

Student Guide

40566A

Microsoft Word associate 2019

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Contributors

Sponsored and published by Microsoft, this course was developed by the following group of Microsoft Office Specialists (MOS), Microsoft Innovative Educators (MIE), Microsoft Innovative Educator Experts (MIEE), Microsoft Certified Trainers (MCT), Microsoft Certified Systems Engineers (MCSE) Microsoft Certified Systems Administrators (MCSA), Modern Desktop Administrators (MDA), Microsoft Most Valuable Professionals (MVP), computer science educators, and artists.

Conan Kezema

MCT, MCSE, MCSA

Cory Larson

Illustrator and animator

Melissa Leonard

MIE

Jennifer McBee

MCT, MOS Master

Leeanne McManus

MCT, MOS Master, MOS Word Expert

Tim McMichael

Faculty, Estrella Mountain Community College, Computer Information Systems and Microsoft Office

Pat Phillips

Computer science education consultant

Heather Severino

MCT Regional Lead, Microsoft MVP: Office Apps and Services, MOS Master, MOS Expert: Word

Marisa Vitiello

Art Director

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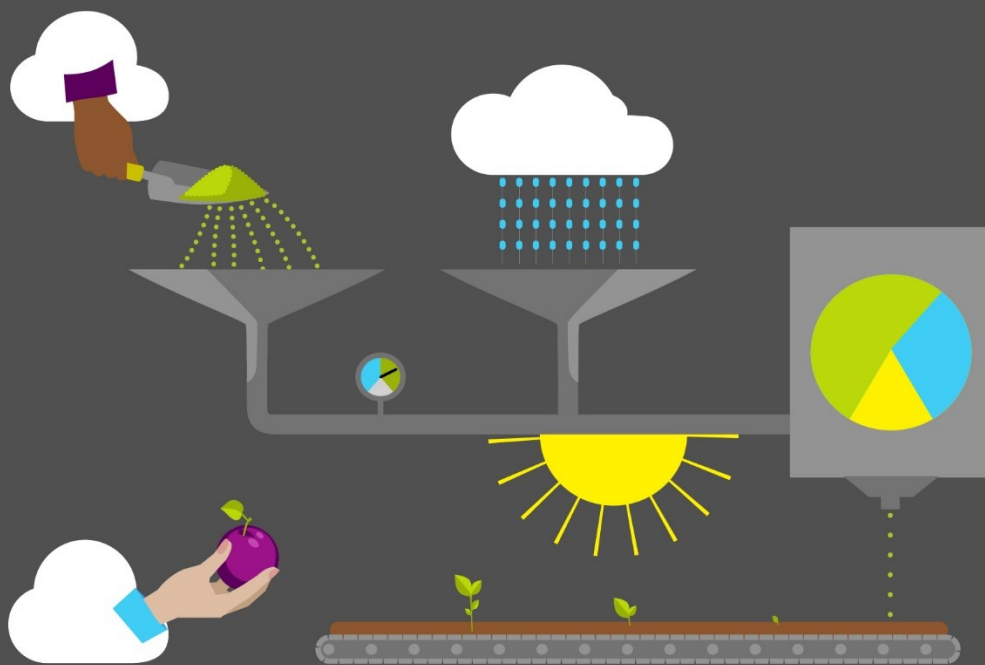
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Module overview

Description

To maximize the use of the features of any application, it's important to be well versed with its interface and its basic uses. This will help you save time when learning how to use different features.

This module introduces you to Microsoft Word 2019 with a tour of the application interface through various activities and discussions. You'll also have plenty of opportunities to apply these learned concepts.

You'll begin by learning how to identify elements of the user interface (UI), manage the ribbon and **Quick Access Toolbar**, and understand the status bar and **Tell Me** feature. Next, you'll create new documents and save documents as different file types. You'll learn how to add content and apply simple formatting options. Finally, you'll discover how to search for and replace text and how to navigate to searched content in the document. Get ready to build a strong foundation in Word for your certifications through the lessons outlined in the following table.

Lesson	Learning objective	Exam objectives
Getting started with Word	Identify the location and purpose of key elements of the Word interface	<ul style="list-style-type: none"> • Not mapped
Customizing toolbars	Work with the Quick Access Toolbar , the status bar, and the Tell Me feature to improve your productivity	<ul style="list-style-type: none"> • Not mapped
Creating, opening, and saving documents	Create, open, and save documents as different file types	<ul style="list-style-type: none"> • 1.3.1
Formatting text	Manage text formatting and text effects	<ul style="list-style-type: none"> • 2.2.4 • 2.2.5 • 2.2.1 • 2.2.2

Lesson	Learning objective	Exam objectives
Formatting paragraphs	Manage paragraphs by using line and paragraph spacing and by changing the indentation	<ul style="list-style-type: none"> • 2.2.3
Navigating within documents	Use the Navigation pane to search for text or to go to a specific location in a document	<ul style="list-style-type: none"> • 1.1.1 • 1.1.2 • 1.1.3
Cornerstone	Format and update a booth event list and finish an inherited call-for-vendors letter for the upcoming Blueberries and Balloons Festival at Munson's Pickles and Preserves Farm	<ul style="list-style-type: none"> • All of the preceding exam objectives

Table 1: Objectives by lesson

Scenario

At Munson's Pickles and Preserves Farm, a high point of the summer is the Blueberries and Balloons Festival. This has been a yearly tradition for a while, and thousands attend it for fun, family activities, and good food.

Assume that Munson's has recruited you as an intern and that you've worked for a few weeks with their marketing team. They now need your help with promotional material for the festival, most of which they've created in Word. Besides needing you to update this material, Munson's has just revised its branding with new logos and a new color theme, which you'll need to implement. This is a fun way for you to apply what you'll learn in this module!

Cornerstone

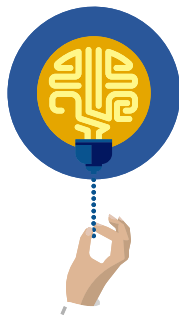
At the end of this module, you'll complete a Cornerstone project to put what you learn into practice. You'll open and format documents according to the requirements of Munson's marketing department. You'll also add links and bookmarks within documents and ensure that they're user friendly and meet the marketing guidelines that Munson's has in place. You'll save your documents in different file formats to make them more shareable and easier for a large audience to use. To do all of this, you'll work with an existing document, the Call for Vendors; search for text within the document; and replace specific promotional terms approved by the marketing team.

Lesson 1: Getting started with Word

Overview

Welcome to Word! Are you ready for a fun and engaging course? You'll learn a lot by observing and interacting and then by solving real-world problems through applying the different concepts that the lessons in this course cover. Take note of information that might be of additional interest to you, such as the **Did you know?** callouts, videos, and articles that will help you connect your learning to real-world needs. These will further enrich your learning.

At the end of this lesson, you'll be able to identify the location and purpose of the key interface elements of Word and begin to learn how to use these elements as you work in Word. In this lesson, you'll follow along with your teacher to explore the Word interface, learn how to manage the display options for the ribbon, and then explore the ribbon to better identify the commands and groups located on various tabs. Learning how to manage the ribbon display and the key interface elements will allow you to become efficient in Word as you begin working on documents.



Did you know?

Two programmers that Microsoft hired in 1981 developed the first version of Word, which was released in October 1983. In the 2007 version, the Word UI changed from one of tools and menus to the ribbon interface.

Warm-up

Use these questions to find out what you already know about this lesson's topics:

1. Which of the following items do people most commonly use the Word application to create?

Select the correct option.

- a. Create spreadsheets to track items such as budgets, lists, and timesheets.
 - b. Create slides to present content such as a meeting agenda.
 - c. Create documents to distribute, such as letters, brochures, and social media posts.
 - d. Create database objects to manage data between systems.
2. Which of the following ribbon tabs are unique to Word, that is, these ribbon tabs are not found in other applications?

Select the correct option.

- a. **Design** and **Review**
 - b. **References** and **View**
 - c. **Insert** and **Mailings**
 - d. **References** and **Mailings**
3. Which option hides the commands on the ribbon and displays only the names of the tabs?

Select the correct option.

- a. **Show Tabs and Commands**
- b. **Show Tabs**
- c. **Auto-hide Ribbon**
- d. **Minimize commands**

4. Which of the following statements best describe the features of Word?

Select all that apply.

- a. Use the **Navigation** pane to search by headings, pages, and results in a document.
 - b. Use the **Paragraph** group on the **Home** and **Layout** tabs to manage paragraph settings.
 - c. Use the **Formulas** tab to manage tables and formulas in a document.
 - d. Use document formatting to manage the structure and layout of a document.
5. The command you use to manage the display and layout of the ribbon and ribbon tabs is the _____.

Fill in the blank.

Topic 1: Explore the Word interface

In this topic, you'll learn how to identify the location and purpose of the key interface elements in Word, including the ribbon, title bar, **Microsoft Office Backstage** view, status bar, **Tell Me** feature, and document working area. You can think of the interface elements in Word like the dashboard of a vehicle that you're learning to drive for the first time. Knowing about the dashboard will make you a better driver. In Word, you'll navigate all these interface elements while creating content in the working area.



Video

Here's a great video about how Word can help you be more creative and productive. To observe this video that's a quick overview of Word, refer to: [What is Word?](#)

The following screenshot of the Word interface comes from the Office 365 version of Word. First, act like a tourist and just get familiar with each of the interface elements. Then go ahead and explore them yourself. Ready for the ride?

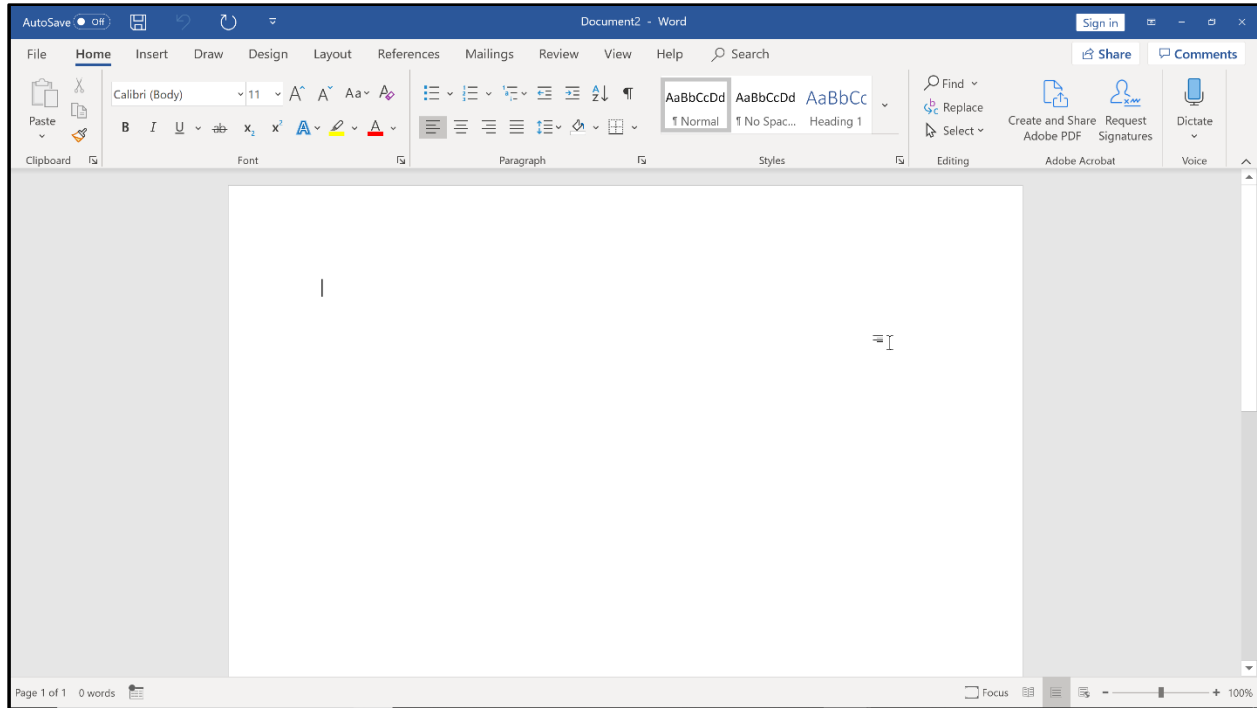


Figure 1: The application window of the Office 365 version of Word

You should get familiar with the following key elements of the Word UI:

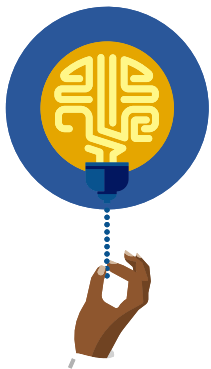
- The working area. The Word document has space that represents the document page, referred to as the *working area*, that takes up most of the Word interface, as the following figure depicts.



Figure 2: The working area

- Window management. Like other applications, Word has the **Minimize**, **Restore Down**, and **Close** buttons to manage the application window.

- Title bar. A horizontal bar at the top of the Word window, the *title bar* displays the name of the current and active document with the title of the application, such as **Sales Report - Word**. If you haven't named the document yet, the title bar will indicate a temporary name that includes the word "Document" and a number, such as **Document2**.
- The signed-in user. Office 365 might display the username and user image.
- The **Tell me what you want to do** box. The box for the new **Tell me** feature always remains docked at the same location in Word 2019, in the Word Online application (for Office 365 users) and in other Office 2019 applications. In the Office 365 version of Word 2019, this box displays **Search** instead of **Tell me what you want to do**.
- Rulers. Rulers assist in aligning objects that you add to a document and in managing the width of your document besides having other purposes covered later in this course.
- Scroll bars. If the document has multiple pages, scroll bars (both horizontal and vertical) appear in the working area for ease of navigation.
- The status bar. The *status bar* displays various types of information pertinent to the active document. Common displays include the number of the currently active page of the document, the word count, a spelling checker indicator, buttons for selecting different types of page displays, and a **Zoom** slider.
- The ribbon. The *ribbon* organizes most of the common commands and tools that you'll use. Different *ribbon tabs* group these commands together. Each of the tabs organizes similar commands together and nestles those commands in a group on the tab.



Did you know?

The ribbons in most Office 2019 applications are similar in their layout and groupings of tools. If you're new to Word, take some time to explore and become familiar with the tabs, groups, and associated commands.

The following figure depicts the **Insert** tab and its **Illustrations** group.

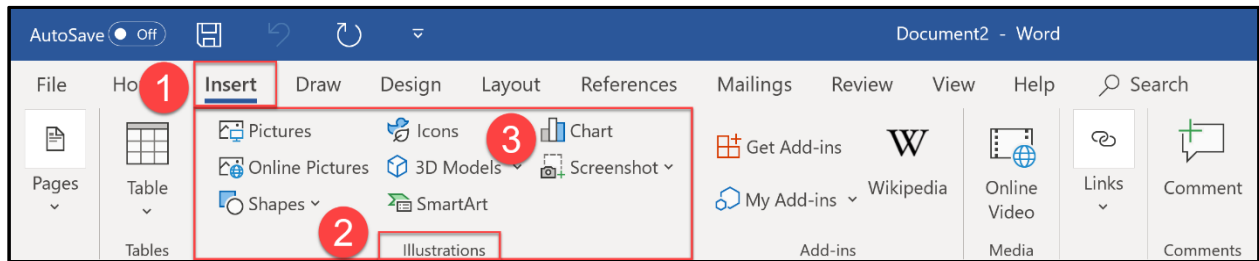
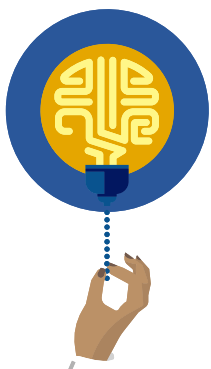


Figure 3: The **Insert** tab and its **Illustrations** group

- Explore the ribbon. The first time you open the Word application, a series of ribbon tabs displays by default. Each of these tabs places specific commands and tools together as a collection, which is referred to as a *group*. In Figure 3, for example, the **Insert** tab (number 1) houses a group named **Illustrations**. This **Illustrations** group (number 2) contains a variety of commands (number 3), each of which represents different types of objects that you can insert into your document. Each group is separated from its neighboring groups by a vertical line on the tab. Other examples of groups on the **Insert** tab are **Tables**, **Add-ins**, **Media**, **Comments**, and **Header & Footer**.
- **Ribbon Display Options.** The new versions of Word have a new way for you to manage your displays while you're working—the **Ribbon Display Options** button. You use this button to manage the ribbon displays via three options—namely, **Auto-hide Ribbon**, **Show Tabs**, and **Show Tabs and Commands**.

When reviewing a multiple-page document, you might feel the need to expand the reading space. You can apply a ribbon display to assist with this. After you finish reviewing and want to continue editing the document, you modify the ribbon display again to regain access to the commands on the ribbon tab.



Did you know?

Ribbon Display Options remains docked at the same location at all times to allow for ease and convenience as you work.

- The **Backstage** view. Otherwise known as the **File** tab on the ribbon, the **Backstage** view is where you manage files and data about the files. Functionality such as that provided by **Save**, **Print**, and **Open** can all be found here. You can also manage the metadata and options for the files from this location.

Activity: Show me how

In this activity, the teacher will give you a tour of the Word UI to help you locate key interface elements while describing their basic functionality. Follow along closely, and ask questions about anything you don't understand.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Observe the teacher demonstrate the key interface elements of Word, noting where the teacher navigates, for a solid understanding of each interface element.
2. If you have prior experience with Word, or if you have experience using other Office programs, express yourself and help the teacher identify the various interface elements. You might be able to identify elements that this activity doesn't specifically call out.
3. Interact and feel free to ask questions to get further clarification while the teacher is demonstrating. Here are a few questions to help you get started:
 - When will I need to reference the title bar?
 - How can I access the **Backstage** view?
 - What happens if I hover over different areas of the interface?
 - What happens if I right-click or activate the context menu for different areas of the interface?

Try-it: Explore the Word interface



Work independently and explore the Word interface on your device. You'll need to locate a specific list of key elements within the time provided by the teacher. This will help you assess how well you understood the earlier demonstration by the teacher and if you need to additionally focus on any areas.

Resources

You'll need the following resource for this activity:

- **L1_T1_try_locate_elements_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

1. Work on this activity independently.
2. Ensure that the Word application is already open on your device. If not, ask the teacher for help.
3. Follow the instructions in **L1_T1_try_locate_elements_starter.docx**.
4. Prepare to share the purpose of the elements that the sheet lists with the class.
5. Note that the teacher will guide the class through a debriefing to discuss the answers.

Topic 2: Manage the ribbon display options

In this topic, you'll learn how to manage the ribbon display, the ribbon tabs, and the commands displayed. As you get more familiar with working with Word, you'll learn to work more efficiently, and you might want to modify which ribbon tabs and commands display. To understand the display options available to you, refer to Figures 4 and 5.



Figure 4: The **Ribbon Display Options** button

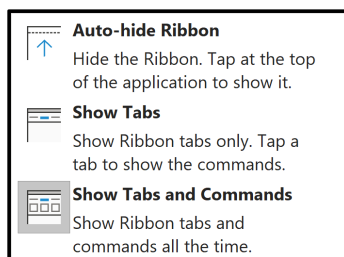


Figure 5 The expansion of **Ribbon Display Options** after you select it

Sometimes, you might choose to have a larger amount of screen space available to edit your document, and you might therefore want to collapse all the ribbons or just the commands. You manage how you observe your ribbon tabs and the commands located on them via **Ribbon Display Options**. Figure 6 depicts how the display changes when you select **Auto-hide ribbon** from the **Ribbon Display Options** box.

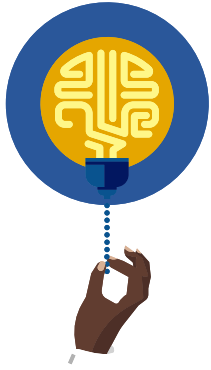


Figure 6: A document displayed with the **Auto-hide Ribbon** option applied

Manage the ribbon layout

Although a few ways to manage the ribbon layout exist, the simplest way is through **Ribbon Display Options**. Select **Ribbon Display Options** to access three options to modify how the ribbon will display in your application:

- **Auto-hide Ribbon.** This option hides all the ribbon tabs. To unhide the ribbon, select the ellipsis (...) on the title bar. To fully restore and display the ribbon and commands again, select the third option, **Show Tabs and Commands**.
- **Show Tabs.** This option displays only the ribbon tabs. Select a ribbon tab to display the commands and once again to hide the commands. You can still access the commands by selecting the associated tab name.
- **Show Tabs and Commands.** This option displays the all ribbon tabs and commands at the same time. This is the default display, where the entire ribbon is expanded, displaying all the tabs and their associated commands.



Did you know?

A few more ways to manage the ribbon exist:

- Double-click any ribbon tab to collapse the entire ribbon. Double-click again to bring the ribbon back into the docked position.
- Select **Collapse the Ribbon**, or select Ctrl+F1, to collapse the ribbon.



Additional information

Learn more from Microsoft Support. For more information, refer to:
[Show or hide the ribbon in Office](#)

Activity: Discuss and learn

The teacher will demonstrate how to change the ribbon display options and lead a discussion about when you might want to use each of the different ribbon displays as you work with Word.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Follow the teacher demonstrating where the **Ribbon Display Option** button is located and how to change the ribbon displays.
2. Be prepared to have an interactive conversation as a class discussing why users might choose each of the options to modify the display of the ribbon and tabs.
3. Try to understand when you might use the different available displays.

Try-it: Manage the ribbon display options



You'll work independently on a document and modify the ribbon display. This will give you direct experience with how each of the three ribbon display options works. You can then use these options when you begin working on more-complex functionality in Word.

Resources

You'll need the following resource for this try-it:

- **L1_T2_try_farm_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

You'll perform the following general tasks during this try-it:

1. Work independently on this learning activity resource file on your own device.
2. One by one, select each of the three options from the **Ribbon Display Options** box, and take note of how the display differs for each option.

Topic 3: Focus on the ribbon commands and groups

In this topic, you'll learn in detail about the locations and purposes of the commands and groups on the ribbon. As you'll discover later, the ribbon tabs are the most commonly used elements for working with Word. What you learn here will help you for the rest of this course.

Ribbon

As you learned in the previous topics, the ribbon is a collective, organized group of tabs. When you install Word, you begin with ten ribbon tabs, including **Help**, by default. As you install other applications that integrate with Word, you might observe additional third-party tabs appear.

Contextual tabs

As you continue working in this course and learning about the different objects you can use in your Word documents, you'll notice additional tabs appear on the ribbon when you insert an object. For example, when you insert a SmartArt graphic, two contextual tabs appear that apply only to the SmartArt graphic you inserted, as Figure 7 depicts.

These contextual tabs display only when the SmartArt graphic is active and selected in your document.

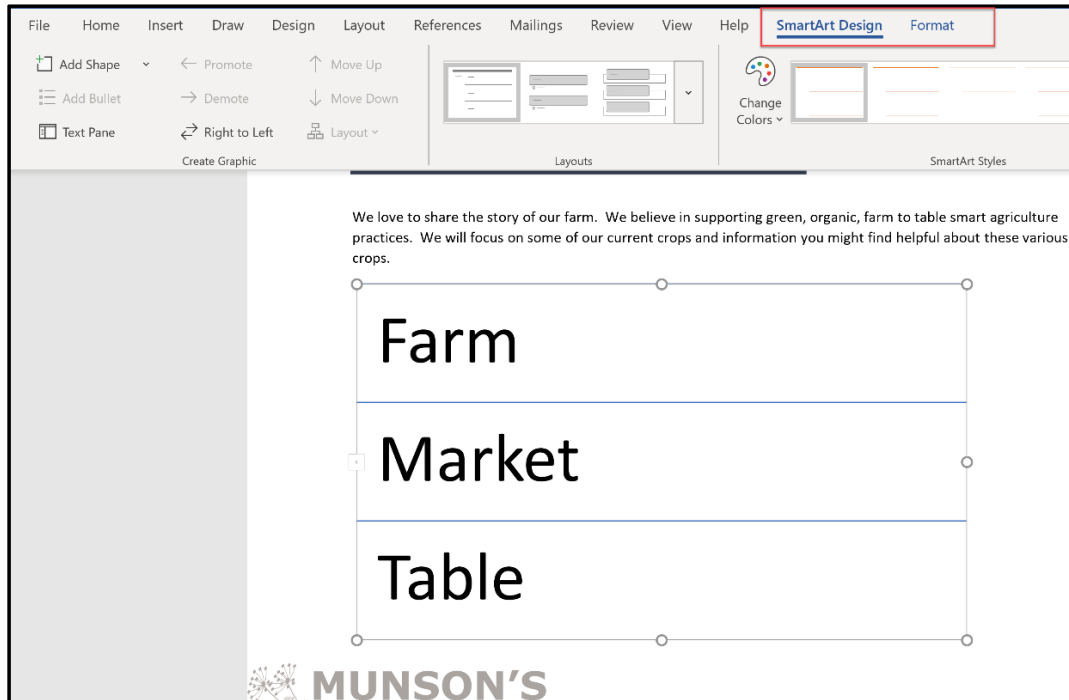


Figure 7: Contextual tabs for SmartArt graphics

Groups of commands

A group, when referring to the ribbon and commands you use in a document, provides an organized structure that places similarly focused commands together. The ribbon separates the groups of commands by light vertical lines and the name of each group. You can identify a group on a ribbon tab by the group name and the vertical lines that separate the commands for each group. Figure 8 depicts a great example of a frequently used group named **Font**.

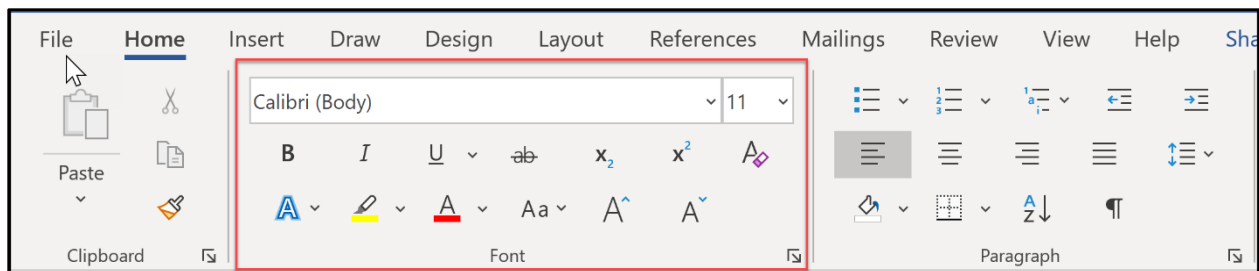


Figure 8: The **Font** group on the **Home** tab

The commands represent the tools you can apply while working in your document. These are a key ingredient to success when creating attractive and unique documents. The commands are the individual buttons located in the ribbon groups, such as **Bold** and **Text Highlight Color**. Figure 8 depicts the commands to format fonts, such as **Bold** and **Font Color**, within the **Font** Group.

Activity: Discuss and learn

The teacher will demonstrate the types of groups and commands housed within various ribbon tabs. Throughout this demonstration, the teacher will ask questions to check how well you understand the purpose of each ribbon tab and its associated groups and commands.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Observe the teacher demonstrate the different ribbon tabs and the types of groups and commands found within each tab.
2. Interact, engage, ask questions, and answer questions with the teacher. Some questions you can ask are:
 - What types of groups have similar names and functionality?
 - Which commands and groups are unique?
 - What are ScreenTips?
 - Which commands will help me perform specific actions in Word?

Try-it: Focus on the ribbon commands and groups



It's time for a sticky note explosion! Work in teams of three through five or individually to share the location of a command in Word on your device. Write your answers on sticky notes. Speed and accuracy will win your team points.

Resources

None

Instructions

You'll perform the following general tasks during this try-it:

1. Pay attention to the instructions from your teacher.
2. Remember that you might be working in teams of three through five to locate commands in the Word interface. Decide which student's device you'll use for this.
3. Make sure you have at least 10 sticky notes with you, because you'll need to share answers on these notes.
4. The teacher will ask all teams to locate a command and to then share on the sticky note the tab and group that this command belongs to. You'll be given a maximum of one minute to answer each question.
5. Work with your team as quickly and quietly as possible. Inform your teacher as soon as your team has the answer on the sticky note. If you get it right and are the fastest team, you'll win a point.
6. The team with the most points wins.

Wrap-up

Use these questions to check what you learned in this lesson:

1. What's the quickest way to collapse the ribbon commands and tabs?

Select the correct option.

- a. **Semi-hide Tabs**
- b. **Show Tabs**
- c. **Hide Commands**
- d. **Auto-hide Ribbon**

2. The title bar displays which of the following?

Select the correct option.

- a. The name of the current, active file
- b. The name of the active location in the document
- c. Commands to manage work in documents
- d. A quick way to find where commands are located in the application

3. The ribbon tab that displays groups of commands to manage tracked changes and proofing tools is the _____.
4. To manage the fonts, effects, and colors for your document, you use which tab?

Select the correct option.

- a. **Insert**
- b. **View**
- c. **Layout**
- d. **Design**

Lesson 2: Customizing toolbars

Overview

In this lesson, you'll learn how to modify the commands on the **Quick Access Toolbar**, modify the commands displayed on the status bar, and find commands by using the **Tell Me** feature.

Warm-up

Use these questions to find out what you already know about this lesson's topics:

1. How can you add a command from a ribbon tab to the **Quick Access Toolbar**?

Select the correct option.

- a. Use the **Tell Me** feature
- b. Update the title bar
- c. Right-click or access the context menu for the command and then select **Modify Quick Access Toolbar**
- d. Right-click or access the context menu for the command and then select **Add to Quick Access Toolbar**

2. Which of the following status bar items can you modify?

Select all that apply.

- a. Word count
- b. Accessibility checker
- c. Page number
- d. Language

3. The **Tell Me** feature is used for:

Select all that apply.

- a. Finding things quickly in Word
- b. Entering words or phrases to find where commands are located
- c. Completing your sentences for you
- d. Checking the spelling and grammar of your work

4. The _____ box will dynamically update your options as you begin to enter content.

Fill in the blank space.

Topic 1: Modify the Quick Access Toolbar

Discover the default state of the Quick Access Toolbar

By default, the **Quick Access Toolbar** displays frequently used commands (refer to Figure 9). The default commands include:

- **Save** (depicted by a floppy disc icon)
- **Undo Typing**
- **Repeat Typing**
- **Customize Quick Access Toolbar** (refer to Figure 10)

A few other commands also appear by default when you first use Word but might not be available (that is, you can't select them). However, after you open a document in the application, these commands might become available (that is, you can select them). You select a command shortcut on the **Quick Access Toolbar** just as you do on the ribbon.



*Figure 9: The **Quick Access Toolbar***

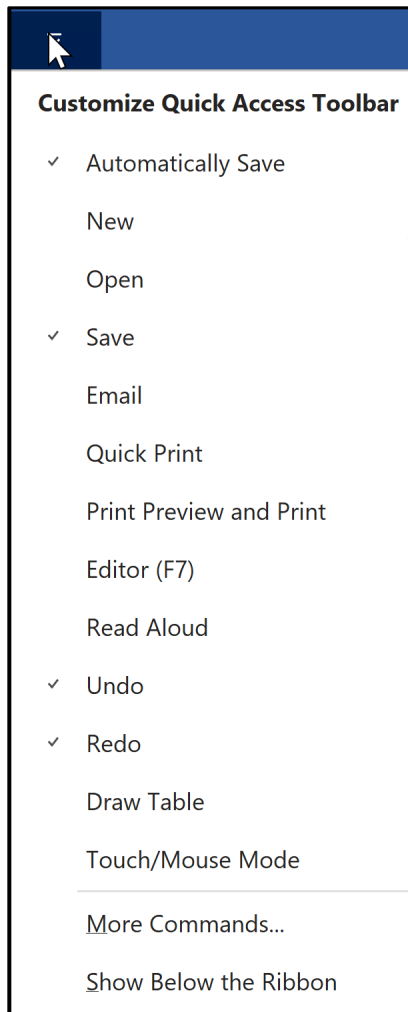


Figure 10: The **Customize the Quick Access Toolbar** box

Modify the Quick Access Toolbar

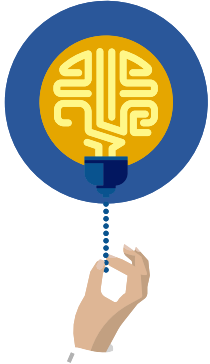
In this topic, you'll learn how to modify the **Quick Access Toolbar**. When you select the **Customize Quick Access Toolbar** command, a box appears that provides more options for managing the **Quick Access Toolbar** and promotes the most commonly used commands.

In the **Customize Quick Access Toolbar** box, you simply select the command you want in your interface. The command will then be available on the **Quick Access Toolbar**. To verify that the command is available, hover over the command, and then select the command to use it in your document.



Video

Learn more from Microsoft Support. To observe a video, refer to:
[Customize the Quick Access Toolbar](#)



Did you know?

You can customize the **Quick Access Toolbar** for easy access to the commands you use most often. You can find further customizations in the **Word Options** dialog box. This content is partially covered in the next topic and in more detail in the *Microsoft Word Expert 2019* course.

Customize the Quick Access Toolbar from the ribbon tabs

You can do simple **Quick Access Toolbar** customizations directly from the ribbon tabs. You can add both individual commands and entire groups of commands that exist on tabs to the **Quick Access Toolbar**.

Note: After you right-click or access the context menu of a command and then add the command to the **Quick Access Toolbar**, other options are available to collapse the ribbon, customize the ribbon, move the location of the command on the **Quick Access Toolbar**, and remove the command from the **Quick Access Toolbar**.

Here are the steps to add an individual command or a group to the **Quick Access Toolbar**:

1. Right-click or access the context menu of a command.
2. Select **Add to Quick Access Toolbar**. The command appears on the **Quick Access Toolbar**.
3. To add a group, right-click or access the context menu of the name of the group, and then select **Add to Quick Access Toolbar**. The entire group appears on the **Quick Access Toolbar**.
4. On the **Quick Access Toolbar**, select the group's icon to display the various commands.



Additional information

For more information, refer to: [Customize the ribbon in Office](#)

Activity: Think-pair-share

The teacher will first pair you with a classmate and then demonstrate how to add specific commands to the **Quick Access Toolbar** both via the **Customize Quick Access Toolbar** command and directly from the ribbon tabs. Each pair will then explore the **Quick Access Toolbar**, add commands to that toolbar, and share their learning with the rest of the class.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Note that each pair needs to be seated in front of a device and to observe the teacher's demonstration of the location of the **Quick Access Toolbar** and the ways to add specific commands to it.
2. Hover over each of the commands on the **Quick Access Toolbar**, taking notice of the command information.
3. Work together to explore the **Quick Access Toolbar** and try to replicate the steps that the teacher demonstrated to add commands.
4. Select the **Customize Quick Access Toolbar** command, and then add commands to the toolbar as the teacher directs.
5. Share your learning with the rest of the class when the teacher prompts you to do so.

Try-it: Modify the Quick Access Toolbar



This leveled try-it activity gives you an opportunity to practice what you learned in the activity by customizing the **Quick Access Toolbar**. If you complete the try-it activity quickly, feel free to use the remaining time to experiment and add more commands or groups to the **Quick Access Toolbar**.

Try-it 1

In this try-it, you'll add specific commands to the **Quick Access Toolbar**.

Resources

None

Instructions

You'll perform the following general tasks during this try-it:

1. Add each of the following commands to the **Quick Access Toolbar**: **New**, **Open**, and **Save**.
2. Remove the **Open** command from **Quick Access Toolbar**.
3. Add the **Open** command again by using **Customize Quick Access Toolbar**.
4. Identify where the **Open** command is placed in the **Quick Access Toolbar**.

Try-it 2

You'll add specific commands to the **Quick Access Toolbar** from the commands and groups on the ribbon tabs.

Resources

None

Instructions

You'll perform the following general tasks during this try-it:

1. Add the **Clear All Formatting** command to the **Quick Access Toolbar** without using **Customize Quick Access Toolbar**.
2. Take note of where this command is now located on your **Quick Access Toolbar**.
3. Add the **Illustrations** group to the **Quick Access Toolbar** from the **Insert** tab.
4. Move the **Quick Access Toolbar** so it follows the ribbon.
5. Select the **Illustrations** group now appearing on the **Quick Access Toolbar**. Move it to the top of the list of groups on the toolbar.

Topic 2: Modify the status bar

The status bar is one of the useful but often underused interface elements of any Office application. Think about the word *status* itself from a project perspective. Your project manager will often ask you about the status of your project—that is, about the most up-to-date information. This is true for the status bar in Word, as well, but the updates of what it displays might vary based on what you've turned on or off for display.

The status bar sits at the base of the interface with a few items available by default (refer to Figure 11). In Word, the status bar is also helpful when you try to quickly navigate among pages or to reference the currently active page. Other common items on the status bar include **Word Count**, **Character Count**, **Spelling and Grammar Check**, **Caps Lock**, and **Track Changes**.

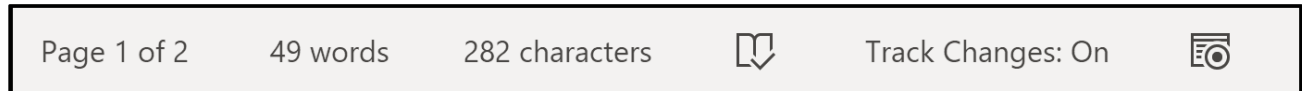


Figure 11: The status bar

The status bar is also dynamic, constantly updating information based on the commands and tools that you turn on. For example, as you begin adding text in a document, Word identifies any misspelled words, and the **Spelling and Grammar Check** icon no longer displays a check mark with a book icon but displays an X icon instead. This icon dynamically changes as you work in your document. When you hover over the icon on the status bar, Word notifies you that proofing changes to be made exist.

To manage or check on a specific command on the status bar, simply select the command. Either a dialog box appears or Word automatically navigates to the specific area you can use to manage the command.

Common commands on the status bar

When you open Word for the first time or the hundredth time, you can always observe the status bar available at the bottom of the application window. However, you can modify the commands that the status bar displays for you. To turn a command on or off for display on the status bar, simply right-click or access the context menu of the status bar, and then select the command you want to manage. If the command displays a check mark on its left side, it's turned on and will display (if the content in your document relates to that command). To turn a command off, remove the check mark by selecting the command.

One of the most frequently used commands that you'll use on the status bar is **Spelling and Grammar Check**, as previously described. Simply select this command at any time to kick off **Spelling and Grammar Check**. You can also observe as you enter text, and you'll notice if Word detects either a spelling or a grammar error. Another helpful tool is the **Caps Lock** indicator. If you accidentally select the **Caps lock** key on your keyboard, and you've turned on the **Caps Lock** command on your status bar, the **Caps Lock** term will appear on your status bar as you enter text. This will save you time when you enter a lot of text into your document.

Both **Word Count** and **Character Count** let you know how much text you've entered in your entire document. This can be helpful when you're working on papers that have a word or character requirement, such as when you need to write essays and are allowed only a specific number of words or characters.

With the **Page Number** command, you can turn the **Navigation** pane on or off. When the **Navigation** pane is turned on, you can quickly move to different pages in your document.

Zoom and display options

Another common area that you'll use contains the zoom and display options (refer to Figure 12). You can modify the zoom level by dragging the **Zoom** slider, by selecting the **Zoom Out** and **Zoom In** buttons, or by selecting the **Zoom** command (which initially displays **100%**). With the **Zoom** command, you can expand and magnify the display of the currently active page in the document to a specified percentage. This opens the **Zoom** dialog box, where you can enter a specific zoom percentage. Zooming your page to 200 percent might help you with finer editing tasks, such as aligning any objects you insert into your document.



Figure 12: The right side of the status bar

With the three commands on the left side of the **Zoom** slider, you can modify how your document displays. Your options are **Read Mode**, **Print Layout**, and **Web Layout**. Because these commands are turned on by default, you can select and change your display at any time.

To modify which commands appear on the status bar, right-click or access the context menu of the status bar, and then select the command you want.

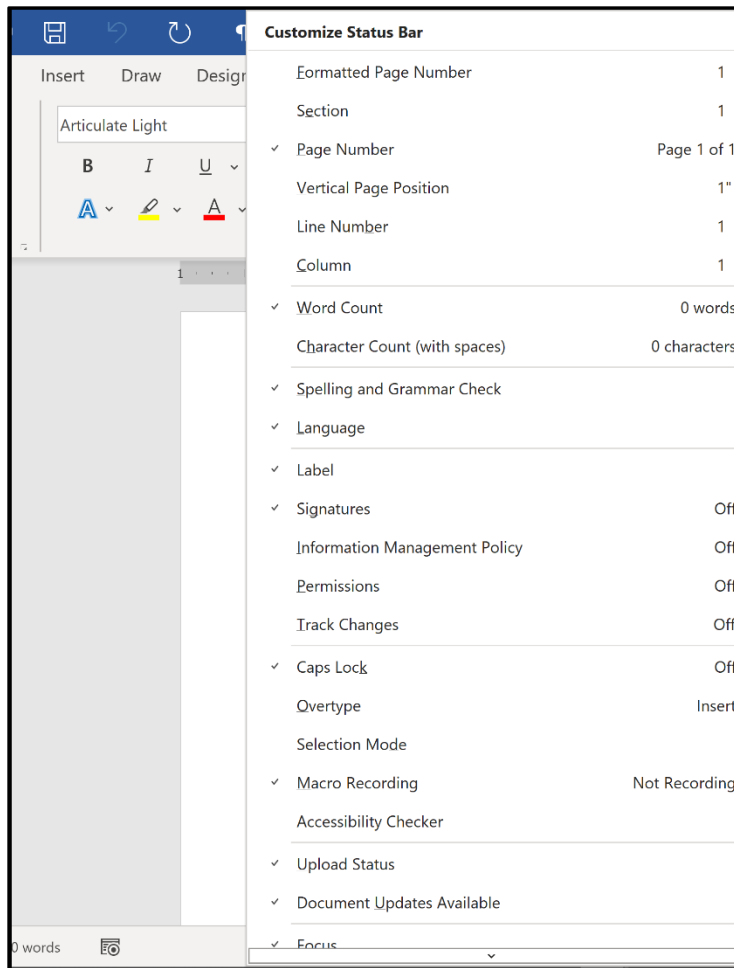


Figure 13: The **Customize Status Bar** box

In the **Customize Status Bar** box, simply select the command you want to turn on or off. When the check mark appears on the left side of the command, that command is turned on. If no check mark exists, the command is turned off.

Activity: Guess and tell

The teacher will demonstrate the location of the status bar and share a scenario with the class. You need to guess and tell which commands are needed to solve specific problems related to the scenario. The teacher will share how the status bar has some of these commands and ask related questions.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Understand the scenario that the teacher shares, and then observe the teacher demonstrate the location of the status bar.
2. Explore on your own device, and as the teacher hovers over a command on the status bar, try to guess and share what you think the purpose of the command is.
3. Try to answer the question related to the scenario: Does the document that the teacher shared meet Munson's requirements?

Try-it: Modify the status bar



Pair up with a classmate, and customize the status bar. Perform specific actions to understand how these customizations will help you when working with Word.

Resources

None

Instructions

You'll perform the following general tasks during this try-it:

1. Pair up with a classmate, and then open a new blank Word document on one of your devices.
2. Customize the status bar by turning on the following commands:
 - **Page Number**
 - **Word Count**
 - **Spelling and Grammar Check**
 - **Zoom**
 - **Zoom Slider**
 - **Caps Locks**

3. Note the following observations:

- What does the page number display?
- What happens when you select the page number?
- What happens if you switch the **Page Number** command from on to off or vice versa on the status bar?
- Turn on **Caps Lock** on the status bar. Enter text into your document, and observe the status bar to check whether the **Caps Lock** term appears.
- Explore other commands on the status bar, and discuss what you find and how these commands might assist you as you work in your documents.

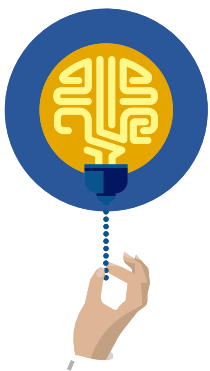
Topic 3: Find commands by using the Tell Me feature

If you're new to any of the Office 2019 applications, you'll find the **Tell Me** feature to be very helpful as you're learning your way navigating around Word. The **Tell me what you want to do** box (which is the interface element for the **Tell Me** feature) is housed at the top of the application window and consistently displays in this location across all the Office applications.



Video

To observe a video, refer to: [Do things quickly with Tell Me](#)



Did you know?

A quick way to turn on the **Tell Me** feature is to select the **Alt+Q** keyboard shortcut. This activates the **Tell Me** feature, and you can then begin entering what you want to search for.

The main purpose of the **Tell Me** feature is to quickly find commands and other items in the application. This search feature is intended to work dynamically for the various commands you are searching for in Word. For the location of the **Tell Me** feature, refer to Figure 14.



Figure 14: The **Tell Me** feature in Word

To use the feature, enter a word or phrase in the **Tell me what you want to do** box. A list of options will appear that prompts you with options based on the text you entered. The list will dynamically change as you modify the content you enter directly into the box. For an example of how this works, refer to Figure 15.

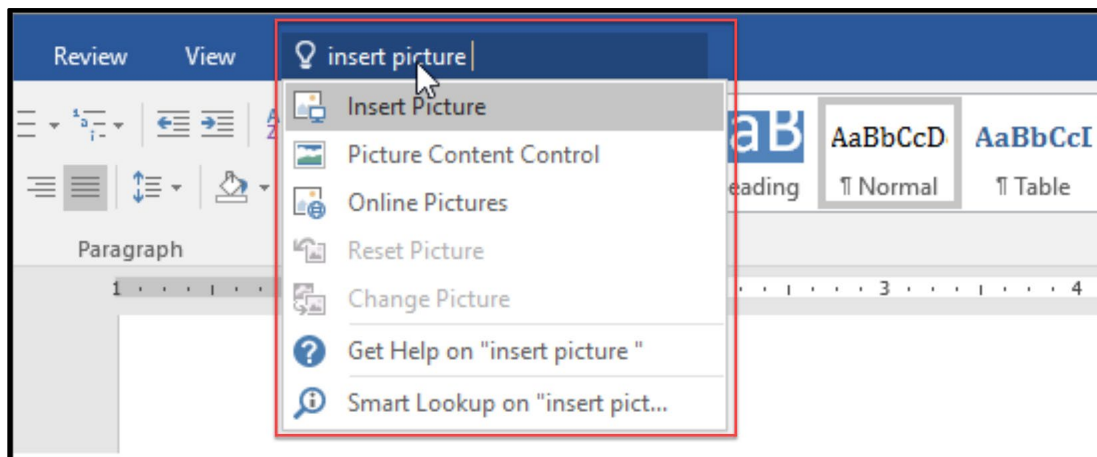
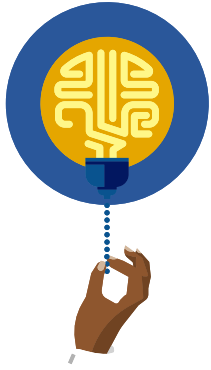


Figure 15: The **Tell Me** feature with **insert picture** entered in the box



Did you know?

The Office 365 version of Word has replaced the **Tell Me** feature with the Microsoft Search feature. The Alt+Q keyboard shortcut also activates Search. You enter text in the **Search** box just as you do in the **Tell me what you want to do** box.

Activity: Pose a challenge

The teacher will ask the class to find specific commands by using the **Tell Me** feature.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Observe the teacher guiding you to the location of the **Tell Me** feature.
2. Open a new blank document in Word.
3. Note that the teacher now poses a series of challenges to the class. You need to solve each challenge by using the **Tell Me** feature.
4. As you find the solution to each challenge, share your results with the class.

Hint: More than one way exists to find elements in the application.

Try-it: Find commands by using the Tell Me feature



Explore the search capabilities of the **Tell Me** feature, and take note of how it can help you when you work with Word.

Resources

None

Instructions

You'll perform the following general tasks during this try-it:

1. Open a new blank Word document on your own device.
2. Enter the following words and phrases in the **Tell me what you want to do** box, and note down your observations as directed.
3. Enter **Insert**. Note the options that appear. Delete the word **Insert**, and then enter **Add**. What do you notice that is similar?
4. Examine how the **Tell Me** feature reacts when you give more details to the search term. Enter **add picture** for prompts to add different types of pictures. Select **Online Pictures**, and then add a picture of your choice.
5. Enter **ruler**, and then select **Show Ruler**. What do you observe? Enter **ruler** again, and then select **Show Ruler**. The ruler now disappears from your application.
6. Use the **Tell Me** a bit differently. Enter **agriculture** to get the definition of agriculture and the pronunciation of the word. You'll also notice a **Get help** option.
7. Select the definition of agriculture to open a **Search** dialog box with information regarding agriculture.

Wrap-up

Use these questions to check what you learned in this lesson:

1. The **Quick Access Toolbar** does which of the following?
Select all that apply.
 - a. Has **Save**, **Undo**, and **Redo** as default commands
 - b. Can be moved anywhere in the UI
 - c. Allows you to add or remove commands from the ribbon
 - d. Can't be modified in any way
2. The _____ will help you find commands in your application or terms to assist you in your document.

Fill in the blank space.

3. Which of the following is *not* a command on the Word status bar?

Select the correct option.

- a. **Language**
- b. **Sum**
- c. **Page Number**
- d. **Zoom Slider**

Lesson 3: Creating, opening, and saving documents

Overview

In this lesson, you'll learn how to create a new document from scratch or from a prebuilt template. You'll also learn how to open an existing document and how to save your files as different file formats.

Warm-up

Get ready to jog your memory of concepts learned in the previous lesson. Follow the instructions that the teacher gives and pay attention to the questions.

Topic 1: Create a new document

One of the most fundamental things that you'll do in Word is create a document. In this topic, you'll learn which types of documents you can choose from to get started. Deciding if you want to begin from a blank document or select a pre-built template created by Microsoft or another contributor will depend on the task you have.

What's a template?

A *template* is a document that contains preformatted content, styles, and structure. Word provides a wide assortment of prebuilt templates, including a **Blank document** template.

Create a new document from a blank template

When you're ready to create a new blank document, you begin directly from the **Blank document** template. Whether you select the **New** command on the **Quick Access Toolbar** or select **Ctrl+N**, all of these options use the **Blank document** template. To understand where you can access prebuilt templates from, refer to Figures 16, 17, and 18.

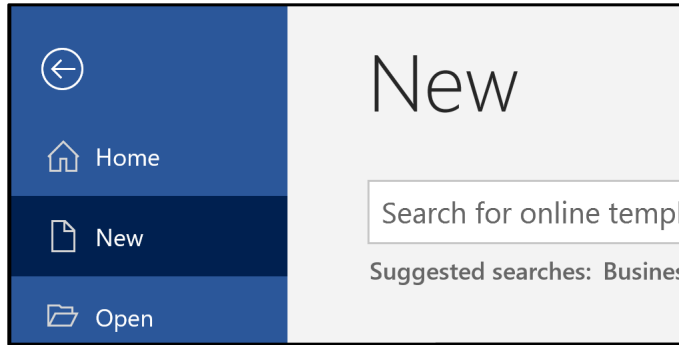


Figure 16: The **New** tab for creating a document

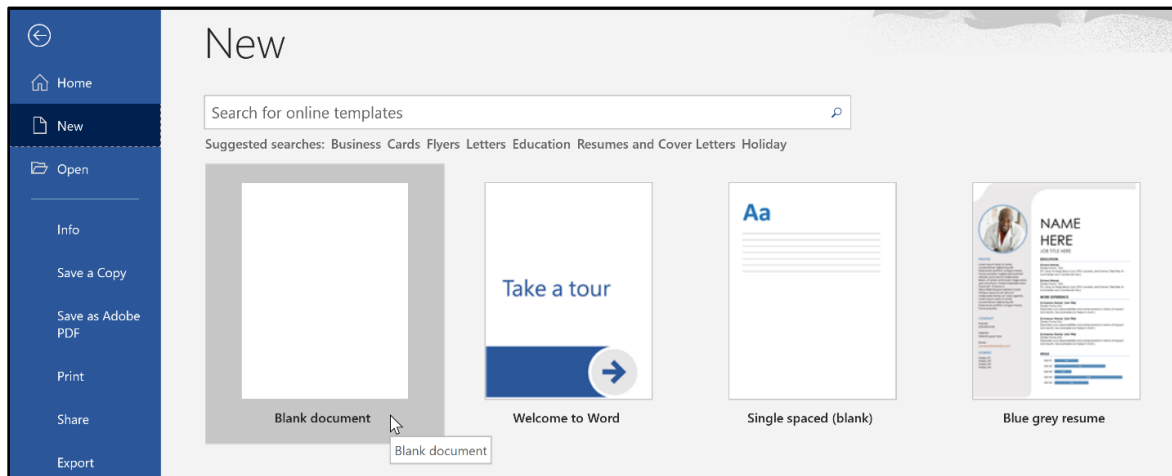


Figure 17: The **Blank document** template

Create a new document from a prebuilt template

On the **New** tab in the **Backstage** view, you can select a prebuilt template that the tab promotes with thumbnails, as the following figure depicts.

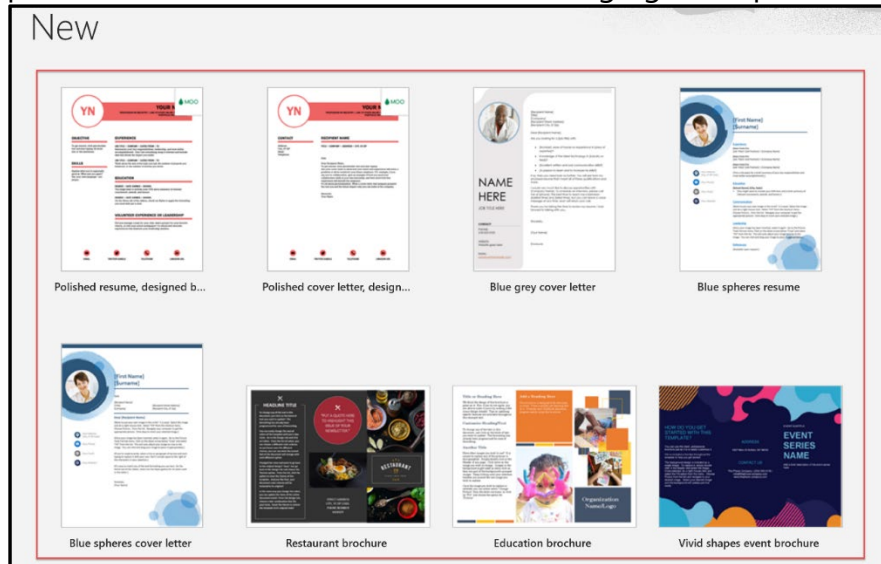


Figure 18: Prebuilt templates

Search by category

You can also select from categories listed following the **Search** box (refer to Figure 19).

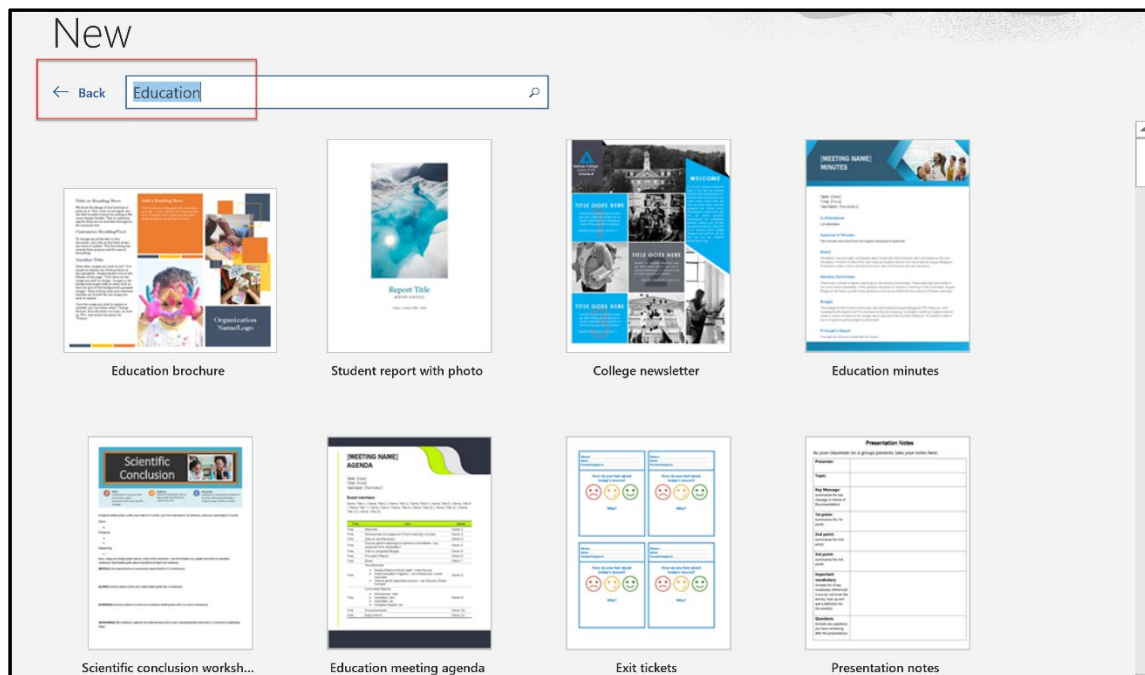


Figure 19: Searching for templates by using a category

Search by a word or phrase

You can also enter a word or phrase to find an online template that meets your needs (refer to Figure 20).

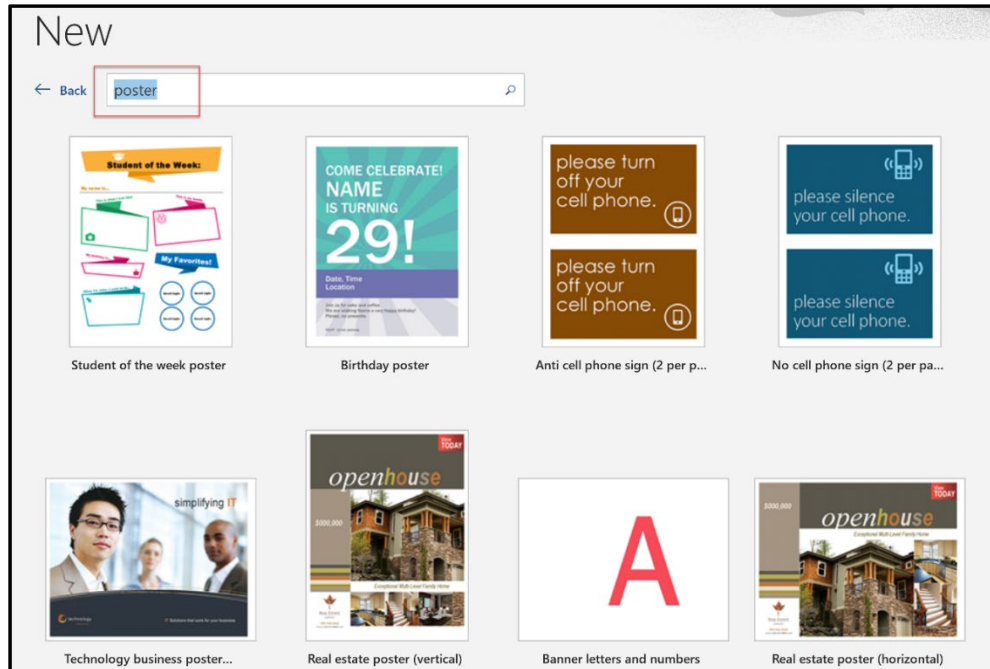


Figure 20: Searching for templates by using a word or phrase

Add or edit content

All it takes it to add content is to enter text into the document. Paragraphs in Word are identified by the use of the Enter key, otherwise known as the *hard return*. If you started with a prebuilt template, you can select text and modify the text you want in the document. You'll learn more about entering, selecting, and formatting text in this module.



Additional information

For more information, refer to: [Download free, pre-built templates](#)

Activity: Discuss and learn

In this activity, the teacher will demonstrate the process of creating a new document both from scratch and from an existing template and will then lead a discussion.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Observe the different ways the teacher creates a new Word document during the demonstration.
2. Pay special attention to the **Backstage** view.
3. Interact with the teacher, and ask questions to clarify any step, because you'll need to apply this learning every time you want to create a new document in Word.

Try-it: Create a new document



In this try-it, you'll first research new ways to create documents on your own. Next, you'll pair up with a classmate to exchange ideas and thoughts based on your research.

Resources

You'll need the following resource for this try-it:

- The [Welcome to Office Help & Training](#) website

Instructions

You'll perform the following general tasks during this try-it:

1. In the time given by the teacher, find as many options as you can for how to create new documents. Use the online resource and any elements within Word that you learned about.
2. Identify the different types or categories of documents you can create.
3. Keep track of all the solutions you identify. List as many different types of documents as you can.
4. When directed by the teacher, pair up with a classmate, and exchange ideas and solutions based on each of your research results.

Topic 2: Open and save a document



When you open Word 2019 for the first time, you have a few options for beginning your work. The **Start** screen directly presents you with these options. If you're not creating a new document, you might want to open an existing document. You'll also learn how to save a document locally on a device's hard drive. Saving a document is simple, but the difference between **Save** and **Save As** is an important distinction to understand. You'll also explore how to use the **Save As** command to save your documents as other file types.

When you first open Word, you'll be presented with two options:

- To open a recent document—that is, a document you've already been working on
- To access pinned documents—that is, specific documents you chose for the application to hold in the **Pinned** area so that you can easily access them at any time

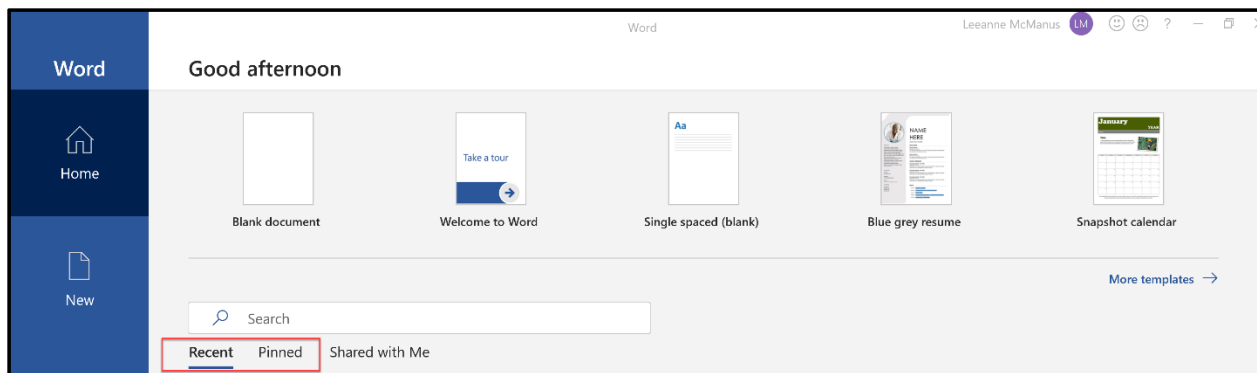


Figure 21: The **Home** tab for accessing files from the **Pinned** or **Recent** areas

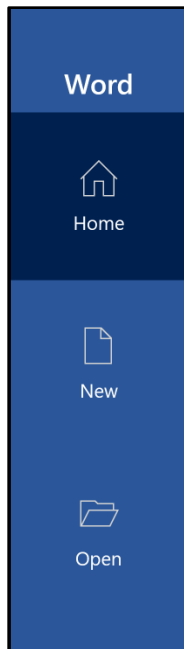


Figure 22: The **Home** tab in Word from the **Start** screen

Open recent documents

The **Open** tab displays the latest Word documents you opened and information regarding the last modified date and time.

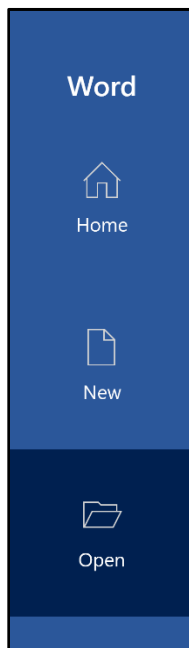


Figure 23: The **Open** tab from the **Start** screen in Word

When you select **Open** on the **File** tab, common file areas are listed in a pane. These include **Recent**, **This PC**, **Add a Place**, and **Browse**. If you have Office 365 (in various subscription models), you'll likely observe the cloud locations (in Microsoft OneDrive and Microsoft SharePoint) included also. **Recent** is the default selection, and the recent files and folders you've worked with display in a pane next to this list, as the following figure depicts.



Figure 24: The **Open** tab with the **Documents**, **Folders**, and **Pinned** areas

Locate documents and folders

One of the most helpful improvements to the latest versions of Word is the promotion of searching among documents, grouped by dates, along with a **Folders** tab. As soon as you've worked in a folder, including opening a file from a folder, Word stores that folder location in the lesson folder. This reduces the amount of time it will take for you to find previously opened documents. The **Open** tab also contains a **Search** box, and you can locate the context of the content you're trying to search for. Finally, the **Open** tab also contains the **Pinned** area, allowing you to easily open documents that you've deemed pin-worthy.

Open multiple documents

As you become more familiar with using Word, you'll find yourself working with more than one document at a time. Here are a few suggestions for ways to work among all these documents.

The Windows taskbar indicates that Word is running whenever a Word document is open. When you hover over the **Word** icon on the taskbar, you can preview or select any of the open Word documents. To switch to a different active document without closing the current document, simply select it from the preview.

You'll always know which Word document is active by referencing the title bar in Word. It displays the name of the currently active document.



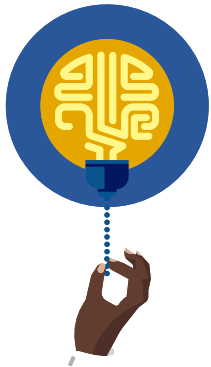
Video

To observe a video about how to create a document in Word, refer to: [Create a document in Word](#)

Save your documents

After you create or modify a document, you need to save it. If you save it to a local device, you'll need to save it manually and frequently. Ask any experienced Office user if they ever created a large, multiple-page document and then had something unexpected happen, causing a large majority of their content to be lost. The answer is likely going to be a resounding yes!

Working for extended periods of time is challenging enough. Spending the time, energy, and creativity in preparing your documents can produce an exciting feeling. To realize that all of that content, hard work, and inspired creativity has been lost because of a power failure, for example, can be devastating.



Did you know?

New versions of Word that integrate directly with cloud storage options, such as those in Office 365, have advantages. If you create or move a document to Office 365 cloud storage, such as OneDrive for Business, SharePoint Online, or Microsoft Teams, the document will automatically be saved as you make edits to it.

Understand how the Save command works

When you select **Save**, it really conducts a backup or update to the work you've done. For documents stored in cloud locations, **Save** also updates any new content changes that you've made since the last save (or sync) and keeps track of historical changes for document versions.

Save is located on the **File** tab (in the **Backstage** view). When you select **Save** for the first time, a pane appears that prompts for a file location, file name, and file type. Selecting the **More options** button (following the file type box) opens the **Save As** dialog box.



Figure 25: The **Save** pane with the **Save** and **More options** buttons

After you initially save the document, selecting this command again saves the document to the same file location with the same file name and file type.

Save As

When you save a document for the first time, even if you select the **Save** command, that will activate the **Save As** dialog box, allowing you to name the file and select the location where the file will be saved, as the following figure depicts.

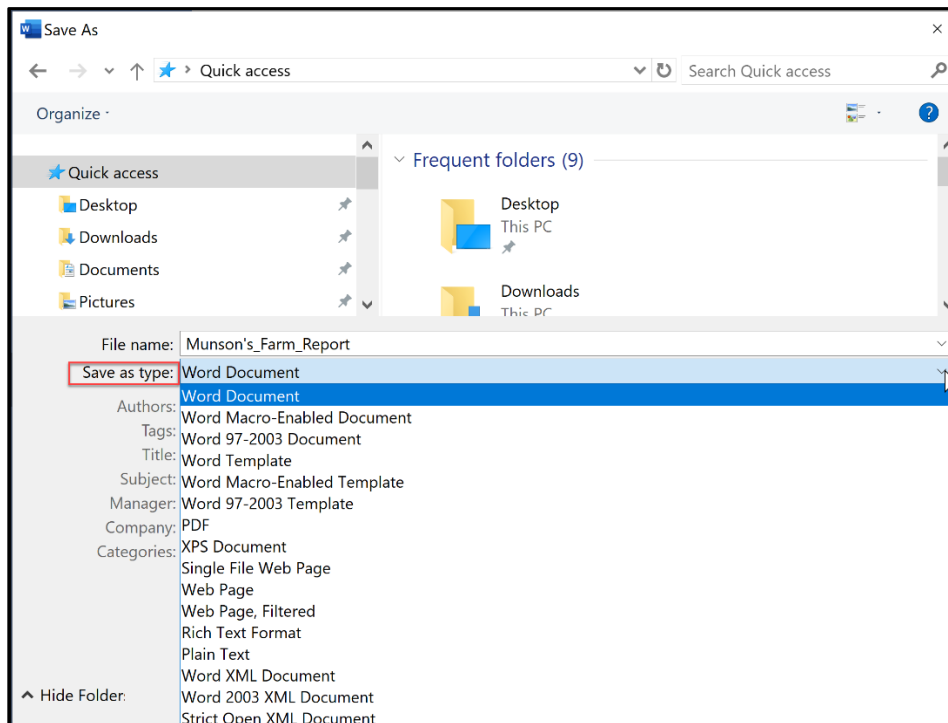


Figure 26: The **Save As** dialog box

If you need to modify the file name, you can use the **Save As** command again. The **Save As** command will navigate to the **Save As** location from the **Backstage** view and prompt you to modify the file name. You can also select **Browse** to access the traditional **Save As** dialog box, where you'll also have an opportunity to change the file location and other metadata—for example, by adding tags or keywords to the file.

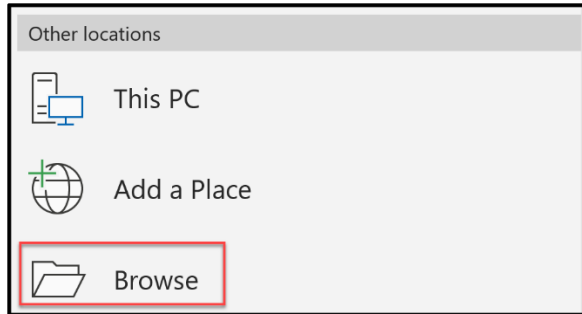


Figure 27: The **Save As** locations with the **Browse** button

Understand file types

When you create and save your document, especially for the first time, it's important to select the appropriate file type. By default, the Word sets the document file type to .docx.

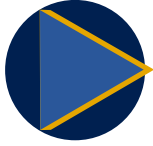
However, if you inherit documents from coworkers, you might notice that the file type isn't set to .docx. Typically, older Word documents have the .doc file extension. This file type is for Word documents created and saved by previous versions of Word (Word 97-2003).

You can also convert a Word document to another type of file, such as a Portable Document Format (PDF) or text file. To save a document as a PDF file, you can use either the **Export** or the **Save As** command.



Additional information

- For more information about opening Word files, refer to: [Open files from the File menu](#)
- For more information about file formats in Word, refer to: [Converting documents to a newer format](#)
- For more information about how to save a Word file according to your requirements, refer to: [Use Save As on the File menu](#)
- For more information about opening a PDF file, refer to: [Opening PDFs in Word](#)



Video

To observe a video about converting or saving to PDF, refer to: [Convert or save to PDF](#)

To observe a video about saving a document, refer to: [Save a document](#)

Activity: Student show me how

The teacher will demonstrate how to save a file in different ways and ask the class to offer solutions along the way. Volunteer if you think you can demonstrate the solution.

Resources required

You'll need the following resource for this activity:

- **L3_T2_act_whitepaper_with_cover_image.docx** in this lesson's **Learning Activity Resources** folder

Activity instructions

Participate in the activity by following these instructions:

1. Observe the teacher demonstrating how to save the file.
2. Pay attention to the challenge the teacher announces and ask clarifying questions if needed.
3. Volunteer if you feel up to this challenge and think you know the solution.
4. Note down how the file changes as the Word document is saved as a different file format.

Try-it: Open and save a document



In this try-it, you'll work on an existing document and end with the document saved as a plain text file (.txt file).

Resources

You'll need the following resource for this try-it:

- **L3_T2_try_farm_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

You'll perform the following general tasks during this try-it:

1. Open **L3_T2_try_farm_starter.docx**.
2. Save the file as a text file.
3. Note down any changes to the document.



Did you know?

With the introduction of the new Office interface, such as the ribbon tabs and the **Quick Access Toolbar**, Microsoft made other enhancements to the Office applications, as well, such as an increase in the capabilities of the upgraded file types and a reduction in the storage size of each file as a whole.

Wrap-up

Use these questions to check what you learned in this lesson:

1. To upgrade a document with a .doc extension and have only one version of the file, you select which of the following?

Select the correct option.

- a. **File > Save As**
 - b. **File > Export**
 - c. **File > Publish**
 - d. **File > Convert**
2. Which keyboard shortcut can you use to save a document?

Select the correct option.

- a. Windows logo key+S
- b. Ctrl+O
- c. Ctrl+S
- d. Windows logo key+O

3. Which methods can you use to open a document?

Select all that apply.

- a. Selecting Windows logo key+S
- b. Selecting Ctrl+O
- c. Selecting Ctrl+S
- d. Selecting **File > Open**

4. When you select the **File** tab and then select **Open**, the default list of documents displayed is labeled _____.

Fill in the blank space.

5. A Word 2019 file is saved by default as which type?

Select the correct option.

- a. .doc
- b. .dox
- c. .docs
- d. .docx

6. To create a new Word document, you start with which of the following options?

Select all that apply.

- a. Opening Word
- b. With Word open, selecting **New** and then selecting **Blank document**
- c. With Word open, selecting a template from the available thumbnails
- d. With Word open, selecting **Insert** and then selecting **New**

7. When you save a Word document, the other file type options include which of the following?

Select all that apply.

