view will display.



## Activity 5

### Viewing your document

1. The document Competence should be opened on the screen.  
Click on the icon for **Page Layout View**.
2. Click on the icon, **Normal View**. Note the difference in the screen display.

**Note:** In **Page Layout View**, the vertical scroll bar has two additional buttons located at the bottom. These two buttons allow you to Page up and Page down quickly. You will notice that as you use these buttons, the Insertion Point remains at the same vertical position on the previous or next page.

From now on you may work in whichever **View Mode** suits you. As you work through Word 2000, some features will not display in **Normal View**, and the system will ask you to change to **Page Layout View**.



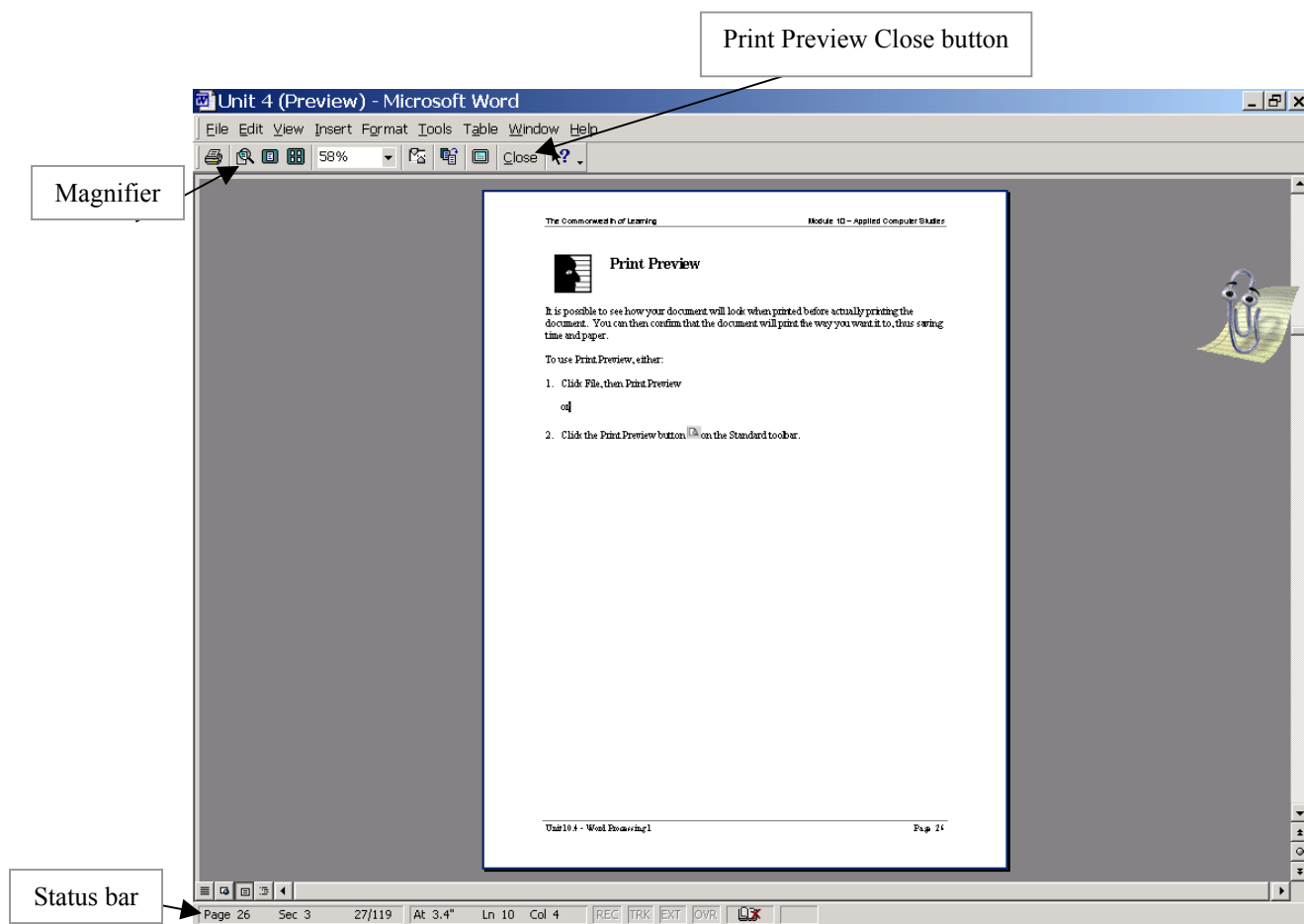
## Print Preview

It is possible to see how your document will look when printed before actually printing the document. You can then confirm that the document will print the way you want it to, thus saving time and paper.

To use Print Preview, either:

1. Click **File**, then **Print Preview**  
  
or
2. Click the Print Preview button  on the Standard toolbar.

The Print Preview window appears.













- The word Preview is displayed next to the name of the document, in parenthesis.
- The Status bar indicates which page in the document is displayed, the section and how many pages are in the document.

### The Print Preview toolbar



Note the function of each button on the Print Preview tool bar.

Button	Function
Print 	Prints the document from Print Preview.
Magnifier 	When activated, you may click in the document to zoom in and out. When deactivated, you may edit the document.
One page 	Displays one page of the document at a time in the window.

Multiple page 	Drag through this grid to select the number of pages to view in the window at a time.
Zoom 	Enter a number in this box, or select one using the drop down arrow, to reduce or enlarge the way the active window is displayed. The percentage can be any number from 10 to 400.
View ruler 	Displays or hides the rulers.
Shrink to fit 	Reduces the number of pages in a document by one, i.e. if only a few lines are printed on the last page of a short document, Word condense the document to fit on one less page by reducing the size of the font.
Full screen 	Hides most of the Print Preview items so that you can see more of you document. Press Esc or the Full Screen button again to return to the previous view.
Close 	Closes Print Preview and returns to the document screen.
Context-Sensitive Help 	Click Help and click any other button within the Print Preview window to learn more about that button.



## Activity 6

### Previewing your document

1. Click on the Print Preview icon to preview the current document—Competence
2. Move your mouse in the print preview page. Ensure that the Magnifier button is activated. Note the magnifying glass has a plus (+) sign in the center. Click the mouse to zoom in on a section of text.  
  
Note now that the magnifier has a minus (–) sign added. Click the mouse to zoom out.
3. Now turn the magnifier off by clicking on the icon. Return your mouse over the text and note that you have an Insertion Point added to the text of the document. Turn the magnifier back on.
4. View two pages at a time. Select the Multiple Pages icon. As this document is only a one-page document, you will notice that the size of the page reduces and moves to various positions on the screen as you select different options from the Multipage Icon menu.
5. View one page.
6. Turn the ruler bar off and then on again using the View Ruler icon.
7. Close Print Preview.



## Printing a document

Printing in Word produces a paper copy (called a hard copy) of the document displayed on your screen. In order to print a document, a printer must be installed and connected to the computer.

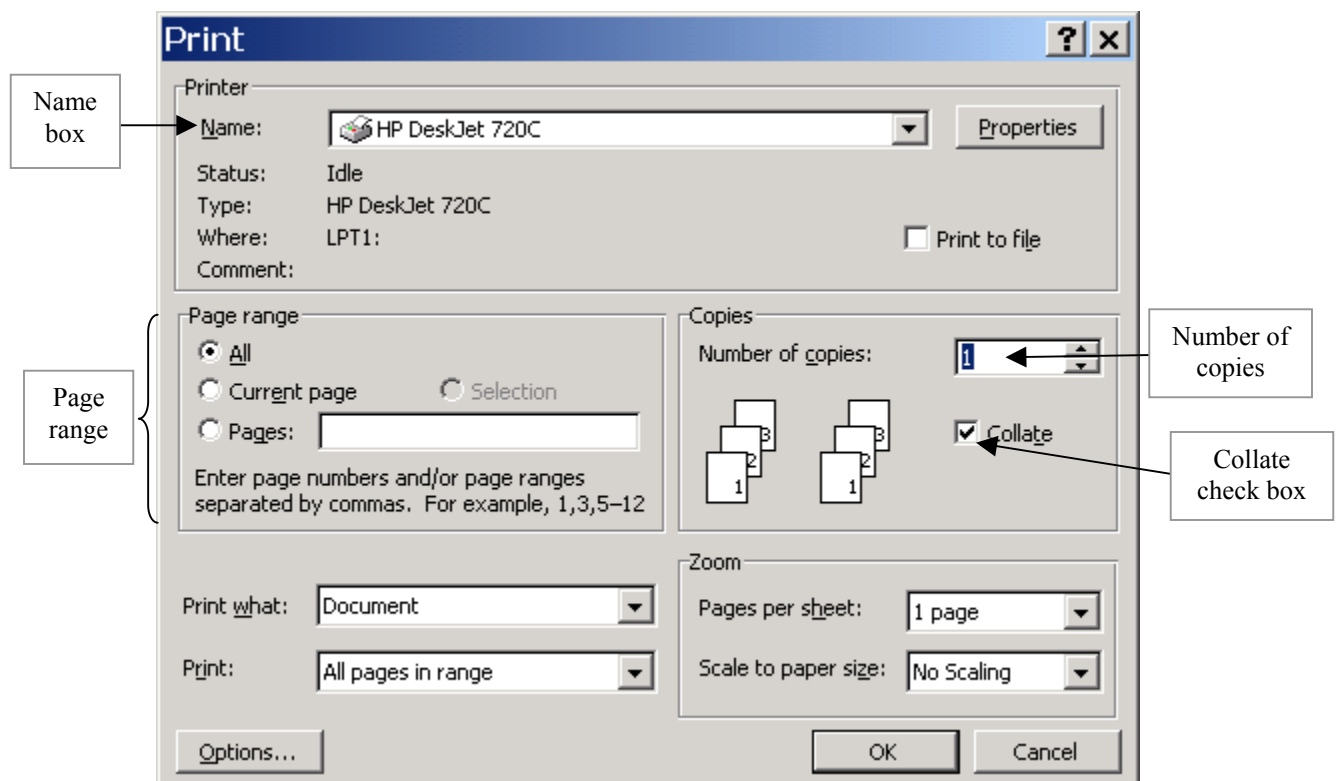
Before you print your document, make sure the printer is turned on and that there is sufficient paper in the paper tray. Also, check to ensure that the type of paper you are using is compatible with the type of printer (inkjet, laser or dot matrix) you are using. Ensuring that you are using the correct type of paper for your printer gives you a better quality of print out. The information on the type of printer the paper you are using is best suited for should be displayed on the package.

When the Print command is issued, a copy of the document held in memory is sent to the printer. You should practice saving the document before sending it to print because you can encounter printing problems and lose any unsaved work.

There are several ways to send a copy of a file to the printer. Two are outlined below for you:

1. Click anywhere in the document you want to print.
2. Click on **File**, then **Print**.
3. Hold down the Ctrl button as you press the P key once.

The Print dialog box will display.



