**Microsoft Office 2013 Illustrated**

# **Word 2013 Unit E: Enhancing a Document**

# **A Guide to this Instructor’s Manual:**

We have designed this Instructor’s Manual to supplement and enhance your teaching experience through classroom activities and a cohesive chapter summary.

This document is organized chronologically, using the same heading in **blue** that you see in the textbook. Under each heading you will find (in order): Lecture Notes that summarize the section, Figures and Boxes found in the section, if any, Teacher Tips, Classroom Activities, and Lab Activities. Pay special attention to teaching tips, and activities geared towards quizzing your students, enhancing their critical thinking skills, and encouraging experimentation within the software.

In addition to this Instructor’s Manual, our Instructor’s Resources CD also contains PowerPoint Presentations, Test Banks, and other supplements to aid in your teaching experience.

**For your students:**

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# **Unit Objectives**

Students will have mastered the material in Word Unit E when they can:

* Change font and font size
* Change font color, style, and effects
* Change alignment and line spacing
* Change margin settings
* Set tabs
* Set indents
* Add bulleted and numbered lists
* Apply Styles

**Word 128: Change Font and Font Size**

LEARNING OUTCOMES

* Change the font of selected text
* Adjust the font size of selected text

LECTURE NOTES

* Show students examples of popular fonts formatted in different font sizes.
* Refer to FIGURE E-1 to show the Font Size list and FIGURE E-2 to show fonts on the Font list.
* Reinforce the importance of choosing fonts that complement the purpose of a document. Also remind students not to overuse fonts in a document; too many different fonts can make a document look cluttered and be confusing. Usually it’s best to use no more than two or three fonts in a document. Formatting should make a document easier, not more difficult, to read.
* Show students that they can preview how fonts and font sizes will look in their documents by using the **Live Preview** feature.
* Use TABLE E-1 to illustrate different font types and font sizes.

TEACHER TIP

Review the difference between serif fonts and sans serif fonts and show examples of each. Point out that in business documents, serif fonts are commonly used for body text and sans serif fonts are commonly used for headings.

FIGURES: E-1, E-2

TABLE: E-1: Samples of fonts and font sizes

BOXES

1. Quick Tip: If the document is not in Print Layout view, click the Print Layout button on the status bar.
2. Trouble: Make sure that Paragraph marks are turned on. If you do not see paragraph marks in your document, click the Show/Hide ¶ button in the Paragraph group.

CLASSROOM ACTIVITY

1. Class Discussion: Show students several examples of font formatting, both effective and inappropriate. Ask students to comment on the choice of font and the message it sends about the document.

LAB ACTIVITY

Have students experiment with different fonts. Direct them to select a font by clicking the Font list arrow in the Font group on the HOME tab or on the Mini toolbar. Tell them to type the name of the font as a paragraph heading with a brief description of the font (for example, serif or sans serif) and when they might use the font (for example, headings, banners, body text, and captions) as body text. Students should explore a wide variety of fonts to get a feel for them.

**Word 130: Change Font Color, Style, and Effects**

LEARNING OUTCOMES

* Change the font color and style
* Apply font effects
* Copy the formatting of selected text and apply it to other text

LECTURE NOTES

* Point out that a new font, font size, bold, italic, underline, and font color can be applied using the buttons in the Font group on the HOME tab or buttons on the Mini toolbar, but the Font dialog box offers even more options for formatting text.
* Review the options available on the Text Effects button. Show students examples of each of the font effects. Point out all the categories available on the Text Effects menu shown in FIGURE E-4.
* Explain what a theme is, differentiate Theme Colors from Standard Colors, and discuss the use of More Colors to specify a particular shade of a color not found in the default list.
* Discuss how to use formatting effectively, and warn students not to overuse special font effects. With so many font styles available, some students may be tempted to include too many different styles, leading to a cluttered looking document. Explain that the judicious use of formatting will add emphasis and make a document easier to read. As a rule of thumb, most documents should contain no more than two fonts.

