

LEARN, PRACTISE
AND PASS
CLAIT 2006 - LEVEL 1

UNIT 1
FILE MANAGEMENT AND
E-DOCUMENT PRODUCTION

USING
MICROSOFT WINDOWS XP
MICROSOFT WORD 2003

**Please do not remove this guide from the training
centre.**

*This instruction guide is protected by British copyright laws. Copying is prohibited
unless written permission is granted by the author.*

*Copyright Martin Barrett
June 2007
email: info@justclait.co.uk*

CLAIT 2006 – LEVEL 1 – UNIT 1

FILE MANAGEMENT AND E-DOCUMENT PRODUCTION

USING MICROSOFT WINDOWS XP and WORD 2003

CONTENTS

	Page
Introduction to using a Personal Computer (PC).....	4
Health and safety considerations	9
Switching the computer on	11
Using the mouse.....	13
Using the keyboard.....	15
Windows basics.....	17
Shutting down and switching the computer off	26
Changing computer settings.....	28
Introduction to Word Processing	30
Creating a new document.....	31
Printing a document.....	37
Saving a document.....	39
<i>Practice Tasks 1 – 3</i>	
Recalling and editing a document	47
<i>Practice Tasks 4 – 6</i>	
Setting page margins and page orientation.....	55
<i>Practice Tasks 7 – 9</i>	

<u>Contents (continued)</u>	Page
Aligning and indenting text 60 <i>Practice Tasks 10 – 12</i>	60
Inserting paragraph breaks and setting line spacing 69 <i>Practice Tasks 13 – 15</i>	69
Checking spelling and grammar and word count 75 <i>Practice Tasks 16 – 18</i>	75
Changing font, font sizes and emphasis..... 83 <i>Practice Tasks 19 – 21</i>	83
Moving text using cut, copy and paste 93 <i>Practice Tasks 22 – 24</i>	93
Changing text using “find and replace” 100 <i>Practice Tasks 25 – 27</i>	100
Adding bullets and numbering 106 <i>Practice Tasks 28 – 30</i>	106
Using tables..... 113 Practice Tasks 31 – 33	113
Using headers and footers 127 <i>Practice Tasks 34 – 36</i>	127
Creating folders and printing folder structure 135 <i>Practice Tasks 37 – 39</i>	135
Moving, copying, renaming and deleting folders 149 <i>Practice Tasks 40 – 42</i>	149
Moving, copying, renaming, deleting and finding files 158 <i>Practice Tasks 43 – 45</i>	158
Protecting data and system security 171	171

INTRODUCTION TO USING A PERSONAL COMPUTER

Welcome to one of the most fascinating aspects of Information Technology, the use of a personal computer.

ICT (Information and Communication Technology) is the term used to cover the ever increasing range of computer and telecommunications technologies that are involved in the processing of information and data.

Until the latter part of the twentieth century, data processing was mainly confined to large organisations using mainframe computers that were so large they occupied whole rooms.

This all changed in the 1970's with the arrival of the personal computer system (PC), and since then there has been a phenomenal growth in the use of computers.

Linking computers together via networks and the Internet means that nearly all businesses now rely upon ICT. This means that computer skills are always in demand in the workplace.

This workbook focuses upon the use of the most commonly used computer system found in millions of businesses and homes today. These computers are based around the original IBM PC, and are simply referred to as "PCs".

HARDWARE AND SOFTWARE

Computer systems are made up of two very different types of elements – hardware and software.

Hardware refers to the physical parts of a computer system – the physical things that you can see and touch.

Software refers to the computer programs that a computer runs to carry out specific tasks. This ability to be programmed to do different things is what defines a computer and makes a computer so useful. It is the software that tells the computer to behave in a certain way.

COMPUTER HARDWARE

There is a vast array of computer equipment. The hardware components of a typical computer system are shown overleaf, including a number of items such as mice, speakers, printers etc. which are often referred to as peripherals.

Refer to this and identify these parts on the computer that you are currently using.



System Unit

This may take the form of a tower unit (shown here) or a desktop unit. It houses the main electronics of the computer, including the main processor (e.g. Pentium) and memory. It usually also holds storage devices such as floppy disk drives, hard disk drives and CD readers and writers.



Monitor

The monitor displays information to the user, and is therefore an output device. A touch-screen monitor would be both an input and an output device.



Keyboard

The keyboard is used to type in information and is usually the most often used input device.



Mouse

Moving the mouse moves a pointer around the screen. Clicking either of the buttons on the mouse enables you to make selections.



Printer

A printer is used to produce printed output (hard copy).

The two most common types of printer in use today are the laser printer (top) and the inkjet printer (bottom)



If you are using a network of computers it is common for printers to be shared between a number of computers, so the printer may be located some way from the computer you are using.



Speakers

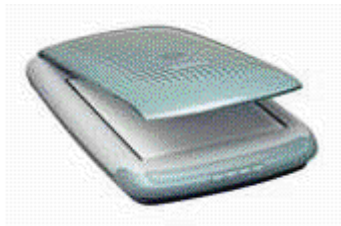
Computer speakers may be free-standing like those shown to the left, or can be built into other parts of the system, such as the base unit or monitor.



Earphones and Microphones

Earphones can be used as an alternative to speakers.

Microphones can be used to capture audio input.



Scanner

A scanner is used to “scan in” pictures and (less commonly) text.



Digital camera

Pictures taken by a digital camera (still and video) can be transferred to a computer.



Video Cam

This a miniature video camera which is normally used to capture video images, often for transmission over the Internet.



Floppy Disk

One of several external storage media that can be used to store information separately from the main PC.



Compact Disk

Another external storage media.

It can store the equivalent of 500 floppy disks!



Memory Stick

An external storage media that is available in a range of storage capacities.



Modem

A device that converts the signals transmitted over telephone lines into a format that can be used by the computer, and thereby connect to the Internet.

The above is by no means a complete list of all the possible devices that can be found on a PC system.

Any device which can utilise digital information can theoretically be attached to a PC and information transferred between them (e.g. personal organisers, mobile phones, musical keyboards, light pens etc.)

INSIDE THE SYSTEM UNIT

The system unit houses a number of important components, including:

CPU (Central Processing Unit)

This is the main processing chip that carries out all the arithmetical and logical operations of the computer. A modern computer is likely to be fitted with a Pentium processor. The speed of the processor has a big impact on the operating speed of the computer.

Computer Memory

RAM (Random Access Memory) is where the computer stores instructions and data whilst it is being used. The size of the RAM also affects the operating speed and capability of the computer.

Hard disk

Because the contents of RAM are lost when the computer is switched off, a permanent storage area is needed for the computer software and data that is used. A hard disk is a fixed disk built into the system unit and the data and programs installed on it are stored there even when the computer is switched off.

Floppy disk drive

The system unit normally houses a floppy disk drive, which can be used to store and transfer information on to floppy disks. This can be useful for storing data away from the main computer, and can be used to transfer information from one computer to another.

CD-ROM

A Compact Disk Read Only Memory is a removable storage device. It can hold the equivalent of 500 floppy disks!

There is also a range of other media for storing data, such as tape, Zip disks, data cartridges and Digital Video Disks (DVD).

Some of these large capacity storage devices are often used to keep a back up copy of all the programs and data stored on the main hard disk, in case of system failure or data corruption.

HEALTH AND SAFETY CONSIDERATIONS

Before moving on to actually using the computer it is important to be aware of the following health and safety issues regarding the use of computers.

- Adjust your chair and VDU to find the most comfortable position for your work. As a broad guide, your forearms should be approximately horizontal and your eyes the same height as the top of the VDU.
- Make sure you have enough work space to take whatever documents or other equipment you need.
- Try different arrangements of keyboard, screen, mouse and documents to find the best arrangement for you. A document holder may help you avoid awkward neck and eye movements.
- Arrange your desk and VDU to avoid glare, or bright reflections on the screen. This will be easiest if neither you nor the screen is directly facing windows or bright lights. Adjust curtains or blinds to prevent unwanted light.
- Make sure there is space under your desk to move your legs freely. Move any obstacles such as boxes or equipment.
- Avoid excess pressure from the edge of your seat on the backs of your legs and knees. A footrest may be helpful, particularly for smaller users.

Keying in

- Adjust your keyboard to get a good keying position. A space in front of the keyboard is sometimes helpful for resting the hands and wrists when not keying.
- Try to keep your wrists straight when keying. Keep a soft touch on the keys and don't overstretch your fingers. Good keyboard technique is important.

Using a mouse

- Position the mouse within easy reach, so it can be used with the wrist straight. Sit upright and close to the desk, so you don't have to work with your mouse arm stretched. Move the keyboard out of the way if it is not being used.
- Support your forearm on the desk, and don't grip the mouse too tightly.
- Rest your fingers lightly on the buttons and do not press them hard.

Reading the screen

- Adjust the brightness and contrast controls on the screen to suit lighting conditions in the room.
- Make sure the screen surface is clean.
- In setting up software, choose options giving text that is large enough to read easily on your screen, when you are sitting in a normal, comfortable working position. Select colours that are easy on the eye (avoid red text on a blue background, or vice-versa).
- Individual characters on the screen should be sharply focused and should not flicker or move. If they do, the VDU may need servicing or adjustment.

Posture and breaks

- Don't sit in the same position for long periods. Make sure you change your posture as often as practicable. Some movement is desirable, but avoid repeated stretching to reach things you need (if this happens a lot, rearrange your workstation).
- Take short breaks from the screen, and get up once in a while to walk around. Frequent short breaks are better than fewer long ones.

SWITCHING A COMPUTER ON

Although you are not likely to cause any damage to the computer by not following a strict routine when powering up a computer system, it is a good idea to follow the recommended sequence given below.

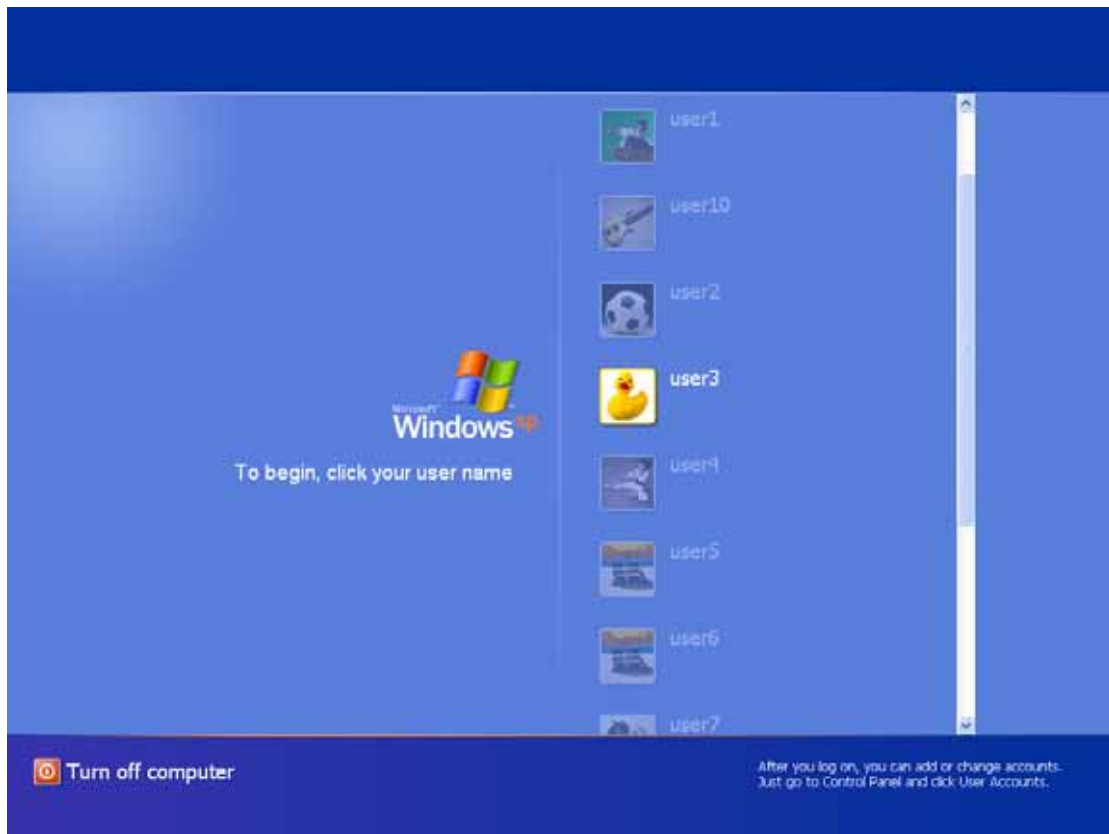
Action Proceed as follows:

ACTION	WHY / NOTES
1. Switch on <u>all</u> necessary electrical wall sockets.	Provide power supply to all equipment BEFORE switching equipment on.
2. Ensure that any connected peripheral devices such as printers, scanners etc., are switched on.	Some computers, especially older ones, will not always connect to external devices unless they are switched on before the computer "boots-up".
3. Ensure there are no floppy disks or CD's in the computer's disk drives.	These disks may interrupt the normal "boot-up" sequence of the computer. If this happens, a message "Non-system disk error" may appear. If it does, simply remove the disk and press the space bar on the keyboard to continue.
4. Switch on the screen (monitor or VDU).	It really does not matter when the screen is switched on in fact, but having it on from the outset will mean that you will be able to see any messages that may appear during the "boot-up" sequence.
5. Switch on the computer.	The computer will go through a process called POST (Power On Self Test). It will check its memory for faults and "look" for the peripherals that are attached and load Windows.
6. Enter your user name and password when and if asked.	The following pages describe how to use the mouse and the keyboard to enter your user name and password.

Logging On

Specifying a user name and Password (often referred to as “logging on”) is usually needed to gain access to a computer, especially if the computer is part of a computer network (i.e. computers linked together so that they can share resources).

A typical “log-on” screen is shown below:

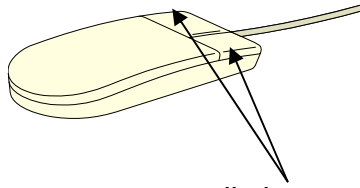


You will need to use the mouse and the keyboard at this point, so before proceeding, spend a little time familiarising yourself with these, starting with the mouse, as described in the next section.

USING THE MOUSE

As you move the mouse around your desk or mouse mat, an arrow-shaped pointer moves on the screen in the same direction as your hand moves.

Action Pick up your mouse now and take a look underneath – unless you are using an optical mouse, you will see a small ball resting there. As you move the mouse on a hard surface the ball rotates against two rollers. One roller detects horizontal movement, the other vertical movement. The combination of the two rollers moving at different speeds sends a signal to the computer which translates into movement of the pointer on the screen.



The leading edge of the mouse normally has two buttons, which perform different functions. The left hand button is the one you'll use most by far (if you're left handed it is possible to configure the mouse and swap the buttons).

The actions you can take with the mouse are as follows:

MOVING AND POINTING : If you move the mouse but don't press any buttons, the pointer just moves around the screen. To make things "happen" you have to press a button.

CLICKING : This means pressing the left mouse button once. Depending on where the pointer is, clicking may execute a command, cancel a command, or move you to a different place on the screen.

CLICKING AND DRAGGING : This means holding down the left mouse button and moving the pointer at the same time. You can highlight sections of text like this, or drag a picture around the screen.

DOUBLE-CLICKING : This means clicking twice in very quick succession. For example, you may do this to start a program by double-clicking on an icon (a picture representing an object). At first, some people find double-clicking difficult. The secret is to do it quickly, and to keep the mouse still as you click. It is possible to configure the mouse and change the speed of the double-click action if necessary.

RIGHT-CLICKING : This means clicking the right mouse button. Right-clicking on something often brings up a menu of commands related to the area or item.

Some mice have a scroll wheel located at the front. Moving that wheel will scroll the display up and down if there is more information to be displayed than there is room for on the screen at any one time.

Action Experiment with the mouse by moving the pointer around the screen. Do not press any buttons at this stage.

Action Move the pointer in turn to the following parts of the screen.

Top left-hand corner

Top right-hand corner

Bottom left-hand corner

Bottom right-hand corner

If you find yourself running out of room on the mouse mat, pick the mouse up and re-locate it before moving the pointer again. It is important to learn that picking the mouse up and moving it does not move the position of the pointer on the screen.

Do not be discouraged if you struggle to control the mouse at this stage – this is not unusual. You will get a lot of practice using the mouse as you work through this book, and it is one of those practical skills that gets better and better the more you do it. Eventually, controlling the mouse will become almost second nature.

USING THE KEYBOARD

Of all the devices you will use with a computer, the keyboard is likely to be the one used the most.

There are many different styles of keyboard. The standard keyboard has 105 keys, and is often referred to as a QWERTY keyboard – this refers to the standard layout of the keys – if you look at the keyboard you will notice that the letter keys start near the top left hand corner with the letters Q W E R T Y.

Action Examine your keyboard and locate the following keys:



Etc. The letter keys make up most of the keys around the middle of the keyboard.



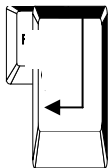
The **Function** keys (F1, F2...F12) are located at the top of the keyboard. These keys carry out different functions or actions depending upon the computer application you are using at the time.



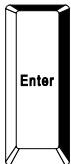
The **number** keys are located below the Function keys. Pressing these keys on their own will insert numbers. To key in the symbols shown along the top of these keys you hold down one of the **Shift** keys at the same time as pressing the number key. At the far right hand side of the keyboard is a further set of number keys. This numeric keypad is usually used when a lot of numeric data is being entered, and is used in conjunction with the **Num Lock** key located just above it.



The **Escape** key is located at the top left hand corner of the keyboard. This is a very useful key, and can often be used to cancel your last action, or return to a previous screen display.



The **Return** key is found to the right of the letter block – it is often used to tell the computer that you have finished a command. When word processing it is used to start a new paragraph, or insert a blank line.



The **Enter** key can be found in the bottom right hand corner of the keyboard. It has exactly the same function as the **Return** key.



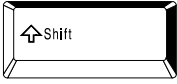
The **Backspace** key is located just above the **Return** key. It may not have the word Backspace on it, but just a left facing arrow. Pressing this key once deletes any character or space that is immediately to the left of the cursor.



The **Delete** key is found just to the right of the **Return** key. Pressing this key once deletes any character or space that is immediately to the right of the cursor.



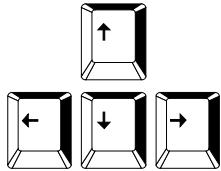
The two **Shift** keys are situated at either end of the bottom row of the letter section. Holding either of these keys down as you press another key produces capital letters or gives access to the symbols found in the upper section of keys with two symbols on them.



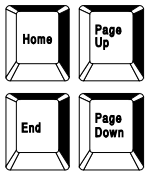
The **Caps Lock** is found immediately above the left hand **shift** key. This key acts as a “toggle” switch. Pressing it once locks the keyboard into capitals mode. Pressing it again releases the lock. Many keyboards have a light which illuminates when the Caps Lock key is active.



Above the Caps Lock key is the **TAB** key. This key has two functions. When word processing, the TAB key moves the insertion point to the next tab position. The TAB key can also be used to move the cursor to the next entry in a table or form.



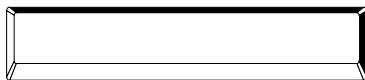
The **Cursor Control** keys are located near the bottom of the keyboard, just to the right of the letter block. These keys move the cursor or insertion point around the screen, moving in the direction as indicated on the key.



This block of keys is found above the cursor control keys. They move the insertion point around the screen in “chunks”. For example, the **Home** and **End** keys move you to the beginning and the end of lines respectively. **Page Up** and **Page Down** move the cursor up and down the screen in “chunks”.



The **Control** and the **Alt** keys in the bottom left corner are often used in conjunction with other keys to carry out certain actions. For example, holding down the Control, Alt and Delete keys together resets the computer.



The **space bar** is the large key at the bottom of the keyboard. Pressing it inserts spaces between words.

Bear in mind when using the keyboard that the keys “auto-repeat”. What this means is that if you keep a key pressed down the key effect repeats itself until you let go.

WINDOWS BASICS

Having examined how the mouse and keyboard work, you are now ready to log-on to the computer and learn how to start using the computer operating system known as Windows.

Action The first step in logging-on is to move the mouse pointer over your user name and to click the left mouse button once.



The cursor (or insertion point) should be seen blinking in the password box, ready for you to type in your password.

Action Using the keyboard, type in your password. As you type it, dots will be displayed in the box – this is a security feature, preventing someone looking over your shoulder and seeing your password as you type it.

Action When you have typed the password, point and click on the green arrow (or press the **ENTER** key on the keyboard, located in the bottom right hand corner).

If you should enter the wrong password, you will be presented with a message on screen to that effect, like below:

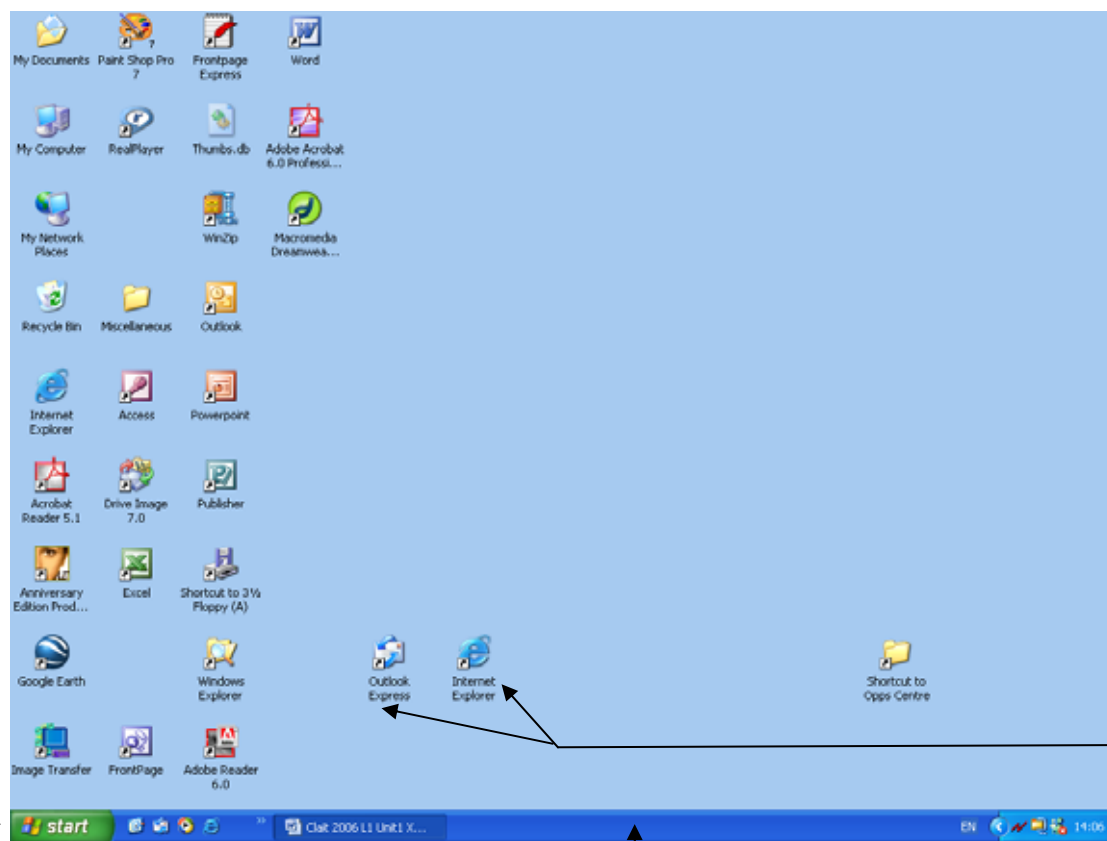


If this happens, enter the password again, remembering to use the correct combination of upper and lower case letters.

Once you have typed your password correctly you will gain access to the computer system and the Windows desktop screen will be displayed, similar to that shown overleaf:

The way Windows presents information is referred to as a **GUI (Graphical User Interface)**, whereby pictures and icons are presented for the user to interact with.

One of the main reasons Windows was developed was to standardise the way in which different software programs work. The skills you learn using one Windows program are likely to be used time and again with other programs.



The Windows desktop screen acts as your operating panel for the computer. Windows is in fact referred to as an **operating system**, and is used to provide a standardised way of using your computer and the programs which are installed on it. The appearance of the desktop can be customised in several ways, so do not worry if your display does not match that shown above.

The small pictures on the desktop are referred to as **icons**, and are shortcuts to accessing different computer programs or different parts of your computer system.

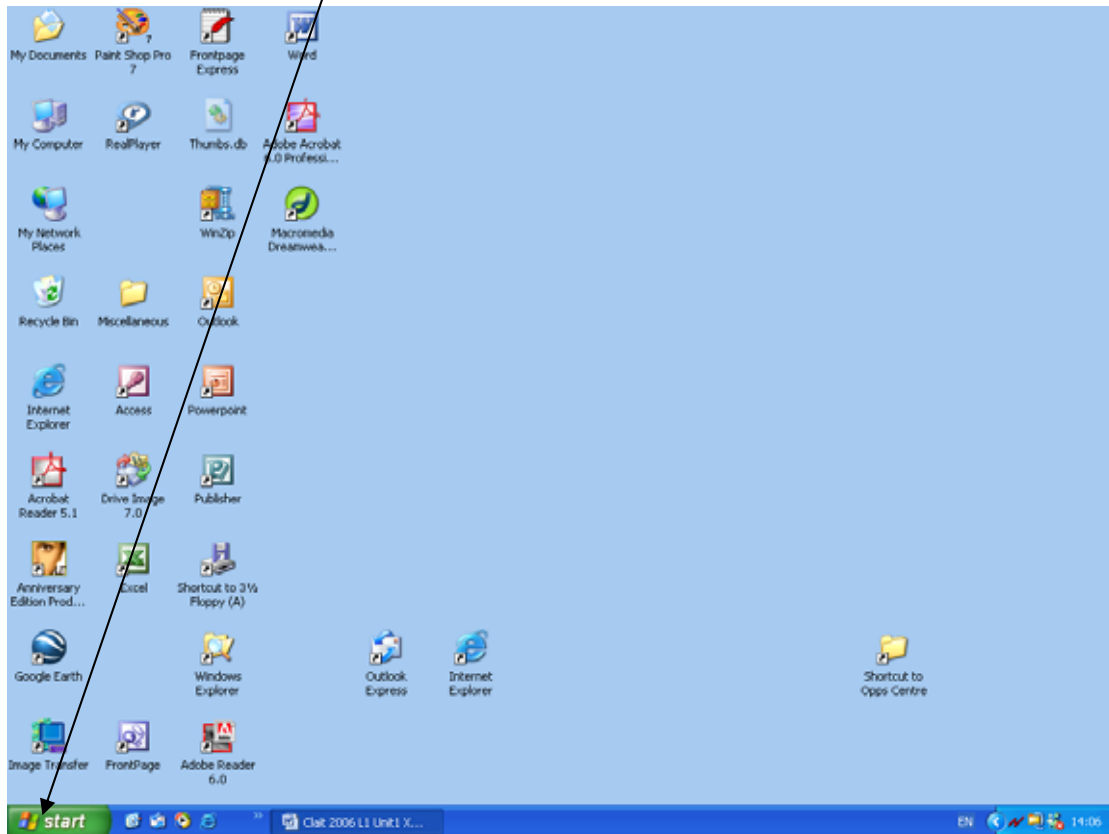
Along the bottom of the Windows desktop is the **Taskbar**, which shows what computer programs (if any) are currently running.

At the bottom left of the Taskbar is the **Start** button, which gives you access to other programs, documents and utilities, via a series of menus. If there is not an icon on the desktop to start a particular program that you want to run, you would normally gain access to it via the Start button.

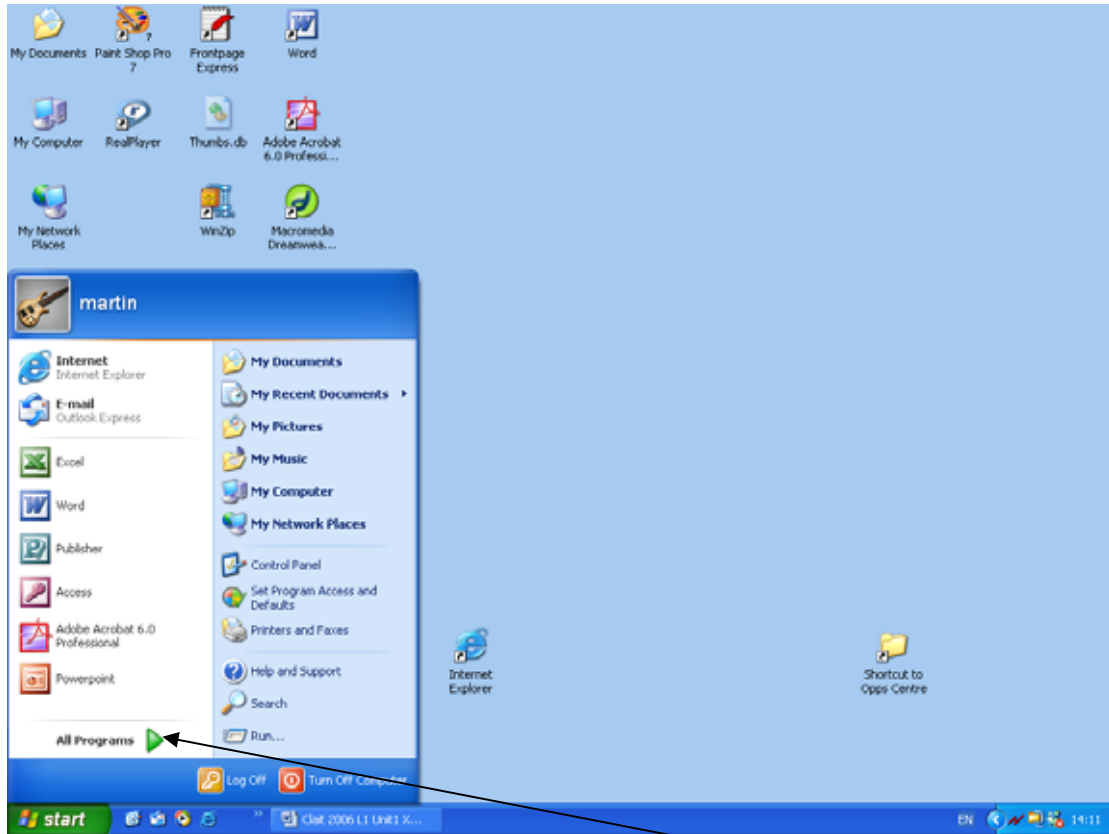
To learn a little more about some common Windows features, you will now run a program via the Start button. This program is one of the games that is normally supplied with Windows – a version of the card game Solitaire.

Load the program Solitaire as follows:

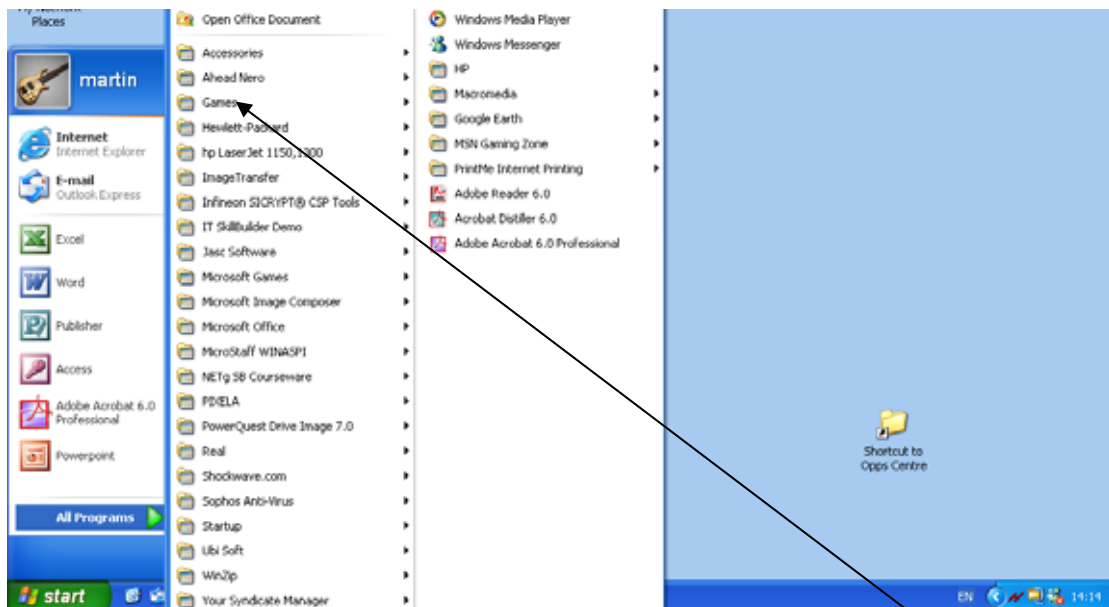
Action Point and click on the **Start** button.



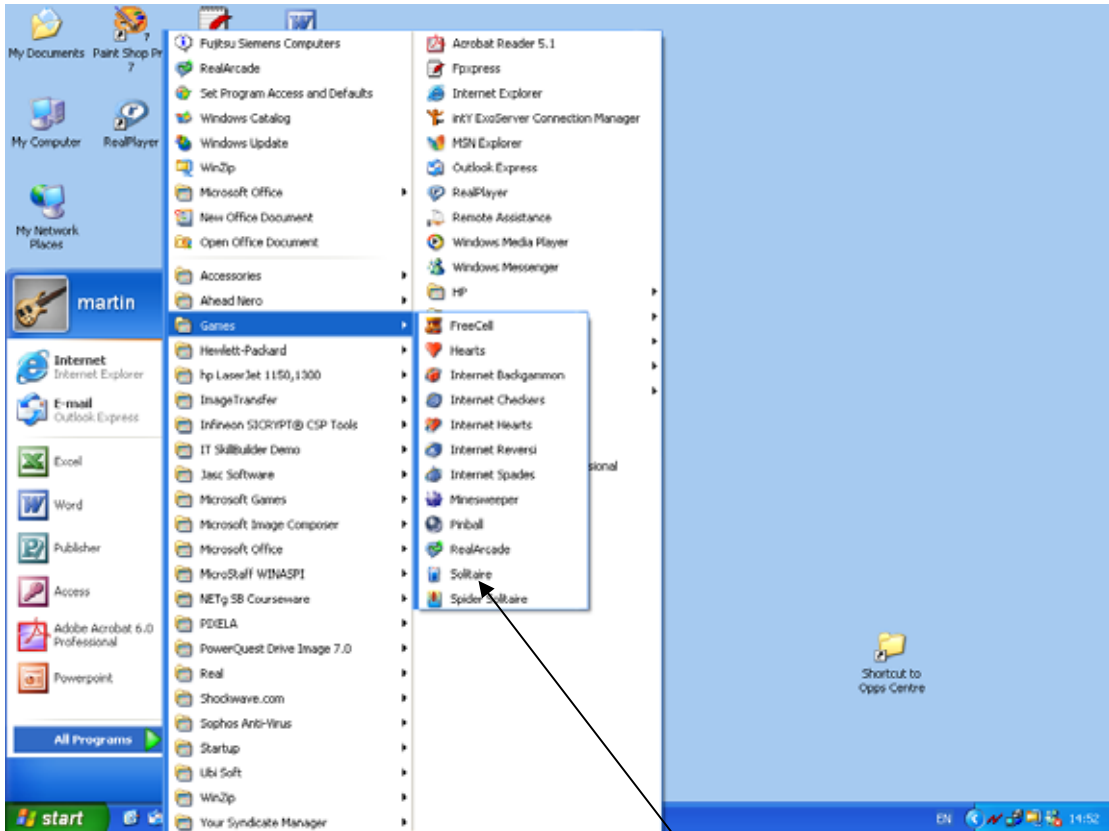
A menu similar to that shown overleaf will appear:



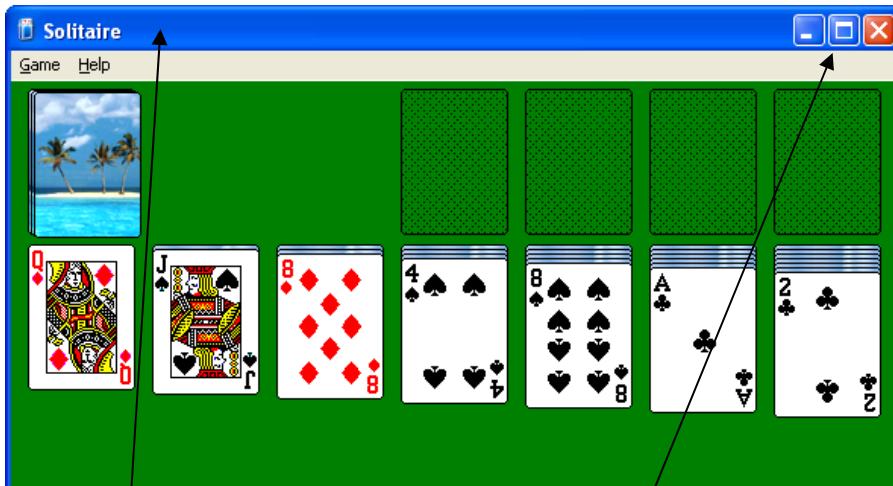
Action Move (but do not click) the mouse pointer over the menu option **All Programs**. A sub-menu similar to the following will appear.



Action Move (but do not click) the mouse pointer over the menu option **Games**. A sub-menu similar to the following will appear.



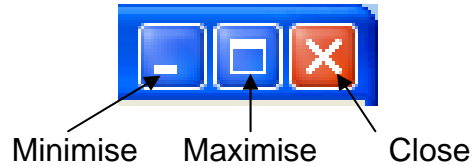
Action Move the mouse pointer over the menu option **Solitaire** and click the left mouse button. The Solitaire program will load and appear similar to the following:



This screen demonstrates several standard Windows features, as follows:

The **Title bar** displays the program name **Solitaire**. In the right hand corner are three window control buttons.





Action Clicking on the **Close** button will close the current window. As the current window is the program Solitaire, closing this window closes the program. Do it and then re-load the program as described earlier.

Action Clicking on the **Maximise** button will cause the program to fill the screen. The button then becomes a **Restore** button, as shown below:

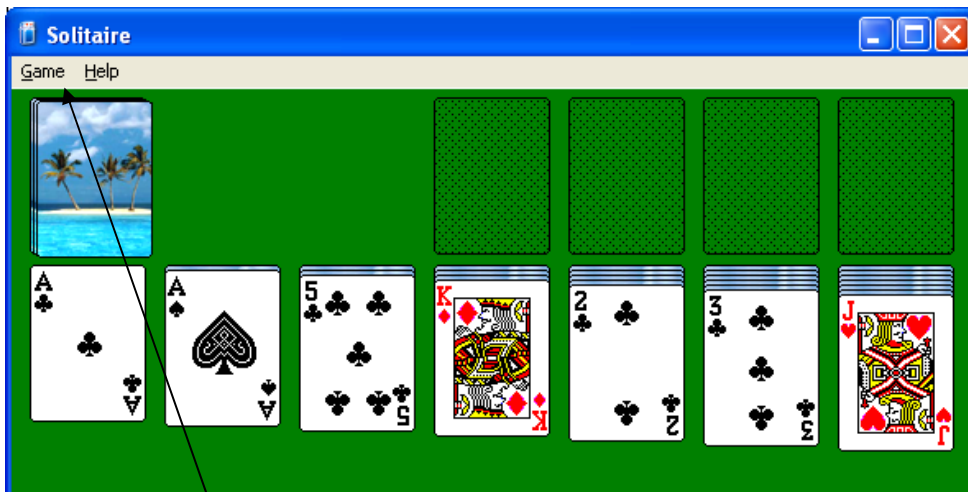


Action Clicking on the **Restore** button will return the window to its original size. Try it out.

Action Click on the **Minimise** button to reduce the program to an icon on the Taskbar at the bottom of the screen. This does not close the program down, but temporarily removes it from the screen, enabling you to work with another program at the same time.



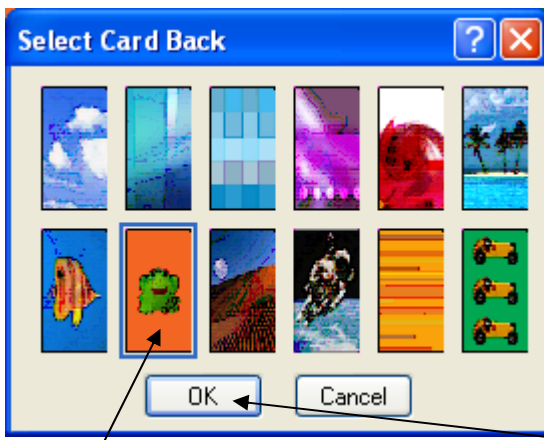
Action Click back on the Solitaire icon on the Taskbar to return the window to its original size.



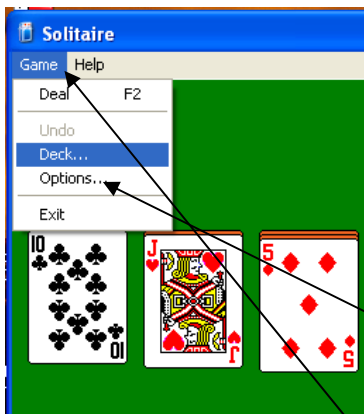
Action The **Menu bar** is another standard feature of most Windows programs. Click on the word **Game** to display a sub-menu, as shown overleaf.



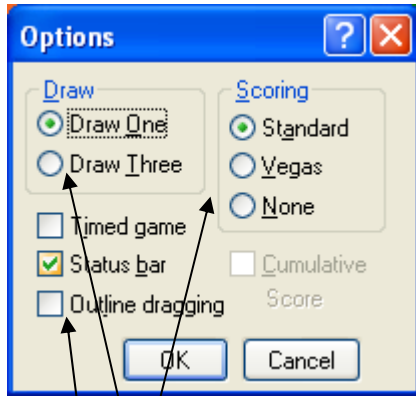
Action Select the **Deck** option to bring up the following dialogue box.



Action Select a different Card Back by clicking on it, and then click on the **OK** button.



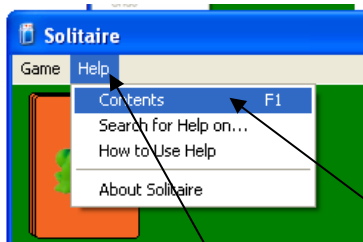
Action On the menu bar, select **Game** and then **Options** to bring up the following dialogue box.



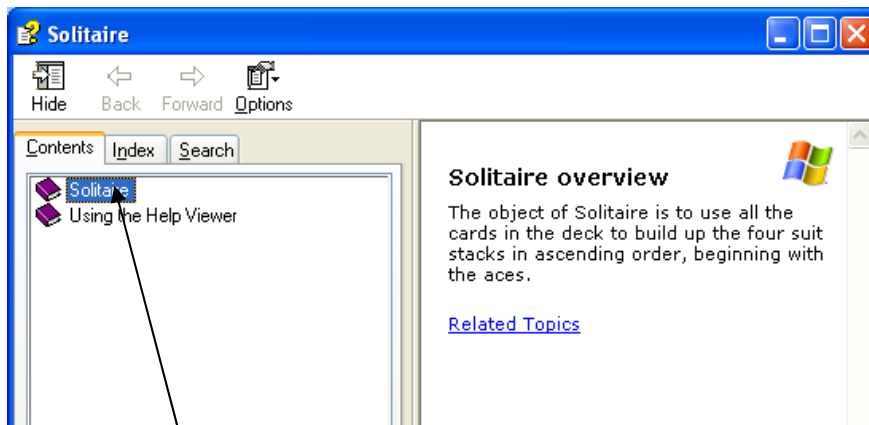
A dialogue box such as this is a standard way that Windows presents choices – the round radio buttons allow one choice to be made within each section. The square tick boxes enable multiple choices to be made.

Action Click on various radio buttons and tick boxes to see how this works.

Another common feature of Windows programs is the **Help** facility.

