**Microsoft Office 2013 Illustrated**

# **Word 2013 Unit D: Creating 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.

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## **Unit Objectives**

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

* Create a new document from an existing file
* Enter text in a document
* Select and edit text
* Copy text
* Move text
* Find and replace text
* Format text using the Mini toolbar
* Check spelling and grammar
* Preview and print a document

**Word 100: Create a New Document from an Existing File**

LEARNING OUTCOMES

* Open a document and save it as a new file

LECTURE NOTES

* Use FIGURES D-1 and D-2 to show the Open dialog box and the Save As dialog box. Discuss the similarities between the Open and Save As dialog boxes.
* Explain that most lessons in this book require students to use the Save As command. Doing this creates a copy of the original data file that you can change as you complete the exercise, leaving the original intact in case they need to perform the steps again. It is very important that students learn how to do this in this Unit, because they are required to follow this procedure for all end of unit exercises and lessons in the rest of the book.
* Reinforce the importance of saving a document as a file to a storage medium so that the file can be saved and reused. Remind students that saving a document as a file allows them to later open the file to print it or edit it.
* Remind students where they should save their completed files, and demonstrate how to use the tools in the Save As dialog box to locate the drive and folder where the data files are located and student solution files should be stored. Review the function of each button in the Save As dialog box.
* Reinforce the importance of giving a file a name that is descriptive of its contents. Although filenames can be up to 255 characters long, shorter filenames make it easier to locate and recognize files. Explain to students that file extensions might or might not appear in their Save As dialog box, depending on their Windows settings.

FIGURES: D-1, D-2, D-3

BOXES

1. Trouble: If you are running Windows 7, click the Start button on the taskbar, click All Programs, click Microsoft Office 2013, then click Word 2013.

2. Quick Tip: If your computer is not set up for displaying file extensions, then the filenames in the Save As dialog box will not contain the extension .docx.

3. Clues to Use: Creating a new document from a template

If you need to create a certain type of document, you might want to start from a template. A template is a file that contains predesigned formatting and text for common business documents such as letters, business cards, or reports. To create a document from a template, click the FILE tab, then click New to open the New screen in Backstage view, then click the template you want. A new document based on the template opens on your screen, ready for you to customize and save. To access a huge variety of templates, you can search online by typing keywords in the search box at the top of the New screen.

TEACHER TIP

Give an overview of the basic steps for planning a document. Talk about the importance of deciding the purpose of the document. For whom are you creating the document and what is its purpose? Is it a letter to a friend? A memo to your boss? A report on the effects of global warming? Once you have established this, you can then decide if you will create the document from scratch (using a new, blank document), create the document based on a template, or open an existing document and save the new file with a new name.

Talk with students about file management. Discuss folder structure and demonstrate how files can be stored in nested folders. Use the tools in the Save As dialog box to show the hierarchical structure (the path) followed to access the file. Tell students to use not only descriptive file names but also descriptive folder names.

CLASSROOM ACTIVITIES

1. Quick Quiz:

Show FIGURE D-2 (the Save As dialog box) on an overhead projection screen. Point to the different buttons, list arrows, and areas of the dialog box, and call on students to identify each feature and how it is used. Make sure to quiz students on how to navigate to the correct drive and folder where their data files are stored.

2. Classroom Discussion

Ask students to identify different types of documents they can create using Word (e.g., memos, letters, flyers, newsletters, reports, term papers).

3. Critical Thinking:

What type of information do students need to gather before creating a document? Does all the information come from one source? How does planning this document help them create the document more efficiently?

LAB ACTIVITY

Show students how to create a new blank document. You can also show them another way to start a new blank document, by pressing [Ctrl][N]. (This is a great tip for them to know because they can also use it to open a new workbook in Excel, or a new presentation in PowerPoint.)