- Since you can have numerous printers installed on your computer, ensure that the printer you are printing to is visible in the *Name* box. If this is not the case, select the name of the printer by clicking the down arrow in the *Name* box and selecting the correct printer.
- Chose to print some, all or a portion of a page by selecting the correct option in the Print range box.
  - Selecting *All* prints all the pages in your document.
  - Selecting *Current page* prints only the page your insertion point is on in the document.
  - Selecting *Pages* prints the pages you specify in the *Pages* box.
  - If you choose to print only some of the text in the document, by selecting the text you want to print, the *Selection* will be active. You can chose *Selection* to print only the portions of the document you highlighted.
- In the Copies box, specify how many copies you want the printer to produce by typing the number in the *Number of copies* box. You may also use the arrows in the *Number of copies* box to increase decrease the number of copies you want printed.
  - If your document has more than one page, and you want the computer to collate the copies for you (e.g. print pages 1, 2, 3 for each copy specified, instead of copying all the page 1, then all the page 2, and so on), ensure that there is a check mark in the *Collate* box.
- Click OK to print the document as you specified, or Cancel to cancel the print job.

N.B. If you want to quickly print the entire document, click the print button on the Standard toolbar. The Print dialog box will **not** open, and the default printer setting will be used to print your document.



### Activity 7

#### Printing a document

Let's print a copy of the document we have saved.

1. Print a copy of the file on screen—COMPETENCE



### Exiting Word

It is important to exit a program when you are finished working in it. When a file is closed, it is removed from the screen and the computer's memory. If it has been saved before you exited, the file will be stored on a disk.

To exit Word:

1. Click **File**
2. Click **Exit**.

If you have not saved a document, Word prompts you to save your file before exiting. If you want to continue in Word, but only want to close the particular file you are working with, choose **Close** from the **File** menu, or click the Close button on the Title bar.



### Activity 8

#### Exiting Word

1. Choose **File, Close** to close Word or click the close box. If the dialog box appears asking if you want to save the changes you made to "Competence" choose Yes to save any changes you made to the document.
2. Choose **File, Exit** to close the Word program or click the close box.



## Section 3 – Opening an Existing Document




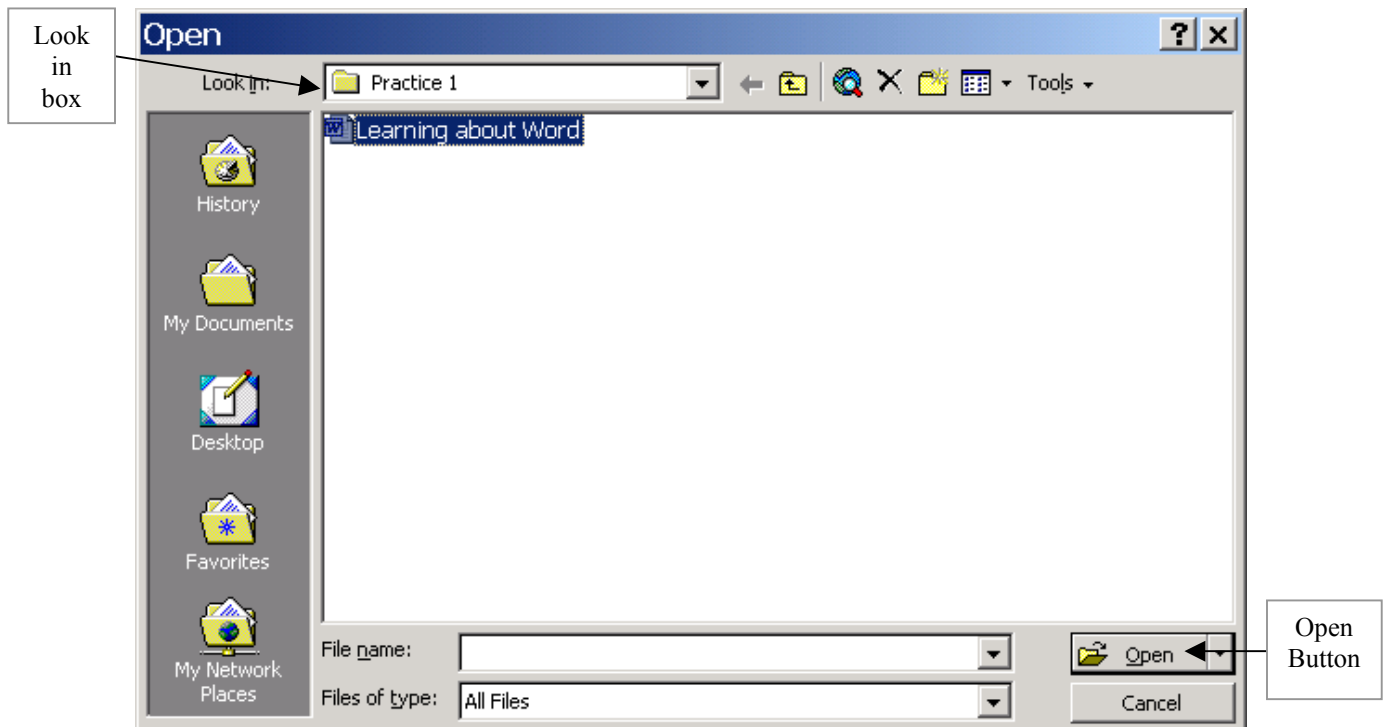
### Opening existing files

Before any changes can be made to a saved Word document, it will have to be retrieved from the disk it is saved on. When you open a Word document, a copy of the document is loaded from the disk into the computer's memory and will display on the screen in the Word window.

Your operating system gives you different ways to open a file. We will look at a few of these options.

### Using Open on the File Menu

1. Start Word.
2. Click **File** on the Menu Bar, then click **Open** (or click the **Open**  shortcut command on the Standard toolbar). The open dialog box will display.



3. If you want to open a document that was saved in a different folder, you can search for it. Click the down arrow next to the *Look in* box to locate the file.
4. Click the name of the document you want to open.

5. Click the **Open** button.

Word will display the document in the Word window.

## Using My Computer

If the file is stored on a floppy disk, or on your computer disk:

1. Click **My Computer**.
2. Double-click on the disk where the file is located to open the disk.
3. Locate and open the folder where the file is located.
4. Double-click the document you want to open.

The document will open in the Word window.

## Using the Open Office Document Command

1. Click the Start button on the taskbar.
2. Click on the **Open Office Document** command on the Start menu.
3. In the Look in box, locate the file you want to open.
4. Click to highlight the name of the document you want to open.
5. Click the **Open** button.



### Activity 9

#### Opening a document

Let's open the first file that we saved.

1. Open the file, Competence stored on your disk.
2. At the bottom of the page, type the name of the school you are currently teaching at.
3. Save the changes you made to the document
4. Close the document.

# Section 4 – Formatting Text



## Formatting text

You can enhance the appearance of your text by applying various formatting features to improve the appearance of text. Some features include formatting text as *italics*, underline, or **bold**, changing margins and line spacing, and working with various font styles and sizes.

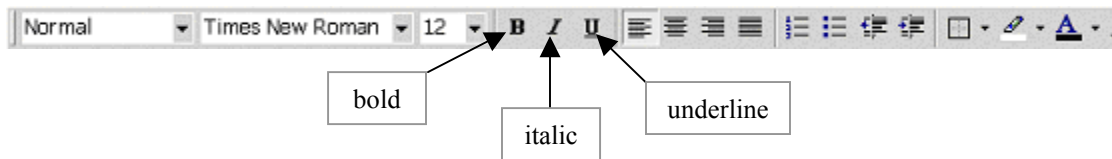
These features can be divided into three groups:

- Characters—changing the style of characters in a document, e.g. bold, italics, style and size of font.
- Paragraphs—changing the layout of paragraphs of text, e.g. centering, indenting.
- Sections—changing the layout of a whole page or section of a document, e.g. paper size, margins.

### Character formatting

#### **Bold**, *italics*, underline

Use the Formatting toolbar to access these features quickly.



To apply these formatting features:

Either (after the text is typed):

1. Highlight (select) the text you want to format.
2. Click on the formatting you want to apply (bold, italic or underline). You may apply any of these formatting styles to the same text.

or (before the text is typed)

1. Click on the corresponding button for the formatting you want applied to the text you are about to type.
2. Type the text.

3. Click on the buttons again to turn the formatting off.

If you want to use keystrokes to apply the formatting for bold, italics and underline, instead of clicking the button on the Standard toolbar, do the following:

- Ctrl+B to turn **bold** on and off.
- Ctrl+I to turn *italic* on and off.
- Ctrl+U to turn underline on and off.



## Activity 10

### Formatting text

Let's create a new document.

1. Click on the New Blank Document button.
2. Type the following using the highlighting features as shown in the following example:

**PREPARING A TRAINING SESSION**

Bold

Bold, italic

Italic

Explain  
Create  
Operate  
Drive  
Cut  
Cook

Remember, it must be an action that can be measured

Underline

3. Save the document as OUTCOME.



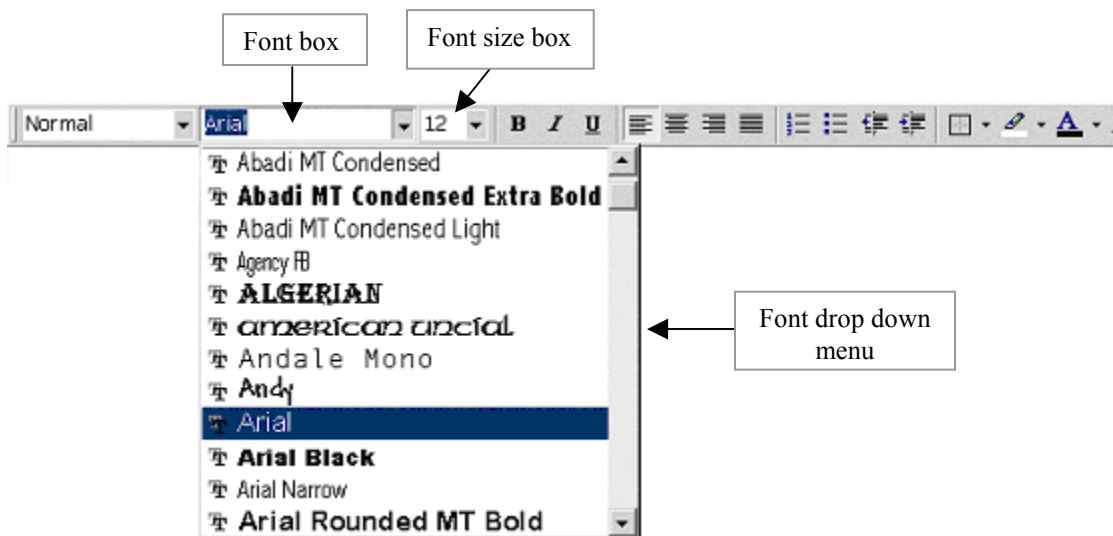
## Fonts

You can use various fonts to enhance the look of your document. Do not use too many different fonts. Two fonts are usually sufficient. Too many fonts can detract from the appearance of a document.