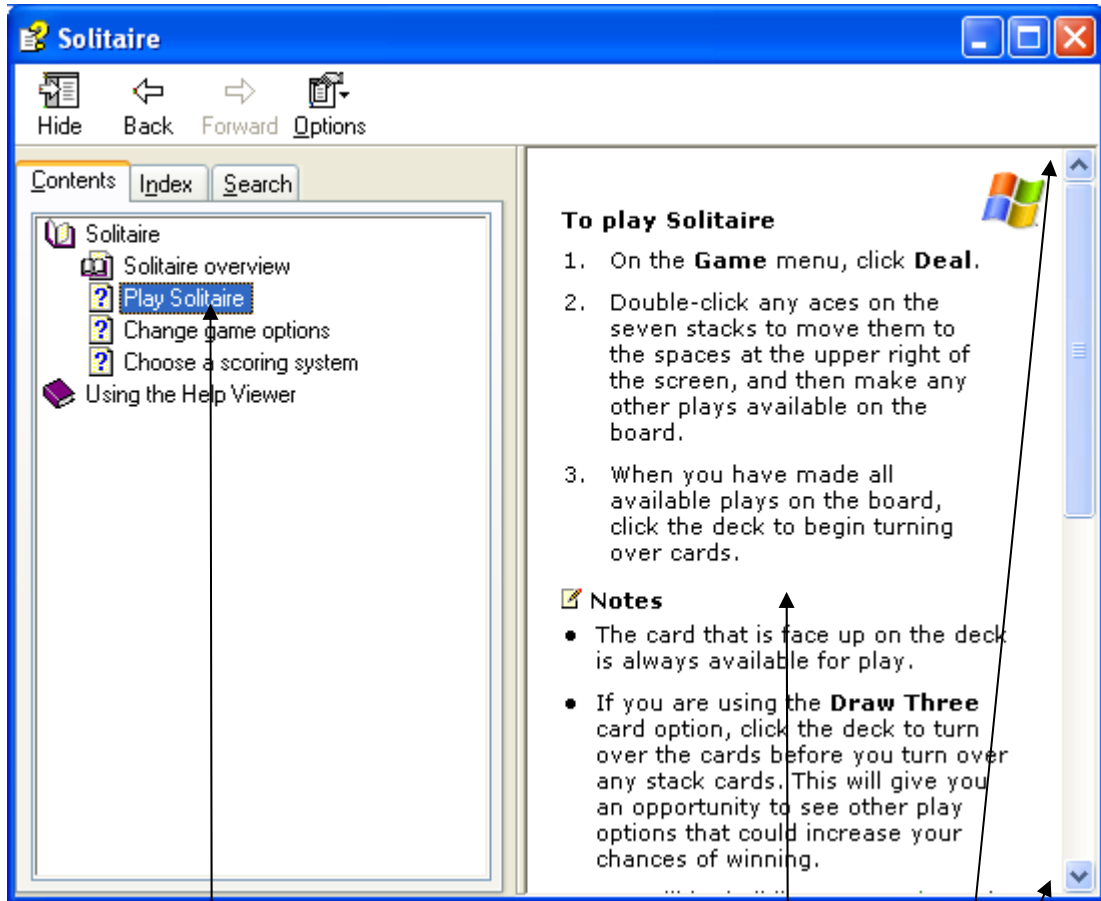


Action Now click on **Help** and then **Contents** to bring up the Help window.



Action Click on **Solitaire** to view the list of help topics available.

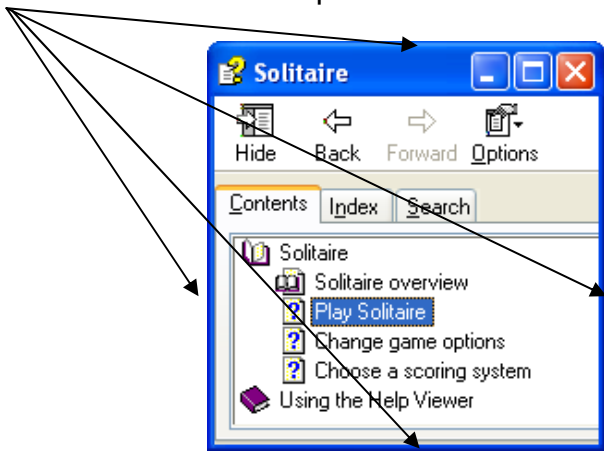




Action Click on **Play Solitaire** to display the rules in the right-hand pane of the Help window.

Action If the scroll bar appears on the right-hand side of the window, you can scroll the information in the right-hand pane by clicking on the up and down arrows either end of the scroll bar.

Action You can also resize a window by moving the mouse pointer over any of the window edges until a double headed arrow appears. Drag the pointer by keeping the left mouse button depressed to resize the window.



Action Finally, close all open windows to return to the Windows desktop screen.

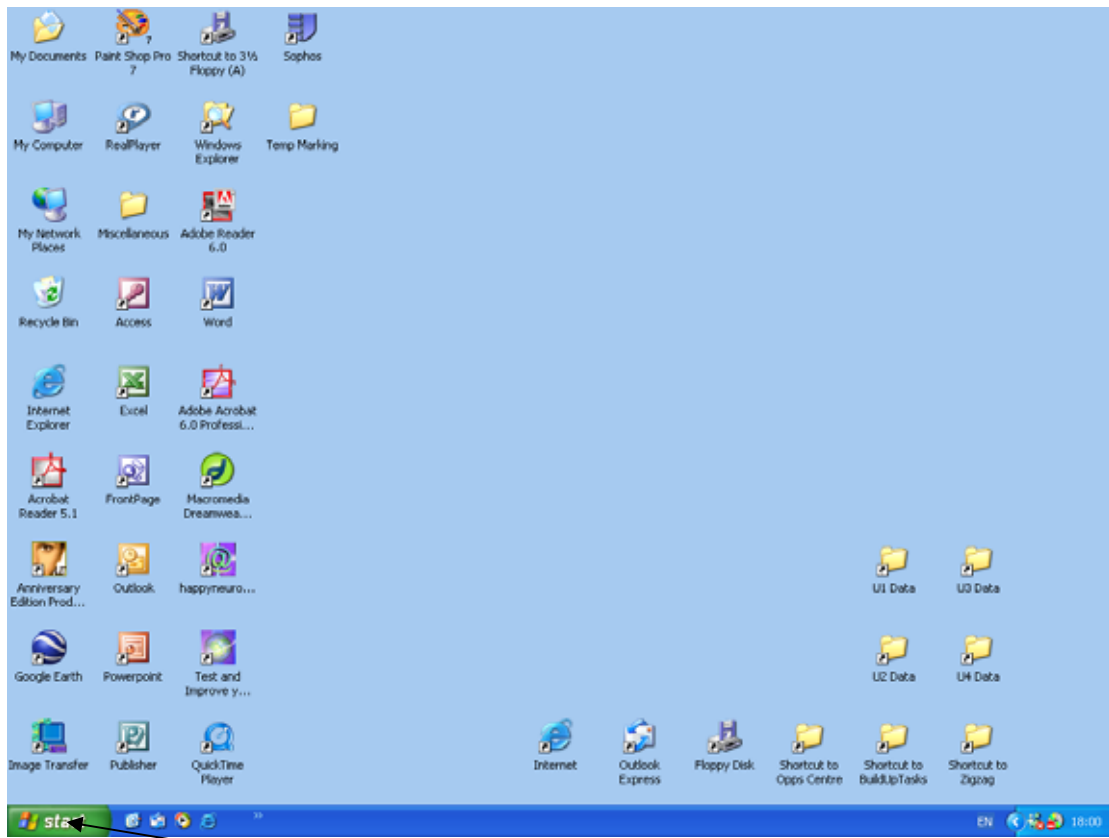
SHUTTING DOWN AND SWITCHING THE COMPUTER OFF

It is advisable to follow a proper procedure for ending a computer session and switching the computer off in a safe and secure manner.

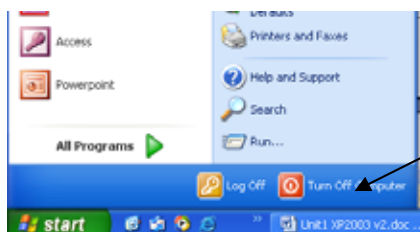
Although just switching the computer off without following a set procedure may not cause any serious damage to the computer, you may lose valuable information that has not been stored correctly if you just switch it off in the middle of doing any work.

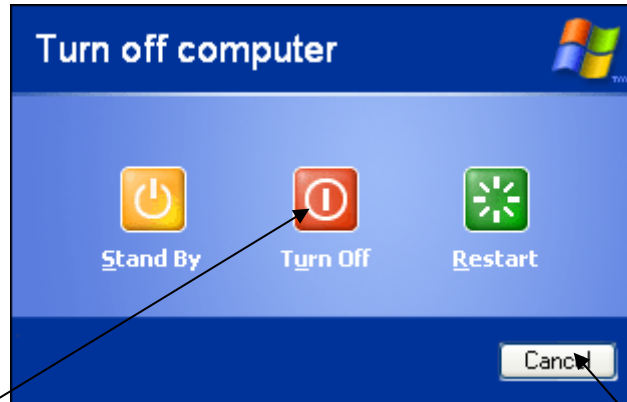
Therefore, follow these steps to switch off your computer system:

Action Close any programs that are open, making sure that you save any document or file that you are working on. You will be left with the Windows desktop on screen as below.



Action Point and click on the **Start** button, and select **Turn Off Computer**





Action If you are certain that you want to shut down the computer, point and click on the **Turn Off** button.

Alternatively, to cancel the shut down process, point and click on **Cancel**.

After clicking on **Turn Off** the computer will shut itself down. You may see a message on the screen saying it is now safe to switch off. Alternatively, the computer may simply switch off automatically.

If the monitor has its own power switch you may need to switch off the monitor separately.

CHANGING COMPUTER SETTINGS

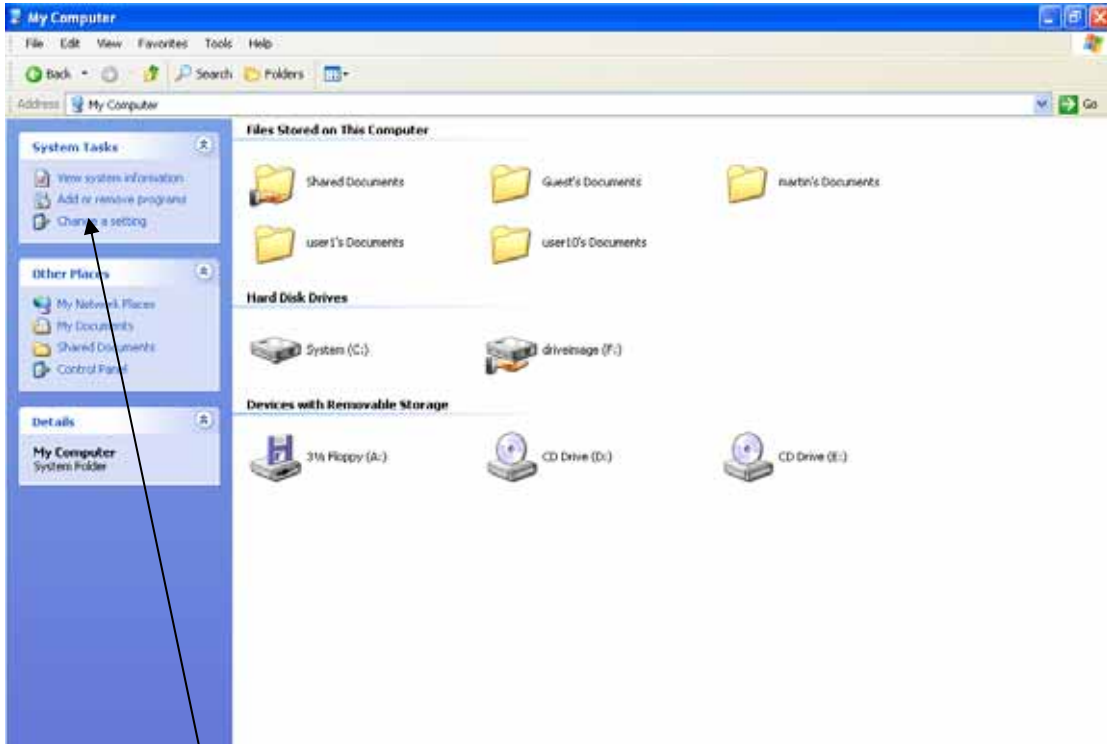
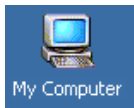
There are a number of computer settings that are used by your computer each time that you use it.

Many of these settings can be modified by users to customise the computer to suit their own particular use.

Care must always be taken when changing certain settings – for example, you could modify the screen display settings in such a way to make it impossible to see the icons and characters clearly. This would make correcting your error very difficult.

As a security measure, some computers will be set up so that only those with appropriate passwords and access rights can modify settings.

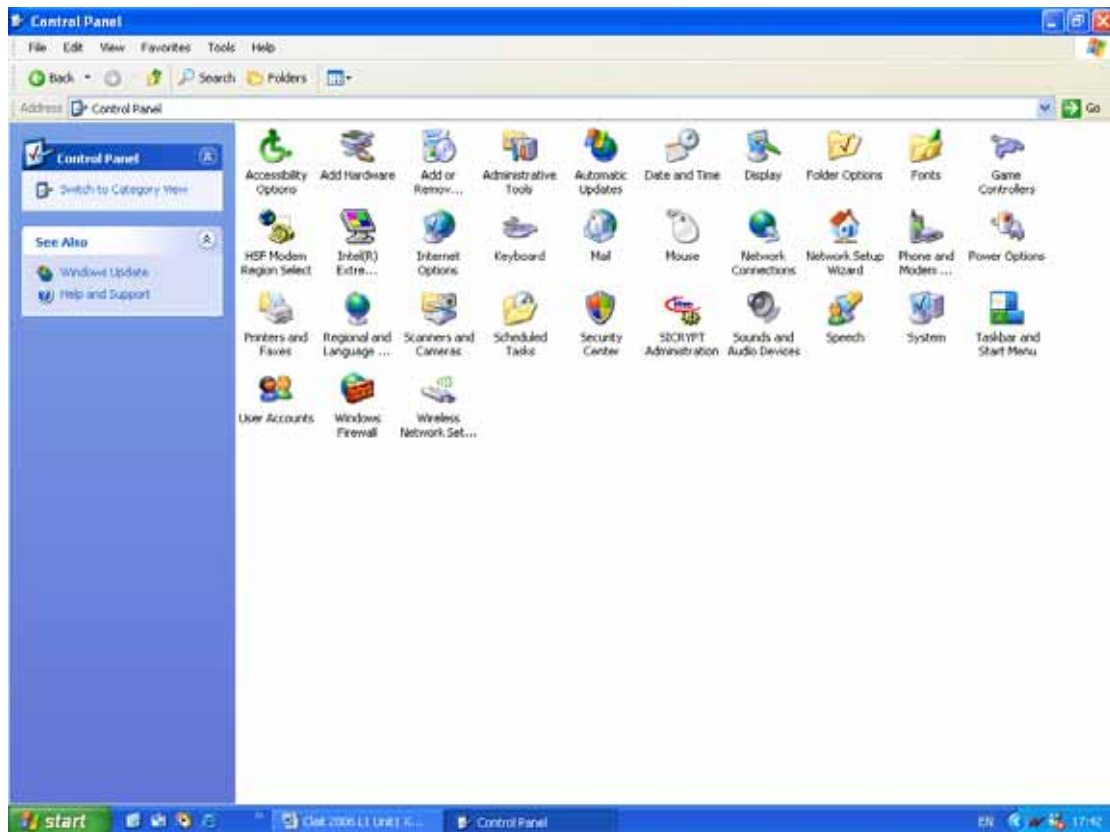
Action To gain an idea of the sort of things that can be modified, double click on **My Computer** on the desktop to reveal a display similar to the following:



Important Note:

The layout of the screen that is displayed can vary, as it is possible to customise Windows in a number of ways. It is assumed that Windows has been configured according to the tutor notes that accompanied this workbook.

Action Click on **Change a setting** to display the following icons:



Clicking on many of these icons brings up screens that let you customise certain computer settings.

Action Locate and double-click on the following icons to see some of the options available – but do not modify any settings. You can, however, safely click on the tabs within particular options to see some of the settings available.

- Date and time
- Mouse
- Display
- Sounds and Audio devices
- Keyboard
- Regional and Language Options

Action Close all open windows and return to the Windows desktop display when you have finished exploring.

INTRODUCTION TO WORD PROCESSING

Word processing involves the use of a computer to type, store and print out text.

Using a computer for word processing has many advantages over using pen and ink or a typewriter - listed below are just a few features of computerised word processing which has resulted in word processing being the most popular use for computers today.

- Change (edit) text before printing it out
- Print multiple copies, or just parts of a document
- Automatic spelling and grammar checking
- Alter text size and shape
- Change page margins and line spacing
- Move sections of text around
- Automatically replace words and phrases
- Store documents on disc for later recall

WORD PROCESSING, GRAPHICS AND DESKTOP PUBLISHING

As well as allowing you to type text, modern word processing programs also let you put graphics and pictures in a document. This ability to mix text and pictures used to require special desk-top publishing software, but as word processing software has become more powerful the difference between the two software applications has narrowed.

WORD PROCESSING SOFTWARE

As with most computer applications, there are several different types of word processing software available. This guide is based upon the use of Microsoft Word, which is the most well known package in use today.

You will now load the program Microsoft Word and create a simple document.

CREATING A NEW DOCUMENT

Loading the program Microsoft Word

We saw earlier how to run the program Solitaire by clicking on the Start button and navigating through a series of sub-menus to locate the program.

Word could be loaded using a similar process. However, for programs that are going to be used regularly such as Word it is normal to load them via a desktop icon.

Icons can be created for any of the programs that you use regularly. In fact, when you first install a software program on to the computer, a shortcut to the program is usually automatically created on the desktop as part of the installation process.

This guide assumes that a shortcut to Word exists on the desktop – if this shortcut does not exist on the computer that you are using then you will have to load the program via the Start button in a similar way to how you loaded the program Solitaire earlier.

Loading Word via a desktop icon

Action The first step is to locate the Word icon on the desktop. It will probably appear as below:



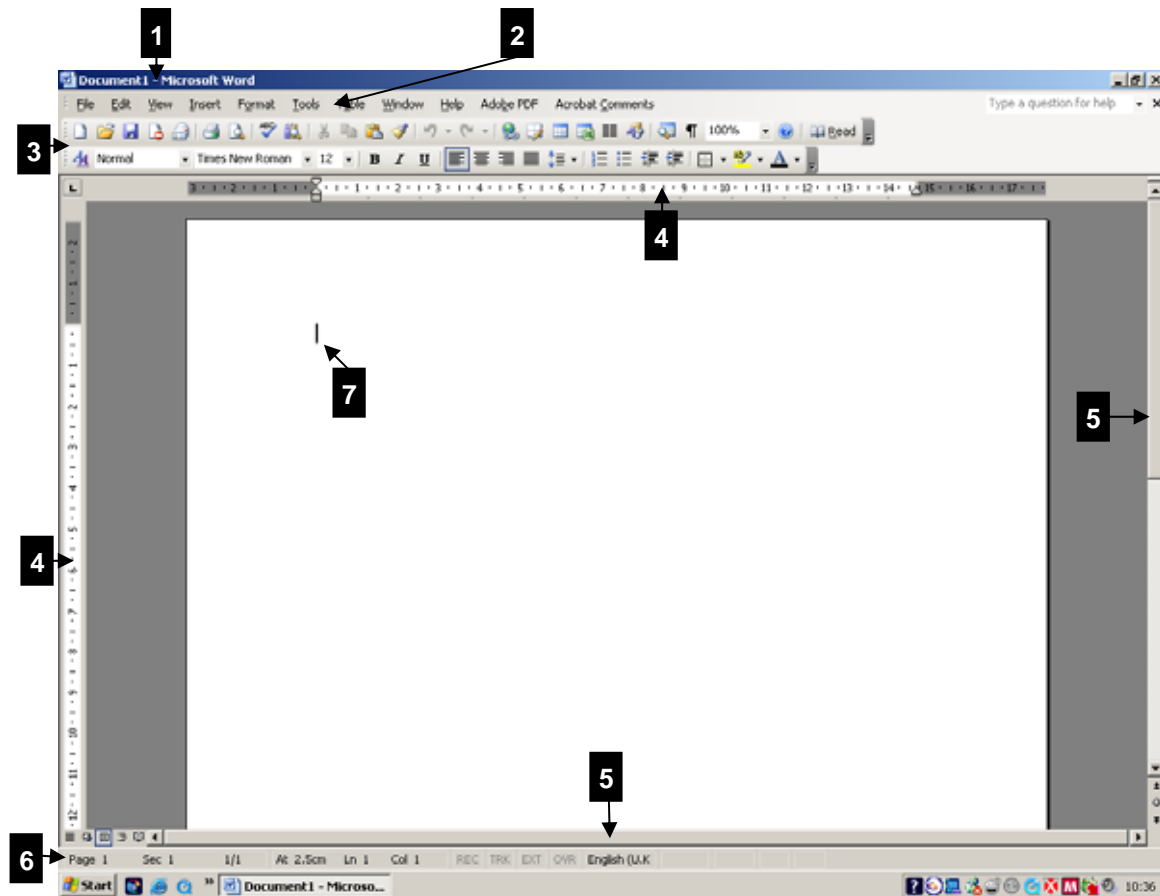
Action To run the program, place the mouse pointer over the icon and **double-click**. Remember, to double-click you must press on the mouse button quickly, and keep the mouse still as you do it.

If you have difficulty with this skill at the moment, you can also load the program by clicking on the icon once to highlight it, and then pressing the **ENTER** or the **RETURN** key on the keyboard.

Important Note:

The layout of the screen that is then displayed can vary, as it is possible to customise Word in a number of ways. This workbook assumes that Word has been configured according to the tutor notes that accompanied it.

When you load Word the following screen will appear.



Action Use the numbers above to identify the following elements of the Word screen.

1. Title bar

Displays the current program name and active document name

2. Menu bar

Displays the various menu options available

3. Toolbars

Display the various toolbar buttons available

4. Horizontal and vertical rulers

Show the positions of margins and tabs

5. Horizontal and vertical scroll bars

Used to moved around the document

6. Status bar

Displays a variety of document information such as number of pages, line and column numbers and active key locks

7. Insertion point

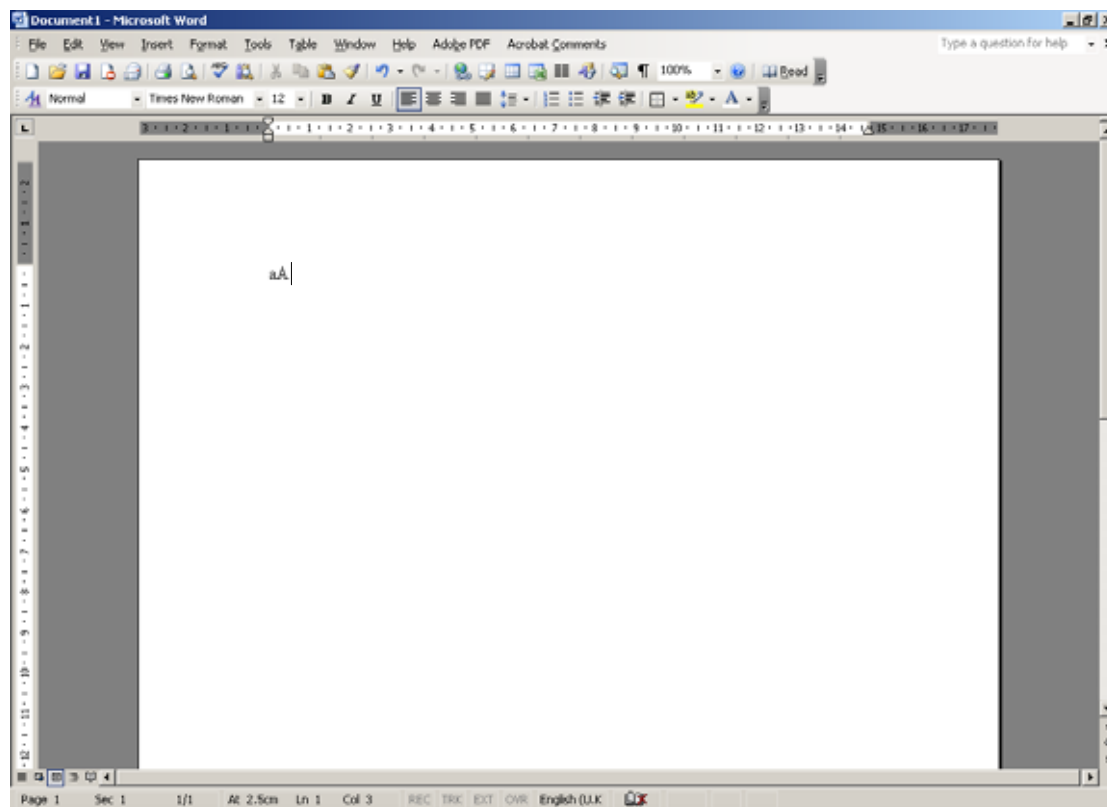
Indicates the current typing position.

Word has loaded and a new blank document is displayed, ready for text to be typed into it.

Action Using the keyboard, press the letter A once.

Notice that a small “a” is displayed – by default, the keyboard is set to enter lower case letters.

Action To type in a capital “A”, press the **CAPS LOCK** key once to set the keyboard into CAPS mode. Then press the letter A again. Your document should now appear as below:



Action Now delete the text by pressing the **BACKSPACE** key twice (the backspace key is the key with the left facing arrow, near the top right hand corner of the letter block).

Action The keyboard is still in CAPS LOCK mode. Type in the following:

ABCDEFGH

Action Press the **CAPS LOCK** key once again to release the lock, Type in the following to follow on from the above:

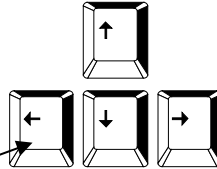
ijklmnop

Your document should now be as follows:

ABCDEFGHijklmnop

Let's now insert a space between the two series of letters. The first step is to position the insertion point between the letter H and the letter i.

One way to move the insertion point is to use the cursor control keys – these are the set of four keys shown below:



Action Press the left facing arrow key several times to move the insertion point between the letter H and the letter i.

Action Once the insertion point is positioned correctly, press the **SPACE BAR** once to insert a space. Your document should be as follows:

ABCDEFGH ijklmnop

Action Now position the insertion point between the B and the C near the very beginning of the text. You can do this by using the direction arrow keys as before, or a quicker way is to use the mouse pointer and point and click between the letters.

Action Now delete the letter C by pressing the **DELETE** or **DEL** key on the keyboard. Notice that this key deletes characters that are immediately to the right of the insertion point, whilst the backspace key deletes to the left.

Action If you hold keys down rather than pressing them once, they auto repeat. Hold down the **DELETE** key now and delete all the text to the right of the insertion point. Finally, hold down the backspace key to delete the remaining text. Your document should be blank.

Let's now recap on some of the above and learn a little more about entering text in a document.

Action Type in the following single line of text:

The quick brown fox jumps over the lazy dog.

Notes on entering the above text

- To get a capital T, you can either hold down one of the **SHIFT** keys at the same time as pressing the letter T, or you press the **CAPS LOCK** key once to switch capitals on, type the T, then press the **CAPS LOCK** key again to turn capitals off. As you can see, to type a single capital letter it is quicker to use the first method.

- Use the large space bar at the bottom of the keyboard to enter a space between each word.
- Be careful not to hold any keys down for too long – the keys auto-repeat if you do.
- Use the left pointing **BACKSPACE** key to delete any immediate errors that you notice as you type. Remember the **DEL** or **DELETE** key without the arrow deletes whatever is to the immediate right of the cursor.
- Use the direction arrow keys to re-position the cursor if you need to go back to correct any errors. Alternatively, move the mouse pointer to the position you want to move to and click the left mouse button once.
- For keys that display two characters, hold down the **SHIFT** key at the same time as pressing the key to enter the symbols that are shown at the top of the key.

Action When you have typed in the above line of text, move to a position two lines below by pressing the **ENTER** or **RETURN** key twice. Make sure the cursor is at the end of the line of text before doing so.

Action The insertion point should now be positioned two lines below the **T**. Now type in the following:

3 & 5 \$ £ 1 @ ; < ? / > . (%) * # /

Action Now move the insertion point so that it is positioned just before the **j** in the word **jumps** on the first line of text.

Action Type in the word **cut**. Notice how the rest of the line of text automatically moves along to make space for the new word.

Action Now press the key marked **Home**. Notice how it moves the cursor immediately to the beginning of the current line. Now press the key marked **End**. This moves the cursor to the end of the current line.

The above will have provided you with a sound introduction to typing in text using the keyboard. Just as it is with using the mouse, the more you practise the more it becomes easier and more intuitive.

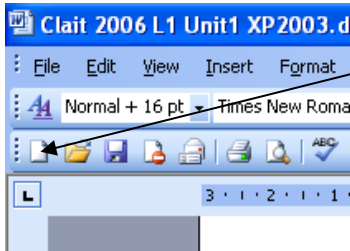
Action Now close Word by clicking on the Close button near the top right-hand corner. If you see a dialogue box asking whether you want to save the changes to the document, answer **No**.

PRINTING A DOCUMENT

In this section you will learn how to produce a printed copy of a document.

Action Ensure that Microsoft Word is loaded with a blank document window open.

Note: If you still have Word loaded but do not have a blank document window waiting for new text to be entered, point and click on the **New Document** icon on the toolbar, as shown below:



Action Type the following text into the document. In this text the lines are longer than the width of the page. DO NOT PRESS THE ENTER OR RETURN KEY TO START A NEW LINE. Notice that as you reach the end of a line the computer will automatically move the text to a new line if it runs out of room – this is known as word wrap. The lines of text may well end at different places to those shown below.

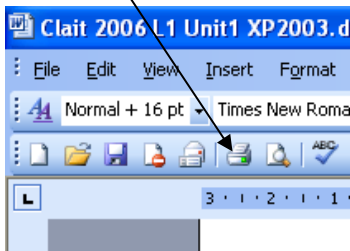
In Gloucestershire, a mainly rural county, life follows the spin of the seasons. The clues are in the pub names: the Fleece, the Mill Inn, the Boar, the Wild Duck, the Lamb and others.

You will now print a copy of this document as follows:

PRINTING A SINGLE COPY OF THE DOCUMENT

Before printing a document always ensure that the printer is ready i.e. that the printer is switched on and is loaded with paper.

The easiest way to print a single copy of the current document is to point and click at the **Print** button on the toolbar.



Action Print a copy of the document by clicking on this button now.

Take care to only click on the print button once – if you click on it repeatedly you will produce a print out for each click. There may be a short delay as the document is “sent” to the printer, so please allow for this.

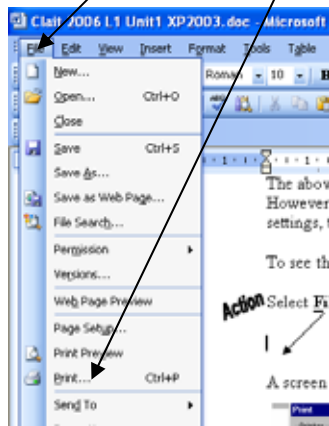
Alert your tutor if you experience any problems with printing.

PRINTING MULTIPLE COPIES OF THE DOCUMENT

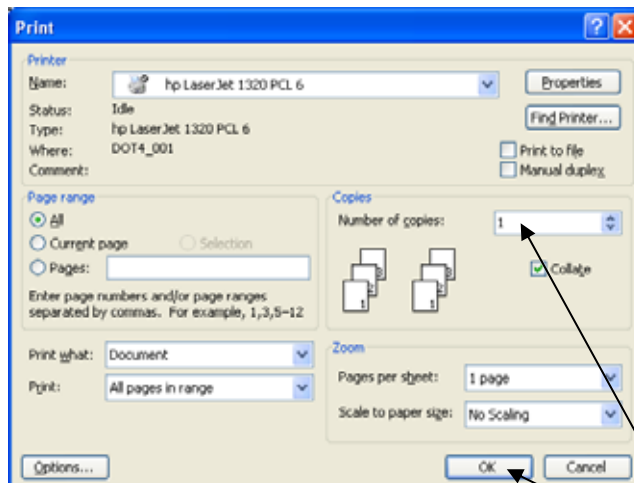
The above method is ideal for generating a single copy of the current document. However, if you want to print several copies of a document, or change certain print settings, then you should print your document via the **Print** dialogue box.

To see this in action, print two copies of the document as follows:

Action Select **File** and then **Print..** on the menu bar, as shown below :



A screen similar to the following will appear :



This dialogue box allows you to change various printer settings.

Action To generate two copies of the print, click in the **Number of copies** box and change the number from 1 to 2. Then point and click on the **OK** button.

Action Close the document without saving it when the printing is complete.

General notes on using a printer

There are different types of printers, but by far the most common types you will come across these days are inkjet printers and laser printers.

Inkjet printers work by squirting small dots of ink onto the page, and normally provide the facility to print in colour and black and white.

Laser printers use technology similar to a photocopier. Colour laser printers are relatively expensive, so it is more common to find black and white laser printers in use.

Action Explore the printer or printers that are in use in the training centre. In particular establish the following:

- What types of printer(s) are in use?
- How do you switch the printer(s) on?
- How do you load paper into the printer(s)?
- How do you carry out a test print on the printer(s)

SAVING A DOCUMENT

One of the great benefits of using a computer is that all the work you do can be stored or saved.

Normally, you would save your work in one or more of the following locations:

- The PC's internal, hard disk
- A floppy disk
- A compact disk (CD)
- Network hard disk

In the training centre you may well store your work onto a floppy disk which will be issued to you. Storing your work on a floppy disk means that your work can be kept securely, and no other user will be able to access it.

In a domestic or work situation you would most likely store your work on the computer's internal hard disk – this has the convenience of having a very large capacity and means all your work is easily accessible.

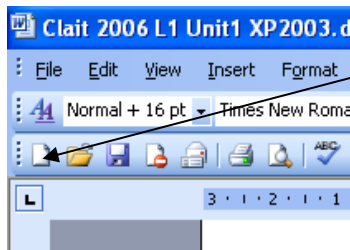
To distinguish the different places (or disk drives) where work can be stored, the computer allocates a letter to each. Typically (but not always), the following letters are used to identify disk drives:

A: Floppy disk drive
C: PC's hard disk drive
D: Compact disk drive
F, G, H etc. Network disk drives

The following exercise will guide you through the process of saving a document to a floppy disk.

Action Ensure that Microsoft Word is loaded with a blank document window open.

Note: If you still have Word loaded but do not have a blank document window waiting for new text to be entered, point and click on the **New Document** icon on the toolbar, as shown below:

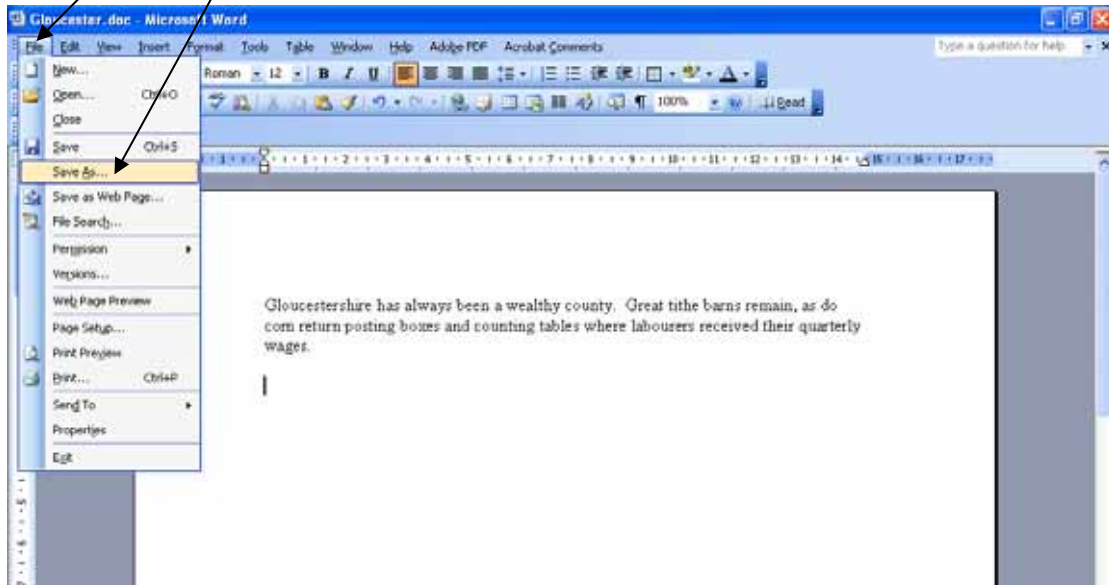


Type the following text into the document.

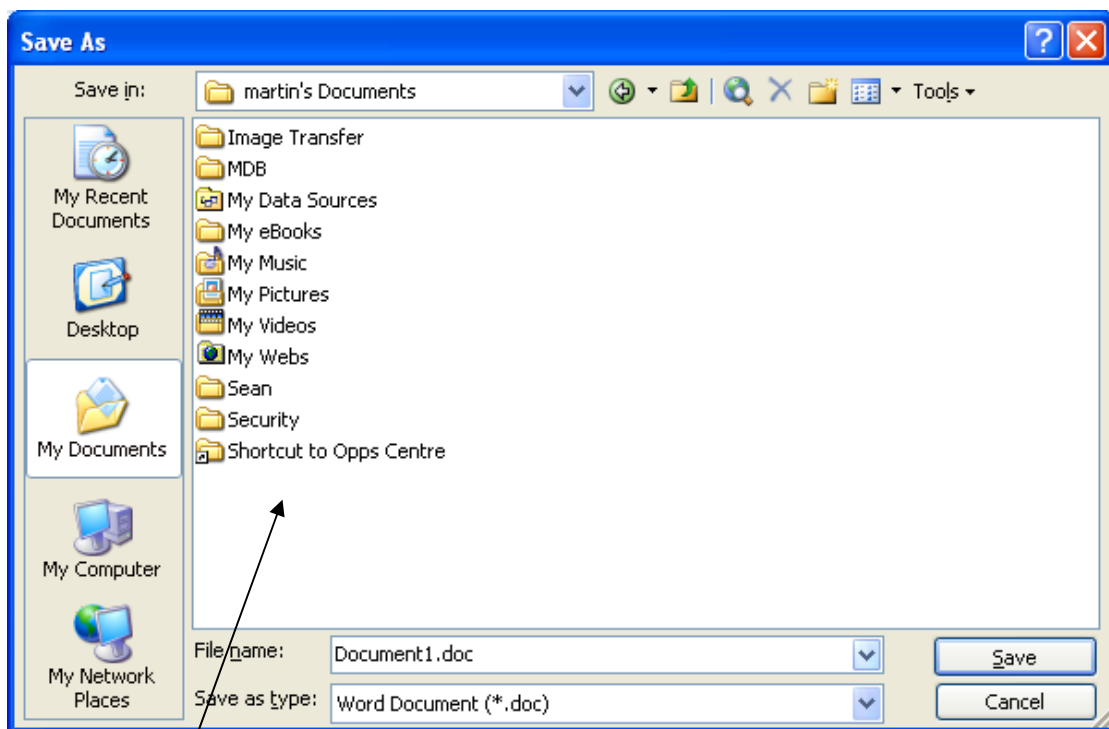
Gloucestershire has always been a wealthy county. Great tithe barns remain, as do corn return posting boxes and counting tables where labourers received their quarterly wages.

Now save this document as follows:

Action Select **File...**, **Save As...** on the menu as shown below:

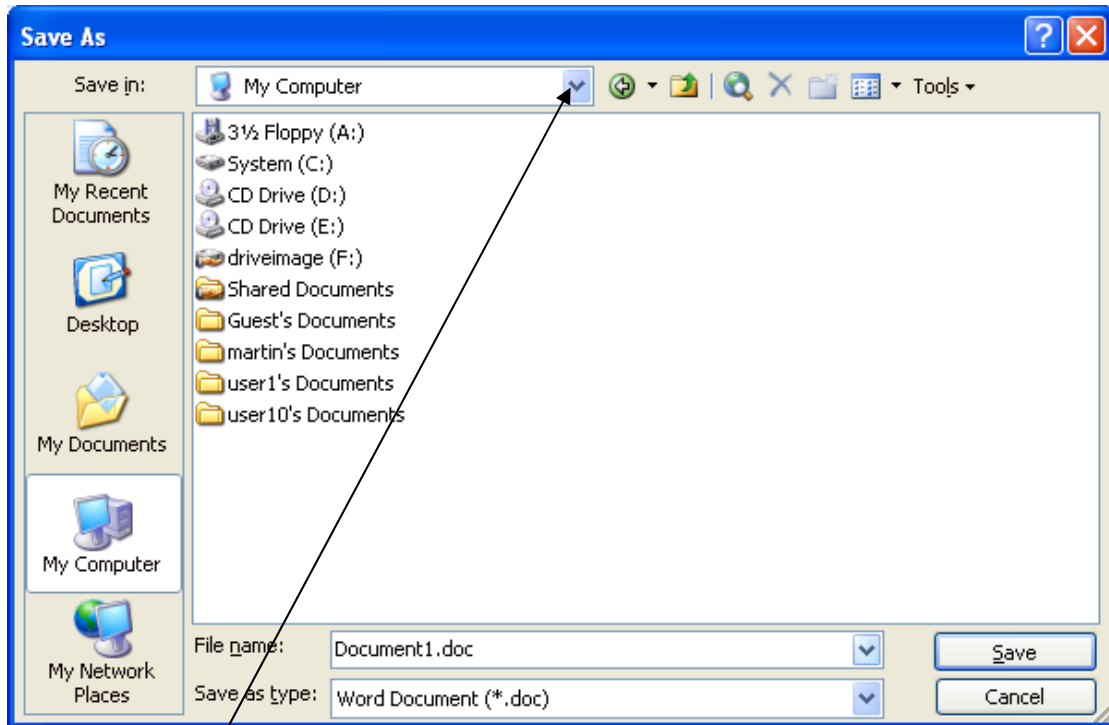


The **Save As** dialogue box appears, as shown below:

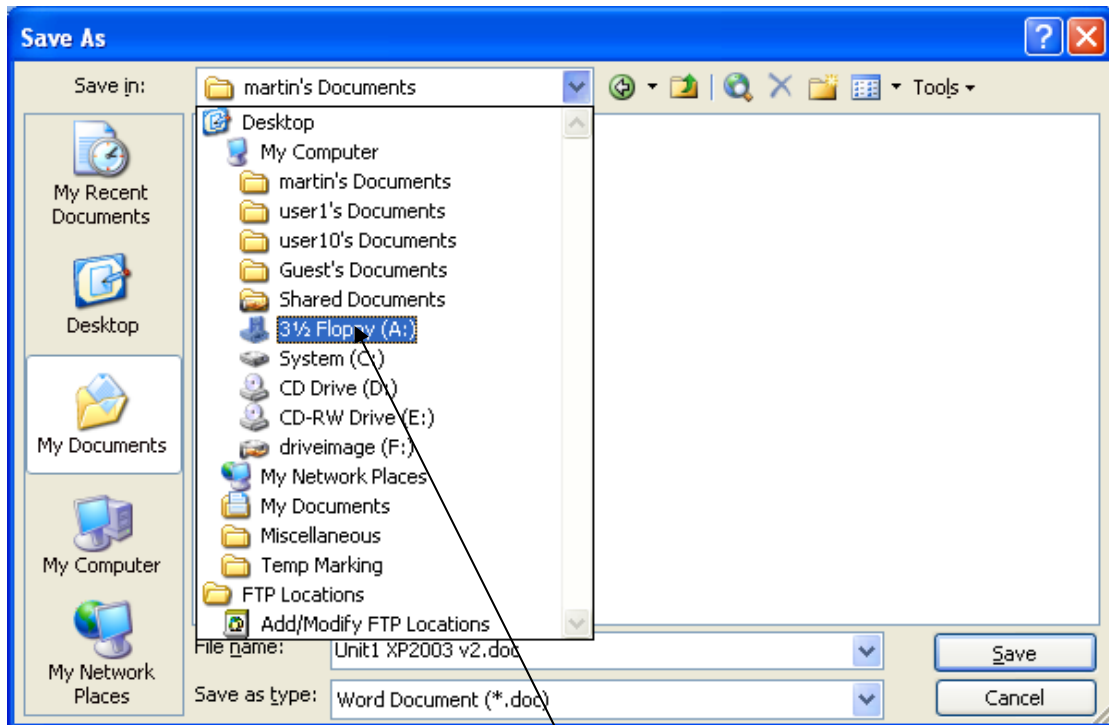


Note: the contents of the above dialogue box will be different to that shown here.