FIGURES: E-3, E-4, E-5

BOXES

1. Quick Tip: To remove formatting from selected text, click the Clear Formatting button in the Font group.
2. Quick Tip: To underline text, click the Underline button in the Font group.
3. Quick Tip: Double-clicking the Format Painter button lets you apply selected formatting multiple times.

TEACHER TIP

Open the Font dialog box. Discuss the various options on the FONT tab. Explain that the many of the commands in the Font dialog box are also available on the Ribbon but some, such as Hidden, are not. Show students how to change selected text from regular text to small caps and to all caps.

CLASSROOM ACTIVITIES

1. Quick Quiz: Ask students to create a list of all the different ways they can think of to change the appearance of text. The list may include:

* Change font
* Change font size
* Change font color
* Apply font styles: bold, italic, underline
* Apply font effects: strikethrough, double strikethrough, superscript, subscript, shadow, outline, emboss, engrave, small caps, all caps, etc.

2. Critical Thinking: Word makes it easy to format text using bold, italic, and underlining. When is it appropriate to use each of these formats? What happens if you overuse one or more of these formats in your document?

**Word 132: Change Alignment and Line Spacing**

LEARNING OUTCOMES

* Set paragraph alignment
* Change line spacing in a paragraph
* Adjust line spacing before and after paragraphs

LECTURE NOTES

* In this lesson, students learn how to align paragraph text relative to the **margins** in a document. Use FIGURE E-6 to show the margin and one type of paragraph **alignment** (center alignment).
* Left-aligned text is flush with the left margin, right-aligned text is flush with the right margin, centered text appears in the middle of the page, and **justified** text (as shown in FIGURE E-7) extends from the left to the right margin.
* Explain what a **paragraph** is in the context of Word.
* Explain that text can be aligned using buttons in the Paragraph group on the HOME tab or on the Indents and Spacing tab in the Paragraph dialog box. Use FIGURE E-8 to review the options on the Indents and Spacing tab in the Paragraph dialog box.
* Explain that you can change the line spacing of a selected paragraph using the Line and Paragraph Spacing button and list arrow in the Paragraph group on the HOME tab. Use FIGURE E-7 to point out the Line and Paragraph Spacing list arrow and button.
* Explain that you don’t need to select an entire paragraph to apply alignment or line spacing to the paragraph. Because alignment and line spacing are paragraph formatting attributes, you only need to click in the paragraph you want to apply them.
  + Setting the number of points between paragraphs is a precise way to modify how much space appears between them. You can change the amount of space that appears above or below a paragraph. Changing the spacing between the lines of a paragraph or a document can make it easier to read.

FIGURES: E-6, E-7, E-8

BOXES

1. Quick Tip: You can also open the Paragraph dialog box by right-clicking a paragraph, then clicking Paragraph in the shortcut menu.

TEACHER TIP

Point out the keyboard shortcuts for aligning text (as noted in the ScreenTips) and for changing line spacing. Note that the fastest way to double-space a paragraph of text is to press [Ctrl][2].

CLASSROOM ACTIVITIES

### 1. Quick Quiz:

1. Which dialog box do you use to change alignment and line spacing of a paragraph? (Answer: Paragraph dialog box)
2. How do you open the Paragraph dialog box? (Answer: Click the launcher in the Paragraph group on the HOME tab, or right-click paragraph text and click Paragraph on the shortcut menu)
3. Which alignment do you use if you want the text to be flush with both the left and right margins? (Answer: Justified)

2. Assign a Project: Have students find examples in print of each of the four types of alignment. Suggest they look in magazines, newspapers, flyers, and mailers. Have them provide an example of each and an explanation regarding why that type of alignment was or was not effective.