**Word 102: Enter Text in a Document**

LEARNING OUTCOMES

* Display formatting marks
* Enter text in Print Layout view
* Explain AutoCorrect

LECTURE NOTES

* Explain that entering text is the same as typing it, and demonstrate how to do so. If you type text to the left of another word, the word moves to the right to accommodate the inserted text.
* Explain that before you work on a document you should make sure you are in the most appropriate view. Explain that a view is the way in which Word displays a document. Students should work in Print Layout view, the default view in Word for entering and editing text.
* Explain that it’s a good idea to display paragraph marks (using the Show/Hide ¶ button in the Paragraph group on the HOME tab) when you first enter text into a new document. This enables you to catch any extra spaces between words, or any extra paragraph returns. Use FIGURE D-4 to point out some of the different paragraph marks.
* Demonstrate for students how the insertion point moves as you type and that text automatically wraps to the next line when the insertion point reaches the end of a line. Also show students how to move the insertion point by moving the I-beam pointer to a new location and then clicking with the mouse.
* Demonstrate how word wrap works by continuing to type after you reach the end of a line. Show how to insert a new blank line by pressing [Enter] twice.
* Explain AutoCorrect to students and how several automatic feature indicators might appear when typing text. A blue box under a word indicates that the AutoCorrect has corrected a commonly misspelled word or typographical error as you typed. If Microsoft Word does not recognize a word, a red, wavy line appears under the word.
* Note that the data file used in this unit contains a number of intentional spelling and grammatical errors that students will correct in the unit.

FIGURES: D-4, D-5

BOXES

1. Quick Tip: The Show/Hide ¶ button is a toggle button: clicking it once turns it on to show formatting marks; clicking it again turns it off to hide formatting marks.

2. Quick Tip: As you type, the word count indicator on the status bar displays the number of words your document contains. For more specific word count information, click the indicator.

3. Clues to Use: Using Autocorrect

The AutoCorrect feature works automatically to catch and correct incorrect spellings of common words as you type them. For example, if you type “comapny” instead of “company,” as soon as you press [Spacebar], Word corrects the misspelling. After Word makes the correction, you can point to the word to make a small blue bar appear under the corrected text. If you place the pointer over this bar, the AutoCorrect Options button appears. Click the AutoCorrect Options button to display a list of options, as shown in FIGURE D-5; then click an option.

You can change AutoCorrect settings in the AutoCorrect dialog box. To open this dialog box, click Control AutoCorrect Options on the AutoCorrect menu, or click the FILE tab, click Options, click Proofing in the Word Options dialog box, then click AutoCorrect Options.

TEACHER TIP

In Word 2013, the default template specifies double spacing following a paragraph mark. This means that if you press [Enter] when you are typing text with the Normal style applied, the insertion point will automatically move down two lines below the line you just typed. If you want to specify single spacing after a paragraph mark, then you need to click the Normal No Spacing style from the Styles gallery. Type several lines of text and then demonstrate the difference between formatting the text using the Normal spacing and the No Spacing style.

Students new to computers might need special help typing the letter and using the keyboard keys. Table D-2 (in the next lesson on page Word 105) is useful for explaining how certain keys can be used to navigate in a document.

Make sure the new computer users understand the concept of word wrapping before they finish entering the text of the letter so that they do not insert unnecessary paragraph returns. Students might be confused if the text on their computer screen wraps differently than the text shown in the figures. Explain that text wraps differently depending on your printer driver, and that students should not worry about such differences.

CLASSROOM ACTIVITIES

1. Critical Thinking:

Word processing software can be used to create a variety of documents. What are some documents you can create with word processing software? What type of document will you create most often using word processing software? Which of the word processing features will you use most often? Why?

2. Quick Quiz:

1. What view should you use to enter and edit text? (Answer: Print Layout view)
2. What happens when you press [Enter] while entering text in Word? (Answer: A paragraph mark is inserted and the insertion point moves to the next line down)
3. What is word wrap? (Answer: the feature that automatically pushes text to the next line when the insertion point meets the right margin)

LAB ACTIVITIES

1. Ask students to open a Word document and click each of the document view buttons and then discuss the ideal use for each.