**Font style.** Font or typeface refers to the style/shape of the characters. Two of the most popular fonts are Times New Roman and Arial.

**Height or size of font.** Font size is usually measured in point sizes. One point is about 0.035 cm or  $\frac{1}{72}$  of an inch. Note the different sizes of the Times New Roman font:

8 point  
12 point  
24 point  
36 point



### To change the font of text:

After the text is typed:

1. Highlight (select) the text you want to change.
2. Click the down arrow in the font box on the Standard toolbar.
3. View the fonts by scrolling down the list.
4. Click the font you want.

The selected text changes to the new font.

Before the text is typed:

1. Click the font down arrow on the Standard toolbar.
2. View the fonts by scrolling down the list.
3. Click the font you want.

In the font drop down menu, the names of the font displays the way the font looks.

### To change size of text:

*After the text is typed:*

1. Highlight (select) the text you want to change.
2. Click the down arrow in the font size box on the Standard toolbar.
3. Click a font size, or type in the font size you want and press Enter.

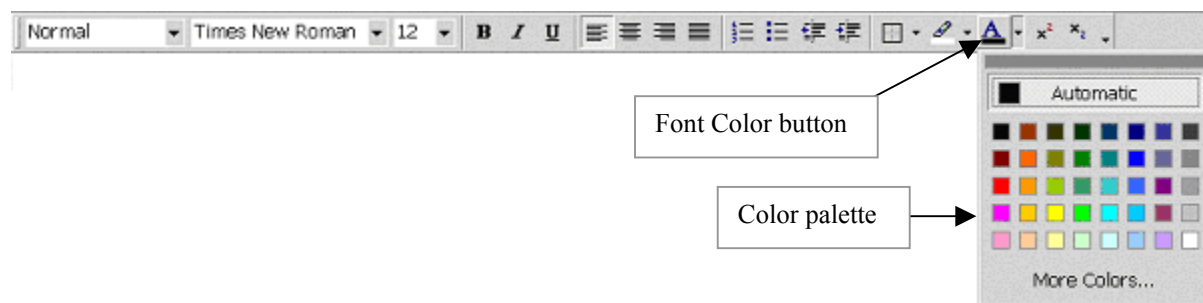
The selected text changes to the new font size. To deselect the text, click outside the selected area.

*Before the text is typed:*

1. Click the font size down arrow on the Standard toolbar.
2. View the font sizes by scrolling down the list, or type in the font size you want and press enter.

The text you type will now be in the new size.

### To change text color:



*After the text is typed:*

1. Highlight (select) the text you want to change.
2. Click the down arrow in the font color box on the Standard toolbar.
3. Click a color from the color palette to select it.

The selected text changes to the new color.

*Before the text is typed:*

1. Click the down arrow in the font color box on the Standard toolbar.

- Click a color from the color palette to select it.

The text you type will now be in the new color.



### Activity 11

#### Using font styles and sizes

- Open the document OUTCOME. Add the following at the end of the document. Use the font styles, color and sizes indicated at the left and apply bold, italic and underline where indicated.

**Don't use**

*learn, know*

**Arial, 14, bold,  
italic, underline**

Brush Script, 18,  
text color - green

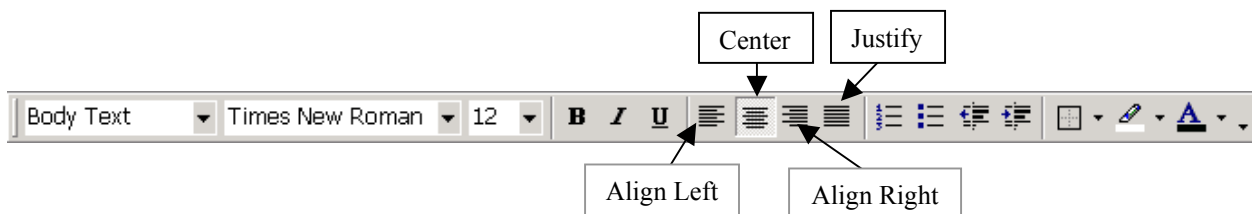
Comic Sans MS,  
12, italic, blue  
text

- Save and close the document.



## Aligning Paragraphs

The text alignment controls how the text flows on a page. The four types of alignment in Word are left, right, center and justify.



You can quickly set the alignment for a paragraph by clicking one of the four alignment buttons from the Formatting toolbar.

*Align Left* – All the lines of the paragraph start in the same position at the left margin. This is the easiest alignment to read. This paragraph is left aligned. Notice that text at the right margin do not necessarily end in the same position.

*Center* – All the lines of the paragraph are centered between the left and right margins. As you can imagine, centering the paragraphs of a letter would look rather awkward. This paragraph is centered.

*Align Right* – All the lines of the paragraph end in the same position at the right margin. Text leaves a jagged edge at the left margin. This paragraph is right aligned.

*Justify* – All the text in the paragraph line up evenly with the left margin and the right margin. There are no jagged edges at either margin. This gives your paragraphs a tidier look. This paragraph is justified.

Changing the alignment of paragraphs:

1. Click anywhere in the text you want to align.
2. Click on the alignment button you want on the Standard toolbar.

If you want more than one paragraph aligned in the same way, highlight the paragraphs, then click on the alignment button you want.

You can set the alignment for text before you begin. Make sure the insertion point is positioned where you will start entering text, then click the alignment you want. Until you change the alignment, all the paragraphs will align the same way.





## Activity 12

### Aligning Paragraphs

Open a New blank document. Apply the alignment and formatting indicated.

1. Type the following document.

**COOKING MADE EASY** → Centred, bold

**10 Minute Sweet Chocolate Pie** → Left aligned, bold

Ingredients → Left aligned, underline

4 oz sweet chocolate  
2 tablespoons sugar (optional)  
8 oz Cool Whip  
1/3 cup milk  
3 oz cream cheese, softened  
Baked pie crust or packaged Graham cracker crust

} → Left aligned

Heat chocolate and 2 tablespoons of milk over low heat, stirring until melted. Beat sugar into cream cheese. Add remaining milk and chocolate mixture. Blend until smooth. Fold Cool Whip into chocolate mixture and blend thoroughly. Spoon into crust. Freeze until firm. → Justify

Makes 8 serving → Right aligned, italic

2. Correct any spelling errors.
3. Save the document with the filename: CHOCOLATE PIE RECIPE
4. Print Preview and then print the document.
5. Close the document.

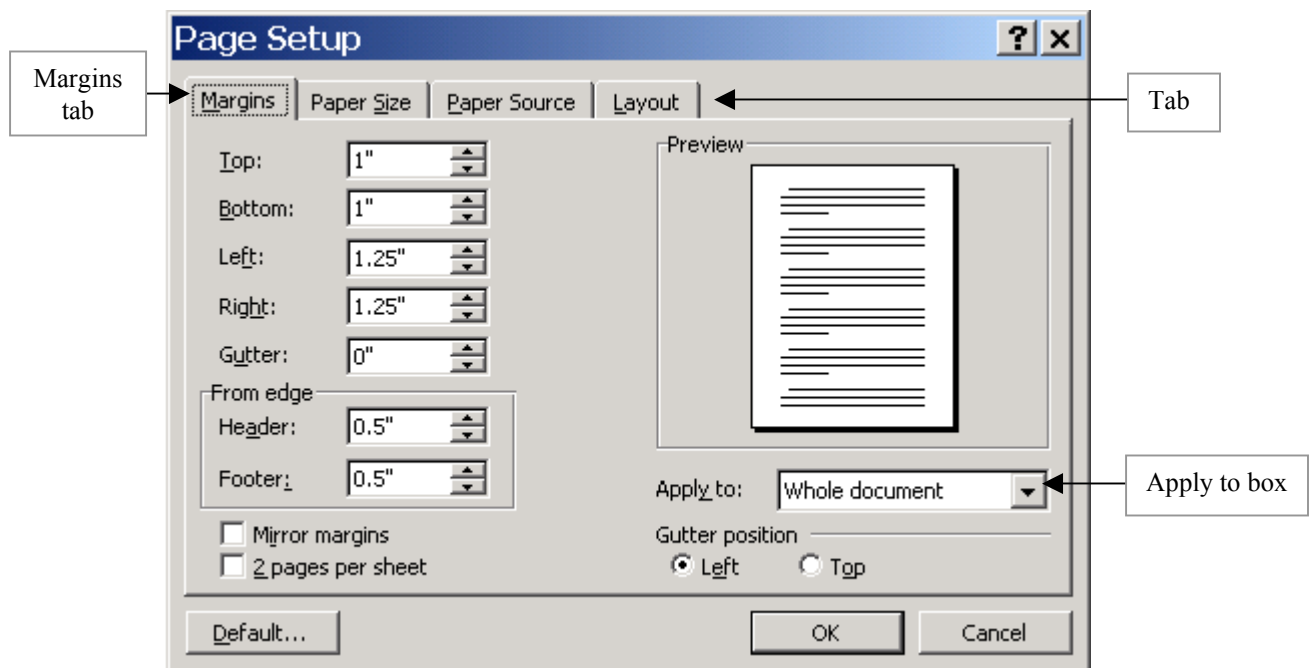


## Page Set-up

### Adjusting Margins

Margins refer to the distance from the edge of the paper to the text. The default settings are top and bottom margins of 2.5 cm (1 inch) and the left and right margins of 3.17 cm (1.25 inches). These defaults can be varied, if they do not suit your needs.

There are several ways of adjusting margins in Word. We will look at using the Page Setup dialog box. Click **Page Setup** on the **File** menu. The Page Setup dialog box will appear.



Notice that the Page Setup dialog box has four tabs.

To adjust the margins in your document:

1. Ensure the *Margins* tab is selected.
2. Set the Top, Bottom, Left and Right margins to your specification.

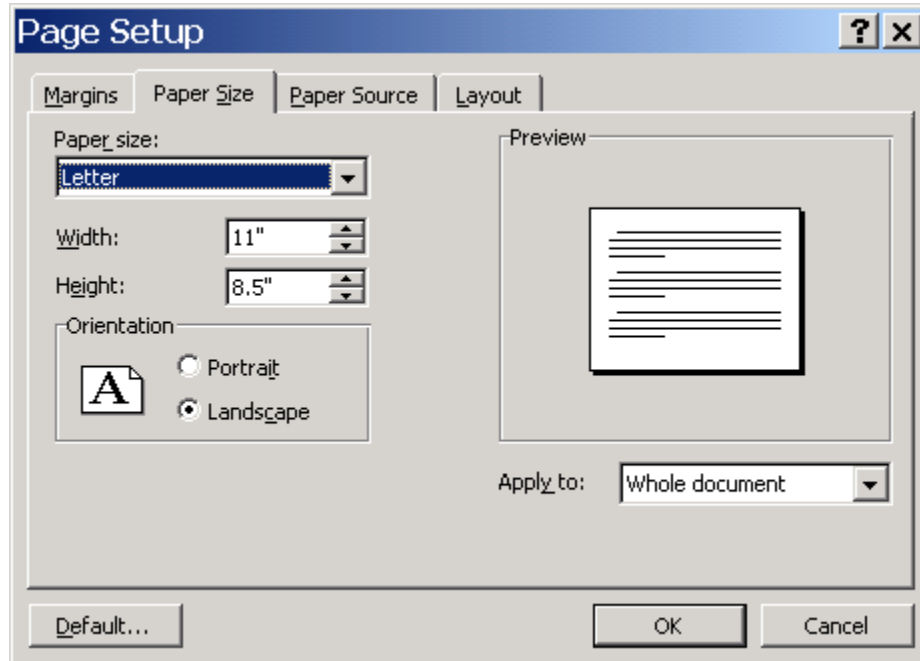
Leaving the option in the *Apply to* field to “Whole document” will ensure that the margins on every page of the document is changes to the new settings.