- a. .doc (Word 97-2003 document)
- b. .pdf
- c. .rtf (Rich Text Format)
- d. .dot

8. To open a document, you can do which of the following?

Select all that apply.

- a. With Word open, select **File > Open**, and then navigate to your file.
- b. On the **Quick Access Toolbar**, select the **Open** command, and then navigate to your file.
- c. With Word open, on the Windows taskbar, right-click or access the context menu of **Word**, and then select your recent document from the list.
- d. In the **Options** dialog box, select **Open document**.

Lesson 4: Formatting text

Overview

In this lesson, you'll learn how to both add content to your document and format that content, including how to select text, apply font formatting and styles, and clear formatting from your content.

The purposes of formatting your text and your content overall is to make your document more readable, to improve communication, and to make it more aesthetically pleasing on the whole for the reader. Imagine that you're a teacher reading 30 different reports by high school or college students. Do you think you'll have a better understanding of the content and its main points if the font types, colors, and sizes are easy to peruse and if the content is laid out in sections that use headings to help clarify how the content is grouped?

To help your documents meet these criteria, you need to understand and know how to implement good text formatting and layout. In this lesson, you'll learn how to dazzle your readers with text effects, as well.

Warm-up

Use these questions to find out what you already know about this lesson's topics:

1. To select a word in a document, you can do which of the following?

Select all that apply.

- a. Select each character of the word
- b. Double-click the word
- c. On the keyboard, press Shift+Left arrow key or Shift+Right arrow key to select the word

2. To change the font size of a character, you can do which of the following?

Select all that apply.

- a. Select the **Font Size** command
- b. Select the **Font Size** command from the **Mini Toolbar**
- c. Press the Ctrl+Shift+P keyboard shortcut

3. This is where you find the prebuilt headings to apply to your content.

Select the correct option.

- a. The **Styles** group on the **Insert** tab
 - b. The **Styles** group on the **Home** tab
 - c. The **Styles** group on the **Layout** tab
 - d. The **Styles** group on the **Design** tab
4. The _____ command removes font styles, highlighting, borders, bold formatting, and other formatting from selected content.

Fill in the blank space.

5. Which of the following is not an option when you apply text effects?

Select the correct option.

- a. **Outline**
- b. **Shadow**
- c. **Border**
- d. **Glow**

Topic 1: Select and apply font formatting



Have you ever found a document difficult to read? Did you read similar content elsewhere but found that fun to read? What was the difference?

Here are some possibilities: The difficult-to-read document content probably consisted of one big paragraph, or the font size was too small, and no colors or font styles were applied. In contrast, the fun-to-read document most likely had a good flow and attractive design elements. In this topic, you'll learn some ways to make document content more interesting.

Add content

All it takes it to add content is to enter text into the document. You can enter, select, and format text one character at a time. Paragraphs in Word are identified by the use of the Enter key, otherwise known as the hard return.

Efficiently select text

Working with the text in a document requires you to select the text to be more efficient while editing it. The following table describe a few keys and keyboard shortcuts you can use when selecting text. Remember, the scroll bars assist in navigating the document, as well.

Key or keyboard shortcut	Takes this action
Ctrl+Left arrow key or Ctrl+Right arrow key	Moves one word to the left or the right
Ctrl+Up arrow key or Ctrl+Down arrow key	Moves one paragraph up or down
Up arrow key or Down arrow key	Moves one line up or down
Left arrow key or Right arrow key	Moves one character to the left or the right
Page up or Page down	Moves one screen up or down
Ctrl+Page up or Ctrl+Page down	Moves to the beginning of the previous or the next page
Home or End	Moves to the beginning or end of the current line
Ctrl+Home or Ctrl+End	Moves to the beginning or end of the document
Ctrl+A	Selects all content

Table 2: Keys and keyboard shortcuts for selecting text

Continuing with efficiency, the following table describes a few "mouse shortcuts" you can use when selecting text. Keep in mind that Word allows you to select text at the level of the character or the character space, such as entering a single space on your keyboard.

Mouse shortcut	Selects this text
Click a character	A single character
Double-click a word	A word
Click the selection bar on the left side of a line	A line of text
Click the selection bar and then drag over text in lines	Contiguous lines of text
Select a first area of content, select Ctrl, and then select a second area of content	Noncontiguous lines of text
Triple-click text	A paragraph
Select the Ctrl key, and then select text in a sentence	A sentence
Triple-click the selection bar	All content

Table 3: Mouse shortcuts for selecting text

Format content

One way to quickly format text you've selected is to use the **Mini Toolbar**. When you select text with the mouse, as you begin to move your mouse up and slightly to the right, the **Mini Toolbar** will appear (refer to Figure 28). With the text already selected, you simply select the formatting you want to apply. This saves you time compared to accessing the ribbon to apply formatting that you regularly use.

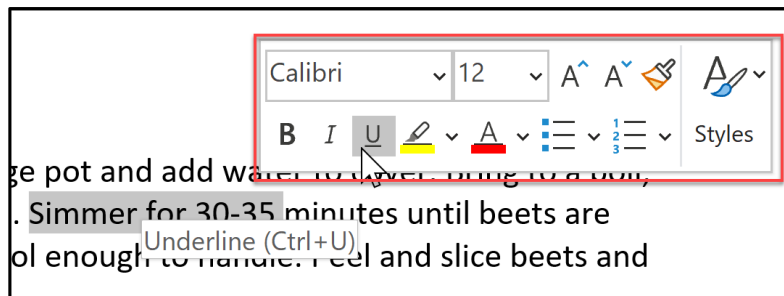


Figure 28: The **Mini Toolbar**

Format text

You can find simple formatting on the **Home** tab, in the **Font** group (refer to Figure 29).

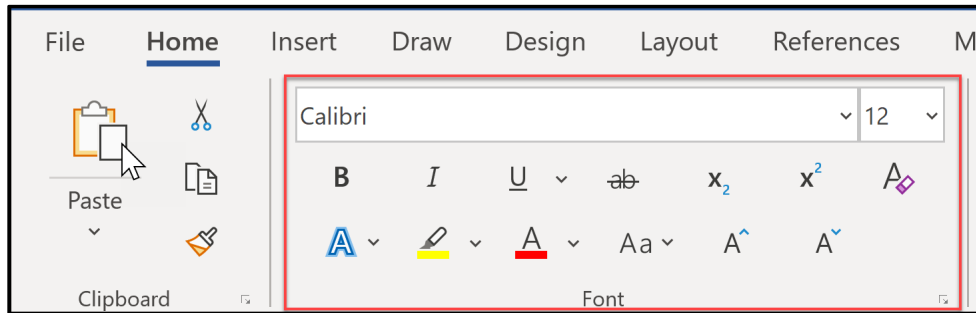
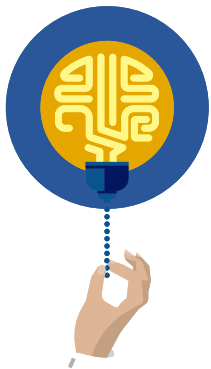


Figure 29: The **Font** group

Although the **Font** group has several commands for formatting your content, the ones that this topic focuses on are:

- **Font** and **Font Size**. These are two of the most commonly used formatting features across most Office applications.



Did you know?

The word *font* comes from the 1680s and refers to a complete set of characters of a particular typeface and size of type. European type foundries used typefaces for printing on wood and metal.

The term *font* come from the Old French word *fondre*, which means melt.

- Word and other applications that use fonts refer to a family of fonts as a typeface. A *typeface* contains multiple fonts that share common design features but have different weights, styles, widths, slants, italicization, and other subtle differences. For different kinds of typefaces, refer to Figure 30. The fonts in a font family subtly differ from each other but follow a shared design.

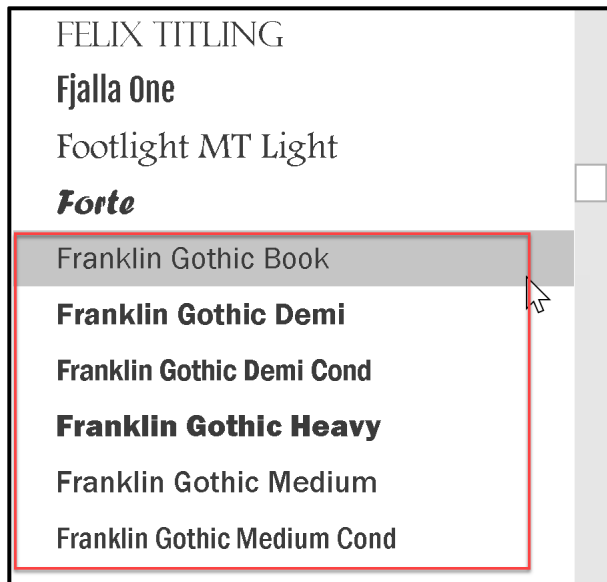


Figure 30: The **Franklin Gothic** typeface

- **Change Case.** With the **Change Case** command, you can modify text to have a different case, such as uppercase or sentence case.

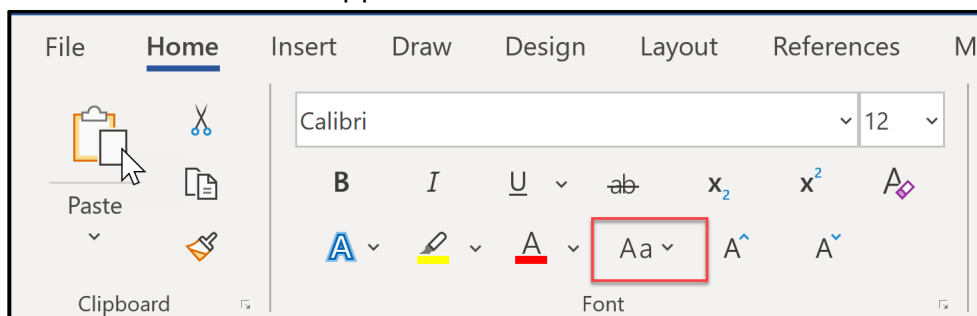


Figure 31: The **Change Case** command in the **Font** group

- **Bold, Italic, and Underline.** This rich text formatting is very useful for making your content stand out.

- **Font Color** and **Text Highlight Color**. These commands, which the following figure depicts, help you to add color to your text.

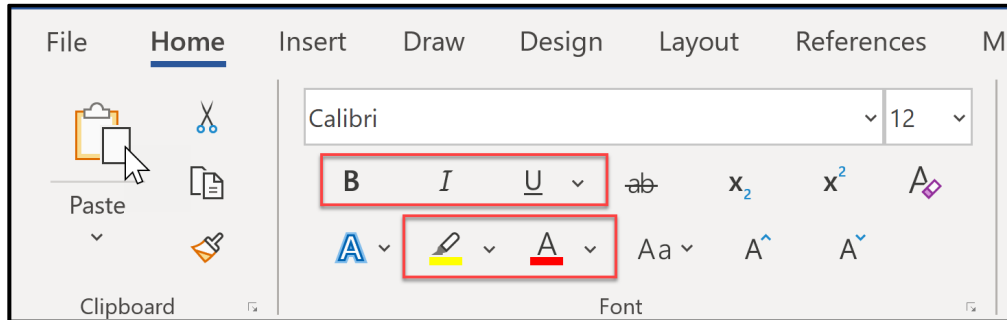


Figure 32: The **Bold**, **Italic**, **Underline**, **Font Color**, and **Text Highlight Color** commands

Apply built-in styles

One of the quickest ways to apply specified formatting to your content is to use the prebuilt styles. Depending on the document you're working on, you might notice that styles vary from document to document and from template to template. On the **Home** tab, select the **Styles** gallery to observe the styles in a document, as the following figure depicts.

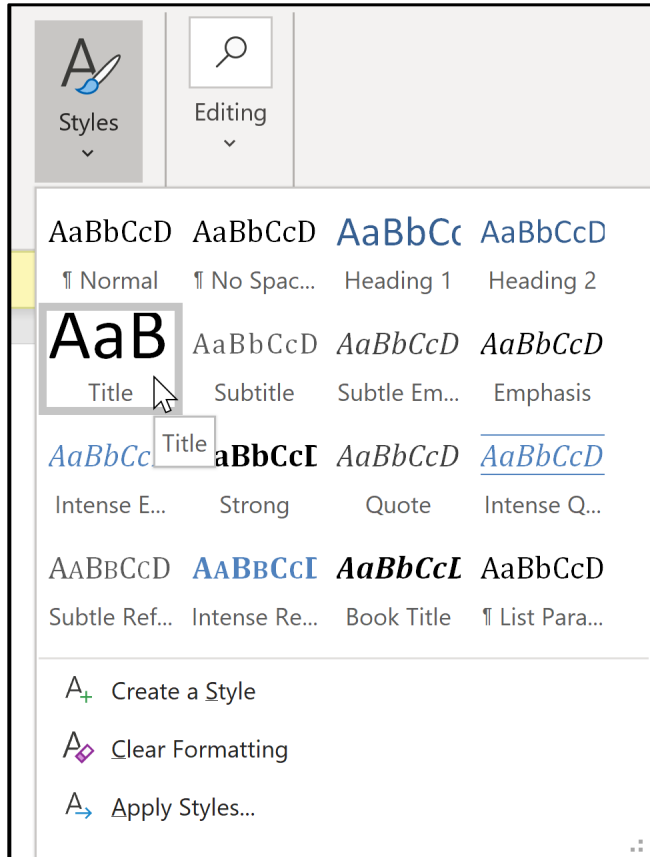


Figure 33: The **Styles** gallery

Select your content, and then hover the different styles available in the **Styles** gallery. The preview in Word indicates how each new style would apply to the content. You can then select the style of your choice. Styles provides a quick way to add some pizzazz to your document and to ensure that you're using the fonts, sizes, colors, and other formatting that you intend.

Some of the styles you apply will not only provide aesthetics to your document but will also begin to apply structure to the document by the use of headings. These headings will help you navigate via the **Navigation** pane, which you'll learn about later in this module.

Activity: Discuss and learn

The teacher will share a scenario that requires making a document more interesting according to certain requirements. Be prepared to discuss with the teacher how this document might be improved, and then learn how you can make these changes in Word.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Understand the scenario, and take note of the problems in the document that the teacher shares.
2. Share your thoughts with the class about how the document might be improved.
3. Observe the teacher demonstrate to learn how to make these improvements by using Word.

Try-it: Select and apply font formatting



In this levelled try-it, you'll use the most common formatting features in Word that exist on the **Home** tab or the **Mini Toolbar**.

Try-it 1

In this try-it, you'll change the font style, font color, and font size for specific text within a document.

Resources

You'll need the following resource for this try-it:

- **L4_T1_try1_concord_grapes_simple_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

You'll perform the following general tasks during this try-it:

1. Apply the **Segoe** font with a font size of **12** to all the content in the document.
2. Format the **Concord Grapes** title text with a font size of **20**, a font color of **Blue, Accent 1**, and a font style of **Bold**.
3. Format the following text with a font size of 16:
 - A cultivar of the genus *Vitis labrusca*
 - Growing grapes in your yard
4. Save your file as **My_concord_grapes_simple_formatting.docx**.

Try-it 2

In this try-it, you'll change the font style, font color, and font size for specific text in a document. You'll also apply prebuilt styles.

Resources

You'll need the following resource for this try-it:

- **L4_T1_try2_concord_grapes_simple_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

You'll perform the following general tasks during this try-it:

1. Apply the **Segoe** font with a font size of **12** to all the content in the document.
2. Format the **Concord Grapes** title text with the prebuilt **Title** style. With this title text selected, apply a font color of **Blue-gray, Text 2**.
3. Apply **Heading 1** to each selection of the following text:
 - A cultivar of the genus *Vitis labrusca*
 - Growing Grapes in your yard
4. After the word **Considerations** in the document, select Enter to begin a new paragraph.
5. Select the word **Considerations** in the document, and then apply the **Heading 2** style.
6. Save your file as **My_concord_grapes_simple_formatting.docx**.

Topic 2: Copy and clear formatting and apply text effects



In the previous topic, you learned the different ways to apply formatting to content. Now, consider that you might sometimes inherit work that others have done. In these situations, you might find the need to clear the formatting that they previously applied to the content while leaving the text in place. You might also need to replicate the formatting applied to one part of your document to several other parts. In this topic, you'll learn how Word helps you manage this need, and you'll apply some interesting text effects.

Clear All Formatting command

The **Clear All Formatting** command strips off all formatting from the selected text, returning it to the normal state. This makes it easier to clean up a selection of text or even the entire document and then reapply formatting as needed.

For example, assume that your document has the text “Pickled Beets” formatted in a specific font color. To clear all formatting, you need to select this text and then select the **Clear All Formatting** command. The selected text will revert to the default font style (the font, font size, and color) set for the document (refer to Figures 34 and 35).

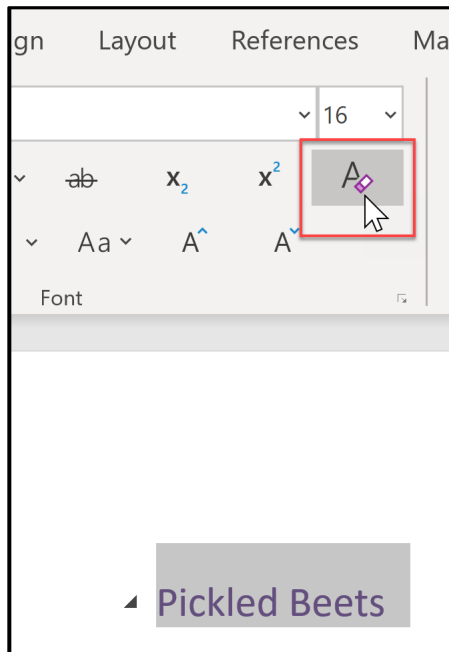


Figure 34: Selected text before the **Clear All Formatting** command is applied

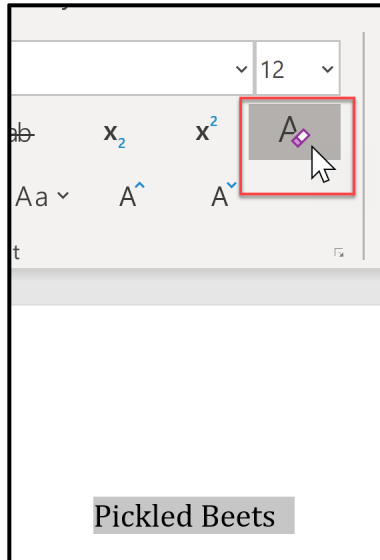


Figure 35: Selected text after the **Clear All Formatting** command is applied



Additional information

For more information about how to change the default font in Word, refer to: [Change the default font in Word](#)

Format Painter

One of the most efficient ways to apply formatting to content is to use currently formatted content and the **Format Painter** command. To apply formatting from one selection of content to another, select the content that has the formatting you want to copy, and then do either of the following:

- Select **Format Painter** to copy formatting to selected text. When you hover over the new text, a paintbrush icon appears. Select the text, and the copied format applies as a single use on the new content.
- Double-click the **Format Painter** command to copy formatting to selected text. When you hover over the new text, a paintbrush icon appears. You can now apply the copied format to multiple selections of text. After you've formatted all the content you want, select the Esc key to end the **Format Painter** functionality.

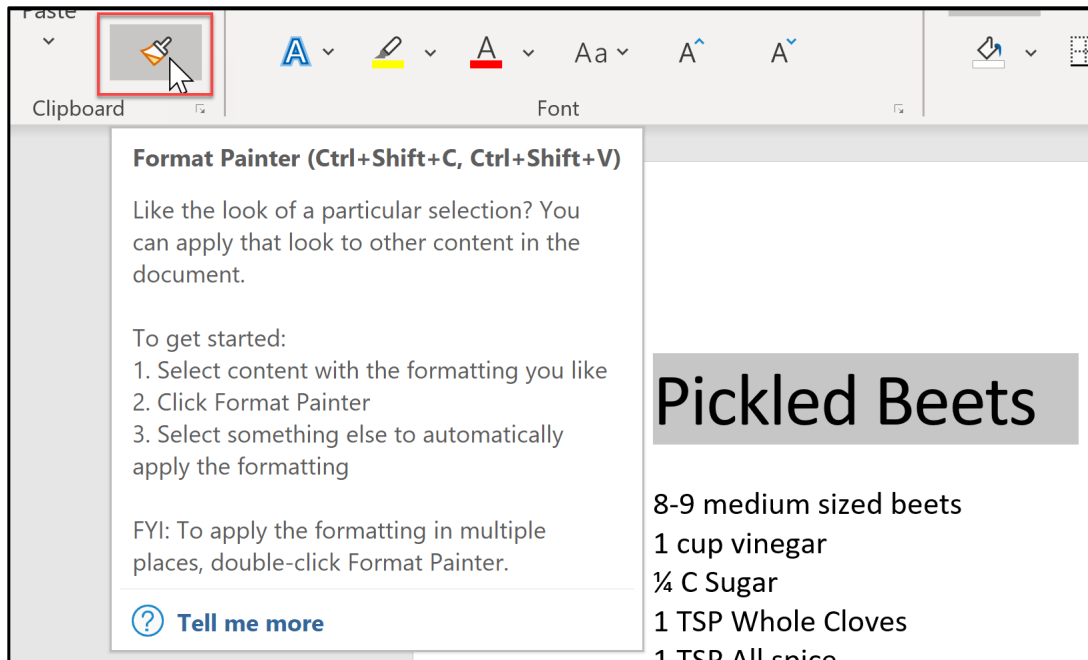


Figure 36: The **Format Painter** command about to be selected

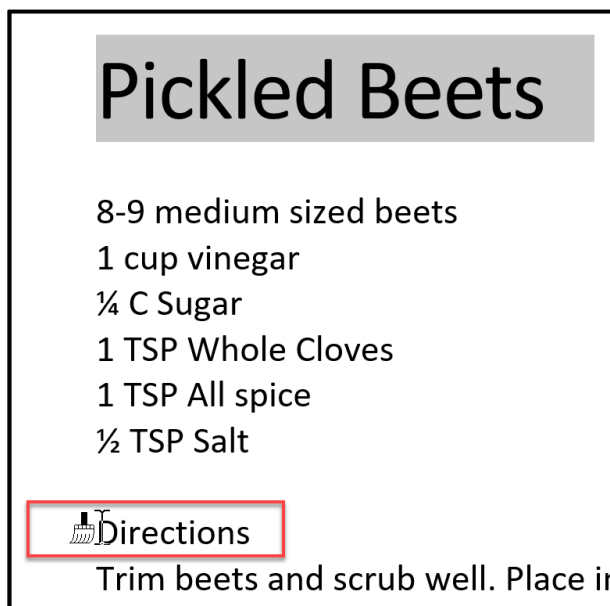


Figure 37: Applying the **Format Painter** on text with the paintbrush icon displayed

Text effects

Another command you can use to dress up the formatting of your content is the **Text Effects and Typography** command. With this command, you can apply predesigned effects to text that you've selected. Text effects are a kind of typography, or the visual component of the written text.

You can apply several types of font altering with the text effects by selecting **Text Effects and Typography**. With the preview functionality in place, you can preview the font before you apply the change to your content.

To apply a text effect, select the content, select **Text Effects and Typography**, and then hover one of the predesigned text effects. You can also explore the settings of other text effects to customize and apply the settings of your choosing.

You can use each of the following options from the text effects to customize your content:

- **Outline.** Adds a colored outline to the selected text.
- **Shadow.** Adds a shadow to a specific location outside the text.
- **Reflection.** Adds a reflection of the characters in the text.
- **Glow.** Adds a glow color to the perimeter of the text.

Three more options exist for setting specific parameters to the selected text and applying different typography settings—**Number Styles**, **Ligatures**, and **Stylistic Sets**. These are more advanced options that won't be covered in this course.

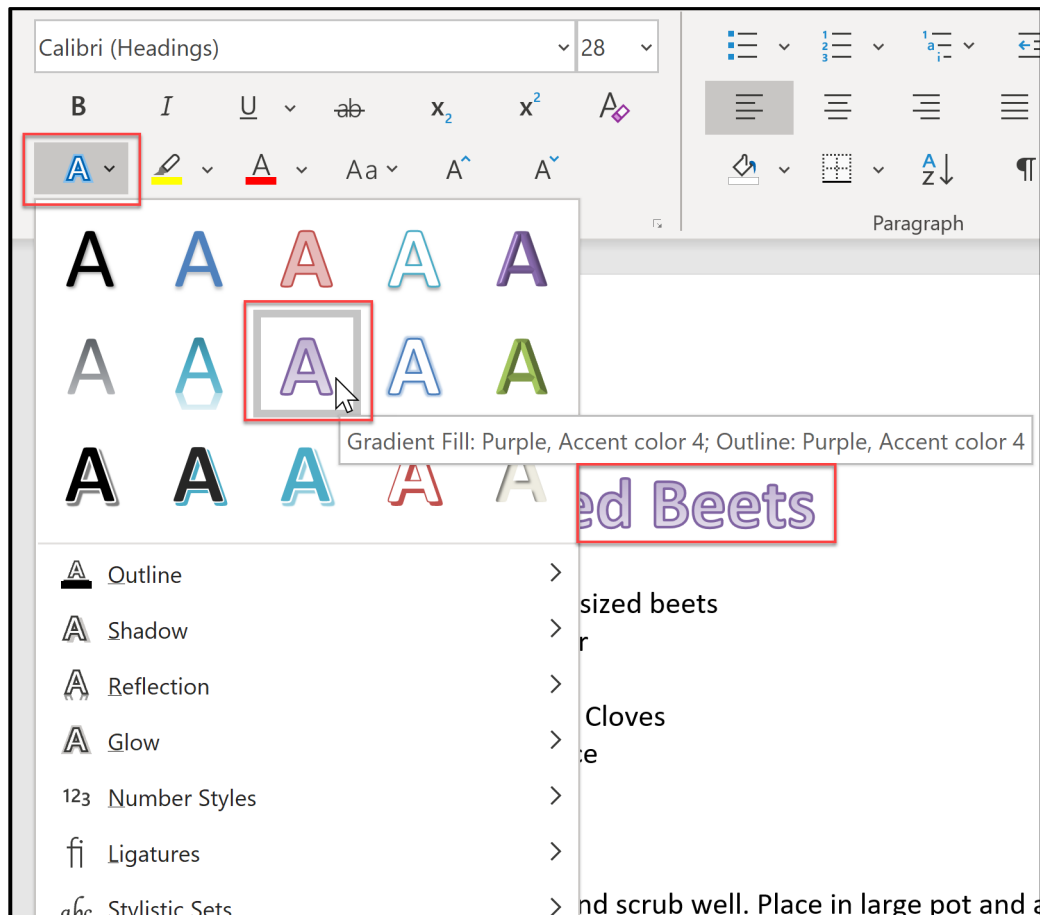


Figure 38: A preview of a prebuilt text effect on selected text in a document

Activity: Show and tell

The teacher will demonstrate how to select text, clear its formatting, and then copy its formatting to other text. Next, you should get ready to learn the snazzy text effects that Word has available!

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Observe the teacher demonstrate the steps, and make sure you understand how each aspect works.
2. Interact and ask questions, such as:
 - What's the quickest way to select all the content in a document?
 - When might you need to use text effects?
 - What's the sequence of steps for copying formatting by using the **Format Painter**?
 - Do any keyboard shortcuts exist that you can use for the **Format Painter**?

Try-it: Copy and clear formatting and apply text effects



In this levelled try-it, you'll clear all formatting and then copy specific formatting to content within a document.

Try-it 1

In this try-it you clear all formatting from text in an existing document and then reapply formatting to text.

Resources

You'll need the following resource for this try-it:

- **L4_T2_try1_concord_grapes_clear_formatting_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

You'll perform the following general tasks during this try-it:

1. Select all the content on the page, and then select **Clear All Formatting**.
2. Apply the **Segoe** font with a font size of **14** to all the content.
3. Use the **Mini Toolbar** to change the font size of the **Concord Grapes** title text to **20** and to change the formatting to be bold and italic. Next, apply the **Blue, Accent 1** font color.
4. Apply a font size of 16 and underline the following text:
 - A cultivar of the genus *Vitis labrusca*
 - Growing Grapes in your yard
5. Save your file as **My_concord_grapes_clear_formatting.docx**.

Try-it 2

In this try-it, you set and apply the default formatting to specific text and then apply text effects.

Resources

You'll need the following resource for this try-it:

- **L4_T2_try2_concord_grapes_set_default_format_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

You'll perform the following general tasks during this try-it:

1. Set the default font specifically for this document as:
 - Font: **Segoe UI**
 - Font size: **12 pt.**
 - Font color: **Black, Text 1**
2. Apply the **Title** style to the **Munson's Pickles and Preserves Farm** text.
3. Apply the following text effects to the **Concord Grapes** title text:
 - Fill: **Black, Text Color 1**
 - Outline color: **White, Background 1**
 - Hard shadow: **Blue, Accent Color 5**
4. Save your file as **My_concord_grapes_clear_formatting.docx**.

Wrap-up

Use these questions to check what you learned in this lesson:

1. You use the _____ command to remove formats applied to text.
Fill in the blank space.
2. Which of these is *not* an option for applying text effects?
Select the correct option.
 - a. **Shadow**
 - b. **Underline**
 - c. **Glow**
 - d. **Reflection**
3. This is where you navigate to when you want to change the default font settings for a document.
Select the correct option.
 - a. The **Paragraph** dialog box
 - b. The **Font** dialog box
 - c. The **Layout** dialog box
 - d. The **Default** dialog box
4. Which of the following is not included in the **Font** group?
Select the correct option.
 - a. **Text Highlight Color**
 - b. **Change Case**
 - c. **Shading**
 - d. **Font Color**

5. Which of the following are ways you can modify the font for text in your document?

Select all that apply.

- a. Select text, and then move the mouse up and to the right to access the **Mini Toolbar**.
- b. Select text, and then apply font changes from the **Font** group on the **Home** tab.
- c. Select text, and then apply font changes from the **Colors**, **Fonts**, and **Effects** commands on the **Design** tab.
- d. Select text, right-click or access the context menu of the selected text, and then modify the font settings on the **Mini Toolbar**.

Lesson 5: Formatting paragraphs

Overview

In this lesson, you'll learn how to apply different formatting techniques to your paragraphs. Specifically, you'll learn how to set line and paragraph spacing and to apply various indentation and alignment features to your content. You'll learn how to build in better readability by applying spacing for your paragraphs and lines.

Warm-up

Use these questions to find out what you already know about this lesson's topics.

1. Which of the following are options to modify the line spacing in a document?

Select all that apply.

- a. **Single**
- b. **Double**
- c. **Triple**
- d. **Multiple**

2. Which ribbon tabs can you use to modify paragraph indents and spacing?

Select the correct option.

- a. **Layout** and **Home**
- b. **Layout** and **Design**
- c. **Home** and **Design**
- d. **Home** and **Layout**

3. The term *justified* refers to a type of paragraph _____.

Fill in the blank space.

Topic 1: Set line and paragraph spacing



The majority of people's documents are intended for other audiences, and one of the key ways to ensure readability is by structuring a document with paragraphs. When you have more separation via line spacing, the text is much more readable. If your objective instead is to fit more text on a page or within a specified area, tighter line spacing will assist you.

Line spacing is the amount of white space between two lines of text, compared to *paragraph spacing*, which is the amount of white space between two paragraphs. Managing the white space, and therefore the readability and design of the document, is an important concept to understand for managing your document formatting overall.

Line and paragraph spacing

While working with content, you can apply spacing to increase or decrease the amount of space between lines and paragraphs.

To apply line spacing, you can apply **Single**, **1.5**, **Double**, **At least**, **Exactly**, or **Multiple**. To apply one of these settings, select your content, and then from the **Line and Paragraph Spacing** command, select the spacing size you want. You can also access these settings by opening the **Paragraph Settings** dialog box of the **Paragraph** group (refer to Figure 39).

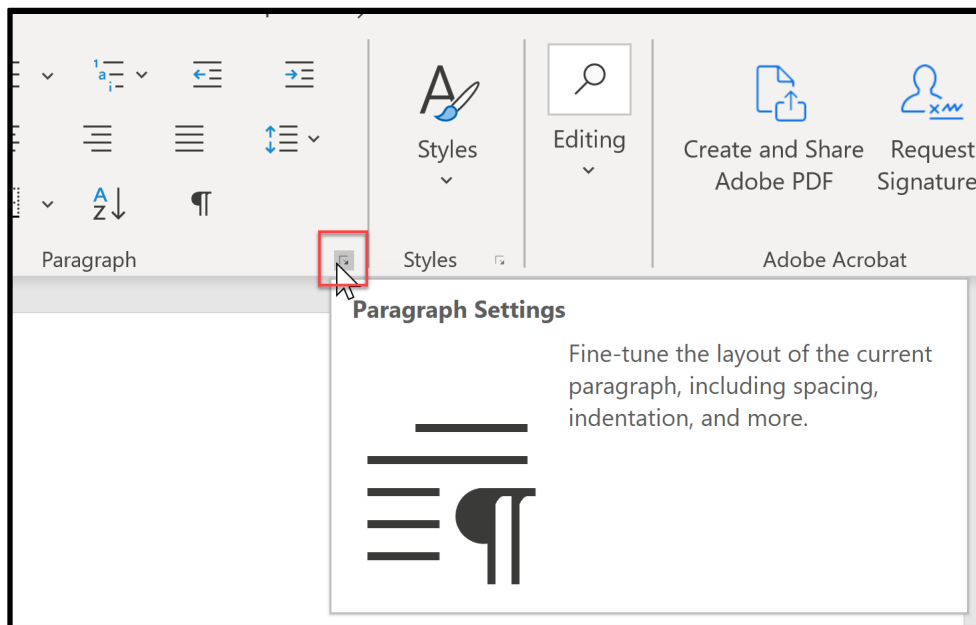


Figure 39: Accessing the **Paragraph Settings** dialog box

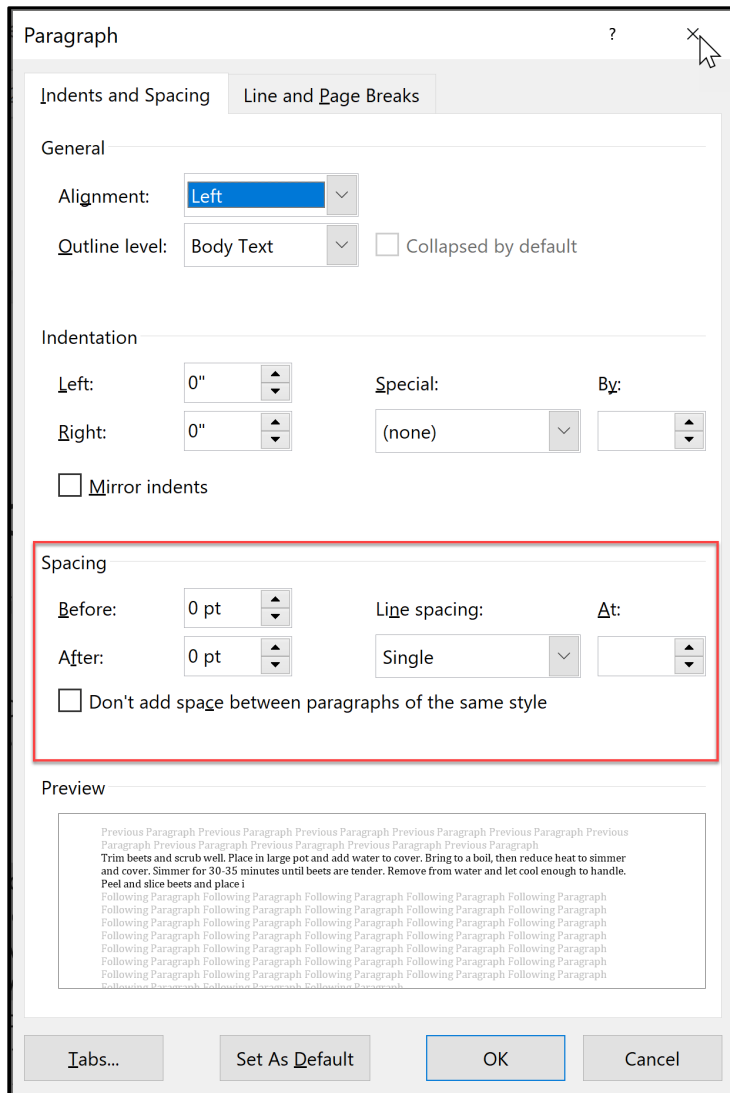


Figure 40: The **Paragraph** dialog box with a focus on the **Spacing** options

To apply spacing to a paragraph, you can customize the intended amount in the **Before** or **After** spacing option available from the **Paragraph Setting** dialog box. The **Before** option allows you to customize the spacing before the active paragraph, whereas **After** applies to the spacing after the active paragraph. You can also manage these spacings in the **Paragraph** group on the **Layout** tab.



Additional information

For more information, refer to: [Change the line spacing in Word](#)

Shading and borders

Other common paragraph formatting features include shading and borders. These are two features to use when you want to dress up your paragraphs. With a single character selected in a paragraph, you can apply either or both—shading and borders—to create more depth to your document. To fully customize either the borders or the shading, select the **Borders** command in the **Paragraph** group, and then select **Borders and Shading**:

- **Borders.** A border provides a way to bring attention to your paragraph by applying a black line by default around the background of your paragraph. You can modify where the line appears for your paragraph by using the **Borders** command.
- **Shading.** This provides a way to apply color around the background of your paragraph.

Show/Hide (Reveal Formatting)

Another helpful tool available in the **Paragraph** group is the **Reveal Formatting** command. When you select this command, you can observe all the hidden formatting applied in the document, including in tables. It might be difficult to observe what's happening underneath if you don't use this command. You'll make a closer examination of this command in other modules, when you learn how to insert and delete page, column, and section breaks.

Activity: Show and tell

The teacher will demonstrate how to adjust and manage the spacing between lines and how to apply spacing before and after paragraphs.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

- Observe and ask questions as the teacher demonstrates how to apply a few different line and paragraph spacing options to content in a document. Here are some questions you might ask your teacher:
 - How do you determine what you want the line spacing to be in a document?
 - How do you determine the amount paragraph spacing to apply in a document?
 - Does optimum spacing for readability exist?

Try-it: Set line and paragraph spacing



In this levelled try-it, you'll modify the line spacing and the paragraph spacing within a document to improve its readability.

Try-it 1

In this try-it, you'll work with an existing document and adjust the line spacing of the paragraphs in the document.

Resources

You'll need the following resource for this try-it:

- **L5_T1_try1_concord_grapes_lines_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

You'll perform the following general tasks during this try-it:

1. Select all the content in the document.
2. Apply double line spacing to all the paragraphs in the document.
3. Note that the **Concord Grapes** title text needs to stand out a bit more. Apply **3.0** line spacing to this title.
4. Take note of the readability of the document.
5. Save your document as **My_concord_grapes_lines.docx**.

Try-it 2

In this try-it, you'll work with an existing document and adjust the paragraph spacing in the document.

Resources

You'll need the following resource for this try-it:

- **L5_T1_try2_concord_grapes_paragraphs_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

You'll perform the following general tasks during this try-it:

1. Apply **12-point** spacing before all paragraphs and **24-point** spacing after all paragraphs.
2. The **Concord Grapes** title text needs to stand out a bit more. Apply **30-point** spacing before the paragraph and **42-point** spacing after the paragraph.
3. Apply a new font color and bold and italic formatting to the **Concord Grapes** title.
4. Take note of the readability of the document.
5. Save your document as **My_concord_grapes_paragraphs.docx**.

Topic 2: Set paragraph and line indentation



When you create a document, it's important that you build it with your audience and the purpose of the document in mind. Besides the line and paragraph spacing, the arrangement and placement of the content—that is, the alignment—also impacts the document's readability. For example, have you noticed that in some books, the first word in the first paragraph is placed differently?

Format the alignment

You can format the alignment of a single character, word, sentence, or paragraph to place content on the page at specific locations. One approach is to select **Increase Indent** or **Decrease Indent** in the **Paragraph** group (refer to Figure 41). You can find this group on both the **Home** tab and the **Layout** tab, with the easier way being via the **Home** tab. You can also use select the Tab key on your keyboard to apply a default indent.

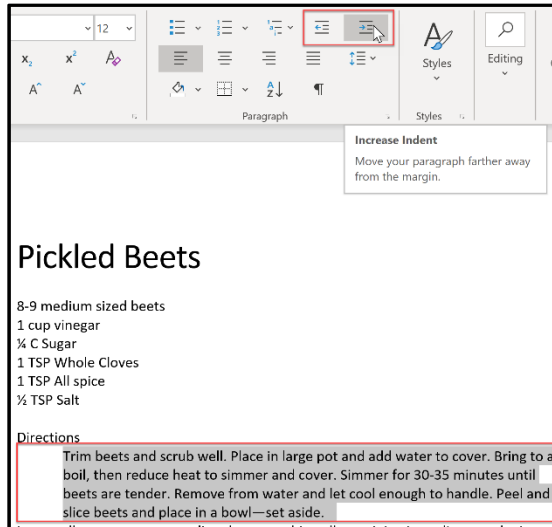


Figure 41: The **Decrease Indent** and **Increase Indent** commands

Another way to modify the alignment of paragraphs is by using the text alignment commands—that is, **Left**, **Center**, **Right**, and **Justify**. These four commands are located in the **Paragraph** dialog box (refer to Figure 42), and you can apply them by placing your cursor inside the specified paragraph.

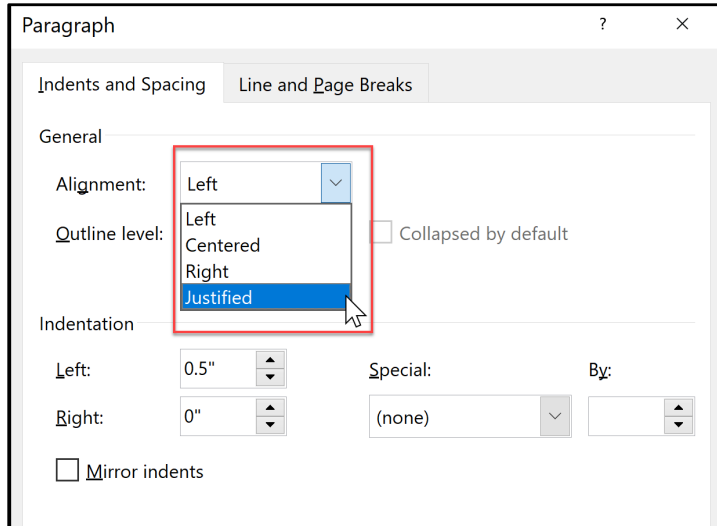


Figure 42: Alignment commands in the **Paragraph** dialog box

This is how the text alignment commands are used:

- **Left** and **Right**. When you apply each of these alignment options, the content aligns to the corresponding edge of the page margin.
- **Centered**. This alignment option centers the content with respect to the left and right page margins.
- **Justified**. This option also aligns your paragraph equally between the left and right margins but spaces out the words on each line so that both the left and right edges of the paragraph are in a straight line.



Additional information

For more information, refer to: [Adjust indents and spacing in Word](#)

Using the **Paragraph** dialog box allows you to apply the majority of the commands available in the **Paragraph** group but provides you with a few hidden gems, as well. The following section reveals a few of these gems.

Add indent markers

If you've taken a writing class in school, you're likely familiar with the concept of indenting for paragraphs, quotations, and specific letter guidelines. To apply a few of these specific indents, you'll want to investigate the **Paragraph** dialog box and learn how to apply the first line indent and the hanging indent (refer to Figure 43). These options allow you to manage the indent level for one or both sides of your document.

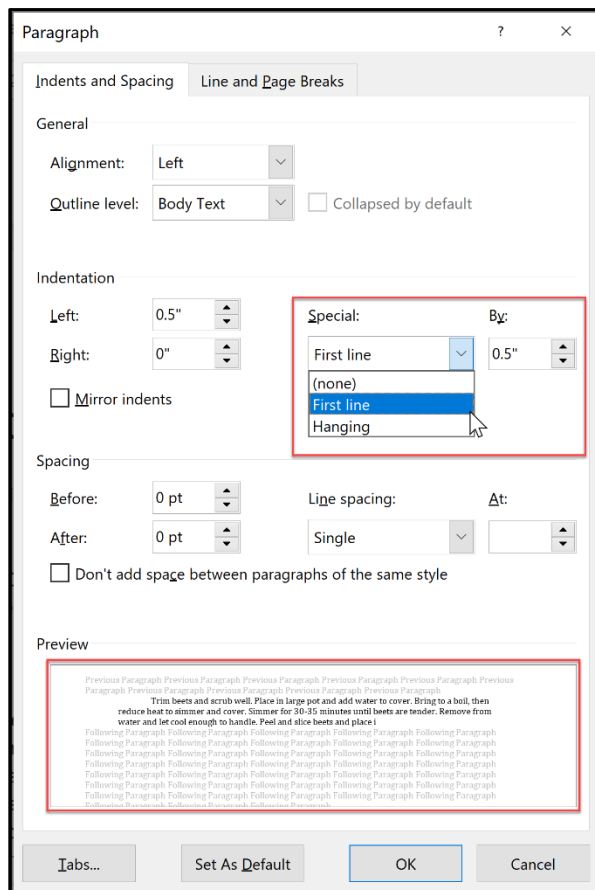


Figure 43: Special indents and the preview

The **Preview** box demonstrates how a paragraph will be affected by the selections of the indent options. A **Special** box also exists and contains the **First line** and **Hanging** indent options:

- **First line.** Manages the indent level from the left side of your document for the first line of a paragraph.
- **Hanging.** Applies the indent to all lines of the paragraph except the first line. When you apply the hanging indent, you'll notice all of the paragraph content indenting while the first line remains aligned to the left margin.

The **Paragraph** group has many other features to explore that will assist you in managing your content on your pages. Take some time to explore the other commands to discover how they can assist you.



Additional information

For more information, refer to: [Indent the first line of a paragraph](#)

Activity: Show me how

The teacher will demonstrate how to format the alignment of content by modifying the indentation of paragraphs, including special, left, and right indents.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Observe as the teacher guides the class through the location and use of paragraph alignment options.
2. Take special notice of where to access the paragraph indent options by activating the **Paragraph** dialog box. Ask questions, and engage with the teacher during the demonstration. For example, you can ask questions such as:
 - What is the difference between the **Centered** and **Justified** options?
 - How do I specify the amount of indentation for a paragraph?
 - Can I change the unit of measurement—for example, from inches to centimeters?
 - What's the difference between first line and hanging indentation?

Try-it: Set paragraph and line indentation



In this levelled try-it, you'll apply specific line and paragraph indentation to content.

Try-it 1

In this try-it, you'll open an existing document and apply both a first-line indent and a hanging indent to specific content to make it stand out.

Resources

You'll need the following resource for this try-it:

- **L5_T2_try1_vendor_letter_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

You'll perform the following general tasks during this try-it:

1. Use your keyboard to apply the default indent to the first line after the salutation—that is, to the line, **We are so excited to learn of your recent booth rental purchases....**
2. Apply a hanging indent of **0.5** just before the word **There** in the paragraph that begins with **There is nothing I anticipate....**
3. Save your document as **L5_T2_try1_vendor_letter_final.docx**.

Try-it 2

In this try-it, you'll apply both a left and a right line indent to specific content to make it stand out.

Resources

You'll need the following resource for this try-it:

- **L5_T2_try2_vendor_letter_quote_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

You'll perform the following general tasks during this try-it:

1. Use your keyboard to apply the default indent to the first line after the salutation—that is, to the line, **We are so excited to learn of your recent booth rental purchases....**
2. Apply both a left and a right indent of **0.5** by placing your cursor just before the word **There** in the paragraph that begins with **There is nothing I anticipate....**
3. Save your document as **L5_T2_try2_vendor_letter_quote_final.docx**.

Wrap-up

Use these questions to check what you learned in this lesson:

1. You use the _____ dialog box to manage special indents for your paragraphs in a document.

Fill in the blank space.

2. What is the default indent spacing?

Select the correct option.

- a. 0.2 inches
- b. 0.3 inches
- c. 0.1 points
- d. 0.5 inches

3. Which of the following are considered special indents?

Select all that apply.

- a. **Line indent**
- b. **First line**
- c. **Last line**
- d. **Hanging**

4. Which key on the keyboard works like an indent?

Select the correct option.

- a. Shift
- b. Tab
- c. Backspace
- d. Int

Lesson 6: Navigating within documents

Overview

In this lesson, you'll learn how to efficiently navigate your document by using the **Navigation** pane, by using headers applied from styles in your documents and thumbnails, and by building in links and bookmarks. You'll learn how to search for text, replace text, and use the **Go To** command to navigate directly to links or other specific areas of a document.

Warm-up

Use these questions to find out what you already know about this lesson's topics.

1. Which of the following options are available in the **Navigation** pane?
Select all that apply.
 - a. **Search**
 - b. **Replace**
 - c. **Go**
 - d. **Tell Me**
2. What options are available on the **Replace** tab in the **Find and Replace** dialog box?
Select the correct option.
 - a. **Replace Once**, **Next**, and **Go To**
 - b. **Replace Once**, **Find Next**, and **Go To**
 - c. **Replace**, **Replace All**, and **Find Next**
 - d. **Replace**, **Replace All**, and **Go To**
3. You can open the _____ by selecting **Find** on the **Home** tab or by using the Ctrl+F keyboard shortcut.

Fill in the blank space.

4. Which type of formatting builds headings you can find in the **Navigation** pane?

Select the correct option.

- a. Font formatting
- b. Paragraph formatting
- c. Styles formatting
- d. Design formatting

Topic 1: Search for and replace text



Have you ever had a reading assignment that required you to learn a specific concept from a large document? Or, have you sifted through a lot of information when writing a paper? If you can relate to this experience, you'll have a good understanding of why being able to search for text in your documents is a welcome relief. Sometimes, you need to replace text in a large document, as well. This topic presents the features of Word that meet these needs.

Search for text

A quick way to activate the **Search** box in Word is to use the **Ctrl+F** keyboard shortcut. This activates the **Navigation** pane.

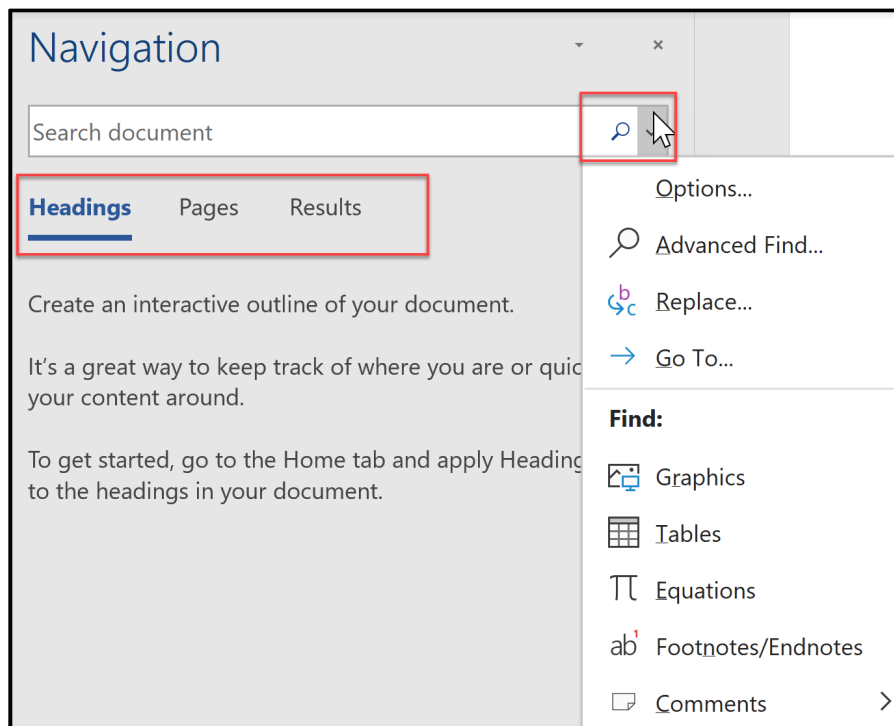


Figure 44: The **Navigation** pane and its options

Three additional ways to activate the search **Navigation** pane exist:

- On the status bar, select the **Page Number** command. This is one of the most efficient ways, because it's always available (if the **Page Number** command is turned on). You can turn the **Navigation** pane on and off from this location. When you hover over the **Page Number** command, a ScreenTip displays. The ScreenTip is **The current page number in the document. Click or tap to open the Navigation Pane.**

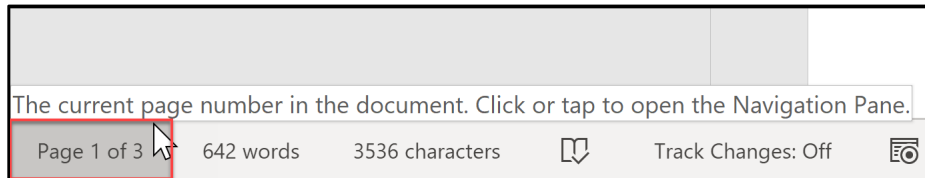


Figure 45: Hovering over the **Page Number** command on the status bar

- On the **Home** tab, in the **Editing** group, select the **Find** command. This automatically opens the **Navigation** pane (refer Figure 46).

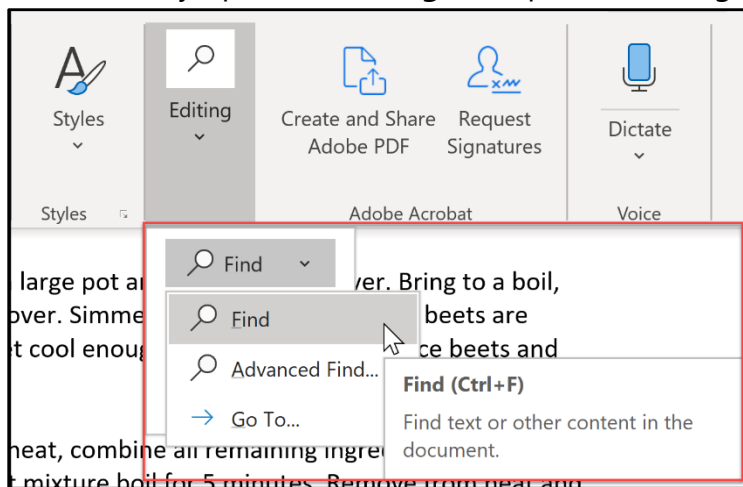


Figure 46: The **Find** command

- On the **View** tab, select the **Navigation Pane** check box.

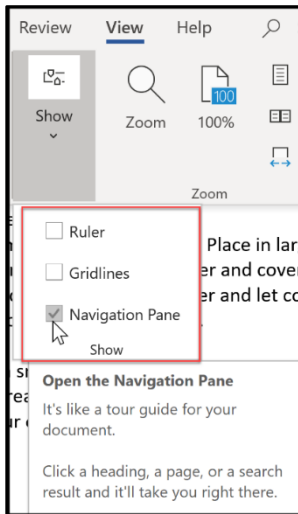


Figure 47: Turning on the **Navigation** pane from the **Show** group on the **View** tab

Observe results in the Navigation pane

Now that you understand how to activate the **Navigation** pane, this section will review its three main areas for observing your content. When you specifically conduct a search, the **Search** box in the **Navigation** pane displays the search term, and the **Results** tab displays all the locations in the document where the search results exist. What makes the **Navigation** pane even better is that it provides a few ways for you to quickly observe the content that your search has found and where that content exists in your document.

That is, in the **Navigation** pane, the search content is highlighted, and a list of all of the found results displays (refer to Figure 48).

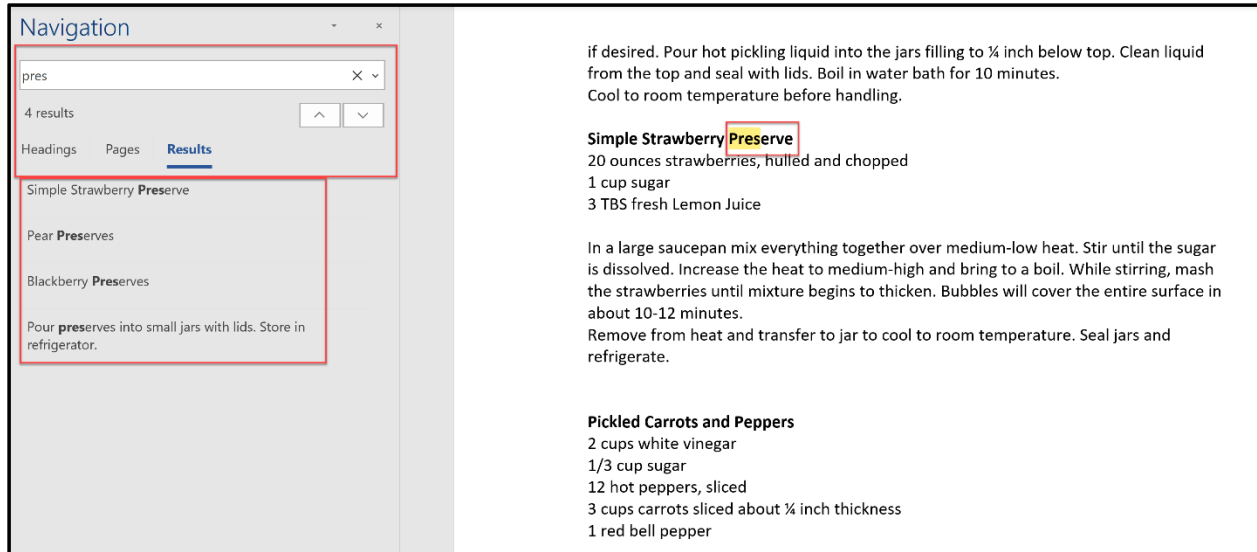


Figure 48: Search results in the **Navigation** pane

Replace text

When you search for text in documents, you often need to replace that text, as well. The reason might be a misspelling of a word or a change in a reference work that you also need to change in the document. When you search for text, you have few ways to activate the replace functionality:

- On the **Home** tab, in the **Editing** group, select **Replace**.
- In the **Navigation** pane, select **Search for more things** (the magnifying glass icon), and then select **Replace**.
- Press Ctrl+H on your keyboard.

When you select the **Replace** command, the **Find and Replace** dialog box appears with the **Replace** tab displayed. You can choose to replace one or all of the words that meet the **Find what** box criteria with the text in the **Replace with** box (refer to Figure 49).

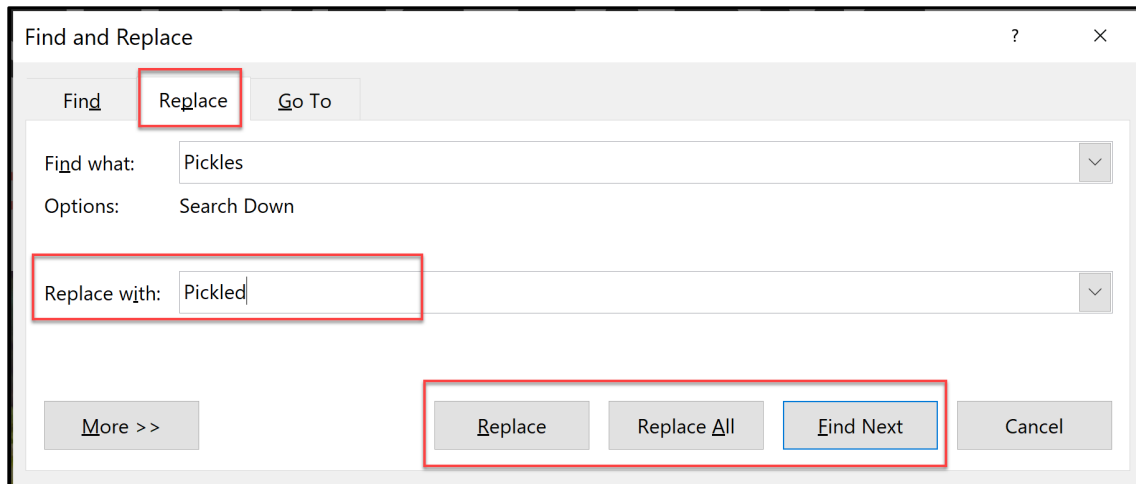


Figure 49: Replacing text

Another module of this course will cover the replace functionality and more-advanced options.

Search by pages

The **Navigation** pane provides three tabs for searching and navigating the document:

- **Results.** Highlights the text entered in the **Search** box.
- **Pages.** Displays thumbnails of the pages in the document, allowing you to quickly navigate by selecting those thumbnails (refer to Figure 50).

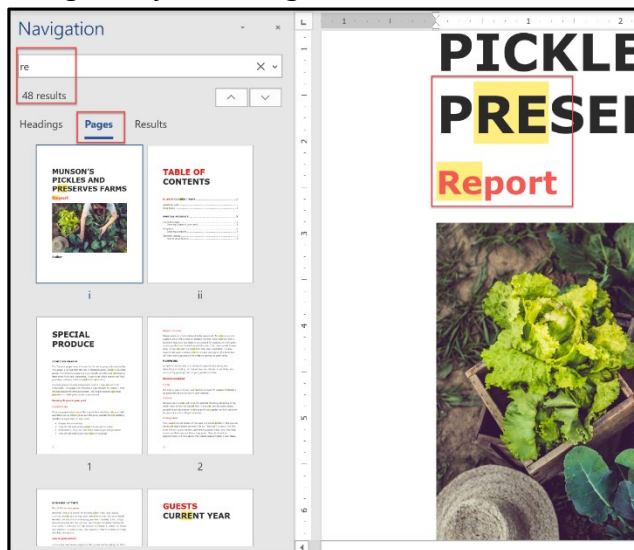


Figure 50: The **Pages** tab in the **Navigation** pane

- **Headings.** Displays an overview of the document headings in a hierarchical outline. By using these headings, you can collapse and expand entire areas of content throughout the document based on the heading level applied. The **Heading 1** style appears higher in the hierarchy than the **Heading 2** style, for example.

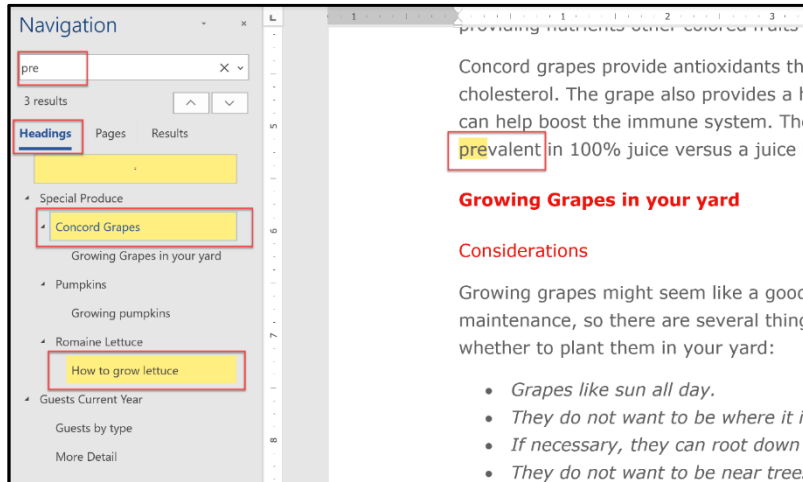


Figure 51: The **Headings** tab in the **Navigation** pane



Additional information

For more information, refer to: [Use the Navigation pane in Word](#)



Video

To observe a video about moving text by using headers in the **Navigation** pane, refer to: [Move text](#)

Activity: Guess and tell

This activity will challenge you to guess the answers to questions that the teacher asks, such as the number of times a specific word or phrase appears in a document and the quickest way to navigate to specific content in the document.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Observe the teacher demonstrate how to access and use the **Navigation** pane.
2. Be prepared to guess the answers to questions that the teacher asks, and volunteer to come forward and demonstrate a step on the teacher's device.

Try-it: Search for and replace text



In this levelled try-it, you'll use the **Navigation** pane and the **Find and Replace** options to locate and modify content in a document.

Try-it 1

You'll open a document and find words in it by using the **Navigation** pane. You'll also change some of the words by using **Replace**.

Resources

You'll need the following resource for this activity:

- **L6_T1_try1_farm_report_visitors_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

Participate in the activity by following these instructions:

1. Replace all instances of the word **Visitors** with the word **Guests** by using the **Replace** tab.
2. Ensure that no instances of the word **Visitors** exist by using the **Navigation** pane.
3. Save the file as **L6_T1_try1_farm_report_visitors_final.docx**.

Try-it 2

You'll open a document and find words in it by using the **Heading** tab in the **Navigation** pane.

Resources

You'll need the following resource for this activity:

- **L6_T1_try2_farm_report_guests_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

Participate in the activity by following these instructions:

1. Determine the number of instances of the word **grapes** in the document.
2. Edit the flow of the content and make **Special Produce** the first heading in the document by using the **Navigation** pane.
3. Save the file as **L6_T1_try2_farm_report_guests_final.docx**.

Topic 2: Link and navigate to locations



Using links in your documents is a useful and common practice. As a student, you're likely familiar with hyperlinks and navigating to another location on your device, such as a website or email application.

As you prepare documents, such as research papers, you might want to provide links to other documents or to websites, to send an email with a question, or to link to a specific location in the same document. Links to a location within the same document allow you to provide more information to a topic you've covered in another location in your document.

To create, edit, and manage hyperlinks in your Word document is quite simple.

Insert hyperlinks

You can insert a hyperlink in a few ways. The most common way is to insert a URL so the reader can navigate to a site on the internet.

To apply a hyperlink, right-click or access the context menu of the location, word, or object that you want to apply the link to, and then select **Link**. Next, select **Insert Link** to open the **Insert Hyperlink** dialog box. You can also apply a hyperlink in the **Links** group on the **Insert** tab.

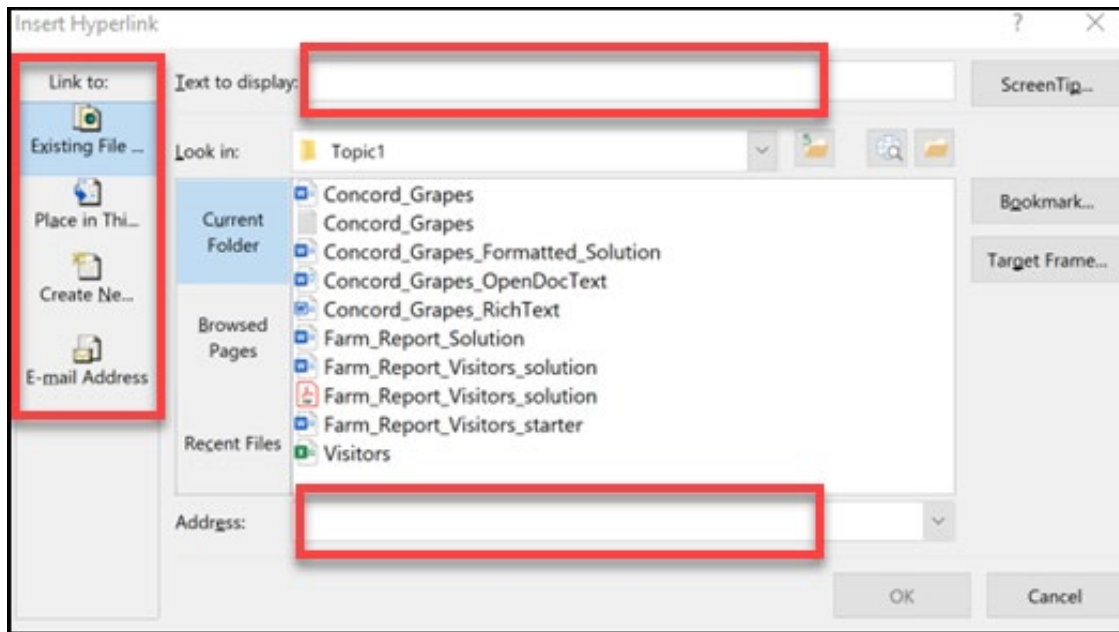


Figure 52: The **Insert Hyperlink** dialog box

Your hyperlink options include:

- **Existing File or Web Page**
- **Place in This Document**
- **Create New Document**
- **E-mail Address**

The dialog box also has button to create and insert a bookmark, which this lesson will discuss later. The most common way to create a hyperlink is to either provide a URL or link within the same document. All the options provided will create a hyperlink. When you hover over the word, location, or object, a finger icon appears. When you select the link, it navigates to the specified location. It's important to add text the **Text to display** box that explains what the link is for. The document displays this text, which is what the reader will hover over and select to access the link.

Go to different areas of the document

On the third tab in the **Find and Replace** dialog box, the **Go To** tab, you can navigate to different areas of the document based on the criteria you choose. Some of the more common options are to navigate by pages, headings, tables, or other objects. On the **Go To** tab, you can choose how you want to navigate. You'll typically use pages to navigate to a specific page in the document. When the **Go To** tab is displayed, enter the page number in the document that you want to navigate to. This will save you time compared to selecting **Page down** or **Page up** numerous times.

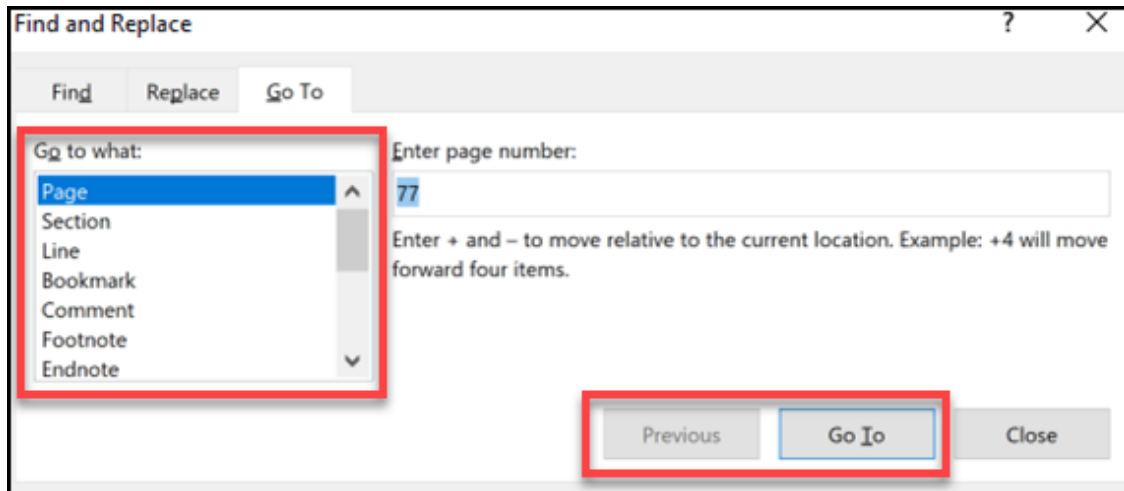


Figure 53: The **Go To** tab in the **Find and Replace** dialog box

Scroll through the **Go to what** options for the many ways available to navigate the document. **Heading** is a common option and works similarly to the headings in the **Navigation** pane, allowing you to navigate based on the heading style, such as **Heading 1**.

Link to locations in the document

Another common way to advance in the document is to select **Bookmark** on the **Go To** tab. You can create a bookmark on text, a picture, or a place in your document that you want to name and note for later reference. You can use bookmarks simply for navigation, as well.

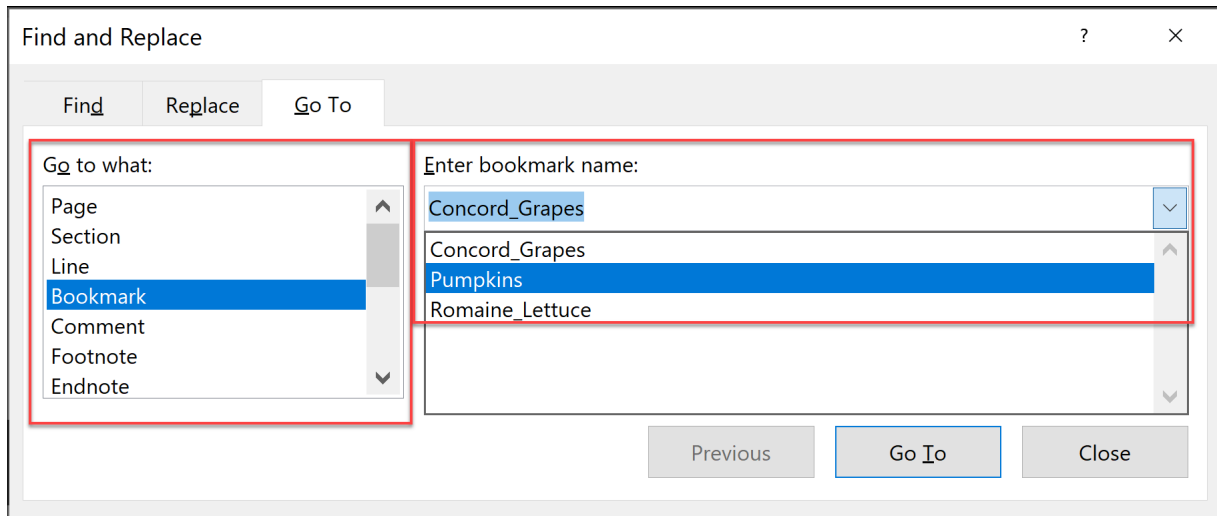
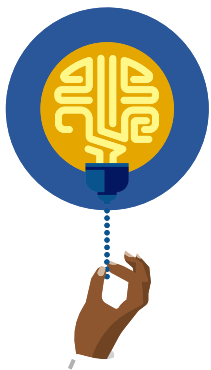


Figure 54: Using **Bookmark** on the **Go To** tab

To insert a bookmark into the document, select the content you want to apply the bookmark to. On the **Insert** tab, in the **Links** group, select **Bookmark**. The **Bookmark** dialog box appears. Enter the name of your bookmark. Select whether you want the bookmark to be searched by name or by location in the document, and then select **Add**. Now, when using the **Go To** tab in Word, you and others can select **Bookmark** to navigate throughout the document by using just the bookmarks.



Did you know?