2. Although students should be familiar with scrolling if they have basic Windows knowledge, and if they completed the Office unit, you may want to demonstrate how to use the scroll bars to move around in a document. Be sure to demonstrate that clicking the scroll bar in the area on either side of the scroll box moves through a screen full of text, and point out that the single arrow buttons move just one line at a time.

3. Explain that Word’s AutoCorrect feature corrects spelling errors as you type them. Type the sentence: the cat is black. Then press [Spacebar] and type the. AutoCorrect automatically capitalizes the ‘t’ in ‘the’ because it assumes you meant to type the first word of a new sentence. You can also demonstrate how Word automatically corrects two capital letters together (such as changing THe to The) and also automatically corrects the accidental usage of the Caps Lock key. Explain to students that a small blue bar will appear under any words that Word corrected. If they place the pointer over the blue bar, the AutoCorrect options button will appear. Clicking this button opens a menu that lets them undo the correction and provides other options. You might also want to spend some time on the AutoCorrect Options menu, as shown in FIGURE D-5 on page Word 103.

**Word 104: Select and Edit Text**

LEARNING OUTCOMES

* Select text
* Delete and edit text
* Apply No Spacing style

LECTURE NOTES

* Explain that after you enter text in a Word document you can modify it or edit it.
* Explain that you can edit individual characters by clicking next to the unwanted letters and then pressing either the [Backspace] or [Delete] keys. Pressing [Backspace] deletes characters to the left of the insertion point and pressing [Delete] deletes characters to the right of the insertion point.
* Explain that you can delete an unwanted block of text by selecting the text and then pressing [Delete].
* Explain that you can replace unwanted text with new text by selecting the unwanted text, then typing the new text to replace it. When editing text, students need to be very comfortable with selecting text. Review the many methods for selecting text listed in TABLE D-1, including double-clicking a word, triple-clicking a paragraph, using the selection bar to select a line, and dragging across text using the mouse.
* When editing a document, students also need to be very comfortable moving around a document. Explain that you can move to another location in a document by clicking the insertion point or by pressing the arrow keys. TABLE D-2 provides useful shortcuts for moving the insertion point around a document.
* Remind students that if they make a mistake in entering or editing text, they can always click the Undo button to reverse their last action, or the Undo list arrow to reverse multiple actions.

FIGURES: D-6, D-7

TABLES: D-1: Methods for selecting text, D-2: Useful shortcuts for moving the insertion point

BOXES

1. Quick Tip: If you accidentally delete text that you want to keep, click the Undo button on the Quick Access toolbar.

2. Quick Tip: If text you type deletes characters to the right of the insertion point, you are working in Overtype mode. To turn Overtype mode on or off, press [Insert].

TEACHER TIP

Editing will be difficult for students if they do not grasp the essential concept of selecting text. This concept is second nature to experienced computer users, but often confusing to new users. Selecting text is first introduced in this lesson and is also an important skill in the upcoming lessons on moving and copying text. Emphasize this concept now, to avoid problems in this unit and with other tasks (such as formatting text) in later units. Help students get the hang of using both the mouse and the arrow keys to select text.

CLASSROOM ACTIVITY

1. Quick Quiz:

1. What happens if you double-click a word? (Answer: You select the word)
2. What happens when you select text and start typing? (Answer: Any text you type replaces the selected text)
3. What happens each time you press [Backspace]? (Answer: The insertion point moves left one space and deletes the character before the insertion point)
4. What happens each time you press [Delete]? (Answer: The insertion point moves right one space and deletes the character immediately after the insertion point)
5. What happens if you type a misspelled a word? (Answer: Either the AutoCorrect feature will correct the misspelling automatically, or the misspelled word will be marked with a wavy red underline.)