**Word 134: Change Margin Settings**

LEARNING OUTCOMES

* Change margins using predefined settings
* Set custom margin settings

LECTURE NOTES

* When you create a new document, the margins are automatically set to: 1” from the top and bottom of the page and 1” from the left and right sides of the page.
* Explain that Word lets you choose from a variety of preset margin settings. Use FIGURE E-9 to show the preset margins settings that are available.
* Provide some rationale for why a student might want to change the default margin settings. For example, if a document was slightly too long to fit on a single page, you can reduce the size of the margins so that the text would all fit on one page. Point out that when you change margin settings, your document is automatically **repaginated**.
* Explain that you can specify custom margin settings by using the Margins tab of the Page Setup dialog box. Discuss using the Default button to restore **default settings**.
* Also point out that you can use the Margins tab of the Page Setup dialog box (FIGURE E-11) to choose Portrait or Landscape orientation. Remind students they can also change the orientation using the Orientation button in the Page Setup group on the PAGE LAYOUT tab.
* Explain that you cannot see margin settings in Read Mode or Draft view. To see margin settings, you must switch to Print Layout view. Point out the margins on the page shown in FIGURE E-10.

TEACHER TIP

Make sure students understand that most printers require at least a ¼” margin around a page. If students reduce the margin by more than ¼”, some of the document text may not print.

FIGURES: E-9, E-10, E-11

BOXES

1. Trouble: If there is already a check mark in the Rulers check box, do not click it.
2. Quick Tip: To format selected text into multiple columns, click the Columns button in the Page Setup group, then click a column setting.
3. Quick Tip: Most printers require at least a 1/4" margin around the page.

CLASSROOM ACTIVITY

1. Quick Quiz:

1. What are default settings? (Answer: The settings that are automatically set when you first install Word)
2. What can you use to set custom margins? (Answer: The Margins button in the Page Setup group on the PAGE LAYOUT tab, or the Margins tab in the Page Setup dialog box)

LAB ACTIVITY

Demonstrate how to set margins by using the pointer to drag the intersection on the rulers to a new location. Next, have students use an existing, one-page document or create a new, one-page document and experiment with setting the margins different ways, such as using the pointer to drag the intersections on the rulers, using preset margins, or creating custom margins. What method is most precise? What happens to the text as you change the margins? When might you use one method over another, such as changing the margins using the rulers vs. changing the margins vs. creating a custom margin? Have students summarize their findings.

**Word 136: Set Tabs**

LEARNING OUTCOMES

* Explain tabs and tab stops
* Set left and right tab stops using the ruler
* Organize text into columns using tabs

LECTURE NOTES

* You can organize text in a document so that common text blocks align with each other by using tabs. A **tab** is a set position where text following a tab character aligns. You insert a tab character by pressing [Tab]. The paragraph mark for a tab character in a document is a right-facing arrow. You can show a tab character by pointing it out in FIGURE E-12 or FIGURE E-13.
* A **tab stop** is the location the insertion point moves to when you press [Tab]. Explain that by default Word sets tab stops every ½”. Point out the default tab stops, which are the small black slashes that appear in the gray bar below the ruler.
* Explain to students that you set new tab stops by clicking the ruler. When you click the ruler, a left-aligned tab stop appears on the ruler, in the shape of an L. Point out that when you set a new tab stop, all default tab stops to the left of the new tab stop are removed.
* Explain that you can also set tab stops that are center-aligned and right-aligned, and aligned at a decimal point. You use the **tab indicator** at the left end of the ruler to change the type of tab you want to insert. The tab indicator is called out in FIGURE E-12.
* Explain that to move a tab stop, you simply drag it to a new location on the ruler.
* To remove a tab stop, you drag it off the ruler.

FIGURES: E-12, E-13

BOXES

1. Quick Tip: The Page Width button increases the zoom so that the width of the page fills the width of your screen.
2. Trouble: If you click the wrong place, drag the tab marker off the ruler to remove it, then try again.
3. Quick Tip: To add dots (called “leaders”) between tabs, click the Page Layout tab, click the Paragraph group launcher, click Tabs, click the option you want in the Leader section, then click OK.

TEACHER TIP

Stress that students should always align text using tabs instead of the Spacebar in their documents. It is a much more precise and accurate method.

It’s easy to place a tab in the wrong place on the ruler. Explain how to remove a tab by dragging it off the ruler. Demonstrate an alternative to using the ruler for placing tabs by opening the Tabs dialog box (from the Format menu).