3. Click OK to confirm the changes.

## Paper Size

You can change the paper size Word displays for you to type into. The default paper size in Word is Letter (8½" x 11"). Sometimes it is necessary to change the orientation of the paper from normal (portrait) to sideways (landscape) to improve the display of a particular document. Both of these can be adjusted in the Page Setup dialog box.

Click **Page Setup** on the **File** menu. The Page Setup dialog box will appear. Select the Paper Size tab.



To change the paper size and orientation:

1. Click on the down arrow next the Paper Size box.
2. From the drop down menu, choose the paper size you want to work in.
3. In the Orientation box, select the orientation you want
4. Click OK.

The pages of your document will change to the paper size and/or orientation you selected.

(Both options do not have to be adjusted at the same time)



### Activity 13

#### Setting Paper Size

1. Open the document CHOCOLATE PIE RECIPE.
2. As there is only one section in this document, when the margins and paper size are changed, it will apply to the whole document.  
Change the left margin to 4 cm (1.5”) and the right margin to 3.5 cm (2”).  
Change the paper size to landscape.
3. Print Preview the document.
4. Print a copy of the document.
5. Save the changes to the document and close the document.



### Switching between documents

It is possible to move between the open Word documents when several are opened at the same time. Let's look at two methods.

#### Keyboard Command - Ctrl+F6

Press and hold the Ctrl key. Press the F6 key to display the next document in the active window. Each time you do this you switch to another open file.

#### Window Menu

At the bottom of the **Window** menu you will see a list of the files which are currently open. The file in the active window will have a tick beside it. Simply click on the required filename to make that the active document.



## Activity 14

### Switching between open documents

1. Open the documents COMPETENCE, OUTCOME and CHOCOLATE PIE RECIPE.
2. Move between the active documents using the keyboard. Note the title bar will display the active filename.
2. Use the **Window** option to activate a different file.
3. Close each of the three documents



## Indenting Paragraphs

You can apply different indent options to your paragraphs by using the indent markers on the horizontal ruler. To use these markers, the ruler must be visible. If the horizontal ruler is not displayed click **Ruler** on the **View** menu.

There are four different indent options you have in Word:

- Left indent: all the lines of the paragraph are moved in from the left margin.

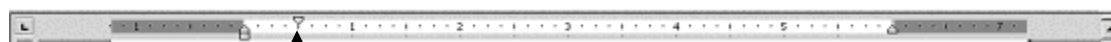


Position of the markers for the Left indent.

Example of a paragraph with left indent:

This paragraph shows left indent. Note that all the lines of this paragraph start at the same position from the left margin, but do not end the same place at the right margin. This is the most common type of indent.

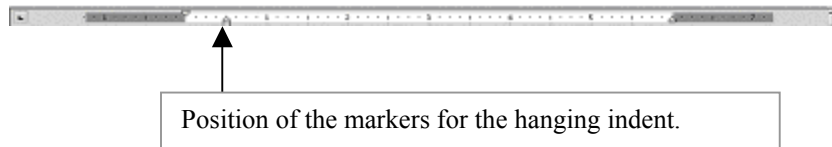
- First line indent: Indents the first line of the paragraph (works just like the Tab key)



Position of the markers for the first line indent.

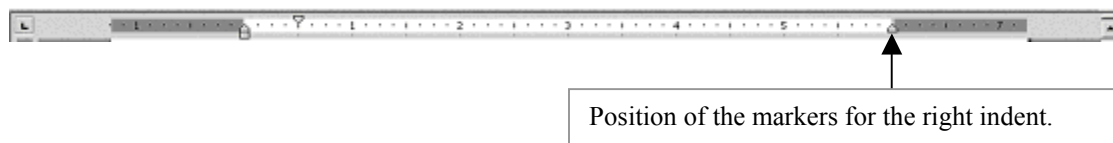
Example of a paragraph using first line indent. Only the first line is indented, and the remainder of the paragraph starts at the left margin. Pressing the Tab key at the beginning of the first line of the paragraph produces this result.

- Hanging indent: Intends the second and remaining lines of a paragraph to the right of the first line.



This is an example of a paragraph with hanging indent. The first line is against the left margin, and the remaining lines start at the same position under each other. This is sometimes called an outdent.

- Right indent: Moves text in from the right margin.



This is an example of a right indent. The lines of the paragraph end in the same position at the right margin. This indent is commonly used in conjunction with the left indent to produce a dual indent.



## Adjusting Spacing in Paragraphs

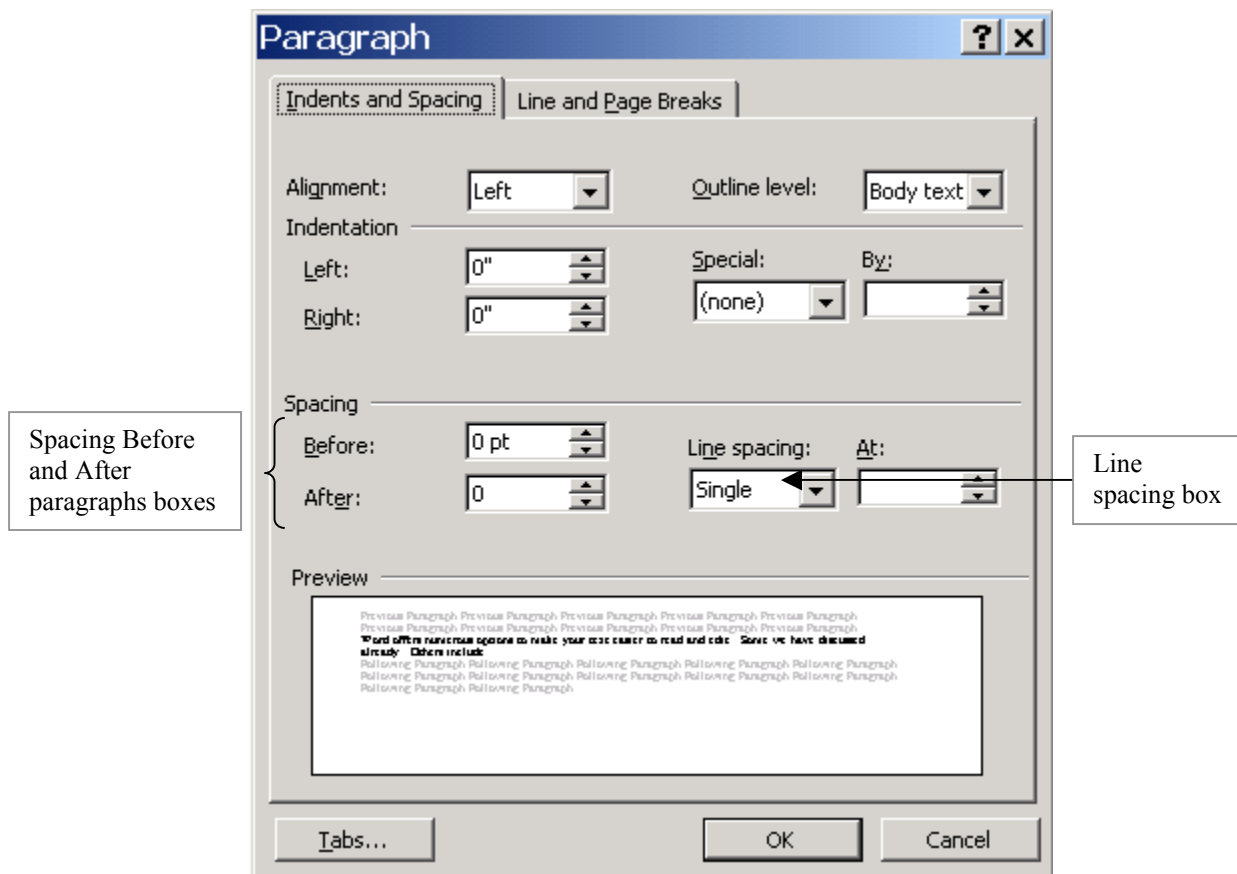
### Line spacing

Sometimes you will need to adjust the vertical distances between lines for your entire document or just portions of it. While Word has a default setting of “single”, the program offers five additional options.

To change the line spacing for existing text:

1. Select the paragraph(s) you want to change the line spacing for.
2. Click **Format** on the Menu bar, then **Paragraph**.

The Paragraph dialog box will appear.



3. Click the Indents and Spacing tab.
4. Click the Line Spacing drop-down list to select the spacing option you want.
5. If you choose At Least, Exactly or Multiple, enter a number in the At box.
6. Click OK.

The line spacing of the paragraph(s) you selected will be changed.

Below are the keyboard shortcuts for the single, double and 1.5 line spacing options.

<b>Keyboard</b>	Single	Ctrl + 1 (on the top row of keyboard)
	Double	Ctrl + 2
	1.5	Ctrl + 5

## Paragraph spacing

From old habits, typists normally press Enter twice at the end of a paragraph—once to finish the paragraph and once for the blank space.

The **Paragraph Spacing** feature will automatically space out paragraphs as you type, saving you from pressing the extra Enter. This gives the opportunity of having a precise spacing between

paragraphs, rather than being locked into a full line space. This feature will come in handy when using bullet points. The items may look better if there is a smaller space between the items and not a full blank line.

To adjust the spacing between paragraphs:

1. From the **Format** menu, choose **Paragraph**.
2. In the Before and in the After text boxes, type the point size you want before and after your paragraphs.
3. Click OK.

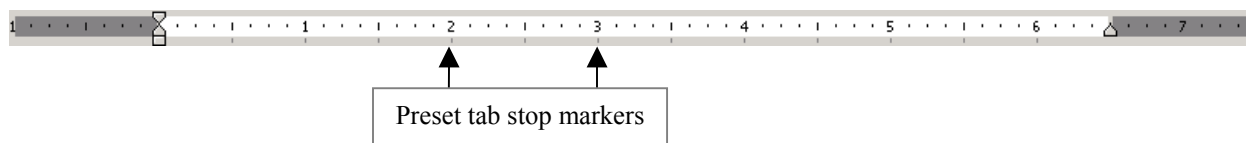
As you type and press Enter, Word will automatically place the number of points indicated before and after your paragraphs.