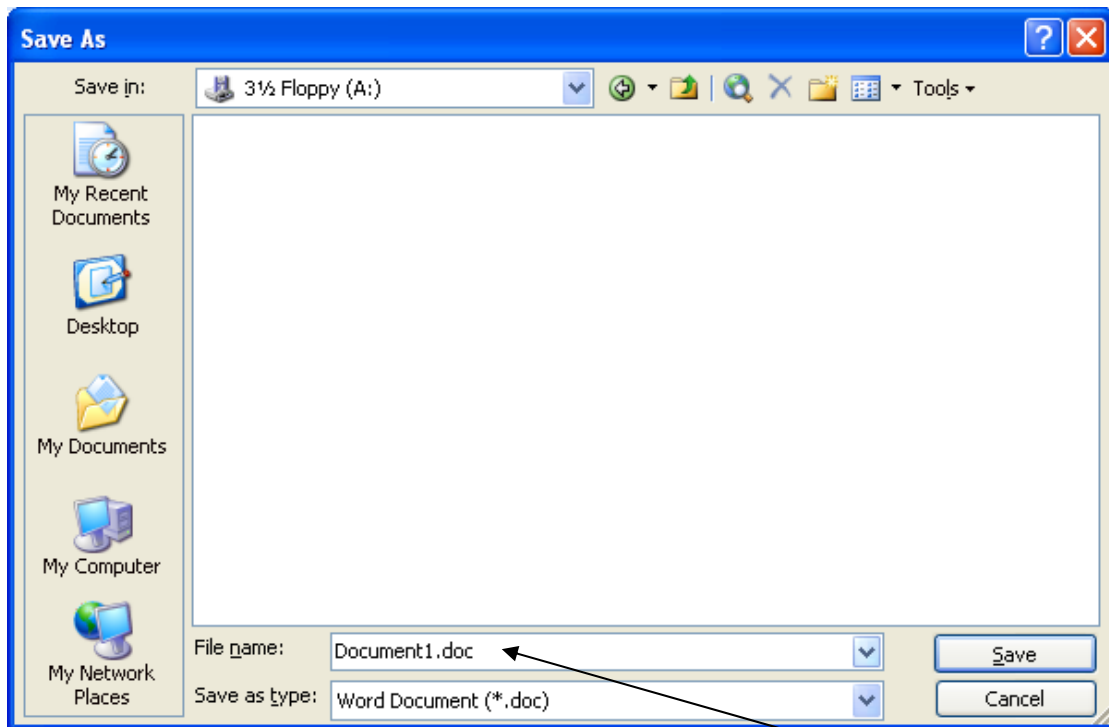
Saving a document for the first time involves providing the computer with two essential pieces of information – **LOCATION** and **FILE NAME**.



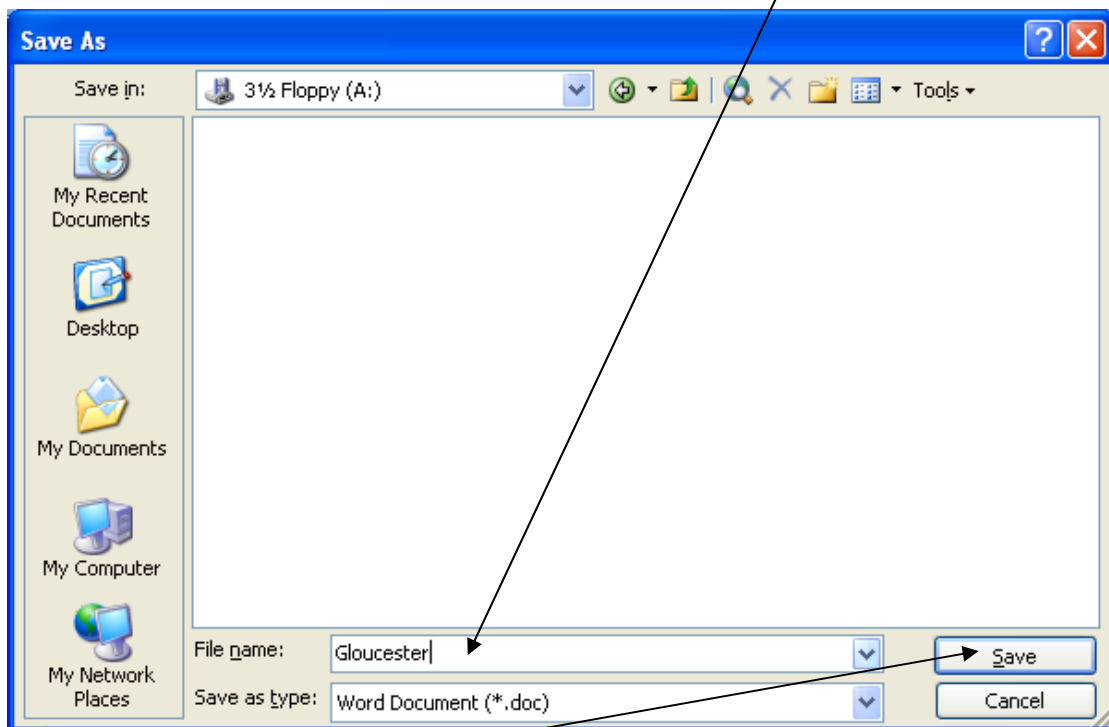
Action Select the location by clicking on the down arrow to the right of the **Save in:** label to reveal a list of locations available on your computer.



Action Now choose the location – (if you are saving onto a floppy disk this will almost certainly be referred to as **3 1/2 Floppy (A:)**) by pointing to it in the list and clicking, so that the display changes as overleaf:



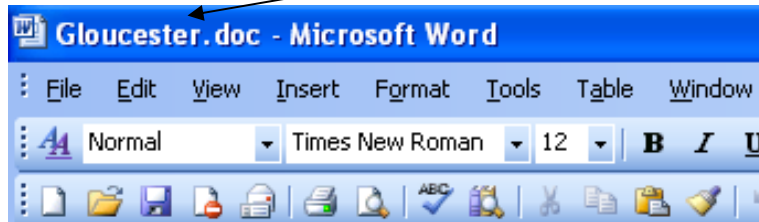
Action Once you have specified the location, point and click in the **File name:** box and replace the existing entry with the file name **Gloucester**.



Action When you are happy with the location and the file name, point and click on the **Save** button. The document will then be written to the floppy disk.

The **Save As** dialogue box will disappear once the document has been stored safely onto disk.

You will notice that your chosen file name **Gloucester.doc** now appears in the title bar of the document window.



That's it – you have now created and saved your document.

All computer information is stored in **files**. The above actions will have created a file on the floppy disk with the name **Gloucester.doc**

The **.doc** entry after the file name will be automatically added by the computer – it is referred to as the file extension, and is used by the computer to identify the type of information that is stored in the file. A file extension of **doc** tells the computer that this file is a document file, as the **doc** extension is normally associated with Word documents.

The computer will also automatically record the date and time the file was saved, together with details of the file size.

Practice tasks

There now follows three tasks to give you some practice in creating, saving and printing documents.

Action Before attempting the tasks, close the current document and close Word to return to the opening Windows desktop screen.

Ask your tutor to check your work after each task so that any difficulties can be identified and rectified.

Save your documents onto the floppy disk unless instructed otherwise.

Practice Task 1

**CREATING A DOCUMENT
SAVING A DOCUMENT
PRINTING A DOCUMENT**

The data files required for this exercise are: **None**

1. Switch on the computer
2. Login using your username and password
3. Load a word-processing application
4. Open a new document
5. Type the following text into the new document, leaving a blank line between the items as shown below:

Large wardrobe

Single bed - £50

Vanity unit - £12.50

Mirror - £10 (50% off)

Table & chairs (brand new!)

6. Save the document using the file name **furniture**
7. Print a single copy of the document
8. Close the word-processing application

End of task

Practice Task 2

**CREATING A DOCUMENT
SAVING A DOCUMENT
PRINTING A DOCUMENT**

The data files required for this exercise are: **None**

1. Switch on the computer
2. Login using your username and password
3. Load a word-processing application
4. Open a new document
5. Type the following text into the new document, leaving a blank line between the paragraphs as shown below:

People are now able to buy their postage online, without any stamps, for the first time under a new free initiative from the Royal Mail.

Customers pay for postage by credit card over the internet for first-class, second-class, recorded, special and international deliveries.

6. Save the document using the file name **post**
7. Print a single copy of the document
8. Close the word-processing application

End of task

Practice Task 3

**CREATING A DOCUMENT
SAVING A DOCUMENT
PRINTING A DOCUMENT**

The data files required for this exercise are: **None**

1. Switch on the computer
2. Login using your username and password
3. Load a word-processing application
4. Open a new document
5. Type the following text into the new document, leaving a blank line between the paragraphs as shown below:

An unfinished book by JRR Tolkien has been edited into a completed work by his son for publication next year.

Christopher Tolkien has spent 30 years working on The Children of Hurin, which The Lord of the Rings author started in 1918 and later abandoned.

Extracts from The Children of Hurin have been published before. JRR Tolkien's The Lord of the Rings trilogy has sold more than 50 million copies and was adapted into three hugely successful films.

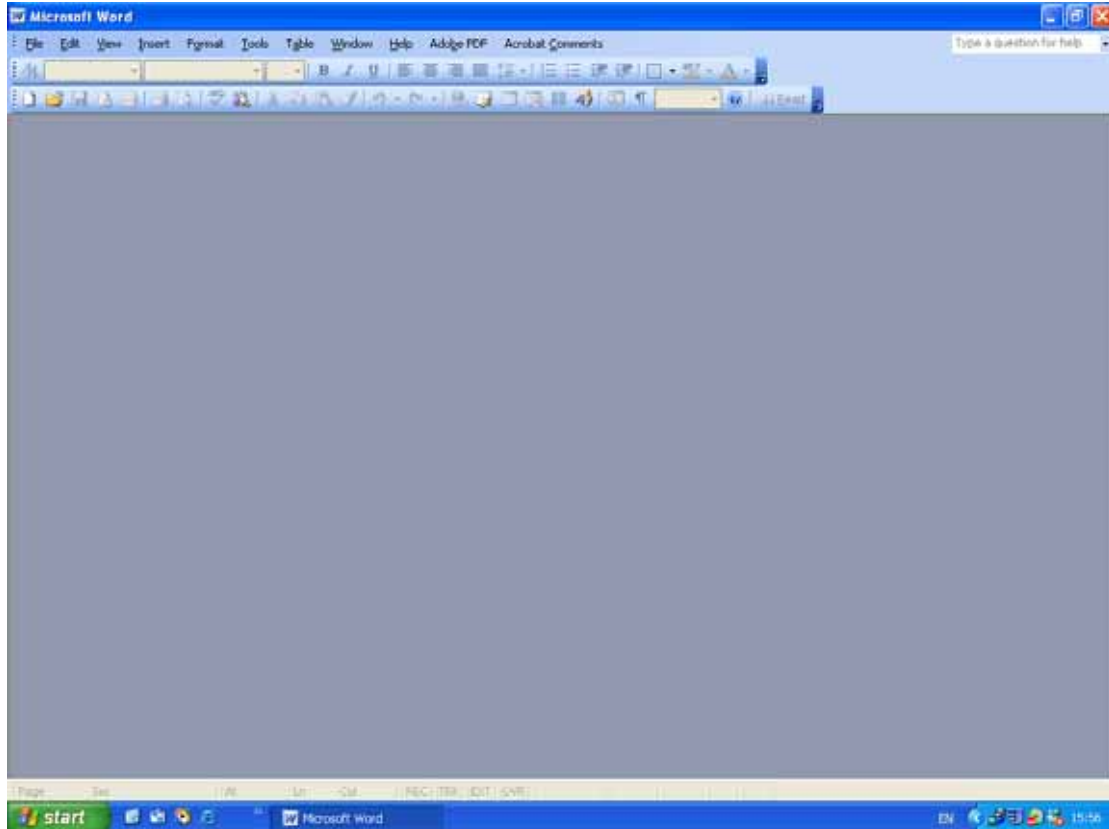
9. Save the document using the file name **book**
10. Print a single copy of the document
11. Close the word-processing application

End of task

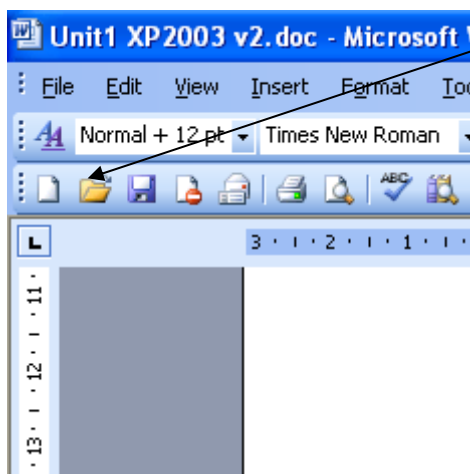
RECALLING AND EDITING AN DOCUMENT

So far you have seen how to create and save a file. You will now learn how to recall a saved file, make changes to it (edit), and save it again.

Action Ensure that Microsoft Word is loaded and that all document windows are closed so that you see a screen similar to that below:



Action To recall an existing document, point and click on the **Open** button on the Word toolbar (the button representing an open folder).

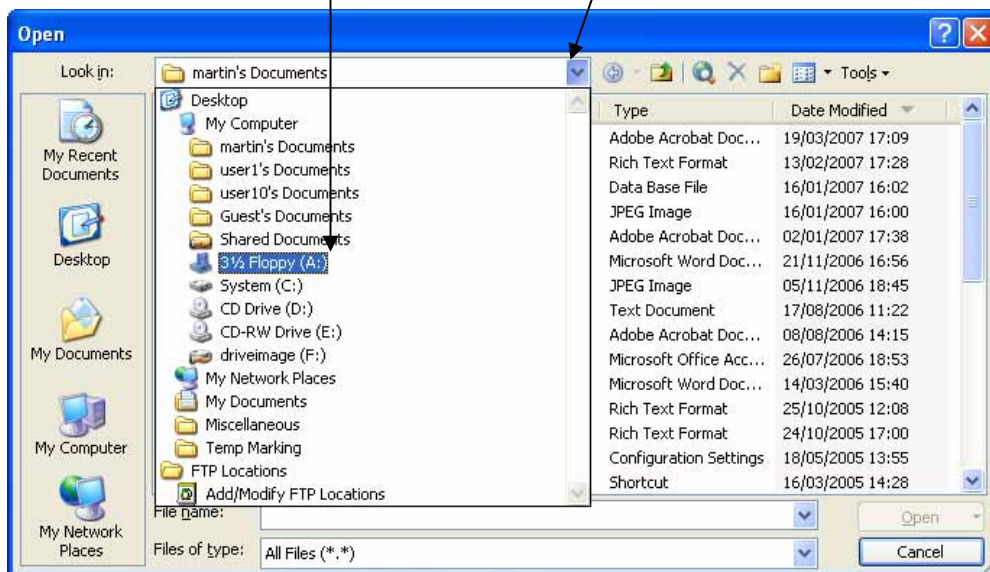


The Open dialogue box appears similar to that below:

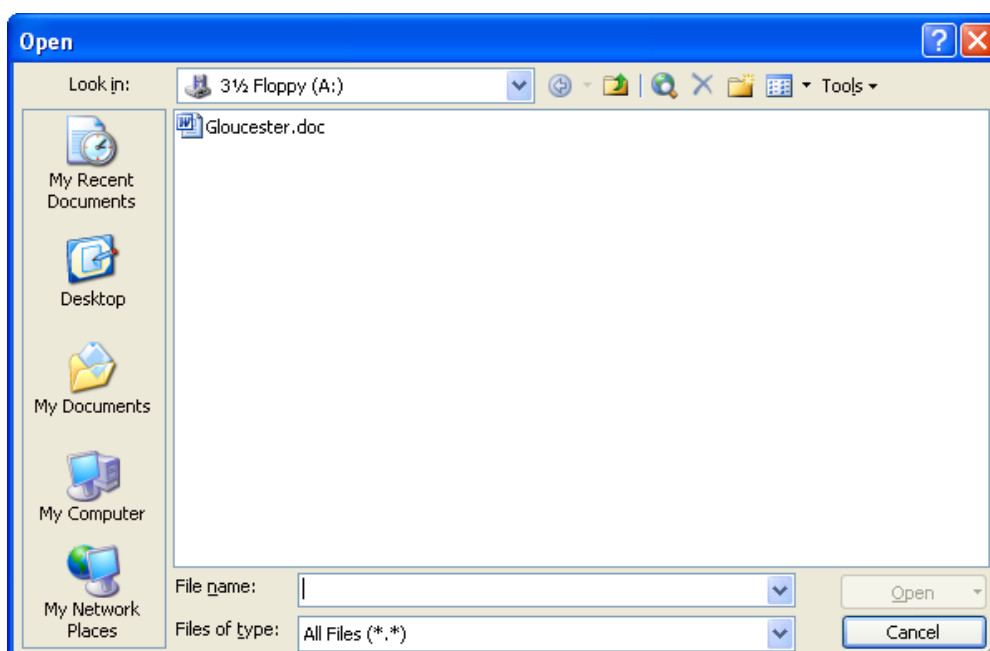
Just as when saving a document, recalling a document that has already been saved involves providing the computer with two essential pieces of information – the file **LOCATION** and **FILE NAME**.

You are going to recall the document **Gloucester.doc** saved earlier.

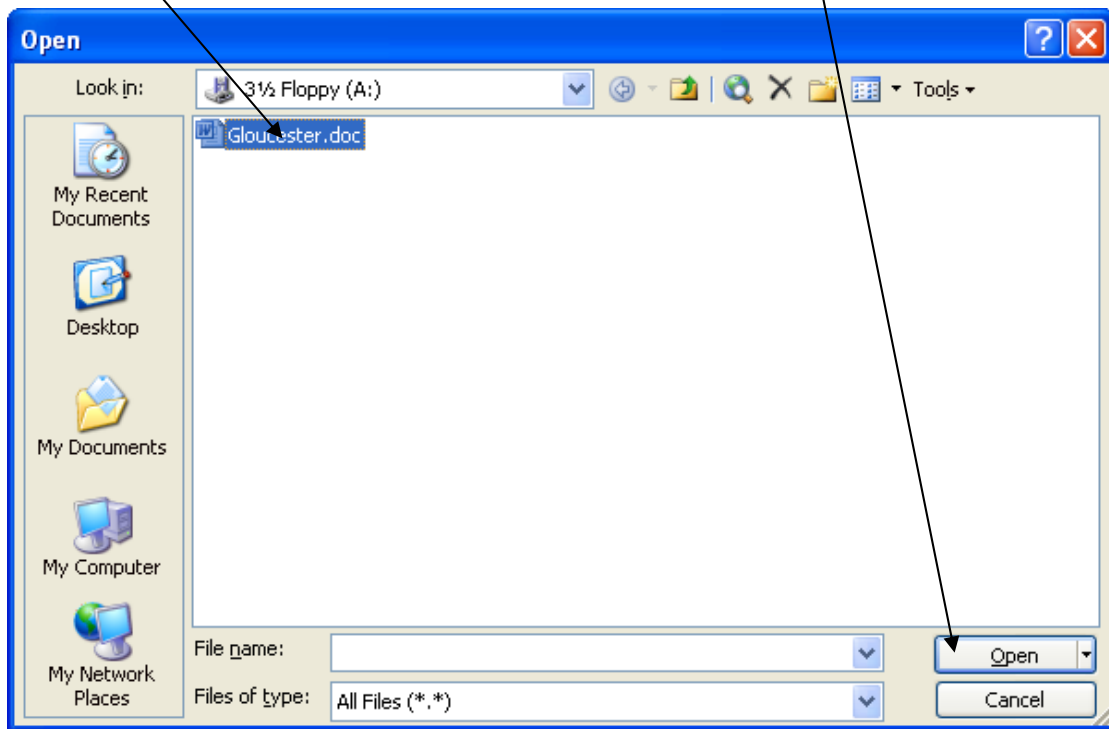
Action Click on the down arrow to the right of the **Look in:** label and ensure that the location is set to **3½ Floppy (A:)** (or the location of your files) by clicking on it in the list of file locations that are displayed. (note, this may already be set to the appropriate location.)



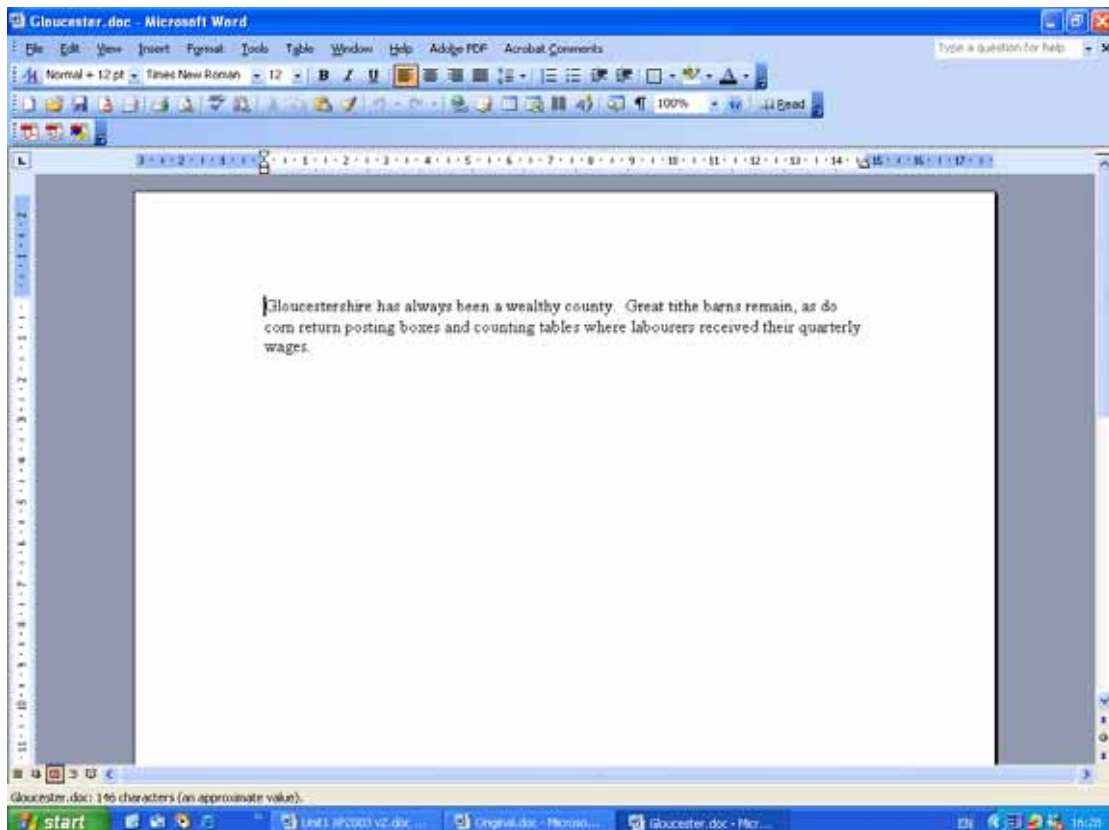
The Word files that are stored in the selected location will be displayed in the **Open** dialogue box (note that your practice tasks files may also be shown).



Action To recall the file Gloucester.doc, point and click on the file name so that it becomes highlighted, and then point and click on the **Open** button (or you can simply double-click on the file name).



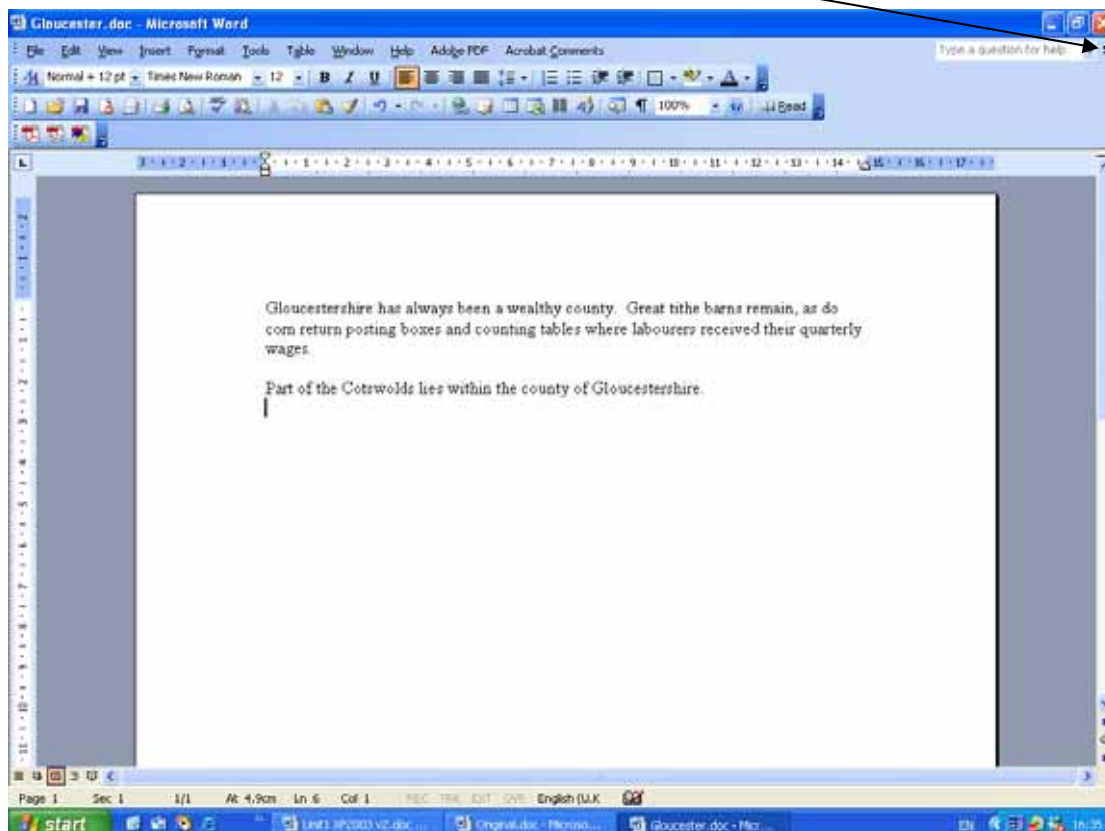
Having clicked on the **Open** button, the document will be opened and displayed as below:



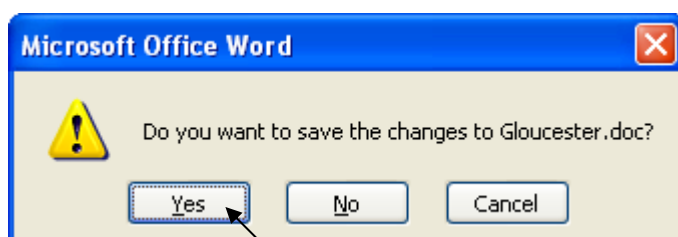
Action Now edit the document by adding the following sentence below the existing text.

Part of the Cotswolds lies within the county of Gloucestershire.

Action Then close the document by clicking on the close document button.

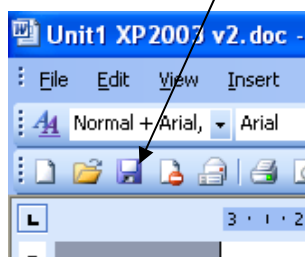


Word detects that the document has been amended since it was last saved, and prompts you to save or ignore the changes by displaying the following dialogue box.

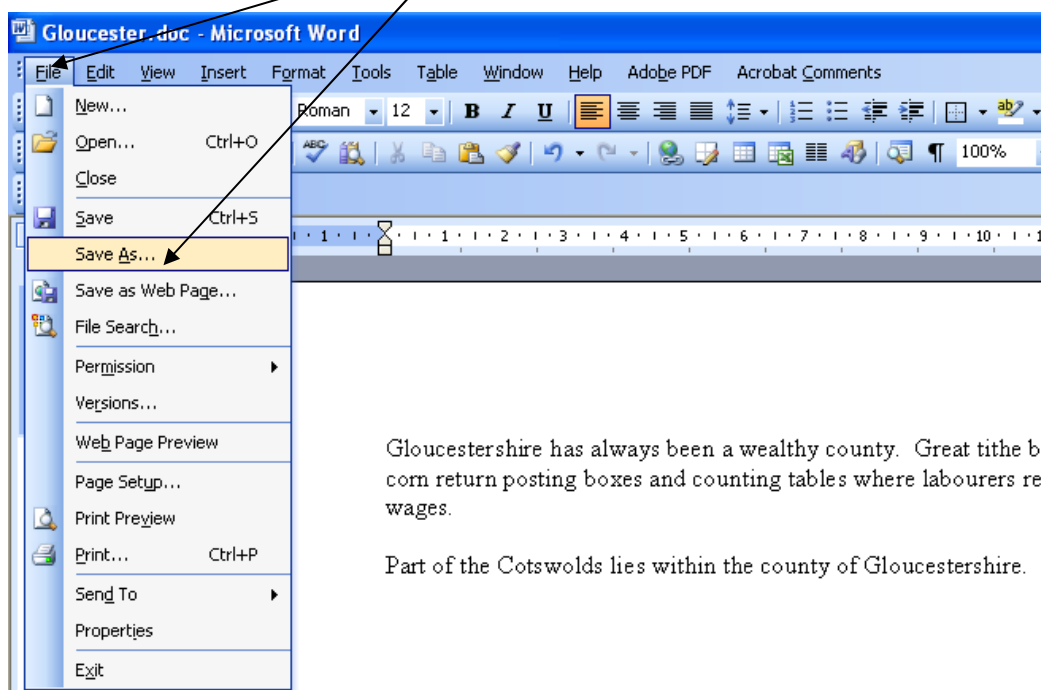


Action Point and click on **Yes** to save the changes. (Note that clicking on **No** would result in the document being closed without any changes being saved, whilst clicking on **Cancel** would cancel the “close document” action and return you to the open document.)

You do not have to wait until closing a document before saving any changes – clicking on the **Save** button at any time results in the document changes being saved instantly. The previous version of the document is overwritten with the amended version.



Remember, if you wish to give the document that you are saving a new name, or if you wish to change the storage location, you have to select the **File, Save As...** option on the menu bar.



Action Close all open documents.

Now tackle practice tasks 4 – 6, which provide practise in recalling, editing and saving files.

Important Note:

These tasks, and the remainder of the tasks in this workbook, will require you to open existing document files that have been especially prepared.

Therefore, you may need to find out from your tutor where these files are located before you proceed. You should also find out where you should store any new documents that you are asked to create during the exercises.

Practice Task 4

**OPENING AND EDITING A DOCUMENT
SAVING A DOCUMENT WITH A NEW NAME
PRINTING A DOCUMENT**

The data files required for this exercise are: **furniture1**

1. Switch on the computer
2. Login using your username and password
3. Load a word-processing application
4. Open the document called **furniture1**
5. Change the word **wardrobe** to read **wardrobes**
6. Change the price of the single bed to **£60**
7. On the last line, change **(brand new!)** to read **(nearly new)**
8. Save the document using the new file name **furn1new**
9. Print a single copy of the document
10. Close the word-processing application

End of task

Practice Task 5

**OPENING AND EDITING A DOCUMENT
SAVING A DOCUMENT WITH A NEW NAME
PRINTING A DOCUMENT**

The data files required for this exercise are: **post1**

1. Switch on the computer
2. Login using your username and password
3. Load a word-processing application
4. Open the document called **post1**
5. Add the text **Good news!** to the beginning of the first paragraph
6. Delete the words **by credit card** in the second paragraph
7. Add the text below as a new paragraph at the end of the document

A Royal Mail spokesperson said that this initiative demonstrated how they were committed to making life easier for their millions of customers.

8. Save the document using the new file name **post1new**
9. Print a single copy of the document
10. Close the word-processing application

End of task

Practice Task 6

**OPENING AND EDITING A DOCUMENT
SAVING A DOCUMENT WITH A NEW NAME
PRINTING A DOCUMENT**

The data files required for this exercise are: **book1**

1. Switch on the computer
2. Login using your username and password
3. Load a word-processing application
4. Open the document called **book1**
5. Insert the word **almost** immediately following the word **spent** in the second paragraph
6. Delete the words **and was adapted into three hugely successful films** in the last paragraph
7. Add the text below as a new paragraph after the second paragraph, that ends **and later abandoned.**

The story involves the elves and dwarves that feature in much of Tolkien's work.

8. Save the document using the new file name **book1new**
9. Print a single copy of the document
10. Close the word-processing application

End of task

SETTING PAGE MARGINS AND PAGE ORIENTATION

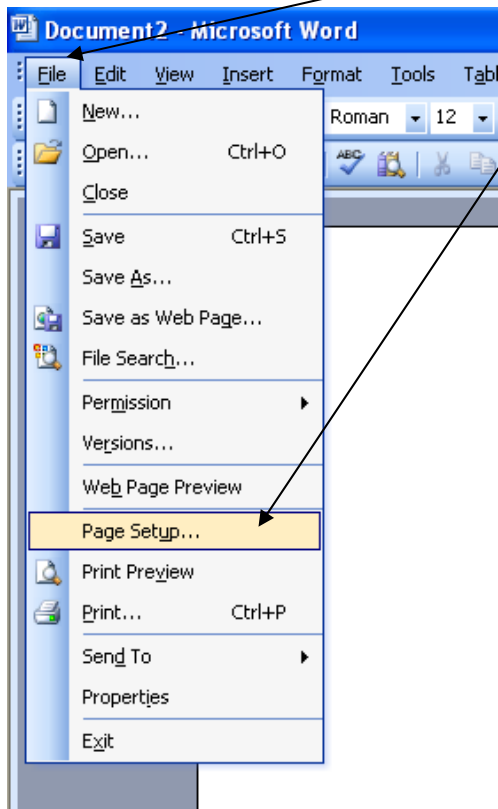
In this section you will discover how to set the size of the page margins, and how to change the page orientation.

You will be carrying out the following:

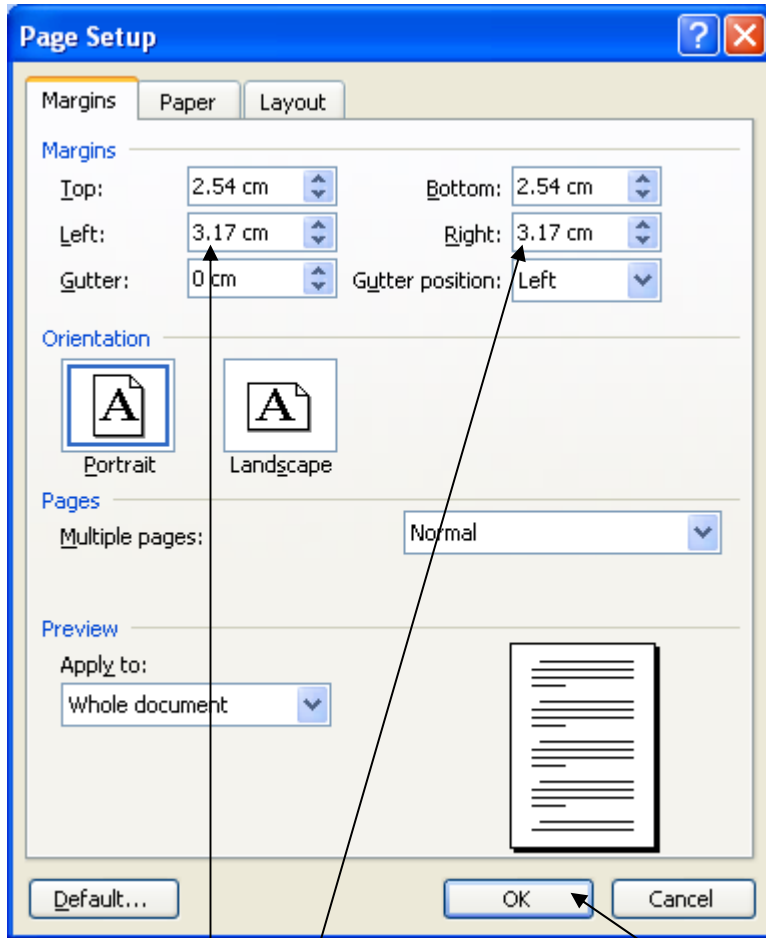
- Recalling an existing document
- Setting the size of the page margins to **4cms**
- Changing the page orientation from portrait to landscape

Action Open the document **Gloucester.doc**

Action To change the page margins, selecting **File, Page Setup...** from the menu bar, as shown below:



The following dialogue box will appear :



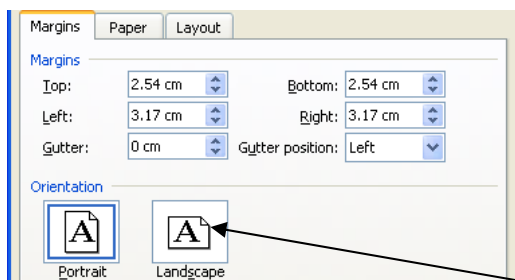
Action To adjust the left and right page margins, change the values in the boxes shown above so that they are both **5 cms**. This can be done by typing in the new value, or by pointing and clicking on the arrows to the right of the value box which will move the values in a scrolling fashion.

Action When the left and right margin values have been set, point and click on **OK**.

Action Print out a copy of the document.

Changing the page orientation

On the dialogue box above, there is the option of printing either in portrait (tall) orientation, or landscape (wide) orientation.



Action Print out a copy of the document again, but this time in landscape orientation.

Practice Task 7

**OPENING A DOCUMENT
SETTING PAGE MARGINS
SETTING PAGE ORIENTATION**

The data files required for this exercise are: **cycle1**

1. Load a word-processing application
2. Open the document called **cycle1**
3. Set the page orientation to **landscape**
4. Set the top page margin to **4 cms**
5. Set the left page margin to **5 cms**
6. Set the right page margin to **5 cms**
7. Save the document using the new file name **cycle1new**
8. Print a single copy of the document
9. Close the word-processing application

End of task

Practice Task 8

**OPENING A DOCUMENT
SETTING PAGE MARGINS
SETTING PAGE ORIENTATION**

The data files required for this exercise are: **trot1**

1. Load a word-processing application
2. Open the document called **trot1**
3. Set the page orientation to **portrait**
4. Set the top page margin to **4.5 cms**
5. Set the left page margin to **4.5 cms**
6. Set the right page margin to **8.5 cms**
7. Save the document using the new file name **trot1new**
8. Print a single copy of the document
9. Close the word-processing application

End of task

Practice Task 9

**OPENING A DOCUMENT
SETTING PAGE MARGINS
SETTING PAGE ORIENTATION**

The data files required for this exercise are: **mind1**

1. Load a word-processing application
2. Open the document called **mind1**
3. Set the page orientation to **landscape**
4. Set the top page margin to **6 cms**
5. Set the left page margin to **4.3 cms**
6. Set the right page margin to **5.7 cms**
7. Save the document using the new file name **mind1new**
8. Print a single copy of the document
9. Close the word-processing application

End of task

ALIGNING AND INDENTING TEXT

Text can be aligned in various ways within a document, and in this section you will learn about:

- Left aligned text
- Right aligned text
- Centre aligned text
- Fully justified (or justified) text
- First line indented text

Here is how a single paragraph of text appears with each of the above alignments and indents applied.

Left aligned (straight left margin, ragged right margin)

There is a vast array of computer equipment. The hardware components of a typical computer system are shown overleaf, including a number of items such as mice, speakers, printers etc. which are often referred to as peripherals.

Right aligned (ragged left margin, straight right margin)

There is a vast array of computer equipment. The hardware components of a typical computer system are shown overleaf, including a number of items such as mice, speakers, printers etc. which are often referred to as peripherals.

Centre aligned

There is a vast array of computer equipment. The hardware components of a typical computer system are shown overleaf, including a number of items such as mice, speakers, printers etc. which are often referred to as peripherals.

Fully justified (straight left margin, straight right margin)

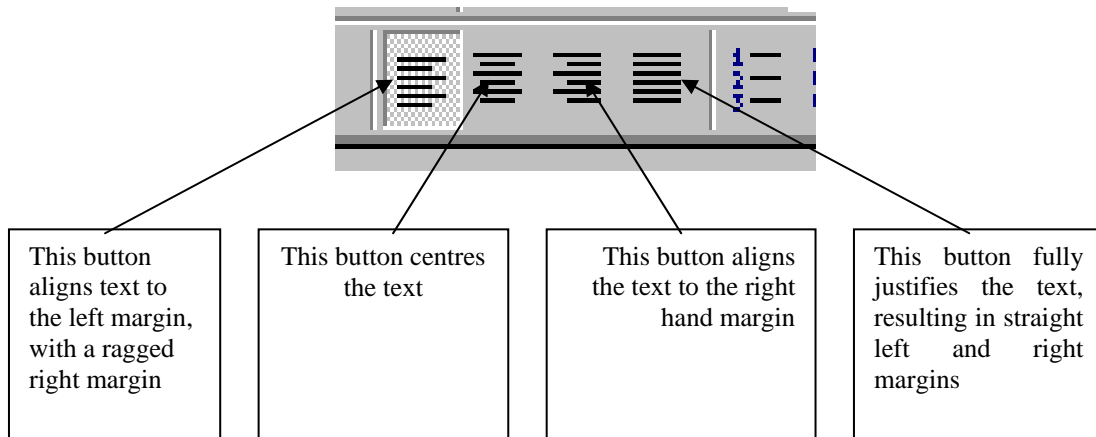
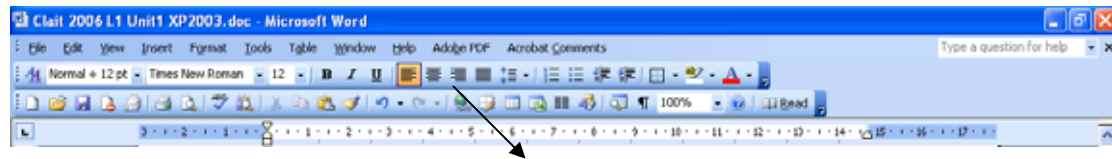
There is a vast array of computer equipment. The hardware components of a typical computer system are shown overleaf, including a number of items such as mice, speakers, printers etc. which are often referred to as peripherals.

First line indented (alignment of paragraph can be any of those above)

There is a vast array of computer equipment. The hardware components of a typical computer system are shown overleaf, including a number of items such as mice, speakers, printers etc. which are often referred to as peripherals.

A document may well contain text that has been laid out using a combination of the above alignments. The alignment can be applied to individual lines, but normally any alignment is applied to entire paragraphs.

Unless otherwise specified, the usual “default” alignment of text is left aligned. The alignment that is currently applied to a section of text is shown on the formatting toolbar as follows:



You can use these buttons to align text before you type the text, or you can use them to align text that has already been typed.

ALIGNING TEXT BEFORE YOU TYPE IT

Carry out the following steps to see this in action :

- Action**
1. Ensure that Microsoft Word is loaded and open a new document
 2. Point and click on the **centre text** button on the formatting toolbar
 3. Type the following two words as a heading

CHAPTER ONE

You will notice as you type that the insertion point is automatically positioned in the correct place on the screen so that the text remains centred as you enter each character.

- Action**
- When you have finished typing the text that you want to centre, you should move to the line below and point and click on the **centre text** button again to switch it off – otherwise, any further text you type will also be centred in this way.

- Action**
- Now close the new document without saving it (answer **NO** to the question **Do you want to save the changes to**)

ALIGNING EXISTING TEXT

As an alternative to setting the alignment before you enter text, you can easily change the alignment of text that has already been entered into a document.

This is achieved by placing the insertion point anywhere within the text that is to be aligned, and then clicking on the appropriate button on the formatting toolbar.

Carry out the following steps to see this in action :

Action Open a new document and enter the following paragraph of text (using the default left alignment).