Students will not set tabs successfully if they do not first select the text for which they want to set tabs. Trouble may also arise if some selected paragraphs already contain tab stops that are located to the left of a new tab stop. Demonstrate how this can happen by setting a tab stop at the 2” mark in a paragraph. Next, set a tab stop at the 3” mark, and show that the tabbed text remains at the 2” mark. Then remove the tab stop at the 2” mark to show that the tabbed text jumps to the tab stop at the 3” mark.

CLASSROOM ACTIVITIES

1. Group Activity: Have each student create a document with at least four columns of text, using tabs. The document should have at least 10 lines of text. When they are done, have students exchange their documents with a partner. Have the partner identify the location of each tab, change at least two tabs, and identify the new location of each of these tabs. Students should type their answers at the bottom of the page, or share them verbally.

2. Critical Thinking: You are creating a list of people who belong to a book club. You want to include their first and last names, their addresses, their telephone numbers, and their e-mail addresses. Why should you use tabs rather than the Spacebar to create the list? What problems would you encounter if you use the Spacebar?

3. Class Discussion: Now that students have had some practice setting different types of tabs, ask them to describe situations where each type of tab stop might be used.

LAB ACTIVITY

Do the following in-class exercise to help students understand how to set differently-aligned tab stops, move tab stops, and change tab stop alignment.

1. Instruct students to begin a new blank document.
2. Add a left tab stop on the ruler at the 2” mark, type Dog:, press [Tab], then type Springer Spaniel
3. Press [Enter], type Car: press [Tab] then type Ford Explorer. Point out to students that the default tab stops to the left of the 2” mark where you set the new tab stop no longer appear on the ruler.
4. Select both lines of text you just typed, then drag the tab stop to the 3” mark on the ruler. Point out that the words Springer and Ford are now left aligned at the 3” mark.
5. Drag the tab stop at the 3” mark off the ruler. Notice how the words Springer and Ford are now left aligned at the ½” mark on the ruler, the default tab stop position. When you remove a tab stop from the ruler, the tabbed text aligns at the first tab stop to the left of the tab stop you removed.
6. Click the tab indicator at the left edge of the ruler once. Notice that an upside down T symbol appears in the tab indicator; this indicates the Center tab indicator. Position the mouse over the tab indicator until the Center Tab ScreenTip appears.
7. Click the ruler at the 3” mark. Point out how the left column is now center-aligned.
8. Drag the center-aligned tab icon at the 3” mark off the ruler. Click the tab indicator once to display the right-aligned tab symbol. Click the ruler at the 3” mark. Notice how the words Spaniel and Explorer are now right-aligned.
9. Deselect the two lines of text, press [Enter] twice, then remove the tab stop at the 3” mark off the ruler.
10. Type Monday Expenses: press [Tab], type $55.96, then press [Enter]
11. Type Tuesday Expenses, press [Tab], then type $3578.67
12. Select the two lines of text you just typed, click the tab indicator as many times as necessary until the Decimal tab symbol appears, then click the ruler at the 3” mark. Notice how the two values in the right column are aligned at the decimal point.
13. Have students to close their documents without saving changes.

**Word 138: Set Indents**

LEARNING OUTCOMES

* Increase and decrease indents
* Set and adjust a left indent and a hanging indent

LECTURE NOTES

* Explain that you can improve the appearance of text in a document by setting indents. An **indent** is a set amount of space between the edge of a paragraph and a right or left margin.
* Refer to FIGURES E-14 and E-15 to show indent markers on the ruler and the various types of indents applied to text (**first line indent, left indent, right indent, hanging indent**). Refer to TABLE E-2 to identify each type of indent, along with a brief description.
* To set an indent, you first click in the paragraph you want to align, and then drag the appropriate marker on the ruler to the location where you want to indent the text. Point out that you don’t need to select a paragraph to set an indent; you only need to click in the paragraph.
* Students are sometimes confused by tabs and indents. Explain that indents are different from tabs. An indent moves a paragraph’s edge in from the left or right margin. Students can choose to set a left, right, first-line, hanging, or negative indent for each paragraph in a document. Show students examples of each type of indent. Indents are often used to help visually structure a document.
* A key element presented in this lesson is the indent markers on the horizontal ruler bar. These markers show the indent settings for the paragraph that contains the insertion point. Students might need to practice dragging the indent markers on the ruler to create left (shown in FIGURE E-15), right, first-line, hanging (shown in FIGURE E-14), and negative indents. It can be tricky to drag the proper indent marker.
* Demonstrate how to set indents using the Indents and Spacing tab of the Paragraph dialog box or the Indent Left and Indent Right text boxes in the Paragraph group on the PAGE LAYOUT tab.
* Demonstrate how to use the First Line Indent and Hanging Indent markers on the ruler.