Use counter to nominate the exact point size required between paragraphs.



## Tabs





Tabs can be used to line up column of information in your document. Tab stops are markers set at 1.27 cm ( $\frac{1}{2}$  inch) intervals across the page. Word indicates where these default tab stops are set on the horizontal ruler. Pressing the Tab key on the keyboard moves the cursor from one tab stop to another.



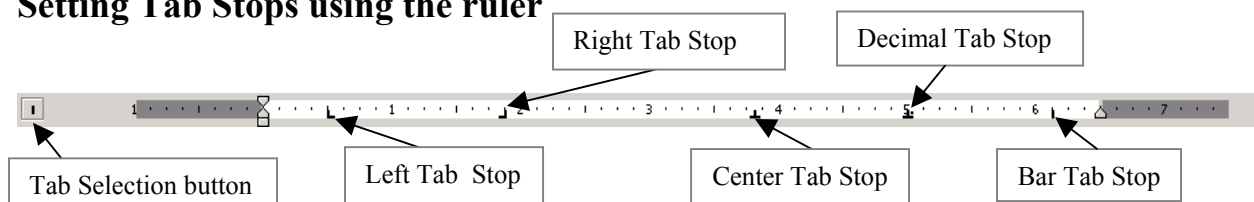
### Types of Tabs

Tabs can easily be changed to suit your needs. Setting the tab involves choosing the type of tab stop and the position of the tab stop.



Type	Symbol	Description
Left		Left edge of text aligns with tab
Right		Right edge of text aligns with tab
Centre		Centre of text aligns with tab
Decimal		Decimal point aligns with tab

### Setting Tab Stops using the ruler



The Tab Selection, button available in Print Layout View, allows you to select the type of tab stop you want to set. By default, the tab stop is set to Left Tab. You can click the button to change the tab stop choice.

#### *Set tab*

- Click the Tab Selection button to display the type of tab stop you want to set.
- Click the ruler at the position where you want to set the tab stops (all the tab stops to the left of the new tab are deleted).

#### *Move tab*

- Click and drag the tab stop on the ruler to change the position of the tab.

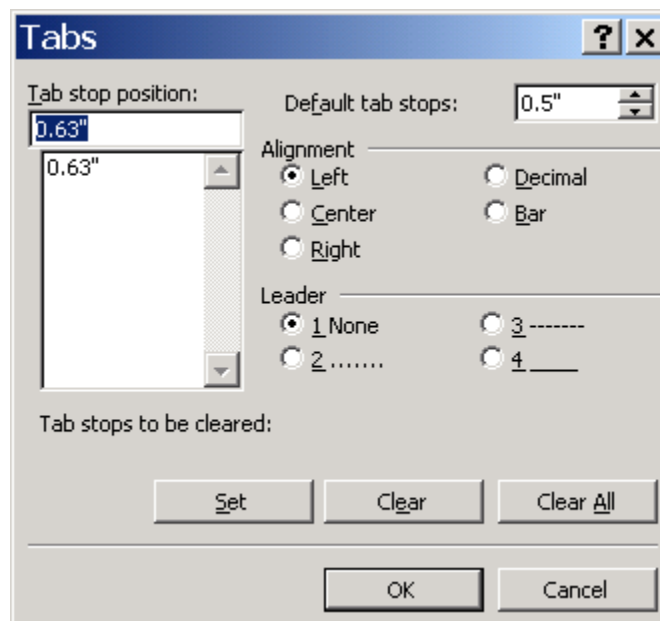
#### *Clear tab*

- Click and drag the tab stop *off* the ruler to remove the tab.

### Using the Tab Dialog Box

You may set and clear tabs and set Leaders by using the tab dialog box. Ensure that the insertion point is position where you want your tab stops to begin. If the text is already entered, select the text to be formatted first.

Select **Format**, then **Tabs**. The **Tabs** dialog box will appear.



- In the Tab Stop Position text box, type the location of the tab stop you want.
- Under Alignment, choose the type of tab stop you want created.
- In the Leader control, select a leader (these “lead” a reader’s eyes across the page).
- When you are done, click the OK button.

You may use the Tabs dialog to change the position of tabs, or to clear tab.



## Activity 15

### Setting tabs

1. Open a new blank document.
2. Set the following tabs using the ruler bar:

left	3 cm	(1.2")
centre	7 cm	(2.8")
right	10 cm	(4")
decimal	13 cm	(5.2")

3. Enter the following text, tabbing between each column.  
Remember: Tab so the first item starts at the 3 cm tab.

Monday	Montreal	Canada	125.00
Tuesday	New York	USA	150.00
Wednesday	Kingston	Jamaica	175.00

4. Enter twice.
5. Use the menu to clear the four previously set tabs.
6. Use the menu to set a right aligned tab on 6" and choose Option 2 (dotted leader) under the Leader option.
7. Type the following, tabbing between as follows.

Introduction.....	Page 1
Goals .....	Page 2
Objectives .....	Page 3



8. Save your document as Tab Stops.
9. Print a copy of the document.
10. Close the document.



## Bullet and Numbering

When writing a list of items, you can put bullets and numbering in front of each point to improve the display. If you begin a list with a number, Word will continue to number the following paragraphs when you press Enter. Likewise, if you type an asterisk (\*) at the beginning of a paragraph, Word will bullet consecutive paragraphs when you press Enter. Sometimes, this automatic numbering and bulleting happens when you do not intend to bullet or number paragraphs. If this is the case, press the Undo button when Word automatically bullets or formats and this feature will be turned off.

To apply bullets or numbering to a list;

1. Select the paragraphs you want bulleted or numbered.
2. On the Formatting toolbar, click the Bullets  or Numbering  button to apply the formatting you want.

Bullets or Numbering will be added.

To remove bullets or numbering, select the text, then click on the formatting you want removed. Bullets can be also turned on before you type the text.

You can explore the Bullets and Numbering dialog box on your own to select the types of bullets or numbers that will display, to set what number you will start at in a list and to further customize your bullets and numbers. To open the Bullets and Numbering dialog box, select **Format**, then **Bullets and Numberings**. The Bullets and Numbering dialog box will open.



### Activity 16

#### Adding bullets and Numbering

1. Open the Tab Stops document.
2. Apply bullets to the first three lines (Monday, Tuesday, Wednesday).
3. Apply numbering to the last three lines (Introduction, Goals, Objectives).
4. Save the document under the new name BULLETS
5. Preview and then print the document.
6. Close the document.

## Section 5 – Editing



### Editing text



You will need to select or highlight the required text before making changes. There are various methods of selecting text, which we will discuss. Practice each method and then you can make a choice as to which you prefer to use. You will probably find you will use a combination of methods.

### Moving and copying text

When text is moved, the selected text is deleted and placed in the new location. Copying text leaves the selected text in place and moves a copy to the new location.

When you cut text, it is deleted from the document and copied to the Clipboard. Copying text moves a copy of the selection to the clipboard without removing the original. The Clipboard is a part of your computer's memory and is managed by Windows. (As the Clipboard is a shared function, it is also possible to copy from one software application to another. This means that you could cut/copy text from Word and use it within another Windows application or you can copy between documents in Word). Word 2000 has its own Clipboard which will store up to twelve items you copied and paste as many of them as you want pasted.

To move or copy text:

1. Select the text you want to move or copy.
2. Click the copy  or cut  button on the Standard toolbar.

or choose **Edit**, then **Cut** or **Copy** from the menu,

or right-click the selected text and click on Cut or Copy

or Ctrl+X to cut or Ctrl+C to copy

3. Move the insertion point to where you want the text placed.

4. Click the **Paste**  button on the Standard toolbar,

or choose **Edit** then **Paste** from the menu,

or right-click where you want to paste the text and choose Paste from the shortcut menu.

or Ctrl+V to paste.

The cut/copied text will appear in the new location.



## Deleting text

To Delete text from your document:

1. Select the text you want to delete.
2. Press the Delete key to remove the text.

The text will disappear. The remaining text will move to fill the space.

### Deleting and replacing text:

1. Select the text to be deleted.
2. Type the new text.

The highlighted text is automatically deleted once you start typing.

### Deleting a word

Highlight the word and press Delete *or*

Highlight the word and simply type new text *or*

Use keyboard to position the insertion point at the beginning of the word — press Ctrl + Delete.

### Deleting a character

Position the insertion point to the left or right of the character to be deleted.

**Delete** — deletes character to the right.

**Backspace** — deletes character to the left.

**Activity 17****Moving and Deleting Text**

1. Open the file PLAN TRAINING document your floppy disk.
2. Make the changes on the following page to the document.
3. Make all the headings Arial and the text Times New Roman font.
4. Save the file to the hard disk (drive C) and give it the filename: PLAN TRAINING 2.
5. Print a copy of the document.
6. Save the document.



## Activity 17 (cont'd)

### Moving and Deleting Text

#### PLAN TRAINING

*Copy this heading*

#### Document Training Session

There may well be a lot of training occurring on an ad hoc basis. Training may not be formally planned, conducted or documented. However, the approach to training and the implications of the training reforms, mean that there is a need to formalise workplace training by planning and documenting training.

Part of the preparation for sound training is to plan and document the training sessions. We will now look at how this can be done.

#### How To State Outcomes Clearly

Training needs which you have identified may well be in general terms. However, training outcomes need to be stated to include:

- an action which is observable or measurable;
- a standard which that action must reach;
- the conditions under which that action must be performed.

Action words should be precise, and describe the action you want to measure. For example 'know' is unsuitable as it does not tell you what trainees need to do to demonstrate their competence. The word 'explain', tells you that they must be able to tell you how something works or operates. Other unacceptable words commonly used are: understand, be aware of, be able to, believe. These do not tell you what behaviour you are to measure.

Standards relate to the level of performance of the trainee and can indicate the quality of the action, time taken, quantity (number of actions completed), speed, error rate allowed, and safety considerations.

Conditions can refer to the location, equipment, materials, and other conditions under which the performance will be measured.

#### How To Sequence A Training Session

Training should be set out in easily managed logical steps. To achieve this, you may want to undertake some brainstorming of factors that will be involved:

- What do you want to achieve in the session?
- How will you achieve it - topic and task analysis?
- What size is the group?
- Who are the learners?
- What are their skills levels, knowledge and abilities?
- Do they have any special needs?
- What resources are available and/or required?
- How much time do you have?