A woman came home, screeching her car into the driveway, and ran into the house. She slammed the door and shouted at the top of her lungs, "Honey, pack your bags. I won the lottery!". The husband said, "Oh my God! What should I pack, beach stuff or mountain stuff?". "Doesn't matter," she said. "Just get out."

Action Place the insertion point anywhere within the text, and then click on the justify button on the toolbar.



The text should now appear similar to that below, with a straight right margin:

A woman came home, screeching her car into the driveway, and ran into the house. She slammed the door and shouted at the top of her lungs, "Honey, pack your bags. I won the lottery!". The husband said, "Oh my God! What should I pack, beach stuff or mountain stuff?". "Doesn't matter," she said. "Just get out."

Action Now right align the paragraph of text - the text should now appear similar to that below:

A woman came home, screeching her car into the driveway, and ran into the house. She slammed the door and shouted at the top of her lungs, "Honey, pack your bags. I won the lottery!". The husband said, "Oh my God! What should I pack, beach stuff or mountain stuff?". "Doesn't matter," she said. "Just get out."

Action Finally, left align the paragraph again - the text should now appear similar to that below:

A woman came home, screeching her car into the driveway, and ran into the house. She slammed the door and shouted at the top of her lungs, "Honey, pack your bags. I won the lottery!". The husband said, "Oh my God! What should I pack, beach stuff or mountain stuff?". "Doesn't matter," she said. "Just get out."

APPLYING A FIRST LINE INDENT

You will often see the first line of a paragraph of text indented, as shown below:

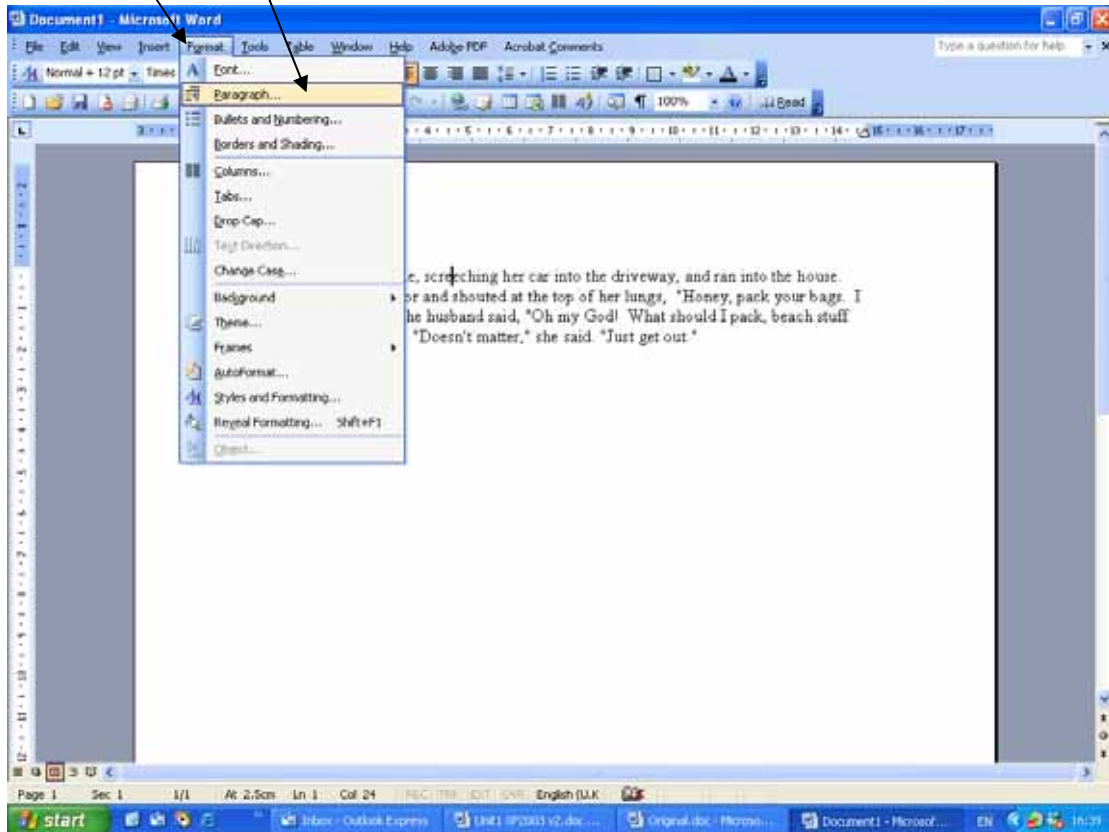
A woman came home, screeching her car into the driveway, and ran into the house. She slammed the door and shouted at the top of her lungs, "Honey, pack your bags. I won the lottery!". The husband said, "Oh my God! What should I pack, beach stuff or mountain stuff?". "Doesn't matter," she said. "Just get out."

This is known as a first line indent.

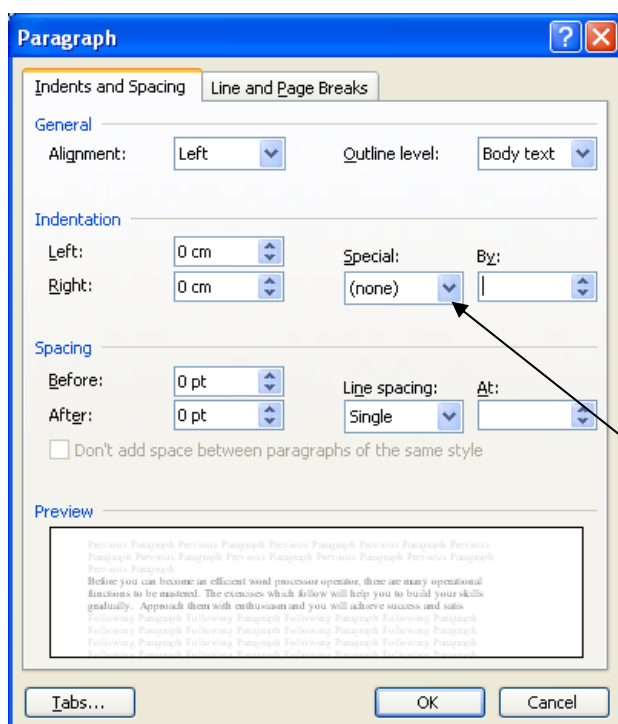
To achieve the above layout in the current document proceed as follows:

Action Point and click anywhere in the paragraph shown above.

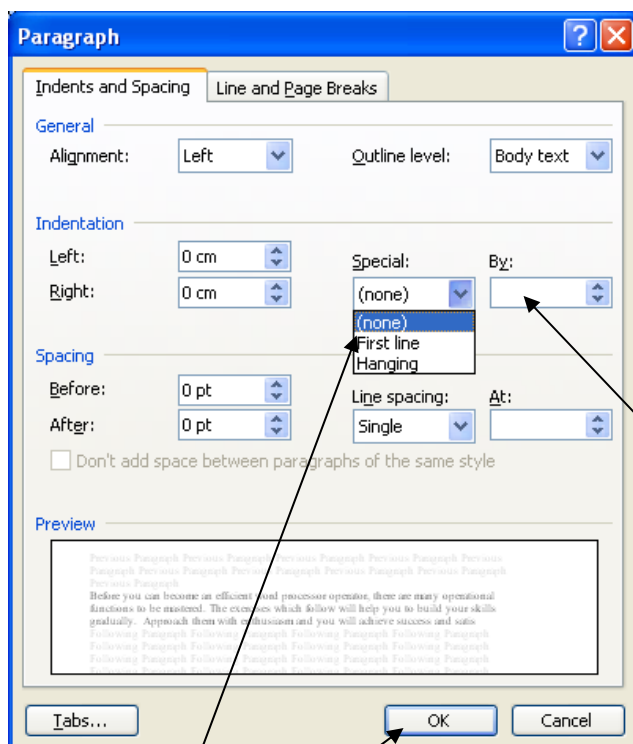
Action Select **Format, Paragraph** on the menu bar.



The following dialogue box will be displayed:



Action In the **Indentation** section, click on the drop down arrow under the **Special** heading, to reveal the options as below:



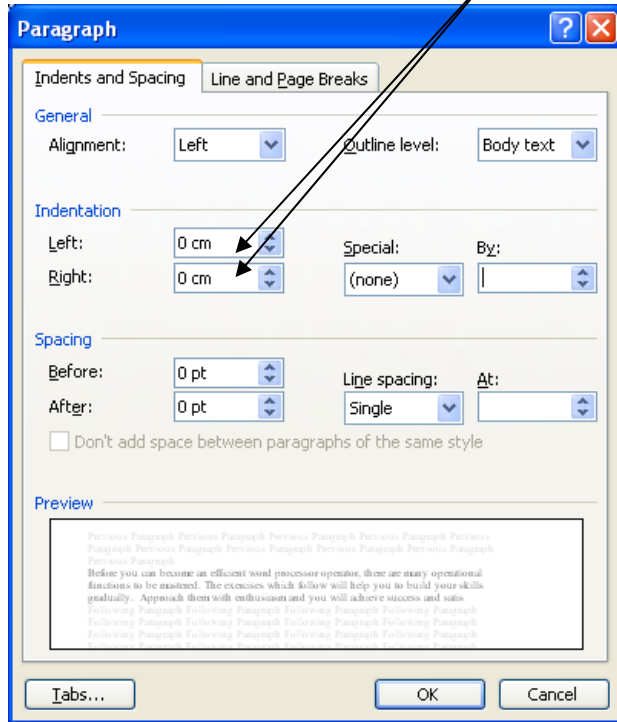
Action Click on **First line** — a default value (e.g. 1.27cm) will appear in the **By** box.

Action Click on the **OK** button. The paragraph will be indented as shown above.

Action Now remove the indent by repeating the procedure, and selecting **none** in the **Special** box.

INDENTING TEXT FROM BOTH MARGINS

The same dialogue box can be used to indent all the text in entire paragraphs from the left and the right margins.



Action Indent the current paragraph of text by 2 cms from both margins by keying in the value **2** in the left and the right indentation boxes indicated above.

The result should look something like this:

A woman came home, screeching her car into the driveway, and ran into the house. She slammed the door and shouted at the top of her lungs, "Honey, pack your bags. I won the lottery!". The husband said, "Oh my God! What should I pack, beach stuff or mountain stuff?". "Doesn't matter," she said. "Just get out."

Action Now close the document without saving it.

Practice Task 10

**OPENING A DOCUMENT
ALIGNING TEXT
INDENTING TEXT**

The data files required for this exercise are: **strat1**

1. Load a word-processing application
2. Open the document called **strat1**
3. Fully justify paragraphs four and five, beginning **Shakespeare's Birthplace** and **The building offers**
4. Apply a first line indent of 2 cms to all paragraphs
5. Right align the third paragraph, that begins **As Stratford was**
6. Save the document using the new file name **strat1new**
7. Print a single copy of the document
8. Close the word-processing application

End of task

Practice Task 11

**OPENING A DOCUMENT
ALIGNING TEXT
INDENTING TEXT**

The data files required for this exercise are: **recipe1**

1. Load a word-processing application
2. Open the document called **recipe1**
3. Centre align the list of ingredients, from **2 cloves garlic....** to **450g/1lb shallots...**
4. Centre align the list of ingredients for the gravy, from **1 tbsp plain flour** to **extra sprigs...**
5. Make sure that the headings **Ingredients**, **For the gravy** and **Method** are left aligned
6. Fully justify the last three paragraphs, beginning **Preheat the oven....**, **Place the lamb....**, and **During the last....**
7. Indent the last three paragraphs by 1 cm from the left and the right margins
8. Save the document using the new file name **recipe1new**
9. Print a single copy of the document
10. Close the word-processing application

End of task

Practice Task 12

**OPENING A DOCUMENT
ALIGNING TEXT
INDENTING TEXT**

The data files required for this exercise are: **black1**

1. Load a word-processing application
2. Open the document called **black1**
3. Centre align the heading **BLACK HOLES**
4. Fully justify all the text apart from the heading
5. Indent the paragraph beginning **Black holes are regions....** by 4 cms from the left and the right margins
6. Apply a first line indent of 2 cms to the paragraph beginning **Black holes were once....**
7. Apply a hanging indent of 2 cms to the paragraph beginning **As this debris gets....**
8. Save the document using the new file name **black1new**
9. Print a single copy of the document
10. Close the word-processing application

End of task

INSERTING PARAGRAPH BREAKS AND SETTING LINE SPACING

Inserting paragraph breaks into a document simply means breaking up blocks of text into distinct paragraphs. Documents that are divided into paragraphs are easier to read.

Action For example, type the following into a new document. and save it using the file name **devils**.

Like a Tasmanian devil, your little angel has demolished the kitchen and smeared jam on the walls. They're refusing to eat their greens, or food of any colour for that matter. They wanted the crusts cut off their toast but now they've seen it in its naked glory, they're crying because they wanted them left on. Sound familiar? Parenting can be a wonderful and fulfilling experience but it can also be the hardest thing any of us have to deal with – and fussy eating is only the tip of the iceberg. Our parenting pages offer help and advice on everything from taming your little tyrant to choosing the right childcare. You are not alone.

Dividing this into paragraphs such as below would make it easier to read, understand and absorb.

Like a Tasmanian devil, your little angel has demolished the kitchen and smeared jam on the walls. They're refusing to eat their greens, or food of any colour for that matter. They wanted the crusts cut off their toast but now they've seen it in its naked glory, they're crying because they wanted them left on.

Sound familiar?

Parenting can be a wonderful and fulfilling experience but it can also be the hardest thing any of us have to deal with – and fussy eating is only the tip of the iceberg. Our parenting pages offer help and advice on everything from taming your little tyrant to choosing the right childcare.

You are not alone.

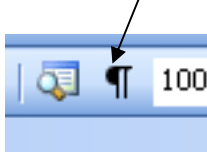
Proceed as follows to insert the required paragraph breaks

Action Position the insertion point immediately before the letter **S** in the word **sound**, and press the **ENTER** or **RETURN** key twice. (Pressing it once inserts the paragraph break, pressing it again inserts the line space that is normally found between paragraphs).

Action Repeat this process to insert the other two paragraph breaks before the words **Parenting** and **You**.

The precise positioning of the insertion point or cursor before inserting the break is important. For example, if you position the cursor immediately after the full stop at the end of a sentence that precedes a paragraph break, the new paragraph will start with the space or spaces that followed the full stop.

You may often find that a document needs “tidying up” after inserting or deleting paragraph breaks. To assist in this process, you can take advantage of the **Show/Hide** button on the toolbar.



Action Click on the Show/Hide button now and your document appearance will change. Dots will appear on screen in the document at every position where the space bar has been pressed. Also, the “New Paragraph” marker (¶) appears where the **ENTER** or the **RETURN** key has been pressed.

The Show/Hide button acts like a toggle, so clicking back on the button removes the markers. Note that the markers only appear on screen – they do not appear on the printed document.

Applying the Show/Hide button is extremely useful to check a document for the correct number of spaces between words and sentences, and to put right any mistakes made when inserting paragraph breaks. Any unwanted paragraph breaks can simply be removed by deleting the “New Paragraph” markers in the document.

Setting line spacing

Line spacing determines the amount of vertical space between lines of text.

Changing the line spacing in a document is another way of altering the readability of the text. Increasing line spacing can be very useful when printing a document for checking purposes – not only does the extra line spacing aid legibility, it means there is space to handwrite comments on the document.

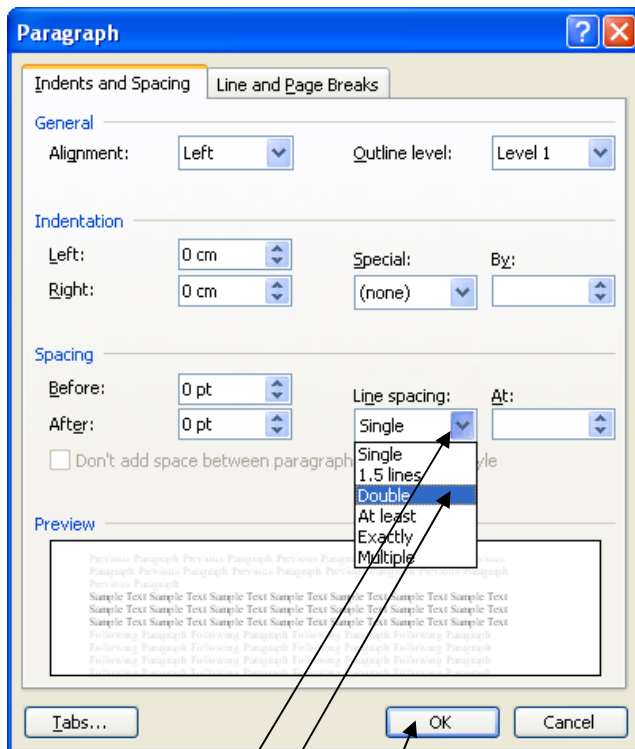
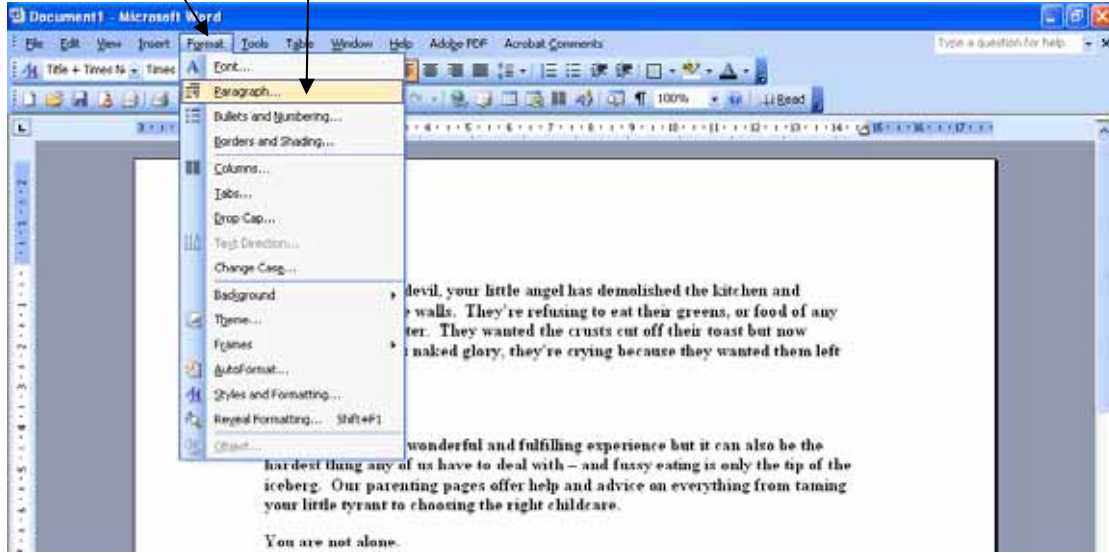
For example, applying double line spacing to the third paragraph in your document would make it look similar to below:

Parenting can be a wonderful and fulfilling experience but it can also be the hardest thing any of us have to deal with – and fussy eating is only the tip of the iceberg. Our parenting pages offer help and advice on everything from taming your little tyrant to choosing the right childcare.

Proceed as follows to apply double line spacing to the third paragraph.

Action Position the insertion point anywhere within the text of the third paragraph.

Action Select **Format, Paragraph** on the menu bar.



Action Click on the drop down arrow in the **Line spacing** section of the dialogue box and click on **Double**.

Action Point and click on the **OK** button and double line spacing will be applied to the paragraph of text. Close the document without saving the changes.

Practice Task 13

**OPENING A DOCUMENT
INSERTING PARAGRAPH BREAKS
SETTING LINE SPACING**

The data files required for this exercise are: **lawn1**

1. Load a word-processing application
2. Open the document called **lawn1**
3. In the last paragraph, insert a paragraph break immediately after the text **....of the lawn's required nutrients**. Leave a single line space above the new paragraph created.
4. Apply double line spacing to all of the document
5. Save the document using the new file name **lawn1new**
6. Print a single copy of the document
7. Close the word-processing application

End of task

Practice Task 14

**OPENING A DOCUMENT
INSERTING PARAGRAPH BREAKS
SETTING LINE SPACING**

The data files required for this exercise are: **iron1**

1. Load a word-processing application
2. Open the document called **iron1**
3. Insert a paragraph break and a line space immediately after the sentence ending **...to the present day.**
4. Insert a paragraph break and a line space immediately after the sentence ending **...rites of society had changed.**
5. Insert a paragraph break and a line space immediately after the sentence ending **...living in southern Britain.**
6. Apply double line spacing to the two paragraphs beginning **By the end of the...** and **Furthermore, because of climatic...**
7. Save the document using the new file name **iron1new**
8. Print a single copy of the document
9. Close the word-processing application

End of task

Practice Task 15

**OPENING A DOCUMENT
INSERTING PARAGRAPH BREAKS
SETTING LINE SPACING**

The data files required for this exercise are: **mud1**

1. Load a word-processing application
2. Open the document called **mud1**
3. Insert a paragraph break and a line space immediately after the sentence ending **...section for more details.**
4. Insert a paragraph break and a line space immediately after the sentence ending **...bring your own quad.**
5. Remove the line space and the paragraph break after the first paragraph so that the paragraph beginning **The lessons are 1 to 1...** becomes the last sentence of the first paragraph.
6. Apply line spacing of **1.5** to the second paragraph beginning **At Fun in The Mud...**
7. Save the document using the new file name **mud1new**
8. Print a single copy of the document
9. Close the word-processing application

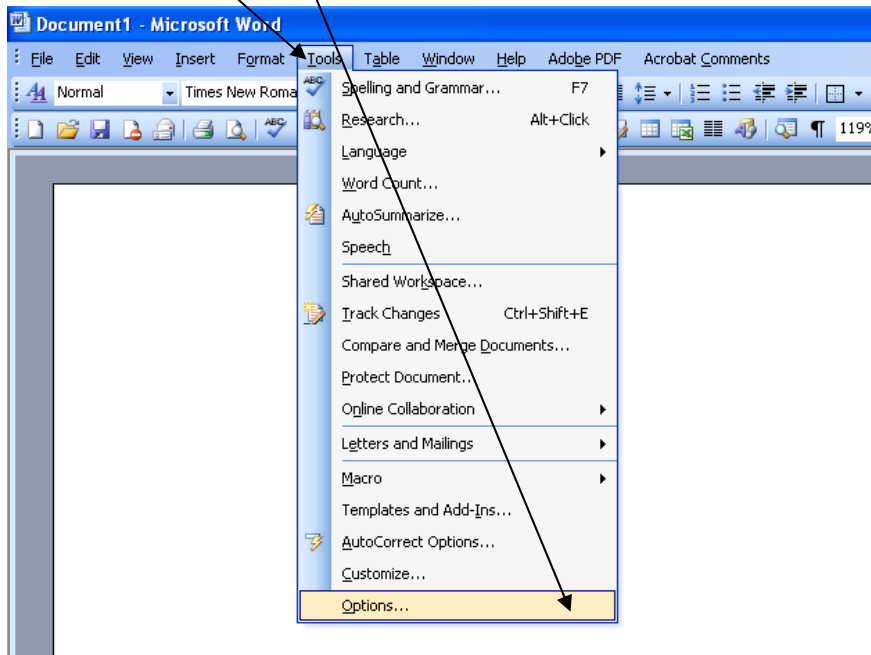
End of task

CHECKING SPELLING, GRAMMAR AND WORD COUNT

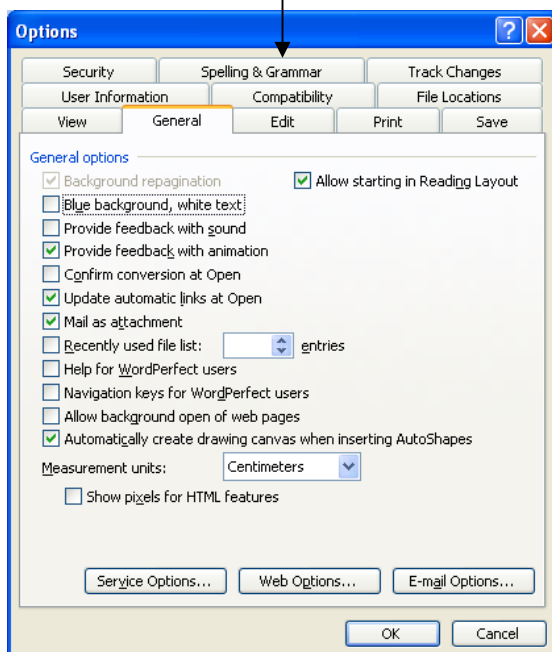
Word has a built-in facility for checking your spelling and grammar.

To experiment with this, open a new document.

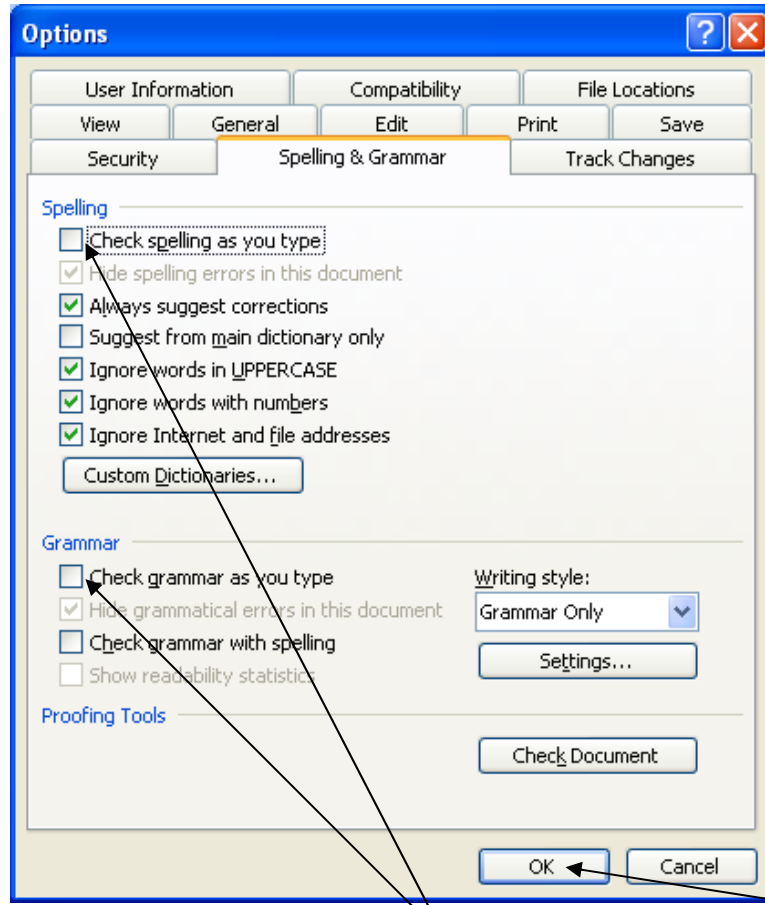
Action Now select **Tools, Options...** on the menu bar.



Action Choose the **Spelling & Grammar** tab:



The following dialogue box appears:



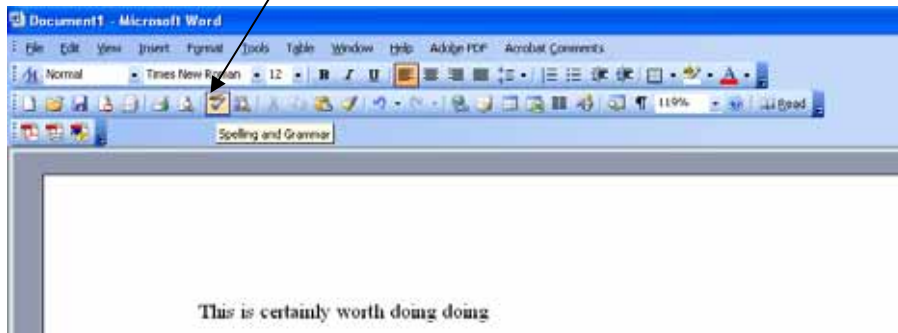
Action Clear the ticks (if any) from the two boxes indicated above, and click on **OK**.

(Note: If these are left ticked, Word checks your typing and grammar as you “go along”, underlining incorrectly spelt words in red, and grammatical errors in green – we have just turned off this facility for the purposes of this exercise).

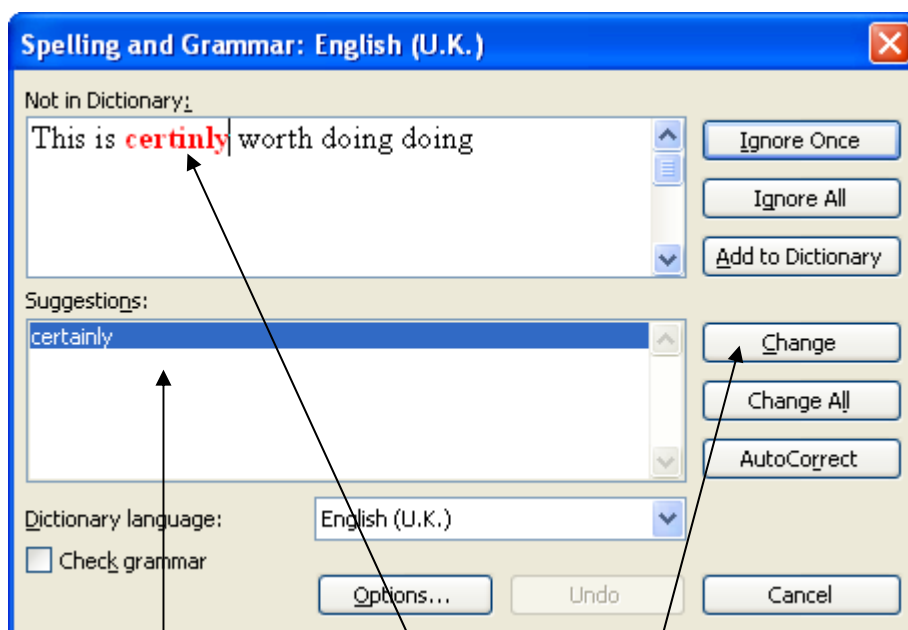
Action Now type the following words in to your new document (including the errors!):

This is certinly worth doing doing

Action Now click on the spell-checker button on the toolbar:



The following dialogue box will appear:

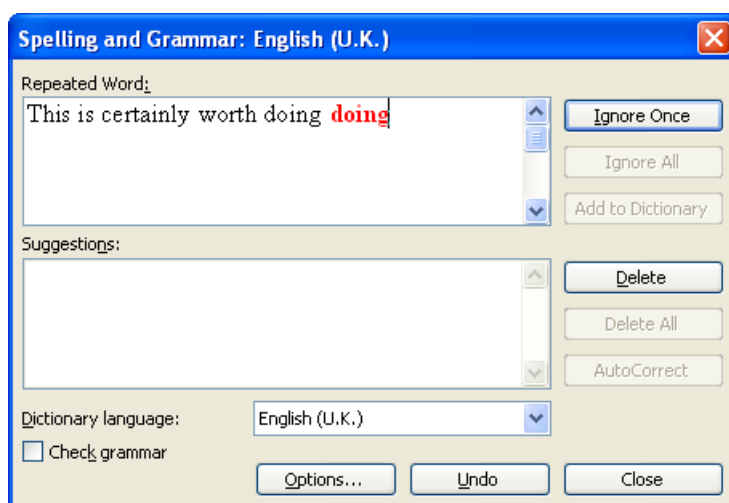


Word checks the spelling in your document (by comparing each word with words in its built-in dictionary), and highlights the first word that it finds that is not in the dictionary.

In the **Suggestions** section it will list one or more suggestions for the correct word – if it is listed, then click on the **Change** button to accept the suggestion.

The **Ignore** buttons would be clicked if you wanted the spell-checker to ignore this word (for example, you might use a technical word, or a proper noun such as someone’s name, which may well not be in the dictionary but is nevertheless spelt correctly).

Having processed this word, the rest of the document is checked – the repeated word “doing” is found, so the grammar checker reports this as follows:



Action Delete the extra word “doing”, and click on the **Change** button.

Action A dialogue box will then appear saying the spelling and grammar check is complete. Just click on **OK** to clear the message.

Limitations of the spelling and grammar checker

It is very tempting to rely upon the spelling and grammar checking facility a lot when typing a document.

However, it is important to appreciate its limitations.

For example, imagine you have typed the following in to a document:

The man was wearing a blue suite

The spell and grammar checker would not alert you that anything was wrong here (**suite** should of course be **suit**). This is because the word suite is in the dictionary. Secondly, although it is ridiculous to say that someone was wearing a suite, the grammar checker would again ignore it because the sentence is grammatically correct.

The lesson to be learnt here is very important – although the spell and grammar checker is useful to highlight errors, **DO NOT RELY UPON IT** – there is no substitute for manually checking your document for errors.

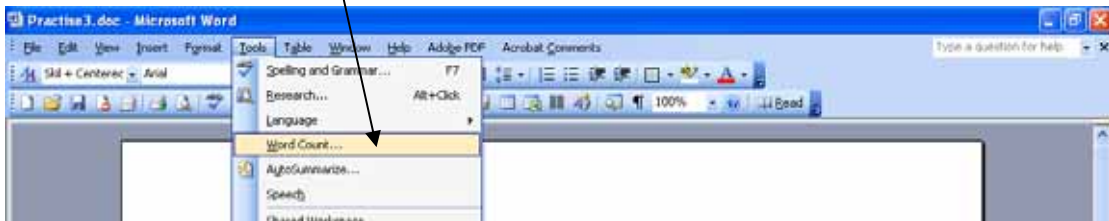
It is possible to add words to the dictionary, and create custom dictionaries – these facilities are useful, for example, if you were regularly using technical terms that were not in the standard dictionary. Adding such words to the custom dictionary would prevent them from being constantly flagged up by the spelling checker.

WORD COUNT

For those occasions when you need to know how many words there are in a document, Word has a built-in facility for this.

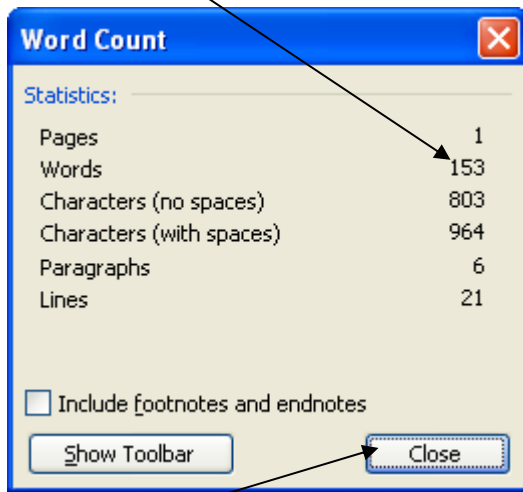
Action Ensure that Microsoft Word is loaded and recall any of the documents created earlier.

Action Now select **Tools, Word Count...** on the menu bar.



The following dialogue appears, showing various statistics regarding your document.

The number of words in your document is the second item shown.



Action Now **Close** the dialogue box and close Word.

Practice Task 16

**OPENING A DOCUMENT
CORRECTING SPELLING AND GRAMMAR
WORD COUNT**

The data files required for this exercise are: **badlawn1**

1. Load a word-processing application
2. Open the document called **badlawn1**
3. Carry out a spelling and grammar check on the document, correcting the two spelling mistakes and deleting the repeated word
4. Carry out a word count on the document, and type in the number of words at the end of the document, leaving a clear line space above the number
5. Save the document using the new file name **goodlawn**
6. Print a single copy of the document
7. Close the word-processing application

End of task

Practice Task 17

**OPENING A DOCUMENT
CORRECTING SPELLING AND GRAMMAR
WORD COUNT**

The data files required for this exercise are: **badstrat1**

1. Load a word-processing application
2. Open the document called **badstrat1**
3. Carry out a spelling and grammar check on the document, correcting the five spelling mistakes and deleting the repeated word
4. Carry out a word count on the document, and type in the number of words at the end of the document, leaving a clear line space above the number
5. Save the document using the new file name **goodstrat**
6. Print a single copy of the document
7. Close the word-processing application

End of task

Practice Task 18

**OPENING A DOCUMENT
CORRECTING SPELLING AND GRAMMAR
WORD COUNT**

The data files required for this exercise are: **badcycle1**

1. Load a word-processing application
2. Open the document called **badcycle1**
3. Carry out a spelling and grammar check on the document, correcting the one spelling mistake, two grammatical errors, and deleting the repeated word
4. Carry out a word count on the document, and type in the number of words at the end of the document, leaving a clear line space above the number
5. Save the document using the new file name **goodcycle**
6. Print a single copy of the document
7. Close the word-processing application

End of task

CHANGING FONT, FONT SIZE AND EMPHASIS

The appearance of documents can be enhanced by using a range of font types, font sizes and emphasis.

A font is a style of character. The following are examples of just some of the fonts normally available within Microsoft Word.

This is Arial

This is Times New Roman

This is Tahoma

This is Helvetica

THIS IS STENCIL

A range of sizes can be applied to each font, for example:

Size 12

Size 16

Size 20

Size 24

Characters can also be emphasised by applying bold, italics and underlining (either individually or in any combination), for example:

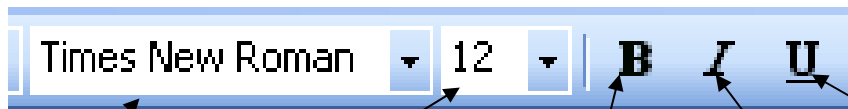
This is bold

This is italics

This is underlined

This is bold, italics and underlined combined

The simplest way of applying these different effects to text is by using the buttons on the formatting toolbar.



This box displays the current font

This box shows the current font size.

This button turns bold text on and off.

This button turns italics on and off.

This button turns underlining on and off.

You can use these buttons to format text before you type it, or you can use them to format text that has already been typed.

Different fonts, font sizes and emphasis can be mixed within a document as much as you like, although using too many variations can make documents more difficult to read.

FORMATTING TEXT BEFORE YOU TYPE IT

One way of applying different fonts, font sizes and emphasis is to select the effect that you want, type your text, and then “turn off” the selected effects.

Carry out the following steps to see this in action :

- Action**
1. Ensure that Microsoft Word is loaded and open a new document
 2. Point and click on the **underline text** button on the formatting toolbar
 3. Type the following

This is an example of underlined text

Action When you have finished typing the text that you want to underline, you should then point and click on the **underline text** button again to switch it off – otherwise, any further text that you type will also be underlined.

Action Now close the new document without saving it (answer **NO** to the question **Do you want to save the changes to**)

FORMATTING TEXT AFTER IT HAS BEEN TYPED

Another approach to formatting text is to type the text into the document without any formatting, and then to apply the fonts, font sizes and emphasis to the text as required afterwards.

This is done by first selecting (highlighting) the text that is to be changed, and then selecting the applicable font etc.

Selecting (highlighting) text

Selecting sections of text can be done in a number of ways. It is an essential skill to be learnt because highlighting sections of text is not only required for formatting purposes, but it is also necessary for a range of other word processing features.

Selecting text can be done using the mouse or the keyboard, or using a combination of the two. There is no single “right” way of selecting text, and most people settle for a way which suits them best.

You will now experiment with text selection, which is normally one of those skills that benefits from a lot of practice.

Action Open a new document and type in the following text.

China is the world's largest exporter of toys.

The US and the European Union - which have safety standards regulations - have complained about the quality of Chinese-made toys.

About half of all goods withdrawn from sale in the EU in 2006 were Chinese, according to figures from the European Commission.

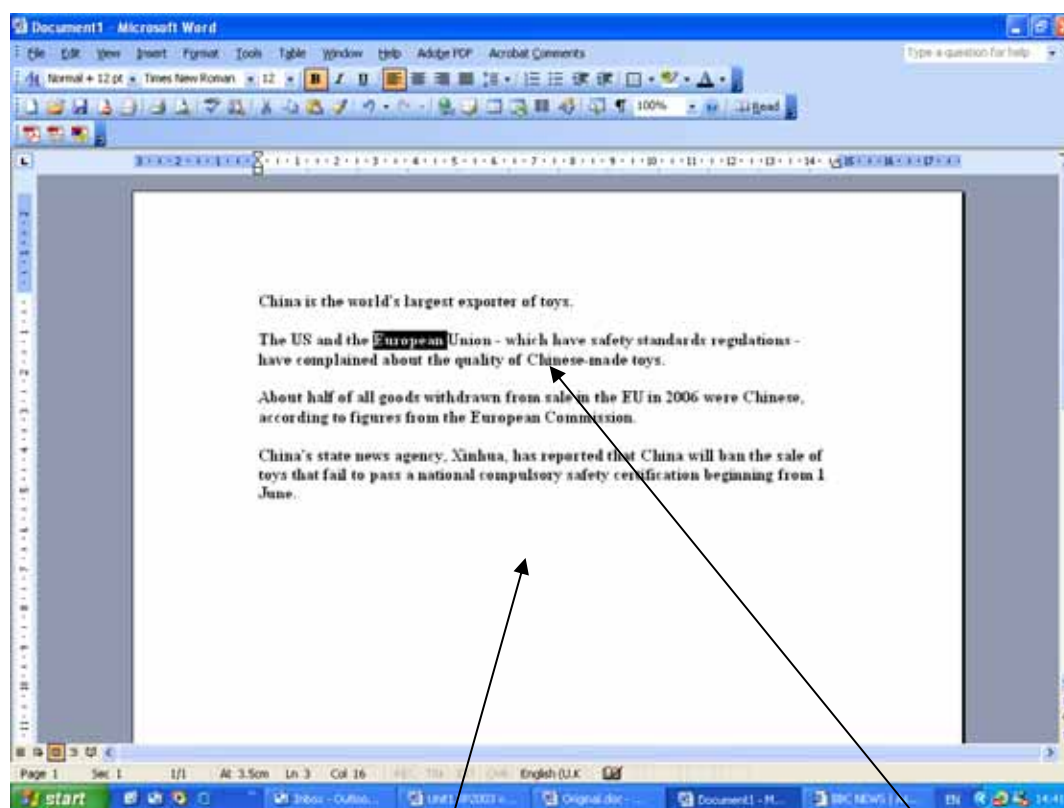
China's state news agency, Xinhua, has reported that China will ban the sale of toys that fail to pass a national compulsory safety certification beginning from 1 June.

Action Save the document giving it the file name **China**. You will now use this document to practise text selection.

Selecting single words or characters

The quickest way to select single words is to move the mouse pointer over the word and to double-click with the left mouse button.

Action Select the word European in the second paragraph by double clicking on it. It should appear as follows:



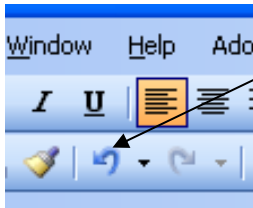
Action To de-select or cancel the selection, point and click once at another position within the text, or in the white space below the text.

Another way of highlighting the word, or part of a word, is by clicking and dragging.

Action Select the word **European** in the second paragraph by moving the insertion point immediately to the left of the letter E. Then hold down the left mouse button and drag the mouse pointer along to the right until the whole word is highlighted. It should appear as before.

If you end up with too much or too little text highlighted, click away from the word or area to cancel the selection, and try again.

Many people find this process difficult at first. Sometimes users end up dragging the whole word or words into new positions within the text by accident. If this should happen, then click on the **Undo** button once – this reverses your last action. Clicking on the Undo button repeatedly takes you back step by step through your previous actions, so you can go back several steps if needed.



Selecting several consecutive words

Several words can be selected by dragging as above. If the words are spread over two or more lines, then drag downwards and left or right until the correct selection is highlighted. Don't release the mouse button until the selection is correct.

Action Highlight the text **China will ban the sale of toys that fail** by dragging with the mouse to practise this. Cancel the selection after practising.

Alternatively, you can use the keyboard in conjunction with the mouse to select consecutive words. To highlight the above text again using this method, proceed as follows:

- Action**
- Position the insertion point immediately to the left of the word **China** by pointing and clicking.
 - Hold down the shift key
 - Point and click immediately to the right of the word **fail**
 - Cancel the selection after practising

Selecting a single line of text

Action A single line of text can be selected easily by pointing and clicking once in the left hand margin, alongside the line of text to be highlighted. Highlight the first

line of text **China is the world's largest exporter of toys** by clicking in the left margin. Cancel the selection after practising.