FIGURES: E-14, E-15

TABLE: E-2: Ruler markers used for setting indents

BOXES

1. Quick Tip: Make sure the ScreenTip identifies the marker as Hanging Indent and not First Line Indent or Left Indent.
2. Quick Tip: When you drag an indent marker, make sure the tip of the pointer—and not the body of the pointer—is positioned over the marker; otherwise, you might have difficulty dragging it.

TEACHER TIP

Demonstrate dragging the indent markers on the ruler to create left, right, first-line, hanging, and negative indents. Tell students to watch the dotted line that appears on the document as they drag an indent marker to be sure they are creating the indent they intend to create. Remind students to click the Undo button if they do not get the results they expect, and then try again.

Beginning word processing users often attempt to align indented lines of text on-screen by pressing [Spacebar]. Explain that because of differences in the way printers and monitors display characters, something that looks aligned on-screen might not line up perfectly in printed output. Also, by using the Spacebar, students are not taking full advantage of Word’s word wrapping capabilities. To create indents, students should get into the habit of using tabs and the indent markers or setting the indents or tabs in the Tabs or Paragraph dialog boxes.

Explain that if a tab marker and an indent marker are in the same position on the ruler, the tab marker must be moved before the indent marker can be moved.

CLASSROOM ACTIVITIES

1. Class Discussion: Make sure students understand the different types of indents presented in TABLE E-2. Discuss each option, show each option onscreen to students, and ask them to offer ideas on when each type of indent might be used.

2. Class Discussion: Reinforce the difference between tabs and indents to students. Tabs are used to vertically align text on a page and are useful for formatting tables and lists. Indents are used to offset text from the left or right margin and are useful for formatting long quotes and creating the hanging indents used in bulleted and numbered lists, to name two examples. Ask students to help you identify situations in which it is appropriate to use each.

LAB ACTIVITY

Instruct students to start a new blank document, and have them do the following:

1. Type **This paragraph has a first line indent**. three times, so that the repeating sentence wraps to create a second line of paragraph text.
2. With the insertion point at the end of the second line of text, drag the first line indent marker on the ruler to the 1” mark on the ruler.
3. Press [Enter] twice. Notice that the insertion point is at the 1” mark in the document. This is because the first line indent marker for the new lines you created is at the 1” mark.
4. Drag the First line indent marker to the 0” mark on the ruler.
5. Type **This paragraph has a left indent at the 2” mark on the ruler.** two times.
6. Drag the left indent marker to the 2” mark on the ruler.
7. Press [Enter] twice, then drag the left indent marker to the 0” mark on the ruler.
8. Type **This paragraph has a right indent at the 4” mark on the ruler.** two times.
9. Drag the right indent marker to the 4” mark on the ruler.
10. Press [Enter] twice, then drag the right indent marker to the 6 ¾ “ mark on the ruler.
11. Type **This paragraph has a hanging indent at the 2” mark on the ruler.** three times so that the text you type wraps to two lines.
12. Drag the hanging indent marker to the 2” mark on the ruler. Point out how the second and third lines are indented at the 2” mark.
13. Instruct students to close their documents without saving changes.