*Adjust page break if necessary*

*Move to end of document*





## Multi-page documents

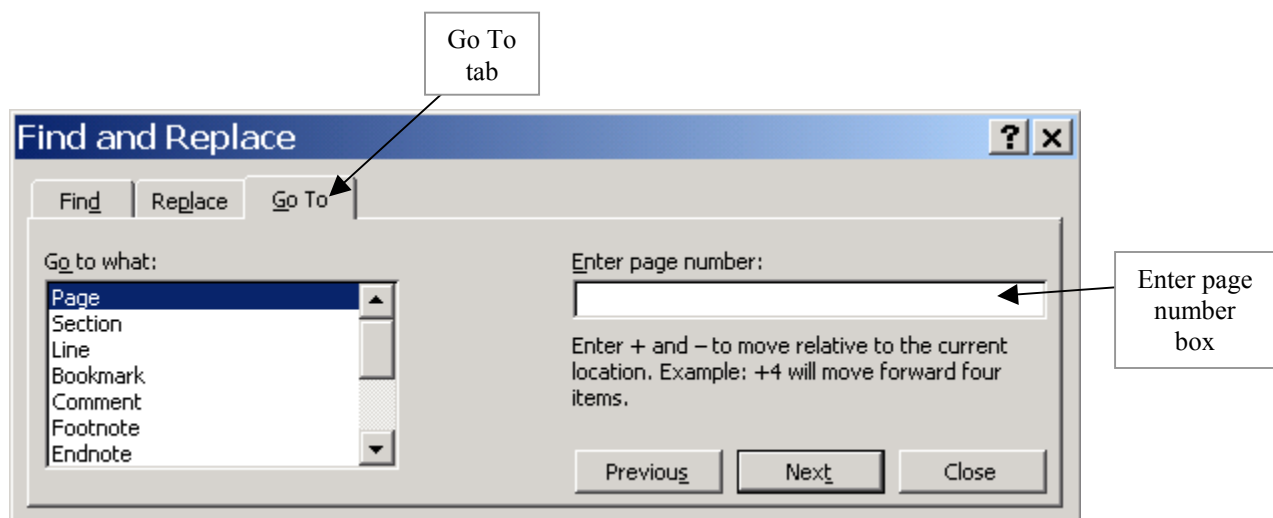
When a document flows over to a second page, it is referred to as a **soft page break**. There are times when you, as the operator, wish to force a page break at a particular spot. This is referred to as a **hard page break**.

### Hard page break

To create a new page, press **Ctrl+Enter** or click **Insert, Break...**, and select **Page Break**.

### Go to function

To move to a specific page number in a document:



1. Press **Ctrl+G** or click **Edit**, then **Go To...**

The Find and Replace dialog box will appear.

2. Type the page number in the Enter page number box.
3. Click Close.

Word will go to the top of the page indicated.



## Activity 18

### Multi-page documents

Open the file PLAN TRAINING and let's make a change to the page break in the document.


1. Make the page break at the heading 'How to Sequence a Training Session'. (Position the insertion point at beginning of the line and press Ctrl+Enter.)
2. Change to Page Layout View and practise moving to the previous and then the next page.
3. Move up and then down one full screen in the document.
4. Use the Go to function (Ctrl+G) to move to page two and then to page one.

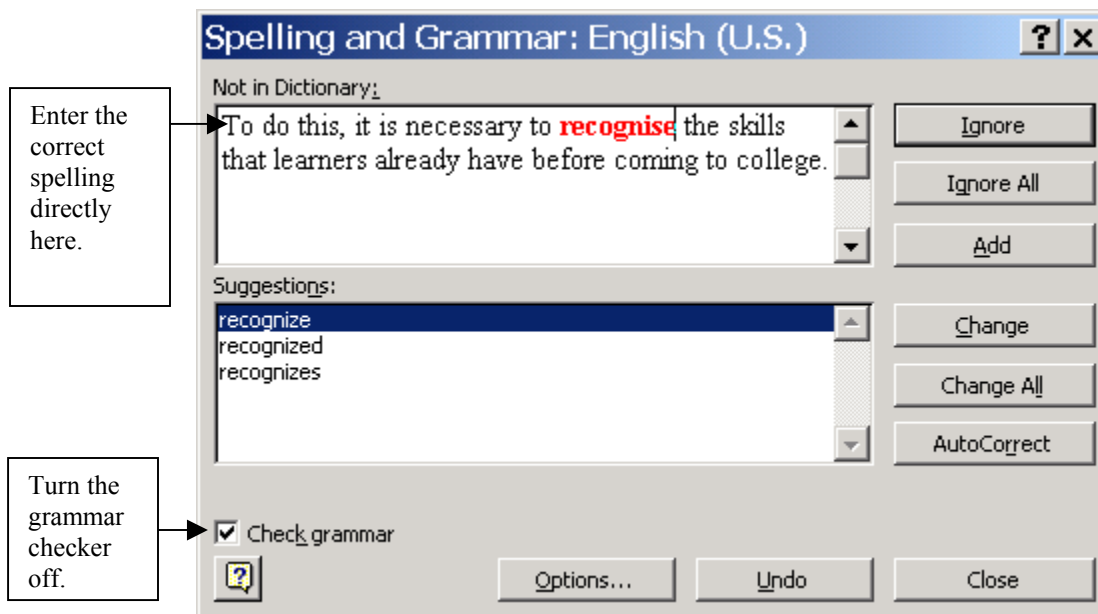


## Spelling and Grammar Checking

We have already looked at checking your spelling and grammar as you type by right-clicking on the flagged word or words. Word also allows you to check all the grammar and spelling errors in your entire document at once, rather than correcting these errors as you go along.

To check the spelling and grammar errors in your document:

1. Click the Spelling and Grammar button  on the Standard tool bar.  
Word searches the program for any possible spelling or grammar errors.  
If an error is found, word will display the Spelling and Grammar dialog box.



The Spelling and Grammar dialog box gives you the same options you will find in the Spell It pop-up menu. Additionally, You can choose to Change All the occurrences of the misspelled word and enter the correct spelling.

2. After you have corrected the word, Word continues to check your document for additional spelling and grammar errors.
3. Word will inform you when all the spelling and grammar errors have been checked. You may stop the spelling and grammar checking at any time by clicking on the Cancel button.



### Activity 19

#### Checking spelling and grammar.

1. Open the file from the floppy disk entitled SPELL.
2. Spell check the document. Save the corrected file on Drive A using a new filename NEWSPELL.
3. Save the file NEWSPELL on your hard drive.
4. Print a copy of the document.



## Proofreading a Document

A spell check program will only flag a word that is not in the program's dictionary or the custom diction. After spell checking a document, you cannot assume that the file is totally accurate. If a word is spelt correctly but is used incorrectly, the program cannot always identify this. It is always essential to proofread the hard copy before distributing the document.

### *Suggestions:*

It is very easy to read what you think is there rather than what is actually there. Be very careful! Practice looking at only five characters at a time as you read through a document.

Some proofreading hints to follow:

<b>Check the document</b>	Sentence structure Punctuation Words used in correct context
<b>Placenames, Names</b>	Check these individually for correct spelling - there nothing worse than receiving a letter with your name spelt wrongly
<b>Numbers</b>	Check individually Get someone to read them to you, if possible
<b>Columns of figures</b>	Proofread down the columns - in case a complete line is omitted
<b>Display</b>	Check final layout - never let something go out that doesn't look 'good'



## Activity 20

### Proofreading a document

1. Proofread the file we have just spell-checked and printed (NEWSPELL).

Did you locate it in the fourth paragraph? That's right, 'there' was spelt correctly but it was the wrong usage of the word. It should have been 'their'.

2. Correct any errors you find and resave the file.
3. Print a copy of the file.

## Section 6 – Tables



### Tables

You will find the table function very useful for neatly presenting columns of text or numbers. Using tables gives you more control over the format of the information and tables are easy to create and modify.

#### Table structure

Each table consists of **rows** which run horizontally and **columns** which run vertically. The boxes within the tables are called **cells**.

Normal formatting can be applied to any text within a table. You can type in each cell as you would normally do and Word will wrap the text within the cell.

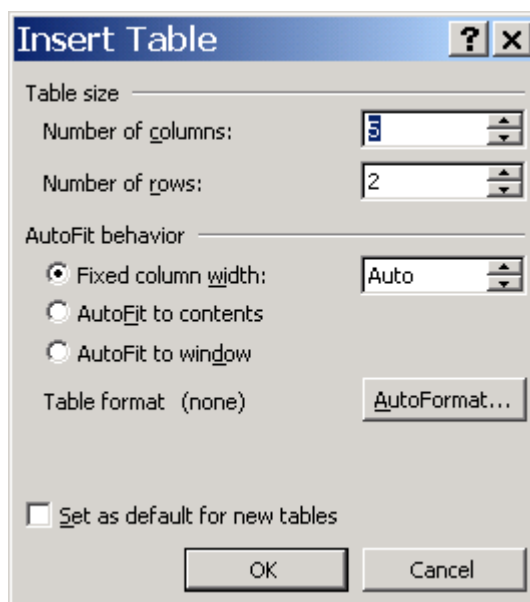
#### Creating a table

There are several ways of creating a table. Select whichever method you prefer.

##### Using the menu option.


To insert a table using the menu option:

1. Place the insertion point where you want the table inserted.
2. Click **Table** on the Menu bar, then **Insert, Table**. The Insert Table dialog box (like below) will appear.

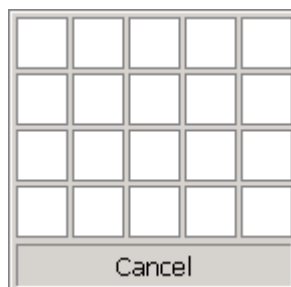


3. Enter the number of columns and rows you want to appear in the table.
4. Press OK.

The table will appear at the insertion point within the document. Grid lines appear to show the outline of the cells.

**Using the toolbar.** You can use the **Insert Table** button  on the Standard toolbar to create a table.

When you choose the **Insert Table** button, an empty grid appears (see below).



Hold the left mouse button down and drag over the grid to indicate the number of rows and columns you want in the table. The table will be inserted at the current position of the insertion point.

## Moving around a table

You can click with the mouse or use the arrow keys to move through the text within the cells. To move quickly **between cells** use the following methods. Pressing the Tab key moves you to the next cell in the table, while pressing Shift+Tab moves you to the previous cell in the table.

If you want to move to a tab stop within a cell, press Ctrl+Tab.

If you place the insertion point in the last cell of your table and press the tab key, Word would automatically add an additional row to your table.

## Editing a table

### Highlighting rows and columns

**Highlighting Rows.** Position the insertion point in the left margin and click. To highlight several rows, hold the left mouse button and drag down the rows.

**Highlighting Columns.** Position the insertion point level with the top of the required column. The mouse pointer will change to a solid black down arrow. When this appears, click the mouse to highlight the column or hold the left mouse button and drag across several columns.

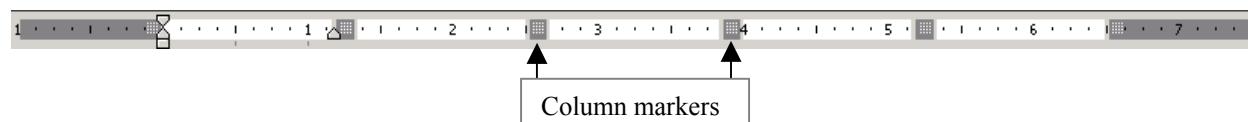
### Formatting text

Normal formatting methods apply. If text exists, highlight the text and then apply the formatting you want. Formatting can be added before or after text is entered.