Selecting several lines of text

Several lines of text can be selected easily by pointing and clicking once in the left hand margin, alongside the first line of text to be highlighted, and then dragging down the left hand margin until all the lines required are selected.

Action Highlight the second, third, fourth and fifth lines of text by clicking in the left margin and dragging down. Cancel the selection after practising.

Selecting a single paragraph

An entire paragraph of text can be selected by **double-clicking** in the left hand margin alongside the paragraph.

Action Highlight the last paragraph of text by double-clicking in the left margin. Cancel the selection after practising.

Selecting several paragraphs

This can be done by clicking and dragging in the left hand margin.

Alternatively, you can use the keyboard in conjunction with the mouse to select consecutive paragraphs by positioning the insertion point immediately to the left of the first word of the first paragraph, holding down the shift key and pointing and clicking immediately to the right of the last word in the last paragraph to be highlighted.

Action Highlight the first two paragraphs of the text using either of the two methods described above. Cancel the selection after practising.

Selecting an entire document

The fastest way to highlight an entire document is to **treble-click** in the left hand margin.

Alternatively, you can use **Edit, Select All** on the menu bar, or hold down the **CTRL** key and press the letter **A**.

Action Highlight the entire text of the current document using each of these three methods, remembering to cancel the selection each time.

The above is not an exhaustive description of highlighting text, but mastery of the above techniques will prove very useful when it comes to selecting text.

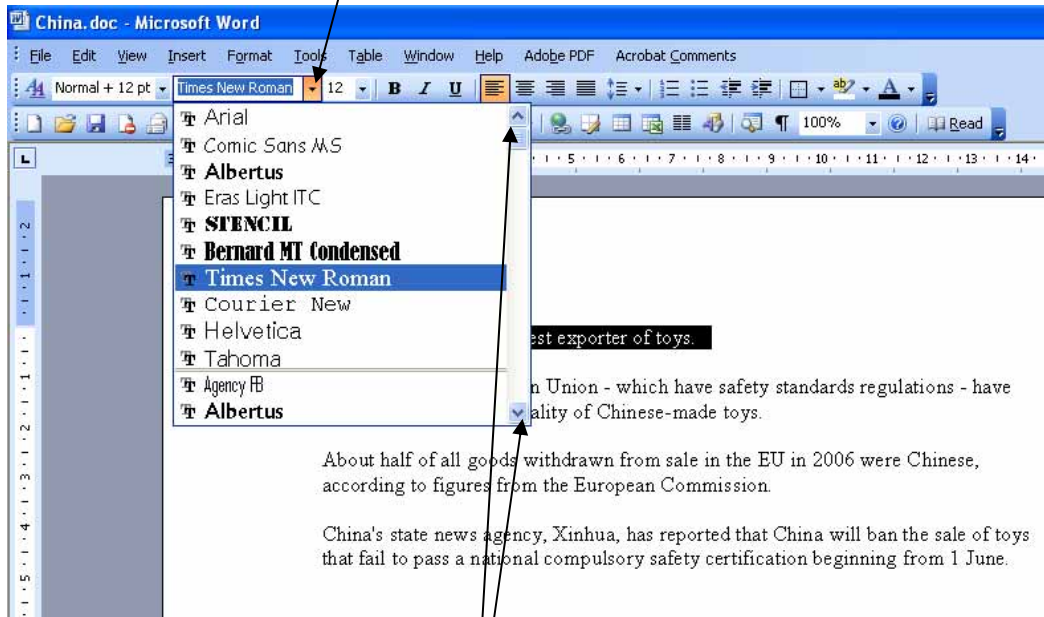
Now that you know how to select text, you will now see how to apply different font types, font sizes and emphasis to existing text.

Changing the font

Action Make sure that the document **China** is open.

Action Select the heading **China is the world's largest exporter of toys.**

Action Point and click on the drop down arrow to the right of the font box to reveal a list of possible fonts.



(Note: the actual list of fonts that will be shown may be different to that shown here.)

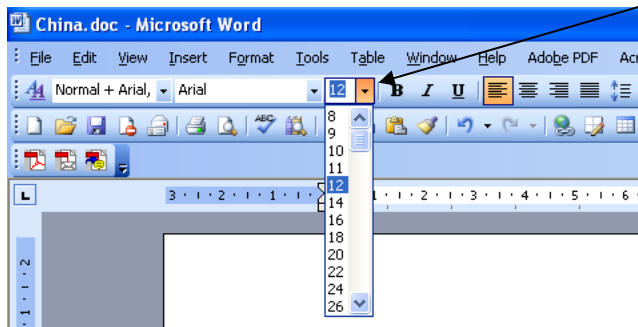
Action Use the arrows on the vertical scroll bar to look at the list of fonts available.

Action Select a few different font types by clicking on the font names in the list, and see the effect on the selected text. Finally, select Arial as the font type.

Changing the font size

Action Select the heading **China is the world's largest exporter of toys.**

Action Point and click on the drop down arrow to the right of the font size box to reveal a list of possible font sizes.



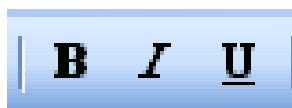
Action Use the arrows on the vertical scroll bar to look at the list of font sizes available.

Action Select a few different font sizes by clicking on the font size in the list, and see the effect on the selected text. Finally, select **14** as the font size.

Changing the emphasis

Action Select the heading **China is the world's largest exporter of toys.**

Action Point and click on each of the following buttons on the formatting toolbar in turn to see the effect on the text.



To cancel an effect, highlight the text and click on the appropriate button again.

Action Apply different fonts, font sizes and emphasis to make the text below the heading appear similar to that below:

THE US AND THE EUROPEAN UNION - WHICH HAVE SAFETY STANDARDS REGULATIONS - HAVE COMPLAINED ABOUT THE QUALITY OF CHINESE-MADE TOYS.

About half of all goods withdrawn from sale in the EU in 2006 were Chinese, according to figures from the European Commission.

China's state news agency, Xinhua, has reported that China will ban the sale of toys that fail to pass a national compulsory safety certification beginning from 1 June.

Action Now **Close** the document without saving the changes and close Word.

Practice Task 19

**OPENING A DOCUMENT
CHANGING FONT, FONT SIZE AND EMPHASIS**

The data files required for this exercise are: **fmind1**

1. Load a word-processing application
2. Open the document called **fmind1**
3. Change the font of all of the text in the document to **Times New Roman**
4. Change the font size of all of the text in the document to size **16**
5. **Embolden** the text in the first paragraph
6. In the second paragraph, underline the phrases and words **Nuclear physicists, confirm** and **refute**
7. In the second paragraph, italicise only the words **protons, electrons,** and **neutrons**
8. Save the document using the new filename **fmindem**
9. Print a single copy of the document
10. Close the word-processing application

End of task

Practice Task 20

**OPENING A DOCUMENT
CHANGING FONT, FONT SIZE AND EMPHASIS**

The data files required for this exercise are: **frecipe1**

1. Load a word-processing application
2. Open the document called **frecipe1**
3. For the list of ingredients only, change the font to **Times New Roman** and italicise them, from **2 cloves garlic...** to **450g/1lb shallots...**
4. For the list of ingredients only, change the font to **Times New Roman** and italicise them, from **1 tbsp plain flour** to **extra sprigs...**
5. Embolden the headings **Ingredients**, **For the gravy** and **Method**
6. Change the font size of the headings **Ingredients**, **For the gravy** and **Method** to size **20**
7. In the paragraph that begins **Place the lamb joint...**, underline and embolden the second sentence.
8. Save the document using the new filename **frecipem**
9. Print a single copy of the document
10. Close the word-processing application

End of task

Practice Task 21

**OPENING A DOCUMENT
CHANGING FONT, FONT SIZE AND EMPHASIS**

The data files required for this exercise are: **firon1**

1. Load a word-processing application
2. Open the document called **firon1**
3. Embolden all the numbers in the document
4. Embolden only the first word of every paragraph
5. Change the font size of the first word of every paragraph to size **18**
6. Italicise all the text in the document
7. For paragraphs three and four only, change the font to **Times New Roman**
8. Save the document using the new filename **fironem**
9. Print a single copy of the document
10. Close the word-processing application

End of task

MOVING TEXT USING CUT, COPY AND PASTE

A major feature of word processing software is the ability to be able to edit a document by inserting new text, deleting entire sections of text, and moving or copying sections of text around.

The terms cut, copy and paste are often used in this context.

Cut

This means to delete a section of text, which can then be optionally inserted elsewhere.

Copy

This means to place a copy of a section of text into a temporary area of the computer memory, so that it can be used again in a different part of the same document or in another document or file. The copied section of text also remains in its original location.

Paste

This is the action of actually placing a section of cut or copied text into a new position in a document.

So if you simply want to delete a section of text, and not use it elsewhere, you would just **cut** it.

If you wanted to **repeat** a section of text, you would **copy** it and then **paste** it.

If you wanted to **move** a section of text, you would **cut** it and then **paste** it.

The temporary area of computer memory where cut and copied text is placed is known as the clipboard.

Important Note:

The clipboard can be configured to work in different ways, and it is assumed that it has been configured according to the tutor notes that accompanied this workbook.

Cutting text

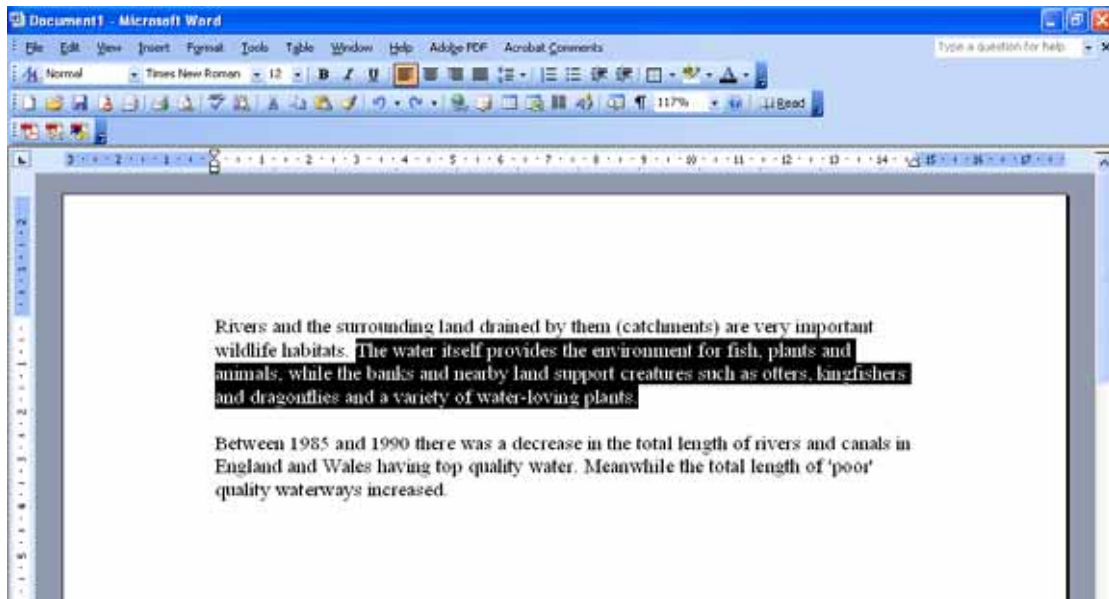
Action Open a new document and enter the following text, exactly as shown below:

Rivers and the surrounding land drained by them (catchments) are very important wildlife habitats. The water itself provides the environment for fish, plants and animals, while the banks and nearby land support creatures such as otters, kingfishers and dragonflies and a variety of water-loving plants.

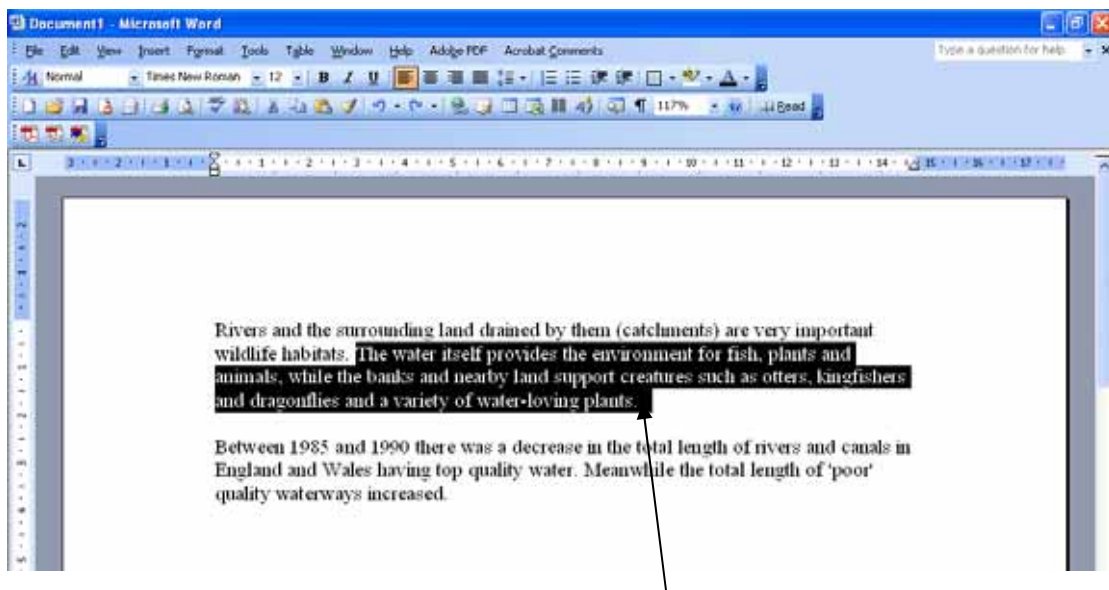
Between 1985 and 1990 there was a decrease in the total length of rivers and canals in England and Wales having top quality water. Meanwhile the total length of 'poor' quality waterways increased.

To cut the last sentence of the first paragraph of text, proceed as follows:

Action Highlight the text to be cut, as shown below:



An important part of cutting text successfully is to make sure that the area to be cut is precisely highlighted. For example, can you spot the difference in the highlighted area below?

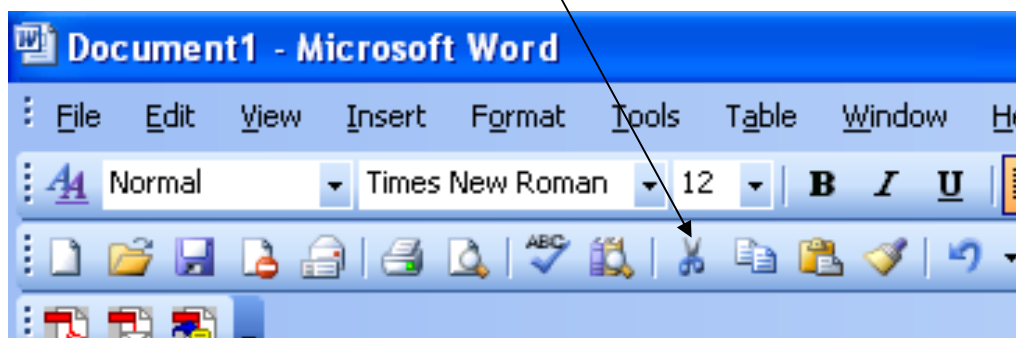


Here the area of highlighting has overshot slightly – cutting this highlighted section, would in fact, result in the line space between the two paragraphs also disappearing.

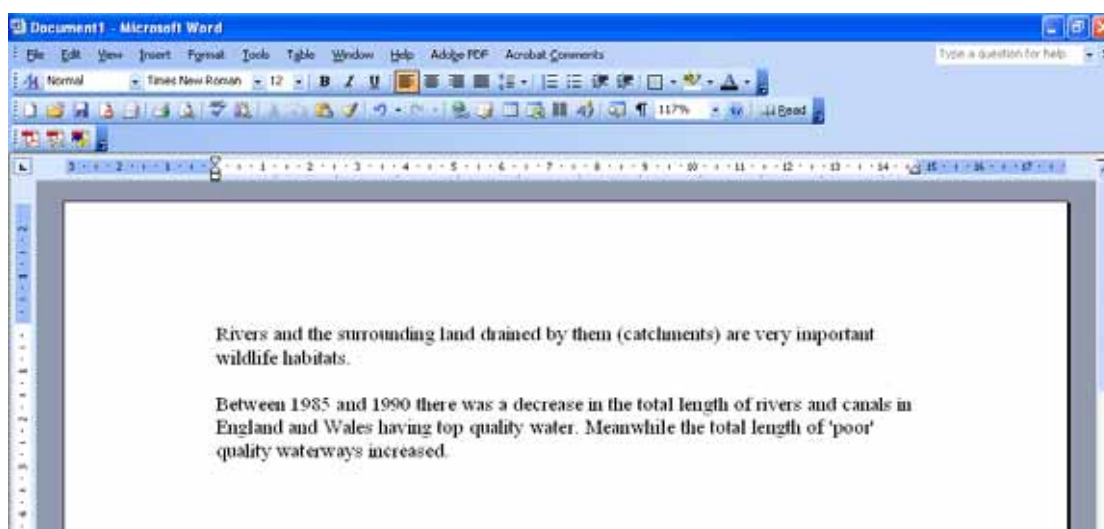
Another common mistake in this situation is not to highlight quite enough, often resulting in a stray full stop or comma being left behind.

Remember, if the highlighted area is not correct, click away from the highlighting to cancel it and try again.

Action Once the area to be cut has been selected, simply point and click on the scissors on the toolbar to remove the text.



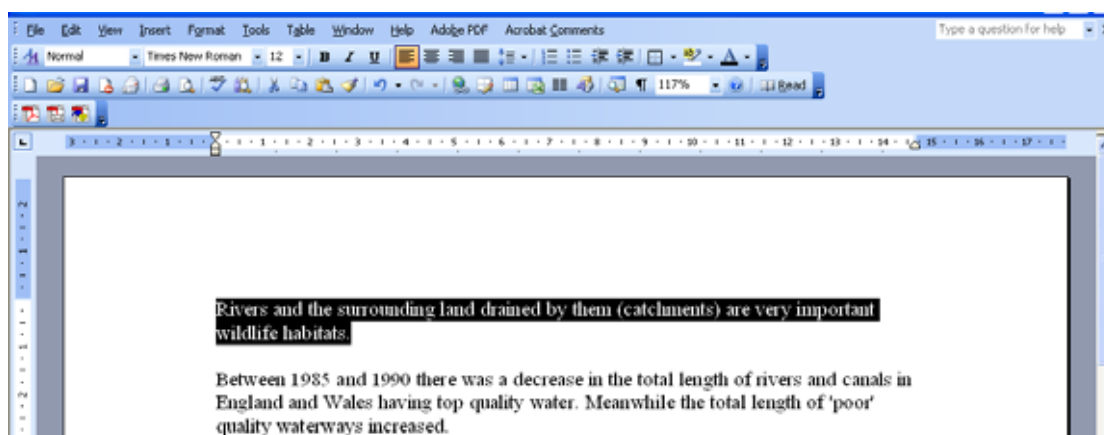
Your document should appear as follows:



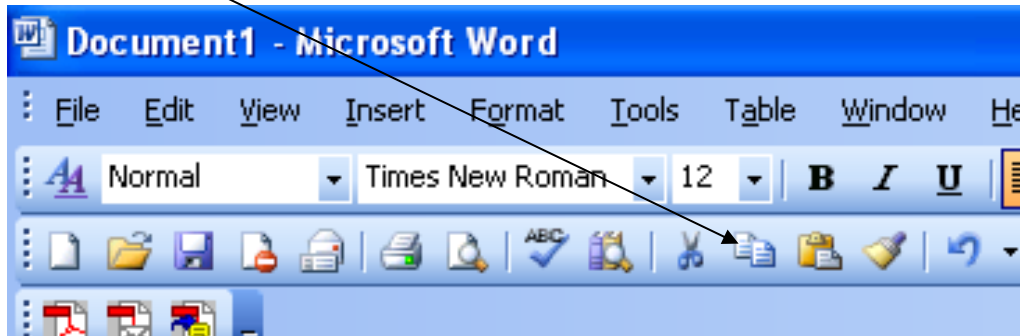
If you discover that the cut area was not in fact quite right, you can always use the Undo button to reverse the cut and try again.

Copying text

Action To see how a section of text can be copied, highlight the first paragraph of the document, as below



Action To copy the highlighted text to the clipboard, point and click on the **Copy** button.



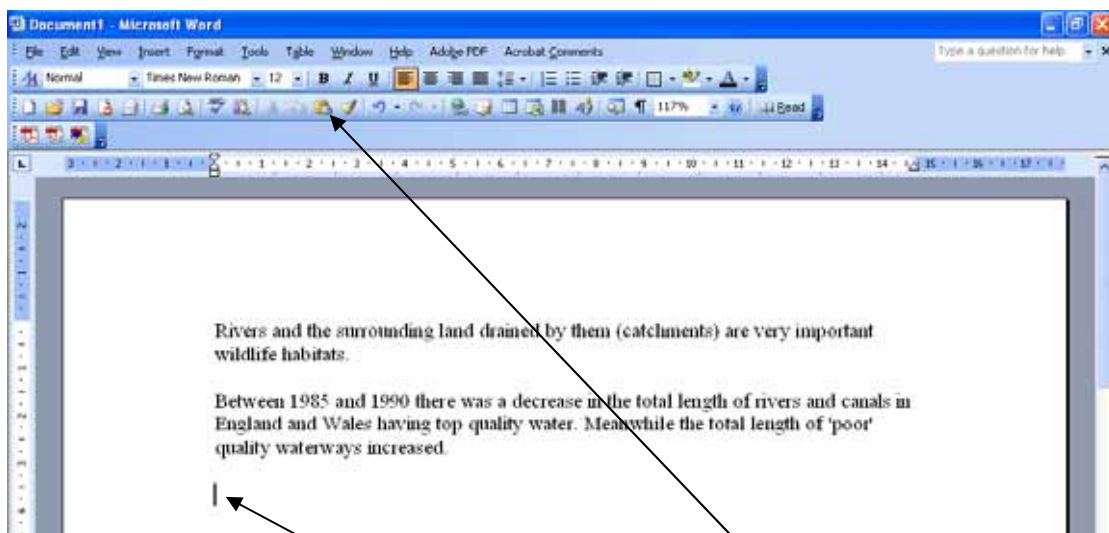
This time the selected section of text remains in its original location, and a copy is placed on the clipboard.

Pasting text

Cut and copied text can be inserted anywhere in the document by pasting it. In this example, the copied text will be pasted to the end of the document to make a new paragraph.

The first step in pasting is to move the insertion point to the precise position where the pasted text is required. As the pasted text will form a new paragraph, the insertion point needs to be positioned two lines below the end of the document.

Action Place the insertion point at the end of the last paragraph and press **ENTER** twice to position it as required, as shown below.



Action Paste the copied text into position by clicking on the **Paste** button.

Action Finally, close the document without saving it.

Practice Task 22

**OPENING A DOCUMENT
CUT AND PASTE**

The data files required for this exercise are: **body1**

1. Load a word-processing application
2. Open the document called **body1**
3. Use cut and paste to re-arrange the list so that the list of body parts are in the order in which they are found on the human body, as below

HAIR HAIR HAIR HAIR HAIR HAIR HAIR HAIR

MOUTH MOUTH MOUTH MOUTH MOUTH MOUTH

NECK NECK NECK NECK NECK NECK NECK

CHEST CHEST CHEST CHEST CHEST CHEST

STOMACH STOMACH STOMACH STOMACH

THIGH THIGH THIGH THIGH THIGH THIGH

KNEE KNEE KNEE KNEE KNEE KNEE KNEE

FOOT FOOT FOOT FOOT FOOT FOOT FOOT

4. Leave a clear line space between each item, as above
5. Insert an asterisk (*) between each word of the first two lines, as below

HAIR * HAIR * HAIR * HAIR * HAIR * HAIR * HAIR * HAIR

MOUTH * MOUTH * MOUTH * MOUTH * MOUTH * MOUTH

6. Save the document using the new filename **newbody**
7. Print a single copy of the document
8. Close the word-processing application

End of task

Practice Task 23

**OPENING A DOCUMENT
CUT AND PASTE**

The data files required for this exercise are: **sleep1**

1. Load a word-processing application
2. Open the document called **sleep1**
3. Move the fourth paragraph that begins
We have to sleep because...
so that it becomes the second paragraph
4. Copy the sentence that begins
With continued lack of sufficient...
and place it in a new paragraph at the end of the document
5. Copy the sentence that begins
After just one night without sleep...
and place it at the end of the last paragraph of the document (i.e. at the end of the new paragraph that was created at step 4)
6. Save the document using the new filename **newsleep**
7. Print a single copy of the document
8. Close the word-processing application

End of task

Practice Task 24

**OPENING A DOCUMENT
CUT AND PASTE**

The data files required for this exercise are: **times1**

1. Load a word-processing application
2. Open the document called **times1**
3. Use cut and paste to re-arrange all the programme times so that they are in the correct time order, e.g.

12:15 pm Bargain Hunt

1:00 pm BBC News

1:30 pm BBC London News.....etc.

4. Copy the programme times and programmes from 3.20 pm to 4.55 pm inclusive to form a new list under the heading **To watch**
5. Save the document using the new filename **newtimes**
6. Print a single copy of the document
7. Close the word-processing application

End of task

CHANGING TEXT USING FIND AND REPLACE

In this section you will explore Word's "find and replace" facility, which can be used to automate the process of substituting one word (or a series of words) for another.

For example, imagine you have produced a very long document with the word "impossible" used several times throughout. You decide that you want to change the word "impossible" to "difficult" – you could use the "find and replace" feature to make the changes for you without you having to manually locate and edit each instance one by one.

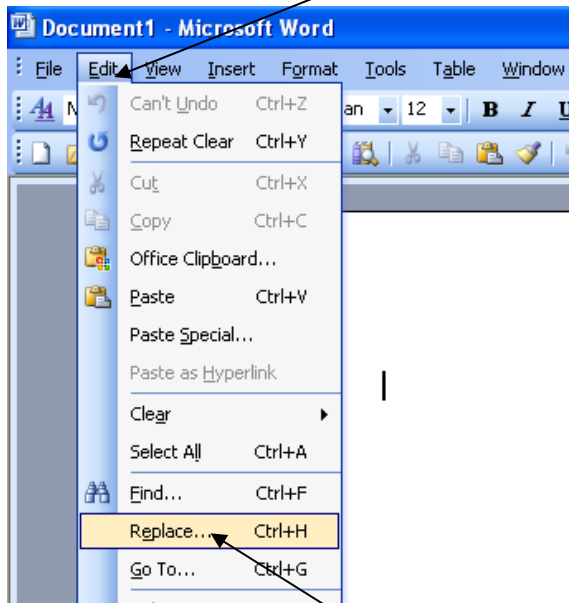
Action Ensure that Microsoft Word is loaded and open a new document.

Action Type in the text below.

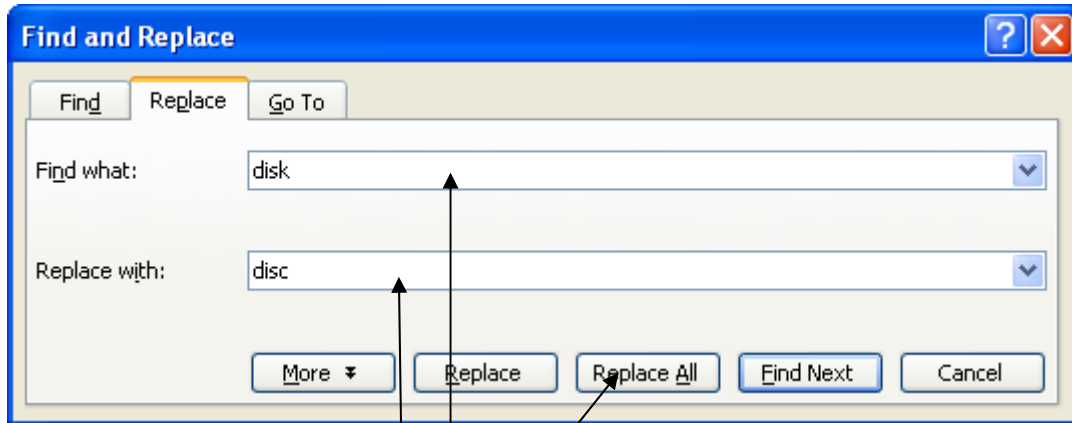
A virus is a small computer program written to cause damage to software and data and inconvenience to the user. The virus enters a computer system insidiously (often from a floppy disk). If not detected the virus replicates and spreads throughout the hard disk; some viruses may only cause trivial damage – such as displaying a "funny" message – while others can destroy files or wipe an entire hard disk.

You will now use the "find and replace" facility to find all instances of the word "disk" and replace each of them with the word "disc".

Action Point and click on the word **Edit** on the menu bar to reveal the Edit menu.



Action Point and click on the **Replace...** option on this menu to reveal the Find and Replace dialogue box as shown below.

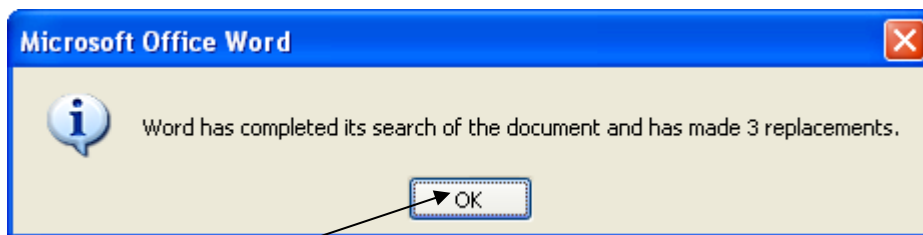


Action Point and click in the **Find what:** box, and type **disk**

Action Then point and click in the **Replace with:** box, and type **disc**

Action Finally, click on the **Replace All** button to effect the changes.

The following dialogue box appears to confirm the changes made.



Action Click on the **OK** button to close the dialogue box.

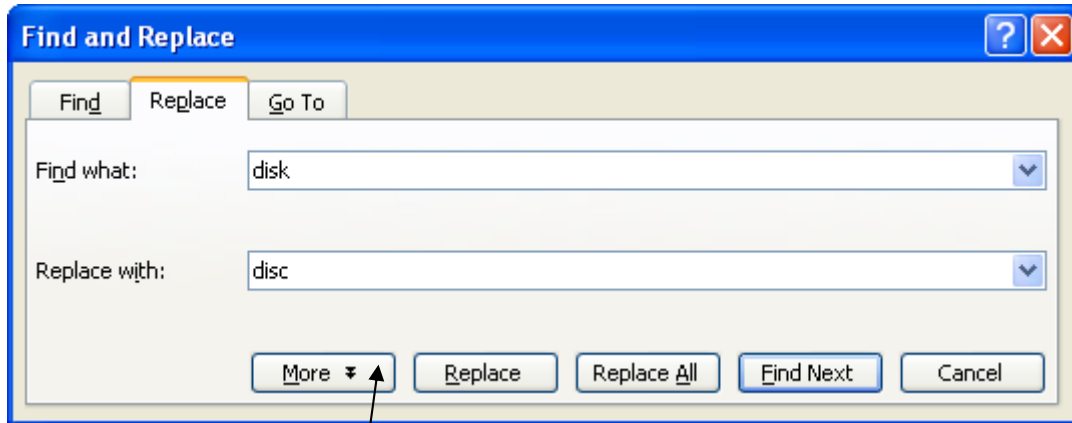
Find and Replace options

The above exercise was a simple example of using Find and Replace. There may be instances, however, when further information may be needed to carry out a correct Find and Replace.

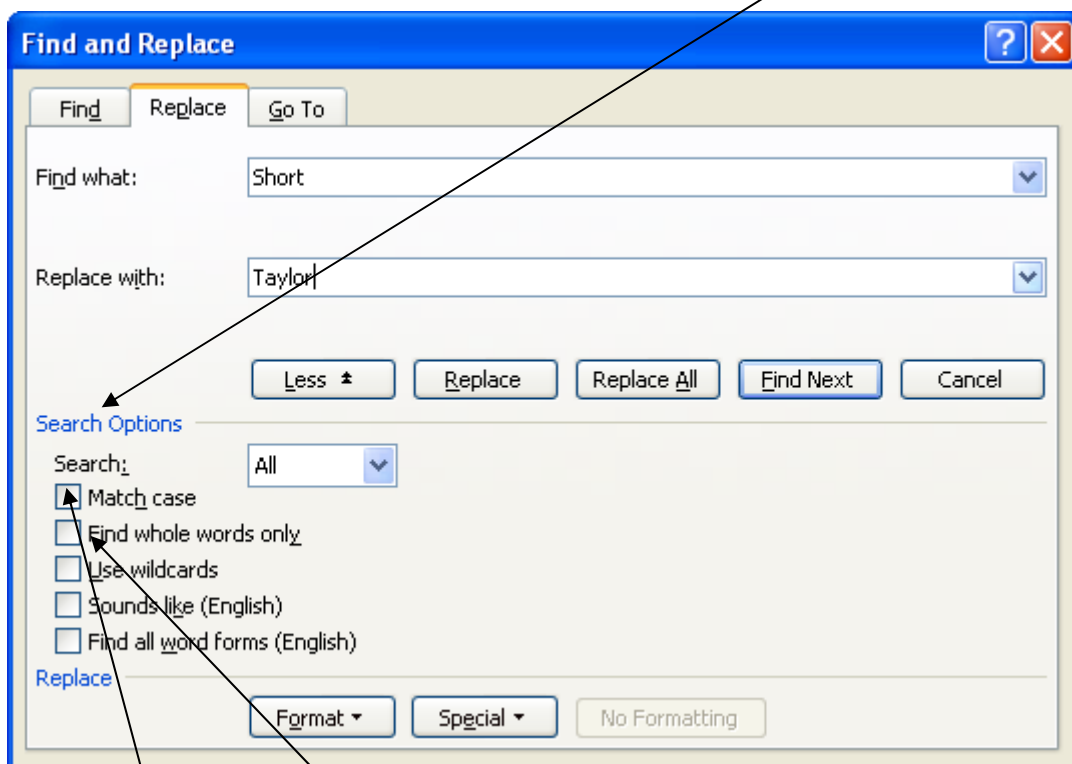
For example, imagine you had written a story featuring a character called Mrs Short, and you decide to use Find and Replace to substitute the name Short with the name Taylor. Using a simple Find and Replace like above would result in any instances of the word “short” also being replaced, or possibly the word shortbread being changed to Taylorbread – not the effect intended!

In cases like this, you should use the **More** button on the Find and Replace dialogue box to reveal further options for controlling the Find and Replace operation.

Action Point and click on the word **Edit**, then **Replace...** on the menu bar to bring the dialogue box back up again.



Action Point and click on the **More** button to reveal the following options.



To ensure that the surname Short (with a capital S) was replaced correctly, the **Match case** box should be ticked.

To ensure that only the word Short was replaced (and not words containing the letters short), the **Find whole words only** box should be ticked.

Action Now **Close** all dialogue boxes, and the document, without saving the changes and close Word.

Practice Task 25

**OPENING A DOCUMENT
CHANGING TEXT USING SEARCH AND REPLACE**

The data files required for this exercise are: **soil1**

1. Load a word-processing application
2. Open the document called **soil1**
3. Replace all the instances of the word **soil** with the word **earth**
4. Replace all the instances of the word **sowing** with the word **seeding**
5. Save the document using the new filename **soilrep**
6. Print a single copy of the document
7. Close the word-processing application

End of task

Practice Task 26

**OPENING A DOCUMENT
CHANGING TEXT USING SEARCH AND REPLACE**

The data files required for this exercise are: **worcs1**

1. Load a word-processing application
2. Open the document called **worcs1**
3. Replace all the instances of the word **Worcester** with the word **Warwick**
4. Replace all the instances of the word **places** with the word **areas**
5. Replace all the instances of the word **information** with the word **details**
6. Save the document using the new filename **worcsrep**
7. Print a single copy of the document
8. Close the word-processing application

End of task

Practice Task 27

**OPENING A DOCUMENT
CHANGING TEXT USING SEARCH AND REPLACE**

The data files required for this exercise are: **ingred1**

1. Load a word-processing application
2. Open the document called **ingred1**
3. Replace all the instances of the text **lb** with the word **pound**
4. Replace all the instances of the text **2 tbsp** with the text **2 tablespoons**
5. Replace all the instances of the text **1 tbsp** with the text **1 tablespoon**
6. Replace all the instances of the text **0g** with the text **0 gram**
7. Save the document using the new filename **ingredrep**
8. Print a single copy of the document
9. Close the word-processing application

End of task

ADDING BULLETS AND NUMBERING

Lists within Word documents can be made to stand out more if bullets or numbering is applied to them.

Two examples of such lists are shown below:

THE EASY VAC

- Easy to clean
- Lightweight
- Inexpensive to run
- Lots of built-in tools
- Bagless

DIRECTIONS TO PARTY

1. Take the Chester Road to Blakington
2. Turn left at the traffic lights
3. Turn right at the second roundabout
4. Follow the road over the bridge
5. Turn left into the pub car park

There is a range of bullets and number types that can be applied. Experiment with these as follows:

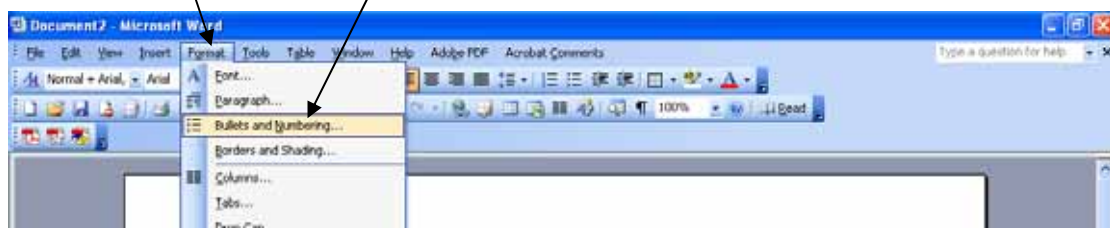
Action Create a new document and type in the following:

Birmingham
Manchester
Glasgow
Liverpool
Sheffield
Newcastle
Cardiff

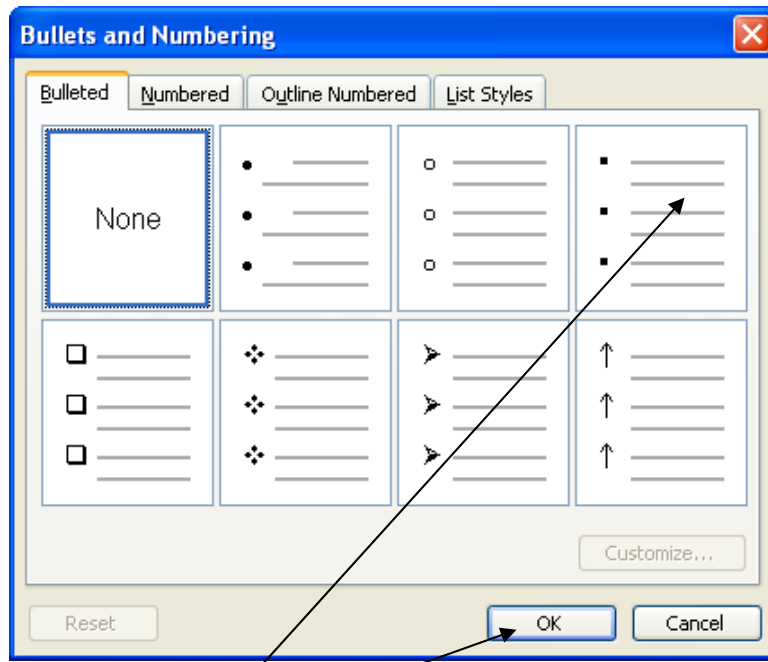
To apply bullet points to this list, proceed as follows:

Action Highlight all the items in the list.

Action Select **Format, Bullets and Numbering...** on the menu.



The following screen will appear:

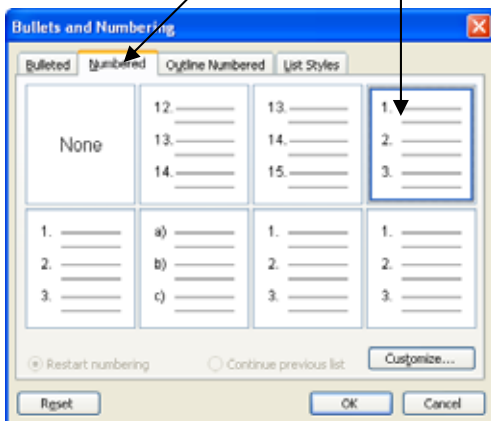


Action Choose a bullet point type to be used by clicking on it, and then click on the **OK** button.

Action Click away from the highlighting and you will see the chosen bullet type has been applied to the list.

- Birmingham
- Manchester
- Glasgow
- Liverpool
- Sheffield
- Newcastle
- Cardiff

Action Now apply numbering to the list by highlighting the list again but this time selecting the **Numbered** tab on the Bullets and Numbering dialogue box, choosing the layout as below:



Your list should now appear as follows:

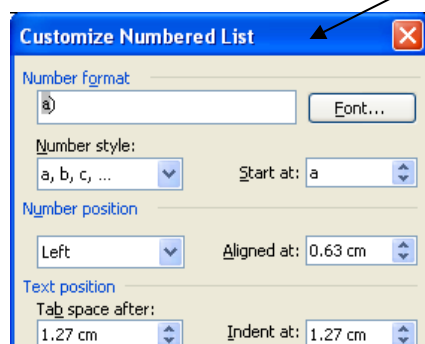
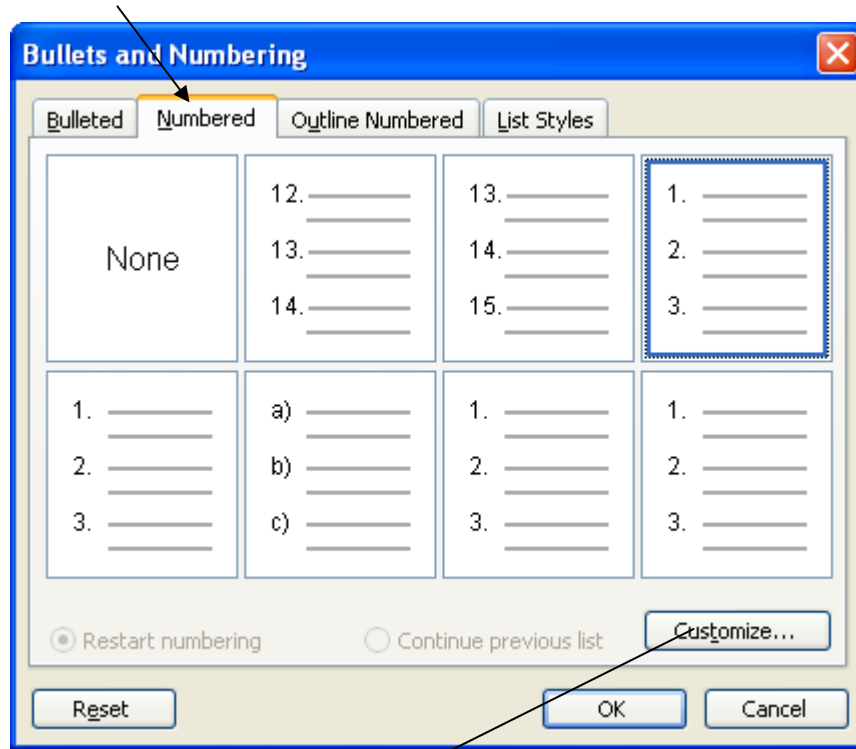
1. Birmingham
2. Manchester
3. Glasgow
4. Liverpool
5. Sheffield
6. Newcastle
7. Cardiff

Customising the appearance of bulleted/numbered lists

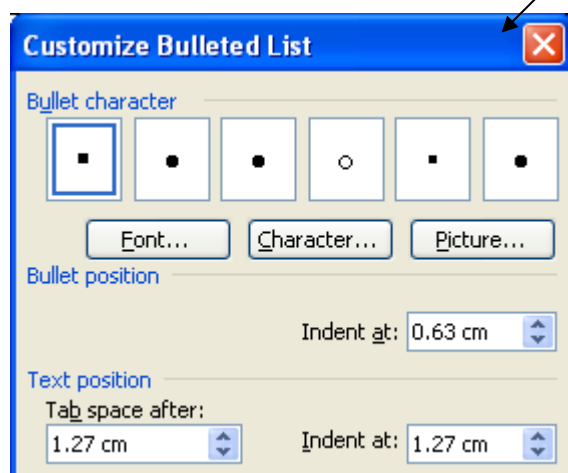
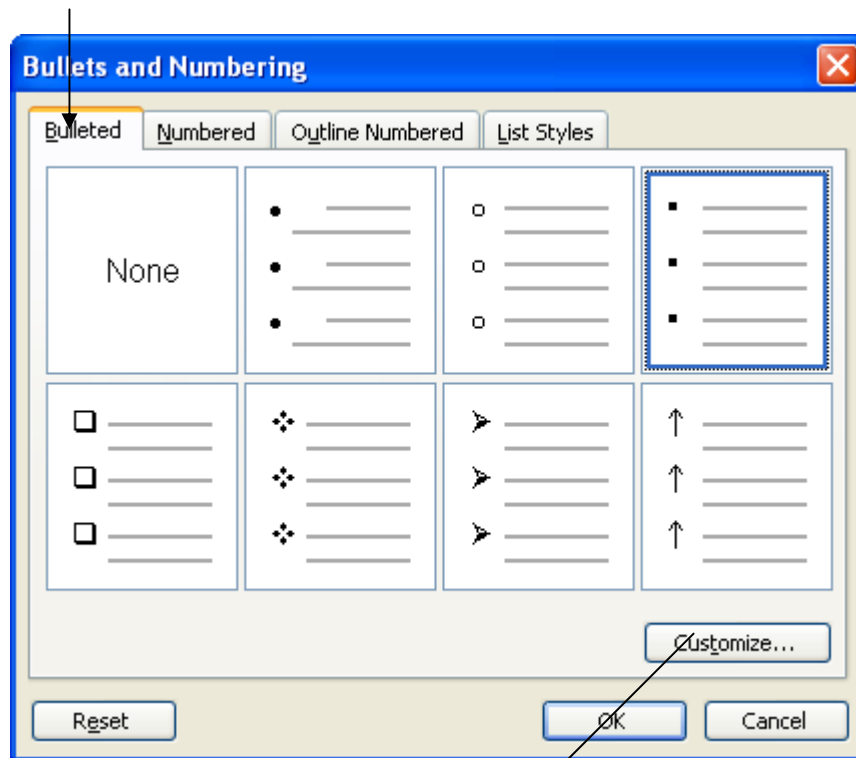
There are a number of features that you can modify within bulleted and numbered lists.