When you create bookmarks in Word and then save the document as a PDF file, you can include the bookmarks in the PDF file for your audience to reference and navigate with—even outside of Word—improving the user-friendliness of your file.

Remember that when creating a bookmark, you can't use spaces between words.

Activity: Popcorn

The teacher will demonstrate how to add links in a document and ask questions along the way. You'll have under a minute to locate the answer in Word on your device.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Pay attention to the demonstration, and stay alert for a question from the teacher.
2. When the teacher announces "Popcorn," "pop up" if you have the answer and announce it to the class.
3. Sit down, allowing other students to "pop up" with an answer.

Try-it: Link and navigate to locations



In this levelled try-it, you'll create different hyperlinks to improve the navigation in a document, and you'll navigate to different areas of the document.

Try-it 1

In this try-it, you'll create a hyperlink to navigate to a different location in the document. You'll also create a hyperlink to navigate to a website's URL.

Resources

You'll need the following resource for this try-it:

- **L6_T2_try1_farm_produce_report_links_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

You'll perform the following general tasks during this try-it:

1. Search for the text **Concord grapes** at the beginning of page 1.
2. Link these two words to the location where the **Uses for Produce** heading appears.
3. Set the ScreenTip to **Read Recipe Ideas** for this link.

4. Link the **Pumpkins** heading on Page 4 and the **Romaine Lettuce** heading on Page 5 to where the **Uses for Produce** heading appears.
5. Save the file as **L6_T2_try1_farm_produce_report_links_final.docx**.

Try-it 2

In this try-it, you'll create bookmarks for the three main areas of the special products. You'll then use the **Go To** tab to navigate to different locations in the document.

Resources

You'll need the following resource for this try-it:

- **L6_T2_try2_farm_produce_report_bookmarks_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

You'll perform the following general tasks during this try-it:

1. Add a bookmark on Page 3, under **Special Produce** to the **Concord Grapes** text.
2. Add bookmarks for the **Pumpkins** and **Romaine Lettuce** headings on Pages 4 and 5, respectively.
3. Save the file as **L6_T2_try2_farm_produce_report_bookmarks_final.docx**.

Wrap-up

Use these questions to check what you learned in this lesson:

1. Which of the following is an option in the **Navigation** pane that you can use to navigate to different links named in the document?

Select the correct option.

- a. **Objects**
- b. **Bookmarks**
- c. **Pages**
- d. **Find and Replace**

2. What are the three main areas in the **Navigation** pane?

Select the correct option.

- a. **Headings, Paragraphs, and Results**
- b. **Bookmarks, Headings, and Results**
- c. **Pages, Results, and Bookmarks**
- d. **Results, Pages, and Headings**

3. When you use the _____ feature, the document will highlight the text in yellow and display the text around the word.

Fill in the blank space.

4. What's a quick way to navigate to pages in your document?

Select all that apply.

- a. Use **Pages** in the **Navigation** pane
- b. Use the **Page** command on the status bar
- c. Use **Page** on the **Go To** tab
- d. Use the **Page Down** command on the **Home** tab

Glossary

Ribbon	A set of commands and command groups at the top of the document window, which you can minimize or hide.
Title bar	The bar at the top of the document that displays the document name.
Status bar	The bar at the bottom of the document that displays information you choose to display, including the page number, word count, display settings, and zoom options.
Zoom slider	A slider on the status bar that you can use to zoom in and out of a document, from a minimum of 10 percent to a maximum of 500 percent.
Indent	The space between the document margin and the starting text on a line.
Margin	The blank space around the boundaries of the document content.
Navigation pane	A pane that you can use to quickly go to a search result, section, page, or heading in a Word document.
Tell me what you want to do	A box that provides you with commands or directions based on the information you provide about a task you want to perform.

Table 4: Glossary terms and definitions

Cornerstone

Overview

This Cornerstone project requires you to update documents for the upcoming Blueberries and Balloons Festival at Munson's Pickles and Preserves Farm. You'll use the skills learned in this module to format, edit, navigate to, and arrange content in various documents.

Objectives

The following table outlines the Cornerstone objectives and their corresponding Microsoft Office Specialist (MOS) exam objectives.

Manage the interface elements to work efficiently in Word	<ul style="list-style-type: none"> • Not mapped
Create a new document and save an existing file as another file type	<ul style="list-style-type: none"> • Objective Domain (OD) 1.3.1: Save documents in alternative file formats
Manage the text formatting and text effects	<ul style="list-style-type: none"> • OD 2.2.2: Apply formatting by using Format Painter • OD 2.2.1: Apply text effects • OD 2.2.4: Apply built-in styles to text • OD 2.2.5: Clear formatting
Manage paragraphs by using line and paragraph spacing and indentation	<ul style="list-style-type: none"> • OD 2.2.3: Set line and paragraph spacing and indentation
Search for text and link the text to locations in documents	<ul style="list-style-type: none"> • OD 1.1.1: Search for text • OD 1.1.2: Link to locations within documents • OD 1.1.3: Move to specific locations and objects in documents

Table 5: Cornerstone objectives

Duration

95 minutes

Instructions

1. Complete the tasks for each file.
2. When saving your file, add your name to the end of the file name—for example, **You_pick_day_Dwayne_Espino**. Follow your teacher's directions for where to save your files.
3. When you're done with the Cornerstone, assess your completion, and then enter the points you think you earned within the task lists in the following sections. You can get help from your teacher, if necessary.

Tasks

You'll work with three files in this Cornerstone:

- **Cornerstone_booth_event_list_starter.docx**
- **Cornerstone_call_for_vendors_letter_starter.docx**
- **Cornerstone_food_catalog_starter.docx**

The following sections describe the tasks you need to do within each file.

File 1: Cornerstone_booth_event_list_starter.docx

Task: Manage your toolbars (12 points)

1. Open **Cornerstone_booth_event_list_starter.docx**. (1 point)
2. Modify the display to **Auto-hide Ribbon**, and then navigate through the document. Modify the display to **Show Tabs**. (1 point) (Not mapped)
3. Manage the **Quick Access Toolbar** to display the **Open** command and the **Save** command, and then add both paragraph groups. (4 points) (Not mapped)
4. Modify the status bar to include **Word Count**, **Character Count**, **Page Number**, and **Spelling and Grammar Check**. Turn off **Macro Recording** and **Signatures**. (6 points) (Not mapped)

Points scored: ____ / 12

Task: Format the Booth Event List document (31 points)

1. Apply the **Title** style to the **Booth Event List** title at the beginning of the document. (1 point) (Exam objective 2.2.4)
2. Apply the **Heading 1** style to the **Vendor Coverage Areas** text. (1 point) (Exam objective 2.2.4)
3. Apply the **Heading 2** style to the **Apples** text. (1 point) (Exam objective 2.2.4)
4. Using the **Format Painter**, apply the format of the **Apples** text to the following event titles: **blueberries, balloons, carrots, and all other events**. (7 points) (Exam Objective 2.2.2)
5. Apply the **Heading 3** style to **Events** (in the **Apples** section). (1 point) (Exam objective 2.2.4)
6. Using the **Format Painter**, apply the format of the **Events** text to each event location where the **Event** paragraph is present. (4 points) (Exam Objective 2.2.2)
7. Apply the **Emphasis** style to each event listed, starting with **Bobbing for Apples**. The document lists a total of 11 events, including "Bobbing for Apples". (11 points) (Exam Objective 2.2.2)
8. Select the **Community Focused** text and apply **Orange, Accent 2**, shading, and text effects that meet the following specifications: **Black, Text 1 outline; Shadow, Offset Left; and Tight Reflection, Touching**. (5 points) (Exam Objective 2.2.1)

Points scored: ____ / 31

Task: Create bookmarks in the Booth Event List document (15 points)

1. Bookmark the following areas of the document: **Bobbing for Apples, U-Pick Apple Harvest, Cider Festival, Apple Wreaths, Blueberry Parade, Blueberry Pie-Off!, Hot Air Balloon Extravaganza, Balloon Hunt, Carrotfest!, Community Garden, and Learning About Smart Agriculture**. (11 points) (Exam objective 1.1.2)
2. Verify that all 11 bookmarks were made by accessing the **Bookmark** dialog box and then changing the sorting option to **Location**. (2 points) (Exam objective 1.1.2)
3. Use the **Go To** tab to navigate to all 11 bookmarks. (2 points) (Exam objective 1.1.2)

Points scored: ____ / 15

File 1 total points: ____ / 58

File 2: Cornerstone_food_catalog_starter.docx

Task: Reformat the Food Catalog document (23 points)

1. Open the **Cornerstone_food_catalog_starter.docx document**. (1 point) (Not mapped)
2. Add the **Styles** group and the **Clear All Formatting** command to the **Quick Access Toolbar**. (2 points) (Exam objective 2.2.5)
3. Select all the content, and then clear the formatting. (2 points) (Exam objective 2.2.5)
4. Select the document title, and then apply the **Title** style. Modify the entire set of title text to capitalize each word. (2 points) (Exam objective 2.2.4)
5. Apply **Heading 1** to the **From our farm to your table** and **The farm to table process** text. Apply the **Gold, Accent 4, Darker 50%** font color. (4 points) (Exam objective 2.2.4)
6. Apply **Heading 2** to **Apples!**, **Pears**, **Carrots**, and **Beets**, and then apply **Heading 3** to **Apples for eating raw** and **Apples for cooking**. (4 points) (Exam objective 2.2.4)
7. Using the **Format Painter**, apply the **Bold** font style and the **Gold, Accent 4, Darker 50%** font color to each named apple and not its entire paragraph. (8 points) (Exam objective 2.2.2)

Points scored: ____ / 23

Task: Link to Booth Event List document (8 points)

1. Select the **Apples!** text, and then insert a hyperlink to your solution file for **Cornerstone_booth_event_list_starter.docx**. (2 points) (Exam objective 1.1.2)
2. Add a ScreenTip to the hyperlink stating, **Learn more about our apple events here**. (2 points) (Exam objective 1.1.2)
3. Create a bookmark for the four main fruits and vegetables listed in the document. (4 points) (Exam objective 1.1.2)

Points scored: ____ / 8

Task: Save a document as different file types (15 points)

1. Save your file as **Cornerstone_food_catalog_final.docx**. (2 points)
2. Resave the file with the same name but the **Save as type** selected as **.pdf**. (2 points) (Exam objective 1.3.1)
3. Let the teacher know when you're on this step. When the PDF file opens, select the **Apples!** link. (2 points) (Exam objective 1.1.2) After your teacher has observed this step, close the PDF file.
4. From your **Cornerstone_food_catalog_final.docx** file, save your food catalog solution file as a plain text file. Accept all the default settings. Close this file. In File Explorer, open this .txt file, and then identify to your teacher what has changed. (4 points) (Exam objective 1.3.1)
5. With your **Cornerstone_food_catalog_final.docx** file open, save the file with the same name but the **Save as type** selected as **.doc**. Point out your application window with this file saved to your teacher. Identify to your teacher what has changed with this file type. (5 points) (Exam objective 1.3.1)

Points scored: ____ / 15

File 2 total points: ____ / 46

File 3:

Cornerstone_call_for_vendors_letter_starter.docx

Task: Search for text (16 points)

1. Open **Cornerstone_call_for_vendors_letter_starter.docx**. (1 point) (Not mapped)
2. Using the **Format Painter**, select the **Blueberries and Balloons Festival!** text, and then apply to the **Blueberries** text that precedes the paragraph and image explaining blueberries. (1 point) (Exam objective 2.2.2)
3. Search for the word **community** in the document. Take note of the number of instances of this word. Let your teacher know when you reach this result, and then provide the answer. (2 points) (Exam objective 1.1.1)
4. Identify which headings contain the word "volunteer" in the document. Let your teacher know when you reach this result, and then provide the answer. (2 points) (Exam objective 1.1.1)

5. From the **Navigation** pane, move the **Hot Air Balloons** heading and content (with a single movement) so it follows the **Blueberries and Balloons Festival!** heading. Present this your teacher when you've completed this activity. (4 points) (Exam objective 1.1.1)
6. Select all content in the document, and then apply the **Verdana** font. (2 points)
7. Select the body text, and then verify that it's set to the Verdana font. If some text isn't set to Verdana, select body text with the Verdana font, and then use the **Format Painter** to apply Verdana to those body text areas missing this font. (2 points) (Exam objective 2.2.2)
8. Select the signature text, beginning with **With the warmest regards**, and then move this text so it follows the blueberry image. (1 point) (Exam objective 2.2.4)
9. Save this file as **My_call_for_vendors_letter.docx**. (1 point)

Points scored: ____ / 16

Task: Better manage the letter (12 points)

1. On the status bar, select **Page 2 of 2**. If this closes the **Navigation** pane, determine the quickest way to reopen the **Navigation** pane. (3 points) (Exam objective 2.2.4)
2. With the last **Cornerstone_call_for_vendors_letter_final.docx** document open, make sure the **Bringing the two together** paragraph begins on a new page: enter two new empty paragraphs to place this text on the next page. (1 point) (Exam objective 2.2.4)
3. With the text on the next page, too much space now exists at the beginning of the page. With the **Navigation** pane open and the **Headings** tab displayed, select the empty headings. Modify these headings to the **Normal** style. (4 points) (Exam objective 2.2.4)
4. From the **Headings** tab in the **Navigation** pane, move **Blueberries** just before **Bringing the two together**. (1 points) (Exam objective 2.2.4)
5. Select the signature text that begins with **With the warmest regards**, and move this text to the end of the document. (1 point) (Exam objective 2.2.4)
6. Explore the page flow by using the **Navigation** pane, and ensure that your document contains no more than two pages in total. Delete empty paragraph spaces to keep a professional flow to your document. Make sure that the salutation is the last piece of content on Page 2. (2 points) (Exam objective 2.2.4)

Points scored: ____ / 12

Task: Link the letter to your Booth Event List document (12 points)

1. With your **Cornerstone_call_for_vendors_letter_final.docx** file open, apply a hyperlink to your Blueberries and Balloons Festival solution document. Add a ScreenTip stating **Select for more information**. (6 points) (Exam objective 1.1.2)
2. The **Blueberries and Balloons Festival!** text now appears differently but still displays the hyperlink you entered. Using the **Format Painter**, copy the formatting from **Blueberries** and apply it to the **Blueberries and Balloons Festival!** text. (2 points) (Exam objective 2.2.2)
3. When you hover over the **Blueberries and Balloons Festival!** text, the hyperlink and the ScreenTip should still be present. Share your results with the teacher at this point. Select the **Ctrl** key and select the link to observe the hyperlink in action. (4 points) (Exam objective 1.1.2)

Points scored: ____ / 12

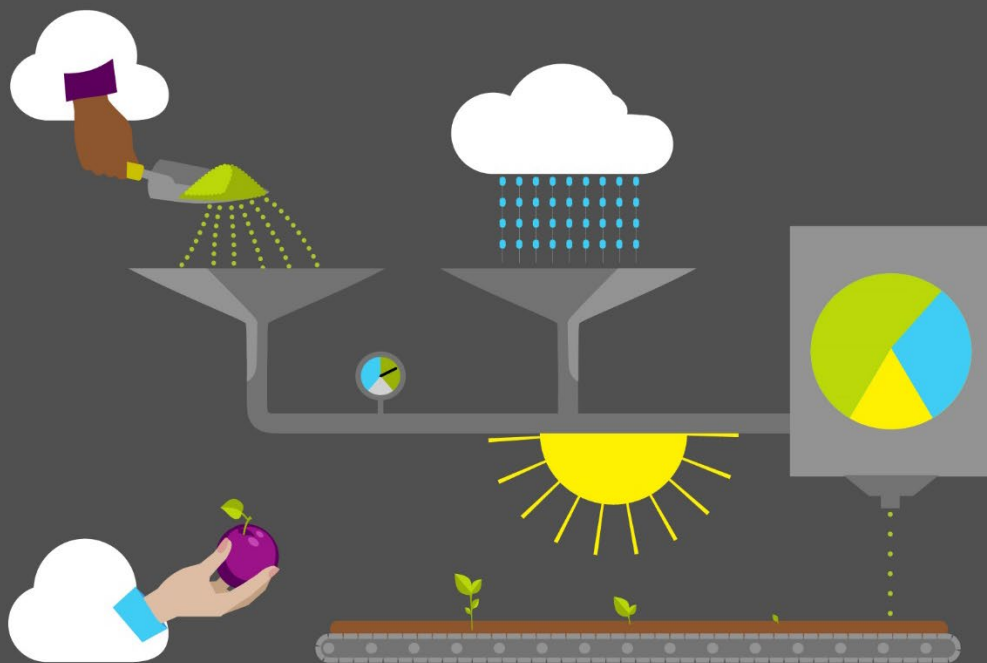
Task: Manage the line and paragraph spacing (36 points)

1. With your **Cornerstone_call_for_vendors_letter_final.docx** file open, place your cursor at the beginning of **Blueberries and Balloons Festival!**, and then change the spacing before the paragraph to **12 points**. (2 points) (Exam objective 2.2.3)
2. Modify the spacing before **Blueberries** and **Bringing the two together** to **12 points**. (2 points) (Exam objective 2.2.3)
3. Select the text under the **Blueberries and Balloons Festival!** heading, and set the paragraph indent to **Justified**. (2 points) (Exam objective 2.2.3)
4. Select the date, and set it to have right alignment. (2 points) (Exam objective 2.2.3)
5. Select the salutation at the end of the page, beginning with **With the warmest regards** and continuing through the COO, and set it to have right alignment. (2 points) (Exam objective 2.2.3)
6. With the salutation content selected, increase the right indent to **0.5**. (2 points) (Exam objective 2.2.3)
7. When scanning the document from the **Navigation** pane, notice the extra spacing after the balloon image and before the **Blueberries** heading. Delete the extra paragraph spacing so the **Blueberries** heading is directly following the image. (1 point)
8. Select the body text under the **Blueberries and Balloons Festival!** heading, change the line spacing of the text to **1.5**, and then ensure that it's set to **Justified**. (2 points) (Exam objective 2.2.3)

9. Apply the same line spacing and alignment to the text under **Hot Air Balloons and Blueberries**. (4 points) (Exam objective 2.2.3)
10. At the end of each block of text, minimize the spacing after the paragraph to **6 points**. (10 points) (Exam objective 2.2.3)
11. At the beginning of the **With the warmest regards** salutation, ensure that **18 points** is set for both the before and the after paragraph spacing. (2 points) (Exam objective 2.2.3)
12. Save and close your files. (1 point)

Points scored: _____ / 36

File 3 total points: _____ / 76



Student Guide

40566A

Microsoft Word associate 2019

Module 2: Managing edits and document layouts

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Module overview

Description

Editing documents, whether they are short or lengthy, can be a manual and time-consuming process. Imagine the frustration of a journalist who must correct a word they've used many, many times in a 2000-word article or an intern who must update an urgent, annual finance report with feedback from multiple stakeholders. By learning how to use Word features that enable the automation of updating text, simplify changes to page layout, and track edits, you can save time and be more productive with your school, personal, and job-related work.

This module builds on the previous module, and you will start with learning how to quickly find and replace text based on keywords and formatting. It won't matter if multiple stakeholders review and edit a document because you will learn how to track changes in the document, add comments to explain your changes, and observe changes made by others in the same document. Next, you will learn how to reveal hidden characters in your document, to determine how to improve its layout. Format text in columns and insert section and page breaks to change the document layout. And finally, every document could use a little extra style! Learn how to apply a style set and theme to your documents.

The following table outlines the lessons in this module and their corresponding learning objectives.

Lesson	Learning objective	Exam objective(s)
Finding and reusing content	Find and replace or reuse content in a document.	<ul style="list-style-type: none"> • 1.1.1 • 2.1.1
Collaborating within a document	Use comments and track changes to communicate, edit, and collaborate in a document.	<ul style="list-style-type: none"> • 6.1.1 • 6.1.2 • 6.1.3 • 6.1.4 • 6.2.1 • 6.2.2 • 6.2.3 • 6.2.4

Lesson	Learning objective	Exam objective(s)
Managing layouts	Manage the layout of a document using the Show/Hide feature, format text in columns, and change the page orientation.	<ul style="list-style-type: none"> • 1.1.4 • 2.3.1 • 2.3.2 • 2.3.3
Applying styles and themes	Apply document style sets and different themes to a document.	<ul style="list-style-type: none"> • 1.2.2
Cornerstone: Making Munson's summer camp updates	Apply the skills learned throughout this module in a task-based project. Update the summer camp application form while collaborating with the rest of the team.	<ul style="list-style-type: none"> • 1.1.4 • 1.2.2 • 2.1.1 • 2.3.1 • 2.3.2 • 2.3.3 • 6.1.1 • 6.1.2 • 6.1.3 • 6.1.4 • 6.2.1 • 6.2.2 • 6.2.3 • 6.2.4

Table 1: Objectives by lesson

Scenario

Munson's Pickles and Preserves Farm (Munson's) is a destination for school trips, family agricultural tourism, and youth summer camps.

You are helping the events team update existing documents for the fifth annual summer camp program, field trip activities, and family days while keeping the team informed of your changes, questions, and feedback in the documents.

This presents an opportunity for you to apply what you will learn in this module and build on your skills required for certification. It will require you to find and replace content, manage the document layouts, collaborate in these documents using comments and track changes, and apply style sets and themes. This, in turn, will help you be more productive working with documents either for personal work or at the workplace.

Cornerstone

This module concludes with a cornerstone, in which you'll update the application form for the upcoming summer camp at Munson's. In the cornerstone, you'll:

- Move and reuse text and graphics in the document.
- Make edits to the document while collaborating with your classmates.
- Change the document's format and layout.
- Insert breaks between pages and sections of content.
- Apply style sets and themes.

Lesson 1: Finding and reusing content

Overview

In this lesson, you will learn how to find specific text in a document and replace it with new text. You will also learn how to reuse document content. You'll participate in discussions and step-by-step demonstrations, and you'll have opportunities to practice what you learn along the way.

Warm-up

Use these questions to find out what you already know about this lesson's topics:

1. Where can you find the **Find** and **Replace** commands?

Select the correct option.

- a. **Review** tab, **Proofing** group
- b. **Home** tab, **Editing** group
- c. **Design** tab, **Document Formatting** group
- d. **References** tab, **Research** group

2. What is the keyboard shortcut for **Find and Replace**?

Select the correct option.

- a. Ctrl+I
- b. Ctrl+F
- c. Ctrl+G
- d. Ctrl+H

3. The **Clipboard** retains up to _____ items that you copy from an Office app.

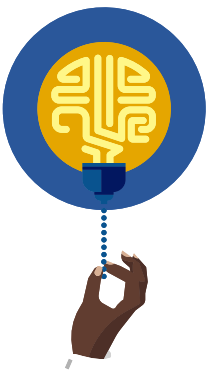
Fill in the blank space.

Topic 1: Find and replace text



Imagine you've just completed your book's manuscript and the publisher has asked you to change the name of your main character to make it more globally relevant. Do you feel overwhelmed? Don't worry! If you need to find specific words or phrases to update the format or replace the current word or phrase with a new one, the **Find and Replace** commands can help.

Start the process by navigating to the **Home** tab, locating the **Editing** group, and selecting **Replace**.



Did you know?

Access the **Find and Replace** command with the **Find and Replace** keyboard shortcut, Ctrl+H.

Features within the Find and Replace window

Once you select **Replace**, a window will open with the **Replace** tab selected and displayed, as depicted in the following screenshot:

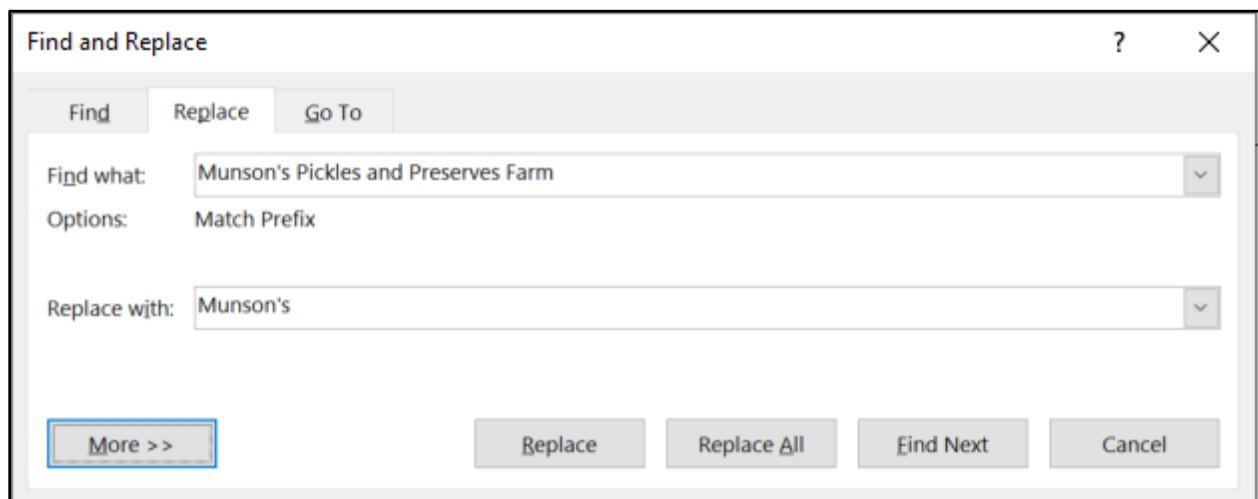


Figure 1: **Find and Replace** dialog box

There are two boxes within this tab: **Find what:** and **Replace with:**.

Perform a simple find and replace

To find and replace text in a document, perform the following steps:

1. In the **Find what:** box, enter the word or phrase you want to search.
2. In the **Replace with:** box, enter your new text.
3. Select **Find Next** until you come to the word you want to update.
4. Select **Replace**. To update all instances at once, choose **Replace All**.

Apply Search options

You can specify search terms in a document with multiple options. For example, to specify only upper or lowercase in your search, select **More > Match case** in the **Find and Replace** dialog box.

Search options

The following table outlines the search options available in the **Find and Replace** dialog box.

Search	Specify the whole document, or from before or after your cursor position.
Match case	Find and replace words that only match specific capitalization.
Find whole words only	Avoid partial matches. For example, using this option will help you ensure that changing the word "one" to "two" doesn't inadvertently change the partial word "one" in "someone" to "two" and create the nonsense word "sometwo."
Use wildcards	Get partial matches. For example, "the*" finds "theater," "thespian," and "thermin."
Sounds like (English)	Find and replace words that sound like others, for example, "they're," "there," and "their."
Find all word forms (English)	Find and replace all verb tenses. For example, enter "find," and Word will return "finds," "finding," and "found."

Match prefix

Works with other settings to find and replace words with common prefixes or beginnings, such as the prefix "super." Includes words such as "superfood," "superstar," and "superimpose." A search for this prefix returns words that start with super. For example, if you want to remove "super," then find "super," select the result, "superstar," and replace with "star."

Match suffix

Works with other settings to find and replace words with common suffixes or endings like the suffix -ing: applying, modifying, and investigating. A search for this suffix would return words ending with "ing." Replace as needed.

Ignore punctuation characters

Ignore differences in hyphenation.

Ignore white-space characters

Ignore spacing between characters.

Format button

Find and replace page formatting options like font types or colors, paragraph formatting (left, right, center), or highlighted words.

Special button

Find and replace page and character elements such as em dashes (—), tabs, or section breaks (a break in the formatting from one section to the next).

No Formatting

If you add formatting to the **Find and Replace** dialog box, the Word application keeps this selection until you close the application. If you want to clear formatting from the **Find and Replace** dialog box, select the text box, **Find what:** or **Replace with:** and then select **No Formatting** to turn off formatting selections.

Table 2: Search options

Activity: Discuss and learn

In this activity, you'll participate in a teacher-led group discussion on the differences between the **Find** and **Replace** options.

Resources required

None



Additional information

For more information on finding and replacing text, go to: [Find and replace text](#)

Activity instructions

Participate in the activity by following these instructions:

1. Read the article.
2. Open a new blank document, add four sentences of text about your future career plans.
3. Explore two different options to use the **Find** command and two different examples of the **Replace** command.
4. Add a sentence after the original text to explain how you used each example.
5. Reach out to your teacher if you need help finding these commands.
6. Share your findings when prompted by the teacher.

Try-It: Find and replace text



In this leveled try-it activity, you will apply your learning and discover how the **Find and Replace** feature helps you save time. You need to find specific text and replace it with new text.

Try-it 1

In this try-it, you'll find specific content in a document and replace all instances of it with the correct content.

Resources

You will need the following resources for this try-it:

- Open **L1_T1_try1_September_field_trips_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks to perform during this try-it:

1. Search for **Munsons** in the document.
2. Replace all instances of the word **Munsons** with **Munson's** throughout the document.
3. Save and close the document.

Try-it 2

In this try-it, you'll narrow your search down to style-specific instances. You'll then replace all instances of this content with the correct content and casing.

Resources

You will need the following resources for this try-it:

- Open **L1_T1_try2_pickle_camp_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks to perform during this try-it:

1. Go to the end of the document.
2. Use the **Find** and **Replace** command and search upwards through the document to find the text **MUNSON'S PICKLES AND PRESERVES** and replace it with **Munson's Pickles and Preserves**.
3. Save and close the document.

Topic 2: Reuse content with the Clipboard



Do you remember your craft classes, where you might have used scissors to cut paper and glue to paste it onto another piece of paper?

Word allows you to “cut” or “copy” content from your documents, and “paste” it to another document using the **Cut**, **Copy**, and **Paste** commands. The **Help** feature of the **Microsoft Office Clipboard** temporarily stores the content you cut or copy, before you paste it into a new location.

You can perform simple cut, copy, and paste actions either by using the buttons on the ribbon or the keyboard shortcuts Ctrl+X (Cut), Ctrl+C (Copy), or Ctrl+V (Paste). The following screenshot depicts the **Cut**, **Copy**, and **Paste** options available in the **Home** tab **Clipboard** group.

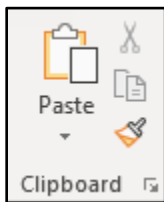


Figure 2: **Home** ribbon **Clipboard** group

Change options when pasting content

When you copy content from a formatted source, such as a webpage or another Word document, you can select one of several actions when pasting the content back into your document. Perform the following steps:

1. Select where you want to paste the content.
2. Use the keyboard shortcut Ctrl+V, and then select the **Paste Options**.
3. Hover over the icons for a live preview.

Select a paste option to use

The **Paste Options** button lets you select formatting options and is on by default. If the button isn't visible or you can't locate it, that feature might not be available. To turn it on, perform the following steps:

1. Select **File > Options > Advanced**.
2. In the **Cut, Copy, and Paste** section, select the **Show Paste Options** button for pasted content.
3. Select **OK**. If the setting is on but the button does not display when you paste, make sure you paste formatted content, not plain text (no formatting applied), as in the Notepad application.

Get the appearance you want

When you copy text from a Word document, webpage, or another application document and paste it into a Word document, you can choose how to format the text. You can keep the original formatting, merge the current formatting of the copied content (called source formatting) with the formatting of the content in the destination document (called destination formatting), or paste plain text, as depicted in the following screenshot:

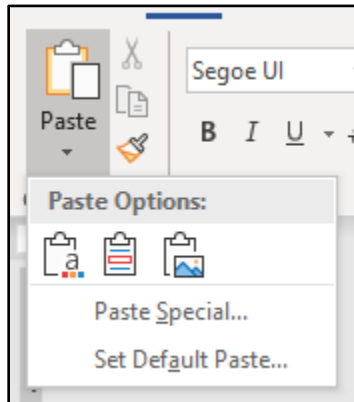


Figure 3: **Paste Options** menu

Keep Source Formatting (K): This option keeps the formatting of the copied text. Any style definition that is associated with the copied text copies to the destination document.

Merge Formatting (M): This option discards most formatting that was applied directly to the copied text, but it retains formatting that is considered to emphasize, such as bold and italic, when it is applied to only a portion of the selection. The pasted text takes on the current style characteristics of the paragraph. The text also takes on any direct formatting or character style properties of text that immediately precedes the cursor.

Picture (U): This option is only available with an Office 365 Subscription and converts text into an image and pastes the image. As a result, you can't change the text, but you can treat the pasted image like any other picture and apply effects, borders, or rotation. Select the pasted image and choose options from the **Picture Format** tab.

Keep Text Only (T): This option discards all formatting and non-text elements such as pictures or tables. The text takes on the style characteristics of the paragraph where it is pasted and takes on any direct formatting or character style properties of text that immediately precedes the cursor. This option discards graphical elements, and converts tables into a series of paragraphs. Did you know that the **Clipboard** allows you to copy up to 24 items from Office documents or other programs, and paste them into another Office document?

For example, you can copy text from an email message, data from a workbook or datasheet, and a graphic from a presentation, and then paste them all into a Word document. By using the **Clipboard**, you can arrange the copied items the way that you want in the document.

You're not limited to only pasting the last item you copied or cut when you use the **Clipboard** task pane. The **Clipboard** task pane holds many of the last images and text you copied or cut.

Open the Office Clipboard task pane

To open the **Clipboard** task pane, perform the following steps:

1. Select **Home**, and then select the **Clipboard** dialog box launcher. The following screenshot depicts the **Clipboard** dialog box launcher:

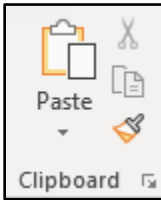


Figure 4: **Clipboard** dialog box launcher

2. Double-click to select the image or text you want to paste.

Copy and paste multiple items using the Office Clipboard

To copy and paste multiple items in the **Clipboard**, perform the following steps:

1. Open the file that has images or text you want to copy.
2. Select the first item that you want to copy, and select Ctrl+C.
3. Continue copying items from the same or other files until you have collected all the items that you want.

The **Clipboard** can hold up to 24 items. If you copy a 25th item, the **Clipboard** deletes the first item copied. It's like a pipe with limited capacity. When the pipe is full, the other items push out the item at the bottom of the pipe. As you add items to the **Clipboard**, the task pane displays an entry. The **Clipboard** always adds the newest entry to the top of the pipe. Each entry includes an icon that represents the source Office program and a portion of copied text or a thumbnail of a copied graphic, as depicted in the following screenshot:

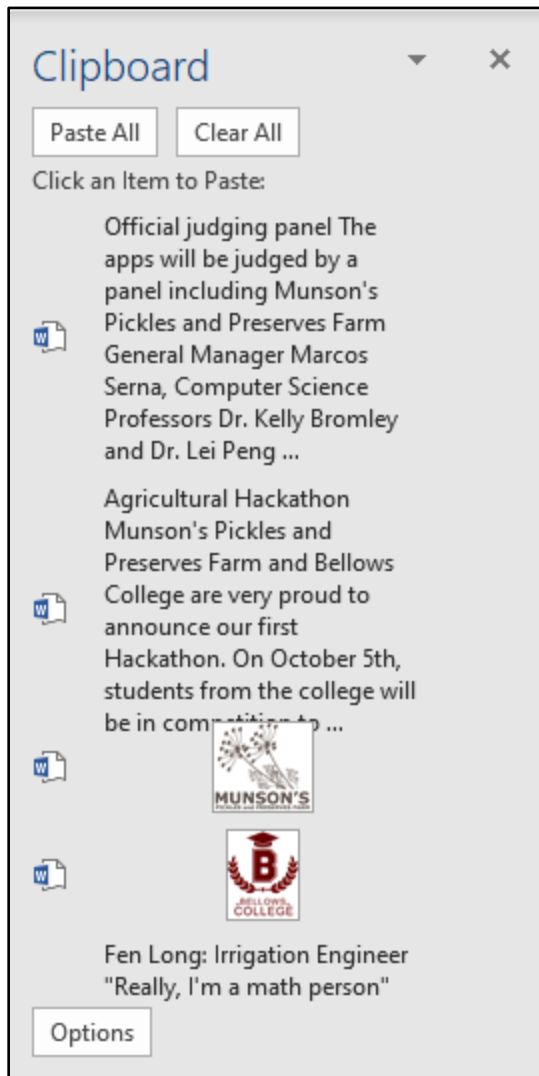


Figure 5: **Clipboard** panel

1. Point to the location where you want to paste the items. You can paste collected items into any Office program.
2. Do one of the following:
 - To paste items one at a time, in the **Clipboard** task pane, double-click or access the context menu on each item that you want to paste.
 - To paste all the items that you copied, in the **Clipboard** task pane, select **Paste All**.

Delete items from the Clipboard

You can delete items from the **Clipboard** individually or all at the same time.

To delete items from the **Clipboard** task pane, perform the following steps:

1. Select the arrow next to the item that you want to delete, and then select **Delete**.
2. To clear all items, select **Clear All**.

Control how to display the Office Clipboard

To control how to display the **Clipboard**, select the **Options** button. The following table outlines the display preferences available in the **Clipboard**.

Show Office Clipboard Automatically	Automatically displays the Clipboard when copying items.
Show Office Clipboard When Ctrl+C Pressed Twice	Automatically displays the Clipboard when you select Ctrl+C twice.
Collect Without Showing Office Clipboard	Automatically copies items to the Clipboard without displaying the Clipboard task pane.
Show Office Clipboard Icon on Taskbar	Displays the Clipboard icon in the status area of the system taskbar when the Clipboard is active. This option is turned on by default.
Show Status Near Taskbar When Copying	Displays the collected item message when copying items to the Clipboard . This option is turned on by default.

Table 3: Display preferences



Additional information

For more information on copying and pasting in Word, go to: [Copy and paste in Office for the web](#)

Activity: Show and tell

In this activity, you will participate in a teacher-led demonstration on how to work with the **Clipboard** to cut, copy, and paste content from one area of a document to another area of the same document and from one document to another.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Observe how the teacher uses the **Clipboard** to cut, copy, and paste text in a document and between two documents.
2. Ask the teacher clarifying questions such as:
 - What types of items can the **Clipboard** reuse?
 - In which applications can you use the **Clipboard**?
 - Is the **Clipboard** always hidden?
3. Participate in the discussion.

Try-it: Reuse content with the Clipboard



In this leveled try-it activity, you will edit a document with the cut, copy, and paste commands and **Clipboard** panel.

Try-it 1

In this try-it, you'll cut and copy pieces of text in a document. You'll then paste the text elsewhere in the document.

Resources

You will need the following resources for this try-it:

- Open **L1_T2_try1_Munsons_featured_staff_profiles_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Locate the title: **Munson's Pickles and Preserves featured staff** in the document.
2. Cut and paste the text so that it becomes the page title.
3. Locate the illustration and profile text of Hilary Brennan.
4. Select the illustration and the following two paragraphs and cut the selection.
5. Locate the illustration of Eugenia Austin.
6. Paste into the paragraph immediately preceding the illustration of Eugenia.
7. Locate the **New Intern** title and paragraph placeholder text. Copy and paste it following the existing intern placeholder text paragraph.
8. Save and close the document.

Try-it 2

In this try-it, you'll reuse the employee's profile information already existing in one document in the Munson's newsletter.

Resources

You will need the following resources for this try-it:

- Open **L1_T2_try2_Munsons_featured_staff_profiles_starter.docx**, **L1_T2_try2_pickle_camp_starter.docx**, and **L1_T2_try2_Munsons_monthly_newsletter_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Locate and cut **Fernando Vasquez'** profile, which includes an illustration and two paragraphs of text from **L1_T2_try2_Munsons_featured_staff_profiles_starter** document.
2. Navigate to the **L1_T2_try2_Munsons_monthly_newsletter_starter** document **Featured Farm Partner** section.
3. Select the paragraph of **lorem ipsum** placeholder text and paste the **Clipboard** text.
4. Navigate to the **L1_T2_try2_pickle_camp_starter** supporting document and copy the entire document to the **Clipboard**.

5. Navigate to the **L1_T2_try2_Munsons_monthly_newsletter_starter** document **Pickle Camp** section, delete the **lorem ipsum** placeholder text, and paste the content from the **Clipboard** into this section.
6. Save and close the documents.

Wrap-up

Use these questions to check what you learned in this lesson:

1. Depending on the configuration of the **Clipboard** option, which of the following methods displays the **Clipboard** panel?

Select all that apply.

- a. Select Ctrl+C once
 - b. **Clipboard** dialog box launcher
 - c. **Font** dialog box launcher
 - d. Select Ctrl+C twice
2. Which of the following directions can you move in a document to find and replace content?

Select all that apply.

- a. Up
 - b. Down
 - c. Left
 - d. Right
3. To replace all instances of a keyword found, you need to select the _____ command.

Fill in the blank space.

4. Which of the following search options can you use for the **Replace** command?

Select all that apply.

- a. **Match case**
- b. **Match prefix**
- c. **Use wildcards**
- d. **Find whole words only**



Additional information

For more information on finding and replacing text, go to: [Find and replace text](#)

For more information on using the **Clipboard**, go to: [Copy and paste using the Office Clipboard](#)

For more information on the Paste Special feature, go to: [Paste Special](#)

Lesson 2: Collaborating within a document

Overview

In the previous lesson, you learned how to find and replace specific text and how to reuse document content. This was a great start to editing and managing document layouts.

In this lesson, you will learn how to communicate in a document with comments. You will also learn how to keep track of the changes as you and others make edits in a document. The activities, discussions, and demonstrations in this lesson will give you an opportunity to practice the concepts you learn.

Warm-up

Use these questions to find out what you already know about this lesson's topics:

1. In which ribbon tab, would you find the **Track Changes** command?
Select the correct option.
 - a. **View**
 - b. **References**
 - c. **Review**
 - d. **Insert**
2. Which command adds a note about specific content within a document?
Select the correct option.
 - a. Text Box
 - b. Bookmark
 - c. Cross-reference
 - d. Comment

3. Which command displays all the changes to your document in a list?

Select all that apply.

- a. Track Changes, Formatting
- b. Track Changes, Insertions, and Deletions
- c. Comments
- d. Ink Comments

4. Which command includes **Reply** and **Resolve** as ways to respond?

Select all that apply.

- a. Track Changes
- b. Comment
- c. Ink
- d. Insert Caption

Topic 1: Communicate with comments within a document



Imagine you are reviewing a document that you and a fellow student are writing for a class. If you have a question for the other students about information they wrote, you need a way to call this out so that it is not part of the document content but a note about the content.

This is where comments are useful. You can ask a question for clarification, suggest a change to the content, make a note to yourself to fact check something, or tell that other student what an awesome job they did (provide kudos).

Attaching your comments to specific parts of a document helps clarify your feedback. If someone else is providing feedback by adding comments to the document, you can reply to specific comments as well. This enables you to collaborate and have a discussion, even when you're not all reviewing the document at the same time, as depicted in the following screenshot:

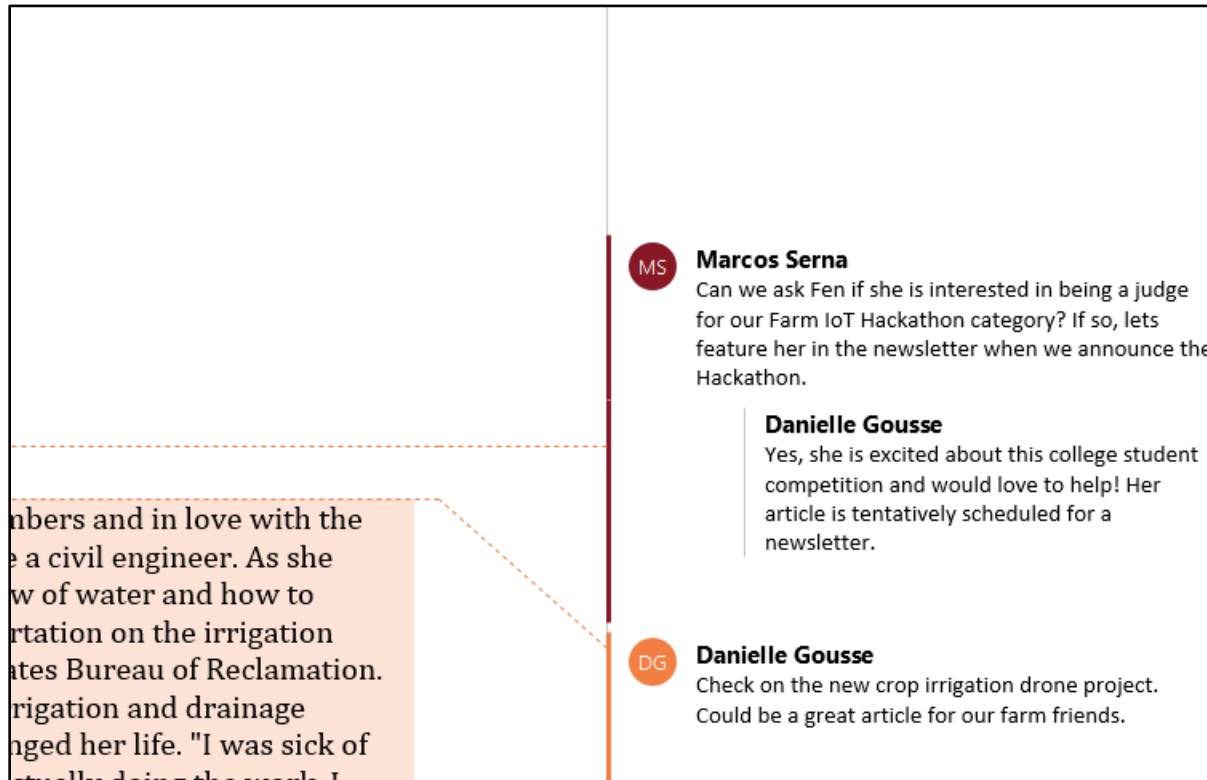


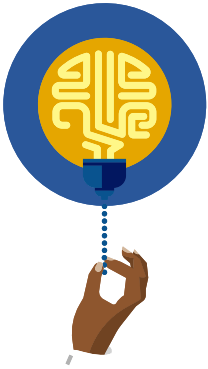
Figure 6: Comments

Add comments

To add comments, you need to perform the following steps:

1. Select the content for which you want to provide feedback.
2. Navigate to the **Comments** group from the **Review** ribbon tab, and then select **New Comment**.

A comment balloon, which is similar to a rectangle, displays a space to enter your feedback or comment. If you want to make changes to any of your comments, just select the comment balloon, place your cursor inside, and enter the comment.



Did you know?

You can also select **Alt+R,C** to insert a new comment.

Move from comment to comment within a document

To observe comments in the order they appear throughout a document, perform the following step:

- Navigate to the **Home** tab, **Comments** group, and select **Previous** or **Next**. The document display will update to show the document contents and the associated comment. The following screenshot depicts the **Comments** group:

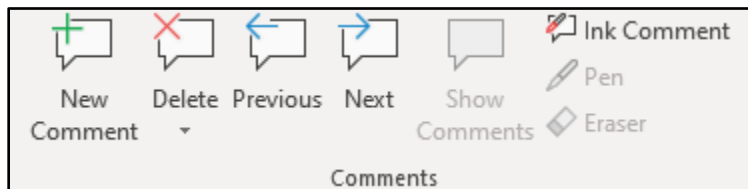


Figure 7: **Comments** group

Reply to a comment

To reply to a comment, perform the following step:

- Go to the comment and select **Reply**.

Note: Keep in mind that it's possible for others to edit your comments. The Office document stores your comments, so anyone with edit access to your file can edit your comment.

Resolve a comment

When you no longer need a comment, for example, after you have read and acted on the feedback or inquiry, you can resolve it (mark as complete or closed). This doesn't remove the comment, but makes it less visible within the document.

To resolve a comment, you need to perform the following step:

- Go to the comment and select **Resolve**.

Note: Resolve only works with the newer document format, .docx. If you are working with an older document format, .doc, in compatibility mode, you will need to convert the document to the newer format to work with the **Resolve** command.

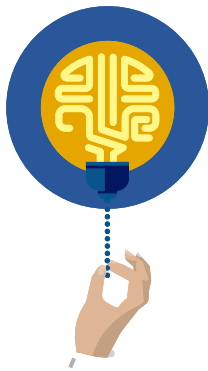
Delete a comment

To delete a comment, perform the following steps:

- Right-click the comment (or access the context menu for the comment) and select **Delete Comment**.

To delete all the comments in the document, perform the following steps:

- Go to the **Review** tab, and then from the **Delete** drop-down list, select **Delete Comment**, and select **Delete All Comments in Document**.



Did you know?

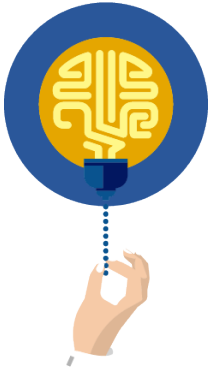
Navigate to the **File** tab and from the **Backstage** display, select **Options**. From the **Navigation** panel select **General**. Enter your name as you want it to appear in the **Username** box. Then check the box labeled **Always use these values regardless of sign in to Office**.

This only changes the name for new comments added, not for previously added comments.



Additional information

For more information about collaborating with comments in Office 365, go to: [Collaborate with Comments in Office 365](#)



Did you know?

Select the text for which you want to comment. Navigate to the **Review** tab and from the **Comments** section select **Ink Comment**. Use a digital pen (stylus) or other device to write in the ruled line area of the comment. Two commands are available in the **Comments** group: **Pen** to write and **Eraser** to erase mistakes. The following screenshot depicts the ruled area of a comment:

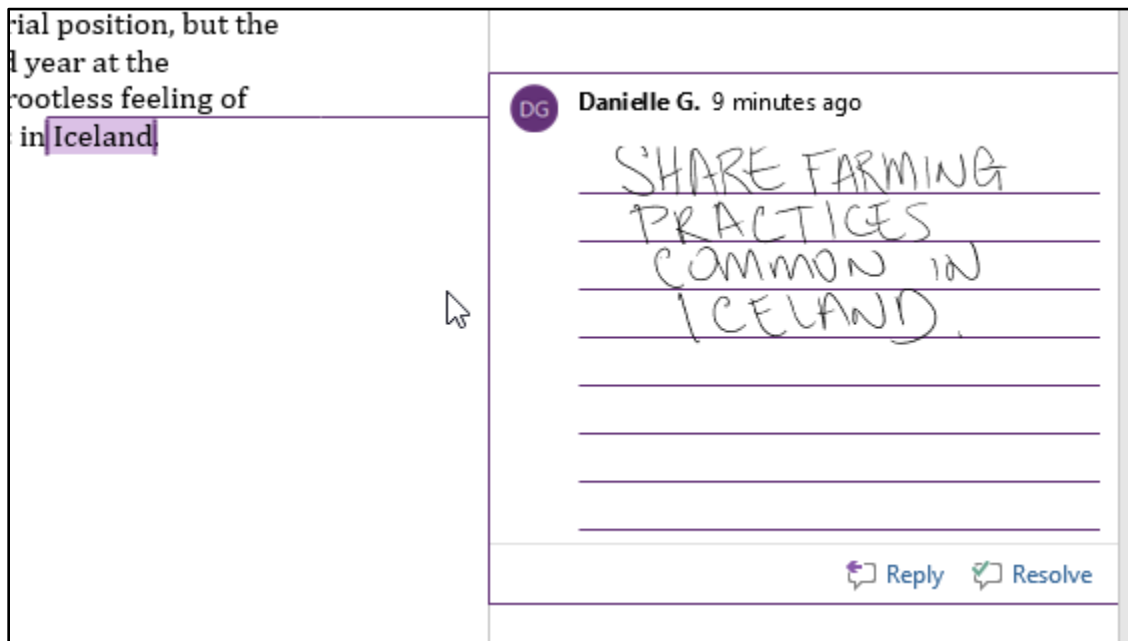


Figure 8: Ruled area of a comment

Activity: Show me how - rewrite

In this activity, the teacher will demonstrate how to get the feedback, notes, and questions from a document, discuss possible solutions, and then list them as comments.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Examine the document shared by the teacher.
2. Ask clarifying questions. Here are a few examples:
 - Can I include screenshots and graphics in a comment?
 - Can I copy a comment to the Clipboard so I can reuse it?
 - Can I delete the corresponding content and keep the comment?
3. Answer questions provided by the teacher.
4. Offer suggestions to fix the document.
5. Observe as the teacher demonstrates how to fix the document.

Try-It: Communicate with comments within a document



In this leveled try-it, you will add new comments, read comments, reply to comments, and delete comments.

Try-it 1

In this try-it, you'll create new comments, observe comments, reply to comments, resolve and delete comments.

Resources

You will need the following resources for this try-it:

- Open **L2_T1_try1_Munsons_featured_staff_profiles_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks to perform during this try-it:

1. Read each comment from Marcos in the document.
2. Locate the comment related to the title, **Fen Long: Irrigation Engineer**. Reply to this comment with the following: **Yes, she is excited about this college student competition and would love to help! Her article is scheduled for a newsletter.**
3. Locate the comment related to Iceland. Marcos mentioned that he inserted this comment by mistake.

4. Remove the comment.
5. Locate the comment related to the title, **Fernando Vasquez: Beekeeper**. Reply to this comment with the following: **Scheduled for the next newsletter**. Then mark the comment as resolved.
6. Go back to the comment you inserted for Fen Long and edit the last sentence to say: **Her article is tentatively scheduled for a newsletter**.
7. Save and close the document.

Try-it 2

In this try-it, you'll insert a comment, update your display name, and reply to a comment.

Resources

You will need the following resources for this try-it:

- Open **L2_T1_try2_Munsons_featured_staff_profiles_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks to perform during this try-it:

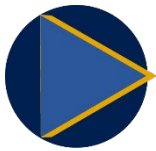
1. Locate the illustration and profile text for Fen Long's profile. Insert a comment to check on the new crop irrigation drone project: **Could be a great article for our farm friends**.
2. Observe how your name appears in the comment. Update your name as it appears for comments to an abbreviated name, such as first name and last name initials or a nickname.
3. Reply to the comment inserted by Marcos for the New Intern Placeholder title. Reply with: **A request has been made to our graphics team**.
4. Observe how your updated name appears in the comment.
5. Resolve this comment.
6. Save and close the document.

Topic 2: Track changes



Turning on the **Track Changes** feature gives you and others a way to make revisions while editing a document. It's like making suggestions that you can review, then remove later, or make them permanent.

Imagine you are planning a school career fair and you have drafted a "call for sponsors" document. Other members of the career fair planning team will access this document and make changes to it. With **Track Changes** turned on, each change will be tracked and displayed differently. For example, the tool will track changes to the font size for a title, a picture insertion, and a word deletion. These changes will display differently than the original content to indicate that these are changes to the original content.



Video

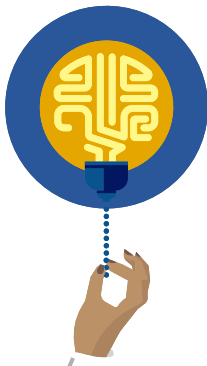
To review the video about turning on track changes, go to: [Track changes in Word](#)

Turn Track Changes on and off

Turn **Track Changes** on and off by navigating to the **Track Changes** command under the **Review** tab.

When **Track Changes** is turned on, by default, a strikethrough indicates deletions and an underline marks additions. Authors' names and different text colors indicate changes made by different authors.

When it's turned off, Word stops marking changes, but the colored underlines and strikethroughs are still in the document.



Did you know?

You can add **Track Changes** to the Status Bar, by right-clicking or accessing the context menu on it. Locate and select **Track Changes**. The **Track Changes** icon is displayed on the Status Bar to indicate if it is on or off. Select this icon to turn it on or off. The following screenshot depicts the Status Bar with **Track Changes** set on:

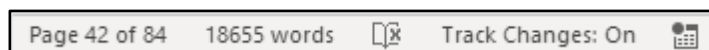


Figure 9: Status Bar with **Track Changes** on

Keep Track Changes turned on with Lock Tracking

To prevent someone else from turning off **Track Changes**, turn on **Lock Tracking** and add a password. With Lock Tracking, anyone opening your document can observe the changes but they can't turn off the feature, and they can't accept or reject changes.

Turn on **Lock Tracking** by navigating to the **Home** tab, **Tracking** group, selecting the **Track Changes** command, and selecting **Lock Tracking**. The keyboard shortcut Alt+R,G,L also turns on Lock Tracking. Once you select **Lock Tracking**, choose and enter a password. Then select the tab key to move to the confirm password field, enter your password again and then select Enter.

Turn off Lock Tracking

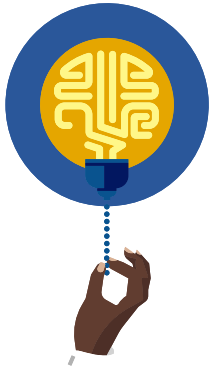
Turn off **Lock Tracking** by navigating to the **Home** tab, **Tracking** group, selecting the **Track Changes** command, and selecting **Lock Tracking**. The same keyboard shortcut used to lock tracking, Alt+R,G,L, also turns it off. When you turn off Lock Tracking, the **Unlock tracking** dialog box displays where you must enter the password, and then select **OK**.

Observe suggested changes

To review the changes in your document, on the **Review** tab, select **Tracking**, and then select an option from the **Display for Review** drop-down list. The default setting is **All Markup**. The following table outlines the markup options available in the **Display for Review** drop-down list:

Simple Markup	Indicated by a red line in the margin
All Markup	A detailed display of the changes
No Markup	A preview of how the document will look if you make all the suggested changes permanent
Original	A display of the original document without the suggested changes

Table 4: **Tracking** section

**Did you know?**

For more information on how to change the track changes color, go to: [Change the track changes color](#)

Accept tracked changes

Even if you turn off **Track Changes**, there's a possibility that your document has colored underlines and strikethroughs, indicating insertions and deletions that were made while **Track Changes** was turned on.

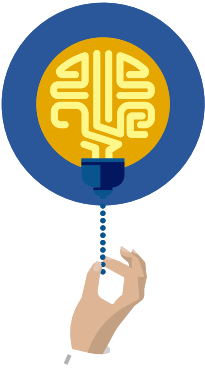
The markings are available to anyone who chooses **All Markup** or **Simple Markup** in the **Tracking** section of the **Review** tab.

Remove the markings by accepting or rejecting the changes. Use the buttons in the **Changes** section of the **Review** tab. The following table outlines the options available in the **Changes** section of the **Review** tab.

Previous	Takes you from the current change to the previous one in a document.
Next	Takes you from the current change to the next change in the document.
Accept	Makes a change permanent.
Reject	Dismisses a change.

*Table 5: **Changes** section*

Tip: To accept or reject changes all at once, select the arrow on the **Accept** or **Reject** button, and then select **Accept All Changes** or **Reject All Changes**.



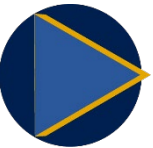
Did you know?

You can right-click or access the context menu over a tracked change and select either the **Accept** or **Reject** option from the **Changes** section in the **Review** tab. If multiple tracked changes are in the same content area, select the entire area, right-click or access the context menu, and then select **Accept** or **Reject**. All the changes are updated accordingly.



Additional information

For more information on sharing a document, co-authoring, and tracking changes in Word, go to: [Collaborate in Word](#)



Video

To review the video on accepting tracked changes, go to: [Accept tracked changes](#)

Activity: Discuss and learn

In this activity, your teacher will present a document to the classroom and ask students a series of questions about changes to the document.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Observe the document the teacher is presenting.
2. Think critically about the questions posed by the teacher.

3. Ask the teacher any clarifying questions you might have. Here are a couple of examples:
 - If I email the document as an attachment with **Track Changes** turned on, will it track changes other people make?
 - Can I accept or reject multiple changes at the same time?
4. Participate in the discussion.

Try-It: Switch



In this standalone try-it activity, you'll open a document and perform a series of track changes tasks for a specific amount of time. When the teacher calls out, "Switch," move to your neighbor's seat, quickly perform the next set of tasks, continuing from what your neighbor had done. Repeat until the teacher calls, "Switch back home." You will then observe the changes made by peers with the help of track changes.

Resources

You will need the following resources for this try-it:

- Open **L2_T2_try_September_field_trips_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks to perform during this try-it:

1. Turn **Track Changes** on for your computer.
2. Switch to your neighbor's computer. In the second paragraph of the document, change **Maple Elementary** to the name of your school. Then, in the same sentence, change **Shelbyville** to the name of your town.
3. Switch to your neighbor's computer. Change the username for tracked changes to your name or nickname. In the second paragraph, change the date to a date your school will visit Munson's.
4. Switch to your neighbor's computer. Change the username for tracked changes to your name or nickname. Add the following text to the beginning of the document:
Munson's Pickles and Preserves Farm Field trips in September.
5. Switch back home. Change the username for tracked changes back to your name or nickname.
6. Lock tracking with a password of your choice.

7. Observe which tracked changes commands are available.
8. Unlock tracking with the password.
9. Observe each of the changes made.
10. Change the **Display for Review** setting and then review the changes.
11. Choose to accept or reject each one.
12. Turn **Track Changes** off.
13. Save and close the document.

Wrap-up

Use these questions to check what you learned in this lesson:

1. In which position can you display the Reviewing Pane?
Select all that apply.
 - a. Vertical
 - b. Top
 - c. Bottom
 - d. Horizontal
2. In which two locations can you change a username that appears in the **Track Changes** listing?
Select the correct option.
 - a. **Tracking** dialog box
 - b. Options, Display
 - c. Options, Personalize your copy of Microsoft Office
 - d. **Page Setup** dialog box

3. Which choices are available to delete comments?

Select all that apply.

- a. Delete Previous Comment
- b. Delete Next Comment
- c. Delete All Comments Shown
- d. Delete All Comments in Document

4. What keyboard shortcut inserts a comment?

Select the correct option.

- a. Alt+Shift+C
- b. Alt+R+C
- c. Alt+R+S
- d. Ctrl+Shift+E

Lesson 3: Managing layouts

Overview

In the previous lesson, you learned how to track changes and comment on specific areas of a document. These were great additions to learning more about editing and managing document layouts.

In this lesson, you will learn how to display hidden characters, format text in multiple columns, and control sections and pages with breaks. The activities, discussions, and demonstrations in this lesson will give you an opportunity to practice the concepts you learn.

Warm-up

Use these questions to find out what you already know about this lesson's topics:

1. Which command displays hidden paragraph marks and other hidden formatting symbols?

Select the correct option.

- a. **Outline**
- b. **Web Layout**
- c. **Show/Hide**
- d. **Draft**

2. Which hidden formatting symbol represents a tab character?

Select the correct option.

- a. Arrow
- b. Paragraph
- c. Dot
- d. Anchor

3. Which of following is the correct process to insert a column break?

Select all that apply.

- a. Select the **Layout** ribbon, **Columns, Two**
- b. Select the Ctrl+Shift+Enter keyboard shortcut
- c. Select the **Layout** ribbon, **Breaks, Column**
- d. Select the Ctrl+Shift keyboard shortcut

4. The **Insert Page Break** keyboard shortcut is _____.

Fill in the blank space.

5. To which areas can you apply columns, relative to the cursor position within a document?

Select all that apply.

- a. This point forward
- b. Whole document
- c. This section
- d. This paragraph only

6. The _____ indicates that the text following will begin in the next column.

Fill in the blank space.

Topic 1: Show/Hide hidden characters



When you create or edit a document, you might notice some symbols displayed within your text. These are formatting marks, such as dots (for spaces), or arrows (for tab characters) in Word. Formatting marks help with the text layout. They do not appear on a printed document. The following screenshot depicts the hidden formatting symbols:

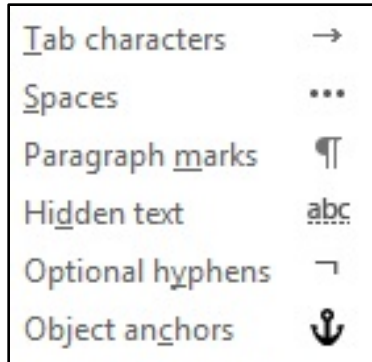
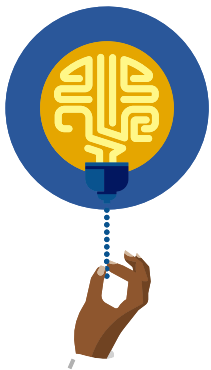


Figure 10: Hidden formatting symbols

A document does not display these characters by default. To show these hidden characters, navigate to the **Show/Hide** command from the **Paragraph** group, **Home** tab.



Did you know?

You can display hidden paragraph marks and other formatting symbols with the Show/Hide Ctrl+* keyboard shortcut.

Turn on formatting marks

To turn on formatting marks to display them on the screen all the time, perform the following steps:

1. Select **File**.
2. Select **Options** from the **Backstage** display.

3. Select **Display** from the navigation panel.
4. Under **Always show these formatting marks on the screen**, select the check box for each formatting mark that you always want to display, regardless if you turn on or off the **Show/Hide Paragraph** command in Word. Clear the check boxes for the hidden characters that you don't want displayed.

Activity: Show me how

This is a teacher-led demonstration about how you can display hidden characters and text in a document.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. The teacher will demonstrate how to work with the **Show/Hide** feature to turn on or off the hidden symbols and text in a document.
2. Examine the document projected from the teacher's computer.
3. Ask clarifying questions. Here are a couple of examples:
 - Can you delete hidden characters?
 - Can you edit and format a document while displaying the hidden symbols?

Try-It: Show/Hide hidden characters



In this standalone try-it activity, you will work with an existing document and display hidden characters and text.

Resources

You will need the following resources for this try-it:

- Open **L3_T1_try_Munsons_Pickle_and_Preserves_Cookbook_recipes_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks to perform during this try-it:

1. Show the hidden paragraph marks.
2. Answer the hidden text question at the beginning of the document, following the title, **Munson's Pickles and Preserves Cookbook**.
3. Locate the extra paragraph marks between the two recipes and remove them.
4. Hide the paragraph marks and hidden text.
5. Save and close the document.

Topic 2: Format text in multiple columns



So far, you might have noticed that the text in a document stretches across a page. But have you noticed how to arrange content in a newspaper? Do you know why you arrange text that way? A newspaper uses a multiple-column layout to display more short articles on one page. It's an easier format to read shorter spans of sentences versus other types of documents, like lengthy business or school reports.

The default setting for the text layout in a document is one column that stretches to fit the width of the page. This layout works well for documents like letters, resumes, and contracts. However, for a newsletter, you will want to set up multiple columns.

Change the number of columns throughout a document

To change the number of columns in your document, perform the following steps:

1. Select the **Layout** tab, **Page Setup** group, and then select **Columns**.
2. Select the option you want or select the **More Columns** option to set your own column format.

Change part of document into columns

To change a part of your document into columns, perform the following steps:

1. Select the paragraphs you want to change.
2. Select the **Layout** tab, **Page Setup** group, **Columns**, and then select the option you want.

Adjust columns

When you add the newsletter style columns to a document, Word automatically sets the width of each column to fit your page. If the default formatting doesn't work for your layout, open the **Columns** dialog box to adjust. The following screenshot depicts the **Columns** dialog box:

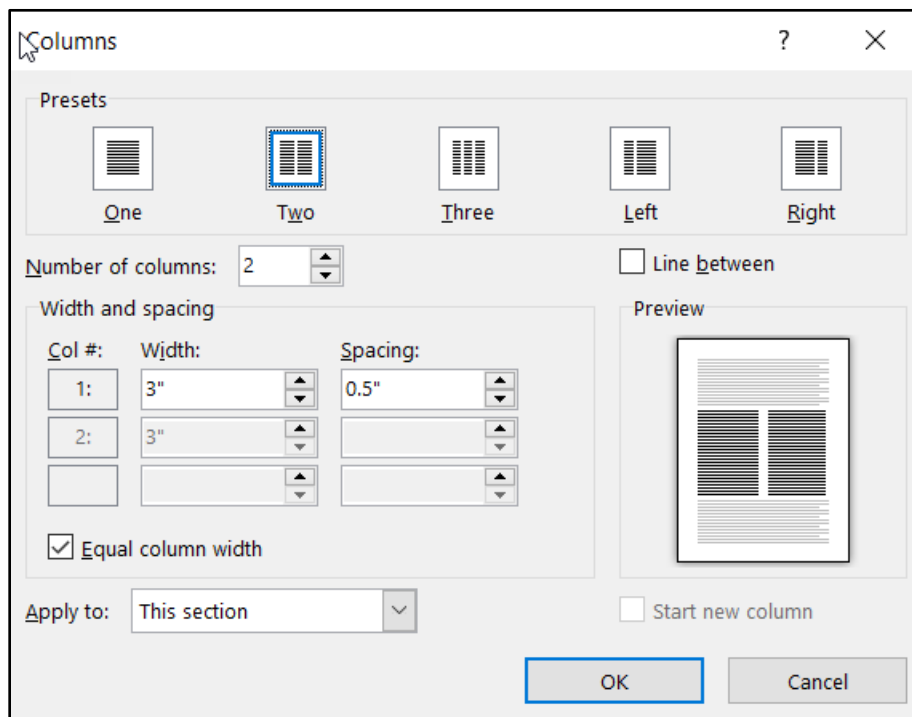


Figure 11: **Columns** dialog box

Adjust column settings

To adjust column settings, perform the following steps:

1. Select the **Layout** tab, and then select **Columns**.
2. Select **More Columns**.

3. In the **Columns** dialog box, adjust the settings under the **Width and spacing** section to your liking.
4. If you want columns of varying widths, uncheck the **Equal column width** check box.

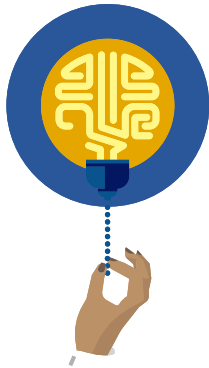
Control the flow of content with a column break

By design, text flows automatically from one column to the other in newspaper and other layouts. If you need more control with a document, then insert a column break in the document.

Insert a column break

To insert a column break in your document, perform the following steps:

1. Place your cursor where you want the column to break.
2. Select the **Layout** tab, **Page Setup** group, and then select the **Breaks** command.
3. Select **Column** from the drop-down list.
4. Observe the column break.
5. Select the **Home** tab, **Paragraph** group, and then select **Show/Hide** to review the inserted column break.



Did you know?

You can select Ctrl+Shift+Enter to insert a column break in your document.

Activity: Show me how

In this activity, your teacher will demonstrate how to modify a single-column document into a multiple-columns document. A teacher-driven discussion follows this activity.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. The teacher will demonstrate how to work with columns in a document.
2. Ask clarifying questions. Here a couple of examples:
 - Does the entire document need the same number of columns and columns formatting?
 - Can you apply column formatting to a landscape-oriented document?
3. Participate in the discussion.
4. Apply critical thinking when the teacher asks a question.
5. Respond with an answer to the teacher's question.

Try-it: Format text in multiple columns



In this leveled try-it activity, you'll change the one-column paragraphs into two-column paragraphs with a dividing line and customized spacing in a document.

Try-it 1

In this try-it, you'll open an existing document, and format the first article placeholder to change it from one to two columns.

Resources

You will need the following resources for this try-it:

- Open **L3_T2_try1_Munsons_monthly_newsletter_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks to perform during this try-it:

1. Observe the one-column text format on both pages of the document.
2. Show the hidden marks in the document and observe the hidden marks on both pages.
3. Select the title, **Seasonal Produce**, and the two **lorem ipsum** text placeholder paragraphs that follow the title paragraph.
4. Make this selection two columns.
5. Observe the section break after the two-column formatting.

6. Turn off the display of hidden marks.
7. Save and close the document.

Try-it 2

In this try-it, you'll open an existing document and format an article placeholder paragraph to separate two columns by a vertical line.

Resources

You will need the following resources for this try-it:

- Open **L3_T2_try2_Munsons_monthly_newsletter_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks to perform during this try-it:

1. On page two of the document, select the title **CSA** and the three paragraphs in the section.
2. Modify the column settings to be two columns wide, with a dividing line and a spacing of **0.75"**.

Topic 3: Insert and manage breaks



Section breaks divide and format documents of all sizes. For example, you can break down sections into chapters and add formatting such as columns, headers and footers, page borders, and page numbering to each. You can even choose to number the pages later in your document.

Imagine you have a monthly magazine issue you are putting together and each page has a different layout and formatting. By inserting section breaks, you can control the formatting for specific areas of each page. Start by inserting a section break before the area you intend to change. Set up the formatting change just after the new section break. If you want to change formatting again, insert another section break. If your changes are on the same page, choose the **Continuous** section break. Otherwise, choose **Next Page**, **Odd Page**, or **Even Page** section breaks.

If the formatting change occurs in the previous section, select Ctrl+Z and move your cursor to after the section break and try it again.

Add a section break

To add a section break in your document, you need to perform the following steps:

1. Select where you want a new section to begin in your document.
2. Select the **Layout** tab, **Page Setup** group, and select **Breaks**.
3. Choose the type of section break you want to insert:
 - The **Next Page** command inserts a section break and starts a new section on the next page. This type of section break is useful to start new chapters in a document.
 - The **Continuous** command inserts a section break and starts a new section on the same page. A continuous section break is useful to create format changes such as a different number of columns on a page.
 - The **Even Page** or **Odd Page** command inserts a section break and starts a new section on the next even- or odd-numbered page. To start chapters on an odd or even page, use the **Odd Page** or **Even Page** section break option.

Display section breaks

Section breaks are hidden formatting marks in a document. The easiest way to observe where a section break begins and ends in a document is to display all the formatting marks in that document.

To display section breaks in a document, perform the following step:

- Select the **Home** tab, **Paragraph** group, and then select **Show/Hide**. The following screenshot depicts how to display section break in a document:



Figure 12: Section break

Change a section break

To change a section break in a document, perform the following steps:

1. Select an area with the section you want to change.
2. Select the **Layout** tab, and then select the **Page Setup** dialog box launcher.
3. Select the **Layout** tab.
4. Select a new section type from the **Section Start** drop down list.
5. Select **OK**.



Additional information

For more information about how to use section breaks to apply formatting to parts of a document, go to:

- [Change page orientation to landscape or portrait](#)
- [Insert a header or footer](#)
- [Insert page numbers](#)
- [Create newsletter-style columns](#)
- [Start page numbering later in your document](#)

Delete a section break

Before you delete a section break, display it in the document.