### Column width

There are several ways of changing the width of columns within tables. Select whichever method you prefer.

- **Using column border.** When you point to a column border, the mouse pointer changes to a double-headed arrow. Click and hold the left mouse button down as you drag left or right to adjust the width of the column.
- **Using the Ruler.** Drag the column markers in the ruler to change the column width.



- **Using the Menu.** To make a column a specific width use the dialog box, click **Table, Column Height and Width**. Enter the actual measurement desired for the column. To change several columns, highlight the columns before accessing the menu option.

### Adding rows and columns

**Using the Menu.** To add a row or column to a table, position the insertion point anywhere in the cell that you want to add a new row or column next to. Click **Table, Insert** and click **Rows above** or **Rows below** or **Column to the left** or **Column to the right**, depending on whether you want the new row to appear above or below the cell where the insertion point is or if you want the column to appear to the left or right of the cell. A row or column will be added,



## Deleting rows and columns

To delete rows or columns you must highlight the required rows or columns before accessing the commands below.

- To delete row(s) - **Table, Delete Row**
- To delete column(s) - **Table, Delete Column**

**Note:** If you highlight a row and then press the Delete key, only the text within the table will be deleted. The actual row or column will still remain.

## Headings

If a table extends over several pages it is possible to repeat the same heading rows at the top of each page for the table.

Use **Table, Heading Rows Repeat** to repeat the column headings at the top of each page where the table extends.



### Activity 21

#### Creating and editing tables

Let's use the table function to create the following table.

1. Use a heading—GIVING FEEDBACK  
Make the heading center in 16 pt and bold.
2. Make the rest of the document 11 pt.
3. Create a table with two columns and four rows.
4. Add lines to the inside and outside of the table.
5. The text in the first row should be bold and center.
6. Enter the following text in the table.



## Activity 21 (cont'd)

### Creating and editing tables

Aspect	Hint
Feedback	Always start on a positive note. Find something that was successful. If you have something negative to report, blend it with the positive points.
Esteem	Consider how the trainee will feel about themselves after you have given them your feedback.
Does the learner understand?	Check the trainee understands what your feedback means by asking them to repeat it back to you in their own words.
Keep it short	Don't overload the trainees with more feedback than they can use.

7. Save the document as FEEDBK.
8. Spell check the document. Resave if necessary.
9. Print the document.
10. Proofread the printed copy.
11. Adjust any errors you note and resave the file.
12. Print another copy of the file if necessary.
13. Insert another row before the row – Esteem

Add the following text.

Confidentiality	Show the trainees that you respect them by giving your feedback to each individual in private.
-----------------	--

14. Resave the document using the same name.
16. Print another copy of the document.

## Section 7 – Using Word 2000 Help Feature

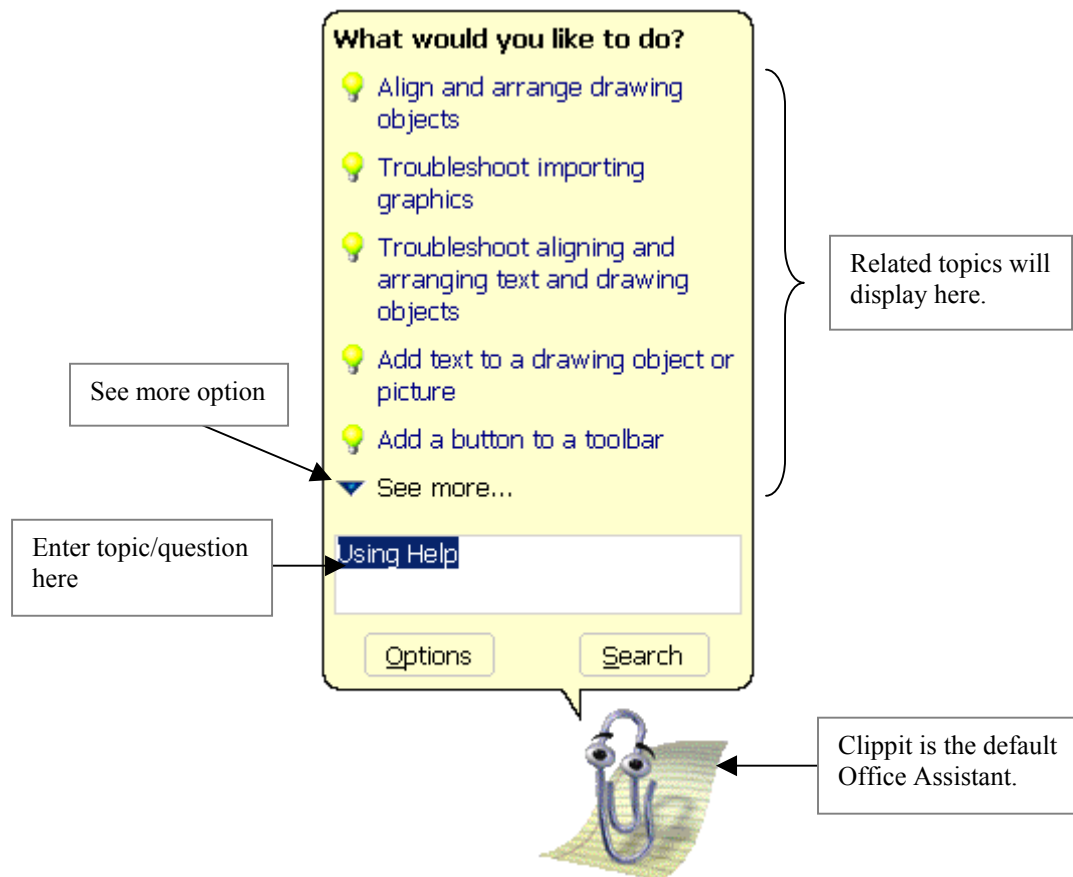


### Help functions

Word has an on-line help function that enable you to find out how to perform specific tasks. This Help is specific to Word and is separate from the Help in Windows. There are several different ways of accessing Help.

#### Menu


1. Click **Help**, then **Microsoft Word Help**. The Office Assistant appears like below.



2. Enter the topic you want help with.
3. Press the Enter key. A list of topics related to your question will display.
4. Double-click on the topic you want if it is in the list, press the See More option to see additional related topics, or enter another topic to continue search.

When you double-click the topic, a help window will display, giving you the information on how to perform the task you want performed. Close the window when you are done.

## Toolbar

Click on the **Microsoft Word Help** button  on the Standard toolbar and the Office Assistant will appear.

## Keyboard

Another way to get help is to press the F1 key next to the Escape button at the top left of the keyboard. The Office Assistant will appear.



### Activity 22

#### Asking for help

Let's ask for Help for one of the functions we have just covered.

1. Use the **menu** method first. Click **Help**, **Contents** and **Index**. Click on the **Index tab** and then Enter the word "headers" (no quotation marks).
  - a) When **Headers and footers** is highlighted, from the list of topics listed, click **Formatting**
  - b) Click on the **Display** button
  - c) Read the Help screen, using scroll bars to move through the text.
  - d) Close the Help screen.
2. Use the **toolbar** method. Click on the Office Assistant icon.
  - a) Look for help on **Insert table**.
  - b) After reading the information, close the Help screen.

*This page intentionally left blank*

# Worksheets



## How to approach these worksheets

These additional worksheets are designed to incorporate all of the functions covered within this unit.

You can decide whether you need to complete them before attempting your assessment.

The suggested solutions are at the end of these resources.

If you are having any problems you should revise the relevant section and then try the activity again.

Should you require further assistance, speak with your tutor.



## Worksheet 1

1. Create the document in the shaded area below.

Left/Right Margins      3.5 cm (1.5")  
Top/Bottom Margins      3 cm (1.2")  
Times New Roman Font - 11 point size

2. Save the document as PRACTICE 1
3. Spell check the file and resave.
4. Print Preview the document.
5. Print a copy of the document.
6. Do not close the PRACTICE 1 document.

### How to match training needs to training objectives

Often, the analogy of a jigsaw puzzle is used when training outcomes are defined and discussed. A jigsaw puzzle is easier to solve if you have some idea of the picture you want to create.

It is the same with a training outcome. A training outcome is the 'picture' of what the learner/s should be able to do at the end of the training. Basically, a training outcome should answer the following question:

*What will the learner be able to do at the completion of the training?*

A needs analysis is performed to identify the gap between actual performance and required performance. Well-designed training outcomes will help to assess whether the gap is being closed.



## Worksheet 2

1. Create the following document

Left/Right Margins      2.5 cm (1")  
Top/Bottom Margins      2.5 cm (1")  
Times New Roman      12 point size

2. Save the document as TRAINING OUTCOMES
3. Spell check the file and resave.
4. Print Preview the document.
5. Print a copy of the document.

**TRAINING OUTCOMES** ← bold, centre

**Type Of Outcome** ← uppercase, bold

**Knowledge** ← bold, italic

- group discussion
- group or individual exercises
- lectures
- case studies

**Attitudes and Values** ← bold, italic

- role plays
- demonstrations
- group discussion

**Practical Skills** ← bold, italic

- demonstration
- practical sessions
- simulations

Operator - please move all  
dot points in from  
left margin - i.e. indent

6. Close the file





### Worksheet 3

1. To use as many of the features of the word processing system as possible prepare a session plan for a 10 minute lesson for your area of expertise.

When deciding on the layout to use, refer to the recommendations included in Module 3 Instruction Techniques, Unit 3.6 Lesson Planning.

You may find the tables functions useful to improve the display.

2. Save the document – LESSON PLAN
3. Spell check the document.
4. Print Preview.
5. Print a copy.
6. Close the file.



## Worksheet 4

1. Open the file PRACTICE1 which you created in worksheet 1.

Change the margins to Left/Right Margins

5 cm (2")

Top/Bottom Margins

4 cm (1.6")

Times Roman Font

12 point size

2. Make the following changes to document.
3. Spell check the file and SAVE it as PRACTICE 2
4. Print Preview the document.
5. Print a copy of the document.

### CHANGE TO LANDSCAPE PAPER

How to match training needs to training objectives ← uppercase, bold, italic

Often, the analogy of a jigsaw puzzle is used when <sup>people define</sup> training outcomes ~~are defined and~~ <sup>delete</sup> discussed. A jigsaw puzzle is easier to solve if you have some <sup>run on</sup> idea of the picture you want to create. <sup>any</sup>

It is the same with <sup>any</sup> a training outcome. A training outcome is the 'picture' of what the learner/s should be able to do at the end of the training. Basically, a training outcome should answer the following question:

What will the learner be able to do at the completion of the training?

← New Page please

<sup>training</sup> A needs analysis is performed to identify the gap between actual performance and required performance. Well-designed training outcomes will help to assess whether the gap is being closed.