Action Experiment with these by looking at the different options available as indicated below:

Numbered lists



Bulleted lists



Action See if you can reproduce the list below:

8. Birmingham
9. Manchester
10. Glasgow
11. Liverpool
12. Sheffield
13. Newcastle
14. Cardiff

Note that to remove the bullets from a list, highlight the list and select **None** as the bullet type.

Practice Task 28

**OPENING A DOCUMENT
APPLYING BULLETS AND NUMBERING**

The data files required for this exercise are: **cars1**

1. Load a word-processing application
2. Open the document called **cars1**
3. Apply bullets to the two lists of cars, as below

Here is a list of the most common makes of used cars we have sold in the last year

- Ford Escort
- Morris Minor
- Fiat Uno
- Volvo
- Honda Civic
- Vauxhall Corsa

Next year we expect the following to be popular

- Vauxhall Astra
- Ford Mondeo
- Rover 400
- Mercedes
- Mini

4. Save the document using the new filename **carsbull**
5. Print a single copy of the document
6. Close the word-processing application

End of task

Practice Task 29

**OPENING A DOCUMENT
APPLYING BULLETS AND NUMBERING**

The data files required for this exercise are: **places1**

1. Load a word-processing application
2. Open the document called **places1**
3. Apply bullets to the two lists of places, as below

Warwickshire

1. Fillongley
2. Atherstone
3. Coleshill
4. Dordon
5. Kingsbury

Worcestershire

- Pershore
- Redditch
- Droitwich
- Harvington
- Inkberrow

4. Save the document using the new filename **placesbull**
5. Print a single copy of the document
6. Close the word-processing application

End of task

Practice Task 30

**OPENING A DOCUMENT
APPLYING BULLETS AND NUMBERING**

The data files required for this exercise are: **treat1**

1. Load a word-processing application
2. Open the document called **treat1**
3. Apply and change the bullets to the two lists of beauty treatments, as below

Hand and feet

- Manicure
- Manicure without varnish
- Shape and varnish
- Naitiques luxury manicure with heated pads
- Pedicure
- Pedicure without varnish
- Naitiques luxury pedicure with heated pads

Eyes

1. Brow Shape
 2. Lash Dye
 3. Brow Dye
 4. Brow Dye with another treatment
 5. Lash and Brow dye
4. Save the document using the new filename **treatbull**
 5. Print a single copy of the document
 6. Close the word-processing application

End of task

USING TABLES

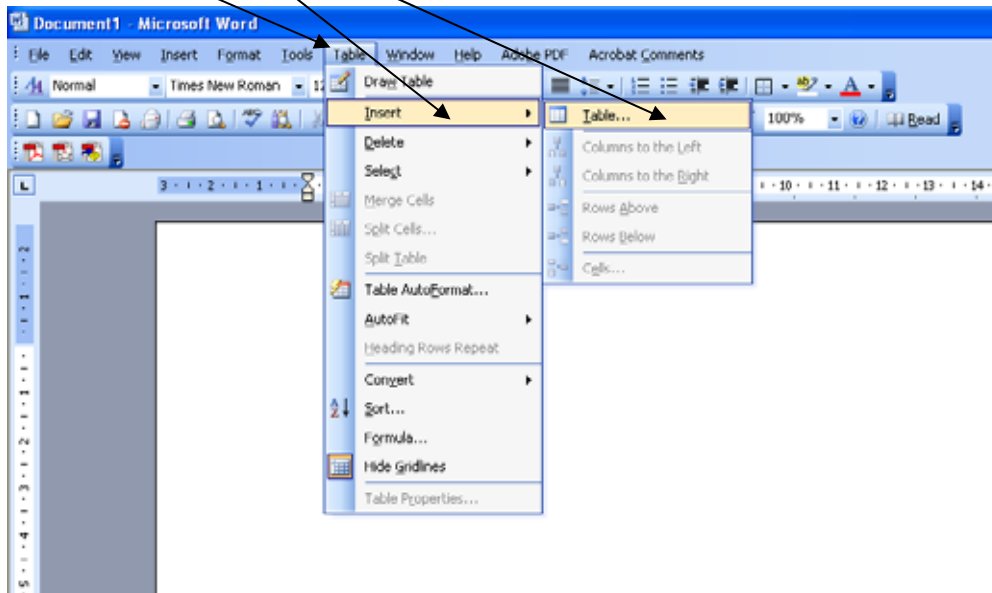
Tables are useful for displaying data so that it is easy to read. They are useful for aligning text into columns, and effects such as borders and shading can be applied for greater clarity.

In this section you will create, step by step, the following table.

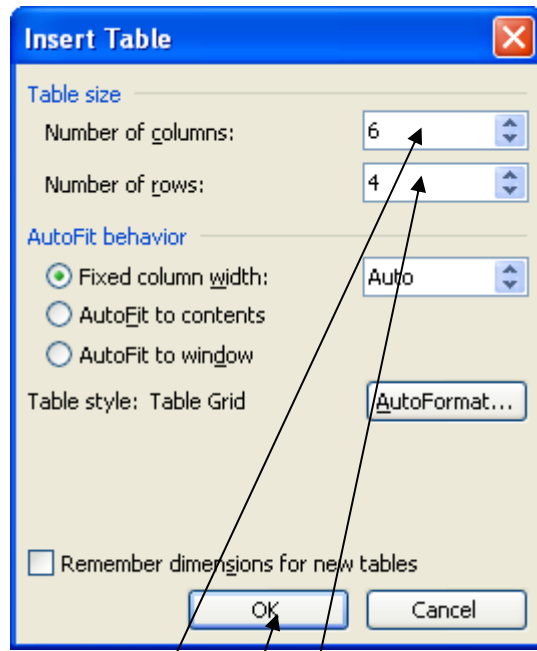
CLASS	DAY	DESCRIPTION	INSTRUCTOR	WEEKS	START
TENNIS	MON	Introduction to tennis for beginners	Fred Perry	10	12/3/03
JUDO	TUE	Intermediate level	Fu Sheung	15	15/4/03
FENCING	WED	All levels welcome	To be announced	20	1/4/03

Proceed as follows:

- Action** Load Word and open a new document.
- Action** Select **View, Print Layout** to switch to print layout view.
- Action** Save the document using the file name **TABLES1.DOC**
- Action** Select **Table, Insert, Table** on the menu bar.



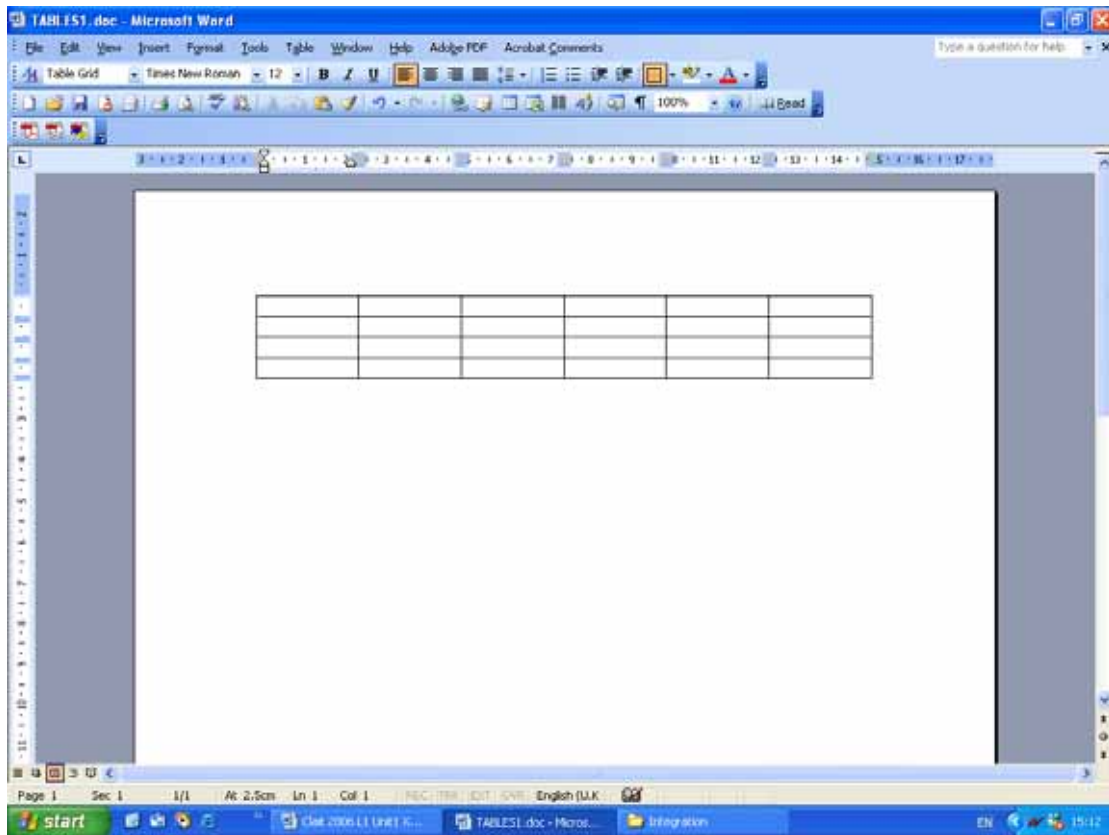
The following dialogue box will appear:



Action Set the Number of columns to **6**.

Action Set the Number of rows to **4**.

Action Then click on **OK**. The table will appear in your document as below:



Word automatically sets each column width to be equal.

Action Type the following information into the table.

Select a "cell" by clicking inside it. Alternatively, skip to the next cell entry by pressing the **TAB** key.

CLASS	DAY	DESCRIPTION	INSTRUCTOR	WEEKS	START
TENNIS	MON	Introduction to tennis for beginners	Fred Perry	10	12/3/03
JUDO	TUE	Intermediate level	Fu Sheung	15	15/4/03
FENCING	WED	All levels welcome	To be announced	20	1/4/03

Action Highlight the header row and click on the **Bold** button to embolden the text.

Action Then click on the **Centre align** button to centre the headings within the cells.

Your table should now look as below:

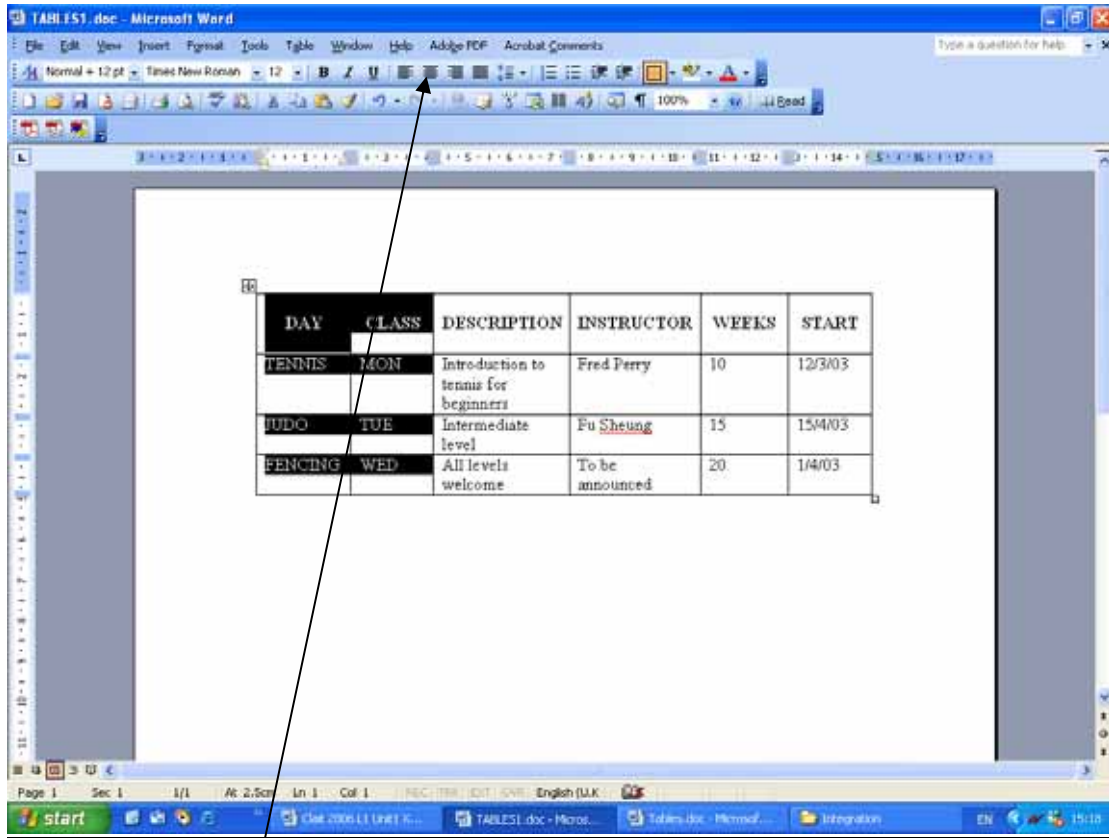
CLASS	DAY	DESCRIPTION	INSTRUCTOR	WEEKS	START
TENNIS	MON	Introduction to tennis for beginners	Fred Perry	10	12/3/03
JUDO	TUE	Intermediate level	Fu Sheung	15	15/4/03
FENCING	WED	All levels welcome	To be announced	20	1/4/03

Action Now space out the headings vertically, by entering blank lines above and below:

CLASS	DAY	DESCRIPTION	INSTRUCTOR	WEEKS	START
TENNIS	MON	Introduction to tennis for beginners	Fred Perry	10	12/3/03
JUDO	TUE	Intermediate level	Fu Sheung	15	15/4/03
FENCING	WED	All levels welcome	To be announced	20	1/4/03

Action To centre the entries in the **DAY** and **CLASS** columns, highlight the two columns by pointing to the line at the top of the first column (so that pointer changes to the shape of a down pointing arrow), and clicking and dragging the highlighting across the second column.

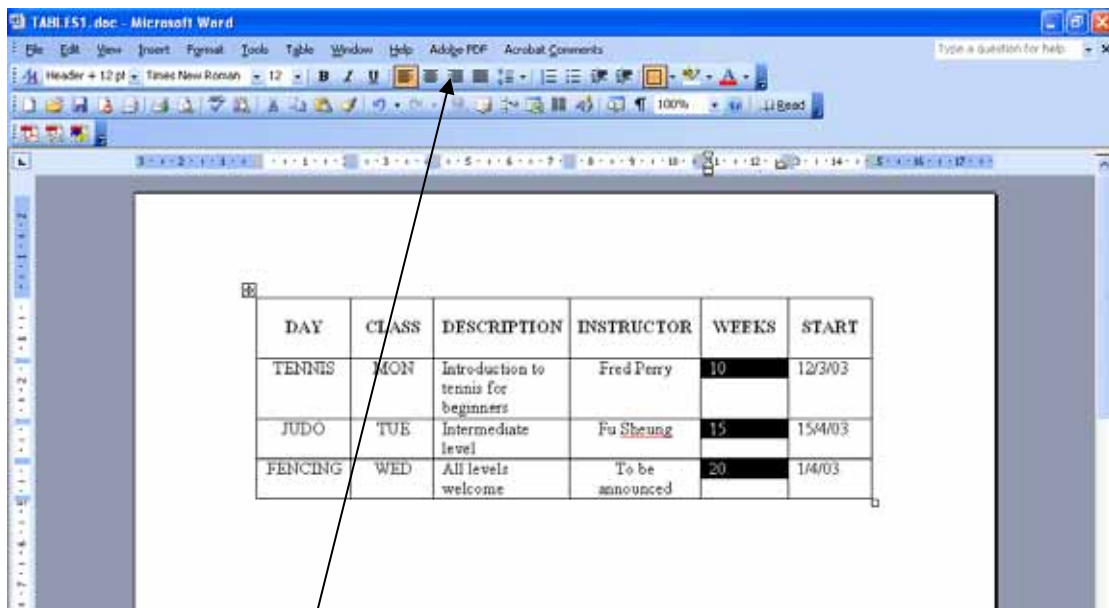
Your screen should appear as follows:



Action Click on the **Centre Align** button to centre the text in the two columns.

Action Repeat this process for the **INSTRUCTOR** column.

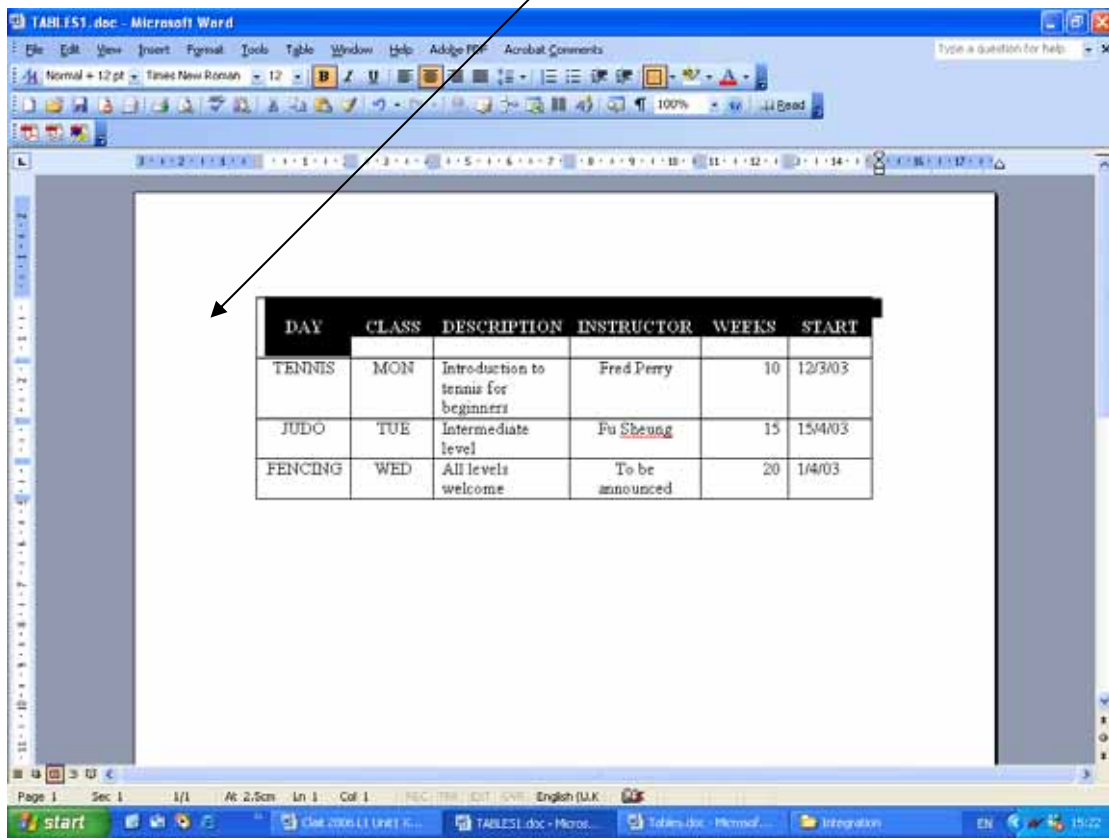
Action Highlight the cells containing 10, 15 and 20 by clicking in the “10” cell and dragging down to the “15” cell, as below:



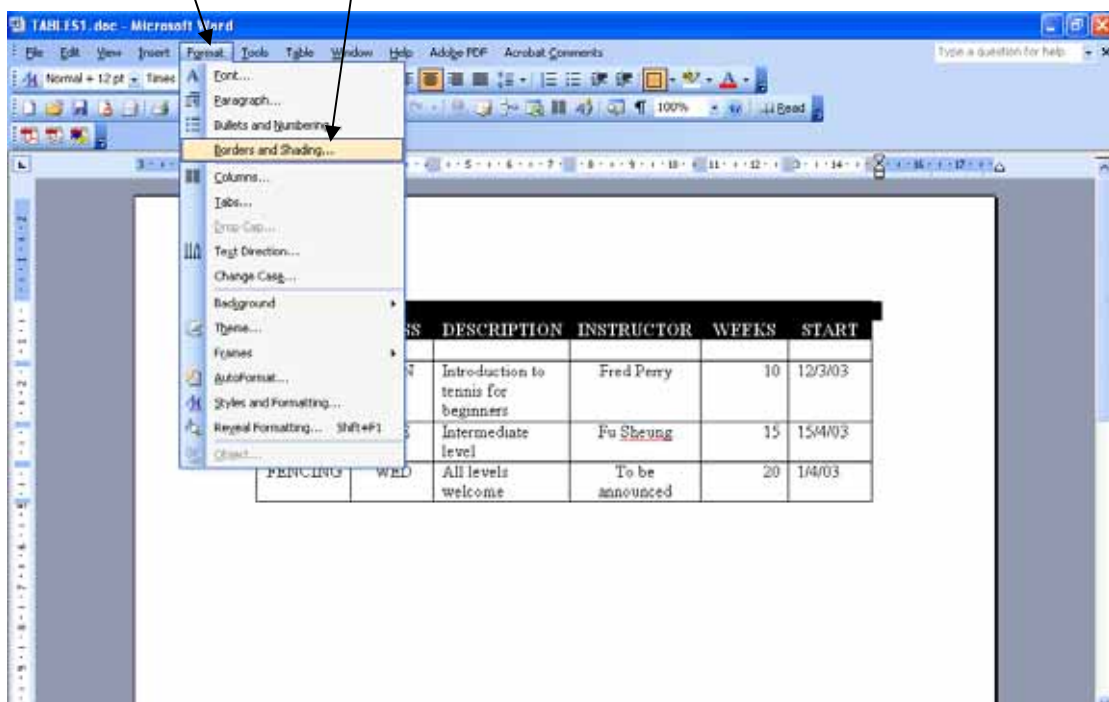
Action Then click on the **Right Align** button.

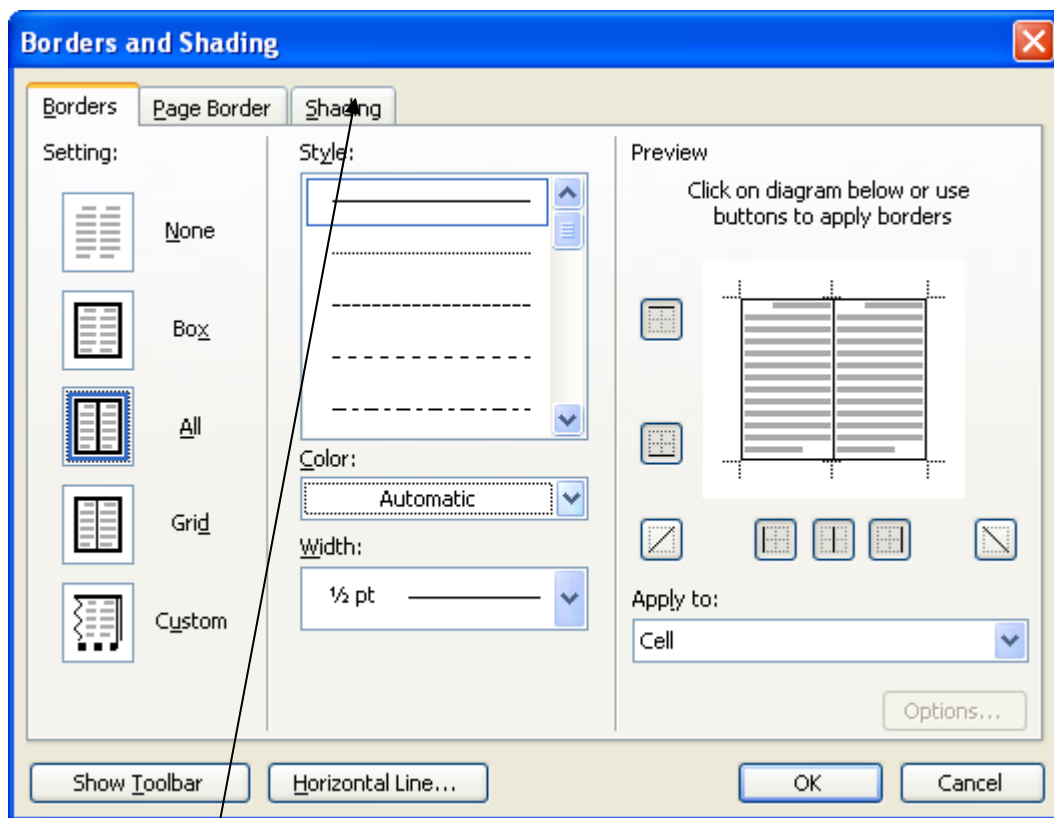
Apply the shading to the top row as follows:

Action Highlight the row by clicking in the left hand margin alongside the top row.

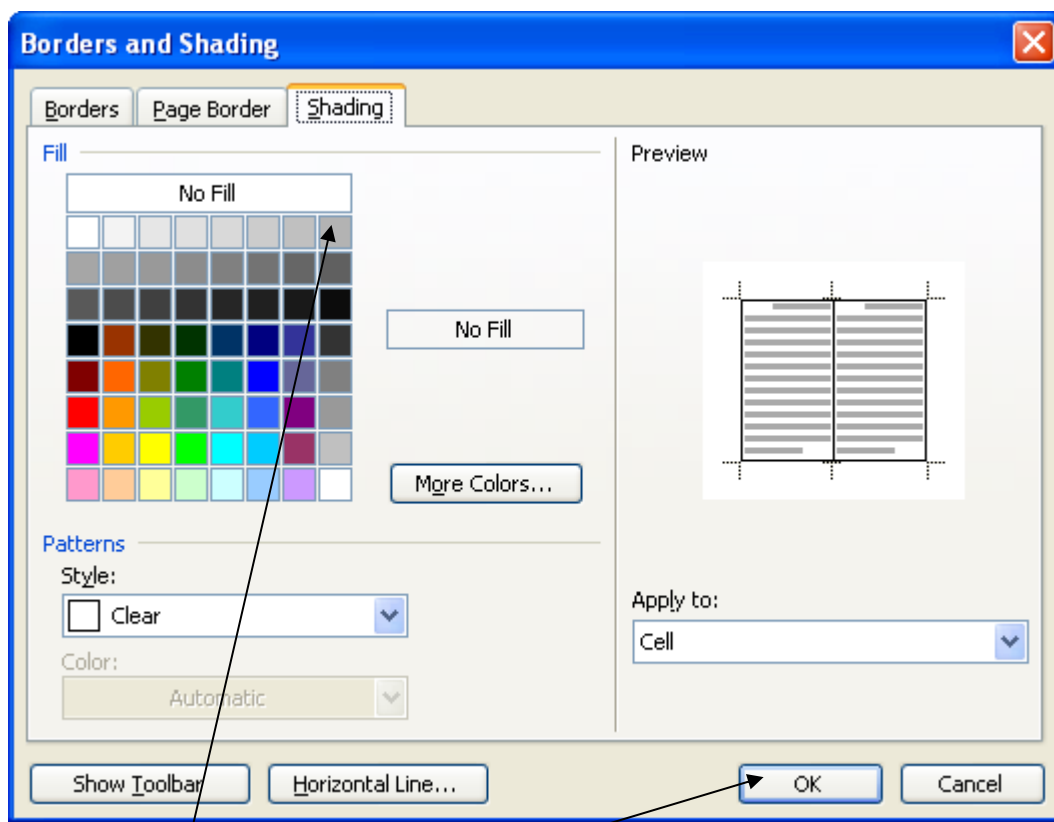


Action Select **Format, Borders and Shading...** on the menu bar.





Action Select the **Shading** tab, so that the following screen appears:



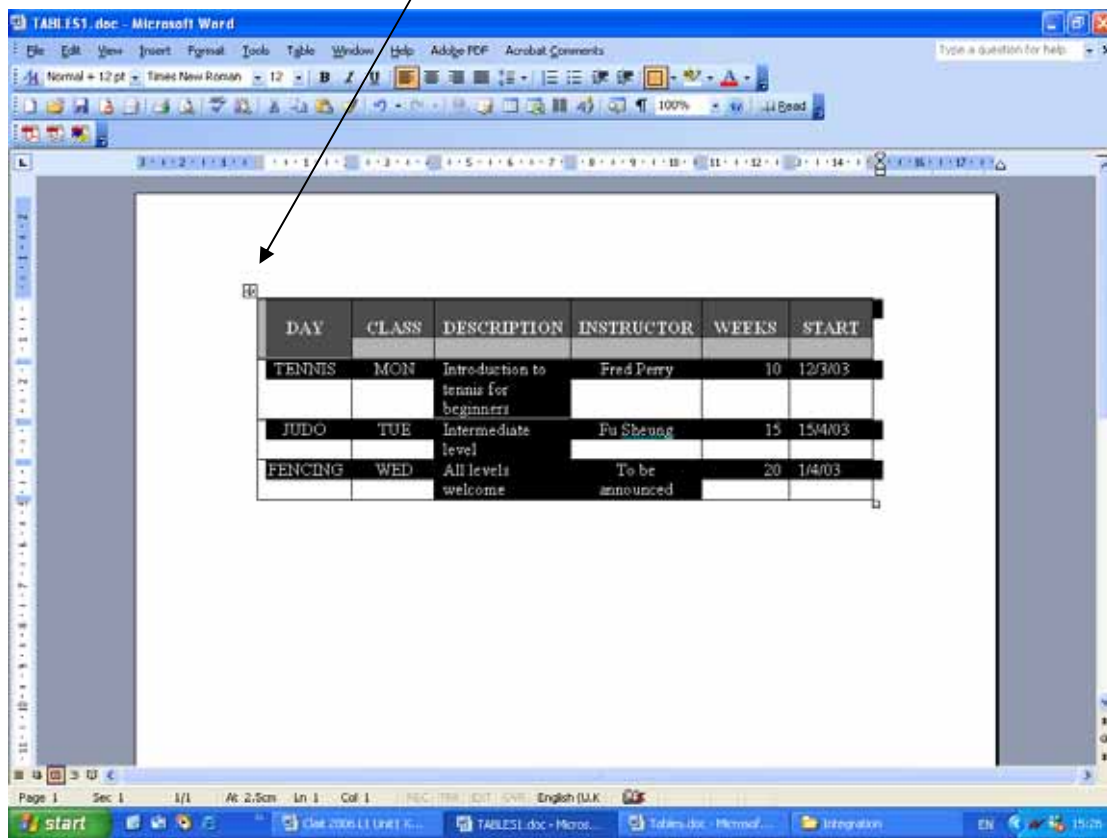
Action Select a grey shade, then click on the **OK** button.

Your table should now look as follows:

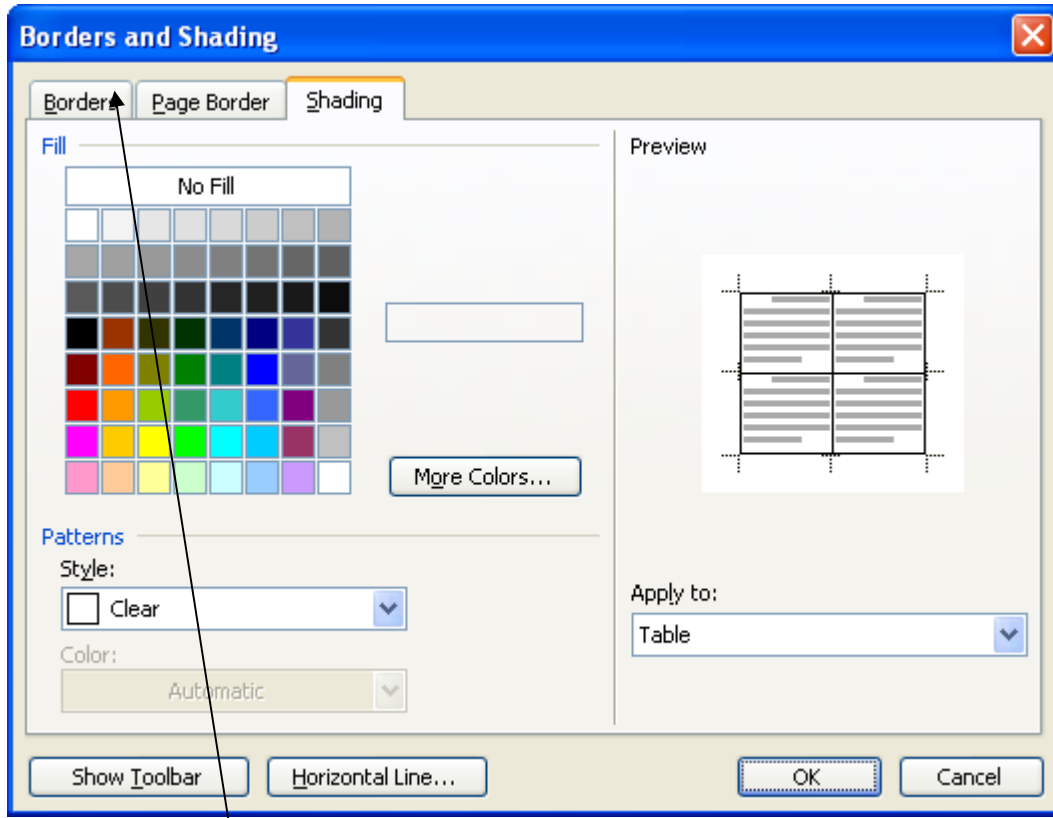
CLASS	DAY	DESCRIPTION	INSTRUCTOR	WEEKS	START
TENNIS	MON	Introduction to tennis for beginners	Fred Perry	10	12/3/03
JUDO	TUE	Intermediate level	Fu Sheung	15	15/4/03
FENCING	WED	All levels welcome	To be announced	20	1/4/03

The final step is to apply the cell borders.

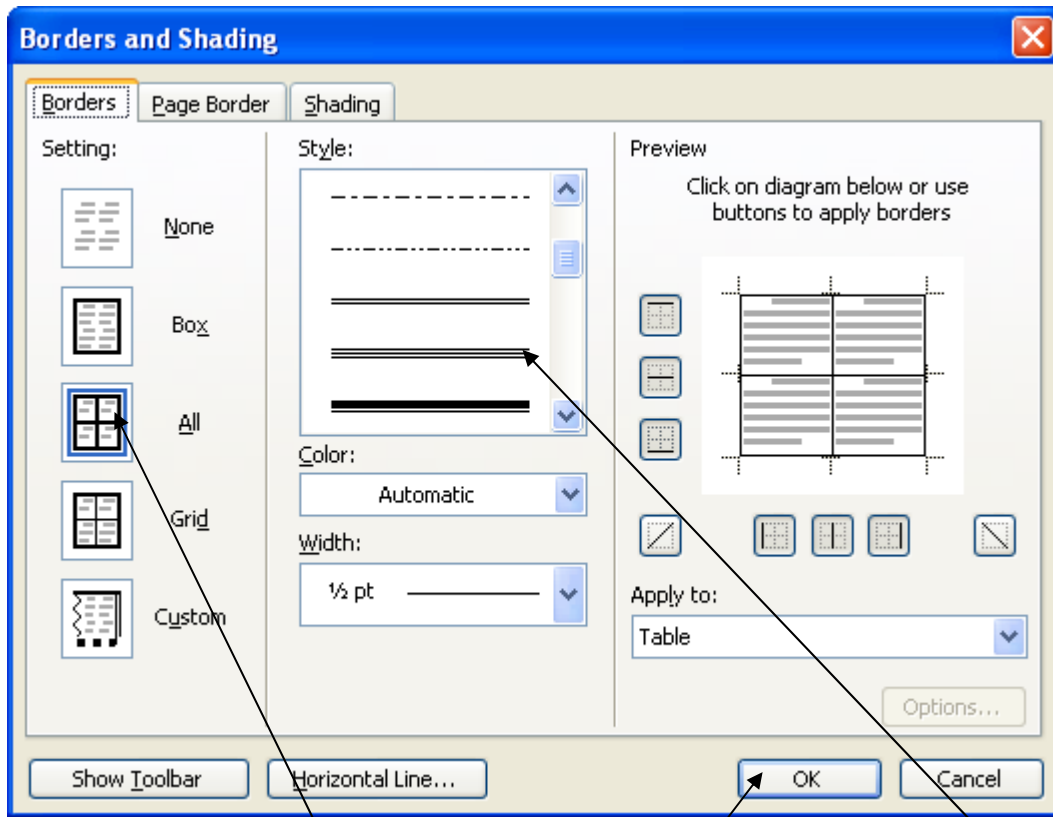
Action Highlight the entire table by moving the mouse pointer to the top left hand corner of the table until a square with a four-pointed arrow appears – now click on this square to highlight the entire table.



Action Select **Format, Borders and Shading...** on the menu bar, so that the following screen appears.



Action Click on the **Borders** tab so that the following screen appears:



Action On this screen ensure **All** is selected, and scroll down the **Style** list to select the three line border style. Then click on **OK**.

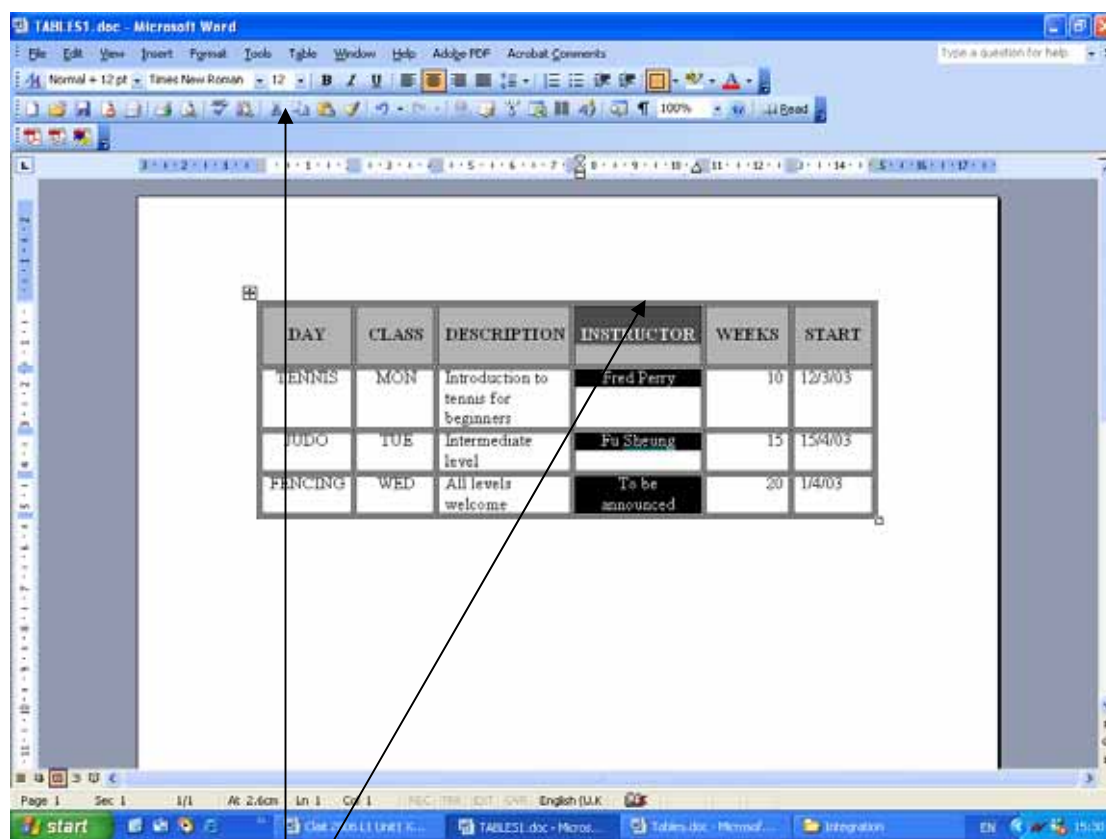
Your table should now be complete, as follows:

CLASS	DAY	DESCRIPTION	INSTRUCTOR	WEEKS	START
TENNIS	MON	Introduction to tennis for beginners	Fred Perry	10	12/3/03
JUDO	TUE	Intermediate level	Fu Sheung	15	15/4/03
FENCING	WED	All levels welcome	To be announced	20	1/4/03

Deleting a table column

Entire table columns can be deleted by highlighting the column and clicking on the CUT button.

Action Try this out by deleting the **INSTRUCTOR** column, as indicated below:



Action Highlight the **INSTRUCTOR** column by clicking on the line at the top of the column heading.