To display a section break in your document, perform the following steps:

- On the **Home** tab, in the **Paragraph** group, select **Show/Hide**.

To delete a section break in a document, perform the following steps:

- Place the cursor before the section break you want to remove, and then select the Delete key.

It's worth noting that when you delete a section break, Word combines the text before and after the break into one section. The new, combined section will use the formatting from the section that followed the section break.

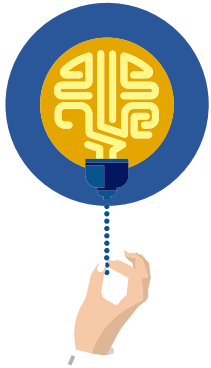
If you want the section to use the formatting, headers, or footers from before the section break, use the **Link to previous** option instead of removing the section break.

Insert a page break

When you insert a page break at a defined page position, that page ends there, and a next page begins.

To insert a page break in a document, perform the following steps:

1. Place the cursor where you want one page to end and the next to begin.
2. Select the **Insert** tab, **Pages** group, and then select **Page Break**.



Did you know?

To insert a line break, use the keyboard shortcut Shift+Enter. To insert a page break, use the keyboard shortcut Ctrl+Enter.

Display a page break

Page breaks are hidden formatting marks in a document. The easiest way to display page breaks in a document is to turn on all the formatting marks. To display page breaks in a document, perform the following steps:

- Select the **Home** tab, **Paragraph** group and, then select **Show/Hide**. The following screenshot depicts how to display a page break in a document:

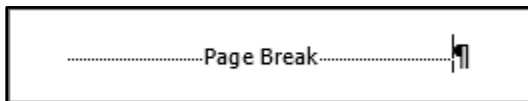


Figure 13: Page break

Delete a page break

To delete a page break in a document, perform the following steps:

1. Select the **Home** tab, **Paragraph** group, and then select **Show/Hide**.
2. Locate the page break you want to delete, double-click to select the page break, and then select the Delete key.



Video

To review the video on page breaks, go to: [Insert or remove a page break](#)

Activity: Show me how

In this activity, your teacher will demonstrate how to insert and manage section breaks and page breaks in a document.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. The teacher will demonstrate how to insert and manage page breaks and section breaks within a document.
2. Ask clarifying questions.
3. Apply critical thinking when the teacher asks a question.
4. Respond with an answer to the teacher's questions.

Try-it: Insert and manage breaks



In this leveled try-it activity, you'll open an existing document and insert page and section breaks.

Try-it 1

In this try-it, you'll insert a page break.

Resources

You will need the following resources for this try-it:

- Open **L3_T3_try1_blueberries_and_balloons_festival_volunteers_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks to perform during this try-it:

1. Show the paragraph marks and other hidden symbols.
2. Observe the document for any section or page breaks.
3. Insert a page break after the sentence, **Let's work together to make this year's Blueberry and Balloons Festival the best yet.**
4. Observe the page break on page one. Observe the content that was on page one that has now moved to page two.
5. Remove the paragraph mark at the top of page two (preceding the blueberry basket image).
6. Hide the paragraph marks and other hidden symbols.
7. Save and close the document.

Try-it 2

Resources

You will need the following resources for this try-it:

- Open **L3_T3_try2_blueberries_and_balloons_festival_volunteers_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks to perform during this try-it:

1. Show the paragraph marks and other hidden symbols.
2. Observe the document for any section or page breaks.
3. Place the cursor before the blueberry basket image on page two. Insert a section break that keeps the information on the same page.
4. Observe where you added the section break to the document.
5. Place the cursor before the hot air balloon image on page two. Insert a section break that moves the content to the next page.
6. Observe where you added the section break to the document.
7. For the blueberry basket section, change the page orientation to **Landscape**. The dialog box prompts: "Some margins are outside the printable area of the page. Try moving those margins inside the printable area." Choose the **Fix** command.

8. Observe the page orientation for all three pages of the document.
9. Hide the paragraph marks and other hidden symbols.
10. Save and close the document.

Wrap-up

Use these questions to check what you learned in this lesson:

1. Where can you modify the display settings for formatting marks?

Select the correct option.

- a. **Ease of access, Application display options**
- b. **File tab, Advanced, Show document content**
- c. **File tab, Proofing, Exceptions for**
- d. **File tab, Options, Display**

2. Which hidden formatting symbol represents the space character?

Select the correct option.

- a. Dot
- b. Paragraph
- c. Arrow
- d. Anchor

3. The _____ command adds a vertical line between columns.

Select the correct option.

- a. **Start new column**
- b. **Line between**
- c. **Right**
- d. **Left**

4. The _____ check box formats columns with an equal width.

Fill in the blank space.

5. Which keyboard shortcut inserts a page break?

Select the correct option.

- a. Ctrl+P
- b. Shift+Enter
- c. Ctrl+B
- d. Ctrl+Enter

6. _____ breaks divide and format documents.

Fill in the blank space.

Lesson 4: Applying styles and themes

Overview

In this lesson, you will learn how to change the style of headings, titles, and body text by applying document style sets. You'll participate in discussions and step-by-step demonstrations, and you'll have opportunities to put into practice what you learn along the way.

Warm-up

Use these questions to find out what you already know about this lesson's topics:

1. Which command changes the font and paragraph formatting of an entire document?

Select the correct option.

- a. **Themes**
- b. **Style set**
- c. **Paste Special**
- d. **Style**

2. Where is the **Quick Style sets** gallery located?

Select the correct option.

- a. **Home** tab, **Styles** group
- b. **Design** tab, **Document Formatting** group
- c. **Layout** tab, **Page Setup** group
- d. **Insert** tab, **Pages** group

3. What is the name of the default theme for a document?

Select the correct option.

- a. **Ion**
 - b. **Organic**
 - c. **Office**
 - d. **Wisp**
4. Which command uses a unique set of colors, fonts, and effects to create a consistent look?

Select the correct option.

- a. **Styles**
- b. **Style sets**
- c. **Format Painter**
- d. **Themes**

Topic 1: Apply a style set



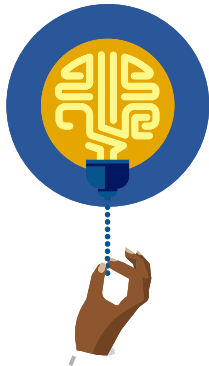
Think about all the diverse types of content you read every day: books, articles, social media posts, emails, text messages, and more. Each of these has its own way of conveying information based on text and paragraph formatting and other elements like emojis. For example, a book has a cover page with a specific heading format, chapter headings format, and paragraphs with a specific format. You can consider each of these components to be individual styles. Collectively, it's known as a style set. An outer space, science fiction book might have futuristic artwork. The text and paragraph styles need to complement this. The proper style set can do this by updating all existing title, heading, normal, list, and other styles at the same time. An historical, non-fiction book might use a different style set to help convey the old-world information.

Word provides a set of styles that work together. Each **Quick Style** set might include styles for several heading levels, body text, quotes, and titles that work together in a single document.

To apply a **Quick Style** set, perform the following steps:

1. Select the **Design** tab, **Document Formatting** group, and then in the **Style gallery** area select the **More** arrow.
2. Then choose a **Quick Style** set such as **Basic (Elegant)** or **Modern**.

After making a **Quick Style** selection, select the **Home** tab, and then the **Styles** group, the gallery contextually changes based on the Quick Style set selected. You can use all the styles in the gallery to build your document.



Did you know?

You can observe how a Quick Style set will display in a document by pointing the mouse cursor to a **Quick Style** set without selecting it. This is known as a live preview. Once you find a Quick Style that you like, select the style to apply it to the document. The following screenshot depicts the Quick Style set Gallery:

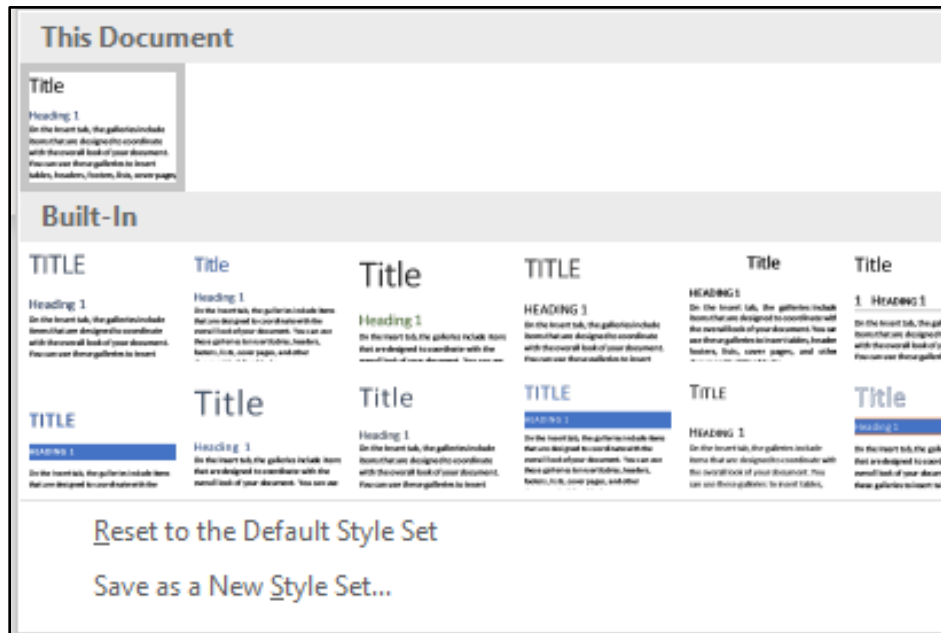


Figure 14: Quick Style set Gallery

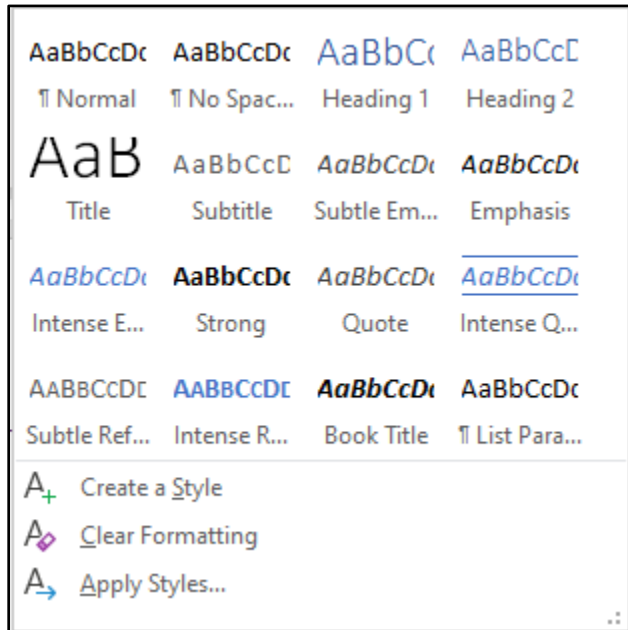
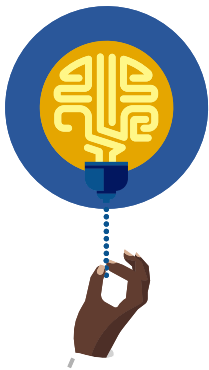


Figure 15: Quick Style Gallery

It's worth noting that a Quick Style set reflects styles that you applied in a document. For example, if all the headings in a document have Heading 2 styles applied, the Quick Style set will apply a Heading 2 style. The Quick Style set does not fix formatting errors.



Did you know?

You can save a document style for use in another document. Select the **Design** tab, **Quick Style set Gallery**, and right-click or access the context menu on the Quick Style set you want to save. The **Save** dialog box opens. Enter a name for the style set and select **Save**.

Activity: Discuss and learn

In this activity, you'll participate in a teacher-led group discussion on how to change the document style by applying a different style set.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Ask the teacher clarifying questions.
2. Participate in the discussion.
3. Apply critical thinking and answer the teacher's questions.

Try-it: Apply a style set



In this standalone try-it, you'll open an existing document and apply a style set to it.

Resources

You will need the following resources for this try-it:

- Open **L4_T1_try_Munsons_featured_staff_profiles_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks to perform during this try-it:

1. Navigate to the **Document Style** gallery.
2. Hover over each style and observe the changes made to the document's style.
3. Select the **Minimalist** style set.
4. Save and close the document.

Topic 2: Apply themes



A theme uses a unique set of colors, fonts, and effects that complement each other to create a consistent design.

Imagine you are playing your favorite video game, moving through an amusement park, or visiting a clothing store. Each of these typically has a theme, or a design, that sets the stage for how you might perceive the space you are in. Think of a document as a stage where you get to choose which theme you want to apply to an entire document. A school report might have a very different theme than a book launch party poster. Word includes a gallery of pre-built themes that you can apply to a document. The following screenshot depicts the pre-built themes gallery available in Word:



Figure 16: Pre-built themes gallery

To apply a theme in a document, perform the following steps:

1. Select the **Design** tab and select the **Themes** command.
2. The gallery of pre-built themes displays. Office is the default theme. Note the names of the other themes.
3. Point to a theme to preview it and select the theme of your choice.

Note: Once you apply a theme, specific components like colors, fonts, paragraph spacing, and effects can be customized. The following screenshot depicts the individual theme commands:

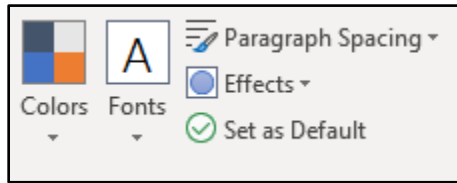


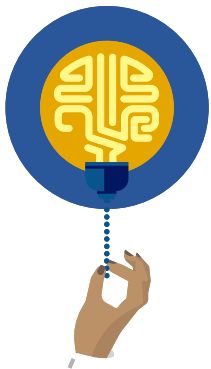
Figure 17: Individual theme commands

To modify a theme component, perform the following steps:

1. Select the **Design** tab and select the appropriate component: **Colors**, **Fonts**, **Paragraph Spacing**, or **Effects**.
2. Select a choice from the dropdown list.

To return to the original theme of a document template, perform the following steps:

1. Select the **Design** tab and select the **Themes** command.
2. Select **Reset to Theme** from template.



Did you know?

You can change a theme and make it the default in Word or Excel.

For more information on changing a theme and making it the default for new documents, go to: [Change a theme and make it the default in Word or Excel](#)

Activity: Show me how

In this activity, the teacher will discuss and demonstrate how to apply a new document theme to a document.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Observe how the teacher applies a new theme to a document.
2. Ask clarifying questions.
3. Apply critical thinking when teacher asks a question.
4. Respond with an answer to the teacher's questions.

Try-it: Apply themes



In this standalone try-it activity, you'll open an existing document and apply a different theme to the document.

Resources

You will need the following resources for this try-it:

- Open **L4_T2_try_Munsons_featured_staff_profiles_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks to perform during this try-it:

1. Observe the style set and theme applied to the document.
2. Observe the current paragraph spacing applied to the document.
3. Change the paragraph spacing to relaxed.
4. Observe the updated paragraph spacing applied to the document.
5. Save and close the document.

Wrap-up

Use these questions to check what you learned in this lesson:

1. Which method saves the current style set for use in another document?

Select the correct option.

- a. Right-click or access the context menu, and then select **Save**
- b. Select Ctrl+S
- c. Save as a new style set
- d. Select F12

2. Which of these document components changes when you apply a theme?

Select the all that apply.

- a. Effects
- b. Fonts
- c. Pictures
- d. Colors

3. Which command should you use if you need to change a style set back to the original style set?

Select the correct option.

- a. **Replace**
- b. **Reset to**
- c. **Clear All Formatting**
- d. **Undo**

4. Themes and style sets are on the _____ tab.

Fill in the blank space.

Glossary

The following table defines the key terms used in the module.

Clipboard	A list of all items copied to the Clipboard . Also, the name of a group on the Home tab which consists of the Cut , Copy , Paste , Paste Special , and Format Painter commands
Column	Edge-to-edge spacing for text and other content to appear on a document page. The default setting is one column. You can apply multiple columns.
Column break	A mark to indicate where text ends in one column and begins in the next column
Comment	A note about specific content within a document
Copy	Places a copy of a selection of content on the Clipboard for pasting somewhere else later
Cut	Removes a selection of content and places it on the Clipboard for pasting later
Formatting Symbol	A hidden character that indicates formatting within a document such as an indentation, space, or carriage return
Lorem ipsum	Placeholder text used to demonstrate the form of the document without real content. Enter =lorem() to insert five paragraphs of text with varying sentence lengths.
Page break	Marks the point at which a page ends and another begins
Page Setup	Margins, paper, and layout settings
Password	A secret word or phrase to unlock and lock access to a computer system, file, or service
Paste	Adds the most recently placed content on the Clipboard to your document

Paste Special	Adds the most recently copied content with specific paste parameters to your document
Replace	Search for text and replace it with something else
Section break	Marks the point at which a new section of content begins
Style set	A set of font and paragraph properties of an entire document
Styles	Specific text formatting that you can apply to individual paragraphs, titles, headings, lists, and other text
Themes	A unique set of colors, fonts, and effects that you can apply to a document
Track Changes	Keeps track of changes made to a document

Table 6: Glossary terms and definitions

Cornerstone

Overview

In this cornerstone, you will edit the summer camp application form by finding, replacing, and reusing text and images. You will keep track of others' edits, collaborate with them, and update the document's layout and style.

Objectives

The following table outlines the Cornerstone objectives and their corresponding Microsoft Office Specialist (MOS) exam objectives.

Find, replace, and reuse text and images.	<ul style="list-style-type: none"> • 1.1.1: Search for text • 2.1.1: Find and replace text
Communicate by using comments and tracked changes.	<ul style="list-style-type: none"> • 6.1.1: Add comments • 6.1.2: Review and reply to comments • 6.1.3: Resolve comments • 6.1.4: Delete comments • 6.2.1: Track changes • 6.2.2: Review tracked changes • 6.2.3: Accept and reject tracked changes • 6.2.4: Lock and unlock change tracking
Change page layouts and insert section breaks.	<ul style="list-style-type: none"> • 1.1.4: Show and hide formatting symbols and hidden text • 2.3.1: Format text in multiple columns • 2.3.2: Insert page, section, and column breaks • 2.3.3: Change page setup options for a section
Change the style set and theme.	<ul style="list-style-type: none"> • 1.2.2: Apply style sets

Table 7: Cornerstone objectives

Duration

50 minutes

Instructions

1. Complete the following tasks for each file.
2. When saving your file, add your name to the end of the filename, like this: "Cornerstone_Application_Form_Dwayne_Espino." Follow your teacher's directions for where to save your documents.
3. When you're done with the Cornerstone, assess your work and enter the points you think you earned within the following task lists. Ask for help as needed.

Tasks

You will work with two files in this Cornerstone. The following are the tasks within each file.

File 1: Cornerstone_hackathon_rules_starter.docx

Task: Unlock and observe track changes (2 points)

1. Open **Cornerstone_hackathon_rules_starter.docx** and unlock the change tracking with this password: **Hackathonsarefun!;**. (1 point) (Exam objective 6.2.4)
2. Observe all tracked changes throughout the document. (1 point) (Exam objective 6.2.2)

Points scored: _____ / 2

Task: Accept and turn off track changes (2 points)

1. Reject the inserted word change, **Agriculture added to the Hackathon Rules title**. Accept the changes to the words, **all** and **code**. (1 point) (Exam objective 6.2.3)
2. Turn track changes off. (1 point) (Exam objective 6.2.1)

Points scored: _____ / 2

Task: Insert and review comments (2 points)

1. Select the title, **Submissions will be judged on**, and insert the following comment: **Should we add this to the list - only the categories defined when submitted?** (1 point) (Exam objective 6.1.1)
2. Review all comments in the document. (1 point) (Exam objective 6.1.1)

Points scored: ____ / 2

Task: Reply, resolve, and delete comments (3 points)

1. Navigate to the comment from Marcos Serna that says: **Please confirm time and update as needed**. Reply with a comment that says: **Confirmed with Fen L**. (1 point) (Exam objective 6.1.2)
2. Resolve the comment made in the previous step: **Confirmed with Fen L**. (1 point) (Exam objective 6.1.3)
3. Delete the comment from Marcos Serna: **Age requirement confirmed. Once you have read this feel free to delete**. (1 point) (Exam objective 6.1.4)

Points scored: ____ / 3

Task: Find and replace text (2 points)

1. Find the text **programmers** and replace it with **developers**. (1 point) (Exam objective 2.1.1)
2. Find the text **ads** and replace it with **advertisements**. (1 point) (Exam objective 2.1.1)

Points scored: ____ / 2

FILE 1 TOTAL POINTS: ____ /11

File 2:

Cornerstone_hackathon_promotion_starter.docx

Task: Apply a style set (3 points)

1. Apply the **Basic (Simple)** style set to the document. (1 point) (Exam objective 1.2.2)
2. Apply the **Arial** font to the style set. (1 point) (Exam objective 1.2.2)
3. Apply the **Relaxed Paragraph Spacing** to the style set. (1 point) (Exam objective 1.2.2)

Points scored: ____ / 3

Task: Show hidden characters and insert breaks (3 points)

1. Display the hidden characters in the document. (1 point) (Exam objective 1.1.4)
2. Insert a text-wrapping break before the first paragraph that begins with the phrase: **Munson's Pickles and Preserves Farm**. Insert a text-wrapping break. (1 point) (Exam objective 2.3.2)
3. Insert a continuous section break before the section title, **Prize Money**. (1 point) (Exam objective 2.3.2)

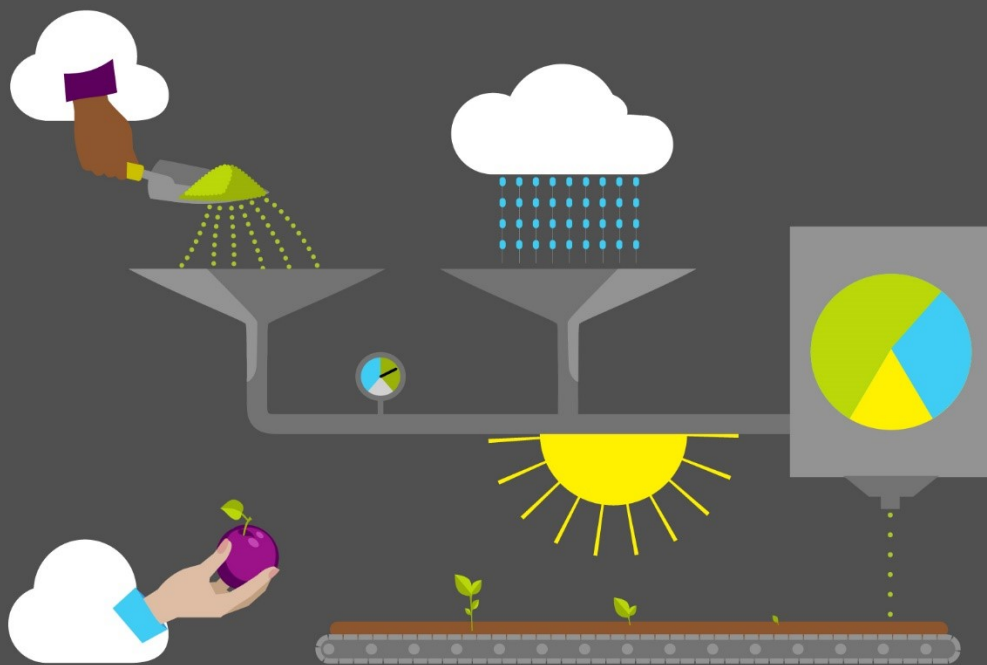
Points scored: ____ / 3

Task: Format text in multiple columns (3 points)

1. Format the paragraphs after the section break into two columns. (1 point) (Exam objective 2.3.1)
2. Change column spacing to **0.8"**. (1 point) (Exam objective 2.3.1)
3. Hide hidden characters. (1 point) Exam objective 1.1.4)

Points scored: ____ / 3

FILE 2 TOTAL POINTS: ____ /9



Student Guide

40566A

Microsoft Word associate 2019

Module 3: Working with objects

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Module overview

Description

An old axiom states that a picture is worth a thousand words. Microsoft Word has powerful tools you can use to create interesting and effective documents. When you add elements such as pictures, shapes, and **SmartArt** graphics to a document, your message becomes easier to communicate to your audience. In this module, you'll learn how to insert and format these elements to make your document more interesting and to emphasize specific information.

On the **Insert** tab, the **Illustration** group includes the six commands you'll learn about in this module. You'll start by inserting and modifying shapes, including inserting text into these shapes. Then, you'll insert and format pictures, create **SmartArt** diagrams to depict processes and flowcharts, insert icons such as smiley faces, and use screenshots to display parts of a page from another document.

The following table outlines the lessons in this module that will help you learn these skills through discussions, demonstration-based activities, and try-it exercises, including a task-based Cornerstone project that will give you the opportunity to apply what you have learned.

Lesson	Learning objective	Exam objectives
Inserting and formatting shapes	<ul style="list-style-type: none"> Insert and format two-dimensional (2D) shapes and three-dimensional (3D) models 	<ul style="list-style-type: none"> 5.1.1 5.1.3 5.2.4 5.2.6 5.3.2
Inserting and formatting pictures	<ul style="list-style-type: none"> Insert and format pictures 	<ul style="list-style-type: none"> 5.1.2 5.2.1 5.2.2 5.2.3 5.4.1
Creating diagrams via the SmartArt feature	<ul style="list-style-type: none"> Insert and format SmartArt graphics 	<ul style="list-style-type: none"> 5.1.4 5.2.5 5.3.3

Depicting information by using icons and screenshots	<ul style="list-style-type: none"> • Insert icons, screenshots, screen clippings, symbols, and special characters, and format the icons 	<ul style="list-style-type: none"> • 5.1.5 • 2.1.2
Adding text boxes and alternative text	<ul style="list-style-type: none"> • Place and modify text boxes and objects that have text, add alternative text for objects, and resolve accessibility errors and warnings 	<ul style="list-style-type: none"> • 5.1.6 • 5.3.1 • 5.4.1 • 5.4.2 • 5.4.3
Cornerstone: Cookbook Launch Party Announcement	<ul style="list-style-type: none"> • Insert and modify text boxes • Insert alternative text for objects • Resolve accessibility errors and warnings • Insert and format SmartArt graphics • Format pictures • Insert 3D models 	<ul style="list-style-type: none"> • 5.1.3 • 5.1.4 • 5.1.6 • 5.2.1 • 5.2.2 • 5.2.3 • 5.2.5 • 5.2.6 • 5.3.1 • 5.3.3 • 5.4.1 • 5.4.2 • 5.4.3

Table 1: Objectives by lesson

Scenario

Munson's Pickles and Preserves Farm supports a local Community Supported Agriculture (CSA) project. This CSA project allows community members to become farm members and purchase shares of the produce to feed their families.

As part of this project, Munson's is writing a farm-to-table cookbook to support the summer camp scholarship fund. A fellow colleague has collected the favorite fall recipes of farm members. Munson's needs your help with adding graphics for these recipes in the cookbook and with creating flyers promoting the Cookbook Launch Party. Here's a great chance for you to use your artistic ideas with the fun design tools in Word!

Cornerstone

Munson's farm-to-table cookbook, which will support the summer camp scholarship fund, is finally ready to be published. It's now time to plan the Cookbook Launch Party.

You've been asked to create flyers to promote the party. You'll need to insert shapes, pictures, text boxes, **SmartArt** graphics, and 3D models and apply formatting to each object. You'll also remove the background from a picture, display specific views of a 3D model, manage the text flow around objects by using **Wrap Text**, and apply alternative text to all objects in the flyer.

The lessons and topics in this module will facilitate your success in this Cornerstone.

Lesson 1: Inserting and formatting shapes

Overview

In this lesson, you'll learn to insert and format shapes to represent information in your documents in an alternative way. You'll add text to these shapes and then modify this text. You'll also add amazing 3D models to a document and learn to use the 3D control both to rotate models up to 360 degrees and to tilt them up and down to display a specific feature.

Warm-up

Use these questions to find out what you already know about this lesson's topics:

1. Which tab would you select on the ribbon to insert a shape?

Select the correct option.

- a. **Home**
- b. **Draw**
- c. **Insert**
- d. **Design**

2. Which of the following is an incorrect method for adding text to a shape?

Select the correct option.

- a. Select the shape, and then enter the text.
- b. Right-click or access the context menu of the shape, select **Edit Text**, and then enter the text.
- c. Right-click or access the context menu of the shape, select **Add Caption**, and then enter the text.
- d. Select text in a document, select Ctrl+X to cut the text or Ctrl+C to copy to the **Clipboard**, select the shape, and then select Ctrl+V to paste the text into the shape.

3. When you select a shape, small circles called *sizing handles* become available on each side and each corner of the shape border. List three things you can do with these sizing handles.

Fill in the blank spaces.

4. After you insert a 3D model, which of the following can't you apply to the model?

Select the correct option.

- a. Model color saturation and tone
- b. Model size
- c. Model rotation
- d. Model background fill

Topic 1: Insert and modify shapes



Word supplies many shapes for you to choose from, such as lines, rectangles, arrows, equation shapes, callouts, stars, and banners. You add these shapes from the **Insert** tab on the ribbon, in the **Illustrations** group. Inserting a shape in a document automatically opens the **Drawing Tools Format** contextual tab. You can use this tab to apply styles, a shadow, or a 3D effect or to arrange the shape on the page and resize it. Begin by navigating to the **Insert** tab, finding the **Illustrations** group, and then selecting **Shapes**, as the following figure depicts.

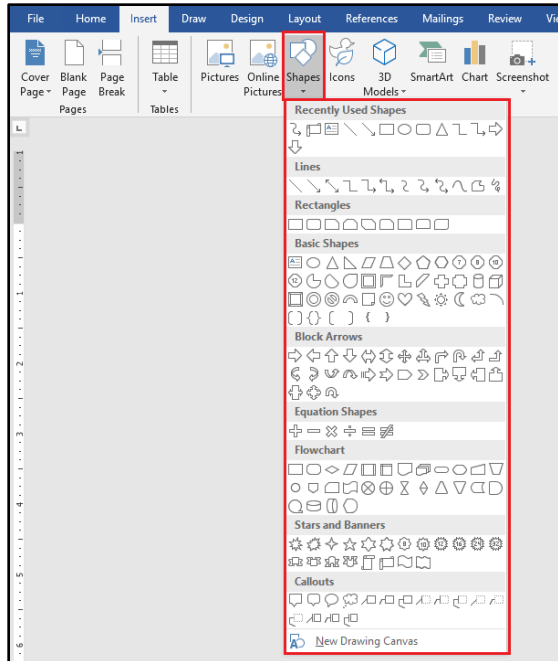


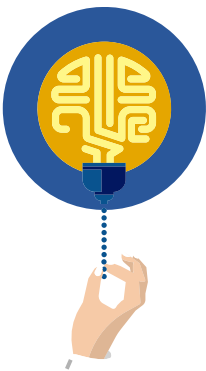
Figure 1: **Shapes** on the **Insert** tab

Understand the Shapes menu

After you select **Shapes**, a menu displays with all the available shape categories. These categories include **Lines**, **Rectangles**, **Basic Shapes**, **Block Arrows**, **Equation Shapes**, **Flowchart**, **Stars and Banners**, and **Callouts**. The menu also includes **Recently Used Shapes** if applicable.

Here are the steps to insert a basic shape from the Shapes menu:

1. Place your cursor where you want to insert the shape in the document.
2. On the **Shapes** menu, select the shape of your choice.
3. Drag the mouse or other input pointer to draw the shape to the size you want.



Did you know?

To create a perfect square or circle (or to constrain the dimensions of other shapes), use the sizing handles that become available when you select the shape. Select these sizing handles, select and hold the Shift key, and then drag the circles or handles. Try this out at home.

Understand the Drawing Tools Format tab

You can resize and format a shape at any time by using the contextual **Drawing Tools Format** tab, as the following screenshot depicts.

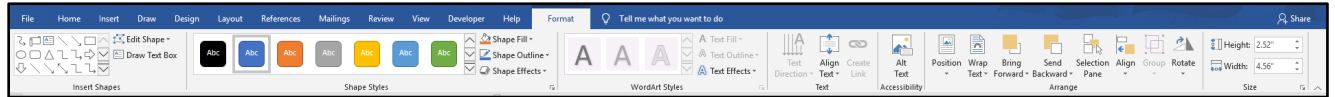


Figure 2: The **Drawing Tools Format** tab

The **Drawing Tools Format** tab has the following groups:

- **Insert Shapes.** Insert another shape or change the currently inserted shape to a different shape.
- **Shape Styles.** Quickly apply a style to the selected shape by selecting a built-in style; change the shape's fill and outline; and apply shape effects, such as a shadow or reflection.
- **WordArt Styles.** Apply text effects to selected text included in the shape.
- **Accessibility.** Display the **Alt Text** pane, where you can add a description of the object and its context for screen reader users.
- **Arrange.** Use options for positioning shapes, wrapping text, layering shapes (to bring shapes forward or send them backward), displaying the **Selection** pane (where you can quickly select objects), and aligning objects.
- **Size.** Adjust the height and width of the shape.



Additional information

For more information, refer to: [Add shapes](#)

Activity: Demonstrate the feature

In this activity, the teacher will demonstrate how to insert a shape and then modify it by using the **Drawing Tools Format** contextual tab.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Observe the demonstration to understand how to insert and modify shapes in Word.
2. Interact with the teacher and ask clarifying questions, such as:
 - a. What types of shapes can I add in Word?
 - b. What's the most efficient way to insert a shape with all sides equally sized?
 - c. What's the Quick Style gallery?
 - d. How do I format a shape, such as change the colors and the size?

Try-it: Insert and modify shapes



In this leveled try-it, you'll work with shapes and have fun with them.

Try-it 1

In this try-it, you'll insert multiple shapes of your choice into a blank document in a creative way. Test yourself by trying to resize the shapes by using your mouse or other input device and by applying effects. Share your creativity with your neighbor.

Resources

None

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Insert three different shapes of your choice into a new Word document. Share your work with the teacher before continuing to the next step.
2. Resize and change the position of any two shapes by using your mouse.
3. Apply a style and a 3D effect to any one shape.
4. Apply different shadow effects to the other shapes.
5. Save the file as **My_shapes.docx**, and then close the document.

Try-it 2

In this try-it, you'll build a flowchart for a straightforward process of your choice by using shapes in the **Flowchart** and **Lines** categories.

Resources

None

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Insert any five shapes of your choice from the **Flowchart** category.
2. Insert lines to connect all the shapes to each other.
3. Resize any two of the shapes.
4. Move any two of the shapes to a new location in the document.
5. Apply a **3D Rotation** shape effect to one of the shapes.
6. Apply different **Shadow** effects to the other shapes.
7. Save the document as **My_process.docx**, and then close the document.

Try-it 3

In this try-it, you'll use the available shapes and follow the instructions to complete the process flow from crop management to crop assembly, and then to the movement of crops to the cleaning plant, and finally to the truck for transportation.

Resources

You'll need the following resource for this try-it:

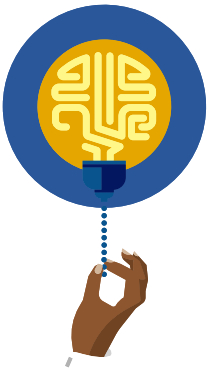
- **L1_T1_try3_flowchart_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Make a copy of the final stage of the workflow, **Transport with Trucks**.
2. Change the text in this copy to **Farmer's Market and Grocery Store**. Ask for your teacher's help with this step if needed.
3. Change the shape color of the **Farmer's Market and Grocery Store** shape to **Intense Effect - Green, Accent 6**.

4. Insert lines with arrows between the shapes to indicate the flow of the process.
5. Change the **Crop Management** shape to a **Cloud** shape.
6. Change the **Crops to Cleaning Plant** shape to a **Diamond** shape.
7. Apply the **Perspective Upper Right** shadow effect to all shapes.
8. Save and close the document.



Did you know?

To apply the same formatting to multiple objects, select the formatted shape, double-click the **Format Painter**, and then select each shape to apply the formatting.

Topic 2: Add and modify text in shapes



Word makes it easy to insert text into shapes which, as you might know, is helpful when you're creating flowcharts and diagrams:

- To add text to a shape in a document, do one of the following:
 - Select the shape, and then enter the text.
 - Right-click or access the context menu of the shape, select **Edit Text**, and then enter the text.
- You can format the text you entered by using the **Font** and **Paragraph** groups on the **Home** tab or by using the **Text Effects** and **WordArt Styles** options on the contextual **Drawing Tools Format** tab, as the following screenshot depicts.

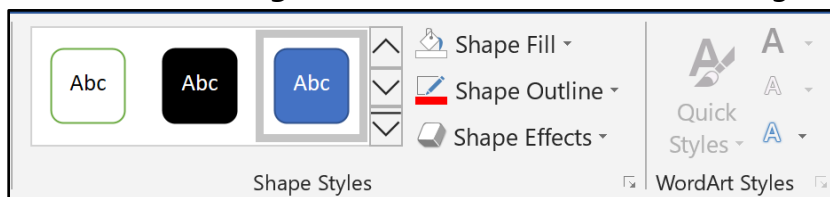


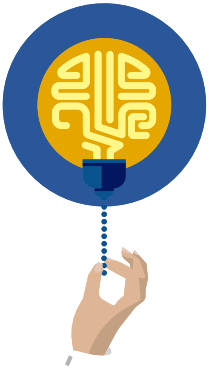
Figure 3: The **Shape Styles** and **WordArt Styles** groups

- Note that the **Drawing Tools Format** contextual tab corresponds to the shape, so it's available only when the shape is selected. Therefore, to make any changes to the shape, you need to first select it to display the tab.

Understand the Arrange group on the Drawing Tools Format tab

The **Drawing Tools Format** tab also has an **Arrange** group with several options to help you format the text:

- **Position.** Decide where to display the object on the page.
- **Wrap Text.** Decide how text will wrap, or flow, around the selected object.
- **Bring Forward.** Bring the selected object forward one level. This is just like rearranging a sheaf of paper.
- **Send Backward.** Send the selected object backward one level.
- **Selection Pane.** Get a list of all the objects in the document.
- **Align.** Decide where to display the selected object on the page. This is like aligning a paragraph.
- **Group Objects.** Join objects together so you can then move and format them as one object.
- **Rotate Objects.** Rotate the object to the right or the left by 90 degrees or flip the selected object vertically or horizontally.



Did you know?

To move multiple shapes in a document at the same time, select the first shape, select the Ctrl key, and then select the other shapes. Doing so temporarily groups the shapes together. You can then select the group and simultaneously move all the shapes.

Activity: Demonstrate the feature

In this activity, the teacher will share a picture, ask you questions, and then demonstrate how to add and modify text in shapes.

Resources required

You need the following resource for this activity:

- **L1_T2_act_whats_the_story_starter.docx** in this lesson's **Learning Activity Resources** folder

Activity instructions

Participate in the activity by following these instructions:

1. Examine the picture in the document.
2. Try to answer the teacher's questions about this picture.
3. Observe the demonstration by the teacher.
4. Interact, engage, and ask questions such as:
 - a. How do I add text to a shape and a picture?
 - b. How can I arrange multiple shapes and pictures in a document?
 - c. What's the shortcut key to send a picture backward?

Try-it: Add and modify text in shapes



In this leveled try-it, you'll select a shape, modify the shape, and add text inside the shape.

Try-it 1

In this try-it, you'll create a new welcome sign by using the **Rectangle** shape and adding text to it.

Resources

None

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Open a new Word document.
2. Insert a **Rectangle** shape.
3. Resize the rectangle to **4 inches** (or **10.16 centimeters**) high by **8 inches** (or **20.32 centimeters**) wide.
4. Center the rectangle on the page.
5. Enter the text **Welcome to Our Farm** in the shape.
6. Format this text with a font color of **Black**, a font size of **36**, and a font style of **Bold**.

7. Save the file as **Welcome_sign_draft_1_***your name*.**docx** in your student folder.
8. Share your work with the teacher, and if advised, keep your file open to work on the next try-it.

Try-it 2

In this try-it, you'll modify an existing welcome sign according to specifications, formatting it to match the branding of Munson's Pickle and Preserves Farm.

Resources

You'll need the following resource for this try-it:

- **L1_T2_try2_welcome_sign_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Select the rectangle, and then make the following changes to this shape:
 - a. Outline: **Dark blue, 6 pt**
 - b. Shape color: **Light blue**
2. Insert a vertical, **5-inch** (or **12.7-centimeter**) line on top of the rectangle.
3. Center this line in the rectangle, and then extend it so it goes beyond both sides of the rectangle.
4. Change the line color to **Orange**.
5. Change the width of the shape outline to **6 pt**.
6. Position the line so it displays as if it's a stand for your sign.
7. Use **Send Backward** to send the line behind the rectangle.
8. Save the file as **Welcome_sign_final.docx** in your student folder.

Topic 3: Insert and format 3D models



Use 3D models to add pizzazz to your documents. After you add a 3D model, you can use the **3D Model Tools Format** contextual ribbon tab to format the model in different ways: you can rotate (or tilt) the model up or down to get different angles of the picture, apply alternative text to the model, and resize and position the model on the page.

Insert a 3D model

To insert a 3D model, perform the following steps:

1. Place your cursor where you want Word to insert the 3D model into the document.
2. On the **Insert** tab, select **3D Models**, and then select the 3D model you want.

Search for 3D models

Use the **Search** box, as the following screenshot depicts, to quickly find what you want.

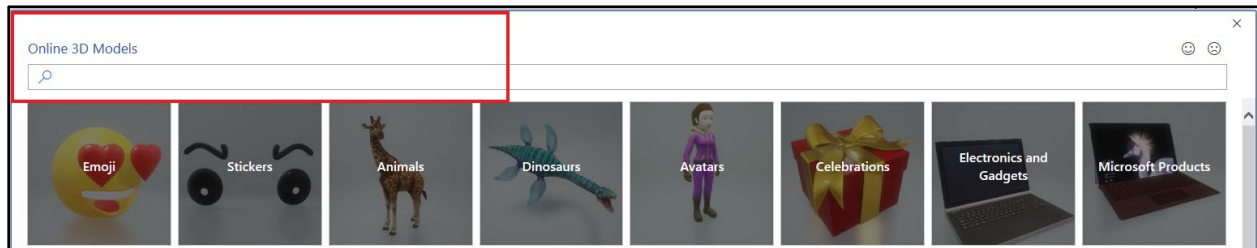
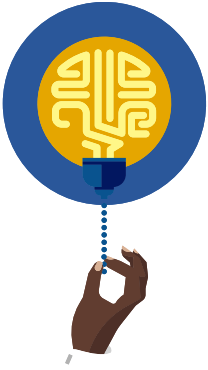


Figure 4: The **Search** box for 3D models

Understand the 3D Model Tools Format tab

The **3D Model Tools Format** tab has the following commands for formatting the 3D model:

- **Adjust.** Lists commands for inserting another 3D model and for resetting a formatted 3D model to its original state.
- **3D Model Views.** Opens the **Format 3D Model** pane with commands to change the background fill color and the outline of the model, apply effects such as reflections and 3D formatting to the model, and rotate the model.
- **Alt Text Accessibility.** Opens the **Alt Text** pane so you can add text descriptions of objects for screen readers.
- **Arrange Group.** Supplies commands to position the model on the document page, control how text wraps around the model, bring the model forward one level, send the model backward one level, open the **Selection** pane for observing a list of objects, align objects, and group objects.
- **Size Group.** Supplies commands to pan and zoom in on the selected model to focus on a specific area of the model and to adjust the height and width of the model.



Did you know?

You can use the 3D model images available in Microsoft Office to print 3D objects on a 3D printer. If you're interested in learning how to create or edit 3D files, use 3D Builder, which is a free Windows application available from the Microsoft Store.



Additional information

For more information about working with 3D models, refer to [3D Models in Office](#).

Activity: Show and tell

In this activity, the teacher will demonstrate how to insert and format a 3D model image in a document and then ask you to pair up with a classmate for specific tasks.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Observe the teacher demonstrate how to insert and format a 3D model image.
2. Interact, engage, and ask questions during the demonstration.
3. Pair up with a classmate as directed by the teacher, and then follow the instructions given.
4. Reach out to your teacher for help for the paired-up part of this activity.

Try-it: Insert and format 3D models



In this leveled try-it, you'll insert and modify 3D model images in a document to wow your audience!

Try-it 1

In this try-it, you'll insert a 3D image of your choice that's related to farming and agriculture and then format the image as specified.

Resources

You'll need the following resource for this try-it:

- **L1_T3_try1_Farm-to-Table_Cookbook_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Insert a 3D tractor image from the **Online 3D Models** window into the document where indicated.
2. Rotate the image so the view is from the top.
3. Rotate and tilt the 3D model by **180 degrees**.
4. Save and close the document.
5. Reach out to the teacher if you have time to spare. You can try the next try-it by using your current document.

Try-it 2

In this try-it, you'll insert a 3D model image into a document and then paste the same image to another location with a different view.

Resources

You'll need the following resource for this try-it:

- **L1_T3_try2_Farm-to-Table_Cookbook_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Copy the 3D image on page 1, and then replace the placeholder text, which is **[Insert copy of 3D Tractor image]**, with the copy.
2. Change the 3D model views of the images so two views exist: a top view and a bottom view.
3. Save and close the document.

Wrap-up

Use these questions to check what you learned in this lesson:

1. When you're working with two shapes, and one is layered in front of the other, what should you do to move the shape in front toward the back?

Select the correct option.

- a. On the **Align** menu, select **Backward**
 - b. On the **Position** menu, select **Behind**
 - c. On the **Wrap Text** menu, select **Behind shape**
 - d. Select **Send Backward**
2. How can you insert a perfect circle by using the keyboard?

Select the correct option.

- a. Select and hold the Ctrl key, and then drag the shape
 - b. Select and hold the Alt key, and then drag the shape
 - c. Select and hold the Shift key, and then drag the shape
 - d. Use the mouse to drag the shape
3. On the **Design** tab, which of the following can you use to format shapes and text with specific colors and fonts?

Select the correct option.

- a. **Document Formatting**
- b. **Themes**
- c. **Colors**
- d. **Fonts**

Lesson 2: Inserting and formatting pictures

Overview

In this lesson, you'll learn to insert and format pictures to better communicate the message of your document. The activities and discussions in this lesson will give you an opportunity to practice what you learn about inserting and formatting pictures.

Warm-up

Use these questions to find out what you already know about this lesson's topics:

1. Where on the **Picture Tools Format** tab would you find the command to change the contrast and brightness of a picture?

Select the correct option.

- a. **Picture Effects**
- b. **Artistic Effects**
- c. **Corrections**
- d. **Color**

2. Which of the following is a reason to remove the background from a picture?

Select all that apply.

- a. To accent the subject matter
- b. To remove unwanted elements
- c. To remove distracting details
- d. To make the picture background transparent

3. You're working with pictures in your document, but the **Picture Tools Format** tab doesn't display. Why isn't the tab available?

Select all that apply.

- a. The picture exists in the document header.
- b. The picture resides behind another object.
- c. You forgot to save the document.
- d. The picture isn't selected.

Topic 1: Insert and format pictures



In this topic, you'll learn how to insert pictures and then format them by changing the contrast and brightness of the pictures; changing the color tone and saturation; and applying artistic effects, such as **Chalk Sketch**. You can also apply Quick Styles to add a border or 3D effect.

To insert a picture, perform the following steps:

1. Place your cursor in the document where you want to insert the picture.
2. On the **Insert** tab, select **Pictures**.
3. Navigate to the folder that has the picture you want, and then select the picture.
4. Note that after you insert a picture into the document, you can use the **Picture Tools Format** tab, as the following screenshot depicts, to format and modify the picture.

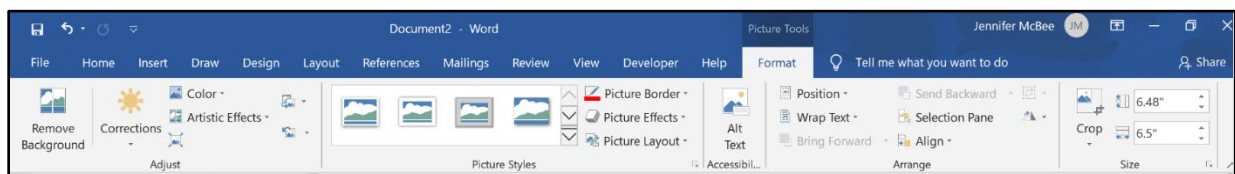


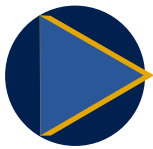
Figure 5: The **Picture Tools Format** tab

Understand the Picture Tools Format tab

The **Picture Tools Format** tab has the following groups and commands:

- **Remove Background.** Removes unwanted or unnecessary portions of the picture. Use these options to remove the background of a picture, mark areas of the picture to remove, or mark areas of the picture to keep.
- **Adjust.** Sharpens or softens the picture and adjusts the picture's brightness and contrast.

- **Color.** Adjusts the saturation and tone of the picture and recolors the picture.
- **Artistic Effects.** Applies effects such as **Chalk Sketch** or a line drawing.
- **Change Picture.** Changes or removes the current picture.
- **Reset.** Resets the picture to its original format and size.
- **Picture Styles.** Applies Quick Styles to a picture that add a frame, add a picture border, add picture effects, and convert the picture to a **SmartArt** graphic.
- **Accessibility.** Opens the **Alt Text** pane so you can add alternative text to the picture.
- **Arrange.** Includes commands to position the picture on the page, control how text wraps around the selected picture, and move the picture a level up by using **Bring Forward** or a level down by using **Send Backward**. This group also contains an option to open the **Selection** pane, which lists all the pictures that the document includes, and **Align** options to align the picture to either the margin or the edge of the page.
- **Size.** Houses options to crop the picture—that is, to remove areas you don't need—and to both horizontally and vertically resize the picture.



Video

For a video about the steps you take to add pictures to a document, refer to [Insert pictures](#).

Activity: Tell a story

In this activity, the teacher will invite you to share your experiences with distinct types of documents—both with and without pictures—followed by demonstrating how to insert and format pictures in Word.

Resources required

You'll need the following resource for this activity:

- **L2_T1_act_add_to_their_stories_starter.docx** in this lesson's **Learning Activity Resources** folder

Activity instructions

Participate in the activity by following these instructions:

1. Interact with the class and share your experiences based on the prompts the teacher gives you.
2. Observe the teacher demonstrate how to both insert a picture and modify the picture by using tools on the **Picture Tools Format** tab.
3. Interact and ask and answer questions.
4. Go through the **L2_T1_act_add_to_their_stories_starter.docx** document, and think of ways you might add to the stories of the Munson's staff by inserting and formatting pictures in Word.

Try-it: Insert and format pictures



In this leveled try-it, you'll use the skills you just learned to insert pictures of scrumptious food into the fall harvest catalog.

Try-it 1

In this try-it, you'll insert food images into the document where indicated by using the provided files.

Resources

You'll need the following resources for this try-it:

- **L2_T1_try1_food_catalog_starter.docx** in this lesson's **Learning Activity Resources** folder
- The following files in the **Media** folder:
 - **Food_apple_illustration.png**
 - **Food_carrot_whole_illustration.png**

Instructions

The following are the general tasks that you need to perform during this try-it:

1. To the left side of the **Apples!** title, insert the **Food_apple_illustration.png** picture.
2. Resize the picture of the apple to **1 inch** (or **2.54 centimeters**) high by **0.76 inches** (or **1.9304 centimeters**) wide.
3. Apply the **Glow: 8 point; Orange, Accent color 2** artistic effect to the picture of the apple.

4. To the left side of the **Carrots** title, insert the **Food_carrot_whole_illustration.png** picture.
5. Resize the picture of the carrot to **1 inch** (or **2.54 centimeters**) high by **0.28 inches** (or **0.7112 centimeters**) wide.
6. Apply the **Light Screen** artistic effect to the carrot.
7. Save and close the file.

Try-it 2

In this try-it, you'll use the available pictures to illustrate the meal being prepared. Reuse pictures as needed, and format them according to the specifications given.

Resources

You'll need the following resources for this try-it:

1. **L2_T1_try2_pizza_party_starter.docx** in this lesson's **Learning Activity Resources** folder
2. The following files in the **Media** folder:
 - **Kitchen_tool_plate_illustration.png**
 - **Food_pizza_slice_illustration.png**
 - **Food_salad_on_plate_illustration.png**
 - **Food_apple_quarter_slice_illustration.png**
 - **Food_strawberry_whole_illustration.png**
 - **Food_3D_cookie_illustration.png**

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Using the provided files, complete the flyer to promote the staff pizza party. Use each of the images that the preceding **Resources** section lists at least once to create an appealing picture by layering the food on the plates.
2. Resize the images as needed.
3. Save the file as **Pizza_party_your name.docx**, and then close the file.

Topic 2: Remove the picture background



Have you ever wanted to use a picture in a document, but the background of the picture distracted from the message? You can remove the background and specific areas of the picture by using the tools available in the **Adjust** group on the **Picture Tools Format** tab. You might have already noticed **Remove Background**, as the following screenshot depicts, when performing the try-it in the previous topic.

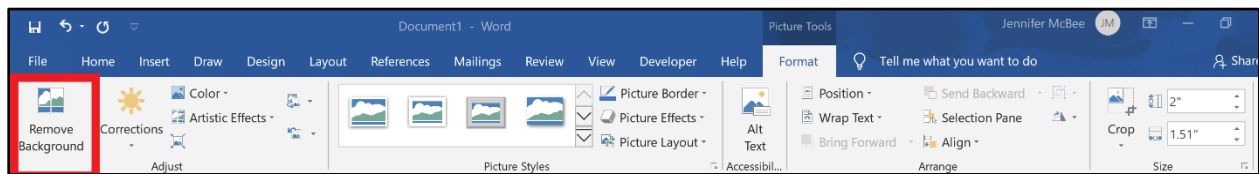


Figure 6: The **Picture Tools Format** tab

To remove the background from a picture, perform the following steps:

1. Insert a picture into a document.
2. Select the picture.
3. On the **Picture Tools Format** tab, select **Remove Background**.
4. Word removes the background and displays the **Background Removal** tab, as the following screenshot depicts.

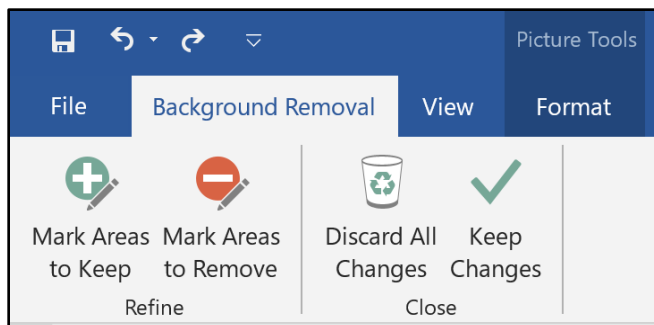


Figure 7: The **Background Removal** tab

Remove part of a picture

To remove part of the background from a picture, perform the following steps:

1. Insert a picture into a document.
2. Select the picture.

3. On the **Picture Tools Format** tab, select **Remove Background**. The **Background Removal** tab displays.
4. If you want to keep an area of the picture, select **Mark Areas to Keep**.
5. If you want to remove an area of the picture, select **Mark Areas to Remove**.
6. If you want to keep the changes you made, select **Keep Changes**.
7. If you want to remove the changes and start over, select **Discard All Changes**.

Activity: Switch!

In this activity, the teacher will share two pictures that you need to reuse by combining them into a single picture. Do you think you can combine them? The teacher will help you remove the background of the drone.

Resources required

You'll need the following resource for this activity:

- **L2_T2_act_reuse_pictures_starter.docx** in this lesson's **Learning Activity Resources** folder

Activity instructions

Participate in the activity by following these instructions:

1. Examine the two pictures and think of ways to reuse them.
2. Volunteer to participate in this activity, and seek the teacher's help as needed.
3. If you choose not to volunteer, observe the steps that your classmate performs.

Try-it: Remove the picture background



In this leveled try-it, you'll remove the background from a picture.

Try-it 1

In this try-it, you'll remove the background from an existing picture in a document.

Resources

You'll need the following resource for this try-it:

- **L2_T2_try1_Hillary_Brennan_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Select picture of **Hilary Brennan**, and then remove the background.
2. Save and close the file.

Try-it 2

In this try-it, you'll remove just part of the background from a picture in a document.

Resources

You'll need the following resource for this try-it:

- **L2_T2_try2_dandelion_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Remove all the content except the stem and flower of the dandelion.
2. Apply the **Line Drawing** effect to the picture.
3. Apply your choice of **Glow** effect to the picture.
4. Save the file in your student folder, and then close the file.

Wrap-up

Use these questions to check what you learned in this lesson:

1. What's the best way to remove part of the background from a picture?

Select all that apply.

- a. Crop the background out of the picture
- b. Make the background transparent
- c. Mark the areas to remove
- d. Mark the areas to keep

2. To apply a border to a picture, which command would you use?

Select all that apply.

- a. **Picture Border**
- b. **Picture Quick Styles**
- c. **Picture Outline**
- d. **Artistic Effects**

3. Where do you find the option to change the layout of a picture?

Select the correct option.

- a. **Picture Tools Format** tab, **Arrange, Position**
- b. **Picture Tools Format** tab, **Arrange, Align**
- c. **Picture Tools Format** tab, **Arrange, Wrap Text**
- d. **Picture Tools Format** tab, **Arrange, Bring Forward**

4. Name three artistic effects that you can apply to a picture.

Fill in the blank spaces.

-
-
-

In the next lesson, you'll learn how to work with the **SmartArt** feature to communicate your message by using diagrams and flowcharts. Do you know about **SmartArt**? Have you used it? When might you need to create a diagram in another class or activity? Turn to a neighbor, and share your experiences with **SmartArt**. Share your ideas about when you might want to use a diagram to better communicate a message.

Lesson 3: Creating diagrams via the SmartArt feature

Overview

Why does Word have **SmartArt**? You can use **SmartArt** graphics to depict the relationship between ideas and words. For example, rather than list the steps of a process by using just text, you can quickly insert complex **SmartArt** diagrams for better communication. During this lesson, you'll understand how **SmartArt** does this and learn how to insert, modify, and format **SmartArt** graphics. You'll become familiar with the various **SmartArt** diagrams available and, importantly, understand how to determine the best diagram to use for the information you want to showcase.

Warm-up

Use these questions to find out what you already know about this lesson's topics:

1. Which of the following statements are true about **SmartArt**?

Select all that apply.

- a. **SmartArt** is an effective way to depict a continual process.
- b. **SmartArt** is an effective way to depict a relationship between objects.
- c. **SmartArt** is an effective way to depict a process or timeline.
- d. **SmartArt** is an effective way to depict the management structure of an organization.

2. On which ribbon tab can you find the options for **SmartArt**?

Select the correct option.

- a. **Design**
- b. **Layout**
- c. **Insert**
- d. **Draw**

3. What types, or categories, of diagrams does **SmartArt** make available?
Select all that apply.
 - a. **Pyramid**
 - b. **Picture**
 - c. **Cycle**
 - d. **List**
4. What process do you do every day that you can depict by using **SmartArt**?

Topic 1: Insert SmartArt



SmartArt offers an easy way to quickly turn an ordinary list of steps into a graphic. **SmartArt** helps draw attention to valuable information. For example, you can use it to create an organizational chart that displays each person in a company and whom they report to.

Choose from the many design options that the **SmartArt** feature makes available to quickly make a graphic representation of the information in a list or paragraph. Word offers many design options, such as **Process**, **Cycle**, and **List**—just choose the design that best fits your needs.

Insert a SmartArt graphic

To insert a **SmartArt** graphic, follow these steps:

1. Place your cursor in the document where you want Word to insert the diagram.
2. On the **Insert** tab, select **SmartArt**. The **Choose a SmartArt Graphic** dialog box displays with three sections: a section of the graphic categories, the **List** section (which displays the options for the selected category), and a preview (which displays a preview of the selected **SmartArt** graphic).
3. Select the category you want, and then scroll through the **List** section to find the **SmartArt** diagram that best fits your needs. If you change your mind, you can switch the graphic to another diagram at any time.

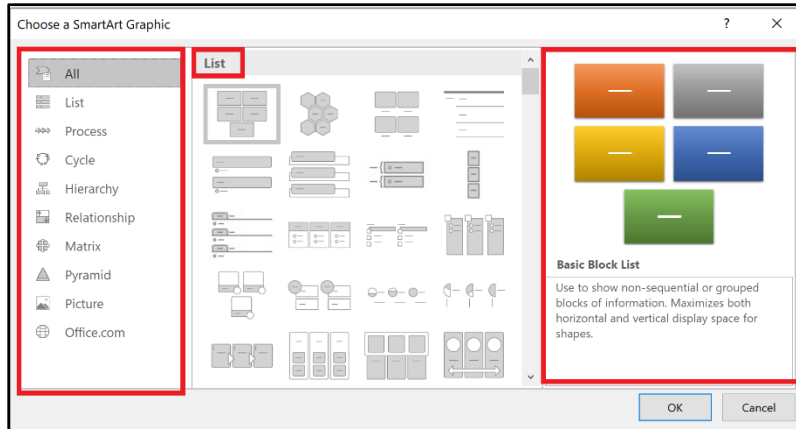


Figure 8: The **Choose a SmartArt Graphic** dialog box



Additional information

For more information about how to work with **SmartArt** graphics, refer to: [Create a SmartArt graphic](#)

Add text to a SmartArt graphic

You can add text to a **SmartArt** graphic in a document in either of the following ways:

- After you insert a **SmartArt** graphic into your document, the **SmartArt Tools Design** contextual tab displays. Select the **Text Pane** command, and then select the **[Text]** placeholder to enter your text, as the following screenshot depicts.

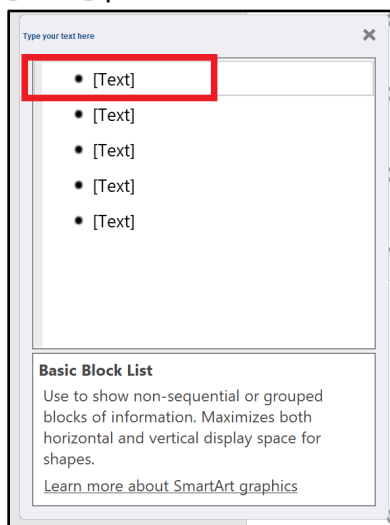


Figure 9: A **[Text]** placeholder in the **Text** pane

- Select the **SmartArt** graphic, place your cursor in the **[Text]** placeholder in the **SmartArt** graphic, and then enter your text, as the following screenshot depicts.

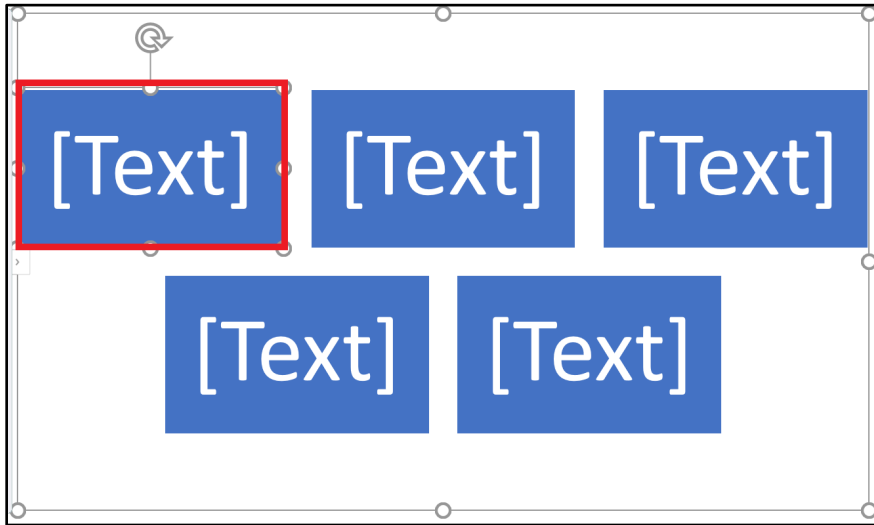
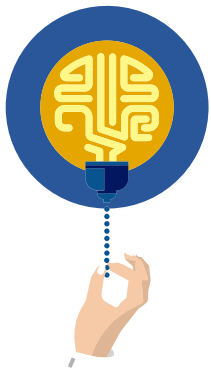


Figure 10: A **[Text]** placeholder in a **SmartArt** graphic



Did you know?

If the **Text** pane doesn't display, select the arrow near the **SmartArt** graphic. If you want to hide the **Text** pane, select the same arrow.

Activity: Discuss and learn

In this activity, the teacher will share a document that has some information presented both as text and as a **SmartArt** graphic. Be ready to answer questions related to the document, and then observe a demonstration on how to insert **SmartArt** graphics.

Resources required

You'll need the following resource for this activity:

- **L3_T1_act_which_way_is_better_starter.docx** in this lesson's **Learning Activity Resources** folder

Activity instructions

Participate in the activity by following these instructions:

1. Compare the two ways that the document presents the information.
2. Share your thoughts on which presentation method is better, and include the reasons.
3. Observe the demonstration by the teacher.
4. Interact and ask and answer questions, such as:
 - When do I use a **SmartArt** graphic?
 - How do I determine the best **SmartArt** graphic to choose?
 - How can I add text to the **SmartArt** graphic?

Try-it: Insert SmartArt



In this leveled try-it, you'll explore the options available to create **SmartArt** diagrams, and decide which diagram you feel will work best to present the information.

Try-it 1

In this try-it, you'll explore the **SmartArt** command and select the appropriate **SmartArt** graphic for specific information.

Resources

You'll need the following resource for this try-it:

- **L3_T1_try1_fall_harvest_catalog_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Explore the **SmartArt** command for the diverse types of **SmartArt** graphics available, noting the familiar ones.
2. In the **L3_T1_try1_fall_harvest_catalog_starter.docx** document, analyze the first paragraph below the **From our farm to your table** title. Try identifying the **SmartArt** graphic that will work best for this content. Share the reason, as well.
3. Insert the **SmartArt** graphic into a new blank Word document.

4. Add the text from the **L3_T1_try1_fall_harvest_catalog_starter.docx** document, to the **SmartArt** graphic.
5. Save the file as **My_farm_process_solution.docx**, and then close the file.

Try-it 2

In this try-it, you'll replace specific content with **SmartArt** graphics to present it in a better manner.

Resources

You'll need the following resource for this try-it:

- **L3_T1_try2_fall_harvest_catalog_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Open the **L3_T1_try2_fall_harvest_catalog_starter.docx** document, and analyze the apple pie recipe to determine how you can convert the list of ingredients and the steps into appropriate **SmartArt** graphics.
2. Replace the list of ingredients with the appropriate **SmartArt** graphic.
3. Change the font size of all the text in the graphic to **12 pt**.
4. Replace the list of steps with the appropriate **SmartArt** graphic.
5. Change the font size of all the text in the graphic to **12 pt**.
6. Note that you should now have two **SmartArt** graphics. Save and close the file.

Topic 2: Modify and format SmartArt



After you insert a **SmartArt** graphic into your document, the colors and layout of the shapes have the default settings. You can change these colors from the **SmartArt Tools Design** and **Format** contextual tabs.

Review the options on the **SmartArt Tools Design** tab, as the following screenshot depicts:

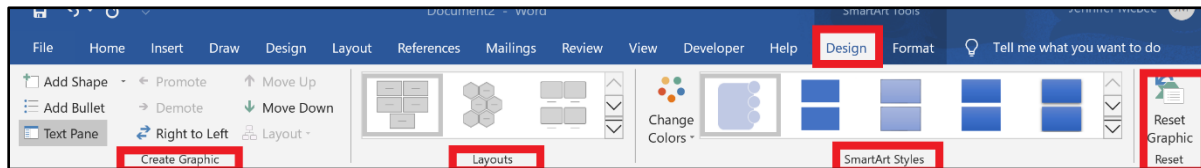


Figure 11: The **SmartArt Tools Design** tab

- **Create Graphic.** The commands available in this group include **Add Shape** for adding another shape before or after the selected shape, **Add Bullet** for adding a bullet before the selected shape, **Text Pane** for entering text, **Promote** and **Demote** to increase or decrease the shape level, and **Right to Left** to switch the layout from right to left or vice versa.
- **Layouts.** You can select a different diagram layout from here.
- **SmartArt Styles.** The commands available within this group include **Change Colors** for changing the color variation of the **SmartArt** graphic, and **SmartArt Styles** for quickly applying a visual style, such as 3D effects.
- **Reset Graphic.** With this command, you can discard all the formatting changes that have been applied to the **SmartArt** graphic.

Now, understand the commands on the **SmartArt Tools Format** tab, as the following screenshot depicts:

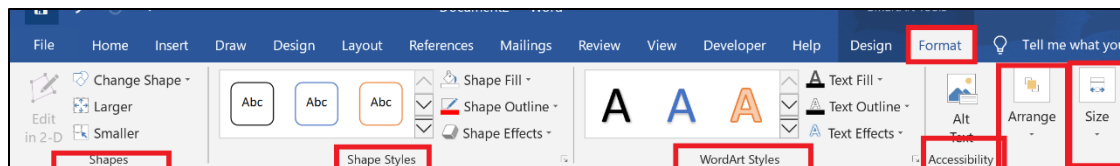


Figure 12: The **SmartArt Tools Format** tab

- **Shapes.** The commands that this group includes are **Edit in 2D** to edit a 3D graphic in 2D, **Change Shape** to change the shape of all or one of the objects in the **SmartArt** graphic, and **Larger** and **Smaller** to increase or decrease the size of the selected graphic.
- **Shape Styles.** In this group, you have commands for quickly applying visual effects to the selected graphic, such as changing the color and texture by using **Shape Fill**, changing the color of the outline by using **Shape Outline**, and adding effects such as shadows, reflections, and glows by using **Shape Effects**.
- **WordArt Styles.** In this group, you have commands for using Quick Styles on text for different gradients, colors, and effects and for modifying the text by using **Text Fill**, **Text Outline**, and **Text Effects** (such as **Shadow**, **Reflection**, and **Glow**).

- **Accessibility.** If you select this command, the **Alt Text** pane will open, and you can then add text descriptions to the objects for a screen reader to pick up.
- **Arrange.** This group has commands for positioning the diagram on the page, choosing how text will wrap around the diagram, bringing the diagram forward or sending it backward, displaying the **Selection** pane so you can observe a list of objects in the document, grouping objects together so you can format and move them as one object, and rotating the object.
- **Size.** You use this command if you want to change the height and width of the objects in the diagram.



Additional information

For more information about modifying and formatting **SmartArt** graphics, refer to: [Resize a SmartArt graphic shape or an entire SmartArt graphic](#)

Get to know the SmartArt keyboard shortcuts

The following table lists some keys and keyboard shortcuts that will help you when you're formatting **SmartArt** graphics.

Action	Key or keyboard shortcut
Select the next element in a SmartArt graphic	The Tab key
Select the previous element in a SmartArt graphic	Shift+Tab
Select all shapes	Ctrl+A
Remove the focus from the selected shape	The Esc key
Undo the last action	Ctrl+Z
Promote the selected text	Alt+Shift+Left arrow
Demote the selected text	Alt+Shift+Right arrow
Switch between the Text pane and the drawing canvas	Ctrl+Shift+F2

Table 2: Keyboard shortcuts for formatting **SmartArt**

Activity: Watch me first

In this activity, the teacher will demonstrate how you can modify **SmartArt** graphics in multiple ways.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Observe the steps that the teacher demonstrates.
2. Interact and ask and answer questions, such as:
 - How do I access all the available layouts?
 - How do I apply a predefined style to a **SmartArt** graphic?
 - Can I customize the color and outline for one of the shapes within a **SmartArt** graphic?

Try-it: Modify and format SmartArt



In this leveled try-it, you'll modify and apply formatting to existing **SmartArt** graphics.

Try-it 1

In this try-it, you'll change the layout of a **SmartArt** graphic.

Resources

You'll need the following resource for this try-it:

- **L3_T2_try1_company_overview_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Complete the **SmartArt** graphic on page 4 that depicts the four seasons of the Munson's Pickles and Preserves Farm year by entering the remaining seasons mentioned in the **Our Story** section:
 - **Spring**
 - **Summer**
 - **Autumn**
2. Delete any extra shapes from the **SmartArt** diagram.
3. Change the format to **Colorful Accent Colors**.

4. Change the layout to **Text Cycle**.
5. Apply the **Bevel, Round** effect to the arrows.
6. Save and close the file.

Try-it 2

In this try-it, you'll change the current layout of two shapes, change the color of the first and last shapes in the diagram, and copy a list of items on a page to the diagram.

Resources

You'll need the following resource for this try-it:

- **L3_T2_try2_types_of_apples_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Create a **Chevron Accent Process** diagram below the **Types of Apples** heading.
2. Under the **Apples for eating raw** heading, enter all the types of apples:
 - **Honeycrisp**
 - **Braeburn**
 - **Fuji**
 - **Red Delicious**
3. Remove any unnecessary shapes.
4. Format the diagram with **Colorful Range – Accent Colors 3 to 4**.
5. Edit the **SmartArt** graphic to reverse the order of the steps in the depicted process.
6. Save and close the file.

Try-it 3

In this try-it, you'll depict the relationships and the hierarchy of the employees of the Munson's Pickles and Preserves Farm organization by using the appropriate **SmartArt** graphic.