**Word 140: Add Bulleted and Numbered Lists**

LEARNING OUTCOMES

* Format paragraphs as a bulleted list
* Format paragraphs as a numbered list

LECTURE NOTES

* You can organize related paragraphs by formatting them as either a numbered list or a bulleted list. Remind students that they already learned how to format paragraphs as a bulleted list using the Mini toolbar (in Unit D).
* Explain that bullets should be used to highlight a series of items. Numbering should be used to show items in a specific sequence.
* To apply bullet or numbering formatting to a paragraph using the Ribbon, click anywhere in the paragraph, then click the Bullets button or the Numbering button in the Paragraph group on the HOME tab.
* To transform a group of paragraphs into a bulleted list or a numbered list, select the paragraphs, then click the Bullets button or the Numbering button button in the Paragraph group on the HOME tab. Clicking the Bullets button or the Numbering button applies the default bullets or numbering style to the beginning of a paragraph. However, you can choose from other bullet or numbering styles. (See FIGURE E-16 and FIGURE E-17.)
* Point out that you only have to click in a paragraph to apply a bullet or list number to the paragraph; you don’t need to select the whole paragraph. However, since you don’t often see a single paragraph as a numbered or bulleted list, you will probably find it easier to simply select the group of paragraphs to which you want to apply the formatting, and then click the Bullets or Numbering button.
* Explain that the AutoFormat feature will automatically format paragraphs as a numbered list if you type text that looks like a numbered list. For instance, if you type 1) car and then press [Enter], Word automatically inserts 2) on the next line. Demonstrate how this works in class, and also point out other types of automatic formatting that AutoFormat does. For instance if you type a 1 followed by a / and then a 2, Word automatically formats your entry as the fraction “½”.
* To create a custom bullet, click the Bullets list arrow in the Paragraph group on the HOME tab (as shown in FIGURE E-16), then click Define New bullet to choose from a variety of options for customizing a bulleted list, including a symbol, picture, or font. For example, students can increase the size of the bullet, change its color, or select a different bullet symbol, such as a 🟏, ✯, or 🎔. Demonstrate the options available in the Define New Bullet dialog box to students. Also show students how to format bullets using the Font Size list arrow and the Font Color button in the Font group on the HOME tab.
* When applying a numbering style to a list, students can choose to begin the list with any number. To change the starting number for a list, click the Numbering list arrow in the Paragraph group on the HOME tab, click Define New Number Format to open the Define New Number dialog box, and make a selection. Demonstrate this for students.
* Note that if you delete an item from a numbered list, Word automatically renumbers the list for you.

FIGURES: E-16, E-17

BOXES

1. Quick Tip: With Live Preview, you can point to any format in the Bullet Library to see how the format will look if you apply it to the selected text.
2. Clues to Use: Creating a custom bullet

You can create a custom bullet using an image or symbol. To do this, click the Bullets list arrow in the Paragraph group, click Define New Bullet, then click Picture to open the Insert Pictures dialog box. To choose one of your own images, click Browse next to the From a file or next to your SkyDrive options, navigate to the folder where your image is stored, click insert, then click OK. Or, to create a bullet using an image from a website, type key words in the Search box next to Bin Image Search, press [Enter], click the image you want, click Insert, then click OK.

CLASSROOM ACTIVITIES

1. Discussion Topic: Demonstrate using the Increase Indent and Decrease Indent buttons to create an outline numbered list. Ask students to help you identify types of documents in which you might want to use an outline numbered list.

2. Assign a Project: In this hands-on exercise, ask students to explore different kinds of bullets and numbering styles.

1. Open a blank document, then type a list of five items (anything you want).
2. Apply a bullet style using a picture of their choice.
3. Select the list again, then apply a bullet style using a symbol of their choice.
4. Format the list as a numbered list. Use the Set Number Value dialog box to start the list at number 5.
5. Close the document, not saving changes.