LAB ACTIVITY

Take your students on a tour of their open Word document. Have them click to the right of the first character in the open document and then have them go to different parts of the document. You can come up with your own locations, or use the following suggestions:

* Go to the end of the document
* Go to the beginning of the third paragraph
* Go down one line
* Go to the end of the line containing the date
* Go to the beginning of the line containing the date
* Go to the beginning of the document

**Word 106: Copy Text**

LEARNING OUTCOMES

* Copy and paste text using the Office Clipboard
* Copy text using drag and drop

LECTURE NOTES

* Explain that there are two ways to copy and paste text in a document. You can use the Copy and Paste commands, or you can use the drag and drop method.
* Explain that to copy and paste text, you first must select the text you want to copy. Then, you need to click the Copy button in the Clipboard group on the HOME tab to copy the selected text to the Windows Clipboard, a temporary storage area for copied items available with all Windows programs as well as the Office Clipboard (if it is open). To paste copied text in a new location, you click in the new location and then use the Paste command to insert the copied text.
* Explain that the Office Clipboard works like the Windows Clipboard but stores up to 24 items at a time. By default the Office Clipboard is inactive. To activate the Office Clipboard, you must open the Clipboard task pane. Any text you copy will appear in the Office Clipboard.
* Demonstrate that when you paste an item from the Office Clipboard into a document, the Paste Options button appears next to the pasted text. Clicking the Paste Options button opens a menu that displays options for applying formatting to the pasted text. By default, the pasted text maintains its original formatting. You can change this by clicking the Match Destination Formatting command, or choosing the Keep Text only command.
* Explain that you can also copy text by selecting the text you want to duplicate, pressing and holding [Ctrl], dragging the copied text to a new location, and then releasing the mouse button. When you duplicate text in this way, the copied text is not copied to the Office Clipboard or the Windows Clipboard.

FIGURES: D-8, D-9, D-10

BOXES

1. Quick Tip: If your Clipboard is not empty, click Clear All on the task pane.

2. Quick Tip: To copy selected text using the keyboard, press [Ctrl][C]; to paste text, press [Ctrl][V].

3. Quick Tip: You can also paste an item by clicking it on the Office Clipboard task pane.

4. Quick Tip: If you don’t press [CTRL] as you drag, the text will be removed from its original location as you drag it (and not duplicated).

TEACHER TIP

After selecting text, demonstrate clicking and holding down the mouse button in the selection to make the drag and drop pointer appear. Explain to your students that if they release the mouse, they deselect the text and will need to make the selection again. Because dragging and dropping can be tricky for students, consider spending some time on the following:

1. Demonstrate moving text across documents. Inform students of the “no-drop” pointer that appears when the pointer is positioned over an area where they cannot drop a selection.

2. Explain when you should drag and drop text versus cutting and pasting it. In general, it’s best to use drag and drop when the location of the text you want to drag and the new location are both visible on screen. When you need to scroll to move text from one place to another, it’s best to use the Copy and Paste commands. Also, if you want your copied items to be placed on the Office Clipboard, you should use the Copy and Paste commands, because drag and drop does *NOT* place copied items on the Windows Clipboard or the Office Clipboard.

CLASSROOM ACTIVITY

1. Critical Thinking

Under what circumstances is it best to use the Office Clipboard, and when is it better to use the drag and drop method for duplicating text?

LAB ACTIVITIES

1. Demonstrate the location of the selection bar by moving the pointer to the left side of the window. Instruct students to observe how the pointer points to the right rather than to the left. Demonstrate the different selection options using the selection bar:

* Click to select a line.
* Double-click to select a paragraph.
* Triple-click to select an entire document.