Resources

You'll need the following resources for this try-it:

1. **L3_T2_try3_company_organization_chart.starter.docx** in this lesson's **Learning Activity Resources** folder
2. The following media files in the **Media** folder:
 - **Farmer_Marcos_Serna_farm_general_manager_illustration.png**
 - **Farmer_Hilary_Brennan_Greenhouse_manager_illustration.png**
 - **Farmer_Fen_Long_irrigation_engineer_illustration.png**
 - **Farmer_Danielle_Gousse_agricultural_technologist_illustration.png**
 - **Farmer_Eugenia_Austin_soil_scientist_illustration.png**
 - **Farmer_Fernando_Vasquez_beekeeper_illustration.png**

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Using the information from the organizational chart at the beginning of page 4, complete the **SmartArt** graphic, **Circle Picture Hierarchy**, as follows:
 - First level: Marcos Serna, General Manager
 - Second level:
 - Hilary Brennan, Greenhouse Manager
 - Fen Long, Irrigation Engineer
 - Reporting to Hilary Brennan:
 - Danielle Gousse, Agricultural Technologist
 - Fernando Vasquez, Beekeeper
 - Reporting to Fen Long:
 - Eugenia Austin, Soil Scientist
2. Add the pictures for:
 - Marcos Serna
 - Hilary Brennan
 - Fen Long
 - Danielle Gousse
 - Eugenia Austin
 - Fernando Vasquez
3. Apply the **Colored Fill - Accent 2** color to the diagram.

4. Apply the **Cartoon** SmartArt style to the diagram.
5. Save and close the file.

Wrap-up

Use these questions to check what you learned in this lesson:

1. Which of the following **SmartArt** graphic types best represent a group of similar items?

Select all that apply.

- a. **Matrix**
 - b. **Relationship**
 - c. **List**
 - d. **Cycle**
2. What's the process for inserting text in a **SmartArt** shape?

Select all that apply.

- a. Enter the text in the shapes.
 - b. Copy and paste the text in the shapes.
 - c. Enter the text in the **Text** pane.
 - d. Copy and paste the text in the **Text** pane.
3. How can you find the options for changing one of the shapes in a diagram?

Select all that apply.

- a. On the **SmartArt Tools Format** tab, select **Change Shape**.
- b. On the **SmartArt Tools Design** tab, select **Change Shape**.
- c. Right-click or access the context menu of the shape, and then select **Change**.
- d. Right-click or access the context menu of the shape, and then select **More Layout Options**.

4. What's the process for reversing the layout of a diagram?

Select the correct option.

- a. Select the diagram, and then use the object handles to rotate the diagram.
- b. Select the diagram, and then select **Right to Left**.
- c. Select the diagram, and then select **Move Down**.
- d. Select the diagram, and then select **Reset Graphic**.

Lesson 4: Depicting information by using icons and screenshots

Overview

In this lesson, you'll learn to use icons as a fun way to communicate information. You'll then learn how to take a screenshot of what appears on your screen and then paste that picture into documents to display examples or share information. Finally, you'll learn about using symbols and special characters and how to appropriately insert them into your document.

Warm-up

Use these questions to find out what you already know about this lesson's topics:

1. Which ribbon tab of Word has the **Icons** command?

Select the correct option.

- a. **Insert**
 - b. **Draw**
 - c. **Design**
 - d. **Picture**
2. List four or five examples of icons you notice in your school building or your everyday routine.

Fill in the blank spaces.

- a.
- b.
- c.
- d.
- e.

3. How would you change the color of an icon?

Select all that apply.

- a. Right-click or access the context menu of the icon, select **Format graphic** to open the **Format Graphic** pane, select **Fill & Line**, select **Fill**, and then select the color you want.
 - b. Right-click or access the context menu of the icon, select **Format graphic** to open the **Format Graphic** pane, select **Effects**, select **Artistic Effects**, and then select the color you want.
 - c. Select the icon, navigate to the **Home** tab, select the **Font Color** menu, and then select the color you want.
 - d. Select the icon, navigate to the **Graphic Tools Format** tab, select the **Graphics Fill** menu, and then select the color you want.
4. Give four or five examples of ways that you can use screenshots in documents.

Fill in the blank spaces.

- a.
- b.
- c.
- d.
- e.

Topic 1: Insert and format icons

You can use icons to emphasize essential information in a document. You can also format icons to match your branding theme.

Insert icons

To insert an icon, follow these steps:

1. Place your cursor in the document where you want to insert the icon.
2. On the **Insert** tab, select **Icons**.

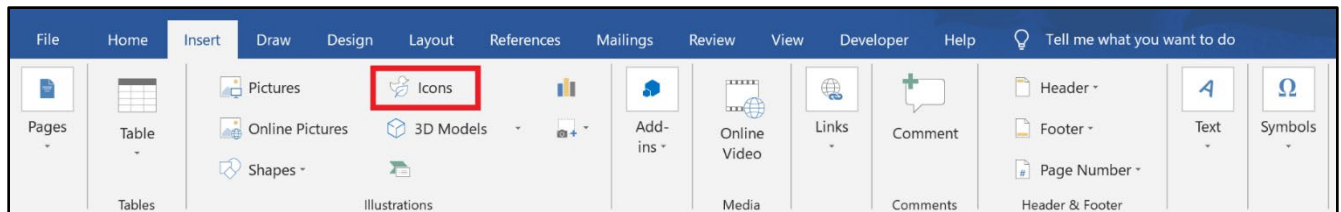


Figure 13: The **Icons** command on the **Insert** tab

3. Note that the **Insert Icons** dialog box displays.

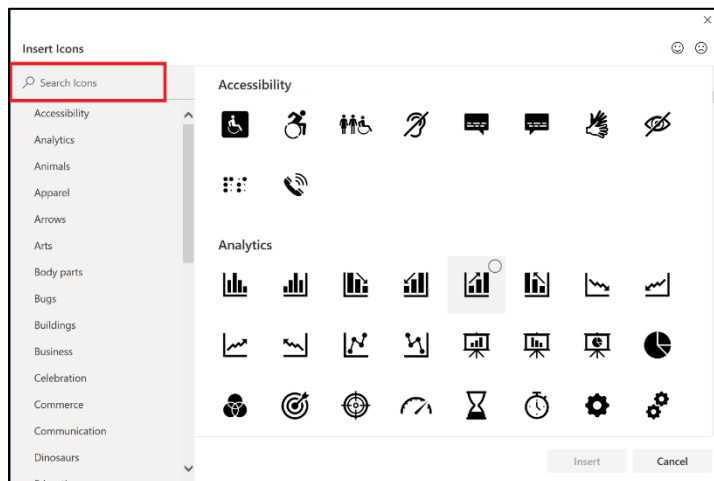


Figure 14: The **Insert Icons** dialog box

4. Browse through the categories to observe the available icons, or use the **Search Icons** box to quickly find what you want.
5. Select one or more icons, and then select **Insert** to insert the icons into your document.

Format icons

To format an icon, select the icon, and then use the **Graphics Tools Format** contextual tab, as the following screenshot depicts:

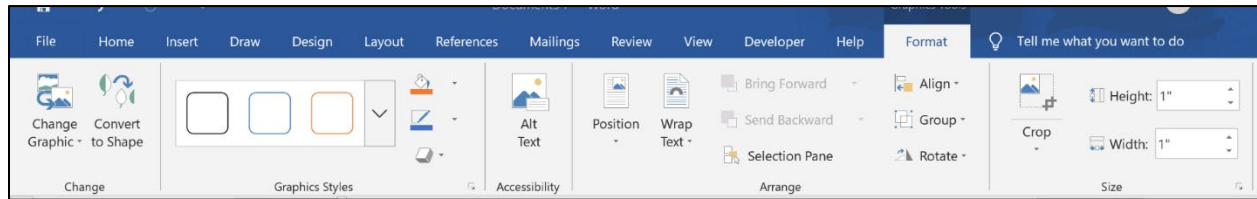


Figure 15: The **Graphic Tools Format** tab

- **Change Graphic.** Changes the selected graphic to a different graphic but keeps the current size and format.
- **Convert to Shape.** Converts the pieces of the selected graphic into shapes that you can individually move and format.
- **Graphics Styles.** Quickly adds styles, such as outline and fill colors, to the selected graphic; formats the icon fill and outline colors; and applies graphic effects, such as shadows and reflections, to the icon.
- **Accessibility.** Opens the **Alt Text** pane, where you can add a text description of the object, which a screen reader (if used) will use to verbally describe the object.
- **Arrange.** Supplies options for positioning the icon on the page, selecting how text will wrap around the icon, bringing the icon forward or sending it backward, opening the **Selection** pane to display a list of objects in the document, grouping objects together so you can format and move them as one object, and rotating the object.
- **Size.** Changes the height and width of the icon and removes any unnecessary areas by cropping the selection from the icon.



Video

To observe a video, refer to [Insert icons](#).

Activity: Think-pair-share

In this activity, you'll pair up with a classmate to explore Word, think of answers, and then share your findings with the class. The teacher will lead a discussion, share a story, and demonstrate how to work with icons.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Pair up with a classmate as directed by the teacher.
2. Think of ways that icons communicate messages, and participate in the class discussion.
3. Observe the teacher demonstrate how to insert, modify, and format icons in Word.
4. Understand the story shared by the teacher about Munson's Family Day, and work with your classmate to search for icons for this story.
5. Share your findings with the class.

Try-it: Insert and format icons



In this leveled try-it, you'll use icons to represent the information that a document is sharing. You can use icons in place of text to describe a process or to give directions to a location.

Try-it 1

In this try-it, you'll decide which icons best depict the farm-to-table process, starting with the farm and ending with the grocery store. The following instructions describe the process for you.

Resources

You'll need the following resource for this try-it:

- **L4_T1_try1_Farm-to-Table_Cookbook_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

1. Replace the **[Insert Icons here]** placeholder text with icons that you feel best represent each of the following items:
 - A farmer to tend the soil
 - Seeds for the farmer to plant
 - Water to irrigate the fields
 - Vegetables harvested by the farmer
 - A barn to store the harvested vegetables
 - Transportation of the vegetables to stores
 - Food is purchased and made into tasty and nutritious meals

2. Resize the icon that represents the transportation of the vegetables to stores so that its height is **2 inches** or **5.08 centimeters** and its width is **2.5 inches** or **6.35 centimeters**.
3. Save and close the file.

Try-it 2

In this try-it, you'll create a map of the square fields of Munson's farm that the cookbook will include. You'll decide which icons best depict specific areas on the map. You'll then insert the icons and modify the format to match Munson's branding.

Resources

A new blank Word document

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Create a map by inserting four **3-inch** (or **7.62 centimeter**) squares on the page, placing them so two squares exist in each row.
2. Change the color of each square as follows:
 - Square 1: **Orange**
 - Square 2: **Gold, Accent 4, Lighter 60%**
 - Square 3: **Green**
 - Square 4: **Green**
3. Enter the following text:
 - Square 1: **Barn**
 - Square 2: **Farm stand**
 - Square 3: **Crops**
 - Square 4: **Crops**
4. Format the text as follows:
 - Black and bold with a font size of **9**
5. In each rectangle, insert an icon that best depicts the specific area of the farm on the map.
6. Format the icons as **Dark Blue**.
7. Save the file as **L4_Munsons_map.docx**.
8. Close the file.

Topic 2: Insert screenshots and clippings

Sometimes, you want to display to users all or part of a document or application open on your device. You can do this by displaying screenshots and screen clippings.

It's important to understand the difference between screenshots and screen clippings, two valuable tools in Office. Although both screenshots and screen clippings take snapshots of any open application on your device's screen, how they capture the image is the differentiating factor.

When you take a screenshot, Word captures a snapshot of the entire window on your computer screen and inserts it into your document. When you take a screen clipping, you can select the area of the screen you want to include.

Create and insert a screenshot

1. On the **Insert** tab, select **Take a Screenshot**.

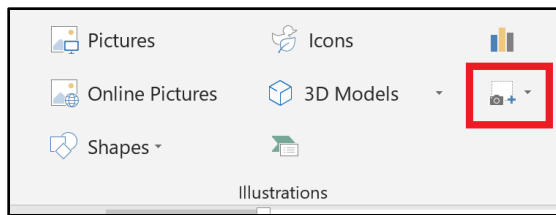


Figure 16: The **Take a Screenshot** command

2. A list of the open, available windows on your device displays.

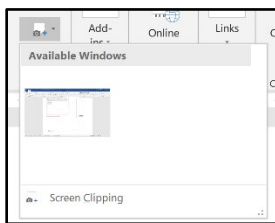


Figure 17: The available windows

3. Select the thumbnail of the window you want to take a snapshot of.
4. Word immediately inserts the screenshot into your document.

Create and insert a screen clipping

1. Select the window you want to create your screen clipping from.
2. Navigate to the document you want to insert the clipping into.
3. On the **Insert** tab, select **Take a Screenshot**.

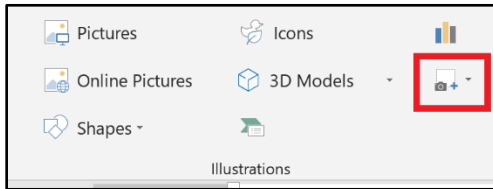


Figure 18: The option to insert a screen clipping

4. In the **Available Windows** dialog box, select **Screen Clipping**:
 - a. Your screen displays the last window you accessed. Note that this window is the only one you can create a screen clipping from.
 - b. Your cursor changes to a crosshair. Select and drag around the area of the window that you want to capture.
 - c. When you release your mouse or other input device, Word immediately inserts the clipping in your document.
5. To save the screen clipping as an image file (a .png or .jpg file), follow these steps:
 - a. Right-click or access the context menu of the screen clipping.
 - b. Select **Save as Picture**.
 - c. Navigate through the file system to choose where you want to save the file.
 - d. Name the file, and then select one of **Save as type** options.
 - e. Select **Save**.

5. The following table describes the image file types that Word makes available in the **Save as type** box.

Image file type	Description
Portable Network Graphics (*.png)	For storing image files with a smaller file size
JPEG File Interchange Format (*.jpg)	For storing image files in a compressed format with a smaller file size
Graphics Interchange Format (*.gif)	For animated objects in documents and on websites
Tag Image File Format (*.tif)	For storing high-quality graphics with a larger file size
Windows Bitmap (*.bmp)	For storing image files with a larger file size

Table 3: Image file types

Activity: Show me how

In this activity, the teacher will demonstrate how to insert screenshots and screen clippings and explain how to use them.

Resources required

For this activity, you'll need the following documents in this lesson's **Learning Activity Resources** folder:

- **L4_T2_act_Farm-to-Table_Cookbook_screenshot_starter.docx**
- **L4_T2_act_farm_process_screen_clipping_starter.docx**

Activity instructions

Participate in the activity by following these instructions:

1. Understand how to take and insert a screenshot and a screen clipping.
2. Participate in the teacher-led discussion on using screenshots and screen clippings.
3. Interact and ask clarifying questions, such as:
 - a. When is using screenshots helpful?
 - b. Can you use screen clippings from applications other than Word?

Try-it: Insert screenshots and screen



In this leveled try-it, you'll take a screenshot of information in one document and insert the picture into another.

Try-it 1

In this try-it, you'll capture a snapshot of another open window and insert the snapshot into a document.

Resources

For this try-it, you'll need the following documents in this lesson's **Learning Activity Resources** folder:

- **L4_T2_try1_Farm-to-Table_Cookbook_starter.docx**
- **L4_T2_try1_food_catalog_starter.docx**

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Open both the documents from the **Learning Activity Resources** folder.
2. Take a screenshot of the page that has the **Pear Preserves** recipe in the **L4_T2_try1_Farm-to-Table_Cookbook_starter.docx** document.
3. Place the screenshot on page 2 of the **L4_T2_try1_food_catalog_starter.docx** document, after the **Pear** section.
4. Save and close both documents.

Try-it 2

In this try-it, you'll capture a section of a webpage and insert the screen clipping into a document.

Resources

You'll need the following resource for this try-it:

- The [Word help center](#) website.

Instructions

1. Open a new Word document, and save this file as **L4_T2_try2_Microsoft_help.docx**.
2. On the [Word help center](#) website, take a screen clipping of the webpage title, **Word help center**.
3. Save the screen clipping as **L4_T2_try2_Microsoft_help.png** in your student folder.
4. Save and close the Word document.
5. Close the website.

Topic 3: Insert symbols and special characters



In addition to adding text, shapes, and images to a document, you can insert special characters and symbols, such as copyright and registered trademark symbols. Trademarks and copyrights are like patents in that they help protect intellectual property. Entering these symbols tells the reader that trademark or copyright laws are helping protect the information.

You access symbols and special characters from the same window. To insert symbols and special characters, follow these steps:

1. Place your cursor where you want to insert the symbol or special character.
2. On the **Insert** tab, in the **Symbols** group, select **Symbol**.

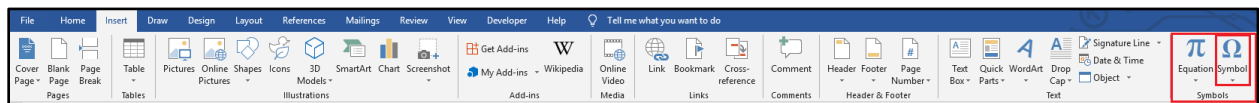


Figure 19: The **Symbol** command on the **Insert** tab

3. Select **More Symbols**.
4. Note that the **Symbols** dialog box displays and that you can choose among the symbols. To display more symbols, use the scrollbar on the tab.

The bottom of the tab displays a **Recently used symbols** section for easy access to those symbols.

5. Select the symbol to insert, and then select **Insert**.

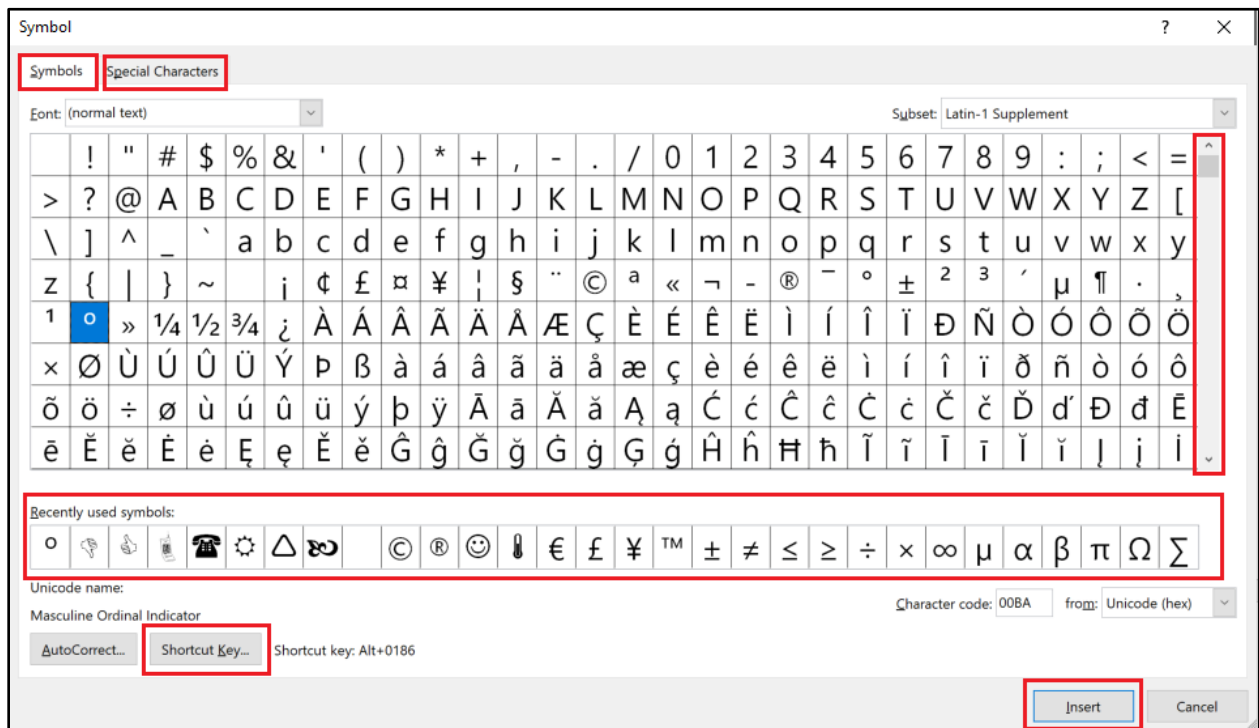


Figure 20: The **Symbol** dialog box

6. Note that you can assign a keyboard shortcut to a symbol by selecting **Shortcut Key**, entering the keyboard shortcut, and then selecting **OK**.
7. For instance, to create a keyboard shortcut for the copyright symbol (©), select the symbol, and then select **Shortcut Key**. The **Customize Keyboard** dialog box displays.
8. Note that if a keyboard shortcut already exists for the symbol, the **Current keys** box will display it. To enter a new or different keyboard shortcut, select Alt+C in the **Press new shortcut key** box. If the keyboard shortcut already exists, Word will let you know. Otherwise, select **Assign**, and then select **Close** to close the dialog box.

9. Note that the keyboard shortcut for the copyright symbol is Alt+Ctrl+C.

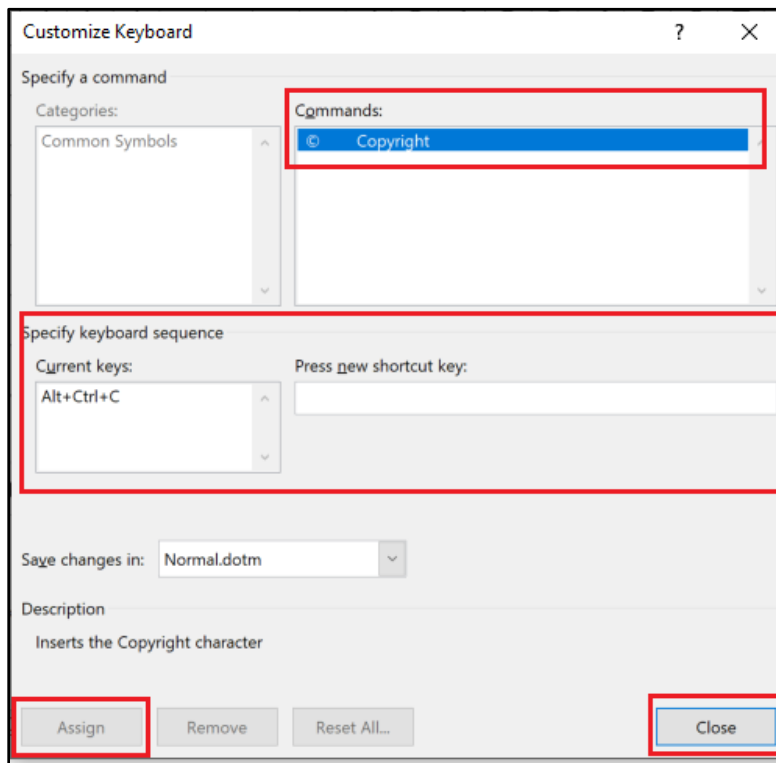


Figure 21: The **Customize Keyboard** dialog box

10. Note that the **Symbol** dialog box also has the **Special Characters** tab. Select this tab to observe the available characters.

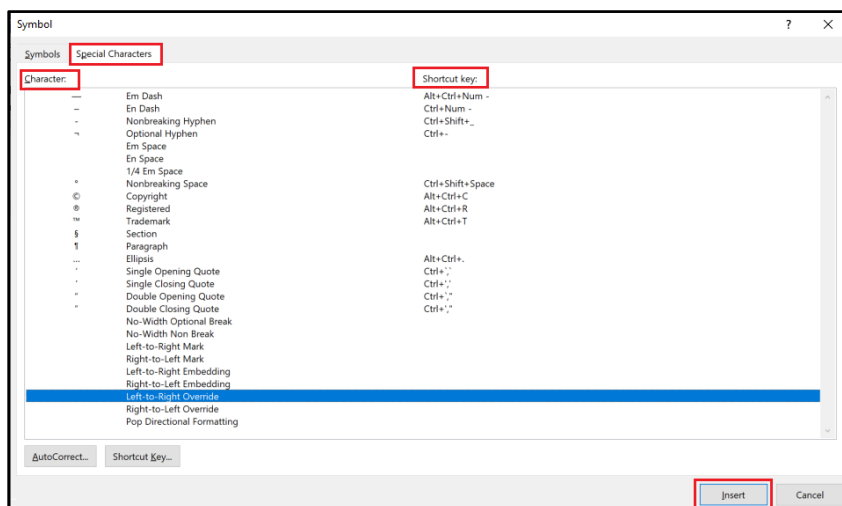
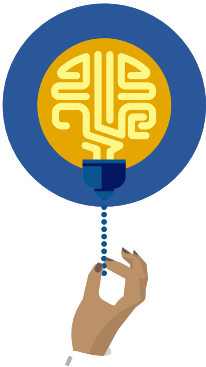


Figure 22: The **Special Characters** tab

11. Select the character you want, and then select **Insert**. Note that the **Special Characters** tab displays each character along with its keyboard shortcut (under **Shortcut key**), if any.



Did you know?

What's the difference between the copyright symbol (©) and the registered trademark symbol (®)? Copyright and trademark laws help protect distinct types of assets. Copyright laws help protect literary and artistic works, such as books and videos. A trademark helps protect items that define a company brand, such as its logo.

Go beyond symbols

A good place to search for symbols and characters in Word is the **Symbol** dialog box. In the **Font** box, select **Webdings** or **Wingdings**, as the following two screenshots depict.

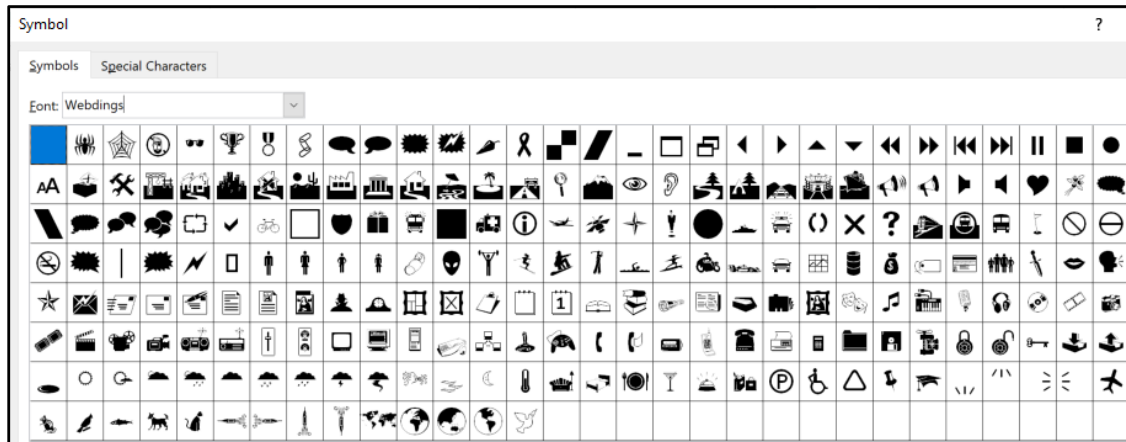


Figure 23: **Webdings** in the **Symbol** dialog box

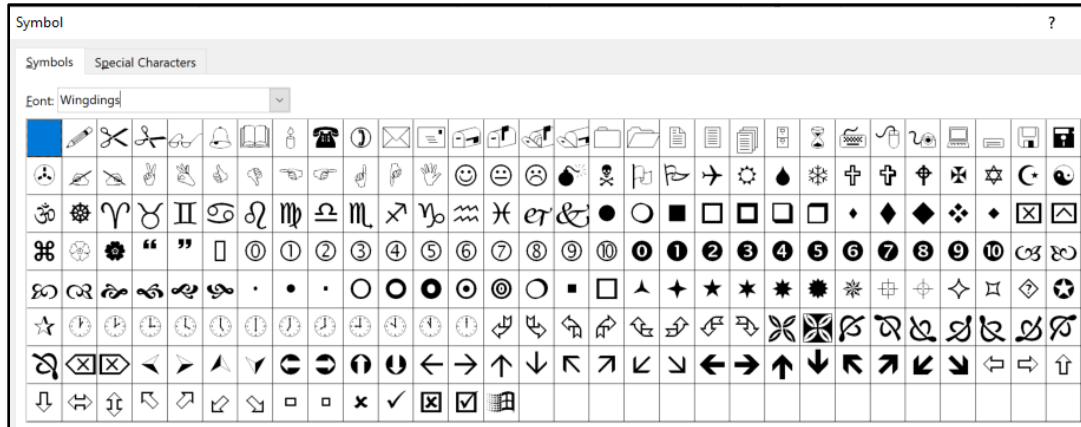


Figure 24: **Wingdings** in the **Symbol** dialog box

Activity: Guess and tell

In this activity, the teacher will demonstrate how to insert symbols and special characters and how to create a keyboard shortcut to quickly insert a symbol. Get ready to try the steps with a classmate.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Observe the teacher demonstrate how to insert symbols and special characters.
2. Pair up with another student, and open a new blank document.
3. Work together to find the keyboard shortcuts for inserting these symbols and special characters:
 - a. Copyright symbol (©)
 - b. Smiley face (☺)
 - c. Registered trademark symbol (®)
4. Find a symbol that doesn't have a keyboard shortcut, and then create a keyboard shortcut for it.
5. Try the new keyboard shortcut in the document to make certain that it works correctly.
6. Share the keyboard shortcut you created with the other teams.

Try-it: Insert symbols and special characters



In this standalone try-it, you'll replace words in a document with an appropriate symbol or special character.

Resources required

You'll need the following resource for this try-it:

- **L4_T3_try_company_overview_symbols_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Find all instances of descriptive text that you might substitute with symbols or special characters.
2. Replace this text with the appropriate symbols or special characters.
3. Save and close the document.

Wrap-up

Use these questions to check what you learned in this lesson:

1. How might you use icons in a document to help all readers understand the meaning of the information?

Select all that apply.

- a. To improve visual interest
- b. To grab a reader's attention
- c. To guide readers while they're navigating the page
- d. To help communicate information

2. What's the process for inserting icons?

Select the correct option.

- a. On the **Insert** tab, select **Icons**.
- b. On the **Insert** tab, in the **Illustrations** group, select **Shapes**, and then select **Icons**.
- c. On the **Insert** tab, select **Online Pictures**, and then select **Icons**.
- d. On the **Insert** tab, select **Symbol**, select **Special Characters**, and then select **Icons**.

3. Where can you find symbols and special characters?

Select all that apply.

- a. On the first row of the keyboard.
- b. On the **Insert** tab.
- c. On the **Home** tab.
- d. On the **Draw** tab.

4. What's the difference between a screenshot and a screen clipping?

Lesson 5: Adding text boxes and alternative text

Overview

In this lesson, you'll learn how to insert and modify text boxes, manage the layout of text with respect to an image, and add alternative text to objects in a document to improve your document's accessibility. Get ready for discussions and step-by-step demonstrations along with opportunities to practice what you learn. This is also the last lesson of this module.

Warm-up

Use these questions to find out what you already know about this lesson's topics:

1. Which of the following types of formatting can't you apply to a text box?
Select the correct option.
 - a. Layout
 - b. Fill
 - c. Outline
 - d. Effects
2. Which of the following isn't a text wrapping option that you can apply to a text box?
Select the correct option.
 - a. **In line with text**
 - b. **Tight**
 - c. **Top and bottom**
 - d. **Around**

3. What are the ways to add alternative text to an object?

Select all that apply.

- a. Enter the alternative text in the text box.
 - b. Right-click or access the context menu of the text box, and then select **Edit Alt Text**.
 - c. On the **Drawing Tools Format** tab, select **Alt Text**.
 - d. Double-click the text box to open the **Alternative Text** dialog box.
4. Which of the following is the correct way to use alternative text so that screen readers will skip the object?

Select the correct option.

- a. Don't include alternative text with the object.
- b. Don't include alternative text in the **Alt Text** pane.
- c. In the **Alt Text** pane, select **Mark as decorative**.
- d. in the **Alt Text** pane, select **Skip**.

Topic 1: Insert and modify text boxes



Sometimes, you need to add text at a specific position in your document. For example, assume that you want to add a quotation or a sidebar and to format this text differently so it stands out. A text box helps you add text anywhere in your document and then change the layout of only that text. It's a terrific way to move your audience's attention to any valuable information in your document.

Insert a text box

1. Place your cursor in the document where you want to insert the text box.
2. On the **Insert** tab, select **Text Box**, and then select one of the built-in text box styles. Use the scrollbar in the dialog box to browse the options.

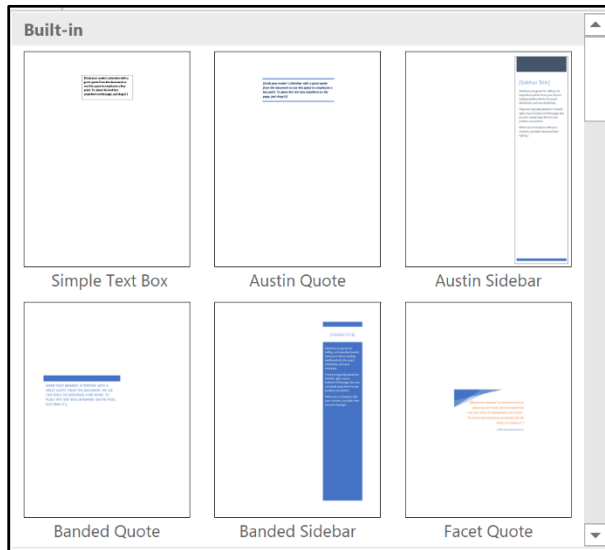


Figure 25: Text box styles

3. Select the text box style to insert it in the document.
4. Use the **Drawing Tools Format** tab to change the fill and outline colors and to apply shape effects. You'll find the same formatting options available for text boxes that you used in an earlier lesson for formatting shapes.



Additional information

For more information, refer to [Add, copy, or delete a text box](#).

Activity: Preview and select

In this activity, the teacher will demonstrate how to choose a text box style from the built-in text box styles, add and modify text in the text box, and then format the text box by using the **Drawing Tools Format** tab.

Resources required

You'll need the following resource for this activity:

- **L5_T1_act_Munsons_weekly_newsletter_starter.docx** in this lesson's **Learning Activity Resources** folder

Activity instructions

Participate in the activity by following these instructions:

1. Carefully follow the steps that the teacher performs.
2. Interact and ask and answer questions.

Try-it: Insert and modify text boxes



In this leveled try-it, you'll insert text boxes into a document. You'll also format the text boxes by using the **Drawing Tools Format** tab.

Try-it 1

In this try-it, you'll insert a text box into a document by using a built-in text box style and bring focus to the content it contains.

Resources

You'll need the following resource for this try-it:

- **L5_T1_try1_Farm-to-Table_Cookbook_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Insert a **Simple Quote** text box just after the **Munson's Pickles and Preserves Farm Cookbook** title on page 1.
2. Enter the same title, **Munson's Pickles and Preserves Farm Cookbook**, into this text box.
3. Save and close the file.

Try-it 2

In this try-it, you'll format text boxes in a document by using the **Drawing Tools Format** tab. You'll change the style, position the text box on the page, and apply alternative text as specified.

Resources

You'll need the following resource for this try-it:

- **L5_T1_try2_cookbook_text_box_samples_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Change the format of each text box as follows:
 - Text Box 1: Apply the **Perspective Below** shadow.
 - Text Box 2: Apply the **Intense Effect - Green, Accent 6** style.
 - Text Box 3: Apply **Glow: 18 point, Green, Accent color 6**.
 - Text Box 4: Apply the **Divot** bevel.
2. Insert a **Simple Text Box** into the document, after Text Box 4, with the text **Munson's Pickles and Preserves Farm Cookbook**.
3. Save and close the document.

Topic 2: Position objects and wrap text around objects

Adding images, text boxes, and other objects is basic, but positioning those objects and making sure they stay where you want them might pose a challenge. Use the **Layout Options** menu of Word to position an object on the page, control how text wraps around the object, position the object in front of or behind another object, and anchor the object at a specific location. After you select an object, you can access the **Layout Options** menu in two ways:

- Use the **Layout Options** menu that displays next to the object, or on the **Picture Tools Format** contextual tab, select **Position**, as the following screenshot depicts.

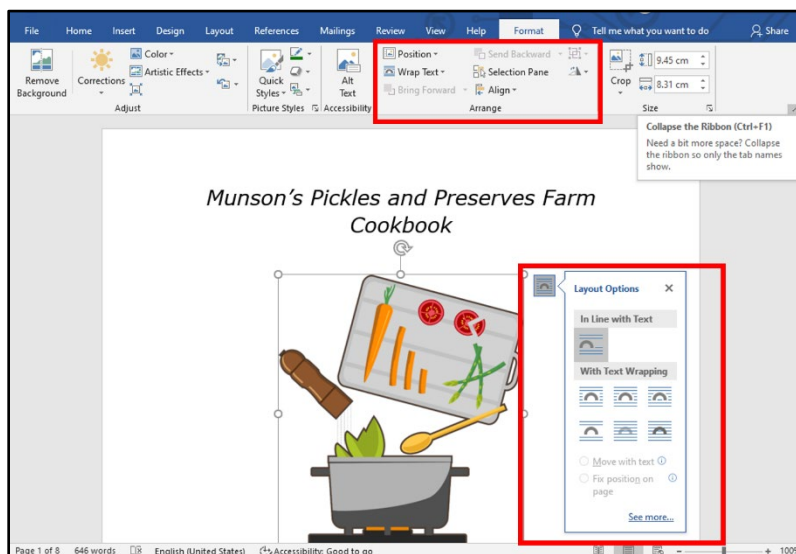


Figure 26: The **Layout Options** menu and the **Picture Tools Format** contextual tab

Note that if you select the **See more** link in the **Layout Options** menu and then select **Text Wrapping**, the possible ways to arrange the object with respect to the text display, as the following screenshot depicts.

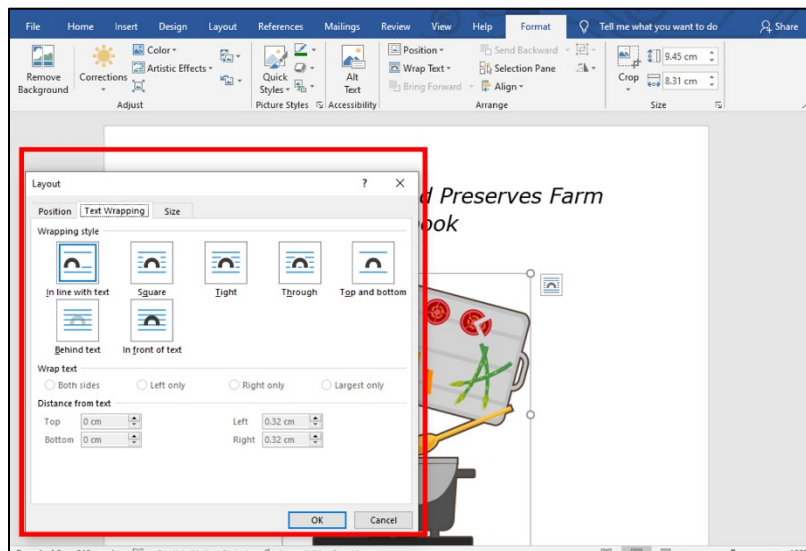


Figure 27: The **Layout** dialog box with the **Text Wrapping** tab selected

Note that you can access the same dialog box by selecting **Position** on the **Picture Tools Format** contextual tab, and then selecting **More Layout Options**. In this dialog box, you can select the option that meets your requirement:

- **In line with text.** If you want to treat your object like the rest of the lines of text in a paragraph, select this option. The object will move as you add or remove lines from the paragraph.
- **Square.** If you want your text to form a square around the object, select this option, as its name suggests.
- **Tight.** If you want the text to closely—or tightly—follow the shape of the object, keeping a bit of a margin between the text and the object, select this option.
- **Through.** Note that this option is similar to **Tight**, except that the text will fill into any empty space of your object.
- **Top and bottom.** If you want your text to arrange itself on the top and the bottom of the object, select this option. No text will appear on the sides of the object.
- **Behind text.** To place your object behind your text, select this option. Note that depending on the object, this option might reduce the readability of your text.
- **In front of text.** To place your object in front of your text, select this option, which is the reverse of **Behind text**. The object will hide some of the text.

- **Wrap text.** Use this option to help you control how text will wrap around the object. The text can wrap on both sides of the object, only to the left side of the object, only to the right side of the object, or only on the side of the object that has the greatest distance from the page margin.
- **Distance from text.** Specify the distance of the text from the object by using this option.

Position an object

The **Layout Options** menu has two options to position an object:

- **Move with text.** Select this option if you want the object to move as the text moves. This is useful when the object is specific to a paragraph, for example.
- **Fix position on page.** Select this option if you want to lock the position of the object. This is useful when you add a quotation, for example.

Activity: Show me how

In this activity, the teacher will demonstrate the various ways to manage the position of an object with respect to text.

Resources required

None

Activity instructions

Participate in the activity by following these instructions:

1. Carefully follow the steps that the teacher performs.
2. Interact and ask and answer questions.

Try-it: Position objects and wrap text around objects



In this standalone try-it, you'll apply text wrapping options to objects and position objects on the page.

Resources

You'll need the following resource for this try-it:

- **L5_T2_try_cookbook_wrap_text_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

1. Set the layout option for the picture of the beet as **Top and bottom** and for the strawberry as **Through**.
2. Position the picture of the beet under the heading, **Pickled Beets**.
3. Fix the position of the strawberry on the page.
4. Share your document with the teacher.

Topic 3: Add alternative text to an object

Alternative text, or *alt text* as it's popularly called, describes any picture or object in the context of the document it resides in. This alt text is useful for audiences that use screen readers. A screen reader reads the alt text added to each object aloud so the audience can understand the goal of the object. It's therefore important to write effective alt text to prevent any misunderstanding of the purpose of each object.

To add alt text to an object, follow these steps:

1. Select the object.
2. On the **Format** contextual tab, in the **Accessibility** group, select **Alt Text**. Note that different **Format** contextual tabs appear based on the image types, as the following table describes.

Image type	Contextual tab displayed
Shape	Drawing Tools Format
Icon	Graphics Tools Format
3D model	3D Model Tools Format
SmartArt diagram	SmartArt Tools Format
Screenshot or screen clipping	Picture Tools Format

Table 4: Contextual tabs displayed for different image types

3. Note that the **Alt Text** pane displays, as the following screenshot depicts.

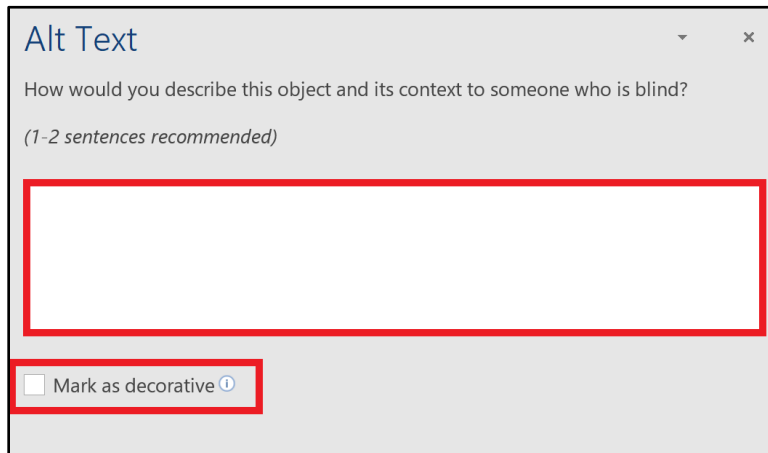


Figure 28: The **Alt Text** pane

4. In the box, enter a description of the object and its context.
5. Alternatively, mark the object as decorative by selecting **Mark as decorative** in the **Alt Text** pane. This option won't expose a description of the object to screen readers.

Activity: Read aloud

In this activity, the teacher will display a picture on a projected screen. You'll pair up with a classmate and figure out the best alt text for the picture. But, wait for the teacher's instructions. This activity has a twist!

Resources required

[Creating for everyone](#)

Activity instructions

Participate in the activity by following these instructions:

1. Review the video [Creating for everyone](#). What are the two things that stood out for you?
2. Understand the instructions that the teacher shares, and pair up with a classmate.
3. Decide who will play the role of the listener in this activity.
4. Figure out the best alt text for the picture that the teacher shares.
5. Observe the demonstration on how to add alt text to the picture.

6. Interact and ask clarifying questions, such as:
 - a. Should I keep any points in mind while writing alt text?
 - b. What if multiple pictures make up a larger picture in a document? Do I add alt text for each picture?

Try-it: Add alternative text to an object



In this standalone try-it, you'll open objects, review the alt text for the objects, and insert any missing alt text for the objects.

Resources

You'll need the following resources for this try-it:

- **L5_T3_try_Munsons_staff_starter.docx** in this lesson's **Learning Activity Resources** folder

Instructions

1. Open **L5_T3_try_Munsons_staff_starter.docx**.
2. Add alt text as follows:
 - Object 1: **Picture of Marcos Serna, Farm General Manager**
 - Object 2: **Picture of Eugenia Austin, Soil Scientist**
3. Modify the alt text as follows:
 - Object 3: **Picture of Fen Long, Irrigation Engineer**
 - Object 4: **Picture of Hilary Brennan, Greenhouse Manager**
4. Save and close the document.

Wrap-up

Use these questions to check what you learned in this lesson:

1. Where can you find the options for wrapping text around a selected object?
Select all that apply.
 - a. On the **Drawing Tools Format** tab, in the **Arrange** group.
 - b. On the **Drawing Tools Format** tab, in the **Shape Styles** group.
 - c. On the **Home** tab, in the **Font** group.
 - d. On the **Picture Tools Format** tab, in the **Arrange** group.

2. Why is it important to insert alternative text for the objects in a document?
 -
 -
3. If an object doesn't need a description in the **Alt Text** pane, what should you do to ensure that a screen reader will skip the object?

Select the correct option.

- a. In the **Alt Text** task pane, enter **Do not read**.
 - b. Select the **Mark as decorative** check box.
 - c. Leave the box in the **Alt Text** pane blank.
 - d. In the **Alt Text** task pane, enter **Please skip this object**.
4. Which of the following items cannot be positioned with specific text wrapping on a page using the **Position** options in the **Arrange** group, on the **Layout** tab?

Select all that apply.

- a. Shapes
- b. Pictures
- c. Paragraphs
- d. Headings

Glossary

3D model	A 3D image that you can rotate to display all angles.
Alternative text	Text that helps people who have visual impairments understand pictures and other graphical content.
SmartArt graphic	A visual representation of your information and ideas.
Screenshot	A snapshot of an application or window that you have open on your device.
Contextual tab	A hidden tab displayed with the other tabs when an object in the document, such as an image, is selected. A contextual tab has commands specific to the graphic type—pictures, shapes, 3D models, and SmartArt graphics might have different commands on their contextual tabs.
Bring Forward	A command for bringing an object to the front of the stack of layered objects.
Diagram	A simplified drawing that depicts an appearance, structure, or process.
Flowchart	A diagram of the sequence of movements or actions of people or things involved in a complex system or activity.
Icon	A graphic that visually communicates a thought.
Send Backward	A command for sending an object to the back of the stack of layered objects.
Text box	A rectangular frame into which you enter text. You use text boxes to showcase important text, such as titles, headings, and quotes.

Table 5: Glossary terms and definitions

Cornerstone

Overview

In this Cornerstone, you'll complete the announcement for the Cookbook Launch Party by adding and modifying pictures and a 3D model, checking for accessibility, and correcting any alt text errors. You'll also create a poster to advertise the launch party that has a **SmartArt** diagram and a text box.

Objectives

The following table outlines the Cornerstone objectives and their corresponding Microsoft Office Specialist (MOS) exam objectives.

Insert, format, and modify shapes	<ul style="list-style-type: none"> • 5.3.2: Add and modify text in shapes • 5.4.2: Wrap text around objects • 5.4.1: Position objects
Insert, format, and modify text boxes	<ul style="list-style-type: none"> • 5.1.6: Insert text boxes • 5.3.1: Add and modify text in text boxes
Insert, format, and modify SmartArt graphics	<ul style="list-style-type: none"> • 5.1.4: Insert SmartArt graphics • 5.2.5: Format SmartArt graphics • 5.3.3: Add and modify SmartArt graphic content
Insert and format 3D models	<ul style="list-style-type: none"> • 5.1.3: Insert 3D models • 5.2.6: Format 3D models
Insert, format, and modify pictures	<ul style="list-style-type: none"> • 5.2.1: Apply artistic effects • 5.2.3: Remove picture backgrounds
Insert alt text	<ul style="list-style-type: none"> • 1.4.2: Locate and correct accessibility issues • 5.4.3: Add alternative text to objects for accessibility

Table 6: Cornerstone objectives

Duration

40 minutes

Instructions

1. For each file, complete the tasks in the following section.
2. When saving your file, add your name to the end of the file name—for example, **You-pick_day_Dwayne_Espino**. Follow your teacher's directions for where to save your files.
3. When you're done with the Cornerstone, assess your completion, and enter the points you think you earned in the task lists. You can get help from your teacher if needed.

Tasks

You'll work with two files in this Cornerstone. The following sections describe the tasks you need to do for each file.

File 1:

Cornerstone_launch_party_announcement_starter.docx

Complete the announcement for the Cookbook Launch Party by adding and formatting images in the draft document.

Task: Insert and modify a 3D model (4 points)

1. Insert a 3D model of a barn. (1 point) (Exam objective 5.1.3)
2. Position the 3D model to the right side of the tractor image by using **In line with text**. (1 point) (Exam objective 5.2.6)
3. Apply the **Above Front Right** view to the barn. (1 point) (Exam objective 5.2.6)
4. Remove the alt text, **Red Barn**, assigned to the barn. (1 point) (Exam objective 5.4.3)

Points scored: ____ / 4

Task: Modify the tractor and trailer images (7 points)

1. Remove the trailer from the image of the tractor, leaving the image of the tractor with a width of **1.0 inches** (or **2.5 centimeters**) and a height of **(0.8) inches** (or **2.0 centimeters**). (3 points) (Exam objective 5.2.3)
2. Position the image in line with text at the left margin. (2 points) (Exam objective 5.4.1)
3. Apply the **Paint Strokes** format to the image. (2 points) (Exam objective 5.2.1)

Points scored: ____ / 7

Task: Check for accessibility issues (3 points)

1. Check the document for accessibility issues, and share your observations with the teacher. (2 points) (Exam objective 1.4.2)
2. Add the following alt text to the 3D barn image: **Munson's Pickles and Preserve Farm barn**. (1 point) (Exam objective 5.4.3)

Points scored: ____ / 3

File 2: A new blank Word document

Create a poster from scratch to advertise the Cookbook Launch Party. Create a new blank document, and then add and modify a text box and a **SmartArt** diagram.

Task: Insert and modify text boxes (5 points)

1. Insert a **Simple Text Box** at the beginning of the page. Resize the text box to **2.5 inches** (or **6.35 centimeters**) high and **6.5 inches** (or **16.51 centimeters**) wide. (2 points) (Exam objective 5.1.6)
2. Enter the following text in the text box: (1 point) (Exam objective 5.3.1)
 - Line 1: **Farm-to-Table Cookbook**
 - Line 2: **Launch Party**
 - Line 3: **This Saturday from 1:00 PM to 5:00 PM**
 - Line 4: **Contact us for more information**
 - Line 5: **Phone: 360.555.0145**

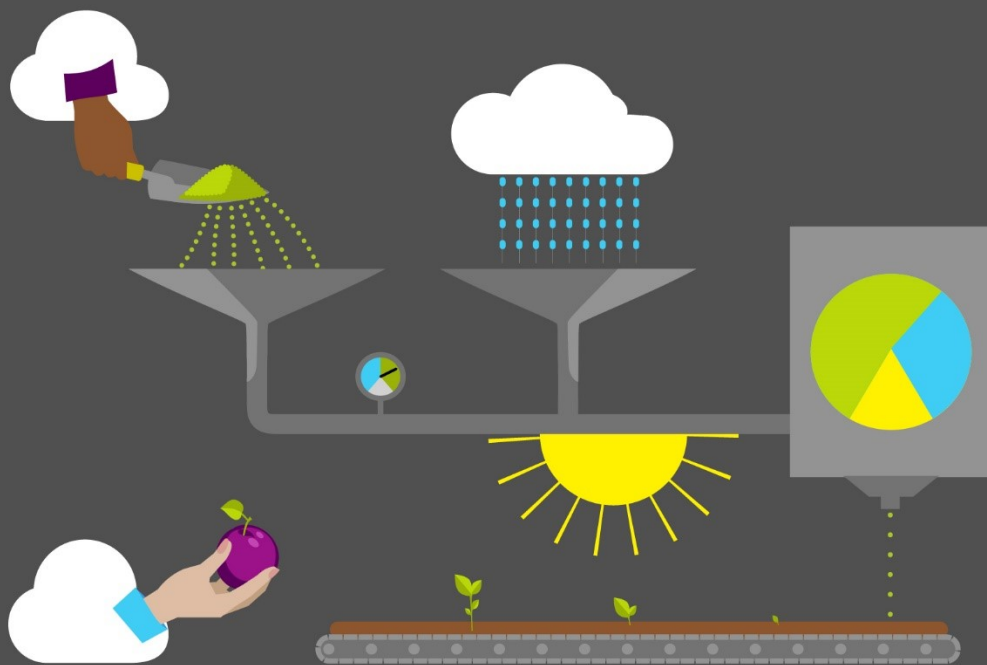
3. Apply formatting as follows: (2 points) (Exam objective 5.3.1)
 - a. Format the text box with **Intense Effect, Blue Accent 1**.
 - b. Center all text in the text box.
 - c. Format the text with Verdana and a font size of 22 points.

Points scored: ____ / 5

Task: Insert and modify a SmartArt diagram (4 points)

1. Below the text box from the previous task, create a **Vertical Box List** diagram. (1 point) (Exam objective 5.1.4)
2. Include the following items in the diagram: (1 point) (Exam objective 5.3.3)
 - **Pickles booth**
 - **Preserves booth**
 - **Pickling demonstration**
 - **Seed, plant, and harvest demonstration**
 - **Make your own preserves demonstration**
3. Apply the **Colored Outline - Accent 1** format to the diagram. (1 point) (Exam objective 5.2.5)
4. Apply the **Cartoon** style to the diagram. (1 point) (Exam objective 5.2.5) Points scored: ____ / 4

Total points: ____ / 23



Student Guide

40566A

Microsoft Word associate 2019

Module 4: Inserting and managing tables and lists

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Module overview

Description

Tables and lists are used to organize and support the readability of content in a Word document. Instead of having multiple paragraphs of information that might overwhelm the reader, some types of content might be better represented as a structured table. Other types of content might work better as a bulleted or numbered list. Word provides features to help you create tables and lists from existing content or content that is still to be written in a document.

By the end of this module, you will be able to create a table using new or existing content within a document. You will also be able to modify and format tables to better represent the information being conveyed to the reader. Finally, you will be able to create and modify bulleted or numbered lists to help organize information and help your readers to better understand the main points of a document.

The following table provides an outline of the specific lessons and learning objectives that are covered in this module.

Lesson	Learning objective	Exam objective(s)
Creating and locating tables	<ul style="list-style-type: none"> Manually insert a table into a document Convert text into a table and table into text Navigate to tables within a document 	<ul style="list-style-type: none"> 1.1.3 3.1.1 3.1.2 3.1.3
Modifying tables	<ul style="list-style-type: none"> Sort data in a table in a document Resize cells, columns, rows, and entire tables Configure cell margins, cell spacing, and row headers in a table 	<ul style="list-style-type: none"> 3.2.1 3.2.2 3.2.4 3.2.6
Merging and splitting table elements	<ul style="list-style-type: none"> Split and merge cells and tables in a document Insert and delete rows and columns 	<ul style="list-style-type: none"> 3.2.3 3.2.4 3.2.5

Lesson	Learning objective	Exam objective(s)
Creating and modifying lists	<ul style="list-style-type: none"> • Insert a bulleted and numbered list and apply formatting for lists in a document • Insert a multilevel list, apply formatting to the list, and define a new multilevel list 	<ul style="list-style-type: none"> • 3.3.1 • 3.3.2 • 3.3.3 • 3.3.4 • 3.3.5 • 3.3.6
Cornerstone: Community Supported Agriculture (CSA) Program	<ul style="list-style-type: none"> • Create a table in Word • Convert text to tables and tables to text • Sort data in a table • Resize table elements to fit content • Merge and split table elements • Create and modify a bulleted list • Create and modify a numbered list • Create and modify a multilevel list 	<ul style="list-style-type: none"> • 3.1.1 • 3.1.2 • 3.1.3 • 3.2.1 • 3.2.2 • 3.2.3 • 3.2.4 • 3.2.5 • 3.2.6 • 3.3.1 • 3.3.2 • 3.3.3 • 3.3.4 • 3.3.5 • 3.3.6

Table 1: Objectives by lesson

Scenario

Munson's Pickles and Preserves Farm supports a local Community Supported Agriculture (CSA) project. Community members can become "farm members" and purchase shares of the produce to feed their families. Each month they receive a box of fresh produce. They can also participate in farm events such as workdays, potlucks, and you-pick gardens to experience the joy of harvesting their own food.

During the wintertime lull from farming activities, you have been asked to update the CSA spring program and farm event documentation. You will add new tables of information as well as update existing tables to reflect next year's crops and events. This includes instructions for the fresh produce box contents, a member potluck event, and an upcoming CSA Member produce seminar.

Cornerstone

You have been asked to update the upcoming spring CSA program and event documentation. To do this, you need to create tables to track fresh produce boxes and box content instructions. You also need to update and create lists of program selection options for participants of the upcoming produce seminar.

Lesson 1: Creating and locating tables

Overview

As you format a Word document, you may find that some content can be presented better when formatted as rows and columns within a table. Similar to an Excel spreadsheet, using a table format to organize specific types of content such as numerical or list data will help your readers better understand the point you are trying to make.

Word provides several methods that you can use to create tables within a document. Depending upon how the original content is formatted, you might also choose to convert existing text to a table for better representation. In this lesson, you learn multiple ways to create tables using Word. You also learn how to navigate between tables within a larger document.

Warm-up

Your teacher will introduce the topics to be covered in this lesson. Be prepared to discuss and answer the following questions during the classroom discussion:

1. What types of content might be useful in a table format?
2. What is the difference between a table row and column?

Topic 1: Manually create a table



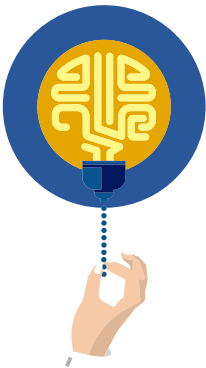
Using a table in a Word document helps you display information in an organized manner. Content within a table is displayed in horizontal rows and vertical columns. The rectangle located at the intersection of a row and column is called a cell. Figure 1 depicts an example of a five-column table containing four rows of information.

	Column		Cell		
	Column-1	Column-2	Column-3	Column-4	Column-5
Row	1	2	3	4	5
6	7	8	9	10	
11	12	13	14	15	
16	17	18	19	20	

End of Cell Marker

End of Row Marker

Figure 1: Table columns and rows



Did you know?

If you select the **Show/Hide** button on the **Home** ribbon, Word will display the End of Cell and End of Row markers. These markers help you determine where cells and rows are positioned in a table and are especially helpful when borders have been removed from the table.

When you need to create a table within a document, Word provides several methods that you can use to perform the task. From the **Insert** tab on the ribbon, select the **Table** button to access the options as depicted in Figure 2.

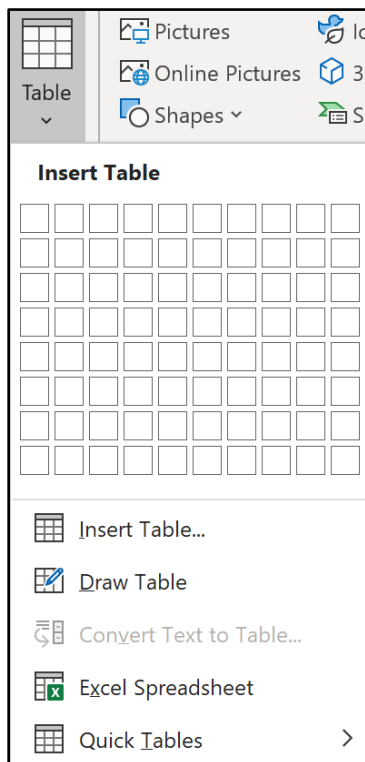


Figure 2: **Insert Table** options

Insert a table

Two methods are available for inserting a blank table within a document. The first method uses a table grid, where you can simply trace out the dimensions of a table to indicate the desired number of rows and columns. The table grid only allows a maximum table size of eight rows and 10 columns; however, the table can be modified once it is created.

The second method uses the **Insert Table** dialog box, where you input the number of columns and rows needed for the table you are creating. You can also include additional settings such as AutoFit behavior of the content and defining the default dimensions for any additional tables that you insert into the document.

Figure 3 depicts the **Insert Table** dialog box configured to create five columns and two rows.

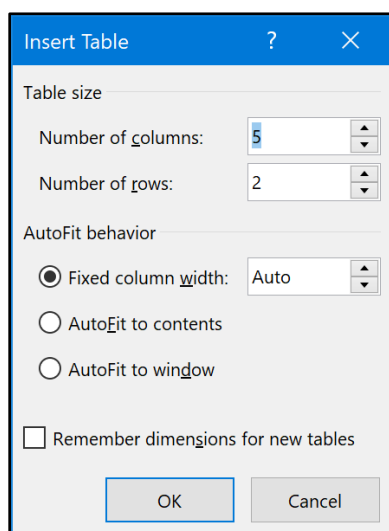


Figure 3: **Insert Table** dialog box

Draw a Table

Another method to create a table is to manually "draw" the column and rows using an input device such as a mouse or a digital pen. Drawing the table provides granular control on exactly how you want the table to appear, including horizontal, vertical, and diagonal borders as needed.

To draw a table, select the **Draw Table** option to enable the pencil tool. As depicted in Figure 4, the cursor changes to a pencil to indicate that you are in the draw table mode.

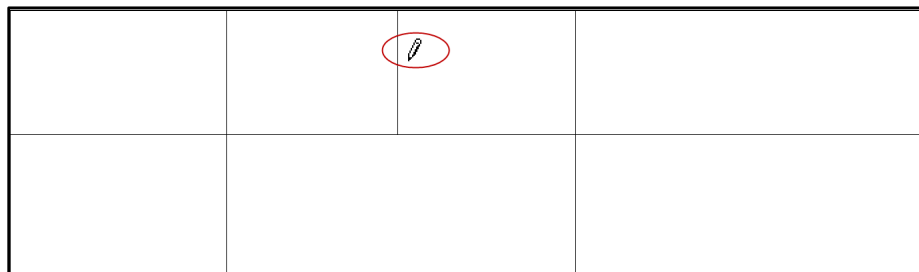
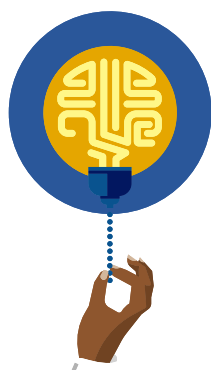


Figure 4: Table created using the **Draw Table** option



Did you know?

If you decide to remove a line while drawing a table, the **Eraser** tool enables you to "erase" lines. You can also use the **Undo** command to reverse your last few steps if you inadvertently draw an unnecessary line in the table.

Insert a Quick Table

For additional table options, Word provides the **Quick Tables Gallery**. By default, the gallery includes nine predefined and formatted tables for you to insert into a document. The built-in tables include commonly used table formats such as calendars, tabular lists, and tables with subheadings. When you select the **Quick Tables** option, you are presented with the preformatted tables stored in the **Quick Tables Gallery** as depicted in Figure 5.

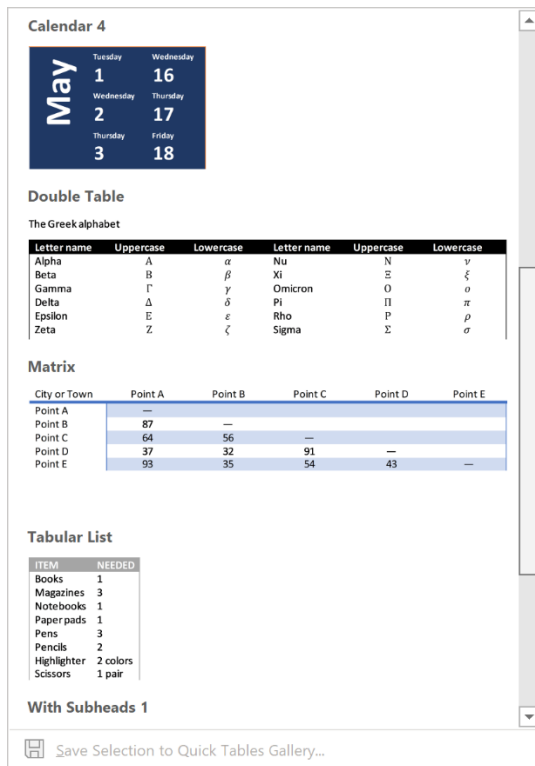


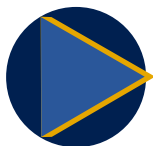
Figure 5: Quick Tables Gallery

For a custom table that you might have spent time creating and formatting, you can save the design and add it to the **Quick Tables Gallery**. This allows you to have your favorite table as an option on the Quick Tables list to quickly insert into the document as needed. After you have inserted a Quick Table, you can modify and edit the table as desired.

Insert an Excel Spreadsheet

Another option you can use to create a table in a Word document is to insert an Excel spreadsheet. The primary advantage to inserting an Excel spreadsheet is that you can use the Excel application to organize and format your table elements. This includes utilizing Excel formulas and functions. Once the spreadsheet is filled in, it is displayed in the Word document like a standard table. Word refers to the embedded Excel spreadsheet as a **Worksheet Object**.

Editing a Worksheet Object is a bit different than editing a standard Word table. You can still apply basic formatting such as a border around the object. However, if you need to edit data or modify the formatting within the table, you can double-click, double-tap, or access the properties menu of the Worksheet Object. This will open the object in Excel and allow you to edit the content and modify the format of the table.

**Video**

For more information on inserting a table in Word, review the video called [Insert a table](#).

Activity: Show me how

This is a teacher-led demonstration to show you the various ways to insert a table in a Word document.

Resources required

None

Activity instructions

Pay close attention as your teacher demonstrates the following tasks. You may follow along as your teacher steps through the various methods to create a table in Word. You will have a chance to test out your new knowledge on your own after the teacher-led demonstration.

1. Inserting a new table in Word.
2. Drawing a new table.
3. Inserting a Quick Table.
4. Inserting an Excel Spreadsheet into a Word document.

Try-it: Manually create a table



For this set of exercises, you will open an existing document and use several methods to insert a table as directed in the following instructions.

Try-it 1

Resources

You will need the following resources for this try-it:

- Open **L1_T1_try1_CSA_potluck_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. In the space following **Fruit items**, use the **Table Grid** feature to create a table with three columns and five rows.
2. Enter the following text in the table:

Cookbook Item	Produce Category	Amount Requested
Simple Strawberry Preserves	Fruit	5
Blueberry Preserves	Fruit	5
Blackberry Preserves	Fruit	3
Pear Preserves	Fruit	3

Table 2: Fruit items

3. In the space following **Vegetable items**, use the **Insert Table** dialog box to create a table with three columns and four rows.
4. Enter the following text in the table:

Cookbook Item	Produce Category	Amount Requested
Pickled Beets	Vegetable	6
Pickled Asparagus	Vegetable	5
Pickled Carrots and Peppers	Vegetable	5

Table 3: Vegetable items

5. Save and close the file.

Try-it 2

Resources

You will need the following resources for this try-it:

- Open **L1_T1_try2_CSA_potluck_list_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. In the space following **...as outlined in the following:**, insert a **Quick Table** based upon the **Tabular List** template.
2. Modify the table with the following text:

Cookbook Item	Produce Category
Simple Strawberry Preserves	Fruit
Pickled Beets	Vegetable
Pickled Asparagus	Vegetable
Blueberry Preserves	Fruit
Pickled Carrots and Peppers	Vegetable
Pickled Beets	Vegetable
Blackberry Preserves	Fruit
Pear Preserves	Fruit

Table 4: Potluck items

3. Save and close the file.

Try-it 3

Resources

You will need the following resources for this try-it:

- Open **L1_T1_try3_CSA_potluck_amounts_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. In the space following **...as outlined in the following:**, insert an **Excel Spreadsheet**.
2. In Excel, enter the following text:

S. No.	Cookbook Item	Produce Category	Date to be delivered	Amount Requested
1	Simple Strawberry Preserves	Fruit	May 20	5
2	Blueberry Preserves	Fruit	May 20	5
3	Blackberry Preserves	Fruit	May 20	3
4	Pear Preserves	Fruit	May 20	3
5	Pickled Beets	Vegetable	May 27	6
6	Pickled Asparagus	Vegetable		5
7	Pickled Carrots and Peppers	Vegetable	May 27	5
8	Total Amount			

Table 5: Potluck items

3. Place the cursor in cell **D9**, and then select the **Sum** tool to automatically add the **Amount Requested** column.
4. Save and close the file.

Topic 2: Convert text to table and table to text



In some situations, you might have a Word document that already contains text that you need to format. As you format the content, you may decide that specific text might be better presented as a table, or possibly an existing table within the document might work better as bulleted or standard text. Instead of deleting and re-writing the content, Word provides features to convert existing text to a table or even convert an existing table to standard text within the document.

Convert text to a table

When you attempt to convert existing text to a table, for best results it is important to ensure that the text is separated by a consistent character used to indicate the intended columns and rows in the table. For example, characters commonly used to separate text include commas and tab stops. You can also separate text using paragraphs or other character types that might be commonly used within your document.

To convert text to a table, you first need to select the intended text. After the text is selected, the **Convert Text to Table** option is available on the **Insert Table** ribbon command.

Figure 6 depicts the **Convert Text to Table** dialog box configured to create two columns and two rows. In this example, based upon the selected content, the default option is to separate the text based upon commas. Notice that you have other options such as paragraphs, tabs, and other symbols. The option that you choose would depend upon which type of character is being used to separate the selected text and the desired number of columns and rows you would like the text to be converted to.

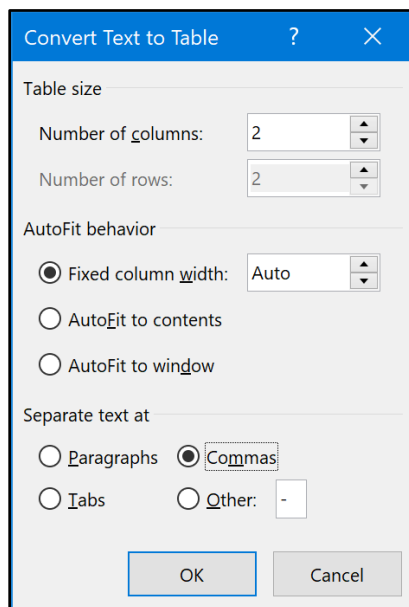


Figure 6: **Convert Text to Table** dialog box

Convert a table to text

You can easily convert an existing table to text by using the **Convert to Text** command.

To convert a table to text, you first need to select the table or simply move the cursor anywhere within the table. From the Table tools **Layout** tab on the ribbon, you can then select the **Convert to Text** option to view the box as depicted in Figure 7.

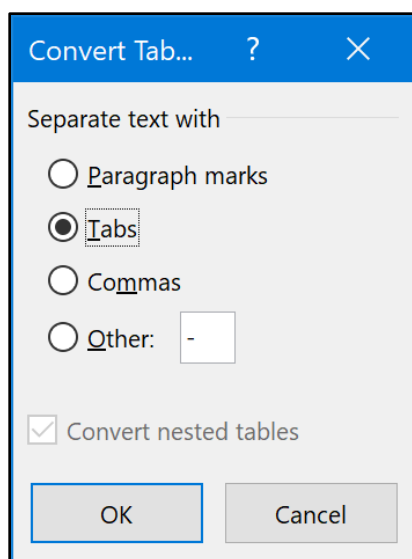
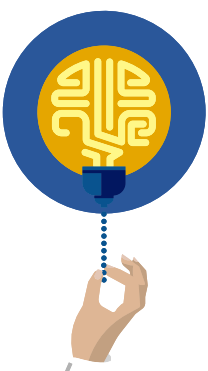


Figure 7: **Convert Table to Text** dialog box

You will need to choose which type of character to use to separate the text when the table is removed. In this example, the text within the table will be converted and separated with tabs in the document.



Did you know?

On the ribbon, the Table tools **Layout** and **Table Design** tabs are only displayed when you have a table selected or if the cursor is located within a table.



Additional information

For more information on converting text and table conversion, refer to: [Convert text to a table or a table to text](#)

Activity: Pose a challenge

In this activity, your teacher will present text and table samples, each formatted in a different way. Based upon the initial formatting, you will determine what will happen when the text is converted to a table and when a table is converted to text.

Resources required

None

Activity instructions

Your teacher will open a sample document with text and tables preformatted. Based upon the initial formatting, discuss with the class and determine what will happen in the following circumstances:

1. For sample 1, try to determine how many rows and columns will be created when the text is converted to a table using the default settings.
2. For sample 1, what will happen if you select a different separator character and how does this affect the table?
3. For sample 2, try to determine what will happen when the table is converted to text using the default settings.
4. For sample 2, what will happen if the separator character is changed?

Try-it: Convert text to table and table to text



In each of these exercises, you will open a sample document and practice converting existing text to a table and a table to text.

Try-it 1

Resources

You will need the following resources for this try-it:

- Open **L1_T2_try1_CSA_potluck_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Following the **Fruit items** heading, use the **Convert Text to Table** feature to convert the next five lines of text to a standard table by using the default settings.
2. Save and close the file.

Try-it 2

Resources

You will need the following resources for this try-it:

- Open **L1_T2_try2_CSA_potluck_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. In the space following the **Vegetable items** heading, enter the following text using a comma to separate the text on each line:

Cookbook Item, Produce Category, Amount Requested

Pickled Beets, Vegetable, 6

Pickled Asparagus, Vegetable, 5

Pickled Carrots and Peppers, Vegetable, 5

2. Use the **Convert Text to Table** feature to convert the text to a standard table by using the default settings.
3. Save and close the file.

Try-it 3

Resources

You will need the following resources for this try-it:

- Open **L1_T2_try3_CSA_potluck_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Convert the Fruit items table to text separated with tabs.
2. Convert the Vegetable items table to text separated with commas.
3. Save and close the file.