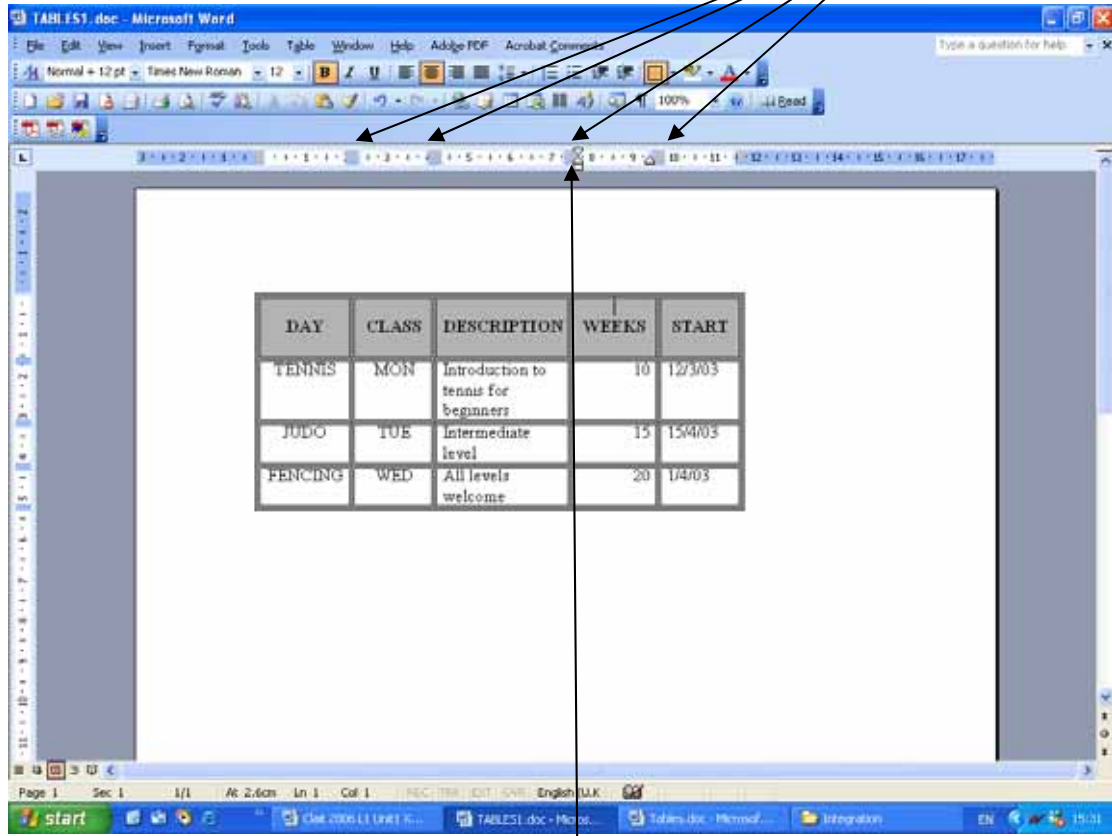
Action Then click on the **CUT** button on the toolbar.

Widening a table column

The width of a table column can be adjusted by moving the column marker on the ruler.

See this in action by widening the **DESCRIPTION** column as follows:

Action Make sure the cursor is placed somewhere in the table so that the column position markers appear on the ruler, as below:



Action To widen the **DESCRIPTION** column, click and drag on the column marker, so that your table looks similar to that below:

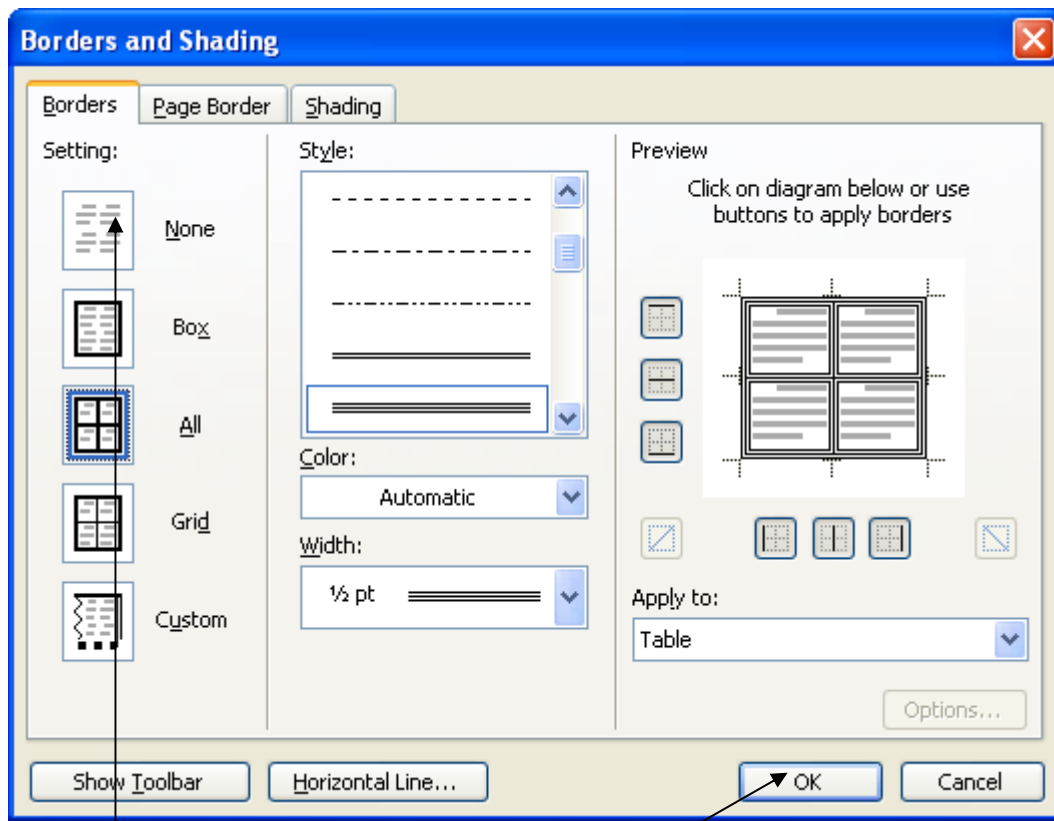
CLASS	DAY	DESCRIPTION	WEEKS	START
TENNIS	MON	Introduction to tennis for beginners	10	12/3/03
JUDO	TUE	Intermediate level	15	15/4/03
FENCING	WED	All levels welcome	20	1/4/03

Using a gridless table

Sometimes you will want to align columns of information without it appearing to be contained in a table.

This could be achieved by setting up tab positions. However, you can do it by using the convenience of a table, and then remove the gridlines as a final step.

Action To see this in action, remove the gridlines from the current table by selecting the table and choosing **Format, Borders and Shading.....** on the menu bar.



Action Select **None** on the **Borders** tab, and click on **OK**.

Your table will look similar to that below.

CLASS	DAY	DESCRIPTION	WEEKS	START
TENNIS	MON	Introduction to tennis for beginners	10	12/3/03
JUDO	TUE	Intermediate level	15	15/4/03
FENCING	WED	All levels welcome	20	1/4/03

Action Save and close the document.

Practice Task 31

**OPENING A DOCUMENT
INSERTING A TABLE**

The data files required for this exercise are: **ducks1**

1. Load a word-processing application
2. Open the document called **ducks1**
3. Insert a table (with gridlines) below the first paragraph and above the second paragraph, leaving a clear line space above and below the table, as shown below:

Wooden Duckling	£11.99
Wooden Duck Egg	£2.99
Wooden Duck	£20.99

4. The text in column one should be left-aligned, and the text in column two should be centre-aligned.
5. Save the document using the new filename **tabducks**
6. Print a single copy of the document
7. Close the word-processing application

End of task

Practice Task 32

**OPENING A DOCUMENT
INSERTING A TABLE**

The data files required for this exercise are: **art1**

1. Load a word-processing application
2. Open the document called **art1**
3. Insert a table (with gridlines) below the second paragraph and above the third paragraph, leaving a clear line space above and below the table, as shown below:

College	County	Postcode
Abingdon & Witney	Oxfordshire	OX14 1NN
Accrington & Rossendale	Lancashire	BB5 2AW
Alton	Hants	GU34 1NX
Amersham & Wycombe	Buckinghamshire	HP7 9HN

4. Left-align the text in column one
5. Centre the text in column two
6. Right-align the text in column three
7. Embolden the headings in row one
8. Save the document using the new filename **tabart**
9. Print a single copy of the document
10. Close the word-processing application

End of task

Practice Task 33

**OPENING A DOCUMENT
INSERTING A TABLE**

The data files required for this exercise are: **caps1**

1. Load a word-processing application
2. Open the document called **caps1**
3. Insert a table (with gridlines) below the first line of text, leaving a clear line space above and below the table, as shown below:

Model	Type	CC	HP
Ford Fiesta 1.1L	8 valve	1100	50
Ford Fiesta 1.25L	16 valve	1250	75
Ford Escort 1.4L	8 valve	1400	74
Ford Escort 1.6L	8 valve	1600	90
Ford Escort 1.6L	16 valve	1600	105
Ford Escort 1.6L	Turbo	1600	130

4. Left-align the text in column one
5. Centre the text in column two
6. Right-align the text in columns three and four
7. Centre-align the headings in row one
8. Embolden and italicise the headings in row one
9. Apply a light grey shading to the headings row
10. Save the document using the new filename **tabcaps**
11. Print a single copy of the document
12. Close the word-processing application

End of task

USING HEADERS AND FOOTERS

Headers and footers are sections set aside at the top and bottom of pages in Word documents for holding information that you want to appear on every page (or almost every page) of the document.

For example, if you look at this workbook, you will see at the top of each page the text CLAIT LEVEL 1 – UNIT 1 – FILE MANAGEMENT AND E-DOCUMENT PRODUCTION. This text has been placed in the document header, so that it appears on every page automatically.

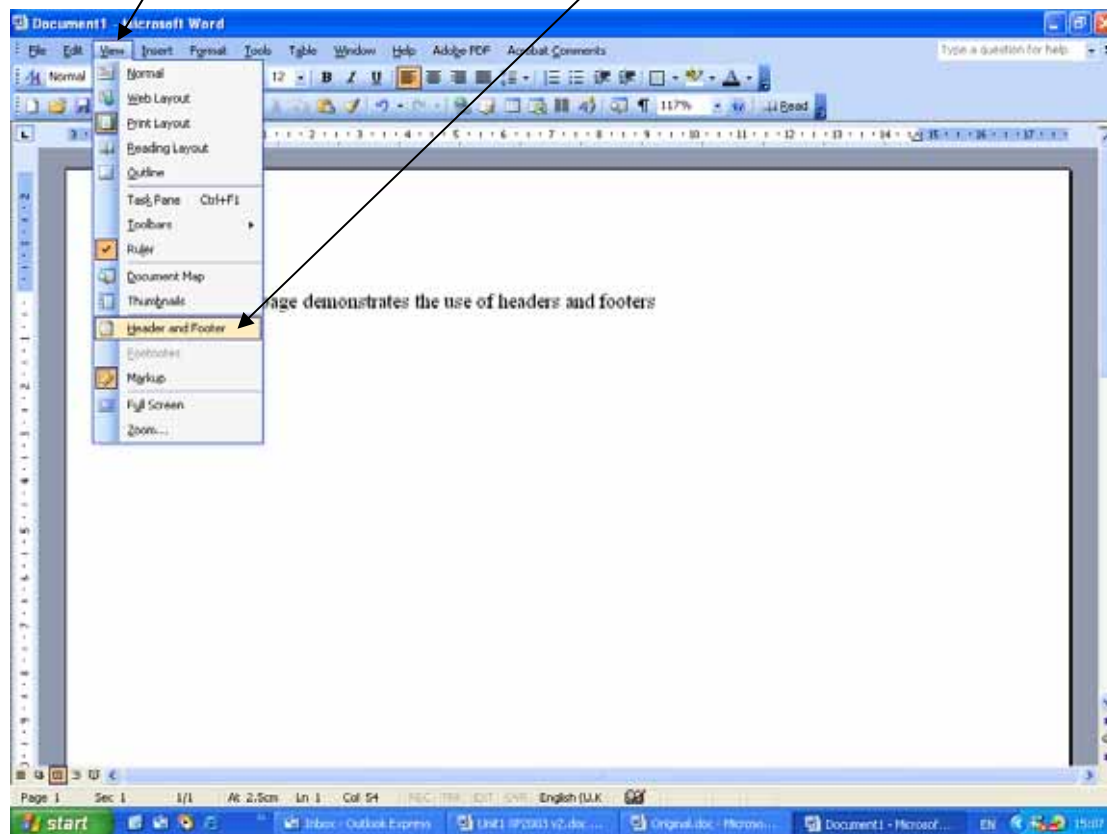
As well as being able to type in “fixed” information such as the above in the header and footer section, Word also provides a number of “automatic fields” that can be used – these are things like the date, page numbers and document file names. The automatic page numbering that appears in the bottom right-hand corner of this workbook has been achieved by placing an automatic field in the document footer.

To explore how to use headers and footers, proceed as follows:

Action Open a new document in Word and type in the following text:

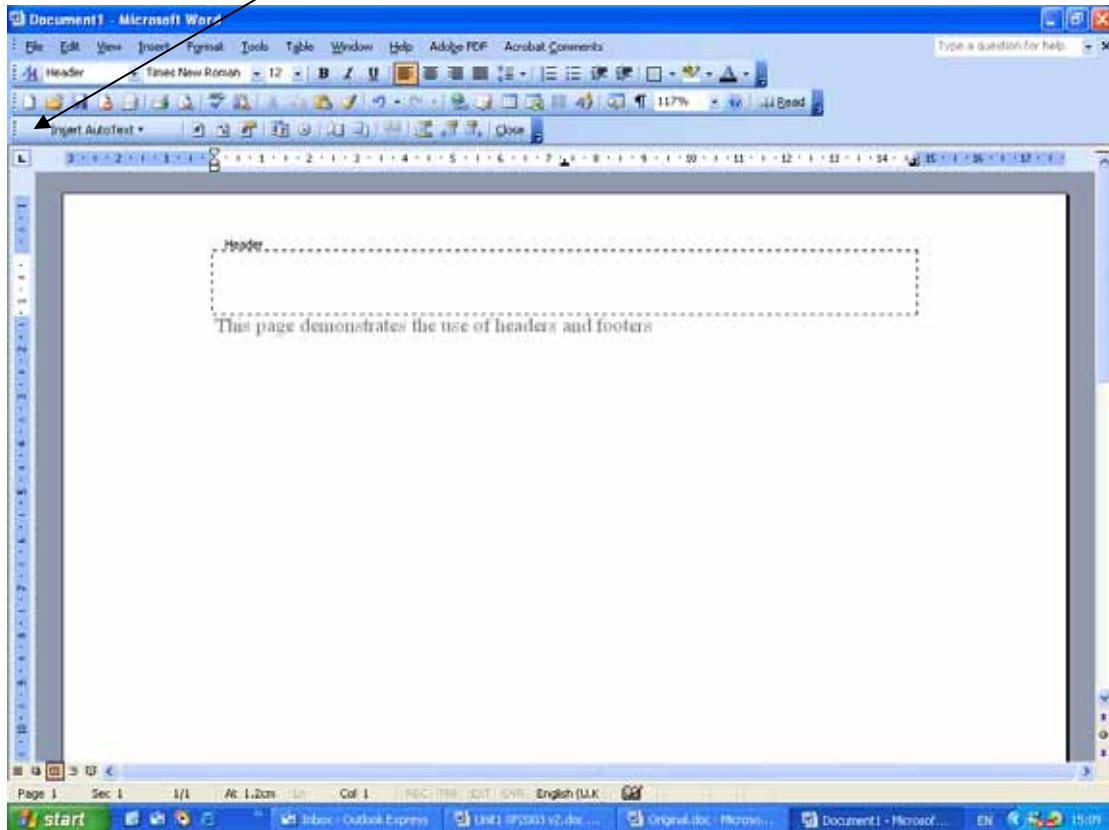
This page demonstrates the use of headers and footers

Action Select **View** on the menu bar, and then **Header and Footer**.



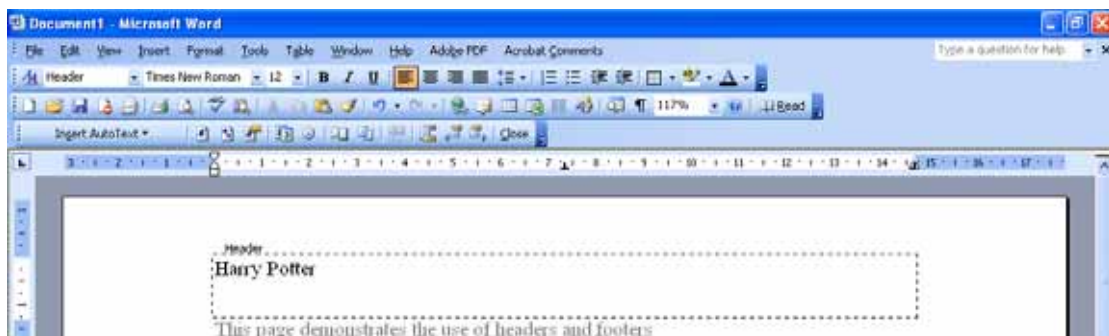
A box appears showing you the position and contents of the header, as shown below:

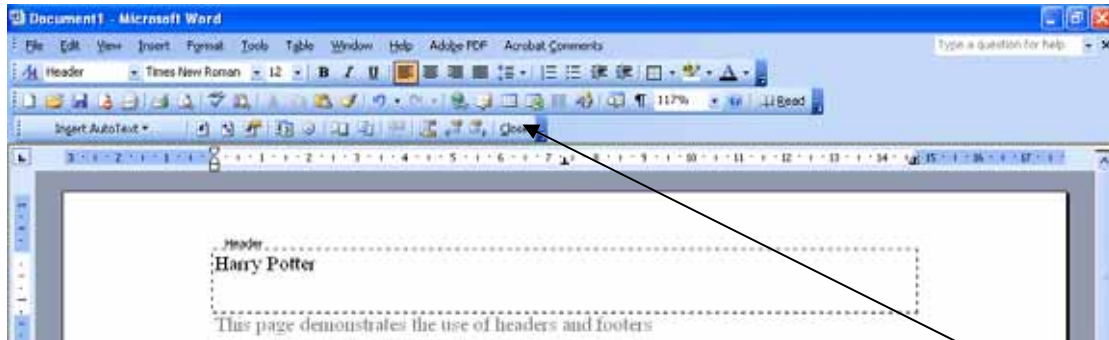
The header and footer toolbar should appear – it may be displayed as below in a “locked” position, or it may appear as a “floating” toolbar somewhere in the document window.



Action Click on the button indicated to switch between the header and the footer section. Notice how each time that you click on it, it “toggles” you between the header and footer sections.

Action In the header section, type in your name.





Action Now close the Headers and Footer dialogue box by clicking on the **Close** button.

You will be returned to the document editing view – the text in the header is still displayed, but “greyed out” to show that the text in the header section is currently not editable.

As well as typing text directly into the header or footer of a document, you can also insert automatic fields. An example of an automatic field is the date.

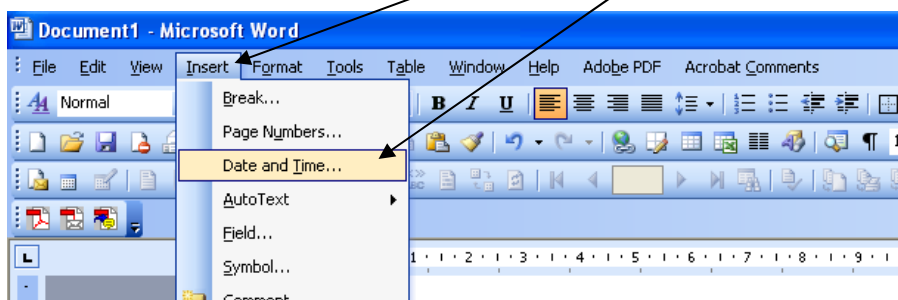
Date formats

Word supports a range of date formats, including the examples shown below:

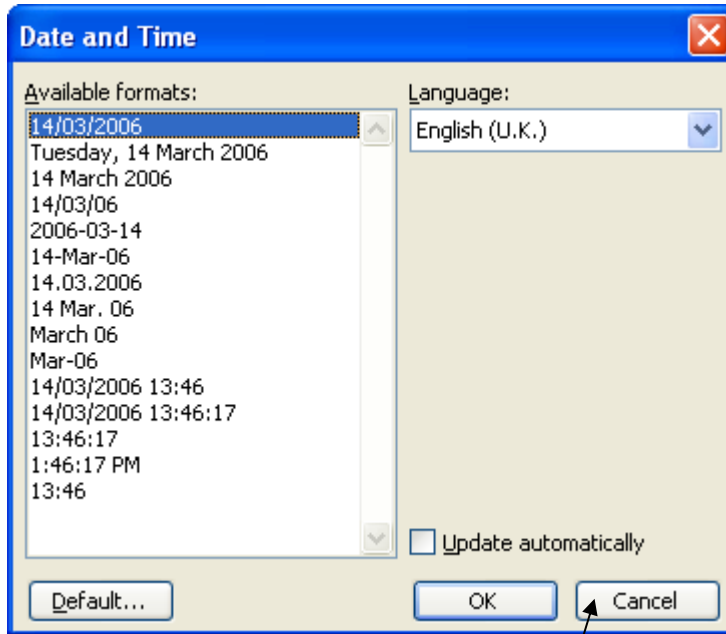
3 October 2003
3/10/2003
October 3, 2003

It is important to realise that English and American date formats differ. For example, 23rd September 2003 in American format would be shown as 09-23-2003 – the month and the year are in reversed positions.

Action To check or change the date format that will be used in automatic fields, with a word document open, select **Insert, Date and Time...** on the menu bar.



Action On the dialogue box that appears, ensure that English (UK) is set as the default language, as shown overleaf:



You will notice that the range of date formats that are available are listed.

Action Click on the **Cancel** button to close the dialogue box.

Inserting automatic fields in headers and footers

Action To insert an automatic field in the header or footer of a document, choose **View, Header and Footer** on the menu bar, as before.

Action Switch to the footer section

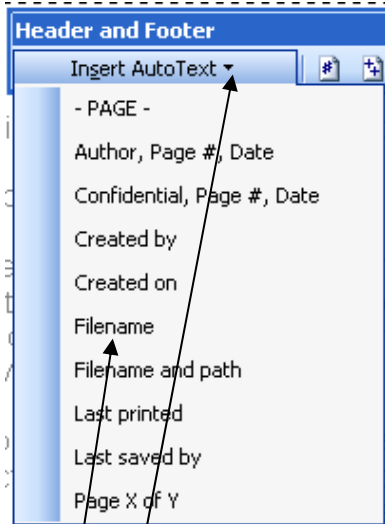


Action To insert today's date in the default format, click on the **Insert Date** icon.



The current date will be inserted into the document footer. Using this automatic date "field" means that whenever the document is printed, the current date will be included on the printout.

Another automatic "field" that is very useful to include in a document header or footer is the document filename.



Action Insert AutoText provides a list of automatic text entries.

Action Select **Filename** from the list to insert the filename into the footer.

Action To close the header and footer dialogue box, point and click on **Close**.

Printing headers and footers

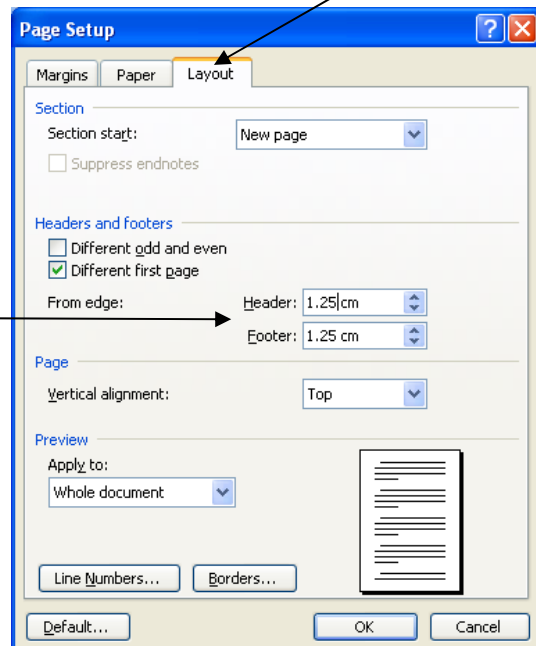
Headers and footers are automatically included on printouts.

As they are printed in the top and bottom page margins, it is possible that some printers may not be capable of fitting all the details onto the page – in particular it is not uncommon for inkjet printers to “cut off” some of the footer text.

If this should happen, select **File, Page Setup**, and select the **Layout** tab.

Using this dialogue box the gap between the header and the footer and the paper edge can be adjusted.

Increasing the distance of the header or the footer from the edge of the paper to about 1.30 cm should ensure that all the information will be printed.



Practice Task 34

**OPENING A DOCUMENT
INSERTING A HEADER AND A FOOTER**

The data files required for this exercise are: **hworcs1**

1. Load a word-processing application
2. Open the document called **hworcs1**
3. Add your name to the document header
4. Left align your name in the document header
5. Insert an automatic date (showing day, month and year) in the document footer
6. Centre align the automatic date in the document footer
7. Save the document using the new filename **hfworcs**
8. Print a single copy of the document
9. Close the word-processing application

End of task

Practice Task 35

**OPENING A DOCUMENT
INSERTING A HEADER AND A FOOTER**

The data files required for this exercise are: **hiron1**

1. Load a word-processing application
2. Open the document called **hiron1**
3. Add your name and an automatic date to the document footer, using any alignment you choose. Make sure that there is at least one character space between your name and the date.
4. Insert an automatic time in the document header
5. Right align the automatic time in the document header
6. Save the document using the new filename **hfiron**
7. Print a single copy of the document
8. Close the word-processing application

End of task

Practice Task 36

**OPENING A DOCUMENT
INSERTING A HEADER AND A FOOTER**

The data files required for this exercise are: **hlawn1**

1. Load a word-processing application
2. Open the document called **hlawn1**
3. Add the following to the header of the document

**your name
an automatic date
an automatic time
an automatic filename**

4. Separate each of the above items with a space, then a hyphen, then a space e.g.

Fred Taylor – date – time - filename

5. Add the following text to the document footer

Copyright Harold Wilson, 1967

6. Centre align the text in the document footer
7. Save the document using the new filename **hflawn**
8. Print a single copy of the document
9. Close the word-processing application

End of task

CREATING FOLDERS AND PRINTING FOLDER STRUCTURE

All computer information is stored in files, whether that information is a document, a picture, a piece of music or a computer program.

Each of the documents that you have produced so far have been saved as a file. A typical computer will have thousands of files stored on its hard disk, and therefore a system is required for organising all those files into some sort of order and structure.

The way that this is done is by storing files within folders. For example, all the documents that you produce using Word could be stored in a folder called My Documents.

Although many folders are already created as soon as Windows is installed on to a computer (including a folder called My Documents), you can create, rename, move, and delete additional folders pretty much as you please.

You have to be careful though. You are advised not to delete or rename folders that you have not created yourself since they are likely to contain important information that is required for your computer to function correctly.

As well as storing files, folders can also store further folders within them, and these folders can be further divided into more sub-folders. There is no limit to the amount of sub-division, although in practice it is best to restrict yourself to just a few levels, otherwise you may find it difficult to work out where everything is stored.

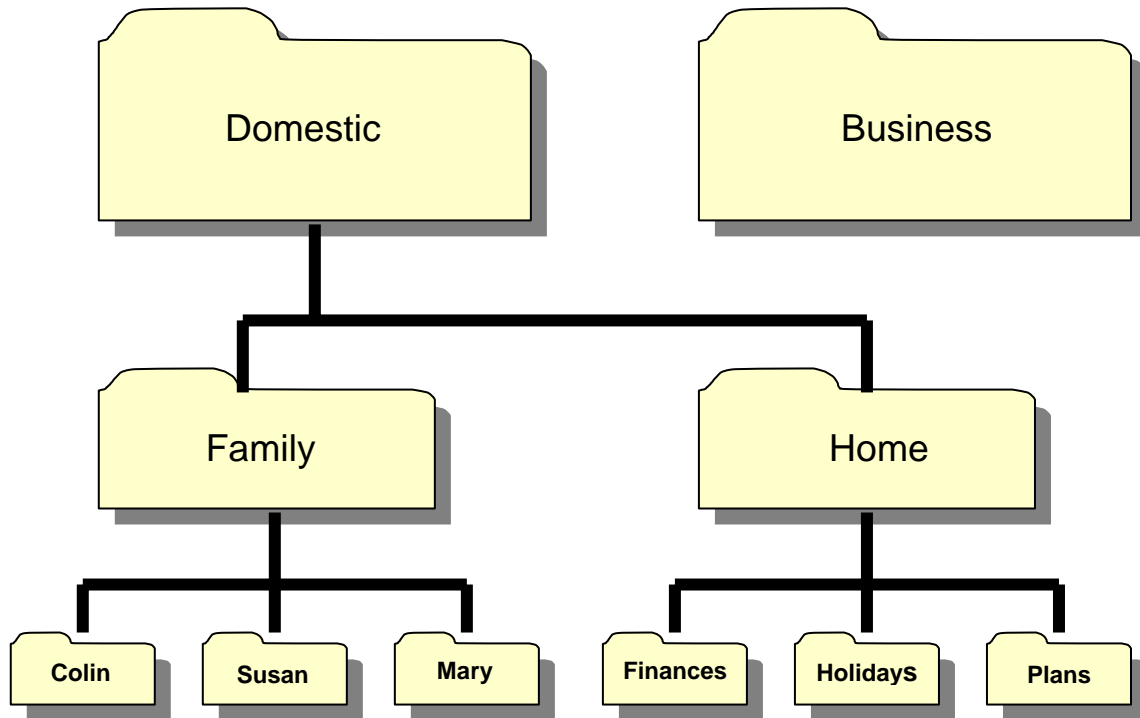
Let's illustrate this with an example. Imagine that you decide to store your files into two main categories, **Domestic** and **Business**.

You estimate that the Domestic folder will end up storing lots of files, so you decide to further sub-divide that folder into two sub-folders, **Family** and **Home**.

As there are three people in your family (say **Colin**, **Susan**, and **Mary**), you decide that within the Family folder each person will have their own folder in which to store all their own files.

You also decide that the Home folder should be divided into three sub-folders, namely **Finances**, **Holidays** and **Plans**.

This folder structure could be represented a bit like a family tree or an organisation chart, as overleaf.



Files can be stored within any of the folders.

You will now create the above folder structure within your data area. The top level of this structure could be placed anywhere within your own data area. For the purposes of this exercise, we are going to use the floppy disk as our data area.

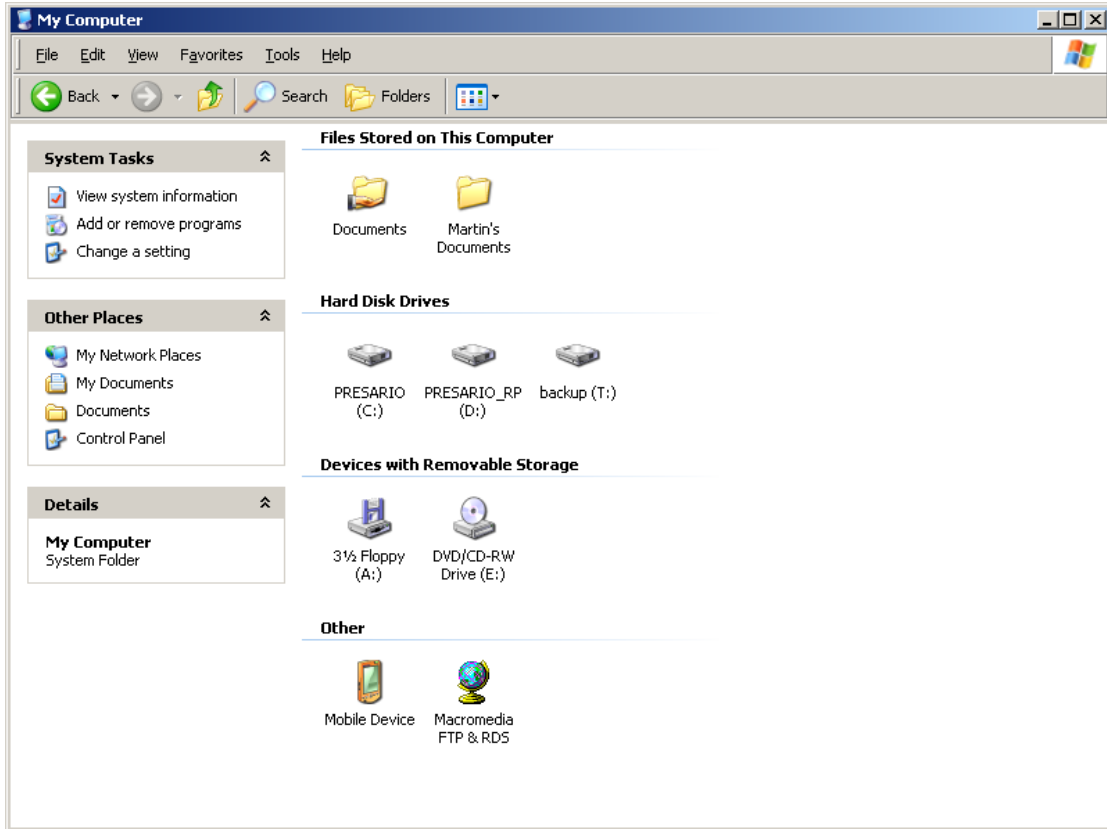
Important Note:

Before proceeding get your tutor to clear your data area (or clear it yourself if you know how to) and ensure that Windows is configured according to the tutor notes that accompanied this workbook.

Action From the Windows desktop, locate and double-click on the **My Computer** icon.

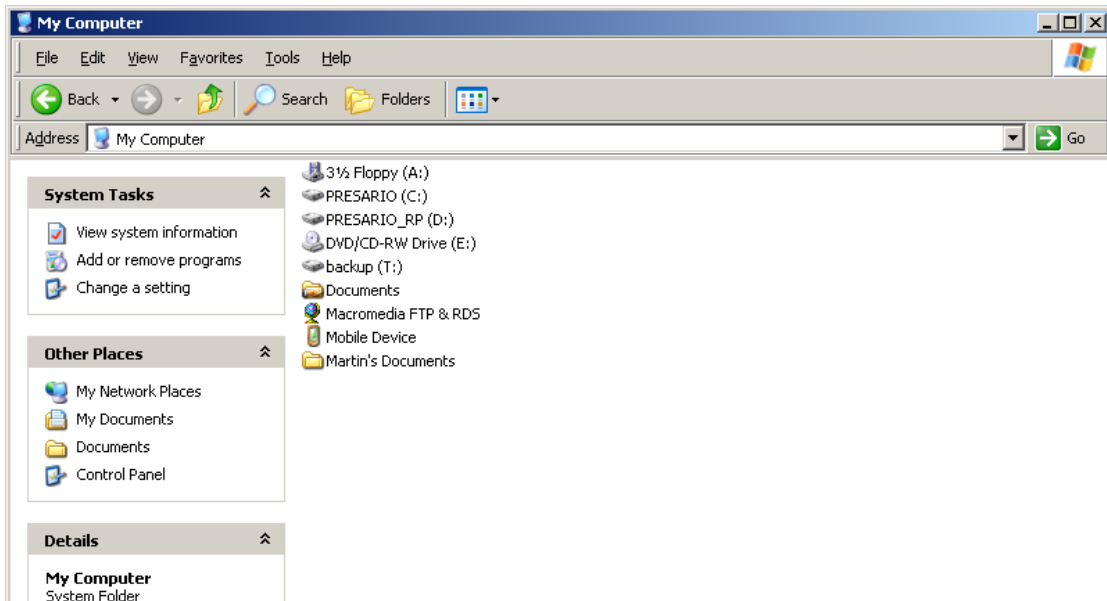


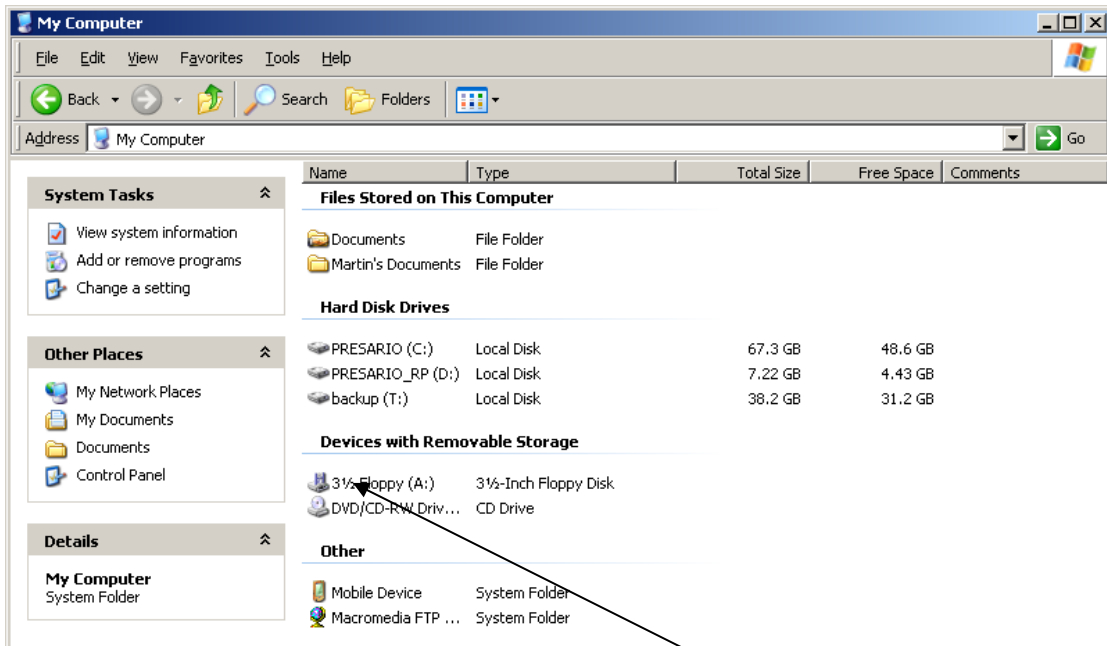
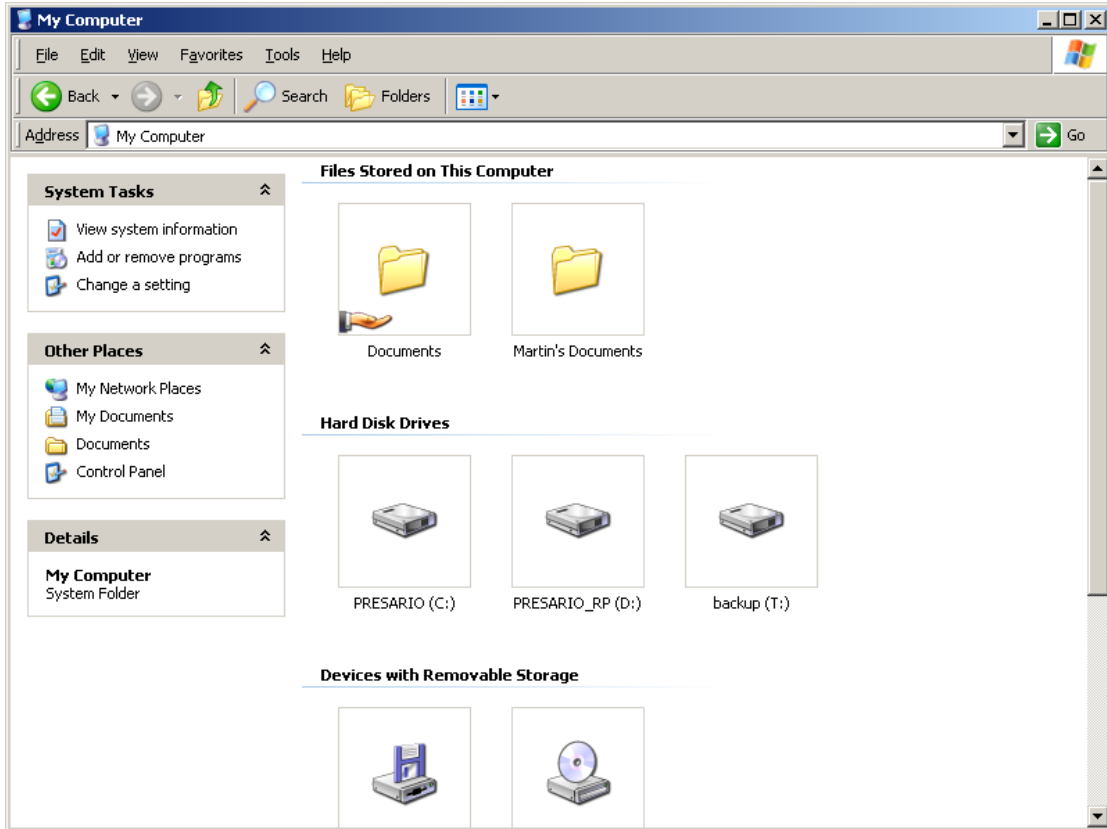
A screen similar to that overleaf will appear:



It is almost certain that **your** display will be different in terms of the layout and content because the computer that you are using will not have the same storage areas and devices as those shown above.

The layout of the display can be configured to present the information in different ways. The following screens show three typical variations, one of which will be similar to your display.

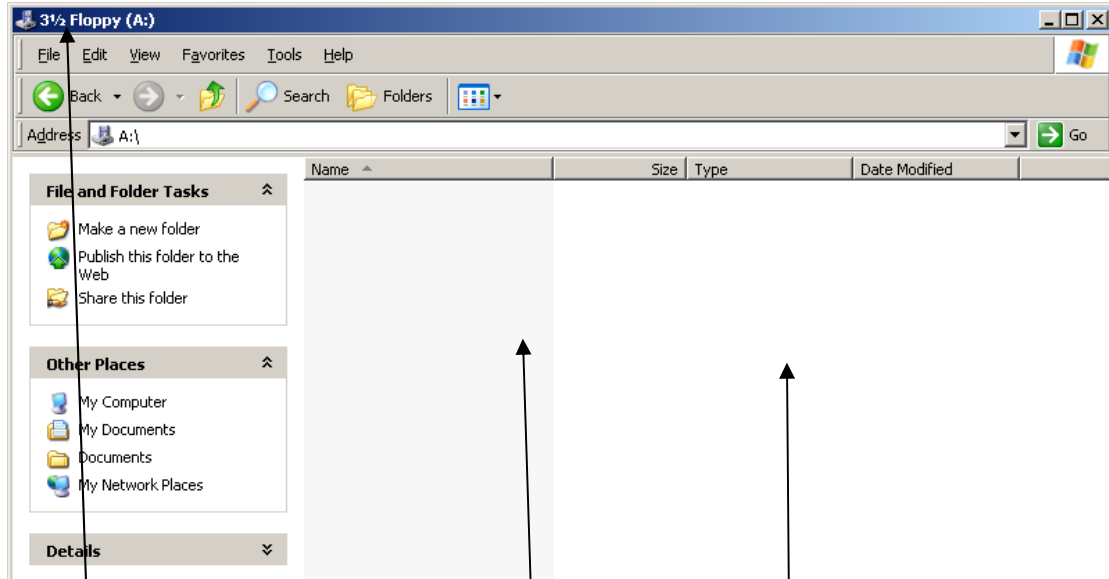




The precise layout that you see is not important – the important thing is that you can see the data area where your files are going to be stored, which in this case we will assume is the floppy disk referred to as **3 1/2 Floppy (A:)**.

Action Move the mouse pointer over the icon for the floppy disk (or your data area) and double-click with the left mouse button to open it.

Your display will be similar to that overleaf.



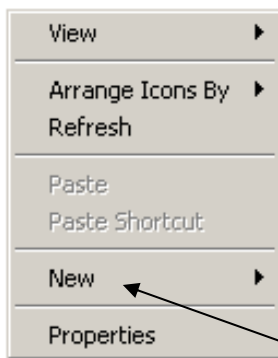
This window will show you the folders and files that are located on the floppy disk. As your disk is empty, this area of the screen will be blank.

The title bar of the window shows you the storage location that is currently being displayed.

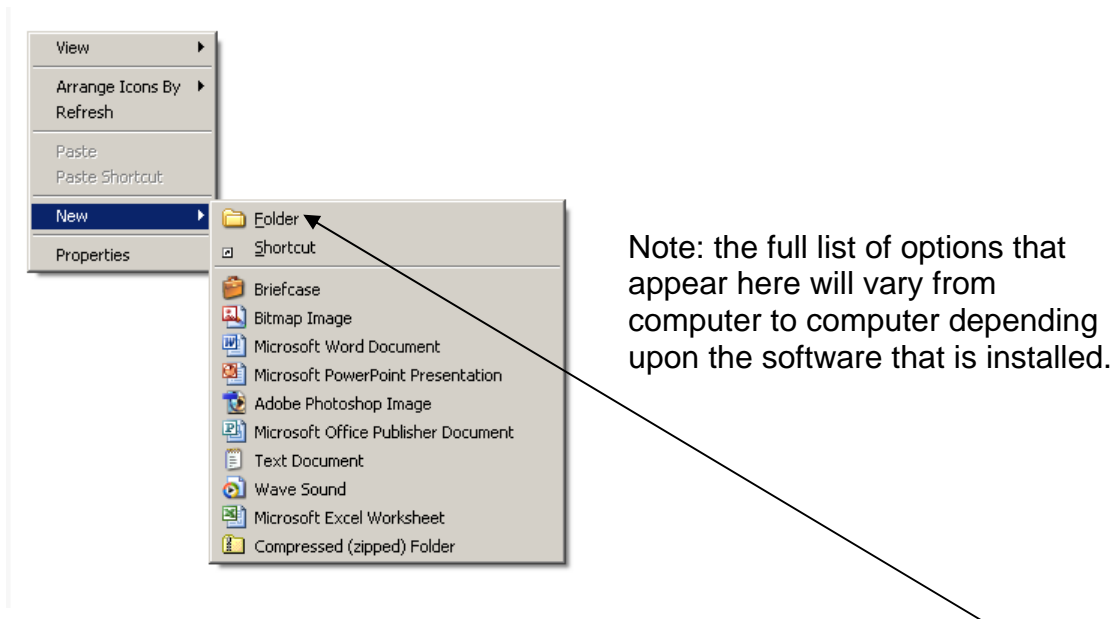
In this data area you will now create a new folder.