**Word 142: Apply Styles**

LEARNING OUTCOMES

* Explain styles and style sets
* Apply styles to text
* Change the style set and color palette

LECTURE NOTES:

* Explain that making formatting changes to a document in a consistent way can be time-consuming and difficult. If, for example, you have a 10-page document with headings that are formatted in Arial 14 point blue and you decide to change all the headings to red, it would take you a long time to do it. You would have to locate each heading, select it, and then change its color to red. Explain that if you had used styles to format your document headings, changing the headings to red would take only a few seconds. A **style** is a set of predefined formatting characteristics for characters or paragraphs.
* Every new blank document has several built-in styles. For example, the Normal Paragraph style (Calibri 11-point font with 1.15 line spacing) is the default style for paragraphs. Word contains several **Style sets**, which are groups of professionally coordinated styles that look great together.
* The Styles gallery (shown in FIGURE E-19) displays the Styles that are available.
* You can display a longer list of styles by clicking the Styles launcher, which opens the Styles list.
* To apply a Style to characters, first select the characters you want to apply the Style to, then click the Style in the Style gallery. Doing this applies the Style ONLY to the characters you selected (and not the entire paragraph).
* You can change the color scheme of a Style set by clicking the Colors button in the Document Formatting group on the DESIGN tab and selecting the color scheme you want to use. You can change the fonts used in a Style set by clicking the Fonts button, in the Document Formatting group on the DESIGN tab and selecting the font you want to use.

FIGURES: E-18, E-19, E-20

BOXES

1. Trouble: To locate the Lines (Simple) style set, place the pointer over each thumbnail until you see the Lines (Simple) ScreenTip appear, then click that thumbnail.
2. Quick Tip: To change the fonts in a Style set for a document, click the DESIGN tab, click the Fonts button to open the Theme Fonts list, then choose a Font set.

CLASSROOM ACTIVITIES

1. Assign a Project:

* Ask students to save a copy of the fact sheet that they created in the lesson with the name **Styles Practice.**
* Instruct them to preview each Style set by pointing to each one in the Document Formatting group on the DESIGN tab.
* Instruct them to preview each Color scheme by pointing to each one on the Colors menu in the Document Formatting group on the DESIGN tab.
* Instruct them to preview each Font Schemes by pointing to each one on the Fonts menu in the Document Formatting group on the DESIGN tab.
* Have them apply the Style set, Color Scheme, and Font scheme that they think looks the best, then save their changes to the document.

2. Quick Quiz:

1. What is a style? (Answer: A set of predefined formatting attributes)
2. What is the benefit of applying styles to a document? (Answer: They save formatting time and ensure consistency in how a document is formatted.)
3. What is a Style set? (Answer: A group of professionally coordinated styles that look great together)
4. How do you apply a Style? (Answer: Click the Quick Style you want in the Styles gallery)
5. How do you change the Style set for a document? (Answer: Click the DESIGN tab, then click the Style set you want in the Document Formatting group)

**End of Unit Material**

* **Concepts Reviews** consist of multiple choice, matching, and screen identification questions.
* **Skills Reviews** provide additional hands-on, step-by-step reinforcement.
* **Independent Challenges** are case projects requiring critical thinking and application of the unit skills. The Independent Challenges increase in difficulty, with the first one in each unit being the easiest. Independent Challenges 2 and 3 become increasingly open-ended, requiring more independent problem solving.
* **Real Life Challenges** are practical exercises to help students with their everyday lives by focusing on important and useful essential skills, including creating photo montages for scrapbooks and photo albums, retouching and color-correcting family photos, applying layer styles and getting Help online.
* **Advanced Challenge Exercises** set within the Independent Challenges provide optional steps for more advanced students.
* **Visual Workshops** are practical, self-graded capstone projects that require independent problem solving.

**Glossary of Key Terms**

* Live Preview (Word 128)
* bold (Word 130)
* italic (Word 130
* font effects (Word 130)
* theme (Word 130)
* standard colors (Word 130)
* margin (Word 132)
* alignment (Word 132)
* justified (Word 132)
* paragraph (Word 132)
* center-aligning (Word 132)
* repaginates (Word 134)
* tab (Word 136)
* tab stops (Word 136)
* tab selector (Word 136)
* indent (Word 138)
* first line indent (Word 138)
* left indent (Word 138)
* right indent (Word 138)
* hanging indent (Word 138)
* style (Word 142)
* style set (Word 142)

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