2. Selecting text is an important skill for editing text. At the conclusion of the unit, revisit this topic and have students spend a few minutes practicing selecting text in the letter created in this unit using the methods in the table below.

|  |  |
| --- | --- |
| To select… | Use the mouse pointer to… |
| Congratulations | (double-click the word Congratulations) |
| Date line | (click the selection pointer to the left of the date line) |
| I am pleased to inform you that you won the Outdoor kite competition. | (press and hold [Ctrl], then click anywhere in the sentence) |
| shipped to you separately | (drag over the text) |
| Paragraph that begins “Your Striped Falcon…” | (triple-click the paragraph, or double-click with the selection point to the left of the paragraph) |
| The last two lines of the document | (click at the beginning of the first line, press and hold [Shift], then click at the end of the last line in the document) |
| The words “website” “received,” and “positive” in the last paragraph | (select “website”, press and hold [CTRL], then select “received” and “positive”) |
| The entire document | (triple-click with the pointer to the left of any text, press [Ctrl][A], or click the Select button in the Editing group on the HOME tab and then click Select All) |

3. The Office Clipboard lets you store up to 24 selections from any Office program. Demonstrate the Office Clipboard by opening the Clipboard task pane and copying more than one selection from a Word document.

**Word 108: Move Text**

LEARNING OUTCOMES

* Move text using the Office Clipboard
* Move text using drag and drop

LECTURE NOTES

* Demonstrate how to move text from one part of a document to another using the Cut, Copy, and Paste commands and using the drag and drop method.
* Explain that the process of moving text is very similar to the process of copying text. Instead of using the Copy command, you use the Cut command to place text on the Windows Clipboard and Office Clipboard. Cut text is removed from the document until you paste it to a new location.
* Explain that to move text by dragging it, you select the text you want to drag, place the pointer over the selection, drag it to a new location, and then release the mouse button. Remind students that dragged text is not placed on the Windows Clipboard or Office Clipboard.
* Emphasize again that in order to store multiple cut items on the Office Clipboard, you must make sure the Clipboard task pane is open.
* Demonstrate each of the methods for selecting text, including how the pointer changes to the selection pointer when it is moved to the left of a line of text. Students might need to practice clicking and dragging, double-clicking, and triple-clicking with the mouse to select text. Explain to students that being comfortable with these different methods of selecting text will help them work more efficiently.
* Remind students to click any place in the document to deselect selected text and to use the Undo button on the Quick Access toolbar if they move text they do not want to move.

FIGURES: D-11, D-12

BOXES

1. Quick Tip: To cut selected text using the keyboard, press [Ctrl][X].

2. Quick Tip: You can copy or move text with the Clipboard task pane closed, but only the last item you cut or copied is available for pasting.

3. Quick Tip: You can also copy or move text from one document to another using the Office Clipboard.

4. Clues to Use: Activating the Office Clipboard

The Office Clipboard stores multiple items only if it is active. Opening the Clipboard task pane automatically makes it active. If you want to activate the Office Clipboard without showing the task pane, click Options on the Clipboard task pane, then click Collect Without Showing Office Clipboard. If the Office Clipboard is not active, you can only copy one item at a time using the Windows Clipboard.

TEACHER TIP

Remind students that working with formatting marks displayed allows them to select text with precision. Demonstrate selecting text with and without formatting marks displayed. First select text without formatting marks displayed. Discuss what students think you have selected. With the text still selected, click the Show/Hide button in the Paragraph group on the HOME tab to display paragraph marks. See if anything unexpected was selected such as a space or a paragraph mark. Point out that without formatting marks displayed students might select a space or a paragraph mark they don’t want to select.

CLASSROOM ACTIVITY

1. Quick Quiz:

1. When you use the drag and drop method to move text, does the dragged text get copied to the Clipboard? (Answer: no)
2. What should you do if you accidentally move text that you did not mean to move? (Answer: Click the Undo button)

**Word 110: Find and Replace Text**

LEARNING OUTCOMES

* Find text using the Navigation Pane
* Replace text

LECTURE NOTES:

* Discuss how you can use the Navigation Pane to quickly locate and highlight all instances of specified text. Demonstrate how to click Find in the Editing group on the HOME tab to open the Navigation Pane. Show how to type the text you want to find in the Search box. Point out that all instances of the text are highlighted in yellow in the document, and the Navigation Pane displays excerpts containing the text. Demonstrate how to click an excerpt in the Navigation Pane to jump to the location of that instance of the text in the document.
* Explain that the fastest method for substituting a word or phrase in a document with another word or phrase is to use the Find and Replace dialog box.
* Show students how to use the Find and Replace dialog box. Demonstrate how to type text you want to find and replace in the Find what text box, and how to type replacement text in the Replace with text box.
* To open the Find and Replace dialog box, students should first place the insertion point at the beginning of the document, then click Replace in the Editing group on the HOME tab. Explain that the insertion point needs to be at the beginning of the document because Word searches for text starting at the location of the insertion point.
* Discuss the use of the **Replace** command for quickly and easily substituting a new word or phrase for one or more occurrences of another word or phrase.
* Explain the uses for the buttons in the Find and Replace dialog box. Use the Find Next button to locate the next instance of the unwanted text. Word will then select the next occurrence and highlight it. If you want to replace that instance, click the Replace button. To replace every instance of the unwanted text, click Replace All. Use FIGURE D-14 to illustrate.
* Explain the use of the More button in the Find and Replace dialog box. Explain that clicking More opens the section of the dialog box that contains search options that can be applied to the find what and replace with text. For example, explain that you can specify to find whole words only, or to match the case of the text you typed in the Find what text box.

FIGURES: D-13, D-14

BOXES

1. Quick Tip: Clicking More in the Find and Replace dialog box expands the dialog box to display additional options, such as matching the case or format of a word or phrase.

2. Clues to Use: Using research tools

As you create documents in Word or presentations in PowerPoint, you might want to look up words and information as you work. You can tap into powerful research tools in Word. For instance, you can download an online dictionary (such as Merriam-Webster) and look up the definition of the word as you work. To add a dictionary, click the REVIEW tab, click the Define button in the Proofing group, choose the dictionary you want to install in the Dictionaries pane, then click Download. Once a dictionary is installed, you can look up definitions for any word by right-clicking the word, then clicking Define to open the Dictionary pane with the word and definition displayed. To access the built-in thesaurus, click Thesaurus in the Proofing group on the REVIEW tab to open the Thesaurus pane. Type a word in the Search box, the press [Enter] to display a list of synonyms for the word.

TEACHER TIP

Students new to computing might need extra help understanding the concept of finding and replacing text. Make sure students understand the difference between finding and replacing, and discuss uses for both.

Make sure students understand that they can save a lot of time using the Find and Replace dialog box to replace unwanted text with other text. Begin the lecture with a scenario that sets up why this dialog box can be so useful. For example, perhaps they just created a six-page memo that refers to a particular location such as Boston in multiple places; and then they learn that the location changed to Chicago, and they need to change all instances of the word “Boston” to “Chicago.” They could scan the document page by page and make each replacement manually, using their editing skills; however, using the Find and Replace dialog box allows them to replace all instances in seconds.

Caution students to think carefully before using Replace All. Explain that unless they construct their find term carefully, they could end up with surprises. For example if they enter “rises” as the search term, not preceded by a space or followed by a space, and they enter “raises” as the replace with text, Word will search for all instances of “rises” and replace it with “raises” including in the word surprises. When students proofread their work they will find the text “surpraises,” which is not what they expect.

CLASSROOM ACTIVITIES

1. Class Discussion:

Ask students to come up with situations or examples of when each of the following search options, which are displayed when you click More in the Find and Replace dialog box, might be useful:

* Match case
* Find whole words only
* Use wildcards
* Sounds like (English)
* Find all word forms (English)

Demonstrate how to use the Format and Special drop down lists on the Replace tab of the dialog box to search for and replace formatting and special characters.

2. Group Activity:

Have students work in small groups and provide them with a long document or have students use one they have created. Have one student identify a word or phrase to find, as well as text to replace the phrase. Have another student enter text in the Find what and Replace with text box. Have a third student record the findings. For example, how many instances of the word, if any, were found? Have a fourth student find and highlight all instances of the word or phrase that was entered in the Replace with text box. Have the group review each occurrence and decide if the replacement was valid. Have a fifth student record their findings and note any unusual replacements that happened. Repeat the activity, having students change rolls. Encourage students to explore the Search Options as they conduct their searches to see what impact the options have on the accuracy of the searches.