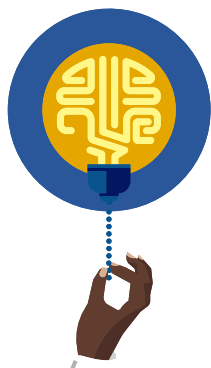
Topic 3: Navigate tables within a document



As you become more proficient in Word, you will most likely begin to work in large documents that contain many tables. To help you become more efficient in formatting larger documents, it is important to understand how to quickly navigate to specific locations and objects. Word provides two primary methods for navigating large documents: using the **Navigation** pane and accessing the **Go To** tab.

Find tables using the Navigation pane

The **Navigation** pane in Word is used for several tasks, such as browsing to styled headings, quickly going to specific pages, and displaying search results. To open the Navigation pane, enter **Ctrl + F** on the keyboard, or on the ribbon, select the **View** tab and then select the check box next to **Navigation** pane.



Did you know?

To access the **Navigation** pane, you can also double-click the page count area on the status bar.

As depicted in Figure 8, the **Navigation** pane contains several Advanced Find, Replace, and various navigational features, including the ability to filter and go to objects such as graphics, tables, equations, footnotes/endnotes, and comments.

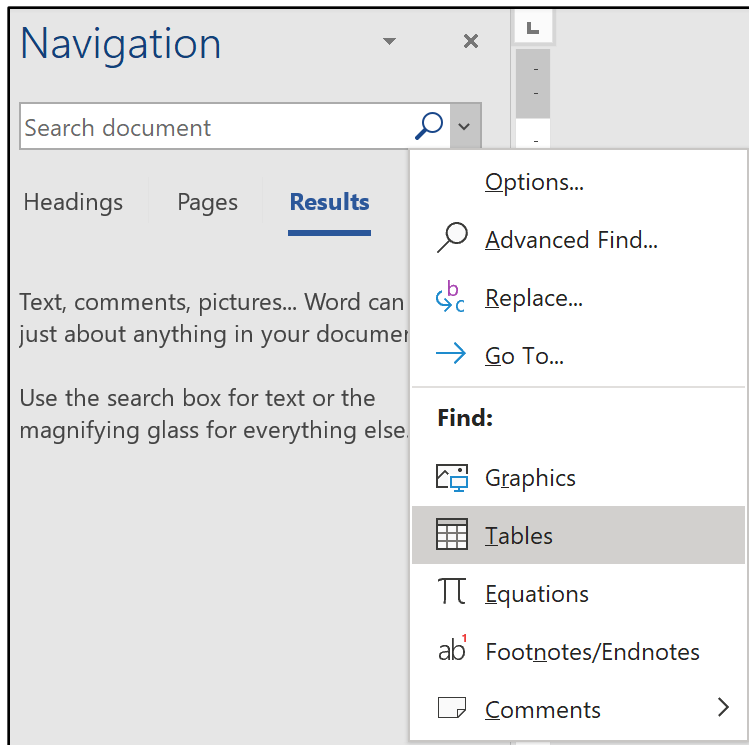
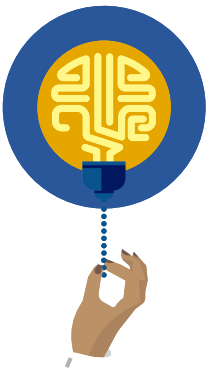


Figure 8: Viewing the Navigation pane

To find tables within a document, select the **Tables** option in the search menu. The **Navigation** pane then provides directional indicators, which when selected, allow you to browse through all the tables located in the document.



Did you know?

When you select **Find, Table** in the **Navigation** pane, the **Headings** section highlights any heading that contains a table. The **Pages** section filters the results to display only the pages that contain tables.

Browse tables using the Go To command

Another method to browse tables in a large document is to use the **Go To** command. You may recall **Go To** as a tab found on the **Find and Replace** dialog box as depicted in Figure 9.

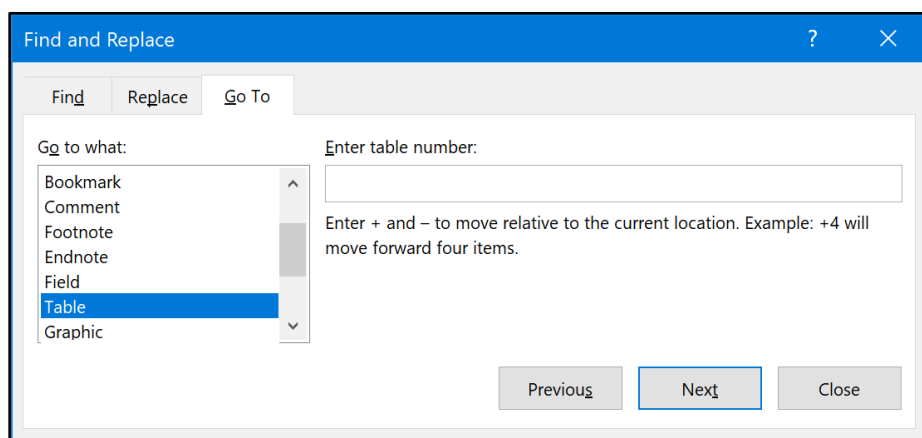
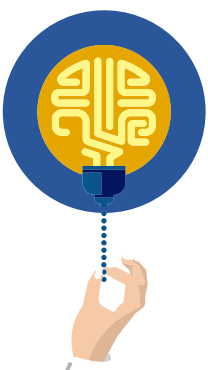


Figure 9: **Find and Replace** dialog box with the **Go To** tab selected

The **Go To** command is accessible from the search menu on the **Navigation** pane. You can also access the command by selecting the drop-down menu next to the **Find** button located on the **Home** tab on the ribbon.

After selecting the **Table** option on the **Go To** tab, you can then use the **Next** and **Previous** buttons to browse the tables in the document. To browse to a specific table, you can enter the table number in the **Enter table number** field. For example, if you want to move to the third table in the document, you can enter **3** in the **Enter table number** field and then select **Next**.



Did you know?

For the example mentioned above, if you enter **+3** in the **Enter table number** field, you will move forward three tables from your current location. If you enter **-3** you will move backward three tables from your current location. The **+** and **-** indicators allow you to jump a specified number of objects as needed.

Activity: Pose a challenge

In this activity, your teacher will have you open a large document and navigate to specific tables as directed.

Resources required

You will need the following resources for this activity:

- Open **L1_T3_act_cookbook_recipes.docx** in this lesson's Learning Activity Resources.

Activity instructions

As directed and demonstrated by your teacher, find the following table objects:

1. Find the fifth table in the document. When you find the table, raise your hand.
2. Go to the second table in the document. When you have placed your cursor in the table, raise your hand.
3. From your current location, go forward four tables. What is the name of the table?

Try-it: Navigate tables within a document



In each of these exercises, you will open a sample document and practice navigating tables within the document.

Try-it 1

Resources

You will need the following resources for this try-it:

- Open **L1_T3_try_quarterly_report.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. On the **Home** tab of the ribbon, in the **Editing** group, select the drop-down arrow next to the **Find** button, and then select **Go To**.
2. In the **Find and Replace** dialog box, on the **Go To** tab, under **Go to what**, scroll down, and then select **Table**.
3. In the **Enter table number** field, enter **2**, and then select **Go To**.
4. Delete the number in the **Enter table number** field.
5. Select the **Previous** and **Next** buttons to navigate the tables.
6. Close the **Find and Replace** dialog box.

Try-it 2

Resources

You will need the following resources for this try-it:

- Open **L1_T3_try_quarterly_report.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. On the **Home** tab of the ribbon, in the **Editing** group, select the **Find** button.
2. In the **Navigation** pane, select the drop-down arrow (**Search for more things** command) next to the search icon.
3. In the **Find** section, select **Tables**.
4. Ensure that the **Results** link is selected, and then use the browse buttons to browse the tables in the document.
5. Select the **Pages** link to display all pages that contain a table.
6. Close the **Navigation** pane.

Try-it 3

Resources

You will need the following resources for this try-it:

- Open **L1_T3_try_quarterly_report.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. On the status bar, select the page number indicator to open the **Navigation** pane.
2. In the **Navigation** pane, select the drop-down arrow next to the search icon (**Search for more things** command), and then select **Go To**.
3. In the **Find and Replace** dialog box, on the **Go To** tab, under **Go to what**, scroll down, and then select **Heading**.
4. Select the **Next** and **Previous** buttons to browse through the document headings.

5. In the **Enter heading number** field, enter **+2** and then select **Go To**. You move forward two headings in the document.
6. Save and close the file.

Wrap-up

Use these questions to check what you learned in this lesson:

1. Which of the following are valid methods used to insert a table in a Word document?
Select all that apply.
 - a. Insert a text box
 - b. Convert existing text
 - c. Use the drawing tool
 - d. Insert a cross-reference
 - e. Insert an Excel spreadsheet
2. You can insert a built-in preformatted table into your document using which of the following options?
Select the correct option.
 - a. **Insert Table**
 - b. **Draw Table**
 - c. **Insert SmartArt**
 - d. **Quick Tables**
3. In a table, the rectangle that is formed at the intersection of a row and column is called a:
Select the correct option.
 - a. Box
 - b. Cell
 - c. Marker
 - d. Cross-reference

4. Which of the following ribbon commands can you use to navigate multiple tables within a large document?

Select the correct option.

- a. **Home, Find**
- b. **Review, Next**
- c. **Review, Compare**
- d. **View, Side to Side**

Lesson 2: Modifying tables

Overview

Now that you know how to insert a table into a document, you will likely need to modify the table in various ways. For example, you might want to re-arrange the content within the table, or you may have to resize a cell, column, row, or entire table.

In this lesson, you learn how to rearrange content within a table by using the **Sort** feature. You also learn how to resize table elements to ensure that the content of the table displays as intended to the reader.

Warm-up

Your teacher will discuss and introduce the topics to be covered in this lesson. Use these questions to find out what you already know about this lesson's topics:

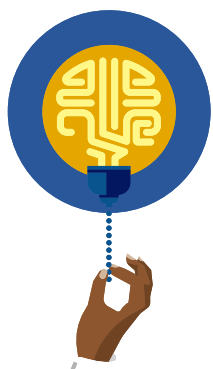
1. You need to sort content within a table so that the last name displays lowest to highest in alphabetical order. What type of sort order do you use?
2. What is the importance of the Header row in a table?

Topic 1: Sort table data



To help readers find data more quickly and effectively, you might choose to sort the content in your table. When you sort table data, you are arranging the content alphabetically, numerically, or chronologically. Word tables allow you to sort text, numbers, or dates in either ascending or descending order. Ascending order refers to sorting text from beginning to end, such as from A to Z, 1 to 10, or January to December. When you sort a table in descending order, the content is arranged from the end to the beginning, such as from Z to A, 10 to 1, or December to January.

To help you organize the content to be sorted, you can assign a **Header row**. The header row is usually the first row of the table and contains the headings for each column. Specifying the header row will exclude the column titles from being included in the sorted content.



Did you know?

A header row also helps to ensure that the column titles are repeated at the beginning of each new page for any table that might extend beyond a single page. You can select more than one row to be considered a header row if you need to have multiple rows repeated across pages. To configure a repeating header row, select the header rows to be repeated, and then on the table **Layout** tab, in the **Table** group, select **Properties**. The **Row** tab contains a check box option **Repeat as header row at the top of each page**.

Figure 10 depicts a table with the first row specified as a header row. Notice that the header row contains the headings for each column. You might also choose to format the header row differently to distinguish it from the rest of the table content.

Customer Type	City	State	Number
Wholesale	Atlanta	GA	140
Retail	Springfield	MO	232
Retail	Portland	OR	138
Wholesale	Mesa	AZ	97
Wholesale	Carmel	WA	100
Retail	Carmel	WA	220
Wholesale	Atlanta	GA	300

Header row

Figure 10: Table with Header row

Sort a table

To sort content within a table, place the cursor in a table cell to display the **Table Design** and **Layout** tabs on the ribbon. After selecting the **Layout** tab, the **Sort** button is found in the **Data** section of the ribbon.

Select the **Sort** button to display the dialog box as depicted in Figure 11. In this example, the sort feature automatically detected the header row and filled in the Customer Type field to sort in Ascending order.

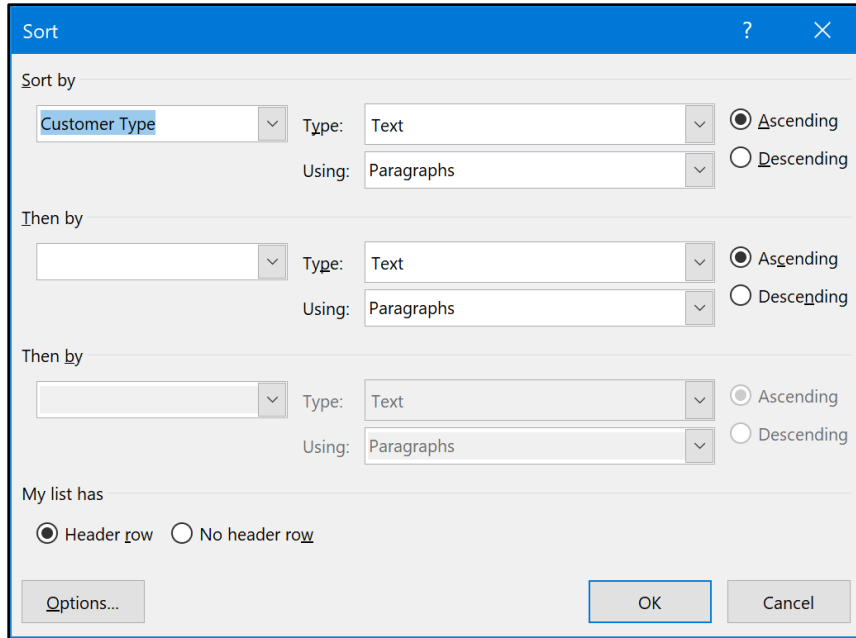


Figure 11: **Sort dialog box**

The Sort feature can sort by a maximum of three columns at a time in ascending or descending order. If needed, you can also modify the type of content to be sorted to match either Text, Number, or Date formats. If you have column headings that should not be part of the sort, be sure to select **Header row** to ensure that the headings are ignored.



Additional information

For more information on sorting table data, go to: [Sort the contents of a table](#)

Activity: Guess and show

This is a teacher-led discussion and demonstration about how to sort data within a Word table.

Resources required

None

Activity instructions

Your teacher will open a document that contains a table that requires sorting. You will discuss with the class the best sort options to view the table. Your teacher will then demonstrate how to sort the table based upon the classroom discussion. After this activity, you will have a chance to test out your new knowledge on your own.

1. Reviewing at the table in the demonstration, what are the best ways to sort and display the data?
2. Which column or columns would you sort by?
3. Is a Header row needed? What happens if you do not specify the Header row?

Try-it: Sort table data



For this set of exercises, you will open an existing document and sort tables as directed in the following instructions.

Try-it 1

Resources

You will need the following resources for this try-it:

- Open **L2_T1_try1_CSA_potluck_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Sort the **Fruit and Vegetable items** table by the **Cookbook Item** column in ascending order. Be sure to specify a **Header** row.
2. Save and close the file.

Try-it 2

Resources

You will need the following resources for this try-it:

- Open **L2_T1_try2_CSA_potluck_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Sort the **Fruit and Vegetable items** table by the **Cookbook Item** column in ascending order.
2. Specify a secondary sort based upon **Amount requested** in ascending order. Be sure to specify a **Header** row.
3. Save and close the file.

Topic 2: Resize cells, columns, rows, and tables



As you work with tables in a document, adjustments are almost always necessary to present the table as intended. For example, you may need to resize a column or row, or adjust the size of a cell to better fit the content. Word provides both manual and automated methods for resizing table elements during your editing process.

Manually resize columns, rows, and tables

Using a table in your document will help organize content in a more structured format. However, you need to determine how the content will be presented to make it easy to interpret and read throughout the document. For example, will text be permitted to wrap within the cell, or is the column or row large enough to fit the text on a single line?

One method commonly used to resize a column or row is to use the mouse or other input device pointer and drag the Column or Row markers. As depicted in Figure 12, the markers are located on the horizontal and vertical rulers and are displayed when the cursor is placed anywhere within the table.

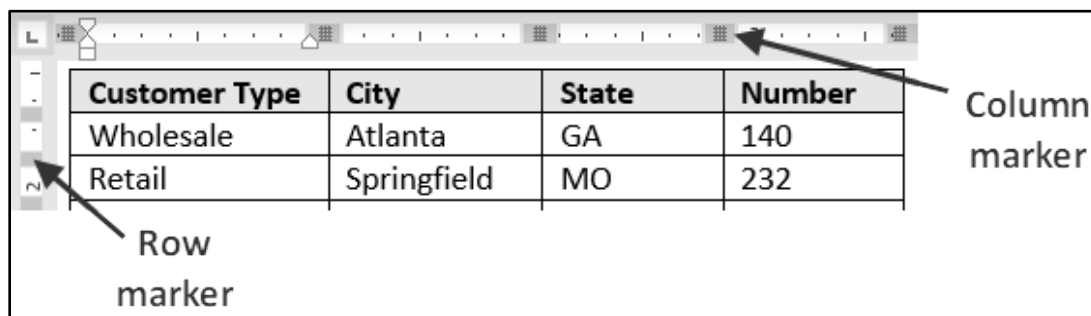


Figure 12: Row and Column markers

Placing the mouse or input device pointer on one of the markers will turn the pointer to a double-headed arrow. You can then drag the pointer to resize the column or row being edited.

The ribbon also contains several options that you can use to resize the height and width of table elements. As you modify a table, the **Layout** tab displays editing tools as depicted in Figure 13. The tools outlined in a box are used to select and then modify the height and width of a cell, column, row, or entire table.

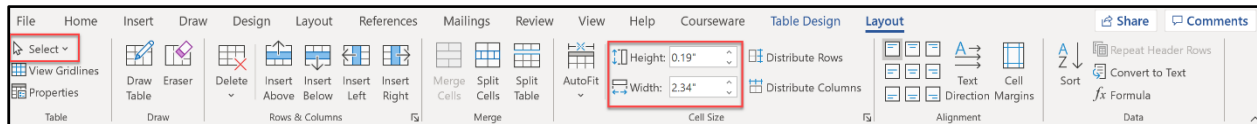


Figure 13: Modifying the height and width of table elements

Automate fit and distribution of content in a table

Often it takes excessive time to manually edit the size of columns and rows in a table. For example, you may want to ensure that each column or row is set to the same size, or you may want to ensure that columns are always sized to perfectly display the content in a cell.

The table editing tools on the ribbon include features to help automate the size of a column or row depending upon its content or window size:

- **AutoFit**—Provides three options that determine how a column or table fits content:
 - **AutoFit Contents**—When you select this option, the table columns automatically adjust to fit the size of the content. Each column will adjust to fit the largest text entry in the column.
 - **AutoFit Window**—This option configures the table to automatically fit within the margins in Print Layout view. If you change to Web Layout view, the table automatically fits within the size of the window.
 - **Fixed Column Width**—This option turns off the AutoFit feature so that the table or column width is not automatically adjusted based upon window or content size.
- **Distribute Columns**—You can make table columns the same size by first selecting the table or individual columns and then selecting the **Distribute Columns** button. This command evenly distributes the columns to fit within the selection.
- **Distribute Rows**—Similar to the Distribute Columns button, this command evenly distributes rows to fit within the selection.

Configure cell alignment, margins, and spacing

As you enter content in a table cell, you might be tempted to use a hard return to add space above and below the text. You might also use the space bar to line up text in cells within a table column. Both actions tend to add unnecessary paragraphs and spaces that often cause problems and frustration while editing the document. A better solution is to use table options that will control alignment, margins, and spacing for cell content within a table.

To modify the space or alignment for cell content, use the tools found in the **Alignment** group on the table tools **Layout** tab of the ribbon. As depicted in Figure 13, the Alignment group contains:

- Alignment buttons—These are used to align the text in top, center, and bottom alignment configurations.
- Text direction buttons—These are used to change the direction of the text within the cell.
- Cell margins—These are used to modify the default margins within each cell of the table. You can also increase the spacing between each cell to help increase space between the column and rows. Figure 14 depicts the Table options for modifying default cell margins and cell spacing.

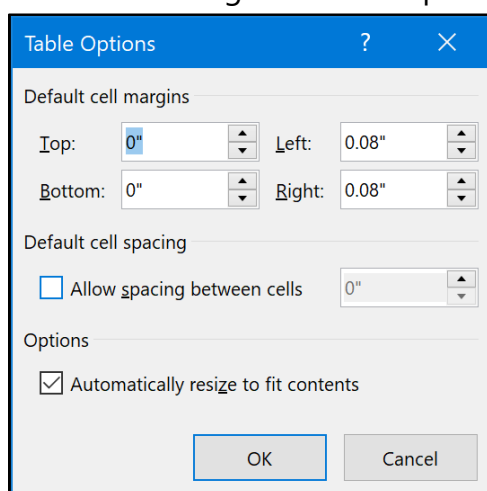
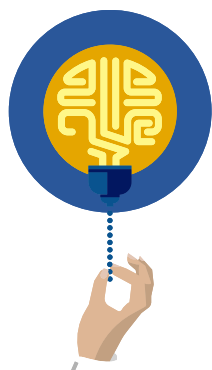


Figure 14: Configuring cell margins and spacing



Did you know?

Any settings that you modify for the cell margins and alignment only affect the active table. All subsequent tables that you insert will use the default table settings.



Additional information

For more information on resizing table and cell elements, go to: [Resize a table, column, or row](#)

Activity: Show me how

This is a teacher-led demonstration about the various ways to resize columns, rows, cells, and tables in a Word document.

Resources required

None

Activity instructions

Pay close attention as your teacher demonstrates the following tasks. You may follow along as your teacher steps through the various methods to modify a table in Word. You will have a chance to test out your new knowledge on your own after the teacher-led demonstration.

1. Manually resize columns, rows, and tables.
2. AutoFit content in a table.
3. Modify cell alignment, text direction, and cell margins.

Try-it: Resize cells, columns, rows, and tables



In each of these exercises, you will open a sample document and practice resizing cells, columns, rows, and tables.

Try-it 1

Resources

You will need the following resources for this try-it:

- Open **L2_T2_try1_CSA_potluck_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Resize the columns for the **Fruit items** table. Ensure that the column headings do not wrap to the next line.
2. Save and close the file.

Try-it 2

Resources

You will need the following resources for this try-it:

- Open **L2_T2_try2_CSA_potluck_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. For the **Vegetable items** table, use the table **Layout** tab on the ribbon to resize the width for the **Cookbook Item** column. All text in the Cookbook Item column should be on a single line.
2. Use the **AutoFit Contents** feature to fit all content in the **Vegetable items** table.
3. Evenly distribute the columns for both the **Fruit items** and **Vegetable items** tables.
4. Save and close the file.

Try-it 3

Resources

You will need the following resources for this try-it:

- Open **L2_T2_try3_CSA_potluck_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. For both **Fruit items** and **Vegetable items** tables, configure the numbers to be **Align Top Center**.
2. For the **Fruit items** table, adjust the top and bottom cell margins to be **0.1"**.
3. For the **Vegetable items** table, adjust the default cell spacing to be **0.05"**.

Wrap-up

Use these questions to check what you learned in this lesson:

1. Which of the following options do you use to ensure that people can correctly observe the full table in the Web Layout view?

Select the correct option.

- a. **AutoFit Window**
- b. **AutoFit Contents**
- c. **Fixed Column Width**
- d. **Align Center**

2. Sorted data can consist of which of the following?

Select all that apply.

- a. Text
- b. Numbers
- c. Dates
- d. Symbols

3. In a table, how many columns can you sort at a time?

Select the correct option.

- a. 2
- b. 3
- c. 1
- d. Unlimited

4. What do you call the first row of a table that identifies the data in the column?

Select the correct option.

- a. Header row
- b. Header column
- c. Split row
- d. Sorted row

5. You can insert a built-in preformatted table into your document using which of the following options?

Select the correct option.

- a. **Insert Table**
- b. **Draw Table**
- c. **Insert SmartArt**
- d. **Quick Tables**

6. In a table, what do you call the rectangle that the intersection of a row and column forms?

Select the correct option.

- a. Box
- b. Cell
- c. Marker
- d. Cross-reference

7. Which of the following ribbon commands can you use to navigate multiple tables within a large document?

Select the correct option.

- a. **Home, Find**
- b. **Review, Next**
- c. **Review, Compare**
- d. **View, Side to Side**

Lesson 3: Merging and splitting table elements

Overview

In addition to resizing table elements and modifying cell spacing, there may be times that you need to split or merge cells to make the content fit a specific way in the table. You may also need to add or remove columns or rows from a table.

At the beginning of this lesson, you learned additional formatting techniques such as merging and splitting cells and tables. The final topic of this lesson covers the tasks of adding or removing columns or rows from tables.

Warm-up

Your teacher will discuss and introduce the topics to be covered in this lesson. Use these questions to find out what you already know about this lesson's topics:

1. When would you want to merge cells within a table?
2. You can only split a table cell into multiple columns. Is this a true statement?
3. What are your four options for inserting rows and columns into a table?

Topic 1: Merge and split cells and tables



As you design and create tables in a Word document, you often need to combine and merge two or more cells into a single larger cell. For example, you may want to merge an entire row of cells into a single larger cell to display a table heading.

The first step to combining multiple cells is to select two or more adjacent cells to be merged. After the cells are selected, the **Merge Cells** button is enabled on the table **Layout** tab on the ribbon as depicted in Figure 15.

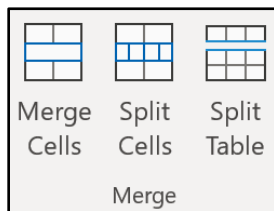


Figure 15: **Merge** group on the table **Layout** tab

After you select the **Merge Cells** button, the selected cells combine into a single larger cell. All cell content is retained and separated with a paragraph hard return.

Split cells

When you split a cell, you are dividing one cell into multiple evenly sized cells. To split a cell, place the cursor in the cell to be divided. If you want to split multiple cells, you can select the cells first and then select the **Split Cells** button on the ribbon.

As depicted in Figure 16, the **Split Cells** dialog box provides options to specify into how many columns and rows you would like to split the selected cells. The **Merge cells before split** option is only available when you select more than one cell in the table. This option treats the selection as if it was a single cell and then splits the merged cells as indicated in the **Number of columns** and **Number of rows** settings.

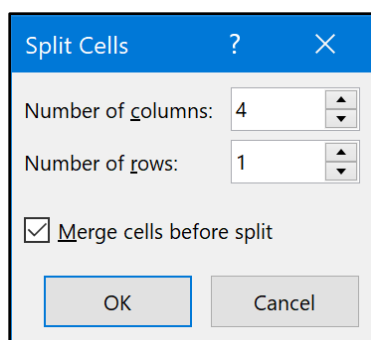
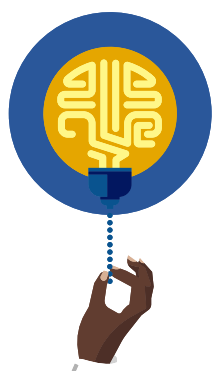


Figure 16: The **Split Cells** dialog box



Did you know?

You can also use the drawing tools to merge and split cells. If you want to split a cell, use the **Draw Table** tool to draw a line where you want the split to take place. The **Eraser** tool can be used to remove lines, essentially merging two cells together.

Split tables

There may be instances where a larger table might need to be split into two tables. To split a table, place the cursor into the row that you want to split away from the rest of the table. The row that you select becomes the first row of the new table.

As depicted in Figure 15, select the **Split Table** button to split the table into two separate tables.



Video

To review the video on merging and splitting table cells, go to: [Merge and split table cells in Word](#)

Activity: Show and Tell

This is a teacher-led discussion and demonstration about how to merge and split cells within a table. Your teacher will also demonstrate how to split a table into two separate tables.

Resources required

None

Activity instructions

Your teacher will open a document that contains a table. Your teacher will then perform and explain the steps to complete the following tasks:

1. Merge multiple cells across a row to make a table header.
2. Split a selected cell into multiple cells.
3. Split the table into two tables.

Try-it: Merge and split cells and tables



For this set of exercises, you will open an existing document and merge and split cells and tables as directed in the following instructions.

Try-it 1

Resources

You will need the following resources for this try-it:

- Open **L3_T1_try1_CSA_potluck_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. In the **Fruit and Vegetable items** table, merge the first row and then center the heading.
2. Under the **Amount Requested/Received** column, split the cells into two columns and seven rows. Do not merge cells before split.
3. Save and close the file.

Try-it 2

Resources

You will need the following resources for this try-it:

- Open **L3_T1_try2_CSA_potluck_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Sort the table by **Produce Category** in ascending order. Be sure to select a **Header** row.
2. Split the table at the first Vegetable entry (row 6).
3. In the space following the first table, enter **Vegetable items:** for the second table.
4. Copy the formatting from the **Fruit items** text to the **Vegetable items** text.
5. Save and close the file.

Topic 2: Insert and delete rows and columns



Working with tables in Word, you will find that one of the most common editing tasks is inserting or deleting rows and columns. Often you may find that your table is too small to fit all the content that you are entering, or you may have defined too many rows or columns when you first created the table. For both scenarios, Word provides simple methods to add and remove rows and columns to existing tables.

Insert a new row or column

Like most options in Word, you have a choice of several ways to insert or delete rows and columns in a table. Methods include:

- The **Rows & Columns** commands found on the **Layout** tab of the ribbon.
- The **Insert** and **Delete** commands on the **Mini Toolbar**.
- The **Insert** controls located next to the row or column.

After selecting a row or column, or placing the cursor within a cell, select the table **Layout** tab to access the **Rows & Columns** commands.

As depicted in Figure 17, commands are available to perform four primary insertion tasks: **Insert Above**, **Insert Below**, **Insert Left**, and **Insert Right**. A new column or row is inserted depending upon which command is selected.

The **Delete** button, when selected, provides several additional options such as **Delete Cells**, **Delete Columns**, **Delete Rows**, and **Delete Table**.

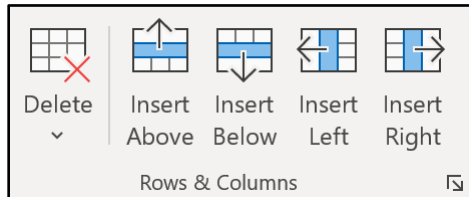


Figure 17: **Rows & Columns** group on the **Layout** tab

The **Mini Toolbar** is also commonly used to perform editing tasks such as inserting and deleting rows and columns. To access the toolbar, right-click or access the context menu in a table cell next to where you want to add a row or column. As depicted in Figure 18, the **Mini Toolbar** displays to allow you to perform several editing tasks, including the ability to insert and delete columns and rows.

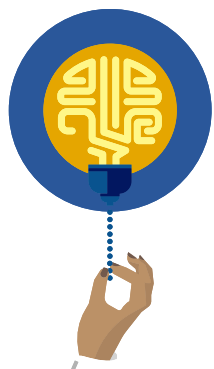


Figure 18: The **Mini Toolbar** showing the **Insert** and **Delete** buttons

An Insert Control object is displayed when you move the mouse or other input device pointer just above or to the left of two columns or rows. As depicted in Figure 19, when you select the "plus sign", a new column or row will be inserted at the location indicated by the Insert Control object.

+	Retail	Portland	OR	138
	Wholesale	Mesa	AZ	97
	Wholesale	Carmel	WA	100

Figure 19: Insert Control object used to insert a new row

**Did you know?**

You can insert more than one row or column at the same time by first selecting multiple rows or columns. When you select the insert command, the same number of empty rows or columns will be created in the table.

Activity: Show me how

This is a teacher-led demonstration about the various ways to insert and delete rows and columns in a Word document.

Resources required

None

Activity instructions

Your teacher will demonstrate how to insert rows and columns in a table. You may follow along as your teacher steps through the various methods. You will have a chance to test out your new knowledge on your own after the teacher-led demonstration.

1. Use the ribbon and **Mini Toolbar** to insert and delete rows and columns.
2. Insert rows and columns using the Insert Control object.

Try-it: Insert and delete rows and columns



In this activity, you will practice inserting and deleting rows and columns in a table.

Resources

You will need the following resources for this try-it:

- Open **L3_T2_try_CSA_potluck_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. For both tables, insert a new row at the start of each table.
2. For the **Fruit Items** table, move the **Fruit items** text into the first cell of the first row.
3. For the **Vegetable Items** table, move the **Vegetable items** text into the first cell of the first row.
4. For the **Vegetable Items** table, insert a new row under the **Vegetable items** heading.
5. Copy the column headings from the **Fruit Items** table to the **Vegetable Items** table.
6. For both tables, delete the **Amount requested** columns.

Wrap-up

Table 6 depicts a customer table. Use this table to answer the following questions.

Customer Type	City	State	Number
Wholesale	Atlanta	GA	140
Retail	Springfield	MO	232
Retail	Portland	OR	138
Wholesale	Mesa	AZ	97

Table 6: Customer table

1. You need to insert a new column between the Customer Type and City fields. You select the cell that contains the text Wholesale. Which command would you select to insert the new column?

Select the correct option.

- a. **Insert Above**
- b. **Insert Below**
- c. **Insert Left**
- d. **Insert Right**

2. You decide to have the Customer Table heading span across all four columns. What two tasks must you do?

Select all that apply.

- a. Highlight the row that starts with **Wholesale**
 - b. Highlight the row that starts with **Customer Table**
 - c. Select the **Merge Cells** command
 - d. Select the **Insert Above** command
3. You have been asked to resize the table columns to minimize the amount of white space in each cell. What should you do?

Select the correct option.

- a. Select the table and then select the **Distribute Rows** command
 - b. Select the table and then select the **AutoFit Contents** command
 - c. Select the table and then select the **Distribute Columns** command
 - d. Select the table and then select the **Align Center** command
4. You need to remove the row with the Portland entry and customer number 138. Which of the following commands do you select?

Select the correct option.

- a. **Delete Rows**
 - b. **Delete Columns**
 - c. **Delete Table**
 - d. **Delete Cells**
5. True or False? You can use the Eraser to merge cells.

Select the correct option.

- a. True
- b. False

Lesson 4: Creating and Modifying Lists

Overview

Using lists in documents can be an effective way organize information and make it easier for readers to understand key points. In this lesson, you learn how to create bulleted and numbered lists. You also learn how to modify the lists so that the bullet characters and number format match the style of the document you are creating. Finally, you learn how to create and format multilevel lists commonly used in document outlines.

Warm-up

Your teacher will discuss and introduce the topics to be covered in this lesson. Use these questions to find out what you already know about this lesson's topics:

1. Provide some common examples of when you would create a list in a document.
2. When would you use a bulleted list as opposed to a numbered list?
3. What is a multilevel list?

Topic 1: Create lists and apply formats



Using a list is an efficient way to organize content and provide concise details that might otherwise be confusing if written in paragraph format. For example, step-by-step instructions work best in a list format so that the reader can easily follow the steps to perform a task.

You have the option of formatting existing text as a list, or you can create a list as you enter information into the document. Lists can be formatted with bullets, numbers, or a mixture of both.

Create and manage bulleted lists

Formatting text as a bulleted list is an effective way to organize points that do not have to appear in any specific order. Each list item is marked by a small symbol such as a dot, diamond, check box, and so on. Word provides a library of bullet characters that you can customize based upon symbols, pictures, and fonts.

To create a bulleted list, select the text to be formatted, and then on the **Home** tab, in the **Paragraph** group, select the **Bullets** command. By default, a standard round bullet is used. If you want to choose or change to a different symbol, you can select the **Bullets** arrow to display the **Bullet Library**, where there are several options to choose for bullet symbols.

Figure 20 depicts the **Bullet Library** with bullets that can be selected and used in bulleted lists.

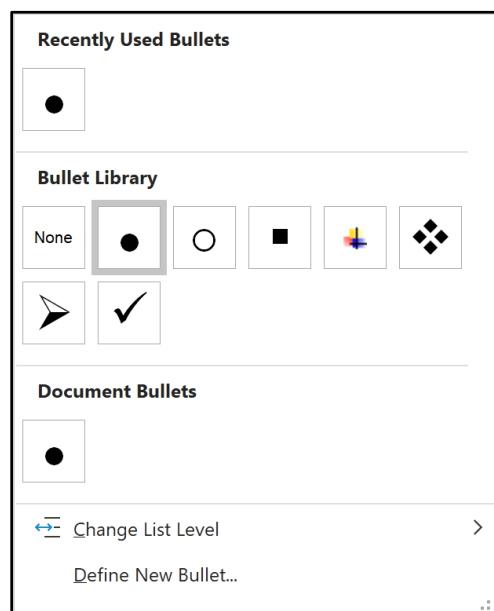
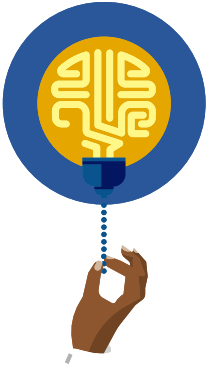


Figure 20: **Bullet Library**



Did you know?

If you enter an asterisk (*) at the beginning of a paragraph and then press the spacebar or tab key, the paragraph automatically formats as a bulleted list. As you enter text and press Enter, each item is formatted as part of the bulleted list. To end the list, you can simply press Enter twice.

Defining custom bullets

The Bullet Library contains the most commonly and recently used bullet symbols. However, you may want to use a specific symbol or picture for the items in your bulleted list. The **Define New Bullet** command, located in the **Bullet Library** dialog box, is used to provide alternate symbols or pictures which can be used for your bulleted list.

Figure 21 depicts the **Define New Bullet** dialog box with the Bullet character option displaying the **Symbol** font, which is commonly used for specifying custom bullets.

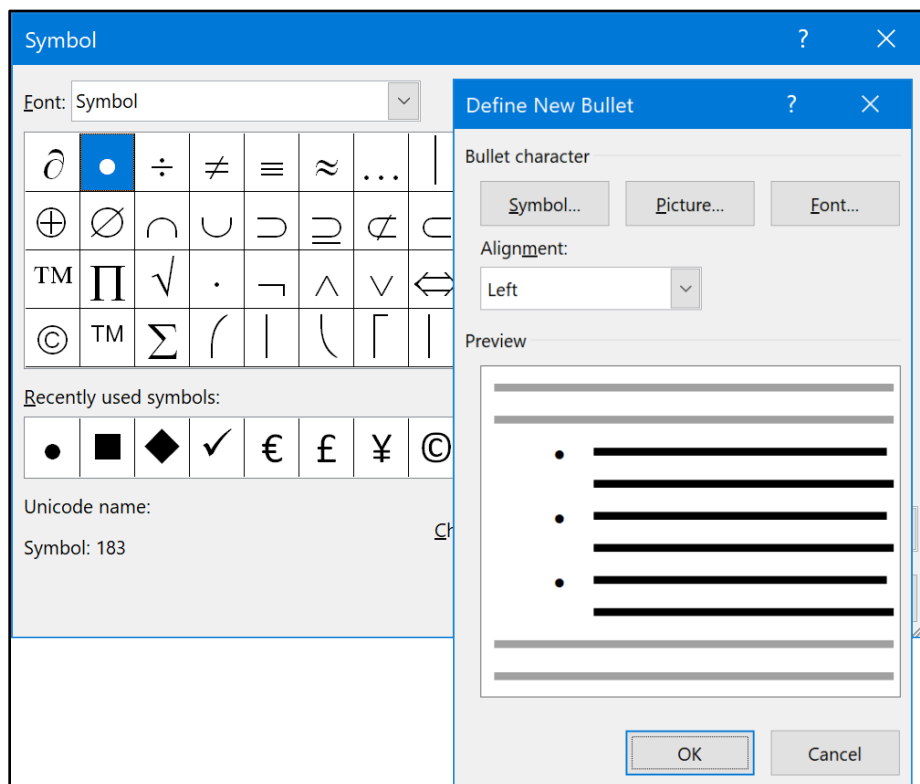
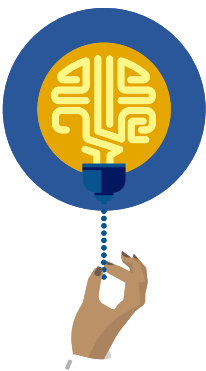


Figure 21: **Define New Bullet** dialog box

Create and manage numbered lists

A numbered list is typically used to organize points that need to appear in a specific order or progressive structure. Similar to bullets, you can either apply a number format to existing text, or you can automatically create a numbered list as you enter text or numbers.

To create a standard numbered list, select the text to be formatted, and then on the **Home** tab, in the **Paragraph** group, select the **Numbering** command. The numbering format can also be specified by selecting the **Numbering** arrow and then choosing the desired format from the options available in the **Numbering Library** as depicted in Figure 22.



Did you know?

If you enter the number 1 followed by a period (1.) at the beginning of a paragraph and then press the spacebar or tab key, the paragraph automatically formats as a standard numbered list. As you enter text and press Enter, each additional list item is formatted as part of the sequential numbered list. Press Enter twice to end the list.

Numbering Library		
None	1st. _____	1. _____
	2nd. _____	2. _____
	3rd. _____	3. _____
1) _____	I. _____	A. _____
2) _____	II. _____	B. _____
3) _____	III. _____	C. _____
a) _____	a. _____	i. _____
b) _____	b. _____	ii. _____
c) _____	c. _____	iii. _____
Document Number Formats		
a. _____ b. _____ c. _____		
↔ Change List Level >		
Define New Number Format...		
$\frac{1}{2}$ $\frac{2}{3}$ Set Numbering Value...		

Figure 22: **Numbering Library**

The Numbering Library includes formats related to standard numbers, letters, and roman numerals.

Defining a custom numbering format

If the default number styles do not fit the theme of your document, you can select the **Define New Number Format** option. This option provides additional number styles and provides the ability to change the font of the number format.

Figure 23 depicts an example of the **Define New Number Format** dialog box. Notice that you have a variety of numbering-related styles that can be selected to best fit with your document.

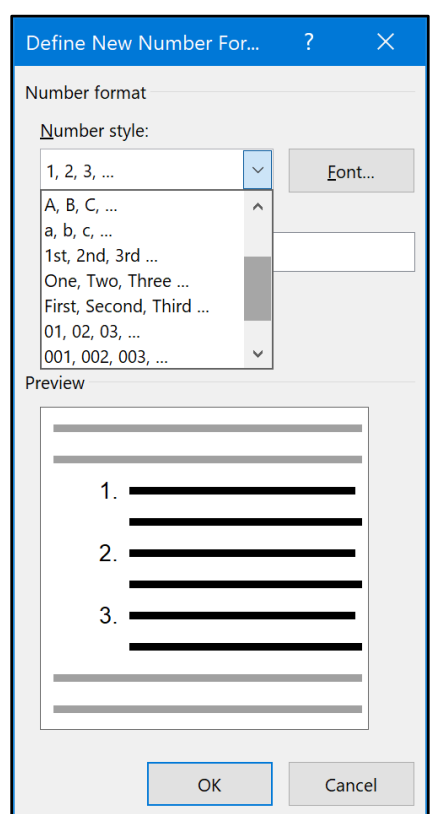


Figure 23: **Define New Number Format** dialog box

Modifying the numbering value

As you work with numbered lists, you have the choice to continue the numbering format from the previous list, restart the numbering for each new list, or you can specify a specific number value to begin the list of items.

From the **Numbering Library**, select the **Set Numbering Value** option. This option opens the dialog box as depicted in Figure 24. In this example, numbering is configured to start a new list with the starting number value set to 4.

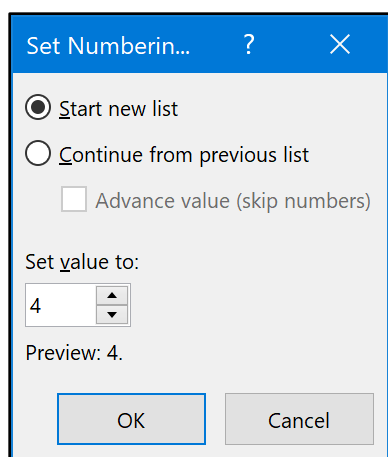
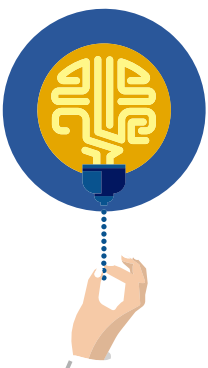


Figure 24: **Set Numbering Value** dialog box

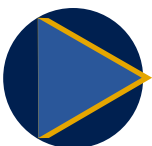
The **Set Numbering Value** dialog box provides the following options that can be configured for your numbered list:

- **Start new list**—Used to separate the new list from the previous list and start numbering based upon the **Set value to** option.
- **Continue from previous list**—Maintains the connection to and sequential numbering of a previous list in the document. **The Advance value (skip numbers)** option maintains the connection to a previous list and provides the option to set a greater starting number for the new list.
- **Set value to**—Used to set the starting number for a new list or a continued list with the **Advance value (skip numbers)** option selected.



Did you know?

To quickly restart a numbered list, right-click or access the context menu on the number of the first list item that you want to change, and then select **Restart at 1**. Alternatively, to continue a numbered list format, right-click or access the context menu on the first list item, and then select **Continue Numbering**.



Video

To review the video on creating a bulleted or numbered list, go to: [Create a bulleted or numbered list](#)

Activity: Show and Tell

This is a teacher-led discussion and demonstration about how to apply bullets and numbering in a document.

Resources required

None

Activity instructions

Your teacher will open a document and perform and explain the steps to complete the following tasks:

1. Apply standard bullets to existing text.
2. Change the bullets.
3. Create and manage numbered lists.
4. Reset and continue numbered lists.

Try-it: Create lists and apply formats



For this set of exercises, you will open an existing document and create lists and apply formats as directed in the following instructions.

Try-it 1

Resources

You will need the following resources for this try-it:

- Open **L4_T1_try1_cleaning_instructions_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. In the space following**complete the following check list before leaving your garden area**, enter **1** followed by a period (.) and then press Tab to start the numbering format.
2. Enter the following text after the **1.**:

All garden tools to be returned and checked in to the main toolshed.

3. Press Enter to display 2, and then enter the following text:
Weeding refuse and unwanted produce to be placed in the compost area.
4. Continue adding the next three lines of text as lines 3–5 in the document:
Irrigation faucets turned off in your garden area.
Paths are raked of any excess footprints.
Garbage is picked up and placed in appropriate containers.
5. Use the **Numbering Library** to change the numbered list to be small letters followed by a period; for example, "a.".
6. Save and close the file.

Try-it 2

Resources

You will need the following resources for this try-it:

- Open **L4_T1_try2_produce_list_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. Following the **Apples for eating** heading, apply a standard number format to the apples listed.
2. Following the **Apples for cooking** heading, apply a standard number format to the apples listed.
3. Following the **Apples for cooking** heading, configure the number format to **Continue Numbering** from the previous list.
4. Following the **Pears** heading, apply a standard letter format to the pears listed.
5. Following the **Apples for cooking** heading, configure the number format to **Restart at 1**.
6. Following the **Pears** heading, change the number format for the pear items to a bullet format with a check-mark symbol.
7. Save and close the file.

Topic 2: Create and format multilevel lists



A multilevel list is often used in documents that have a logical hierarchy of items or titles. Examples of where you might use a multilevel list include documents such as meeting agendas, meeting minutes, and document outlines. Organizing document headings using multiple levels can also assist in navigating through the document and creating a table of contents based upon the multiple levels being applied throughout the document.

Figure 25 depicts an illustration of how multilevel lists might be organized in a document. Word supports from one to nine levels, each formatted in an indented subordinate manner.

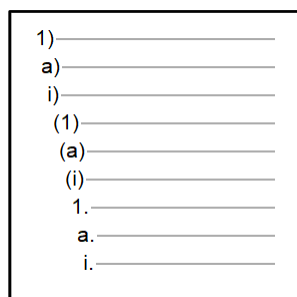


Figure 25: Multilevel list

Create a multilevel list

To create a multilevel list, you can either select existing text or you can enable the multilevel format to create list levels as you enter text or numbers. On the ribbon, select the **Multilevel list** button found on in the **Paragraph** group of the **Home** tab.

Similar to standard bullets and numbering, the Multilevel list button displays a library of several types of multilevel lists that you can use in your document.

As depicted in Figure 26, you can select from several options available in the **List Library**. You can also define a new multilevel list that provides more granular control on how your list is formatted in the document.

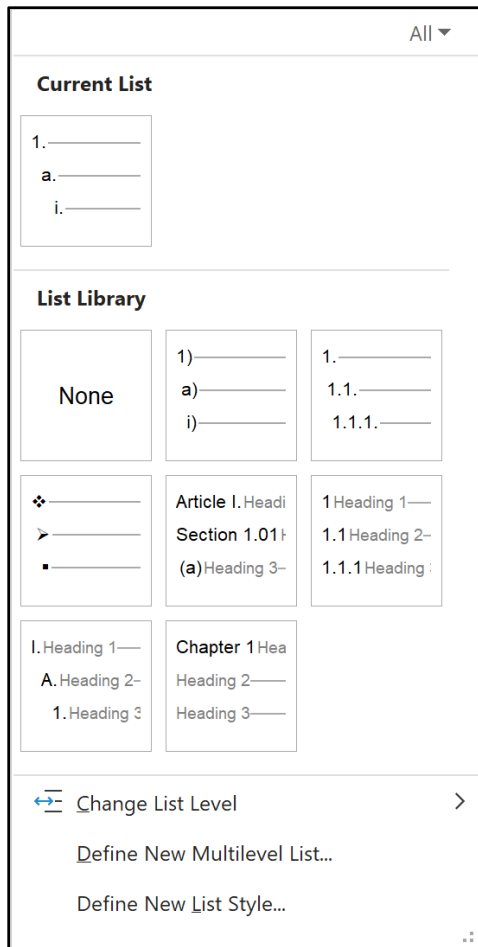


Figure 26: Multilevel list library

Work with a multilevel list

After you select and enable a multilevel list format from the library, by default the Level 1 format applies to each list item that you enter. If a subsequent list item needs to be formatted at a subordinate level, such as Level 2 or 3, the following commands can be used:

- **Increase Indent**—This command is found in the **Paragraph** group on the **Home** tab of the ribbon. The **Increase Indent** button will indent the item toward the right margin and apply the appropriate number format as defined in the multilevel settings.
- **Tab** key—The Tab key on the keyboard is a quick and useful way to increase the indent and apply the next level format for the multilevel list.

Alternatively, if you need to format the level of a subordinate item to a higher-level list item, for example back to Level 1, use the following command:

- **Decrease Indent**—This command is found in the **Paragraph** group on the **Home** tab of the ribbon. The **Decrease Indent** button will move the item toward the left margin and apply the appropriate number format as defined in the higher level of the multilevel settings.
- **Shift Tab** keys—Press the Shift and Tab keys together on the keyboard to move the list item towards the left margin and apply the higher-level format for the multilevel list.

Define a new multilevel list

Although the List Library contains a sufficient variety of multilevel list formats, you may still want to customize your list to match the theme of your document. For example, you might want to define the number format or style for a specific level. Or you might need to adjust the alignment or text indentation for all of the levels of the entire list.

On the **List Library** menu, select the **Define New Multilevel List** option to display the settings as depicted in Figure 27.

Figure 27: **Define new Multilevel list** dialog box

Some of the more relevant options are described as follows:

- **Click level to modify**—You can modify any of the one to nine levels of the multilevel list. Select the list level that you want to modify, as most of the remaining options will relate to the level selected.
- **Enter formatting for number**—The **Number format** section allows you to specify how you would like the number to appear. For example, do you want to include a dot or dash with the number? You can also select the **Font** button to specify a specific font format for the number.
- **Number style for this level**—This option allows you to specify how you would like the numbers at this level to display. For example, you can select standard numbers, roman numerals, letters, or any other bullet symbol that you specify. Note that this will only affect the level that you have selected at the top of the dialog box.
- **Position**—The Position section contains several options such as number alignment and the amount of indent for the level. You can also select the **Set for All Levels** button to specify the position settings globally for the entire list.



Additional information

For more information on bullets, numbers, and multilevel lists, go to: [Define new bullets, numbers, and multilevel lists](#)

Activity: Pose a challenge

In this activity, your teacher will present a document with various headings and sub-headings. After analyzing the document, you will direct your teacher to apply various levels to help organize and format the document in a logical order.

Resources required

None

Activity instructions

Your teacher will open a sample document. Based upon the initial formatting, discuss with the class and determine what will happen in the following circumstances:

1. Which items of the list should be assigned a Level 1 heading?
2. Which items of the list should be assigned a Level 2 heading?
3. Which items of the list should be assigned a Level 3 heading?
4. You decide to change the format of the list to contain bullets for the Level 3 headings. What can you do?

Try-it: Create and format multilevel lists



For this set of exercises, you will open an existing document and then create multilevel lists and apply formats as directed in the following instructions.

Try-it 1

Resources

You will need the following resources for this try-it:

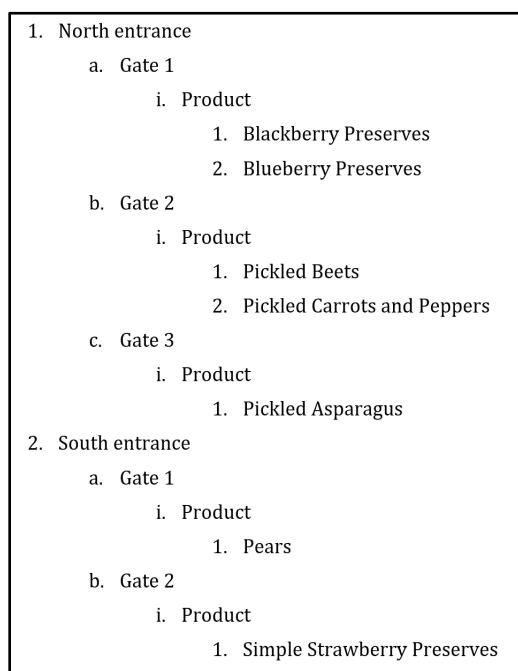
- Open **L4_T2_try1_location_list_starter.docx** in this lesson's Learning Activity Resources.

Instructions

The following are the general tasks that you need to perform during this try-it:

1. On page 2, place the cursor in the space following **....upon the types of produce you are bringing to the potluck.**
2. On the **Home** tab of the ribbon, select the **Multilevel List** button and apply the first multilevel list.
3. Next to the **1**, enter **North entrance** and then press Enter.
4. Press Tab, enter **Gate 1**, and then press Enter. (Note: You can also use the **Increase Indent** button on the ribbon.) Gate 1 is now a second-level list item that uses a lower-case letter (*a*) as its numbered bullet.
5. Press Tab, enter **Product**, and then press Enter. Product is now a third-level list item that uses a lower-case roman numeral (*i*) as its numbered bullet.
6. Press Tab, enter **Blackberry Preserves**, and then press Enter. Blackberry Preserves is now a fourth-level list item that uses numbers (*1*) as its numbered bullet.
7. Enter **Blueberry Preserves**, and then press Enter.
8. In the ribbon, select the **Decrease Indent** button two times to change the level to level two, which uses a lower-case letter (**b**). (Note: you can also press Shift+Tab on the keyboard.)
9. Repeat the above steps to create the multilevel list as depicted in Figure 28.

10. Save and close the file when complete.

- 
- ```

1. North entrance
 a. Gate 1
 i. Product
 1. Blackberry Preserves
 2. Blueberry Preserves
 b. Gate 2
 i. Product
 1. Pickled Beets
 2. Pickled Carrots and Peppers
 c. Gate 3
 i. Product
 1. Pickled Asparagus
2. South entrance
 a. Gate 1
 i. Product
 1. Pears
 b. Gate 2
 i. Product
 1. Simple Strawberry Preserves

```

*Figure 28: Multilevel list*

## Try-it 2

### Resources

You will need the following resources for this try-it:

- Open **L4\_T2\_try2\_location\_list\_starter.docx** in this lesson's Learning Activity Resources.

### Instructions

The following are the general tasks that you need to perform during this try-it:

1. On page 2, place the cursor anywhere in the multilevel list.
2. Use the Multilevel list library to change the list using the symbol format. Level 1 should use a diamond symbol, Level 2 should use an arrow symbol, Level 3 should use a square symbol, and Level 4 should use a circle symbol, as depicted in Figure 29.
3. Save and close the file when complete.

- ❖ North entrance
  - Gate 1
    - Product
      - Blackberry Preserves
      - Blueberry Preserves
  - Gate 2
    - Product
      - Pickled Beets
      - Pickled Carrots and Peppers
  - Gate 3
    - Product
      - Pickled Asparagus
- ❖ South entrance
  - Gate 1
    - Product
      - Pears
  - Gate 2
    - Product
      - Simple Strawberry Preserves

Figure 29: Multilevel list with symbol bullets

## Try-it 3

### Resources

You will need the following resources for this try-it:

- Open **L4\_T2\_try3\_location\_list\_starter.docx** in this lesson's Learning Activity Resources.

### Instructions

The following are the general tasks that you need to perform during this try-it:

1. On page 2, place the cursor anywhere in the multilevel list.
2. Use the **Define New Multilevel List** option to customize the list. Level 3 should use a circle symbol, and level 4 should use a check mark symbol as depicted in Figure 30.

3. Save and close the file when complete.

1. North entrance
    - a. Gate 1
      - Product
        - ✓ Blackberry Preserves
        - ✓ Blueberry Preserves
    - b. Gate 2
      - Product
        - ✓ Pickled Beets
        - ✓ Pickled Carrots and Peppers
    - c. Gate 3
      - Product
        - ✓ Pickled Asparagus
  2. South entrance
    - a. Gate 1
      - Product
        - ✓ Pears
    - b. Gate 2
      - Product
        - ✓ Simple Strawberry Preserves

Figure 30: Customized multilevel list

## Wrap-up

Use these questions to check what you learned in this lesson:

1. You need to configure a specific symbol as a bullet in a list item. Which command would you choose to perform this task?

*Select the correct option.*

- a. **Define new bullet**
- b. **Define new number format**
- c. **Change list level**
- d. **Define new list style**

2. You want to quickly change the list level of a line from Level 1 to Level 2. Which shortcut command do you select on the keyboard?

*Select the correct option.*

- a. Ctrl+Tab
- b. Alt+Tab
- c. Shift+Spacebar
- d. Tab

3. How many levels can you specify for a multilevel list?

*Select the correct option.*

- a. 2
- b. 9
- c. 7
- d. 5

4. You are editing a document that contains three separate lists of content. You need to ensure that the last list begins at number 5. What two tasks would you perform?

*Select all that apply.*

- a. Select **Set Numbering Value**
- b. Select **Change List Level**
- c. Select **Start new list**
- d. Select **Continue from previous list**

# Glossary

|                           |                                                                                                   |
|---------------------------|---------------------------------------------------------------------------------------------------|
| <b>Column</b>             | In a Word table, the cells that reside in the vertical direction.                                 |
| <b>Row</b>                | In a Word table, the cells that reside in a horizontal direction.                                 |
| <b>Cell</b>               | The rectangle that is formed at the intersection of a row and column.                             |
| <b>End of cell marker</b> | In Word, when the Show/Hide button is enabled, the square that indicates the end of a cell.       |
| <b>End of row marker</b>  | In Word, when the Show/Hide button is enabled, the square that indicates the end of a row.        |
| <b>Column marker</b>      | Located on the horizontal ruler, the solid square that indicates where the column margins reside. |
| <b>Row marker</b>         | Located on the vertical ruler, the solid square that indicates where the row margins reside.      |
| <b>Header row</b>         | The first row in a table that usually contains column headings.                                   |

*Table 7: Glossary terms and definitions*



# Cornerstone

## Overview

To prepare for the upcoming spring CSA programs and events, you have been asked to prepare two of the supporting documents. You need to create and apply table and list formatting for the **Munson's Spring CSA Member's Product Box** letter and the **Munson's CSA Member's Produce Seminar** event schedule.

## Objectives

The following table outlines the Cornerstone objectives and their corresponding MOS exam objectives.

|                                           |                                                                                                                                                                           |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Create a table in Word                    | <ul style="list-style-type: none"> <li>• 3.1.3: Create tables by specifying rows and columns</li> </ul>                                                                   |
| Convert text to tables and tables to text | <ul style="list-style-type: none"> <li>• 3.1.1: Convert text to tables</li> <li>• 3.1.2: Convert tables to text</li> </ul>                                                |
| Sort data in a table                      | <ul style="list-style-type: none"> <li>• 3.2.1: Sort table data</li> <li>• 3.2.6: Configure a repeating row header</li> </ul>                                             |
| Resize table elements to fit content      | <ul style="list-style-type: none"> <li>• 3.2.2: Configure cell margins and spacing</li> <li>• 3.2.4: Resize tables, rows, and columns</li> </ul>                          |
| Merge and split table elements            | <ul style="list-style-type: none"> <li>• 3.2.3: Merge and split cells</li> <li>• 3.2.5: Split tables</li> </ul>                                                           |
| Create and modify a bulleted list         | <ul style="list-style-type: none"> <li>• 3.3.1: Format paragraphs as numbered and bulleted lists</li> <li>• 3.3.2: Change bullet characters and number formats</li> </ul> |

|                                            |                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Create and modify a numbered list</b>   | <ul style="list-style-type: none"> <li>• 3.3.1: Format paragraphs as numbered and bulleted lists</li> <li>• 3.3.2: Change bullet characters and number formats</li> <li>• 3.3.4: Increase and decrease list levels</li> <li>• 3.3.5: Restart and continue list numbering</li> <li>• 3.3.6: Set starting number values</li> </ul> |
| <b>Create and modify a multilevel list</b> | <ul style="list-style-type: none"> <li>• 3.3.1: Format paragraphs as numbered and bulleted lists</li> <li>• 3.3.3: Define custom bullet characters and number formats</li> <li>• 3.3.4: Increase and decrease list levels</li> </ul>                                                                                             |

*Table 8: Cornerstone objectives*

## Duration

50 minutes

## Instructions

1. Complete the tasks below for each file.
2. When saving your file, add your name to the end of the filename; for example, "Cornerstone\_producebox\_Dwayne\_Espino.docx". Follow your teacher's directions for where to save your files.
3. When you're done with the Cornerstone, assess your completion and enter the points you think you earned within the task lists below. You can use the help of your teacher if required.

## Tasks

You will work with two files in this Cornerstone. The following are the tasks you need to do within each file.

## File 1: Cornerstone\_produce\_box\_starter.docx

### Task: Create a table in Word (5 points)

1. Start Word and open **Cornerstone\_produce\_box\_starter.docx**. Following the heading **April produce box**, insert a blank table that contains **4** columns and **8** rows. (2 points) (Exam objective 3.1.3)
2. Enter the following text in the **April produce box** table (2 points):

| Produce Category | Produce Type | Produce Variety | Number in Box |
|------------------|--------------|-----------------|---------------|
| Fruits           | Apples       | McIntosh        | 24            |
| Vegetables       | Cucumbers    | Persian         | 10            |
| Fruits           | Pears        | Concord         | 10            |
| Vegetables       | Potatoes     | Russet          | 30            |
| Produce          | Eggs         | White           | 24            |
| Vegetables       | Beets        | Red             | 10            |
| Produce          | Honey        | Clover          | 4             |

Table 9: April produce box table

3. Select the table and apply a **12pt Cambria** font to the text. Select the first row starting with **Produce Category** and make the text bold to indicate the headings for each column. (1 point)

Points scored: \_\_\_\_ / 5

### Task: Convert text to tables and tables to text (5 points)

1. Following the heading **May produce box**, select the following 8 lines of text and convert the text to a table. Select the most appropriate separator which will result in a table with 4 columns and 7 rows. (2 points) (Exam objective 3.1.1)
2. Select the first row starting with **Produce Category** and make the text bold to indicate the headings for each column. (1 point)
3. After the text **...on the following dates**, select the table and then convert the table to text separated by tabs. (2 points) (Exam objective 3.1.2)

Points scored: \_\_\_\_ / 5

**Task: Sort data in a table (5 points)**

1. Sort the **April produce box** table by **Produce Category** in ascending order. Be sure to retain the column headings. (1 point) (Exam objective 3.2.1)
2. Sort the **May produce box** table by **Produce Category** and then by **Produce Type** in ascending order. Be sure to retain the column headings. (1 point) (Exam objective 3.2.1)
3. Sort the **June produce box** table by **Produce Category** and then by **Produce Type** in ascending order. Add a third sort by **Number in Box** in descending order. Be sure to retain the column headings. (2 points) (Exam objective 3.2.1)
4. For the **June produce box** table, configure the column headings to repeat at the top of each page. (1 point) (Exam objective 3.2.6)

Points scored: \_\_\_\_ / 5

**Task: Resize table elements to fit content (7 points)**

1. Change the cell spacing for the **April, May, and June produce box** tables to be **0.03"**. (3 points) (Exam objective 3.2.2)
2. Resize the **April produce box** table so the largest entry fits in each column. (1 point) (Exam objective 3.2.4)
3. Resize the **May produce box** table so the header in each column wraps after the first word. All other text in the table should not wrap to the next line. (1 point) (Exam objective 3.2.4)
4. Resize the **June produce box** table so the largest entry fits in each column. (1 point) (Exam objective 3.2.4)
5. For the **May produce box** table, center the column headers. (1 point) (Exam objective 3.2.2)

Points scored: \_\_\_\_ / 7

**Task: Merge and split table elements (8 points)**

1. For the **April produce box** table, insert a new row above the **Produce Category** header row. Move the **April produce box** text into the first cell of the new row. (1 point) (Exam objective 3.2.4)
2. For the **May produce box** table, insert a new row above the **Produce Category** header row. Move the **May produce box** text into the first cell of the new row. (1 point) (Exam objective 3.2.4)

3. For the **June produce box** table, insert a new row above the **Produce Category** header row. Move the **June produce box** text into the first cell of the new row. (1 point) (Exam objective 3.2.4)
4. In the **April produce box** table, in the first row, merge the cells to create a single cell for the table title. Repeat for the **May** and **June** tables. Center the column headings if necessary. (3 points) (Exam objective 3.2.3)
5. In the **June produce box** table, delete the row that contains **Sunflower Honey**. (1 point) (Exam objective 3.2.4)
6. In the **June produce box** table, split the table at the first produce category entry. (1 point) (Exam objective 3.2.5)

Points scored: \_\_\_\_\_ / 8

FILE 1 TOTAL POINTS: \_\_\_\_\_ / 30

## File 2: Cornerstone\_produce\_seminar\_starter.docx

### Task: Create and modify a bulleted list (8 points)

1. Start Word and open **Cornerstone\_produce\_seminar\_starter.docx**. Place the cursor in the empty space under **The primary goals of the produce seminar are....**
2. Create a bulleted list using the standard round bullet symbol. Use the following text for your bulleted list. (5 points) (Exam objective 3.3.1)

**The types of fruit produce available this spring.**

**The types of vegetable produce available this spring.**

**New produce to be added for this next season.**

**Tips and tricks for effective planting.**

**Tips and tricks for efficient harvesting.**

3. Select the sentences **Mingle with your farm member peers** and **Have fun with your family**. Apply a bulleted list to the two sentences. Use the same bullet symbol as step 2. (2 points) (Exam objective 3.3.1)
4. Change the bulleted lists created in steps 2 and 3 to a check-mark symbol. (1 point) (Exam objective 3.3.2)

Points scored: \_\_\_\_\_ / 8

## Task: Create and modify a numbered list (10 points)

1. Following the **Produce seminar registration process** heading, under **To register for the seminar....** apply a standard numbering format to the next four lines of text. (2 points) (Exam objective 3.3.1)  
**Two for the morning time period.**  
**Three for the afternoon time period.**
3. For the text entered in step 2, increase the list level so that these two points are indented and contain a letter symbol. (2 points) (Exam objective 3.3.4)
4. Under **The primary goals of the produce seminar are....**, change the bullets to a standard numbering format. (1 point) (Exam objective 3.3.2)
5. Under **And don't forget the most important goals**, change the bullets to a standard number format that continues numbering from the previous list. (1 point) (Exam objective 3.3.2)
6. Change the following lines of text to a check-mark bullet symbol. (1 point) (Exam objective 3.3.2)  
**Two for the morning time period.**  
**Three for the afternoon time period.**
7. Under **And don't forget the most important goals**, restart the numbering at 1. (1 point) (Exam objectives 3.3.5 and 3.3.6)

Points scored: \_\_\_\_ / 10

## Task: Create and modify a multilevel list (10 points)

- Following the **Event schedule** heading, under **The following information outlines the proposed event schedule**, apply a standard multilevel list format. (2 points)  
(Exam objective 3.3.1)
- Apply a multilevel format for the text such that Morning, Afternoon, and Evening are Level 1; sessions are Level 2; and workshops are Level 3, as depicted in Figure 31. Increase levels as needed. (5 points) (Exam objective 3.3.4)

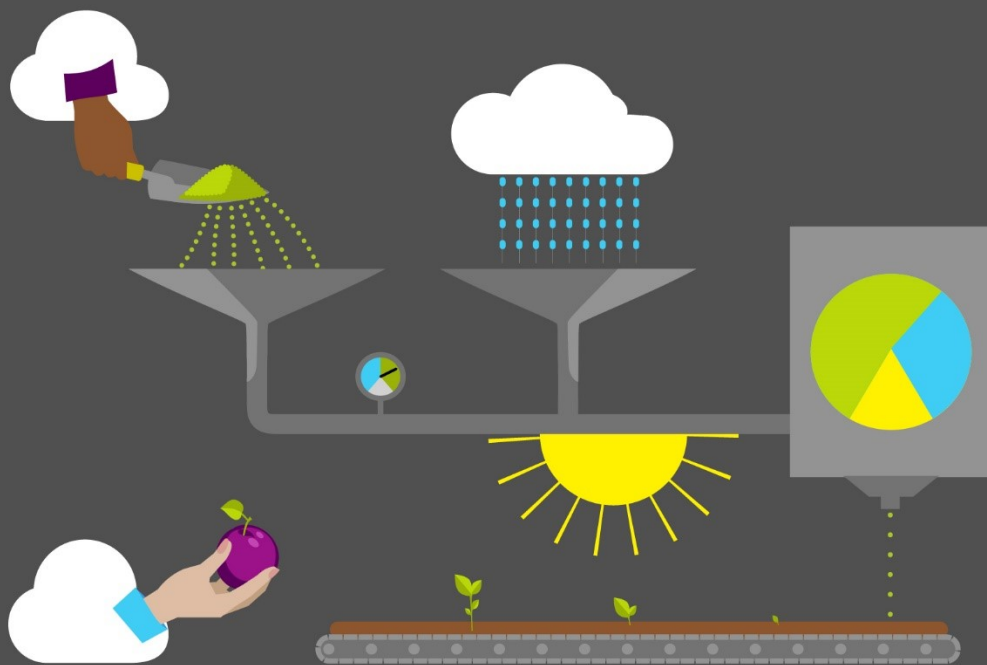
- 
- 1) Morning
    - a) 9am sessions
      - i. 10 most popular apple varieties
      - ii. Tips for effective fertilization
      - iii. 10 most popular Pear varieties
    - b) 11am sessions
      - i. Recipes for Asparagus
      - ii. Is Dandelion a vegetable?
  - 2) Afternoon
    - a) 1pm sessions
      - i. Recipes for Cabbage
      - ii. Tips and tricks for an efficient harvest
      - iii. Rutabaga; and what you can do with it
    - b) 4pm sessions
      - i. Overview of new products for next season
      - ii. Tools used for effective planting
  - 3) Evening
    - a) 7pm sessions
      - i. Vendor expo

Figure 31: Cornerstone Multilevel list

- Customize the **Event schedule** so that the Level 3 items are represented with a check mark symbol. (1 point) (Exam objective 3.3.3)
- In the **4pm sessions** section, under **Tools used for effective planting**, add a new level 2 heading **6pm sessions**. Under **6pm sessions**, enter **Introduction to farming honeybees**. (2 points) (Exam objective 3.3.3)

Points scored: \_\_\_\_\_ / 10

FILE 2 TOTAL POINTS: \_\_\_\_\_ / 28



# Student Guide

40566A

Microsoft Word associate 2019

Module 5: Managing references and finalizing documents



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# Module overview

## Description

Documentation in the smart-agriculture industry must be readable, accurate, and inclusive for all audience members. When you create reports that use information from research or specific contributors, your audience must be able to track your sources of information. Microsoft Word provides source reference tools that you can use to:

- Improve the readability of your reports and other documentation.
- Prepare and finalize documents.
- Share your documents with others by printing or sharing electronically.

At the end of this module, you'll be able to create and change tables of contents, footnotes, endnotes, bibliographies, and bibliography citations sources. You'll also finalize documents for electronic sharing by using document improvement tools such as the Spelling and Grammar Checker, Thesaurus, Word Count, Accessibility Checker, and compatibility mode.

| Lesson                                | Learning objective                                                                                                                                                                         | Exam objective(s)                                                                                            |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Creating and managing references      | <ul style="list-style-type: none"> <li>• Create and update a table of contents</li> <li>• Insert and modify endnotes and footnotes</li> </ul>                                              | <ul style="list-style-type: none"> <li>• 4.2.1</li> <li>• 4.2.2</li> <li>• 4.1.1</li> <li>• 4.1.2</li> </ul> |
| Creating and modifying bibliographies | <ul style="list-style-type: none"> <li>• Create and modify citation sources</li> <li>• Insert citations for bibliographies</li> <li>• Insert bibliographies</li> </ul>                     | <ul style="list-style-type: none"> <li>• 4.1.3</li> <li>• 4.1.4</li> <li>• 4.2.3</li> </ul>                  |
| Proofreading a document               | <ul style="list-style-type: none"> <li>• Apply spelling and grammar check</li> <li>• Apply Thesaurus and word count</li> <li>• Share a document electronically</li> </ul>                  | <ul style="list-style-type: none"> <li>• Not mapped</li> <li>• Not mapped</li> <li>• 1.3.4</li> </ul>        |
| Finalizing a document                 | <ul style="list-style-type: none"> <li>• Customize pages</li> <li>• Insert and modify headers and footers</li> <li>• Modify page setup options</li> <li>• Modify print settings</li> </ul> | <ul style="list-style-type: none"> <li>• 1.2.4</li> <li>• 1.2.3</li> <li>• 2.3.3</li> <li>• 1.3.3</li> </ul> |

| Lesson                                               | Learning objective                                                                                                                                                                                                | Exam objective(s)                                                                                            |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Checking for document issues                         | <ul style="list-style-type: none"> <li>• Modify basic document properties</li> <li>• Check for document properties</li> <li>• Check for compatibility issues</li> <li>• Check for accessibility issues</li> </ul> | <ul style="list-style-type: none"> <li>• 1.3.2</li> <li>• 1.4.1</li> <li>• 1.4.3</li> <li>• 1.4.2</li> </ul> |
| Cornerstone: Farm-to-Table Cookbook and Food Catalog | Update the references and Table of Contents in the Farm-to-Table Cookbook and the Food Catalog                                                                                                                    | All the previous objectives                                                                                  |

*Table 1: Objectives by lesson*

## Scenario

Munson's Pickles and Preserves Farm is finalizing their fall Farm-to-Table Cookbook. As a contributing editor, you must update document references before publishing the book. You'll be working with the table of contents, footnotes, and endnotes.