Add name & date  
(right aligned)



## Worksheet 5

1. Open the file TRAINING OUTCOMES

Change the margins to Left/Right Margins

5 cm (2")

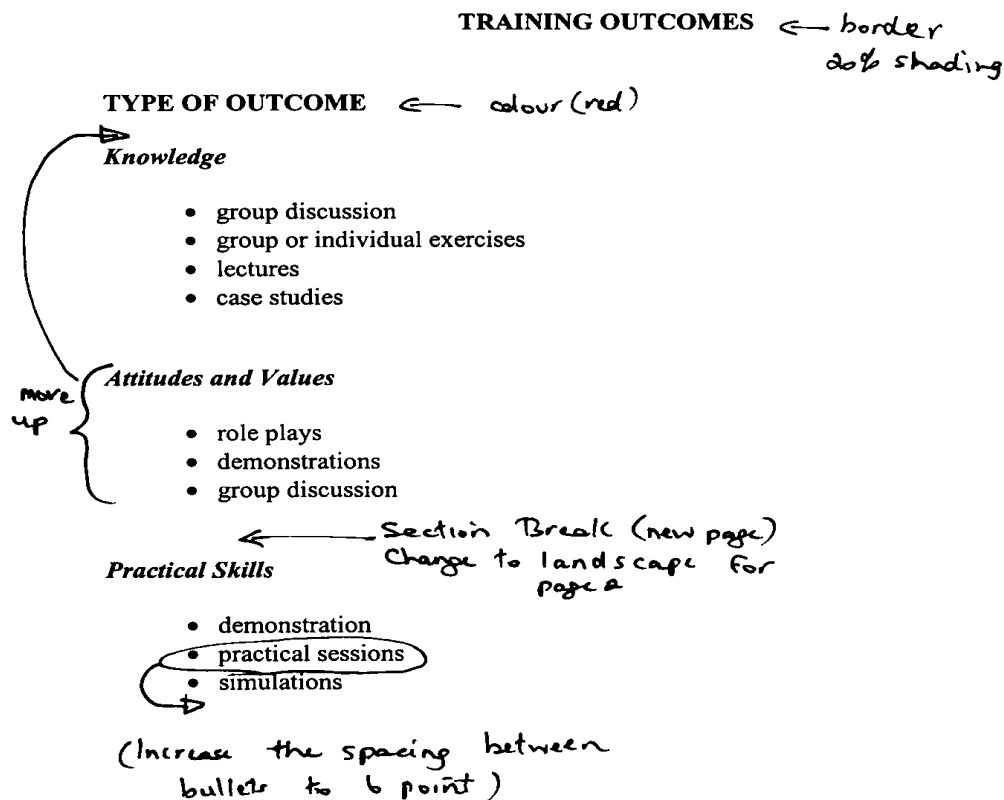
Top/Bottom Margins

4 cm (1.6")

Times Roman Font

12 point size

2. Make the following changes to document.
3. Spell check the file and SAVE it as PRACTICE 4
4. Print Preview the document.
5. Print a copy of the document.





## Worksheet 6

1. Create the following document. Select appropriate margins, font, borders and shading.

<b>Direct</b>	<b>Indirect</b>	<b>Alternative</b>	<b>Supplementary</b>
process checklists	product checklists	process checklists simulation product checklists objective tests	objective tests role-play oral questioning reports references

2. Save the document as PRAC6
3. View the document.
4. Spell check the document and proofread.
5. Resave the document (if necessary).
6. Print a copy of the document.

*This page intentionally left blank*

# Suggested solutions for activities



Suggested solutions to the activities in Section 1 - 7 are included on the following pages.

You may find if you have used a different base font or default margins that the line endings may vary slightly. This is acceptable; it is the other functions which must match the solutions.

**Activity 2** - refer to page 13

## Competence

If we talk about someone being a "competent teacher", we usually mean someone who is recognized as being able to do his or her job. It's that and a bit more. It also means that we recognized that person is able to perform the job to a certain standard.

The idea of competence is one of the most important concepts in competency based training.

## COMPETENT PERFORMANCE

Plan activities that will allow you to check the learner can perform demonstrate and apply.

Word	Definition
perform	to the required standard
demonstrate	required attitudes
apply	important pieces of knowledge

**Activity 10** - refer to page 27

## **PREPARING A TRAINING SESSION**

### ***LEARNING OUTCOMES***

*First word should be a 'DOING' word*

List  
Explain  
Create  
Operate  
Drive  
Cut  
Cook

Remember, it must be an action that can be measured

### **Don't use**

*learn, know*

*be aware of*

*understand*

*be able to*



**Activity 12** - refer to page 32

## **COOKING MADE EASY**

### **10 Minute Sweet Chocolate Pie**

#### Ingredients

4 oz sweet chocolate  
2 tablespoons sugar (optional)  
8 oz Cool Whip  
1/3 cup milk  
3 oz cream cheese, softened  
Baked pie crust or packaged Graham cracker crust

Heat chocolate and 2 tablespoons of milk over low heat, stirring until melted. Beat sugar into cream cheese. Add remaining milk and chocolate mixture. Blend until smooth. Fold Cool Whip into chocolate mixture and blend thoroughly. Spoon into crust. Freeze until firm.

Makes 8 servings


**Activity 13** - refer to page 35

## **COOKING MADE EASY**

### **10 Minute Sweet Chocolate Pie**

#### Ingredients

4 oz sweet chocolate  
2 tablespoons sugar (optional)  
8 oz Cool Whip  
1/3 cup milk  
3 oz cream cheese, softened  
Baked pie crust or packaged Graham cracker crust



Heat chocolate and 2 tablespoons of milk over low heat, stirring until melted. Beat sugar into cream cheese. Add remaining milk and chocolate mixture. Blend until smooth. Fold Cool Whip into chocolate mixture and blend thoroughly. Spoon into crust. Freeze until firm.

Makes 8 servings

**Activity 15** - refer to page 42

Monday	Montreal	Canada	125.00
Tuesday	New York	USA	150.00
Wednesday	Kingston	Jamaica	175.00

Introduction.....	Page 1
Goals .....	Page 2
Objectives .....	Page 3

**Activity 16** - refer to page 43

- Monday            Montreal            Canada            125.00
- Tuesday           New York           USA            150.00
- Wednesday       Kingston            Jamaica           175.00

1. Introduction..... Page 1
2. Goals ..... Page 2
3. Objectives ..... Page 3

**Activity 17 – Refer to page 47****PLAN TRAINING****Document Training Session**

There may well be a lot of training occurring on an ad hoc basis. Training may not be formally planned, conducted or document. However, the approach to training and the implications of the training reforms, mean that there is a need to formalize workplace training by planning and documenting training.

Part of the preparation for sound training is to plan and document the training sessions. We will now look at how this can be done.

**PLAN TRAINING****How to State Outcomes Clearly**

Training needs which you have identifies may well be in general terms. However, training outcomes need to be stated to include:

- an action which is observed or measurable;
- the conditions under which that action must be performed.
- a standard which that action must reach;

Action words should be precise, and describe the action you want to measure. For example 'know' is unsuitable as it does not tell you what trainees need to do to demonstrate their competence. The word 'explain', tells you that they must be able to tell you how something works or operates. Other unacceptable words commonly used are: understand, be aware of, be able to, believe. These do not tell you what behaviour you are to measure.

Conditions can refer to the location, equipment, materials, and other conditions under which the performance will be measured.

**How To Sequence A Training Session**

- What do you want to achieve in the session?
- How will you achieve it – topic and task analysis?
- What size is the group?
- Who are the learners?
- What are their skills levels, knowledge and abilities?
- Do they have any special needs?
- What resources are available and/or required?

- How much time do you have?

Training should be set out in easily managed logical steps. To achieve this, you may want to under some brainstorming of factors that will be involved.

**Activity 19** – Refer to page 50**RECOGNITION OF PRIOR LEARNING (RPL)**

One aim of competency based training is to make learning meet the needs of the individual learner. To do this, it is necessary to recognize the skills that learners already have before coming to college.

**MODEL FOR RPL**

- Phase 1    Application
- Phase 2    Interview
- Phase 3    Challenge test or pre-test

In Phase 1, learners make application to the college and supply information and evidence to prove their competence.

Then the learners go to Phase 2 where they are interviewed by the consultant who specializes in recognition of prior learning.

The recognition of prior learning model is similar to an exemption system but a lot broader because it also takes into account the learner's life experiences, not just the formal education.

**Activity 21** – Refer to page 56

<b>Aspect</b>	<b>Hint</b>
Feedback	Always start on a positive note. Find something that was successful. If you have something negative to report, blend it with the positive points.
Confidentiality	Show the trainees that you respect them by giving your feedback to each individual in private.
Esteem	Consider how the trainee will feel about themselves after you have given them your feedback.
Does the learner understand?	Check the trainee understands what your feedback means by asking them to repeat it back to you in their own words.
Keep it short	Don't overload the trainees with more feedback than they can use.





## **WORKSHEET SOLUTIONS**

**WORKSHEET 1 Solution****How to match training needs to training objectives**

Often, the analogy of a jigsaw puzzle is used when training outcomes are defined and discussed. A jigsaw puzzle is easier to solve if you have some idea of the picture you want to create.

It is the same with a training outcome. A training outcome is the ‘picture’ of what the learner/s should be able to do at the end of the training. Basically, a training outcome should answer the following question:

*What will the learner be able to do at the completion of the training?*

A needs analysis is performed to identify the gap between actual performance and required performance. Well-designed training outcomes will help to assess whether the gap is being closed.

**WORKSHEET 2 Solution****TRAINING OUTCOMES****TYPES OF OUTCOME****Knowledge**

- group discussion
- group or individual exercises
- lectures
- case studies

**Attitudes and Values**

- role plays
- demonstrations
- group discussion

**Practical Skills**

- demonstration
- practical sessions
- simulations

**WORKSHEET 4 Solution****HOW TO MATCH TRAINING NEEDS TO TRAINING OBJECTIVES**

Often, the analogy of a jigsaw puzzle is used when people define training outcomes. A jigsaw puzzle is easier to solve if you have some real idea of the picture you want to create. It is the same with any training outcome. A training outcome is the 'picture' of what the learner/s should be able to do at the end of the training. Basically, a training outcome should answer the following question:

*What will the learner be able to do at the completion of the training?*

A training needs analysis is performed to identify the gap between actual performance and required performance. Well-designed training outcomes will help to assess whether the gap is being closed.

(Your name)  
(Today's date)

**WORKSHEET 5 Solution**

<b>TRAINING OUTCOMES</b>
--------------------------

**TYPES OF OUTCOME****Attitudes and Values**

- role plays
- demonstrations
- *group discussion*

**Knowledge**

- group discussion
- group or individual exercises
- lectures
- case studies

### **Practical Skills**

- demonstration
- practical sessions
- simulations



**WORKSHEET 6 Solution**

<b>Direct</b>	<b>Indirect</b>	<b>Alternative</b>	<b>Supplementary</b>
process checklists	product checklists	process checklists simulation product checklists objective tests	objective tests role-play oral questioning reports references