LAB ACTIVITY

Demonstrate to students what happens if you use some of the More options in the Find and Replace dialog box. For example, using the letter created in this unit, instruct students to type **Outdoor** (with a capital O) in the Find what text box, click the Match case button in the More section of the Find and Replace dialog box, and then click Find. Then instruct students to click the Find whole words check box, type **Out** in the Find what text box, then click Find Next. Point out that Word will not flag the word “Outside” because you specified to find only whole words.

**Word 112: Format Text Using the Mini Toolbar**

LEARNING OUTCOMES

* Explain the Mini toolbar
* Apply formatting to text using the Mini toolbar

LECTURE NOTES:

* Refer to FIGURE D-15 to discuss the Mini toolbar. Point out that the buttons on the Mini toolbar are also located in the Font group or the Paragraph group on the HOME tab. Refer to FIGURE D-16 to discuss the effect of formatting.
* Be sure students understand that the Mini toolbar appears in ghosted fashion over selected text until you point to it, at which point it becomes solid. Advise students that if the Mini toolbar disappears before they have a chance to point to it, they can right-click the text and the Mini toolbar will appear again.
* Point out that the Mini toolbar is particularly helpful when they want to format text and a tab other than the HOME tab is active. The proximity of the Mini toolbar makes it quick and easy to format the text.
* Discuss the advantages of formatting text for improving the impact of a document. The presentation of text is almost as important as the text itself, because the document’s appearance often influences how closely the material is read. Provide some general guidelines to remember when formatting a document.
* Explain that a **font** is a set of characters in a particular design (e.g., **Arial** or **Times New Roman**), and demonstrate how to apply a font. Discuss the difference between **font style** and **font size**.
* Explain that fonts are measured in **points**, and explain that a point is 1/72 of an inch.
* Discuss the use of Mini toolbar (in FIGURE D-15) to create a bulleted list. Discuss the use of a **bullet** to make a list item stand out from the surrounding text.

FIGURES: D-15, D-16

CLASSROOM ACTIVITIES

1. Assign a Project:

Following the format used in this unit, have students type a short letter describing how to use buttons on the Mini toolbar and buttons on the HOME tab. Have them format the letter using buttons on the Mini toolbar and on the HOME tab. Then have them add a paragraph to their letter summarizing their view on using buttons on the Mini toolbar vs. the buttons on the HOME tab.

2. Critical Thinking:

Buttons on the Mini toolbar are also available on the HOME tab. Is this duplication helpful? When would you prefer to use the Mini toolbar?

**Word 114: Check Spelling and Grammar**

LEARNING OUTCOMES

* Find and correct spelling and grammatical errors

LECTURE NOTES:

* Refer to FIGURE D-17 to show how to use the Shortcut menu to check for alternate spellings of a misspelled word.
* Refer to FIGURE D-18 to show the Spelling pane.
* Demonstrate how to use the Word Spelling and Grammar checker to identify and correct mistakes in documents. Emphasize to students that these features do not catch every error; careful proofreading is still required.
* Review and demonstrate each of the options available in the Spelling pane when a spelling error is flagged. Remind students that a red wavy underline indicates a possible spelling error.

FIGURES: D-17, D-18

BOXES

1. Quick Tip: If the correct spelling of the word does not appear in the list, you can edit the text in the top section of the dialog box, then click Change.

2. Trouble: If your first or last name is flagged as a possible misspelled word, click Ignore Once.

3. Clues to Use: Translating documents into other languages

Word 2013 has the ability to translate any word in your document, or even an entire document, into more than 20 different languages. To translate an entire document from one language to another, on the REVIEW tab click the Translate button in the Language group, click Choose Translation Language, specify the Translate from and Translate to languages, then click OK. Once you have specified your language, click Translate in the Language group, then click Translate Document. An alert box opens, telling you that the document will be sent over the Internet in unencrypted HTML format. Click Send to send the document, and seconds later your document appears in your browser window fully translated. Use the Views buttons in the Translator window to view the translated text in a separate pane above or beside the original text. To create a new document for the translation, select all of the translated content, copy it to the Clipboard, then paste it into a new Word document.