In conjunction with the cookbook, the farm wants a Food Catalog that lists the produce available for purchase directly from the farm. The Food Catalog will list products used in the Farm-to-Table Cookbook, with references to quickly locate recipes using specific fruits and vegetables.

## Cornerstone

The farm is finalizing a Farm-to-Table Cookbook and a Food Catalog that will they update with each new season of crops available. To get this catalog prepared you need to add information and verify that it's correct using the spelling and grammar checking tool. You'll need to add citations acknowledging sources referenced in the document and stored in the Source Manager. You'll manage the page and printing requirements for the catalog, and prepare both documents for final review, ensuring that all the content is accurate before publishing. Specifically, you'll create and manage a table of contents, insert footnotes and endnotes as needed, and create and manage a bibliography. You'll also finalize the documents by setting printing and page setup options, running the spelling and grammar checker, and ensuring readability by using the **Word Count** and **Thesaurus** tools.

# Lesson 1: Creating and managing references

## Overview

When you create multipage documents, you can use footnotes and endnotes. These reference tools point your readers to specific quotes, thoughts, and additional reading on a topic. Another important reference tool is the table of contents, which makes the content much easier for your readers to navigate. In this lesson, you'll learn how to create and manage these reference tools and prepare for the upcoming work on multipage research papers and other documentation at Munson's.

## Warm-up

Use these questions to find out what you already know about this lesson's topics:

1. Which of the following answers refers to a reference at the end of the page?  
*Select the correct option.*
  - a. Bibliography
  - b. Caption
  - c. Endnote
  - d. Footnote
2. Which of the following answers refers to a reference that appears at the end of the document?  
*Select the correct option.*
  - a. Bibliography
  - b. Caption
  - c. Endnote
  - d. Footnote

3. You must update a \_\_\_\_\_ table of contents by hand if someone made changes to the document.

*Fill in the blank space.*

4. Which tab includes tools for inserting and managing endnotes and footnotes?

*Select the correct option.*

- a. Insert
- b. Design
- c. References
- d. Review

5. Which of the following options do you use to add information about the source of a quotation or idea?

*Select all that apply.*

- a. Endnote
- b. Footnote
- c. Margins
- d. Page header
- e. Page footer
- f. Title page

## Topic 1: Insert and modify endnotes and footnotes



If you must research and write a paper, you'll need to reference information in that paper. In your position at Munson's, you'll need to provide references in the documentation you'll work on.

There are two different reference types you can choose from: a footnote or an endnote. Both are similar in use, but the most distinct difference is where they put the reference information. Both provide additional details about content you've included in your document, such as unfamiliar words, people, sources, quotes, or facts you have described.

Footnotes and endnotes give the reader a place to read and learn more about the claims stated in the document. By using footnotes, readers can do further investigation about the research mentioned in the document. Research paper style guidelines, such as the American Psychological Association (APA) or the Chicago Manual of Style will define the specific uses of footnotes and endnotes.

## Insert a footnote

A *footnote* is a note placed at the bottom of the page that has more information about content in your document. You can also use footnotes to provide reference information to a source. In some documentation styles, footnotes are used to cite sources for quotations, summaries of the content, and any content in your document that you may have paraphrased. However, if there are several footnotes on a single page or they are lengthy in listing citation information, footnotes may not be the best option.

A footnote is indicated with a superscript number (a *small number*) called a *reference mark*, which corresponds to a note at the bottom of the page. Word automatically creates, modifies, and updates marks and footnotes by default, using Arabic numerals (for example, 1, 2, 3).

You insert a footnote in your document by positioning the cursor where you want the reference mark placed. This is often at the end of a sentence. From the **References** tab, select **Insert Footnote**, as the following screenshot depicts.

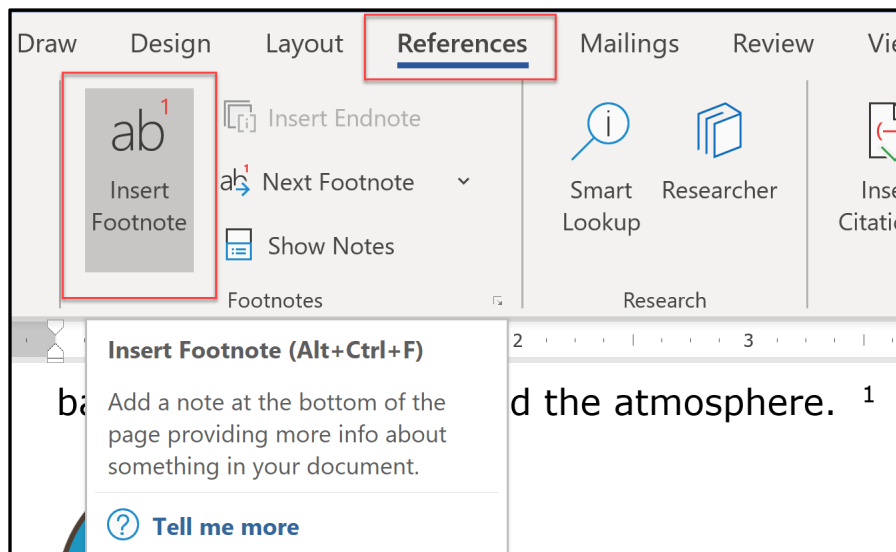


Figure 1: The **Insert Footnote** option in the **References** tab

A reference mark will be placed in your document, and a footnote will be added at the bottom of the page. The cursor is placed in this footnote so you can add the note text. The following screenshot is of the final product, a footnote mark with the corresponding note at the bottom of the page.



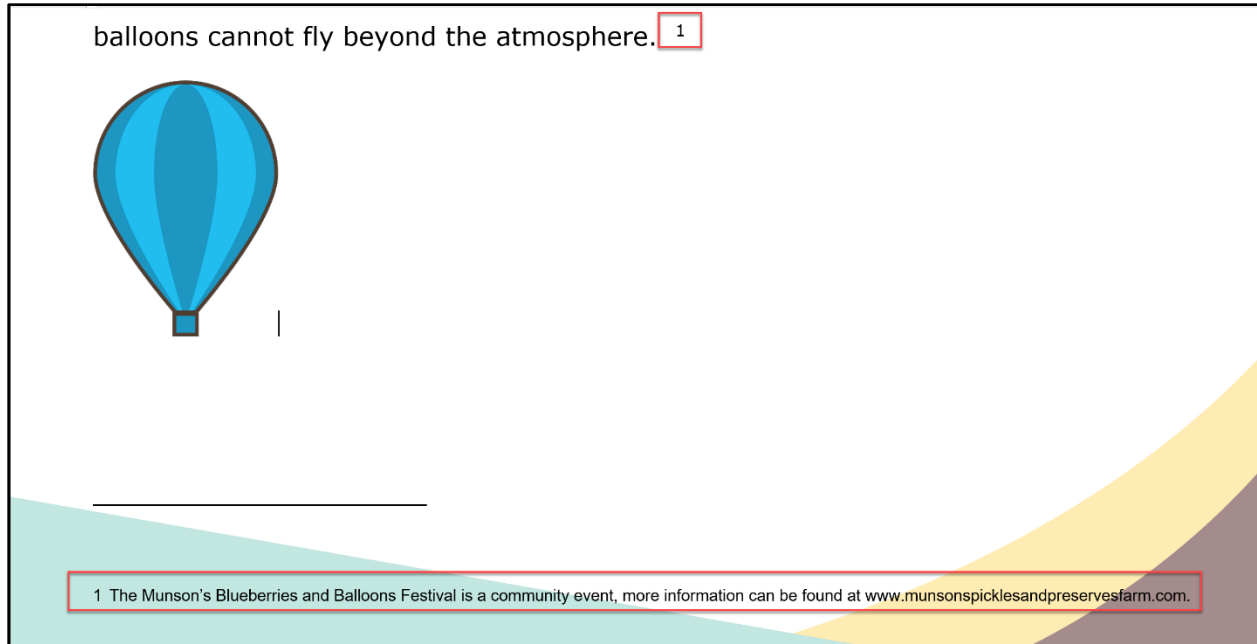
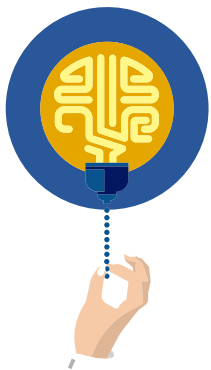


Figure 2: A footnote and the corresponding reference mark



### Did you know?

When you really get working in your document and find that you are applying many footnotes, you can use the keyboard shortcut of **Alt+Ctrl+F** to insert a footnote, saving you time from having to navigate to the **References** tab.

## Insert an endnote

An *endnote* is a note placed at the end of the document. Similar to the footnote, it has more information about content in your document, but because endnotes are at the end of the document, you can include more information.

As with footnotes, an endnote includes a small reference mark. To distinguish endnotes from footnotes for the reader, by default Word uses Roman numerals (for example, i, ii, iii) to indicate endnotes.

To insert an endnote, position the cursor where you want to add the reference mark. In the **References** tab, **Footnotes** group, select **Insert Endnote**. A reference mark is added to the document. The following screenshot depicts **Insert Endnote** in the **Footnotes** group of the **References** tab.

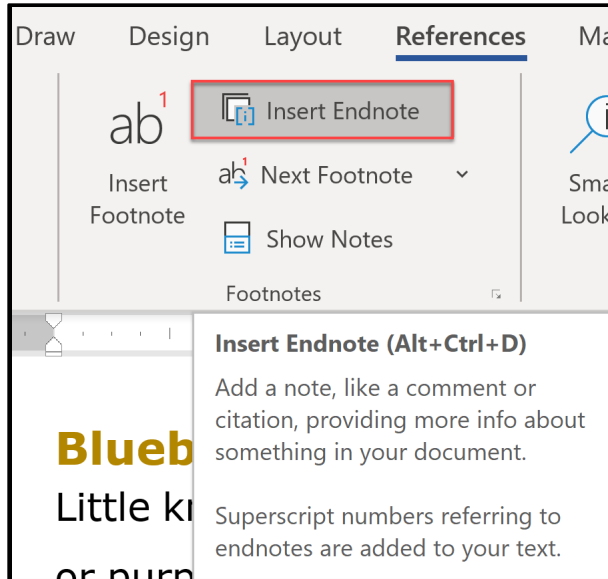
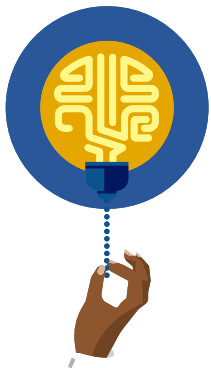


Figure 3: **Insert Endnote** on the **References** tab

The cursor will move to the new endnote at the end of the document so you can add the text for the note.



### Did you know?

The keyboard shortcut **Alt+Ctrl+D** will insert an endnote, saving you time from navigating to the **References** tab.

## Managing footnotes and endnotes

After adding footnotes and endnotes in your document, you may need to navigate quickly between these notes. You may also want to modify the settings applied to the notes.

You can navigate between the footnotes and endnotes in a document by using the **Next Footnote** drop-down list in **Footnotes** group of the **References** tab. From this drop-down, you can select between **Next Footnote** and **Previous Footnote**, or **Next Endnote** or **Previous Endnote**, as in the following screenshot.

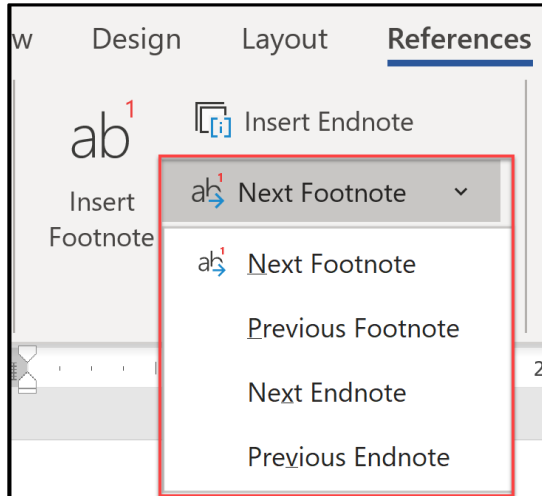


Figure 4: **Next Footnote** is selected in the **Footnotes** group of the **References** tab

To jump to either the footnotes or endnotes in a document, in the **Footnotes** group you can select **Show Notes**, as in the following screenshot.

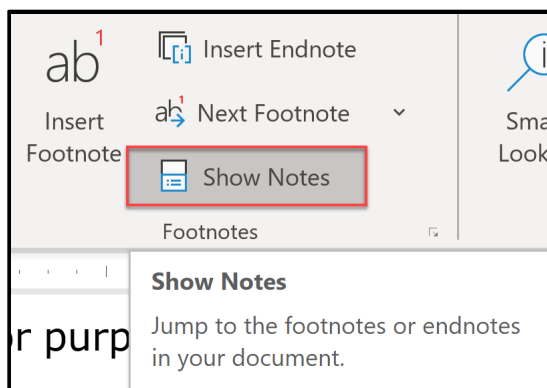


Figure 5: **Show Notes** is selected in the **Footnotes** group of the **References** tab

When you select **Show Notes**, the **Show Notes** dialog box opens. In this dialog box, select **View footnote area** to jump to the footnotes or select **View endnote area** to jump to the endnotes, as depicted in the following screenshot.

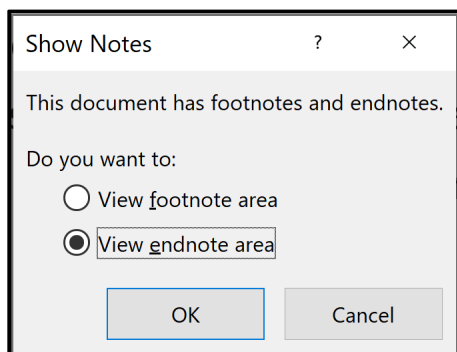


Figure 6: In the **Show Notes** dialog box, **View endnote area** is selected

To view the endnote or footnote citation content without moving to the text's location, hover over the reference mark to display the note's text as a tooltip, as in the following screenshot.

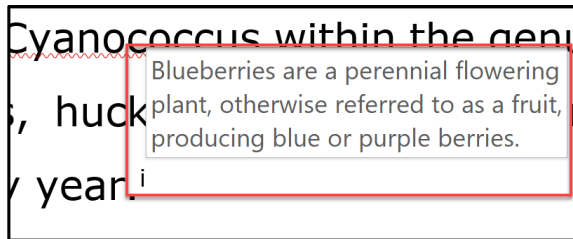


Figure 7: A tooltip with endnote content

You can modify the settings for the footnotes and endnotes by using the **Footnote and Endnote** dialog box launcher icon in the **Footnotes** group. The following screenshot highlights the **Footnote and Endnote** dialog box launcher icon.

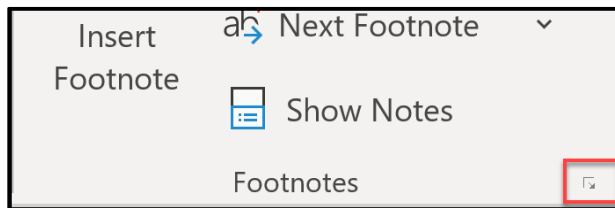


Figure 8: The **Footnote and Endnote** dialog box launcher icon in the **Footnotes** group of the **References** tab

You can also access the **Footnote and Endnote** dialog box by right-clicking or accessing the context menu for the text of a note, and then selecting **Open Note**.

You can use the **Footnote and Endnote** dialog box to navigate to the different locations, change the footnote or endnote number format, and even create a custom mark to apply in the document. You can also insert a footnote or endnote from this dialog box. Finally, you can use the **Convert** button to switch between footnotes and endnotes. The following screenshot is of the **Footnote and Endnote** dialog box.

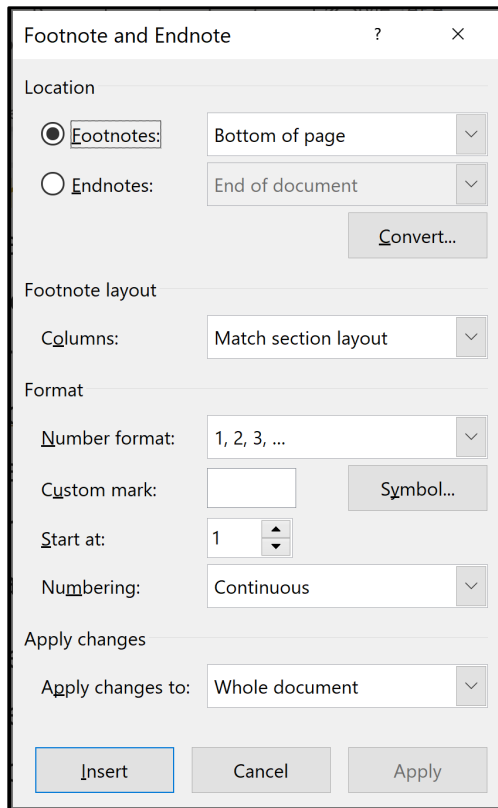


Figure 9: The **Footnote and Endnote** dialog box



### Additional information

For additional information on inserting footnotes and endnotes, go to [Insert footnotes and endnotes](#).

For additional information on adding and customizing footnotes and endnotes, go to [Add footnotes and endnotes](#).

## Activity: Show me how

In this activity, the teacher will guide you through inserting a footnote and an endnote. You will also use **Next Footnote** to navigate endnotes and footnotes.

### Resources required

You will need the following resource for this activity:

- Open **L1\_T1\_act\_company\_overview.docx** in this lesson's Learning Activity Resources.

## Activity instructions

Participate in the activity by following these instructions:

1. Insert a footnote as directed by the teacher.
2. Insert an endnote as directed by the teacher.
3. Participate as the teacher leads the group through navigating endnotes and footnotes.

## Try-it: Insert and modify endnotes and footnotes



In this leveled Try-it, you'll insert footnotes and endnotes into an existing document.

### Try-it 1

This Try-it will prompt you to add a footnote to the Quarterly Report.

### Resources

You will need the following resource for this Try-it:

- Open **L1\_T1\_try1\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

### Instructions

The following steps are the general tasks that you'll need to perform during this Try-it:

1. On the second page of the document, under the heading **Concord Grapes**, add a footnote to the last sentence in the first paragraph, which ends in **...providing nutrients other colored fruits are lacking**.
2. Edit the text of the footnote to read: **Blue and purple fruits are often high in pigments called anthocyanins**.

### Try-it 2

In this Try-it, you'll practice adding endnotes to a document. You will also practice navigating to endnotes and footnotes.

### Resources

You will need the following resource for this Try-it:

- Open **L1\_T1\_try2\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

## Instructions

The following steps are the general tasks that you'll need to perform during this Try-it:

1. On the third page of the document, locate the **Romaine Lettuce** section header.
2. Add an endnote to the first line of the section, **Part of the Lactuca genus**.
3. Edit the text of the endnote to read, **This genus includes well over 50 species, including daisies**.
4. On the third page of the document, find the **Growing pumpkins** section header. In the **Timing** subsection, add an endnote to the end of the only sentence.
5. Edit the text of the endnote to read, **Allow three to four months for pumpkins to mature**.
6. In the **Next Footnote** drop-down menu, use the **Next Endnote** option to navigate through both endnotes. Note that Word automatically rennumbers the endnote you added first, to accommodate the endnote you added above it.

## Topic 2: Create and update a table of contents



When you create a multipage document, adding a table of contents (TOC) can be a helpful addition for readers. Using it provides them with an overview of the document and enables them to find sections of interest.

The *TOC* is an organized list of major sections in your document. It uses heading styles to determine what to put in the TOC. For example, you apply Heading 1 to top-level sections, then Heading 2 to subsections, and Heading 3 for the next smaller subsections. A TOC will reflect this organization. It has links that jump to each section in the document, in addition to page numbers for people using a printed copy.

You have probably studied examples of TOCs in books of your own, which are usually found in the first few pages of a text. You might have even used them to help you find and go directly to the chapter or section you want. If you are reading an electronic book, you can select the section or chapter title, and it will take you directly to that location.

By default, a Word TOC has the headings on the left side of the list and the corresponding page number on the right side of the list, with tab leaders in between.

## Insert a table of contents

To create TOC, on the **References** tab, in the **Table of Contents** group, select **Table of Contents**. Then, select the **Table of Contents** style you want. **Automatic Table 1** entitles the table "Contents," while **Automatic Table 2** uses "Table of Contents." Aside from that, the two styles are the same, and each will populate the table automatically based on your headings.

The **Manual** TOC option doesn't use your headings, and instead simply creates placeholder text for you to overwrite. A manual TOC requires much more work to create and update. If you change or rearrange your document, Word can update an automatic table, but you must manually update a manual table.

The following screenshot depicts **Table of Contents** options from the **Table of Contents** group on the **References** tab.



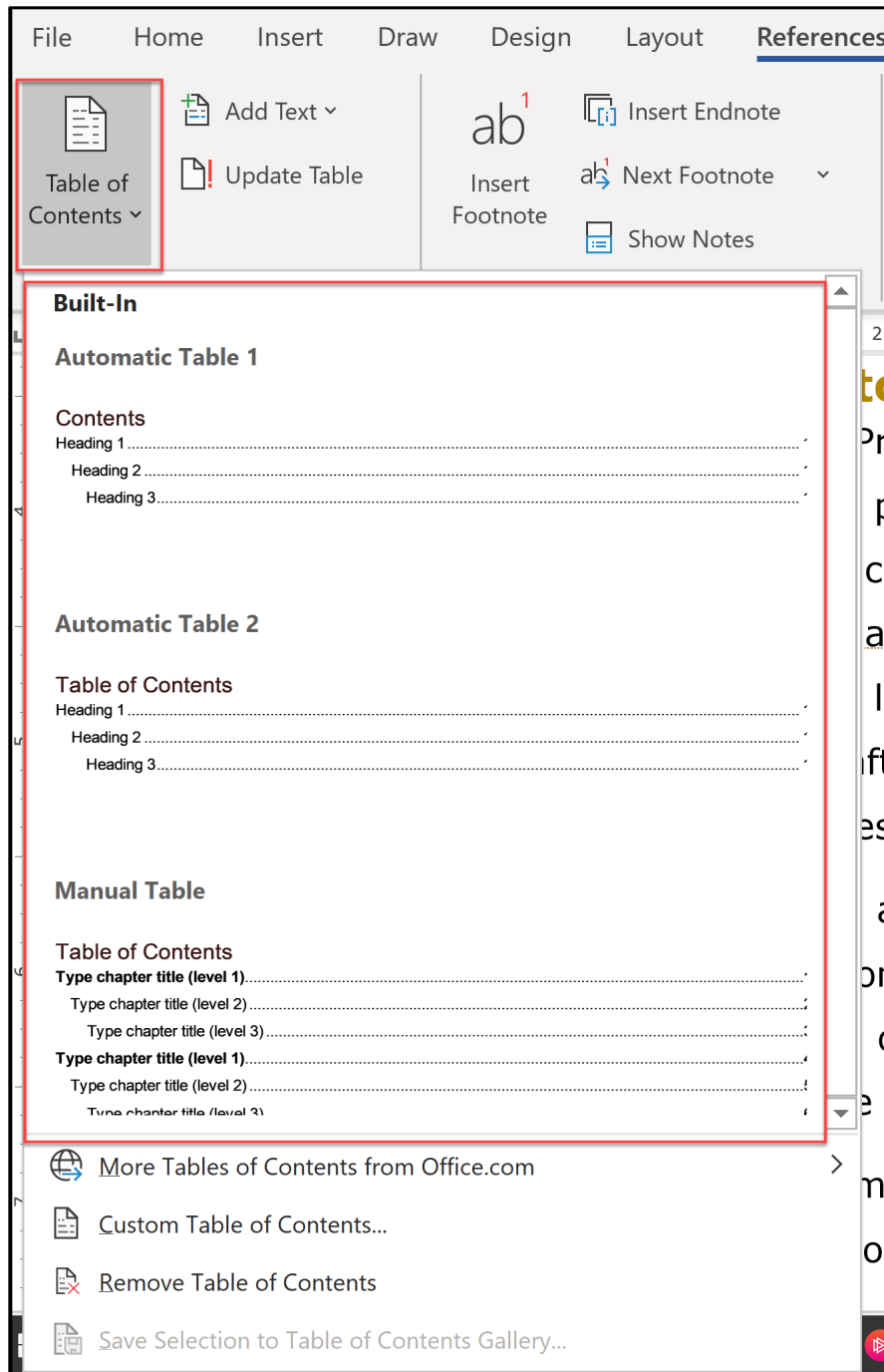


Figure 10: **Table of Contents** options in the **Table of Contents** group

## Update a table of contents

As you continue working in your document, you may add or delete text or even rearrange portions of the text. This means that your Table of Contents may no longer reflect the organization and pages of the document.

A manual TOC requires you to go through and make all the changes necessary to ensure that the TOC is accurate. However, Word updates an automatic TOC for you. To update an automatic TOC, select the **References** tab, and then in the **Table of Contents** group, select **Update Table**.

You can also update the TOC from the TOC itself. Select the TOC, and then select **Update Table**, as indicated in the following screenshot.

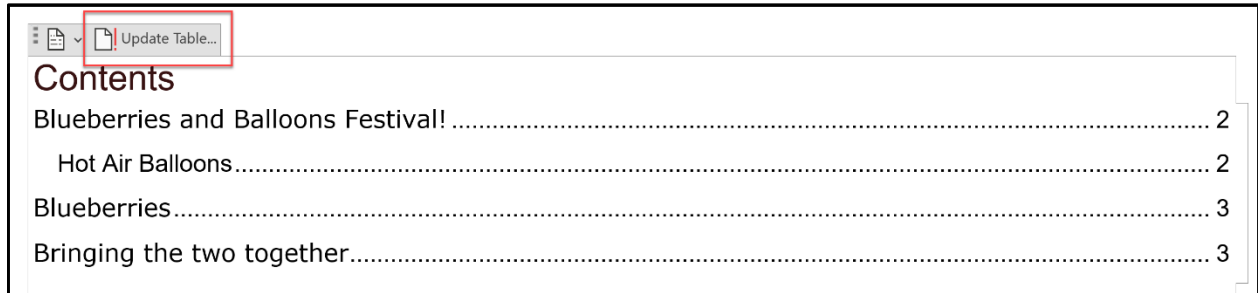


Figure 11: TOC with **Update Table** option highlighted

The **Update Table of Contents** dialog box offers two options. If you only want to update the page numbers for each section, select **Update page numbers only**. To update the entire table, including all headings and page numbers, select **Update entire table**.



### Additional information

To review the article on format or customize a table of contents, go to [Format or customize a table of contents](#).

To review the article on delete a table of contents, go to [Delete a table of contents](#).

To review the article on updating a table of contents, go to [Update a table of contents](#).



### Video

To review the video on creating a table of contents, go to [Create a table of contents](#).

## Activity: Volunteer blindfolded

In this activity, the group will assist one student in creating a table of contents. The group will then modify the document and help the student update the table of contents to reflect those changes.

## Resources required

You will need the following resource for this activity:

- Open **L1\_T2\_act\_company\_overview.docx** in this lesson's Learning Activity Resources.

## Activity instructions

Participate in the group activity as directed by the teacher. You, or someone else in the group will follow the directions of the group to create a table of contents, modify the document, and then update the table of contents.

## Try-it: Create and update a table of contents



In this standalone Try-it, you'll create a table of contents based on the headings in an existing document. You'll then modify the document and update the table of contents to reflect the changes.

## Resources

You will need the following resource for this Try-it:

- Open **L1\_T2\_try\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

## Instructions

The following steps are the general tasks that you'll need to perform during this Try-it:

1. Navigate to the second page of the document, which is blank.
2. Insert a **Table of Contents** using **Automatic Table 2**.
3. Move the entire **Guests** section on the last page of the document to the top of page three so it's before **Special Produce**.
4. Add a page break prior to **Special Produce** so that it's now on page 4.
5. Update the table of contents so that it matches your changes.
6. Change the table of contents style to **Automatic Table 1**.

# Wrap-up

Use these questions to check what you learned in this lesson:

1. Which of the following statements about footnotes is true?

*Select the correct option.*

- a. They use Arabic numerals by default (1, 2, 3 ...).
- b. They use Roman numerals by default (i, ii, iii ...).
- c. They are in italics by default.
- d. They are in bold by default.

2. You can use the \_\_\_\_\_ dialog box to view the area of the documents on which either footnotes or endnotes reside.

*Fill in the blank space.*

3. Where are endnote entries located?

*Select the correct option.*

- a. At the end of the page.
- b. At the end of the document.
- c. In the page footer.
- d. In a separate document.

4. Which of the following statements is true regarding endnotes and footnotes?

*Select the correct option.*

- a. You can use both endnotes and footnotes in the same document.
- b. There is a limit to how many endnotes and/or footnotes you can use.
- c. Once you create footnote entries and endnote entries, you cannot edit them.

5. Which of the following statements is true of a table of contents?

*Select the correct option.*

- a. You must manually maintain/update any table of contents.
- b. A table of contents is at or near the beginning of a document.
- c. A table of contents will include footnotes and endnotes.
- d. You cannot change a table of contents after you insert it.

# Lesson 2: Creating and modifying bibliographies

## Overview

In this lesson, you'll explore helpful tools for managing and citing sources. If you've ever had to write a research paper, you know how important it is to keep track of your sources, and to give proper credit when you use those sources. Word has a variety of features to make this easier.

## Warm-up

Use these questions to find out what you already know about this lesson's topics:

1. Which of the following refers to a detailed list of sources typically found at the end of a document?

*Select the correct option.*

- a. In-text citation
- b. Bibliography
- c. Footnotes
- d. Endnotes

2. Which of the following do you add by using **Insert Citation**?

*Select the correct option.*

- a. In-text citation
- b. Bibliography
- c. Footnotes
- d. Endnotes
- e. All of the above

3. When can you add source information to a document?

*Select all that apply.*

- a. Prior to citing the source
- b. The first time you cite the source
- c. After citing the source, by using a placeholder

4. Which option do you use to add and maintain sources?

*Select the correct option.*

- a. Bibliography
- b. Researcher
- c. Source Manager
- d. Placeholder

## Topic 1: Create and modify bibliography citation sources



Word maintains a list of all the sources you use within a document, and you can manage them in the **Manage Sources** dialog box. To access this dialog box, from the **References** tab, in the **Citations and Bibliography** group, select **Manage Sources**. The following screenshot depicts the **Citations and Bibliography** group with **Manage Sources** highlighted.

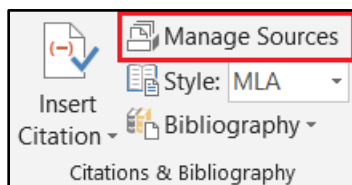


Figure 12: The **Citations and Bibliography** group with **Manage Sources** highlighted

You use the **Source Manager** to add, edit, copy, and delete the sources that relate to your document. The sources you add to the **Manage Sources** dialog box will be available in the **Master List** and a **Current List**.

The **Master List** contains all the sources for all documents you have created using Word. The **Current List** includes all the sources you have created in the current document, and determines what will be included in the bibliography. The following screenshot depicts the **Source Manager** dialog box with both the **Master List** and the **Current List**.

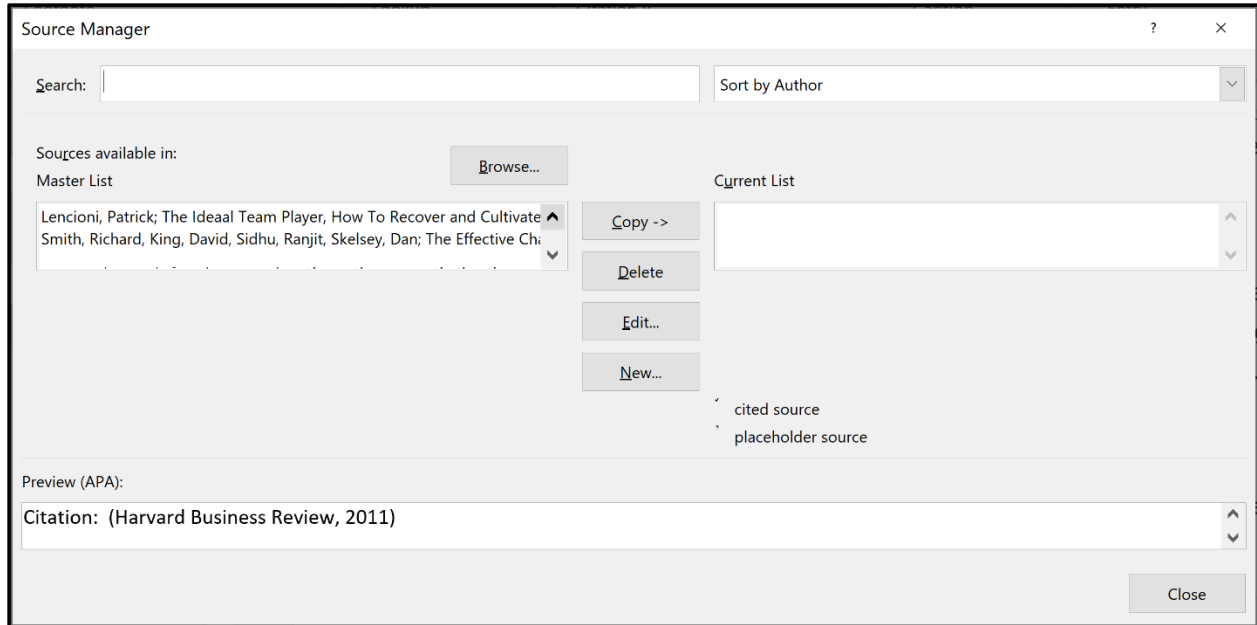


Figure 13: The **Source Manager** dialog box

To add a new source, in the **Source Manager** dialog box, select **New** to open the **Create Source** dialog box. From the **Type of Source** drop-down list, select the type of source you wish to create, such as a book or a website, as indicated in the following screenshot. Then enter the information in all the fields provided.

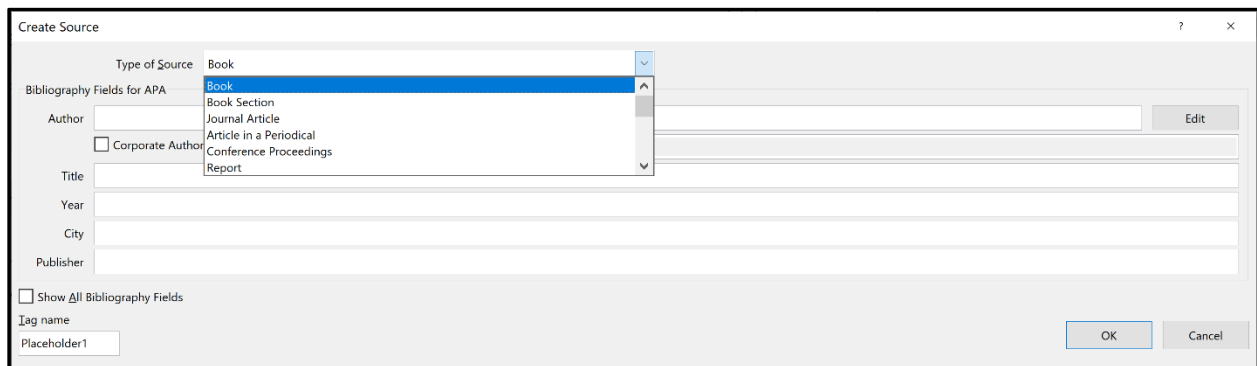


Figure 14: The **Create Source** dialog box with **Book** selected from the **Type of Source** drop-down list

By default, the dialog box displays the most common fields for the type of source you select. The **Show All Bibliography Fields** check box makes all fields available. Enter all relevant information, and then select **OK** to close the **Create Source** dialog box and return to the **Source Manager** dialog box.

In the **Source Manager** dialog box, select a source, and then select **Edit**. This opens the **Edit Source** dialog box, which is identical to the **Create Source** dialog box, and provides options to make changes to a previously created source. To delete a previously entered source, use the **Delete** button in the **Source Manager** dialog box. Finally, you can use the **Copy** option to copy a master source to the current document.



### Additional information

For more information on creating and modifying bibliography sources, go to [Add or change sources, citations, and bibliographies](#).

---

## Activity: Pose a challenge

In this activity, the teacher will challenge you to apply your knowledge about bibliography source management.

### Resources required

You will need the following resource for this activity:

- Open **L2\_T1\_act\_company\_overview.docx** in this lesson's Learning Activity Resources.

### Activity instructions

Participate in the teacher-led discussion about sources for school reports. Then follow along as the group creates a source.

## Try-it: Create and modify bibliography citation sources



In this standalone Try-it, you'll practice modifying and creating citation sources.

### Resources

You will need the following resource for this Try-it:

- Open **L2\_T1\_try\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.



## Instructions

The following steps are the general tasks that you'll need to perform during this Try-it:

1. Open the source information for the web page titled **Directions for Growing Pumpkins** by Kareem Kuzbari. Edit the date to **August 23, 2019**.
2. Add a new book titled **Grape Cultivation**, by Lucia Estevez. Nod Publishers in Seattle, WA published it in 2016.

## Topic 2: Insert bibliography citations



In high school, college, and in many jobs, you may need to write research papers. An important part of any document that's based on research is giving credit to the authors of the information you use. You do this by including in-text citations. An *in-text citation* is an acknowledgement of the information source, so the reader knows where the information or idea came from.

The citation's format is determined by style guidelines. One popular style guide is Modern Language Association (MLA), which is often used in humanities subjects such as literature, language, and arts. Another is American Psychology Association (APA), which is popular in social sciences such as psychology and history. Word supports MLA and APA, along with a wide variety of other style guides. If you're not sure which style to use, ask your teacher or the person asking you to create the document.

To select a style in Word, select the **References** tab, and then, in the **Citations and Bibliography** group, select **Style**, as in the following screenshot.

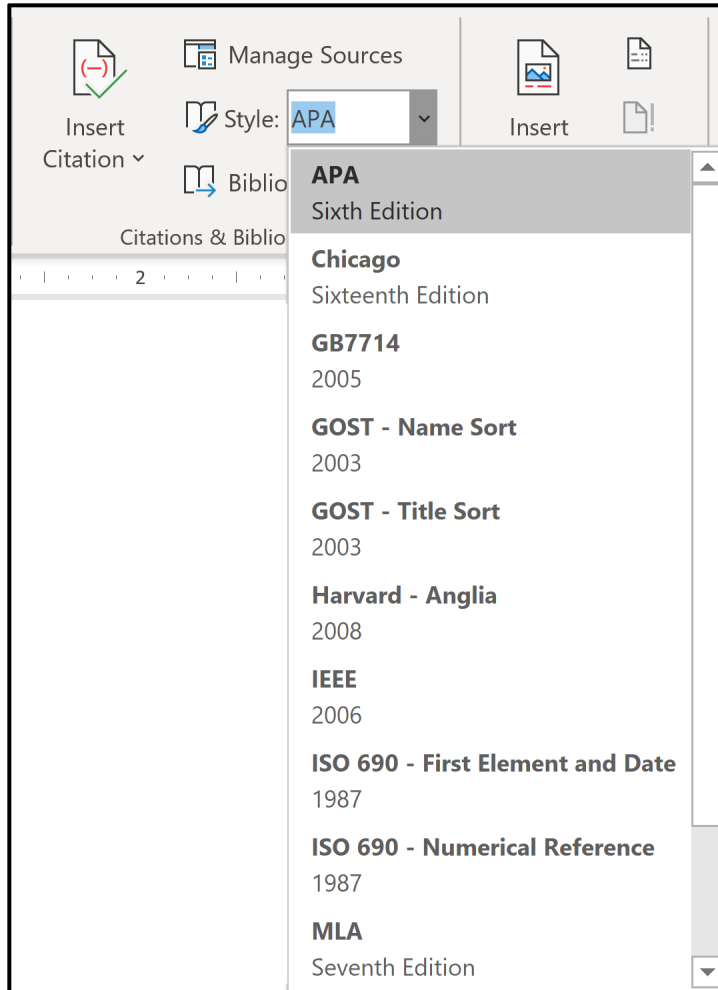


Figure 15: The **Style** options in the **Citations and Bibliography** group

## Insert a citation

After you enter your research sources in **Source Manager**, you can quickly and easily insert citations into your document. A *citation* is a note identifying the source of information you've included in your work. In most cases, an in-text citation doesn't give detailed information about a source. Instead, it gives a brief acknowledgement of the source, and the reader can find all the details at the end of the document in a bibliography.

To cite a source, on the **References** tab, from the **Citations and Bibliography** group, select **Insert Citation**. All sources currently added to the **Source Manager** are available, and you can select the source you want to cite. In the following screenshot, after selecting **Insert Citation**, the two sources that you previously entered in the **Manage Sources** dialog box display.

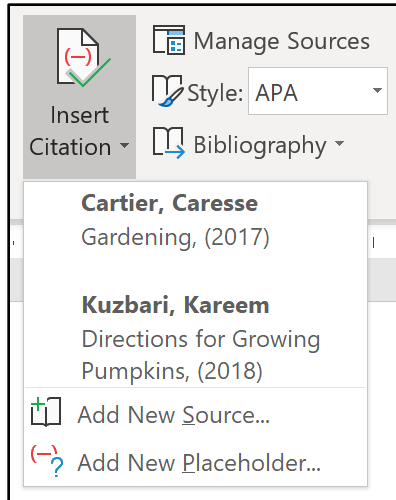


Figure 16: **Insert Citation** with sources

If you haven't entered the source in **Source Manager**, from **Insert Citation** you can select **Add New Source** to open the **Create Source** dialog box. After you close the dialog box, a citation for the new source will appear in the document.

If you want to insert a citation without inputting the source information, from **Insert Citation**, select **Add New Placeholder**. This makes it possible to keep writing and come back later to enter the details in the **Source Manager**.



### Additional information

To review the article on adding citations in a Word document, go to [Add citations in a Word document](#).

To review the article on APA, MLA, or Chicago styles and automatically formatting bibliographies, go to [APA, MLA, Chicago – automatically format bibliographies](#).

## Activity: Pose a challenge

In this activity, the teacher will challenge your group to apply your knowledge about inserting citations into a document.

### Resources required

You will need the following resource for this activity:

- Open **L2\_T2\_act\_company\_overview.docx** in this lesson's Learning Activity Resources.

## Activity instructions

Participate in the teacher-led discussion about inserting citations. Then follow along as the group creates citations.

## Try-it: Insert bibliography citations



In this standalone Try-it, you'll cite a source in a document by using an in-text citation.

## Resources

You will need the following resource for this Try-it:

- Open **L2\_T2\_try\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

## Instructions

You will need to perform the following task during this Try-it:

- On page 4 of the document, add an in-text citation to the last item of the bulleted list, **They do not want to be near trees or buildings**. The source is already in the document's source list; it is a book called "Grape Cultivation."

## Topic 3: Insert bibliographies



Now that you have brief in-text citations entered in the document, you need to create a bibliography that provides the reader with details about each source. You typically insert the bibliography at the end of the document. Because the details for each source are in the **Source Manager**, Word can automatically create and maintain a properly formatted bibliography in much the same way as it creates and updates a table of contents.

## Insert a bibliography

To insert a bibliography, from the **References** tab, in the **Citations and Bibliography** group, select **Bibliography**. Next, select one of the predefined bibliography styles offered in the drop-down list. The only difference in the options is the title for the bibliography that you choose from, such as **Bibliography**, **References**, or **Works Cited**, as indicated in the following screenshot.

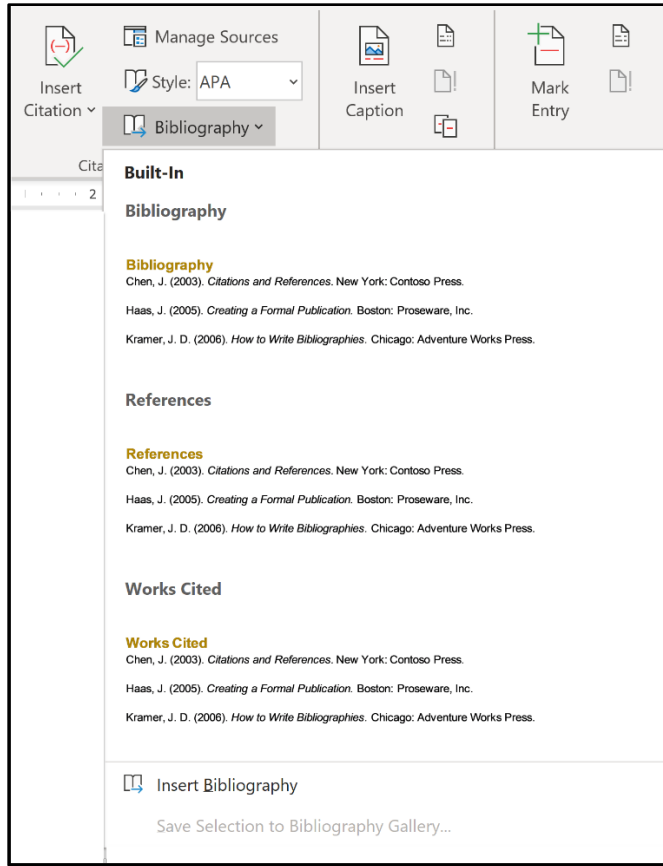


Figure 17: Options for **Bibliography** in the **Citations and Bibliography** group

All sources you have added to your **Current List** in the **Source Manager** will display in the generated bibliography list. The bibliography format will be based on the **Style** option you selected in the **Citations and Bibliography** group of the **References** tab.

## Update a bibliography and citation

If you add or modify sources in your document, you may find that you need to update your citations and the bibliography. An efficient way to update this information is to select **Bibliography**, and then from the top of the bibliography boundary, select **Update Citations and Bibliography**. The following screenshot depicts a selected **Bibliography** with the **Update Citations and Bibliography** option highlighted:



Figure 18: A selected Bibliography with **Update Citations and Bibliography** highlighted

Word will update the bibliography and all in-text citations with any changes made to sources in the **Source Manager**. Next to **Update Citations and Bibliography** is an icon that when selected makes it possible to change the predefined style used for the bibliography.

Remember that the bibliography's format is determined by the **Style** you have selected.



### Additional information

To review the article on creating a bibliography, citations, and references, go to [Create a bibliography, citations, and references](#).

---

## Activity: Pose a challenge

In this activity, the teacher will challenge your group to add a bibliography to a document.

### Resources required

You will need the following resource for this activity:

- Open **L2\_T3\_act\_company\_overview.docx** in this lesson's Learning Activity Resources.

### Activity instructions

Participate in the teacher-led discussion about inserting a bibliography. Then follow along as the group creates a bibliography.

## Try-it: Insert bibliographies



In this standalone Try-it, you'll add a bibliography to a document that has in-text citations.

### Resources

You will need the following resource for this Try-it:

- Open **L2\_T3\_try\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

### Instructions

The following steps are the general tasks that you'll need to perform during this Try-it:

1. Go to page 7 of the document, which is blank.
2. Insert a bibliography with the heading **References**.

## Wrap-up

Use these questions to check what you learned in this lesson:

1. Which feature do you use to add a citation without entering source details until a later time?

*Select the correct option.*

- a. Add new Placeholder
- b. Create Source dialog box
- c. Insert Caption
- d. Mark Entry

2. Which of the following features stores sources that you have entered in all documents, including the current document?

*Select all that apply.*

- a. Current List
- b. Master List
- c. Overall List
- d. Global List

3. Which of the following settings determines the format for in-text citations and the bibliography?

*Select the correct option.*

- a. The current user's language and region settings
  - b. A setting in **Word Options**
  - c. The **Style** selection on the ribbon
  - d. A dialog box at the time you add citations
4. You can use the \_\_\_\_\_ dialog box to add, edit, and delete sources.

*Fill in the blank space.*



# Lesson 3: Proofreading a document

## Overview

In this lesson, you'll learn how Word can help you proofread your document for spelling and grammar errors. You'll also observe how the **Thesaurus** feature can quickly find replacements for words you repeat too often in your text. Finally, you'll send a Word document as an email attachment.

## Warm-up

Use these questions to find out what you already know about this lesson's topics:

1. The \_\_\_\_\_ can help you find a synonym for a selected word.

*Fill in the blank space.*

2. Which of the following can assist you with spelling and grammar suggestions?

*Select the correct option.*

- a. Proofing pane
- b. Source Manager
- c. Thesaurus
- d. Word Count dialog box

3. Which of the following statements best describes the **Word Count** feature?

*Select the correct option.*

- a. It will only count the number of words in a document.
- b. It will determine word count and several other length measurements.
- c. It's only available when you are finalizing your document for publication or printing.
- d. It can only determine the length of the entire document.

4. The \_\_\_\_\_ group on the \_\_\_\_\_ tab contains tools for spelling and grammar, finding synonyms, and determining word count.

*Fill in the blank spaces.*

# Topic 1: Check spelling and grammar

Before sharing your document, you'll want to check that it doesn't have spelling or grammar errors. This kind of check is called *proofing* your document.



## Video

To review the video on how to check spelling, grammar, and clarity, go to [Check spelling, grammar, and clarity](#).

## Check spelling

When conducting a spell check on your document, the spelling and grammar checker uses a built-in dictionary based on your local language. This tool runs automatically, checking your spelling as you write and indicating potential misspelled words with a wavy line under your text.

When spell check identifies a misspelling in your document, you can resolve the warning in a few different ways. You can right-click or access the context menu for the misspelled word, and then select **Spelling**, as in the following screenshot.

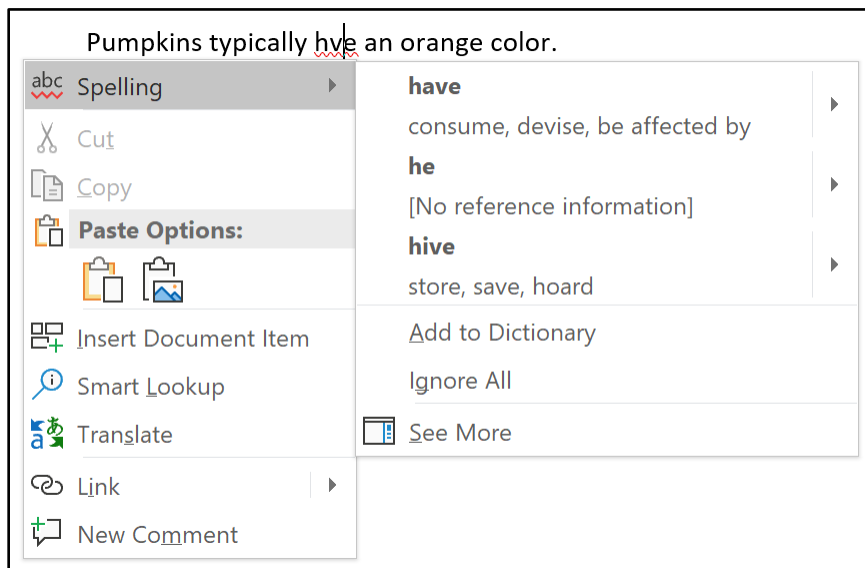


Figure 19: The context menu for a misspelled word with **Spelling** selected

The context menu displays suggested corrections to replace the misspelled word. If the word is spelled correctly but is not in the dictionary, you can select **Add to Dictionary** so it isn't flagged in this or any other documents you create. This is a helpful feature for acronyms or jargon specific to your field of work or area of interest. If you want to keep

the spelling but you don't want to add the word to your dictionary, select **Ignore All** to permanently ignore the word in the current document.

## Check grammar

Word also includes a grammar check to help identify grammar and punctuation errors in your document. The following screenshot depicts the context menu for a sentence with a grammar suggestion.

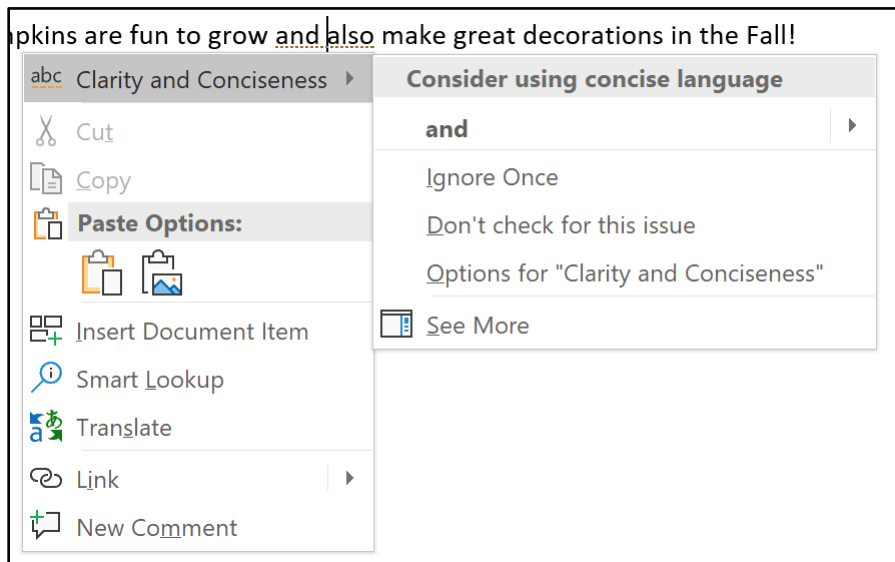


Figure 20: The context menu for a sentence with a grammar suggestion

As with the spell check feature, you can choose to ignore the suggestion. The grammar check context menu also offers **Don't check for this issue**, which will prevent Word from making similar suggestions elsewhere in the current document.



### Additional information

For more information on using spelling and grammar check in Microsoft Office, go to [Check spelling and grammar in Office](#).

## The Proofing pane

A useful tool for reviewing your document is the **Proofing** pane. This is a centralized location for reviewing spelling and grammar issues. It's like having a personal editor read through your work and offer suggestions for improvement.

To open the **Proofing** pane, you can right-click or access the context menu for text with a spelling or grammar suggestion, and then select **See More**.

To access the **Proofing** pane from the ribbon, select the **Review** tab, and then in the **Proofing** group, select **Spelling & Grammar**, as in the following screenshot.

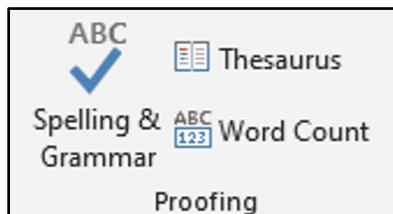


Figure 21: The **Proofing** group

The following screenshot is of the **Proofing** pane with suggestions for correcting a misspelled word.

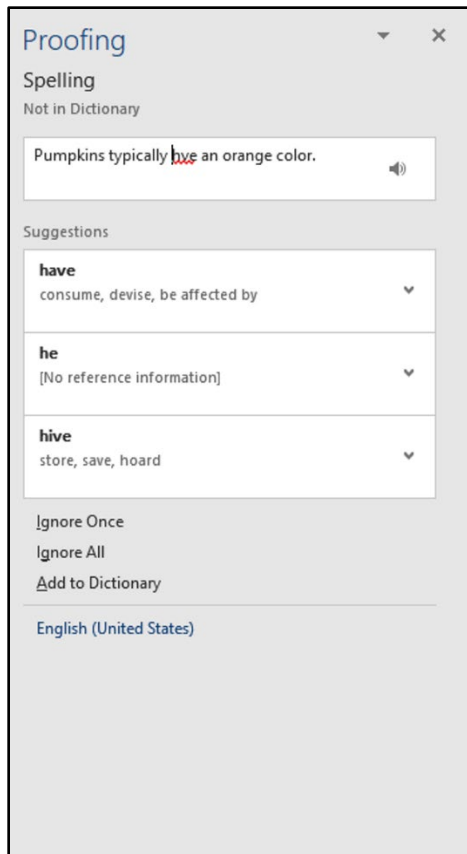
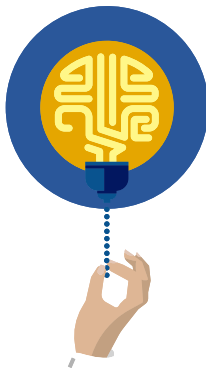


Figure 22: The **Proofing** pane with suggestions for correcting a misspelled word



### Did you know?

If you don't have any text selected, the **Proofing** pane gives an overview of the corrections and refinements that spell check and grammar check have already found. It's a great way to give your document one last review as you finish. It even offers a read aloud feature that will read your document back to you, which is a great way to catch errors and make improvements.



### Additional information

For more information on how to select grammar and writing style options, go to [Select grammar and writing style options](#).

## Activity: Switch

In this activity, you'll practice checking spelling and grammar with Word.

### Resources required

You will need the following resource for this activity:

- Open **L3\_T1\_act\_company\_overview.docx** in this lesson's Learning Activity Resources.

### Activity instructions

Participate in the activity by following these instructions:

1. Perform the proofing task directed by the teacher.
2. When the teacher signals the group to stop, move to your neighbor's computer and perform the next proofing task, as directed.
3. Continue to switch until the teacher instructs you to "Switch back home."
4. Return to your original computer.

## Try-it: Check spelling and grammar



In this leveled Try-it, you'll practice checking spelling and grammar in a document. You'll also add some words to your dictionary.

### Try-it 1

In this Try-it, you'll make changes to a document by accepting or rejecting spelling and grammar suggestions.

### Resources

You will need the following resource for this Try-it:

- Open **L3\_T1\_try1\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

## Instructions

The following steps are the general tasks that you'll need to perform during this Try-it:

1. Open the **Proofing** pane.
2. Accept or reject the suggestions as noted here:
  - Accept the spelling suggestions for **sauteed**, which is lacking an accent mark, and for **mostknown**, which is missing a space.

## Try-it 2

In this Try-it, you'll add suggestions to the custom dictionary.

## Resources

You will need the following resource for this Try-it:

- Open **L3\_T1\_try2\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

## Instructions

The following steps are the general tasks that you'll need to perform during this Try-it:

- Resolve the spelling and grammar suggestions as follows:
  - a. The words **Lactuca** and **Vitis** are the names of the genus of lettuce and of grapes, respectively. At the farm, you'll work with these terms occasionally. Add them to the dictionary so that Word doesn't flag them as misspellings in the future.
  - b. Remove the extra period at the end of the sentence.

# Topic 2: Use the Thesaurus and word count

In addition to spelling and grammar checking, Word provides other proofing tools. *Thesaurus* is a tool that finds alternatives to words that you use too frequently. **Word Count** gives you details about the number of words, paragraphs, pages, and more, which is handy when you have specific size requirements for a document.

## Use Thesaurus from the ribbon

As you work on documents (particularly long documents that contain multiple pages), you may find that you're repeating yourself. **Thesaurus** is a helpful proofing tool that suggests synonyms for you to use and replace some of those repeated words.

To use the **Thesaurus**, select the word you want to look up. On the **Review** tab, in the **Proofing** group, select **Thesaurus**, as indicated in the following screenshot.

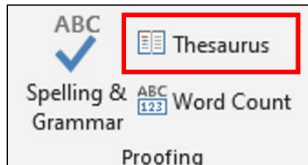


Figure 23: **Thesaurus** selected in the **Proofing** group

The **Thesaurus** pane displays a list of synonyms. To replace the selected word with a word from **Thesaurus**, select the down arrow next to the new word, and then select **Copy** to copy the new word to the **Clipboard**, as indicated in the following screenshot. You can then paste the new word into your document, and delete the old word.



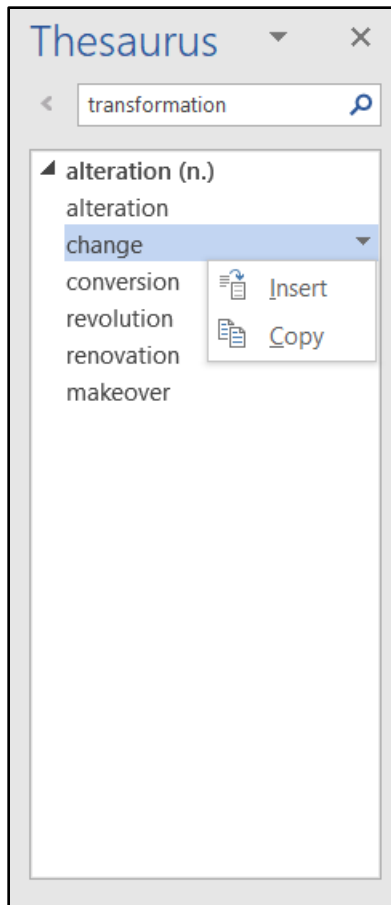


Figure 24: The **Thesaurus** pane with the arrow next to the word **change** selected, displaying the options to **Insert** or **Copy**

If you select a word in the list rather than selecting the arrow next to the word, Word looks up synonyms for that word.



#### Additional information

For more information on how to look up words in the Thesaurus, go to [Look up words in the thesaurus](#).

## Use the Thesaurus from the context menu

You can also access the Thesaurus from the context menu. Right-click or access the context menu for the word you want to look up, and then select **Synonyms**. To replace the word, select a new word from the list. You may also select **Thesaurus** to open the **Thesaurus** pane. The following screenshot depicts the context menu with **Synonyms** selected.

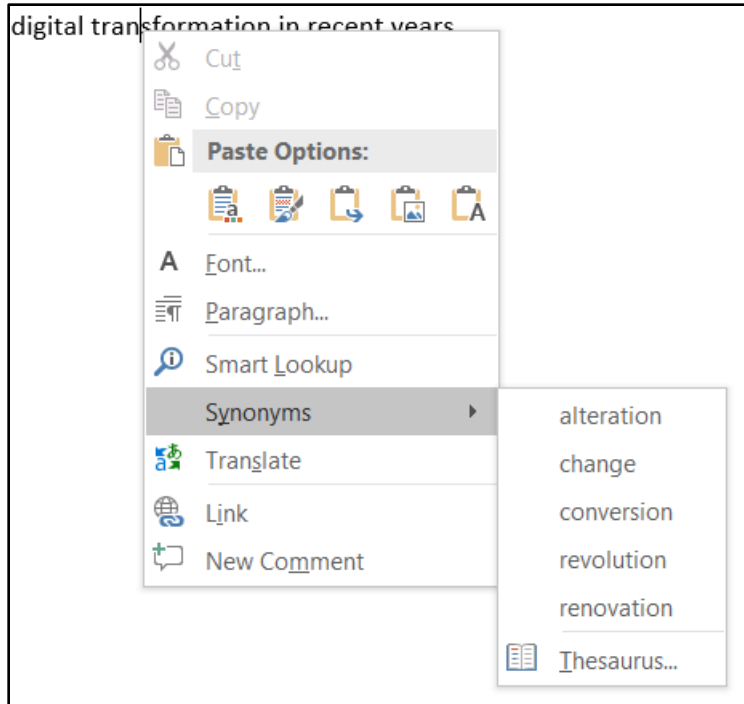


Figure 25: The context menu with **Synonyms** selected

## Find your word count

To find the length of your document, use the **Word Count** tool. It will calculate and display the length of your document in a variety of ways, such as the number of words, the number of paragraphs, and the number of pages.

To use this feature, from the **Review** tab, in the **Proofing** group, select **Word Count**. The following screenshot depicts the **Word Count** dialog box.

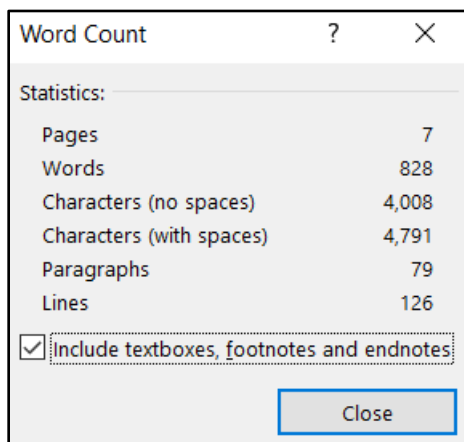


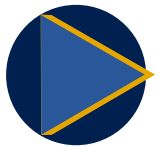
Figure 26: The **Word Count** dialog box

Another way to open the **Word Count** dialog box is from the Word status bar, which also displays the current word count. By selecting the word count on the Word status bar, the **Word Count** dialog box opens.



### Additional information

To find the length of a certain portion of your document, select the words you want to count, and then open the **Word Count** dialog box. This is useful if you want to measure the length of a segment of your document, or if you want to exclude some parts, such as a table of contents and bibliography.



### Video

For additional information and to review the video on how to show word count, go to [Show word count](#).

---

## Activity: Show and tell

In this activity, the teacher will demonstrate how to use the **Thesaurus**.

### Resources required

You will need the following resource for this activity:

- Open **L3\_T2\_act\_company\_overview.docx** in this lesson's Learning Activity Resources.

### Activity instructions

Follow along as the teacher demonstrates the **Thesaurus** tool.

## Try-it: Use the Thesaurus and word count



In this standalone Try-it, you'll use the **Thesaurus** to replace a few overused words.

### Resources

You will need the following resource for this Try-it:

- Open **L3\_T2\_try\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

## Instructions

The following steps are the general tasks that you'll need to perform during this Try-it:

1. Find the paragraph on page 4 that begins with, **Grapes grow on vines and require support**. It's under the subheading, **Support the vines**.
2. The word **requires** appears a couple of times in the paragraph. Use the **Thesaurus** pane to replace the second occurrence of **requires** with **needs**.
3. Similarly, **connect** appears twice in the paragraph. Use the Thesaurus to replace the first occurrence with **attach**.

## Topic 3: Electronically share a document



In the modern workplace, you'll need to share files and collaborate in different ways with Word and other apps. One common way to share a document is to send it as an email attachment.

You can share a file as an attachment through email. To do this directly from Word, Select the **File** tab to open the **Backstage** view. Select **Share**, and then select **Email**.

Next, select how you wish to email the document. A common way is to attach it to an email by selecting **Send as an Attachment**. The following screenshot depicts the **Share** options in the **Backstage** view with **Email** and **Send as Attachment** called out.

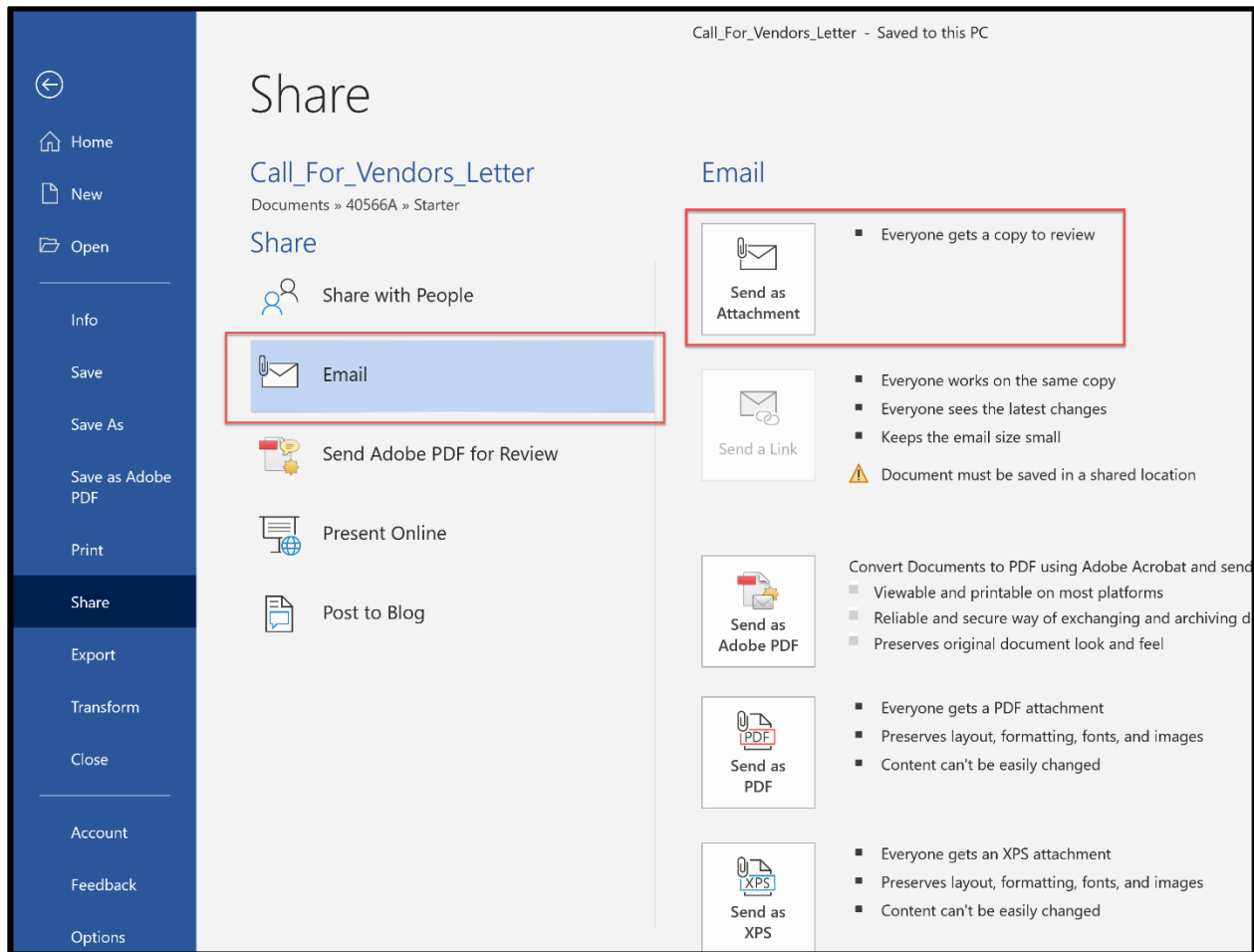


Figure 27: Share options with **Email** and **Send as Attachment** highlighted

A Microsoft Outlook email message will open with the current document already attached. You simply need to add your subject, the body of your message and the email addresses for the recipients, and then select **Send**.

When you share a file as an attachment, the recipients are receiving a copy of the document. Changes they make to the file will not affect your copy, and changes you make after sending the email will not be in their copy.



### Video

To review the video on how to share a document, go to [Share a document](#).



### Additional information

To review the article on how to collaborate on Word documents in real-time with co-authoring, go to [Collaborate on Word documents with real-time co-authoring](#).

---

## Activity: Guess and tell

In this activity, you'll work with a group to uncover ways in which you can attach a document to an email from the Word app.

### Resources required

You will need the following resource for this activity:

- Open **L3\_T3\_act\_company\_overview.docx** in this lesson's Learning Activity Resources.

### Activity instructions

Participate in the activity by following these instructions:

1. As directed by the teacher, guess how you can send a document by email from Word.
2. When it's your turn, demonstrate the process on the teacher's projected computer.

## Try-it: Electronically share a document



In this activity, you'll share a document with your teacher or another student.

### Resources

You will need the following resource for this Try-it:

- Open **L3\_T3\_try\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

### Instructions

Send the document as an email attachment from Word to the teacher, or to the student designated by the teacher.

# Wrap-up

Use these questions to check what you learned in this lesson:

1. How can you access the Thesaurus in Word?

*Select all that apply.*

- a. From the context menu
- b. Open the **Editor** pane
- c. From the **Home** tab
- d. From the **References** tab
- e. From the **Review** tab

2. What can you access in the **Proofing** pane?

*Select all that apply.*

- a. Spelling suggestions
- b. Grammar suggestions
- c. Bibliography sources
- d. Endnotes and footnotes
- e. Potential punctuation errors

3. Which of the following tools can you access from the **Proofing** group on the **Review** tab?

*Select all that apply.*

- a. Send an email attachment
- b. The **Proofing** pane
- c. Word Count
- d. Backstage View
- e. Thesaurus

4. The grammar check tool will offer suggestions on all the following EXCEPT:

*Select the correct option.*

- a. Proper punctuation
- b. Being more concise
- c. Overused words

# Lesson 4: Finalizing a document

## Overview

In this lesson, you'll learn about tools you can use to ensure that your content looks great before you publish or print it. You'll learn how to customize the appearance of pages in your document and preview it before printing.

## Warm-up

Use these questions to find out what you already know about this lesson's topics:

1. You can use \_\_\_\_\_ to examine what a hard copy of your document will look like prior to printing.

*Fill in the blank space.*

2. Which of the following refers to text or an image placed under the regular content in a document?

*Select the correct option.*

- a. Page color
- b. Header
- c. Footer
- d. Watermark

3. The \_\_\_\_\_ is an area at the top of each page that you can use for content shared across each page of the document

*Fill in the blank space.*

4. Which of the following is true of footers?

*Select the correct option.*

- a. They only exist on specific pages you designate.
- b. They display footnotes.
- c. You can customize them to display different information.



# Topic 1: Customize pages



Word makes it possible to customize document pages in a variety of ways. You can change the color of pages and add page borders and watermarks. These customizations can make your document stand out, and mark documents with important information.