TEACHER TIP

Students may be tempted to add a word to the Word dictionary. If they are using Word on their own computer, this is fine, especially if it is a word they use frequently. However, caution students against making changes to the Word dictionary in a Lab setting.

CLASSROOM ACTIVITY

1. Critical Thinking:

Ask students to discuss why it is still important to proofread their work even if they use the spelling and grammar checker.

LAB ACTIVITY

Have students explore Word’s translation tools. Ask them to use the Research task pane to find the French translation of the following words in the letter created in this Unit:

* Congratulations (Félicitations)
* prizes (prix)
* binoculars (jumelles)
* judges (juges)

**Word 116: Preview and Print a Document**

LEARNING OUTCOMES

* Preview and print a document

LECTURE NOTES:

* Refer to FIGURE D-19 to review the view options on the VIEW tab. Use FIGURE D-20 to show the final letter document in Backstage view.
* Explain that Preview section in Backstage view lets you see exactly what your document will look like when it prints. It can be quite eye-opening to see your document with all of the settings in their final format. You will be surprised at how frequently you need to adjust margins or change the paper orientation.
* Once you are satisfied with your document and it is ready for printing, you will need to preview the settings in the Printer and Settings areas. You can select the printer you want to use and the number of copies that you need. You can even save time by collating your copies as they print.
* You can also choose to print only the information that you need. You can specify to print the current page, all pages, a range of specific pages, or selected text.
* Remind students that they should always save their work before printing.
* In this lesson, students view a document in Backstage view. They have also seen this same document in Print Layout view and Read Mode view. Spend some time discussing the other available views. Use TABLE D-3 as a guide.

FIGURES: D-19, D-20

TABLE: D-3: Available views in Word

BOXES:

1. Quick Tip: You can also close Backstage view by pressing [Esc].
2. Quick Tip: If you want to change any of the print settings, click the print setting button you want to change, then click a different option.
3. Trouble: If the correct printer name is not showing on the button below Printer, click the button, then click the printer you want to use.
4. Quick Tip: To email the file to your instructor, click the FILE tab, click Share, click Email, click Send as an attachment, type your instructor’s email address in the To: line of the message window, then click Send.

CLASSROOM ACTIVITIES

1. Discussion Questions: Using Word Views

Spend some time discussing the various views in Word. View the completed document for the lesson in each of the different views, and get a discussion going around these questions:

* Which view is best for typing a term paper?
* Which view would you use to read a lengthy report on your screen?
* Which view would you use if you wanted to see the hierarchical structure of a document?
* Which view would you use if you wanted to save your document as a Web page?

2. Critical Thinking

Why is previewing your document an important part of finalizing a document for printing? What are the other benefits of previewing your work?

**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**

* + selected (Word 100)
	+ template (Word 100)
	+ entering (text) (Word 102)
	+ insertion point (Word 102)
	+ wrapped (Word 102)
	+ word wrap(Word 102)
	+ AutoCorrect (Word 102)
	+ styles (Word 102)
	+ edit (Word 104)
	+ select (Word 104)
	+ selection bar (Word 104)
	+ copying (Word 106)
	+ pasting (Word 106)
	+ Windows Clipboard (Word 106)
	+ Office Clipboard (Word 106)
	+ drag and drop (Word 106)
	+ moving (text) (Word 108)
	+ Cut (command) (Word 108)
	+ Replace (command) (Word 110)
	+ Mini toolbar (Word 112)
	+ Font (Word 112)
	+ Arial (Word 112)
	+ Times New Roman (Word 112)
	+ font style (Word 112)
	+ font size (Word 112)
	+ point (Word 112)
	+ bullet (Word 112)

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