## Change the background color

Changing the color of pages can bring your document to life, and can also help with consistent branding. For example, you may want to use similar colors in documents, presentations, and spreadsheets.

You must be careful to use colors that don't interfere with the text of your document though. If you choose a light background color, be sure to use dark text in your document. Conversely, if you choose a dark page color, you'll want to contrast the background with light text and visual elements.

Also, keep in mind the impact a page color can have when printing the document. Page colors may require significantly more ink when you print it. And a color scheme that looks great on the screen might be difficult to read when printed in grayscale.

To apply a page color to your document, navigate to the **Design** tab, and then in the **Page Background** group, select **Page Color**. As you hover over the colors available, Word will preview the appearance of the document based on the choice. The following screenshot depicts the **Page Background** group with **Page Color** selected.

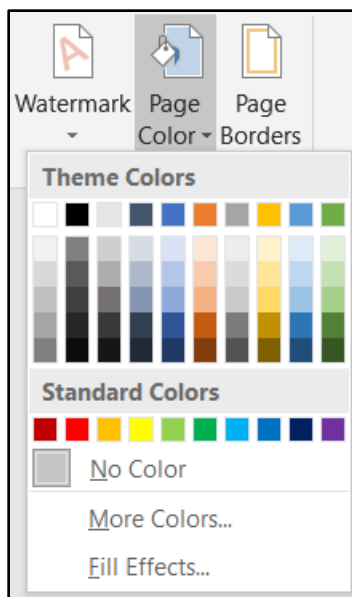


Figure 28: **Page Color** options

If you don't find the color you want, you can select **More Colors** to open the **Colors** dialog box and find additional options. Select **Fill Effects** to add a gradient, pattern, or texture to the page color.



### Additional information

For more information on adding or modifying the page color, go to [Add, change, or delete the background color in Word](#).

## Add a border to a page

To add a border to pages in your document, navigate to the **Design** tab, and then in the **Page Background** group, select **Page Borders**. The **Borders and Shading** dialog box provides a variety of border options. The following screenshot depicts the **Borders and Shading** dialog box with **Page Border** options displaying.

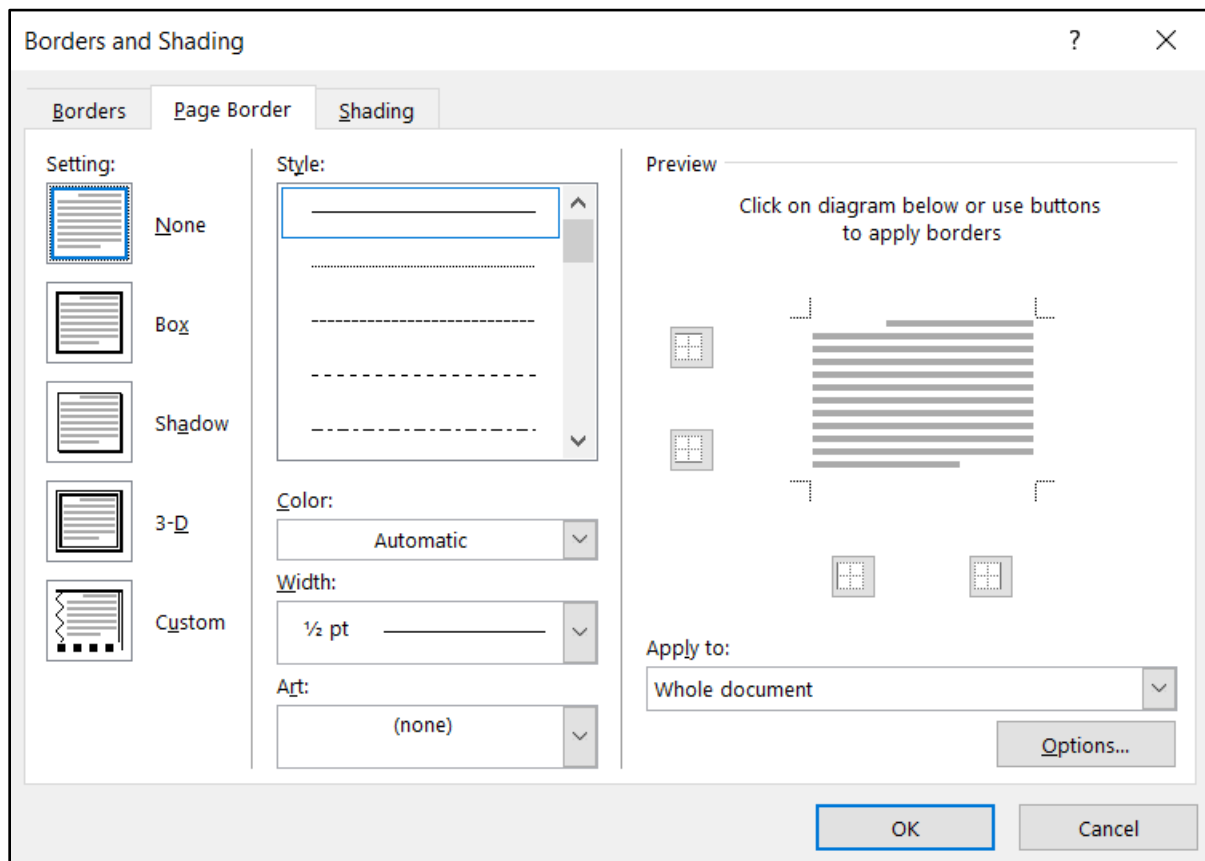


Figure 29: **Borders and Shading** dialog box, **Page Border** tab

You can use the **Setting** options to choose how Word applies the border to the four sides of the page, and the **Preview** box provides a preview of how your selections will appear. For example, **Shadow** places a heavier border on the right and bottom sides, making it seem like it has a shadow. You can use the options available for **Style**, **Color**, **Width**, and **Art** to customize the lines that you'll use for the borders. Use the **Apply to** option to select which pages of the document to apply the border to, and select **OK** to apply the selections to the document.

To remove page borders, return to the **Borders and Shading** dialog box and in **Setting**, select **None**.



#### Additional information

For more information about page borders, go to [Add a border to a page](#).

---

## Add a watermark to a page

A *watermark* is text or an image that displays behind the content of a document. It's typically faint so that it doesn't interfere with readability. Although you can use a watermark for many purposes (including branding with a faint logo), you often use it to identify the state of a document's completion or to notify readers about privacy. For example, you could watermark the rough draft of a report with the word "DRAFT," so that readers know it's not the finished product. Likewise, a watermark of "CONFIDENTIAL" or "DO NOT COPY" tells readers not to share or distribute the document.

Word comes with pre-defined watermark designs. To view and apply one of these, select the **Design** tab and, in the **Page Background** group, select **Watermark**, as indicated in the following screenshot.

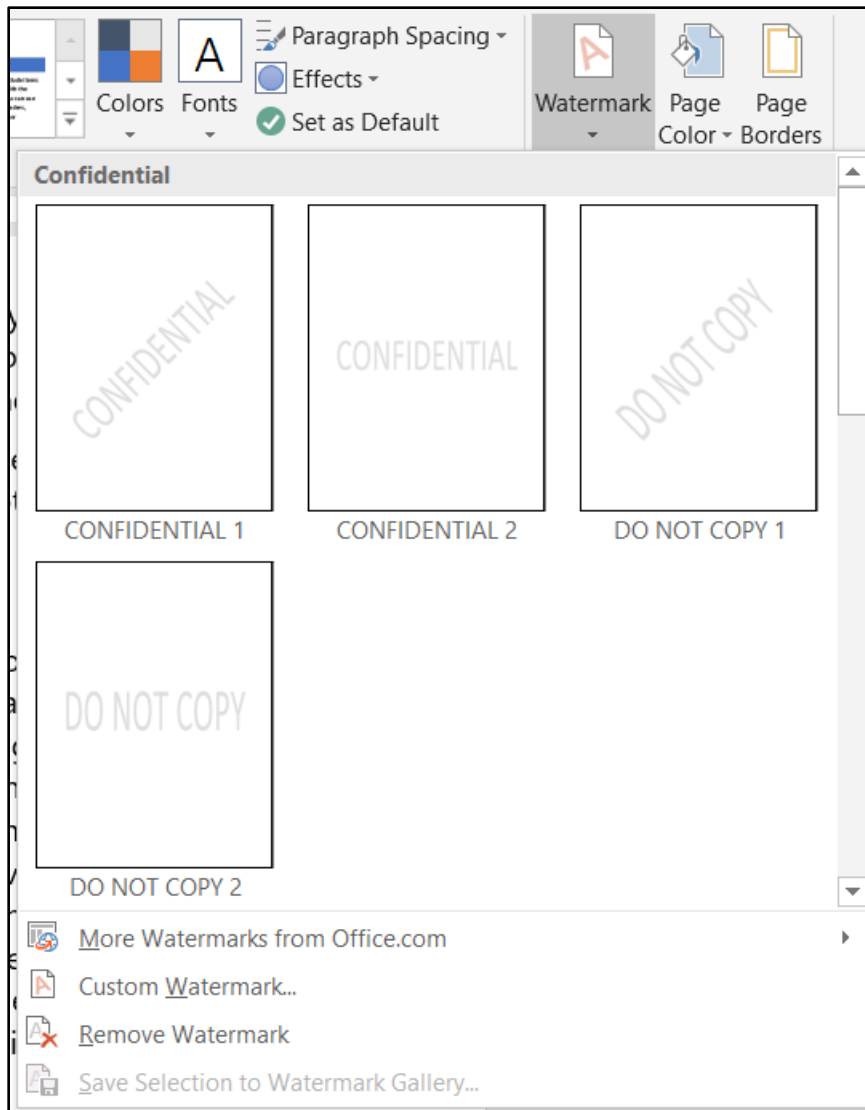


Figure 30: Options available after selecting **Watermark** in the **Page Background** group

You can also create your own watermark design by selecting **Custom Watermark**. The **Printed Watermark** dialog box opens, and provides settings you can choose for the watermark. Select **Text watermark** to access settings for the appearance of the watermark. Select **Apply** to preview your watermark, and **OK** to close the dialog box. In the following screenshot, the **Printed Watermark** dialog box has **Text watermark** selected, and DRAFT entered in the **Text** box.

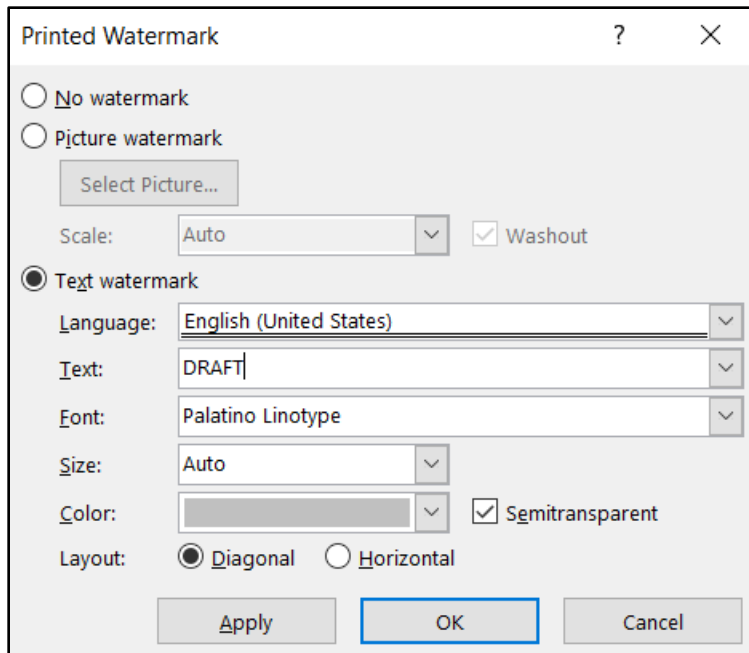


Figure 31: **Printed Watermark** dialog box with **Text** watermark selected and **DRAFT** entered as text

To remove an existing watermark, simply select **Remove Watermark**.



### Video

To review the video on watermarks, go to [Insert a watermark](#).

## Activity: Discuss and learn

In this activity, you'll take part in a teacher-led discussion about page customizations. You'll then apply a background color, border, and watermark to pages in a document.

### Resources required

You will need the following resource for this activity:

- Open **L4\_T1\_act\_company\_overview.docx** in this lesson's Learning Activity Resources.

## Activity instructions

Participate in the activity by following these instructions:

1. Participate in the discussion about different ways to customize pages in Word.
2. Follow along as the teacher demonstrates applying page colors, borders, and watermarks.

## Try-it: Customize pages



In this standalone Try-it, you'll practice customizing pages in Word. You'll add a background color, a page border, and a watermark to a page.

## Resources

You will need the following resource for this Try-it:

- Open **L4\_T1\_try\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

## Instructions

The following steps are the general tasks that you'll need to perform during this Try-it:

1. Set the page color to a color of your choice.
2. Apply a page border using the **Shadow** setting.
3. Create a watermark that prints your name diagonally in the document. Select a color that ensures your watermark is visible without disrupting readability.

# Topic 2: Insert and modify headers and footers



Every Word document has areas at the top and bottom of each page that are separate from the regular document content. The area at the top is the *header*, and the area at the bottom is the *footer*. You can configure these areas to display information such as page numbers on all or just some of the pages. Headers and footers often include other information about the document itself as well, such as the document title, author's name, or date of publication. Some style guidelines such as MLA might even require you to use the header or footer for specific information.

## Insert a built-in header and footer

To insert a header, from the **Insert** tab, in the **Header & Footer** group, select **Header**. Then, select the built-in header you want. The following screenshot depicts the available **Built-in** header options.

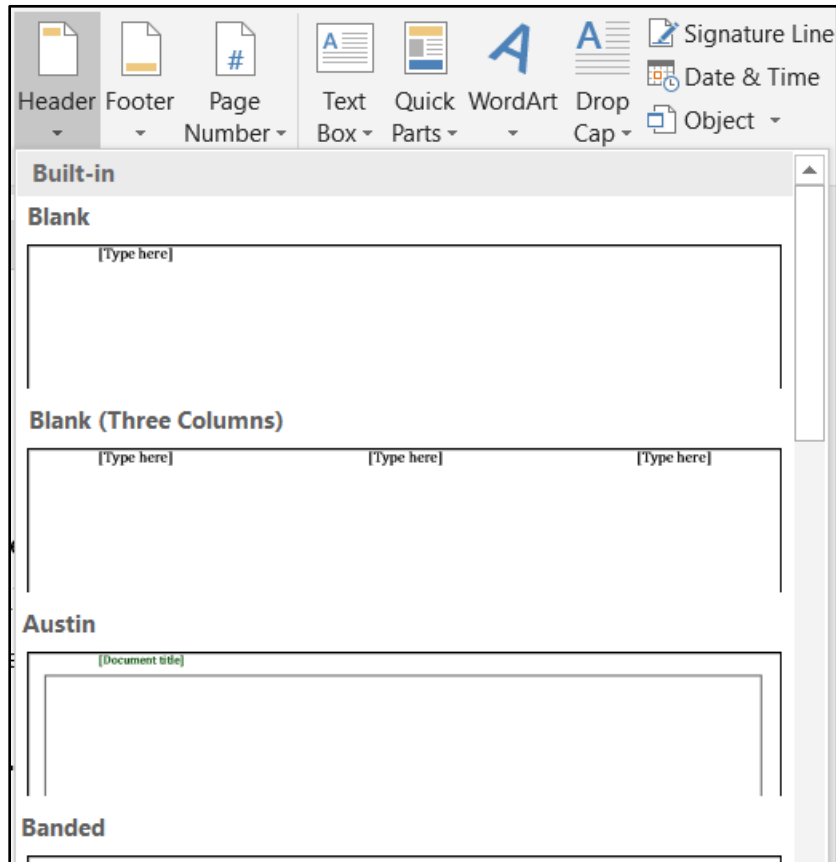


Figure 32: Built-in header options

After selecting a header, you can add or change the header's text. When you're editing the header text, the **Header & Footer Tools Design** tab will display on the ribbon. However, you won't be able to edit content in the main body of your document until you exit the header or footer. To exit, once you finish editing the header, in the **Close** group on the **Header & Footer Tools Design** tab, select **Close Header and Footer**, as demonstrated in the following screenshot.

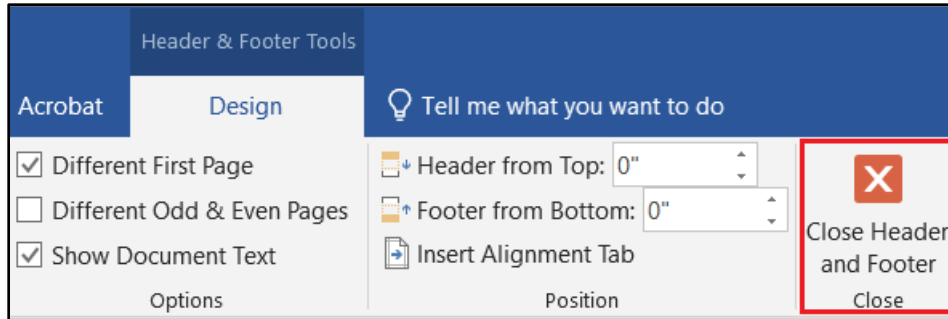


Figure 33: A part of the **Header & Footer Tools Design** tab with **Close Header and Footer** highlighted

To insert a footer, select the **Insert** tab on the ribbon. Then, in the **Header & Footer** group, select **Footer**. Select the built-in footer you want. As with a header, you'll be able to add or edit text in the footer. When you finish, select **Close Header and Footer**.



### Additional information

For more information and to review the video on inserting headers and footers, go to [Insert a header or footer](#).

## Customize headers and footers

Some built-in headers and footers include dynamic information about the document, such as the document title (from the document **Properties** page) or the page number. You can also customize the header and footer with your own information.

To customize your header or footer, double-click the header or footer you want to edit. Alternatively, you can also select the **Insert** tab, go to the **Header & Footer** group, select **Header** or **Footer**, and then select **Edit Header** or **Edit Footer**. The following screenshot has **Edit Footer** highlighted.

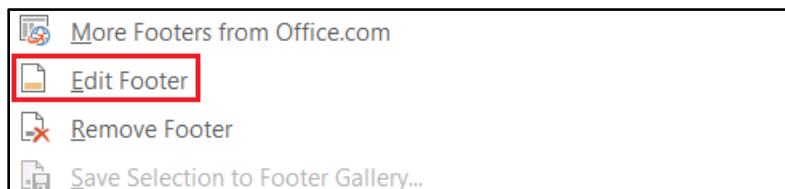


Figure 34: **Edit Footer**



The **Header & Footer Tools Design** tab has tools for adding elements to your header or footer. To add the page number, in the **Header & Footer** group, select **Page Number**, and then use the available options to place the page number in the desired location. For example, the **Plain Number 2** option adds the current page number in the center of the header. **Plain Number 1** and **Plain Number 3** place the page number on the left and right of the header, respectively.

In the following screenshot, **Page Number**, with **Top of Page** and **Plain Number 2** are selected.

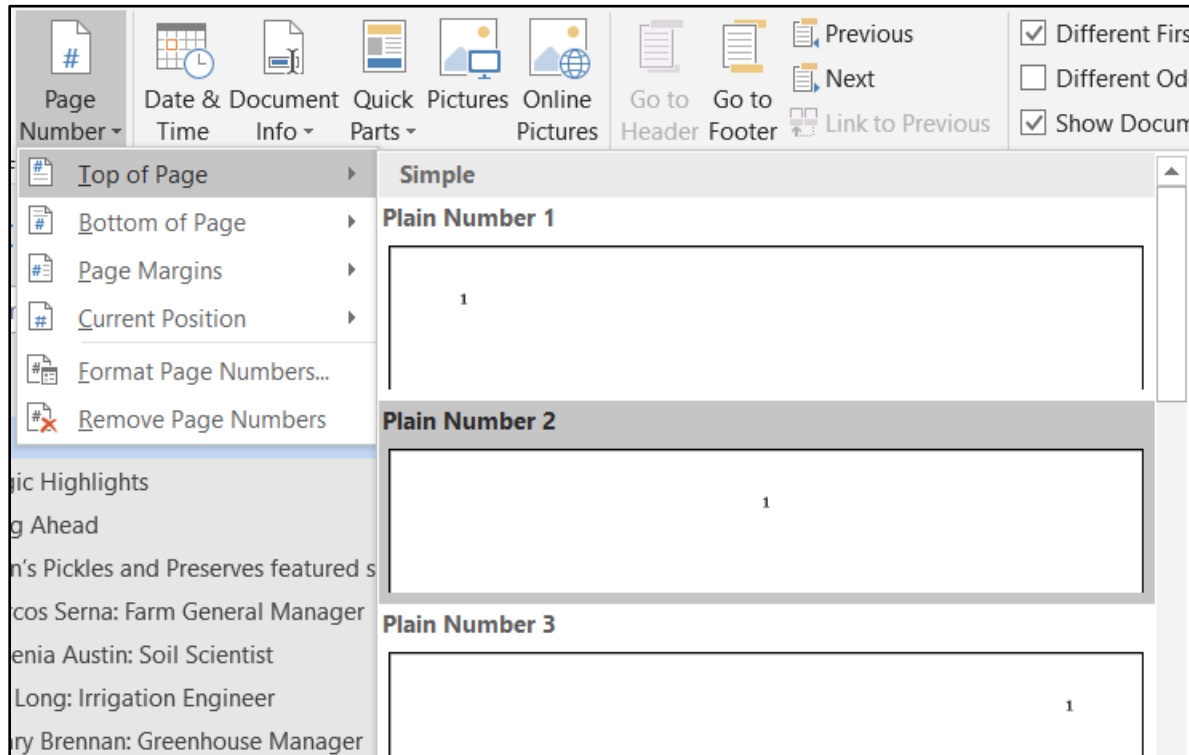


Figure 35: **Page Number** with **Top of Page** and **Plain Number 2** selected



### Additional information

For more information on modifying a header or footer, go to [Edit your existing headers and footers](#).

## Activity: Show and tell

In this activity, you'll work in a group to add, insert, and edit headers and footers in a document on the teacher's computer.

### Resources required

You will need the following resource for this activity:

- Open **L4\_T2\_act\_company\_overview.docx** in this lesson's Learning Activity Resources.

### Activity instructions

As directed by the teacher, take part when it's your turn to insert or edit a header or footer on the teacher's computer.

## Try-it: Insert and modify headers and footers



In this leveled Try-it, you'll practice inserting built-in headers and footers, in addition to customizing headers and footers to display additional information.

### Try-it 1

In this activity, you'll insert a built-in header and footer in a document.

### Resources

You will need the following resource for this Try-it:

- Open **L4\_T2\_try1\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

### Instructions

The following steps are the general tasks that you'll need to perform during this Try-it:

1. Add the built-in heading **Integral** to the document.
2. Add a footer using the built-in style **Blank (Three Columns)**.
3. In the left (first) column of the footer, enter your name in place of the **[Type here]** placeholder. Delete the placeholder text in the middle and right columns.

### Try-it 2

In this Try-it, you'll practice modifying a footer.

## Resources

You will need the following resource for this Try-it:

- Open **L4\_T2\_try2\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

## Instructions

The following steps are the general tasks that you'll need to perform during this Try-it:

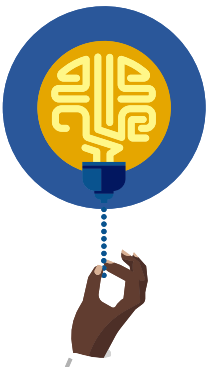
1. Edit the footer, which has three columns. Note that only the column on the left side (the first column) has text.
2. In the middle column of the footer, add a field to display the current date.
3. Select the column on the right side (the third column) of the footer, and then add the page number at your current position.

# Topic 3: Set up your document for printing



Before printing your document, you should confirm that the document will print as you expect. This will reduce wasted paper, ink, and time. Word has a print preview feature that displays how the document will print. You should use it to ensure that the document appears how you want it to before printing.

To open the print preview and configure options for printing, select the **File** tab, and then select **Print** to access the **Backstage** view. Your document will display how it will print. You can also use the print preview to zoom in and zoom out by using the **Zoom** slider on the status bar. In the options pane on the left side, you can manage the print settings for the current document.



### Did you know?

If you customize the Quick Access Toolbar to include the **Print** and print preview options, you can more easily access the print preview options, and then make selections to print your document.

Once you're in print preview, you can use the **Esc** key on your keyboard to quickly close this feature and take you back to your document.

## Print settings

Page and printing settings are available in the **Settings** pane of the print preview window. On the bottom part of this pane is a link to the **Page Setup** dialog box. From here you can change the page settings without needing to access the **Layout** tab to manage these features.

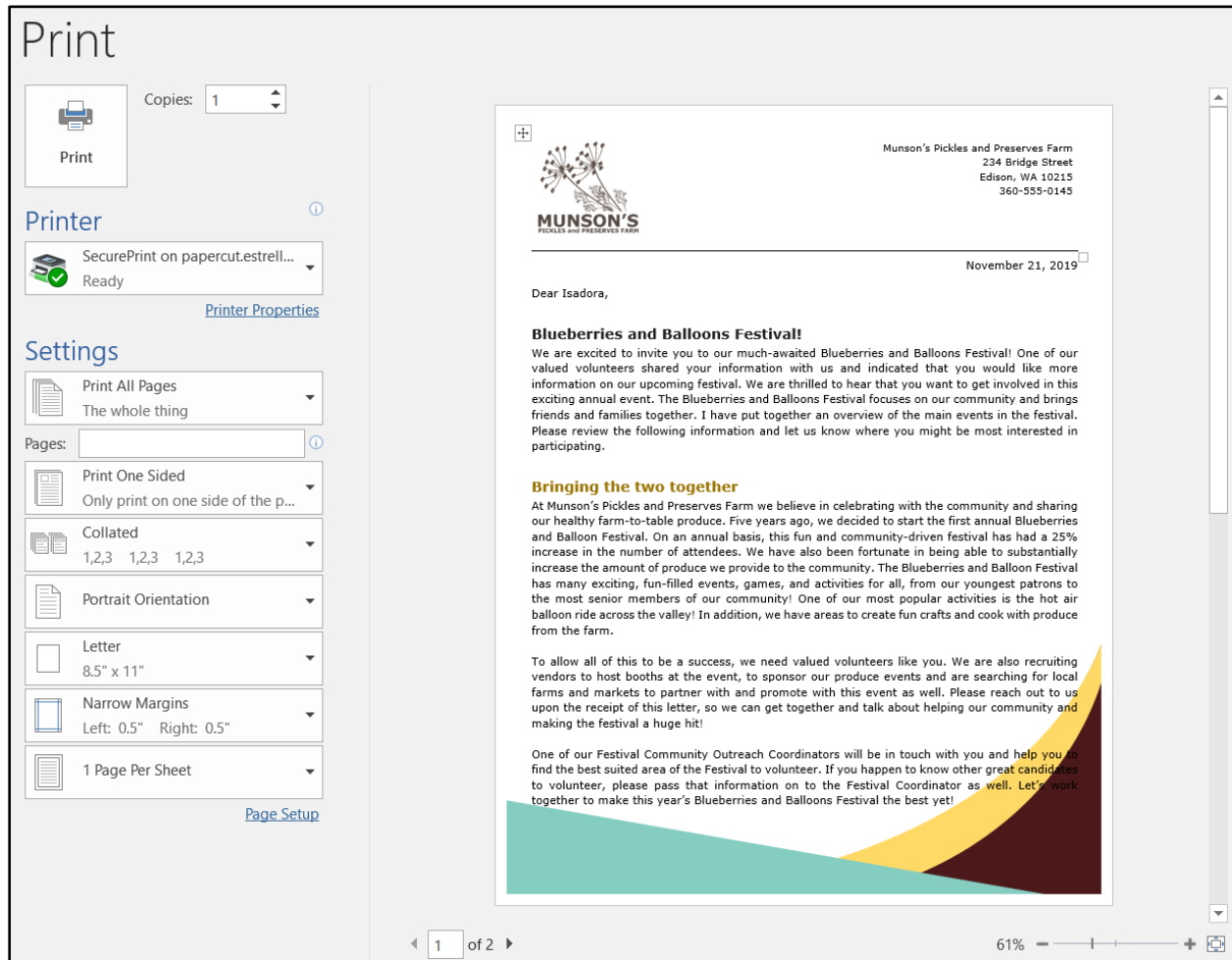


Figure 36: The **Print** pane in the **Backstage** view

You can use **Settings** to manage a variety of options:

- Select the pages you want to print.
- Choose whether to print one side or both sides if your printer supports it.
- Select landscape or portrait orientation and observe the effect of the change in the preview.
- Customize the paper size for printing.
- Manage the margin sizes for the document and observe those changes in the preview.



### Additional information

For more information on printing a document in Word, go to [Print a document in Word](#).

---

After configuring these options, select a printer, set the number of copies to print, and then select **Print** to print a hard copy of your document.

## Activity: Preview and select

In this activity, the teacher will demonstrate how to use print preview and how to change print settings.

### Resources required

You will need the following resource for this activity:

- Open **L4\_T3\_act\_company\_overview.docx** in this lesson's Learning Activity Resources.

### Activity instructions

Follow along as the teacher demonstrates using print preview and print settings.

## Try-it: Set up your document for printing



In this standalone Try-it, you'll practice using print preview to understand how a document will look prior to printing.

### Resources

You will need the following resource for this Try-it:

- Open **L4\_T3\_try\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

### Instructions

The following steps are the general tasks that you'll need to perform during this Try-it:

1. Open the print preview for this document. Note that the section on pumpkins spreads across two pages.
2. Exit the print preview and in the document add a page break before the "Pumpkins" heading.
3. Return to print preview and ensure that the section now stays together on one page.

# Wrap-up

Use these questions to check what you learned in this lesson:

1. What is a typical use for a watermark?

*Select the correct option.*

- a. To indicate the author's name
- b. To place a frame around the borders of a page
- c. To display the current page number
- d. To share information about the state or status of the document

2. What happens if you double-click on a header?

*Select the correct option.*

- a. You remove the header.
- b. You can edit the header.
- c. The **Insert Header** dialog box appears.
- d. Nothing.

3. What is a watermark?

*Select the correct option.*

- a. The dimmed-out view when editing a header or footer
- b. A faint image or text behind the main content of a document
- c. A print preview setting to reduce ink usage
- d. A built-in option for headers and footers

4. Where can you find the command for creating a header or footer?

*Select the correct option.*

- a. On the context menu
- b. In the print preview window
- c. On the **Insert** tab
- d. On the **Design** tab
- e. On the **Review** tab

# Lesson 5: Checking for document issues

## Overview

In this module, you'll learn about reviewing some important areas prior to publishing or sharing your document. You'll learn how to view and edit metadata, and use a tool to remove metadata with personal information. You'll also ensure that people with older versions of Word and people who use assistive technology can use your document.



### Video

Why is it important to make sure a document is accessible to people with disabilities? Review the video [Creating for everyone](#). What are the two things that stood out for you?

---

## Warm-up

Use these questions to find out what you already know about this lesson's topics:

1. Word stores metadata as \_\_\_\_\_.  
*Fill in the blank space.*
2. Which of the following tools helps ensure your document will open in older versions of Word?  
*Select the correct option.*
  - a. Accessibility Checker
  - b. Compatibility Checker
  - c. Editor pane
  - d. Document Inspector
3. \_\_\_\_\_ refers to how well people who use assistive technology can use a document.  
*Fill in the blank space.*

4. Where can you find many tools for finalizing a document?

*Select all that apply.*

- a. On the **Info** page from the **File** tab
- b. On the **References** tab
- c. In the **Editor** pane

## Topic 1: View and edit basic document properties



Word keeps a variety of details about your documents, many of which are available to you as *properties*. The user inputs and maintains some properties, such as the document title and keywords describing the document. Word automatically updates other properties, such as the time and date of file creation and the people who have worked on the document. You can also make properties of your own.

Properties can make it much easier to organize and find your files. For example, you can search for documents based on keywords and document title. The dates and times of the file can help ensure you're looking at the correct version of the document.

Document properties, whether they are maintained by the user or by Word, are a form of *metadata*--which is information about the file itself.

To view document properties, select the **File** tab, and then select **Info**. The following screenshot depicts the document properties screen that opens.



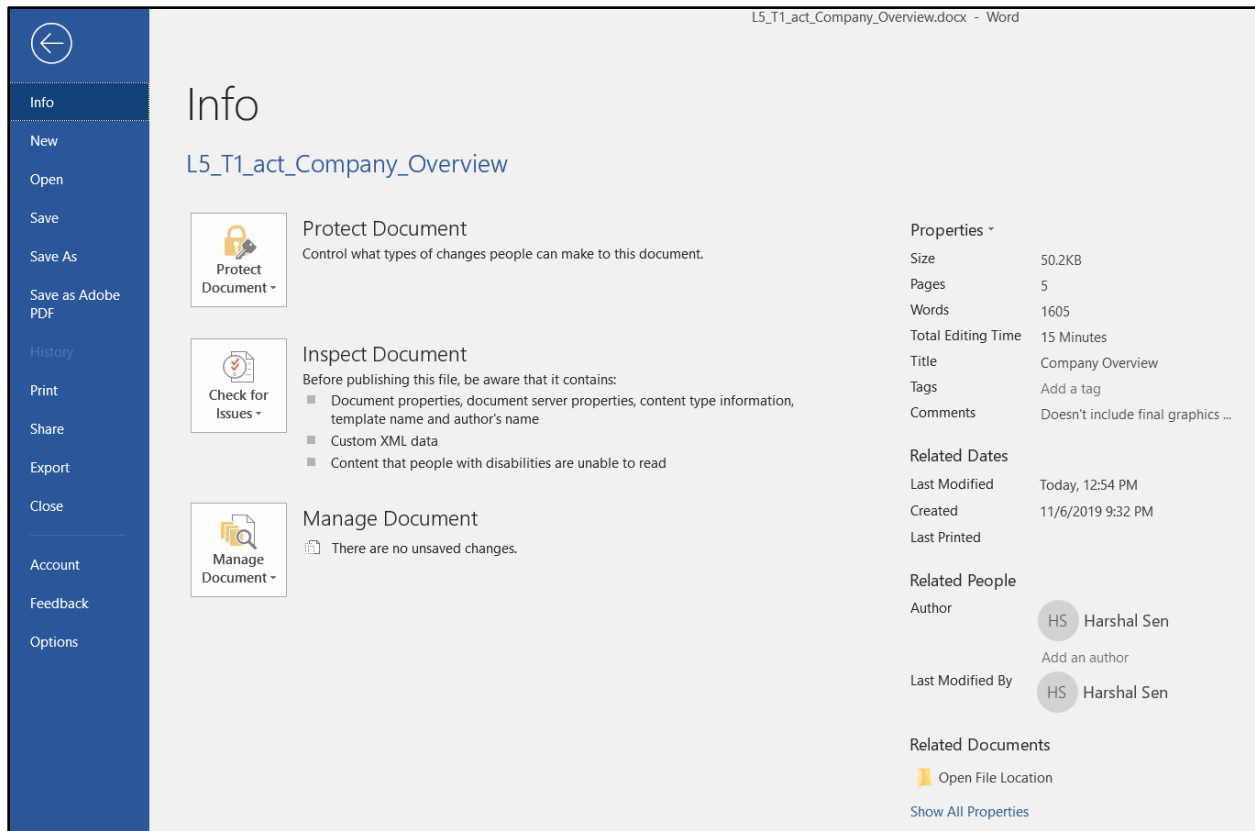


Figure 37: Document properties screen

To edit properties, select the property you wish to change, and then enter the new text. Some properties such as **Author** require you to right-click or access the context menu, and then select **Remove** or **Edit**.

By default, Word displays some of the most common and useful properties on the **Info** page. However, more properties are available if you select **Show All Properties**.

Additionally, you can access the **Document Properties** dialog box by selecting the arrow next to **Properties**, and then selecting **Advanced Properties**. The following screenshot is of the **Advanced Properties** that are available after selecting the **Properties** drop-down.

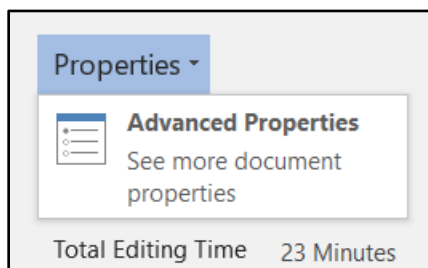


Figure 38: **Advanced Properties** available after selecting the **Properties** drop-down

The **Document Properties** dialog box includes the following five tabs, as reflected in the following screenshot:

- The **Summary** tab provides options to manually enter text into the fields available, beginning with the **Title**.
- The **General** tab provides you with the general metadata properties that Word manages.
- The **Statistics** tab displays the most up-to-date information about the file that the app updates automatically.
- The **Contents** tab has an overview of the section headings in your document.
- The **Custom** tab includes options to specify properties of your own.

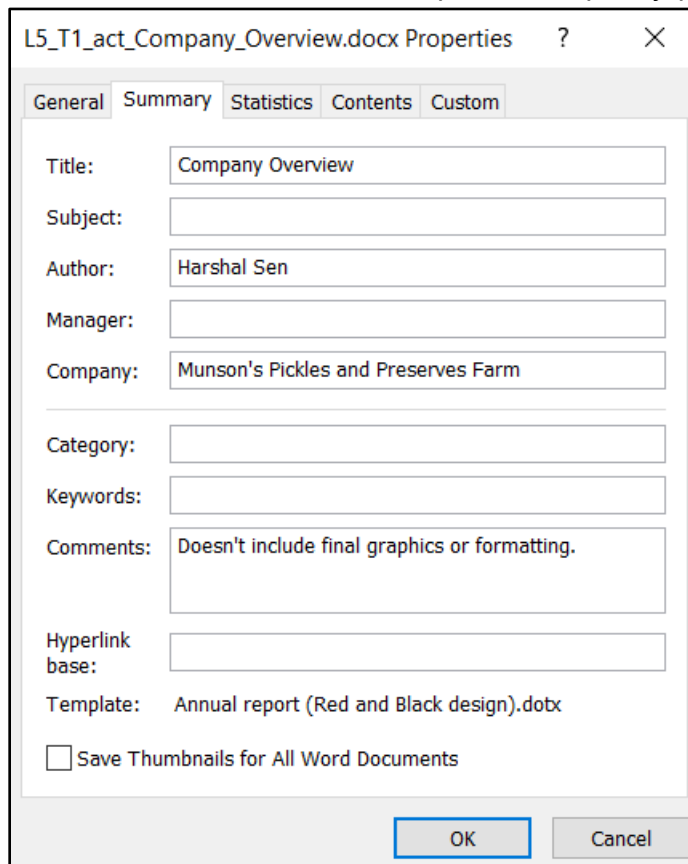
The screenshot shows the 'Document Properties' dialog box for the file 'L5\_T1\_act\_Company\_Overview.docx'. The 'Summary' tab is selected, showing fields for Title, Subject, Author, Manager, Company, Category, Keywords, Comments, Hyperlink base, and Template. The 'Title' field contains 'Company Overview', 'Author' contains 'Harshal Sen', and 'Company' contains 'Munson's Pickles and Preserves Farm'. The 'Comments' field contains 'Doesn't include final graphics or formatting.' The 'Template' field shows 'Annual report (Red and Black design).dotx'. There is an unchecked checkbox for 'Save Thumbnails for All Word Documents' and 'OK' and 'Cancel' buttons at the bottom.

Figure 39: The **Document Properties** dialog box with the **Summary** tab selected



### Additional information

For more information on how to view or change the properties for an Office file, go to [View or change the properties for an Office file](#).

## Activity: Demonstration

In this activity, the teacher will demonstrate how to view and change Word metadata.

### Resources required

You will need the following resource for this activity:

- Open **L5\_T1\_act\_company\_overview.docx** in this lesson's Learning Activity Resources.

### Activity instructions

Follow along as the teacher demonstrates different ways to access and change document properties in Word.

## Try-it: View and edit basic document properties



In this standalone Try-it, you'll practice editing Word metadata.

### Resources

You will need the following resource for this Try-it:

- Open **L5\_T1\_try\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

### Instructions

The following steps are the general tasks that you'll need to perform during this Try-it:

1. Edit the **Title** property to **Munson's - Quarterly Report**.
2. Edit the **Company** property to **Munson's Pickles and Preserves Farm**.
3. Edit the **Keywords** property to **report, quarterly, and quarterlies**.

## Topic 2: Check for hidden data and personal information



Before sharing a document, you may want to remove some metadata. In some cases, the information is simply distracting or not necessary, such as revision marks from tracked changes or a watermark used prior to finishing the document. In other cases, the data may have personally identifiable information that you should remove for the privacy of people who worked on the file.

You should review the metadata prior to sharing it with colleagues, clients, or classmates. A tool called the **Document Inspector** can help find and remove these pieces of data.

It's important to use **Document Inspector** on a *copy* of your document and not the original. It can remove data that is impossible to restore.

Begin by saving a copy of your document: select **File**, then **Save As**, and then enter a name in the **File name** box. After you've created a new copy, continue.

Select the **File** tab, and then select **Info**. Select **Check for Issues**, and then select **Inspect Document** to open the **Document Inspector** dialog box. The following screenshot depicts the **Inspect Document** option.

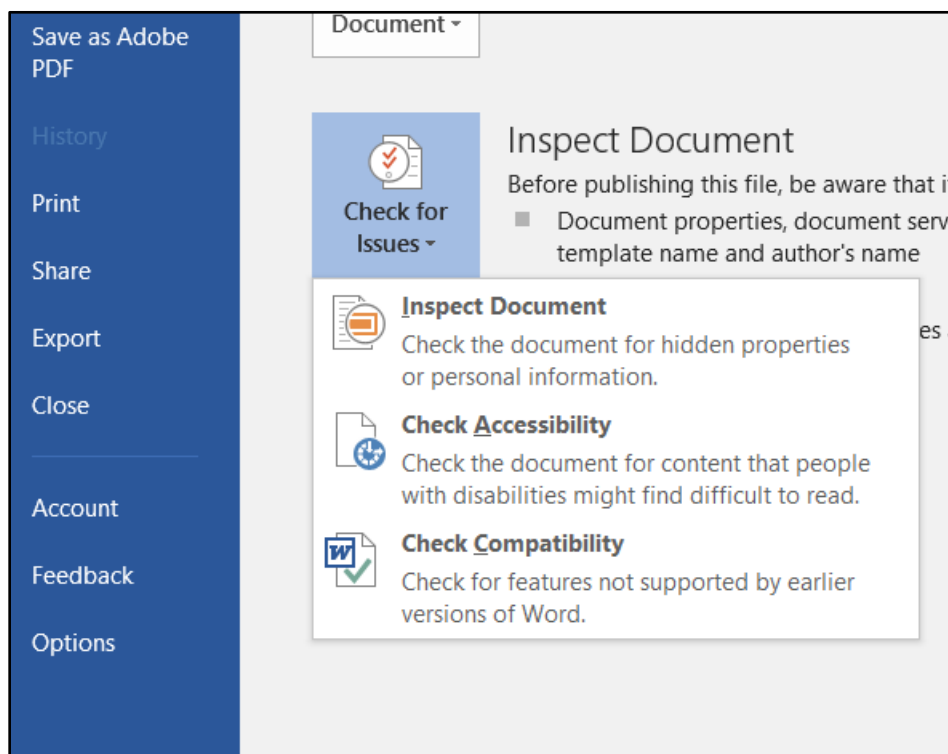


Figure 40: The **Inspect Document** option on the **File Info** page

You can use the **Document Inspector** dialog box to select the types of hidden data that you want to review. Select **Inspect** to continue to the **Document Inspector** dialog box, as depicted in the following screenshot.

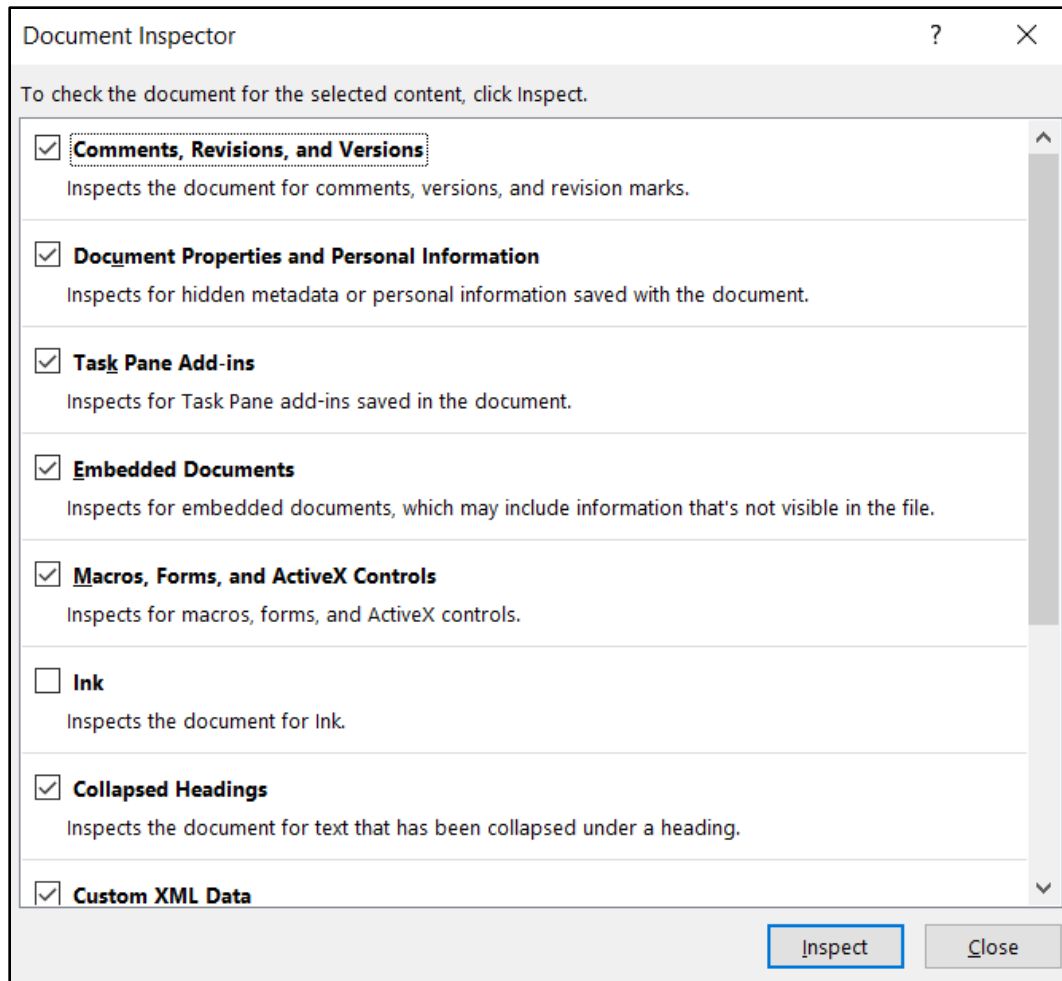


Figure 41: The **Document Inspector** dialog box

Upon completion of the inspection, the **Document Inspector** will display a summary of the results. The following screenshot depicts an example of the results from the **Document Inspector**.

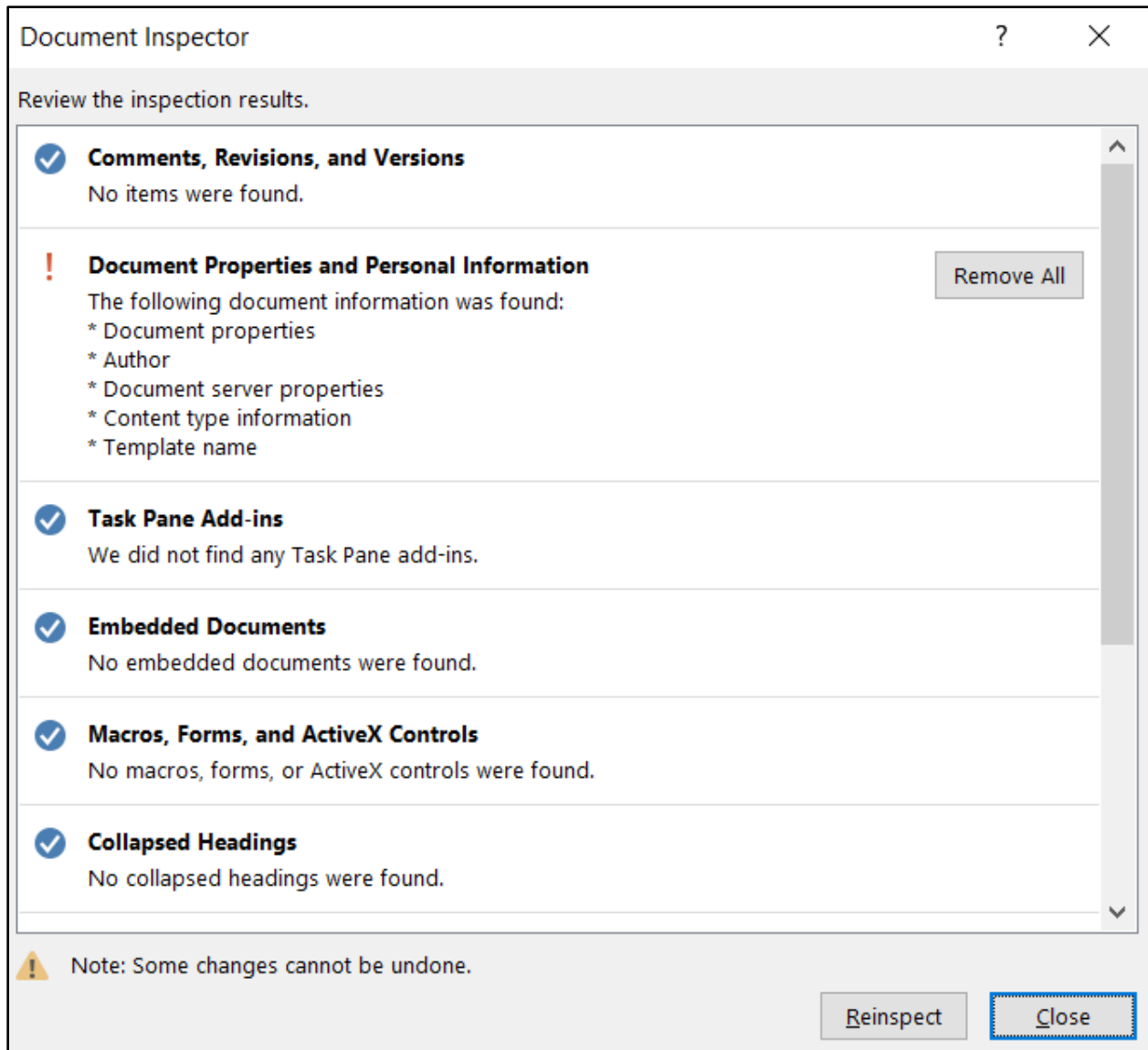


Figure 42: Sample of results from the Document Inspector

For each type of metadata you want to remove from the document, select **Remove All**. Remember though, that you cannot use the **Undo** feature to restore data that you remove through this process.



### Additional information

For more information on personal and hidden information in Microsoft Office, go to [Remove hidden data and personal information by inspecting documents, presentations, or workbooks](#).

## Activity: Watch me first

In this activity, the teacher will demonstrate inspecting a Word document and removing hidden data from it.

### Resources required

You will need the following resource for this activity:

- Open **L5\_T2\_act\_company\_overview.docx** in this lesson's Learning Activity Resources.

### Activity instructions

Participate in the activity by following these instructions:

1. Observe as the teacher inspects the document for hidden data.
2. Participate in the discussion about the importance of this process.
3. Follow along as the teacher removes selected metadata from the file.

## Try-it: Check for hidden data and personal information



In this leveled Try-it, you'll inspect documents for hidden data. You'll remove personally identifiable information, and comments left by people who worked on the file.

### Try-it 1

In this Try-it, you'll remove personally identifiable information from a document.

### Resources

You will need the following resource for this Try-it:

- Open **L5\_T2\_try1\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

### Instructions

The following steps are the general tasks that you'll need to perform during this Try-it:

1. Save a copy of the file so you have a backup.
2. Inspect the document for hidden data.
3. Remove all document properties and personal information.

## Try-it 2

In this Try-it, you'll remove only the comments left in a document by people who contributed to the file.

### Resources

You will need the following resource for this Try-it:

- Open **L5\_T2\_try2\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

### Instructions

The following steps are the general tasks that you'll need to perform during this Try-it:

1. Save a copy of the file so you have a backup.
2. Inspect the document for hidden data.
3. Remove all comments, revisions, and versions.

## Topic 3: Check for compatibility



Before sharing a document, you might want to verify that the document and its contents are compatible with earlier versions of Word. For example, you may create a file in Word 2019 with objects and elements available in the newest version, but you may have customers using an older version of Word that doesn't support those elements.

Use the **Compatibility Checker** to examine the document for compatibility issues. Select the **File** tab, and then select **Info**. Next, select **Check for Issues**, and then select **Check Compatibility**. The following screenshot depicts the **Check for Issues** options with **Check Compatibility** highlighted.



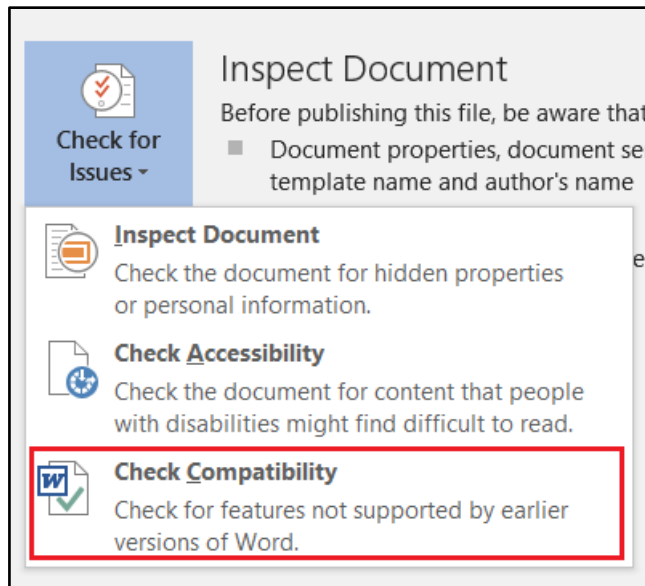


Figure 43: **Check for Issues** options with **Check Compatibility** highlighted

The **Compatibility Checker** dialog box indicates which elements in the file are not compatible. The **Summary** lists each incompatible element or feature found in your document. To learn exactly which versions are affected by the incompatibility, select **Select versions to show**, and select the version or versions you want to include, as demonstrated in the following screenshot.

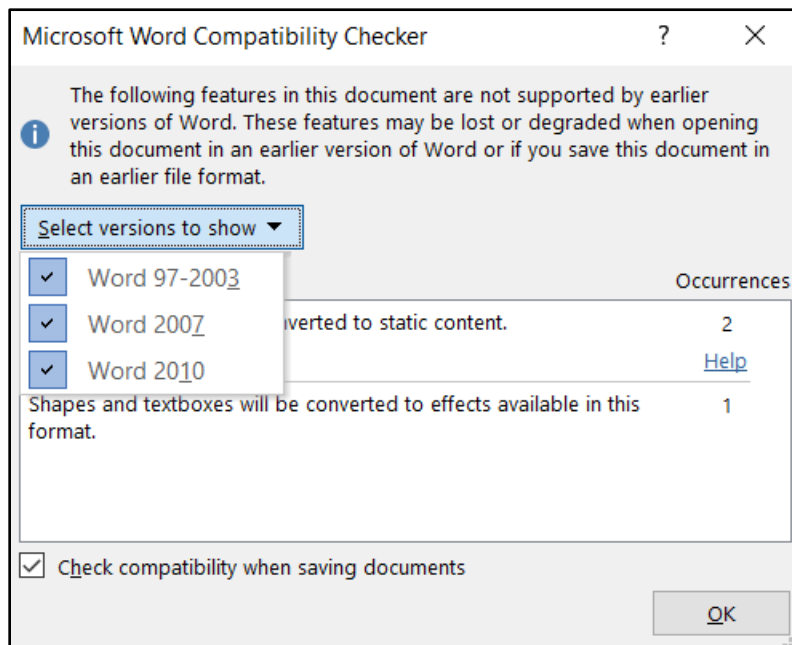


Figure 44: The **Compatibility Checker** dialog box with **Select versions to show** selected

Based on the information in the dialog box, you can make decisions about your content. In some cases, you may want to change how you present information or infographics, or you may decide that the degradation is acceptable.

If you're wondering why you need to worry about older versions, think about the file's intended audience. If they aren't part of your organization, they might not be using the same version of Word. If you share a file with known incompatibilities, you run the risk of those users not being able to use or view it as you intended.



### Additional information

For additional information on the compatibility checker, go to [Check file compatibility with earlier versions](#).

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## Activity: Show and tell

In this activity, the teacher will demonstrate how to use the Thesaurus.

### Resources required

You will need the following resource for this activity:

- Open **L5\_T3\_act\_company\_overview.docx** in this lesson's Learning Activity Resources.

### Activity instructions

Follow along as the teacher demonstrates the **Compatibility Checker** and changes the document to improve compatibility.

## Try-it: Check for compatibility



In this standalone Try-it, you'll check a document for compatibility issues and make a change to improve compatibility.

### Resources

You will need the following resource for this Try-it:

- Open **L5\_T3\_try\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

## Instructions

The following steps are the general tasks that you'll need to perform during this Try-it:

1. Check the document for compatibility issues.
2. Resolve the issue by replacing the incompatible feature with an image of the same content, which you can find at the end of the document.

## Topic 4: Check for accessibility issues



In the modern workplace, technology helps make content available to a wider audience than ever before. It's important that the content you create is available to and useable by as many people as possible, regardless of abilities. The term for this is *accessibility*, and It's critical to ensure that your documents can reach as many people as possible. Munson's is committed to providing products for everyone in the community, which makes accessibility especially important!

For example, people with disabilities often use assistive technology, such as screen readers, to access Word documents and many other types of files as well. A *screen reader* is software that reads content in a document aloud for people who might have difficulty seeing or reading text on a computer monitor.

### Use the Accessibility Checker

To help find potential issues, Word offers a feature called the **Accessibility Checker**, which scans the document for content that people with disabilities might find difficult to read. To access the **Accessibility Checker**, select **File**, select **Info**, select **Check for Issues**, and then select **Accessibility Checker**. The following screenshot depicts the **Check for Issues** options with **Check Accessibility** highlighted.

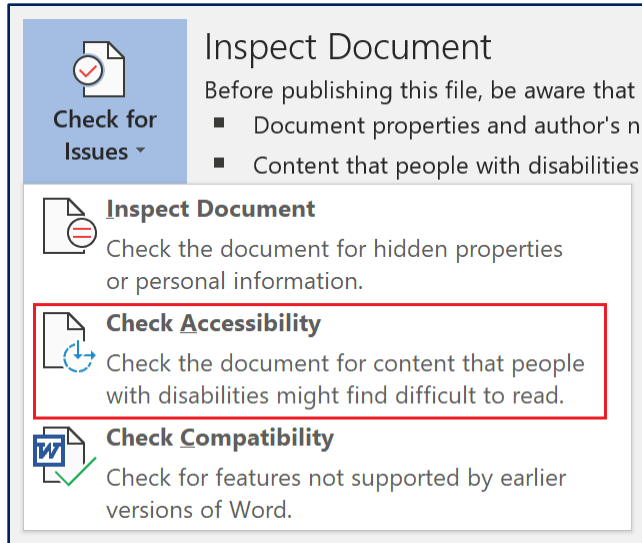


Figure 45: **Check for Issues** options with **Check Accessibility** highlighted

Another, perhaps easier way to access the **Accessibility Checker** is from the ribbon. Select the **Review** tab, and then in the **Accessibility** group, select **Check Accessibility** as in the following screenshot.

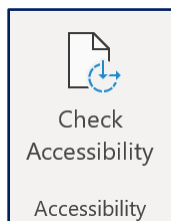
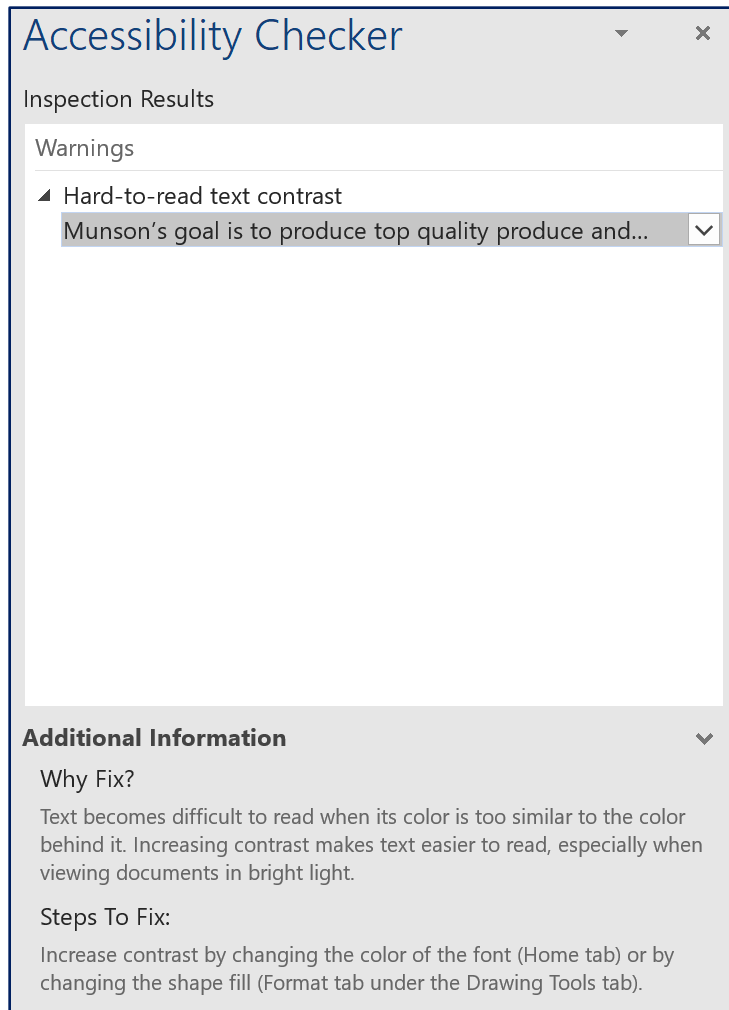


Figure 46: **Check Accessibility** in the **Accessibility** group

Either method will open the **Check Accessibility** pane, which lists all the found accessibility issues in **Inspection Results**. When you select an issue, **Additional Information** presents details about why it's a problem, and how to fix it. The following screenshot depicts the **Accessibility Checker** pane with a sample problem selected, and **Additional Information** explaining why it's a problem.



*Figure 47: The **Accessibility Checker** pane with a sample problem selected to show **Additional Information***

**Inspection Results** are grouped into the following categories based on the severity of the issue:

- *Errors* are the highest level of severity. Items from your document that are in this category highlight what people with disabilities will not be able to access with screen readers. Specific issues in this category are typically related to a lack of alternative text, missing table headings, and formatting that doesn't meet accessibility requirements.
- *Warnings* are a sign of elements and objects in your document that might be difficult for those with disabilities to read. These can include text wrapping, hyperlinks that don't have screen tips, and improper heading labels.

- *Tips* provide you with areas where you could improve accessibility within your document. The areas highlighted in this section can vary, but might include the use of closed captions, using a hierarchy order for styles headings, and not using watermarks.



### **Additional information**

For additional information on the Accessibility Checker, go to [Improve accessibility with the Accessibility Checker](#).

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### **Additional information**

For additional information on the general accessibility tips and suggestions, go to [Make your Word documents accessible to people with disabilities](#).

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## **Activity: Show me how**

In this activity, the teacher will guide you through completing an accessibility check and addressing common accessibility issues.

### **Resources required**

You will need the following resource for this activity:

- Open **L5\_T4\_act\_company\_overview.docx** in this lesson's Learning Activity Resources.

### **Activity instructions**

Participate in the activity by following these instructions:

1. Complete an accessibility check as directed by the teacher.
2. Correct all accessibility issues as directed by the teacher.

## **Try-it: Check for accessibility issues**



In this standalone Try-it, you will scan a document for accessibility issues and address the problems listed in the results.

## Resources

You will need the following resource for this Try-it:

- Open **L5\_T4\_try\_quarterly\_report\_starter.docx** in this lesson's Learning Activity Resources.

## Instructions

Scan the document for accessibility issues and correct any issues you find.

## Wrap-up

Use these questions to check what you learned in this lesson:

1. Which of the following can you address with the **Document Inspector**?  
*Select all that apply.*
  - a. Personally, identifiable information stored in metadata
  - b. Accessibility issues, such as missing Alt Text
  - c. Excessive repetition of words and phrases in the document
  - d. Comments and revisions left in the document
2. Be sure to \_\_\_\_\_ before using the **Document Inspector**.  
*Fill in the blank space.*
3. Which of the following might you find with the **Accessibility Checker**?  
*Select all that apply.*
  - a. Missing Alt Text
  - b. The use of objects not compatible with older files
  - c. Comments containing personal information
  - d. Problems with color contrast
  - e. Blank document properties

4. Which of the following are valid reasons for using document properties?

*Select all that apply.*

- a. Organizing your files
- b. Making files easier to search
- c. Ensuring compatibility with older versions of Word
- d. Protecting the identity of people who worked on the file

# Glossary

|                          |                                                                                                                     |
|--------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Accessibility</b>     | The quality of being usable by everyone, including people with disabilities and users of assistive technology.      |
| <b>Bibliography</b>      | A detailed list of sources used in the document.                                                                    |
| <b>Citation</b>          | A reference to the original source of an idea.                                                                      |
| <b>Document Property</b> | The tool Word uses to store and maintain metadata, or information about the document.                               |
| <b>Endnote</b>           | A reference at the end of the document.                                                                             |
| <b>Footer</b>            | An area at the bottom of each page.                                                                                 |
| <b>Footnote</b>          | A reference at the end of the page.                                                                                 |
| <b>Header</b>            | An area at the top of each page.                                                                                    |
| <b>Proofing</b>          | The process of checking a document for errors, such as misspelled words, incorrect punctuation, and flawed grammar. |
| <b>Table of Contents</b> | A brief list of the major sections in a document, typically found at the beginning of the text.                     |
| <b>Thesaurus</b>         | A tool that suggests synonyms.                                                                                      |
| <b>Watermark</b>         | Text or an image that you apply behind the content of a document.                                                   |

*Table 2: Glossary terms and definitions*



# Cornerstone

## Overview

In this cornerstone, you'll finalize the Farm-to-Table Cookbook and the Food Catalog by adding a table of contents, footnotes, and endnotes, as necessary. You'll manage and cite references in the Food Catalog, and you'll create a bibliography of those sources. You'll also use proofing tools to catch lingering spelling and grammar errors, and you'll check for any issues with compatibility or accessibility.

## Objectives

The following table outlines the Cornerstone objectives and their corresponding MOS exam objectives.

|                                                              |                                                                                                                                                   |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Update document metadata</b>                              | <ul style="list-style-type: none"> <li>• 1.3.2: Modify basic document properties</li> </ul>                                                       |
| <b>Insert and modify headers and footers</b>                 | <ul style="list-style-type: none"> <li>• 1.1.3: Insert and modify headers and footers</li> </ul>                                                  |
| <b>Create and update a table of contents</b>                 | <ul style="list-style-type: none"> <li>• 4.2.1: Insert tables of contents</li> <li>• 4.2.2: Customize tables of contents</li> </ul>               |
| <b>Insert and modify footnotes</b>                           | <ul style="list-style-type: none"> <li>• 4.1.1: Insert footnotes and endnotes</li> <li>• 4.1.2: Modify footnote and endnote properties</li> </ul> |
| <b>Check for spelling, grammar, and accessibility issues</b> | <ul style="list-style-type: none"> <li>• 1.4.2: Locate and correct accessibility issues</li> </ul>                                                |
| <b>Add and update bibliography sources</b>                   | <ul style="list-style-type: none"> <li>• 4.1.3: Create and modify bibliography citation sources</li> </ul>                                        |
| <b>Insert an in-text citation and a bibliography</b>         | <ul style="list-style-type: none"> <li>• 4.1.4: Insert citations for bibliographies</li> <li>• 4.2.3: Insert bibliographies</li> </ul>            |

Customize the pages

- 1.1.4: Configure page background elements

Use the Thesaurus and resolve compatibility issues

- 1.4.3: Locate and correct compatibility issues

*Table 3: Cornerstone objectives*

## Duration

50 minutes

## Instructions

1. Complete the following tasks for each file.
2. When saving your file, add your name to the end of the filename, for example: "Cornerstone\_Cookbook\_Dwayne\_Espino." Follow your teacher's directions for where to save your files.
3. When you're done with the Cornerstone, assess your completion and enter the points you think you earned within the following task lists. You can ask for help from your teacher if required.

## Tasks

You will work with two files in this Cornerstone. The following steps are the tasks you need to complete within each file.

### File 1: Cornerstone\_cookbook\_starter.docx

#### Task: Add metadata (2 points)

1. Open **Cornerstone\_cookbook\_starter.docx**, and access the document properties. Edit the Title property to **Farm-to-Table Cookbook**. (1 point) (Exam objective 1.3.2)
2. Edit the Company property to **Munson's Pickles and Preserves Farm**. (1 point) (Exam objective 1.3.2)

Points scored: \_\_\_\_\_ / 2

### Task: Insert and modify headers and footers (4 points)

1. Add a header to the document using the built-in header style **Sideline**. It should display the Title property from the previous task. (1 point) (Exam objective 1.1.3)
2. Modify the header so that it doesn't appear on the first page of the cookbook, since that is going to be the cover. (1 point) (Exam objective 1.1.3)
3. Create a footer with page numbers on the right side of the page. (2 points) (Exam objective 1.1.3)

Points scored: \_\_\_\_\_ / 4

### Task: Create and update a Table of Contents (3 points)

1. Navigate to the blank page (page 3) and create a table of contents with the Built-in style **Automatic Table 2**. (1 point) (Exam objective 4.2.1)
2. The name of the last recipe, **August harvest stew**, is incorrectly set to the style Heading 3. Change it to **Heading 2**, and then update the table of contents so the recipe is listed correctly in the table. (2 points) (Exam objective 4.2.2)

Points scored: \_\_\_\_\_ / 3

### Task: Insert and modify footnotes (4 points)

1. Navigate to the name of the second recipe, Carrot Cake. Add a footnote with the following text: **This recipe was contributed by Fernando Vasquez, the Beekeeper at Munson's Pickles and Preserves Farm.** (1 point) (Exam objective 4.1.1)
2. Change the footnote settings so that footnotes are lowercase Roman numerals, and apply the change to the entire document. This first footnote should have the reference mark **i**. (2 points) (Exam objective 4.2.2)
3. The second-to-last ingredient in August harvest stew is **white rice, cooked**. Add a footnote to the end of that line with the following text: **May be substituted with quinoa.** (1 point) (Exam objective 4.1.1)

Points scored: \_\_\_\_\_ / 4

## Task: Check for spelling, grammar, and accessibility issues (4 points)

1. Fix all spelling and grammar mistakes in the cookbook. (1 point)
2. Check the document for accessibility concerns. Add appropriate Alt Text to the Munson's logo. (2 points) (Exam objective 1.4.2)
3. Mark the carrot as decorative. (1 point) (Exam objective 1.4.2)

Points scored: \_\_\_\_\_ / 4

FILE 1 TOTAL POINTS: \_\_\_\_\_ / 17

## File 2: Cornerstone\_food\_catalog\_starter.docx

### Task: Add and update bibliography sources (3 points)

1. Open **Cornerstone\_food\_catalog\_starter.docx**, and add a new bibliography source to the document's list of sources. The new source is a journal article titled "Successful Apple Orchards" by Hu Lin. It was published in a journal called "Apples" in 2019. (2 points) (Exam objective 4.1.3)
2. One of the sources already in the document is missing the author's name. Edit **Farm Information** and add the author, **Gregory Peeler**. (1 point) (Exam objective 4.1.3)

Points scored: \_\_\_\_\_ / 3

### Task: Insert an in-text citation and a bibliography (2 points)

1. The last apple on the first page is a "Granny Smith." The paragraph that describes it, ending in "...tartness rather than sweetness" is from the "Successful Apple Orchards" journal article. Insert a citation for that reference. (1 point) (Exam objective 4.1.4)
2. The last page in the document is blank to leave room for a bibliography. Add a bibliography formatted in APA style using the built-in **References** style. (1 point) (Exam objective 4.2.3)

Points scored: \_\_\_\_\_ / 2

### Task: Customize the pages (3 points)

1. You'll be printing this document on an attractive, glossy paper, so you want to make sure it's appealing. Change the background color of all pages to **Blue, Accent 1, Lighter 80%**. (1 point) (Exam objective 1.2.4)
2. You're almost finished with the Food Catalog. You want to make sure that any copies you print out don't get distributed. Add a watermark with the diagonal text **FINAL DRAFT**. Set the watermark color to **Blue, Accent 1**. (2 points) (Exam objective 1.2.4)

Points scored: \_\_\_\_\_ / 3

### Task: Use the Thesaurus and resolve compatibility issues (3 points)

1. The first page includes the most repetitive words, such as the word "eating." In the sentence about Fuji apples, use the Thesaurus and replace **eating** with the first suggested synonym. (1 point)
2. Before you send the document out to the rest of the farm, you need to be sure everyone can open the document. Check for compatibility issues with Word 2007 and Word 2010 only, because a few employees may have older versions of Word. The bibliography issue is okay because you won't need to update that again. But the WordArt that says "Food Catalog" at the top of the first page is causing problems. Delete it and replace it with the same text formatted with the **Title** style. Run the compatibility check again to verify that there are no additional issues. (2 points) (Exam objective 1.4.1)

Points scored: \_\_\_\_\_ / 3

FILE 2 TOTAL POINTS: \_\_\_\_\_ / 11

TOTAL POINTS: \_\_\_\_\_ / 28