There are at least four different ways of doing this! The actual method you use does not matter, and this workbook will teach you one of the quickest methods for creating and manipulating files and folders. This is to use the shortcut menus that are available via the **right** mouse button.

Action Point and click the **right** mouse button once in the blank area, and the following shortcut menu will appear:

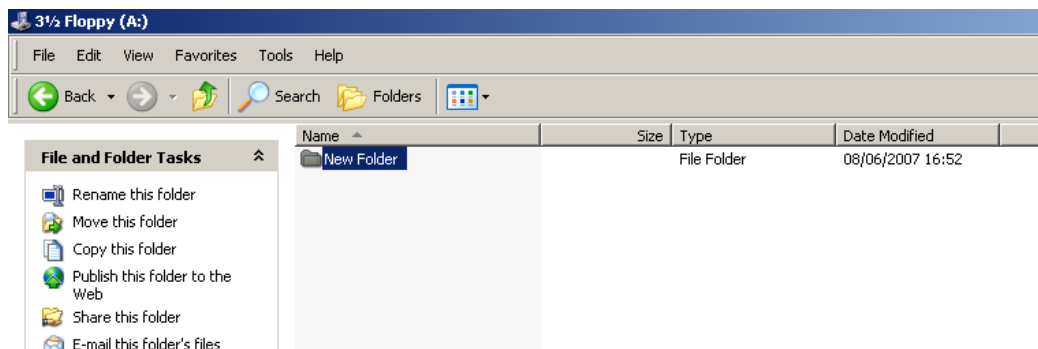


Action Move the mouse pointer over the **New** option, and another menu will appear similar to that overleaf:



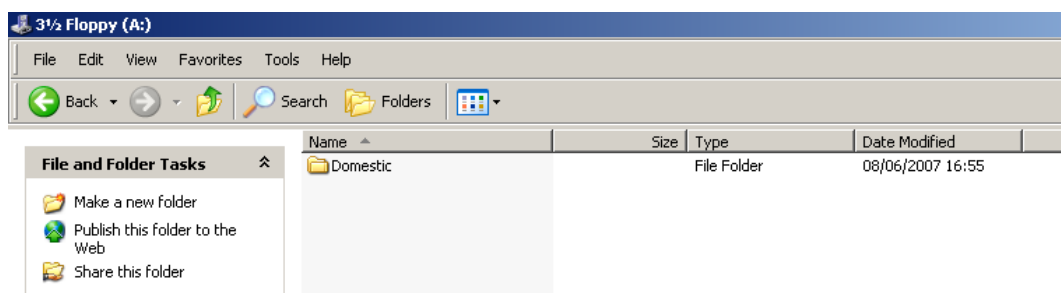
Action You are going to create a new folder, so point and left-click on the **Folder** option.

The display will change to that below:



A new folder is created – the computer will give this folder the default name **New Folder**.

Action Replace this name with the name **Domestic**, and then click in the white area to confirm the change.

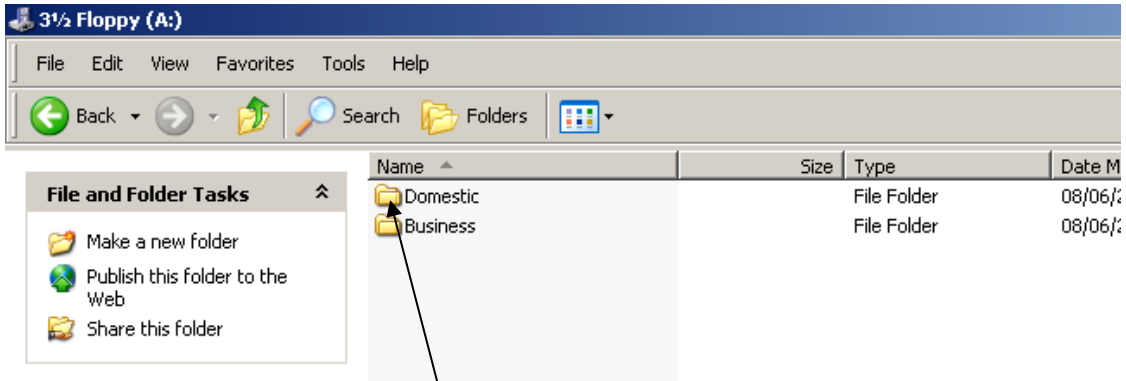


(Note: if at this stage you have not named the folder correctly, move the mouse pointer over the folder and right-click to bring up a shortcut menu. Choose **Rename** from the menu and re-type the name.)

Action Now point and click the right mouse button once again in the blank area, and a shortcut menu will appear.

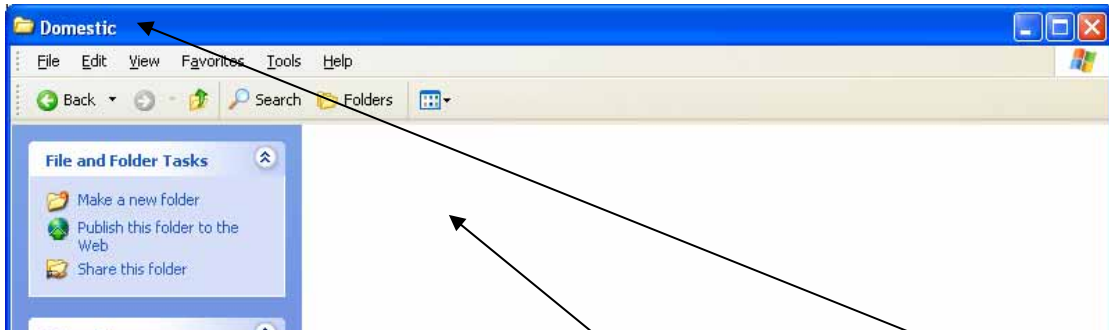
Action Again, choose **New**, and then **Folder** to create a second folder called **Business**.

Your display should be similar to below:



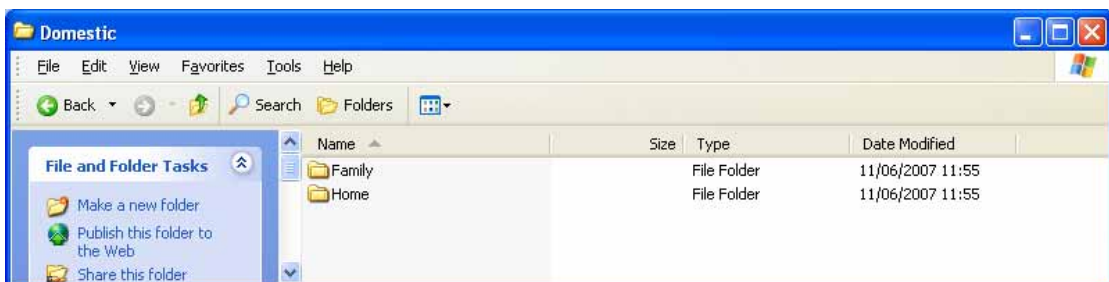
Referring back to the folder structure shown earlier, you now need to create two folders within the Domestic folder, called **Family** and **Home**.

Action The first thing to do is to open the Domestic folder, and the quickest way to open a folder is to point at the folder icon and double-click with the left mouse button. Do this now to produce the following display:



The title bar confirms that you are displaying the contents of the Domestic folder. As this folder is empty, this area is blank.

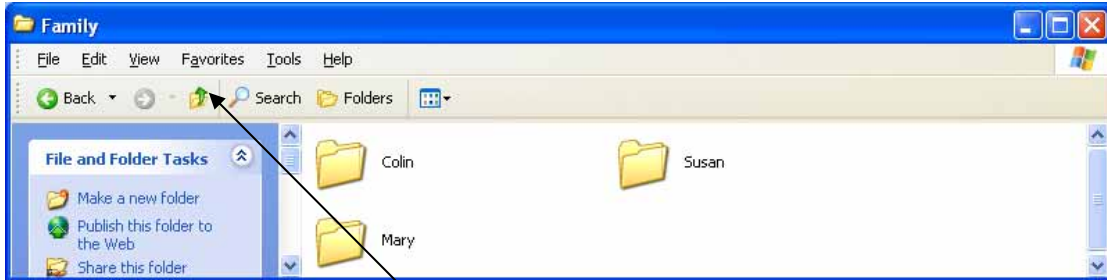
Action Right click in the blank area and create two new folders called **Family** and **Home**, as below.



Again, referring back to the folder structure shown earlier, you now need to create three folders within the Family folder, called **Colin**, **Susan** and **Mary**.

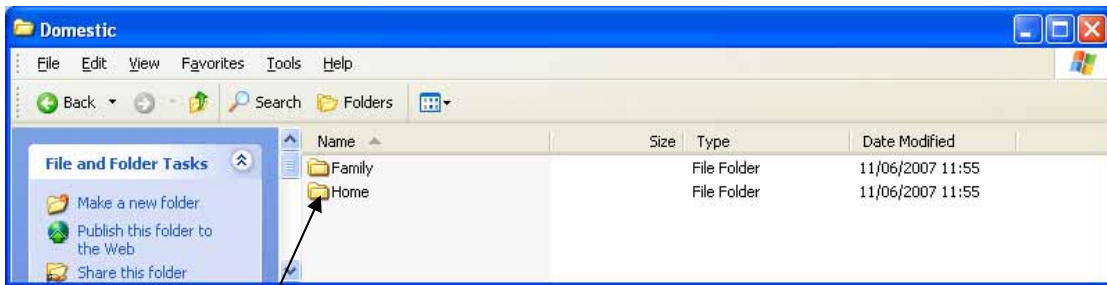
Action Open the Family folder by double-clicking on the folder, and create three folders within it called **Colin**, **Susan** and **Mary**.

Your display should be similar to that below:



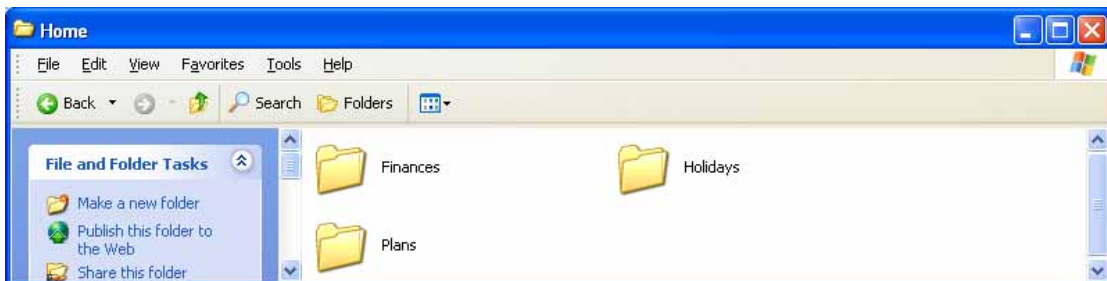
Your final step is to create three folders within the Home folder called **Finances**, **Holidays** and **Plans**.

Action To do this you first need to move up the folder structure and come out of the Family folder. Do this by clicking on the **Up** button, to return to the Domestic folder contents.



Action Now open the Home folder by double-clicking on the folder, and create three new folders within it called **Finances**, **Holidays** and **Plans**.

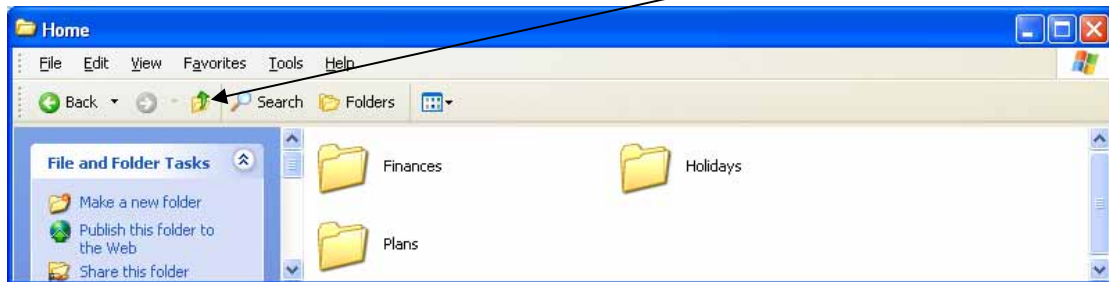
Your display should be similar to that below:



That's it! The folder structure has now been created as planned.

Moving around the folder structure

To move out of a sub-folder to the level above, use the **Up** button.



To move into a folder, point on the folder icon and double-click with the left mouse button.

Practise this by displaying the following folder contents in turn:

Action Display the contents of the **Finances** folder

Action Move up to re-display the contents of the **Home** folder

Action Display the contents of the **Holidays** folder

Action Move up to re-display the contents of the **Home** folder

Action Move up to display the contents of the **Domestic** folder

Action Display the contents of the **Family** folder

Action Move up twice to display the contents of your storage area (e.g. floppy disk)

PRINTING FOLDER CONTENTS

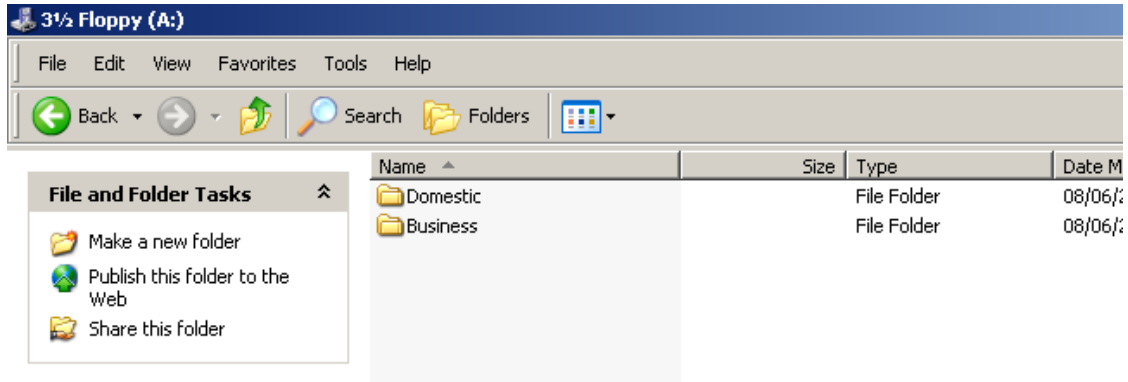
Windows does not have an “inbuilt” facility to produce a printout as evidence of the contents of a folder that are stored in a data area.

To create such a printout you have to follow a four stage process.

1. Open the folder to display its contents
2. Capture the screen image
3. Paste the screen image into a Word document
4. Print out the Word document

Action Proceed as follows to print out the contents of your floppy disk or your data area.

At the moment you should be displaying the contents of your storage area (e.g. floppy disk), displaying the two folders as shown overleaf:

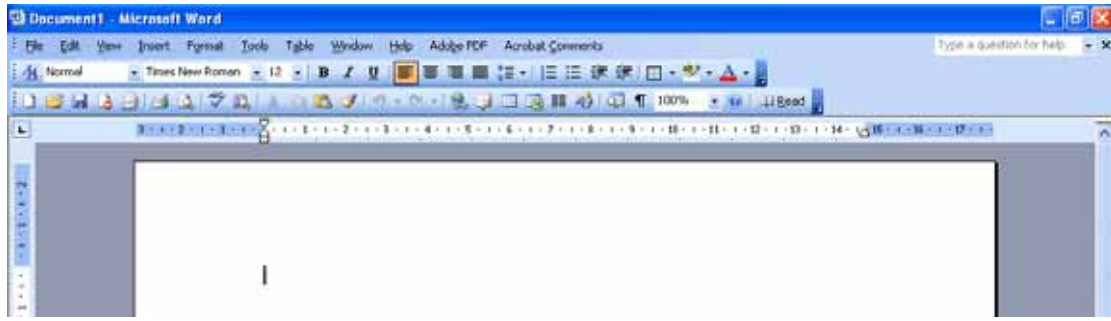


This is the screen image that we would now like to print out. As we cannot do it directly from this screen, you must “capture” the screen image and then “paste” it into a document.

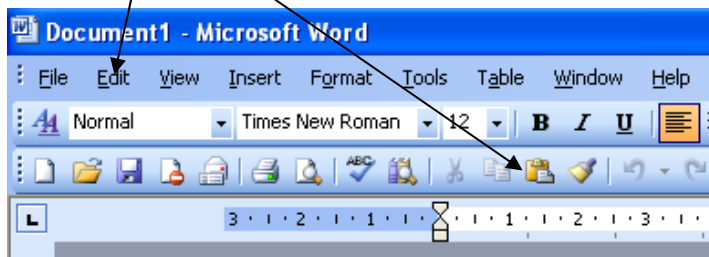
Action To capture the screen image press and hold down the **Alt** key and then press the **Prt Sc** key at the same time on the keyboard. The **Prt Sc** key is normally located on the top row, to the right of the function keys F1 – F12. This places a copy of the active screen image in the computer memory, ready to be pasted into a document. Release the keys.

Action Close all open windows to return to the desktop.

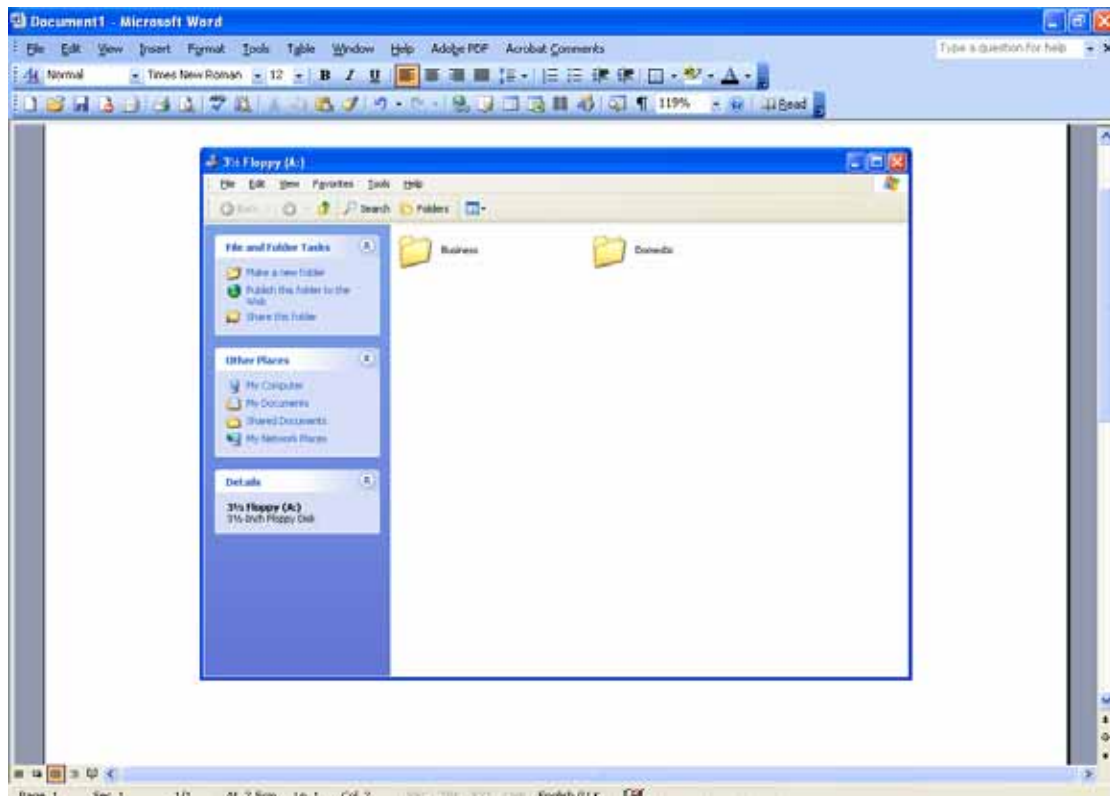
Action Load Microsoft Word and open a new document window (if necessary) so that you see a screen similar to that below:



Action To paste the captured screen image into the Word document, point and click on the **Paste** button on the toolbar. If the Paste button is not displayed, choose **Edit** and then **Paste** from the menu bar instead.



The captured screen image will be pasted into the Word document.

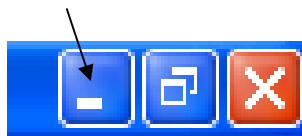


This Word document can then be saved and printed just like any other Word document.

Action Save the document in your data area using the file name **Screenprint1**, and print out a copy.

PRINTING MULTIPLE FOLDER CONTENTS

If you need to print out the contents of more than one folder then the most efficient way of doing this is to leave the Word document open after pasting the first screen image and then to minimise the document by clicking on the minimise button near the top right hand corner.



Then display the second folder contents and capture the screen image using the **Alt** and **Prt Sc** buttons as before.

Then restore the Word document by clicking on the document name on the taskbar along the bottom of the screen and paste the second image below the first.

Action Try this out by displaying of the contents of the Domestic folder, capturing the screen image and pasting the image below the first.

Action Close all documents and windows to return to the Windows desktop.

Practice Task 37

**DISPLAYING FILES AND FOLDERS
PRINTING FOLDER CONTENTS**

The data files required for this exercise are: **House (folder) and its contents**

1. Locate the folder named **House** in your data area
2. Display the contents of the folder named **Kitchen**, which is stored in the folder named **House**
3. Capture the screen image and paste it into a new document
4. Display the contents of the folder named **Lounge**, which is stored in the folder named **House**
5. Capture the screen image and paste it below the earlier screen image, making sure that there is a clear linespace between the two images
6. Add your name to the document, below the two screen images
7. Save the document using the filename **housef**
8. Print a single copy of the document **housef**
9. Close the word-processing application
10. Close all open folders

End of task

Practice Task 38

**DISPLAYING FILES AND FOLDERS
PRINTING FOLDER CONTENTS**

The data files required for this exercise are: **Body (folder) and its contents**

1. Locate the folder named **Body** in your data area
2. Display the contents of the folder named **Head**, which is stored in the folder named **Body**
3. Capture the screen image and paste it into a new document
4. Display the contents of the folder named **Leg**, which is stored in the folder named **Body**
5. Capture the screen image and paste it below the earlier screen image, making sure that there is a clear linespace between the two images
6. Add your name to the document, below the two screen images
7. Save the document using the filename **bodyf**
8. Print a single copy of the document **bodyf**
9. Close the word-processing application
10. Close all open folders

End of task

Practice Task 39

**DISPLAYING FILES AND FOLDERS
PRINTING FOLDER CONTENTS**

The data files required for this exercise are: **School (folder) and its contents**

1. Locate the folder named **School** in your data area
2. Display the contents of the folder named **School**, showing the sub-folders stored within it
3. Capture the screen image and paste it into a new document
4. Display the contents of the folder named **Classroom**, which is stored in the folder named **School**
5. Capture the screen image and paste it below the earlier screen image, making sure that there is a clear linespace between the two images
6. Display the contents of the folder named **Hall**, which is stored in the folder named **School**
7. Capture the screen image and paste it below the earlier screen images, making sure that there is a clear linespace between the three images
8. Add your name to the document, below the three screen images
9. Save the document using the filename **schoolf**
10. Print a single copy of the document **schoolf**
11. Close the word-processing application
12. Close all open folders

End of task

MOVING, COPYING, RENAMING AND DELETING FOLDERS

As mentioned earlier, the structure and contents of folders (especially those that you create yourself) can be changed.

Folders can be moved, copied, renamed and deleted.

Moving a folder

The distinction between moving and copying folders is the same as when cutting, copying and pasting text.

Moving a folder means the original folder is “cut” from its original location and “pasted” into its new location.

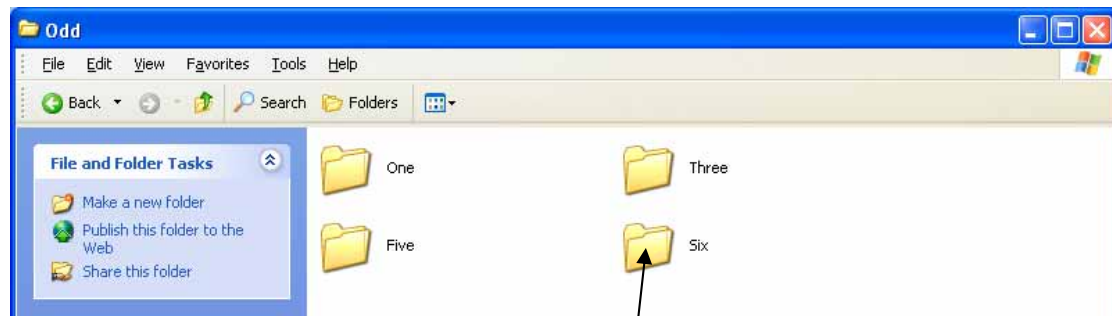
Note: Before proceeding get your tutor to clear your data area (or clear it yourself if you know how to)

Action Create two folders in your data area called **Odd** and **Even**.

Action In the **Odd** folder, create the following four folders:

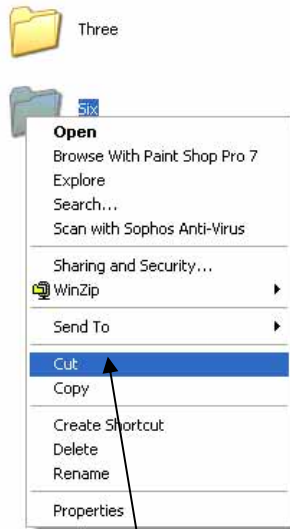
One
Three
Five
Six

Your display will be as follows:



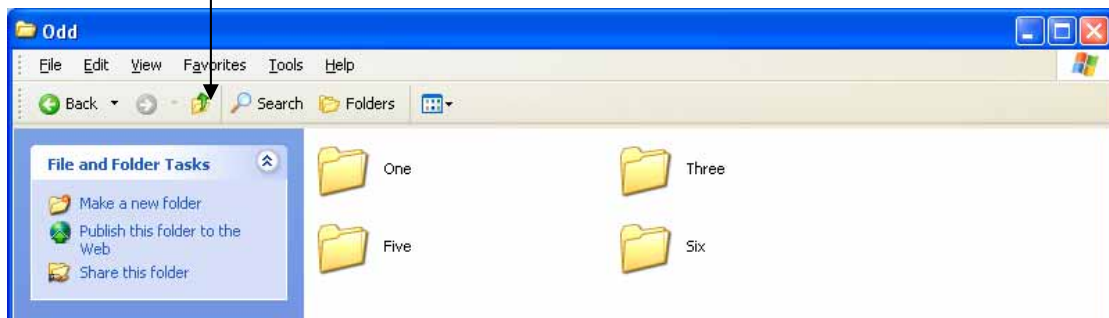
The folder Six actually belongs in the Even folder. To move it, proceed as follows:

Action Point and right-click on the folder named Six, to bring up the following shortcut menu.

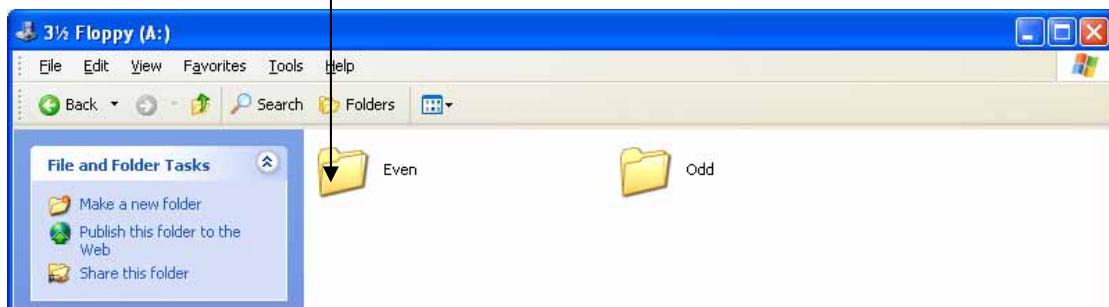


Action Left-click on the **Cut** option. The folder and its contents (if any) will be cut and placed on the clipboard.

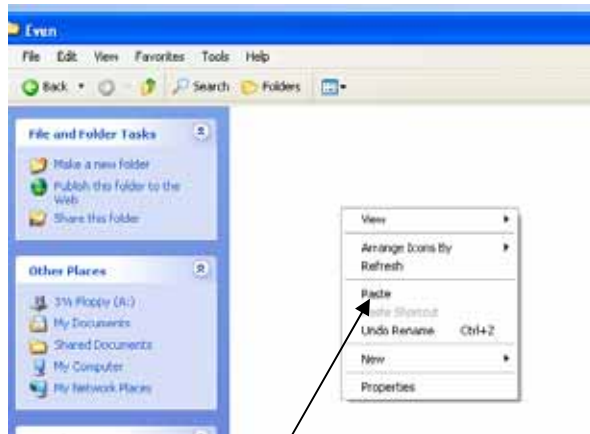
Action Click on the **Up** button to come out of the Odd folder.



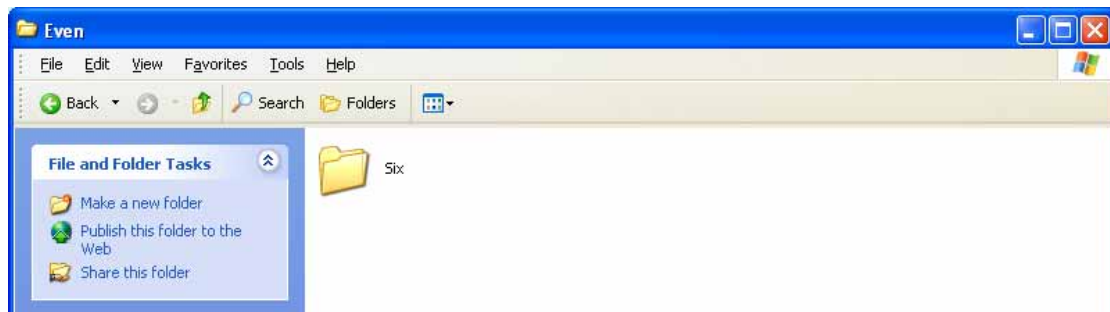
Action Double-click on the **Even** folder icon to open it.



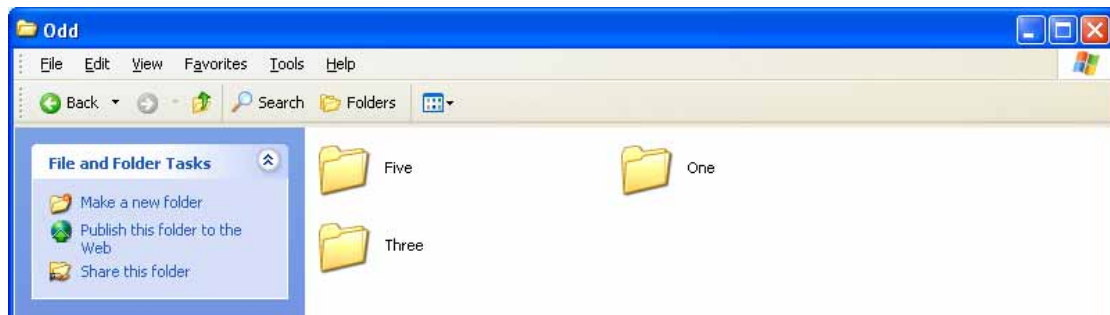
Action Right-click in the blank area to bring up the shortcut menu



Action Left-click on the **Paste** option. The folder and its contents (if any) will be pasted into the Even folder.



Action Navigate back to the **Odd** folder and you will find that the folder named Six has been removed.



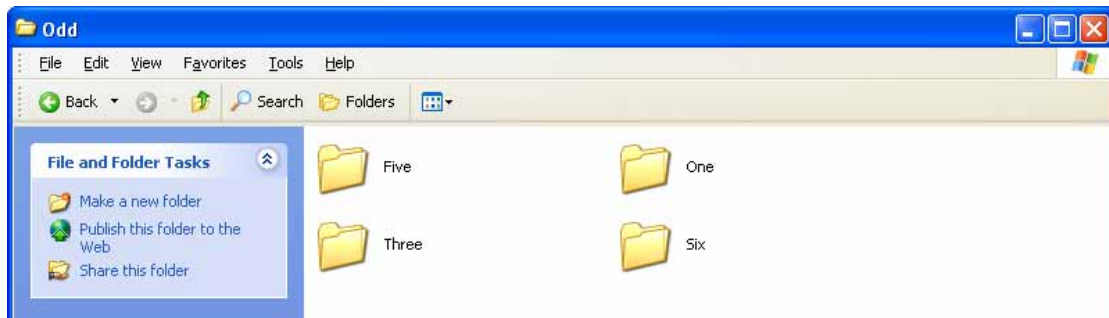
Copying a folder

Copying a folder involves following almost the same procedure – the difference is that **Copy** is selected instead of **Cut** from the initial shortcut menu. When copying a folder the original folder remains in its original location.

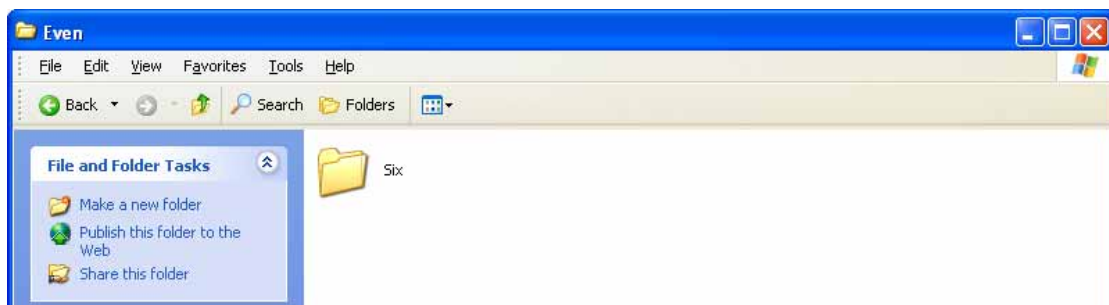
Action Experiment with this by copying the folder Six (in the Even folder) to the Odd folder. If you do this successfully you will have a copy of the folder Six in both the Odd and the Even folders.

The contents of the Odd and the Even folders will then be as follows:

Odd folder



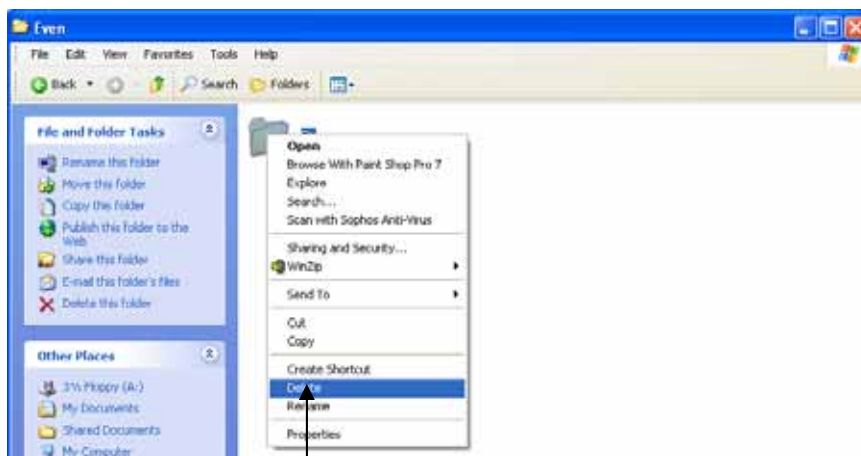
Even folder



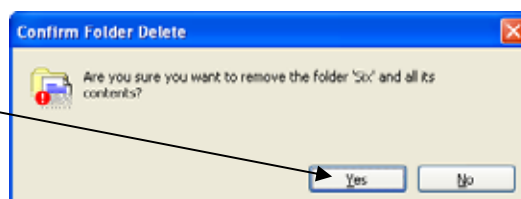
Deleting a folder

Deleting a folder can also be actioned from the shortcut menu.

Action With the Even folder opened and displayed, right-click on the folder **Six** to bring up the shortcut menu.



Action Left-click on the **Delete** option. The folder and its contents (if any) will be deleted once you click on the **Yes** button to confirm.

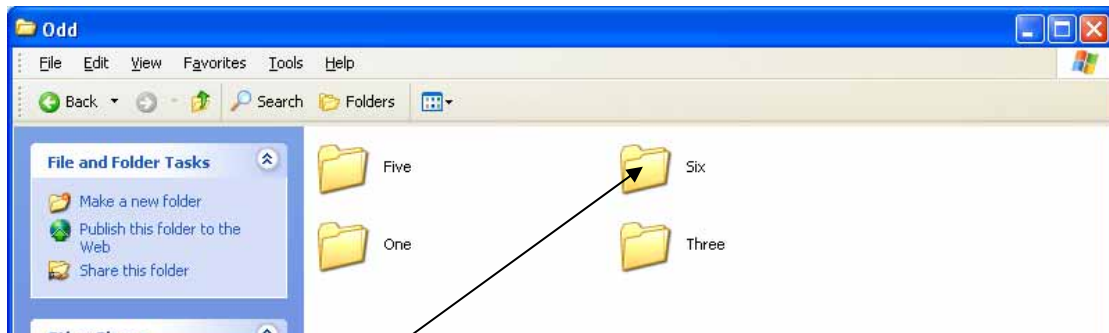


Renaming a folder

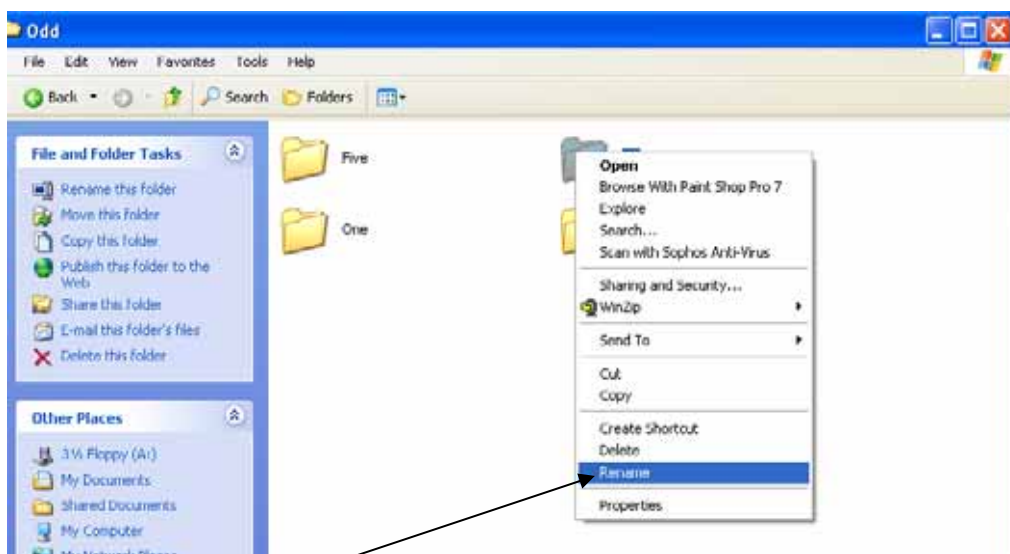
Folders can be renamed at any stage, and again renaming a folder can be actioned from the shortcut menu.

You will now rename the folder **Six** to become **Seven**.

Action Navigate to the **Odd** folder to display the contents. which should now be as follows:



Action Right-click on the folder **Six** to bring up the shortcut menu.



Action Choose **Rename** from the shortcut menu.

Action The folder name Six will become highlighted – replace the existing name by typing in the new name **Seven**. Then click in the white area to confirm the change and note that the folder has now been renamed.

Action Finally, delete the folders Odd and Even (including their contents) from your data area, in preparation for the following practise tasks.

Practice Task 40

**MANIPULATING FOLDERS
PRINTING FOLDER CONTENTS**

The data files required for this exercise are: **Countries (folder) and sub-folders**

1. Locate the folder named **Countries** in your data area
2. In the **England** folder, create a new sub-folder named **Birmingham**
3. In the **Scotland** folder, create a new sub-folder named **Glasgow**
4. Rename the folder **French** to become **France**
5. Move the folder **Paris** into the folder **France**
6. Delete the folder named **Italy**
7. Display the contents of the following folders. Capture the screen image for each folder and place the images into a single document, leaving a clear linespace between each image

Countries
England
Scotland
France

8. Add your name to the document, below the four screen images
9. Save the document using the filename **countriesf**
10. Print a single copy of the document **countriesf**
11. Close the word-processing application
12. Close all open folders

End of task

Practice Task 41

**MANIPULATING FOLDERS
PRINTING FOLDER CONTENTS**

The data files required for this exercise are: **Zoo (folder) and sub-folders**

1. Locate the folder named **Zoo** in your data area
2. Rename the folder **Pool** to become **Pond**
3. In the **Pond** folder, delete the sub-folder named **Tiger**
4. Move the folder **Ape** into the folder **Pen**
5. In the folder **Cage**, create a new sub-folder named **Panther**
6. Display the contents of the following folders. Capture the screen image for each folder and place the images into a single document, leaving a clear linespace between each image

Zoo
Cage
Pen
Pond

7. Add your name to the document, below the four screen images
8. Save the document using the filename **zoof**
9. Print a single copy of the document **zoof**
10. Close the word-processing application
11. Close all open folders

End of task

Practice Task 42

**MANIPULATING FOLDERS
PRINTING FOLDER CONTENTS**

The data files required for this exercise are: **None**

1. Create a folder named **Work** in your data area
2. Inside the folder named **Work**, create the following sub-folders

Marketing
Accounts
Production
Sales Manager
Sales Clerk
Advertising Executive
Accountant
Accounts Clerk
Wages Clerk
Works Manager
Machinists

3. Move the following folders into the folder named **Marketing**

Sales Manager
Sales Clerk
Advertising Executive

4. Move the following folders into the folder named **Accounts**

Accountant
Accounts Clerk
Wages Clerk

5. Move the following folders into the folder named **Production**

Works Manager
Machinists

(continued.....)

(Task 42 continued.....)

6. Display the contents of the following folders. Capture the screen image for each folder and place the images into a single document, leaving a clear linespace between each image

Work
Marketing
Accounts
Production

7. Add your name to the document, below the four screen images
8. Save the document using the filename **workf**
9. Print a single copy of the document **workf**
10. Close the word-processing application
11. Close all open folders

End of task

MOVING, COPYING, RENAMING, DELETING AND FINDING FILES

The purpose of creating folders is to provide storage locations for your files.

Just as with folders, files can also be moved from one folder to another, or copies placed in other folders. Similarly, files can be renamed and deleted.

Each file is given a name. Examples of file names are as follows:

LETTER.DOC
ACCOUNT98.XLS
CUSTOMERS.MDB
SOLITAIRE.EXE

File names usually have a three letter extension, which is the part of the file name which appears after the “dot”. The file names above, for example, have the extensions DOC, XLS, MDB and EXE respectively.

The extension is a very important part of a file name – it is used by the computer to identify the type of information that is stored in that file. When you create a new file and save it, though, you do not normally have to specify the extension – it is usually added automatically by the software that was used to create the file.

For example, when using the word processing program Microsoft Word, files are normally saved automatically with the extension DOC.

When viewing file names, the extension is sometimes also shown. If it is shown, and you want to rename the file, it is important to ensure that the extension is not changed.

Like folders, files can be deleted. However, you are advised not to delete or rename files that you have not created yourself since they may contain important information that is required for your computer to function correctly.

Saving files into folders

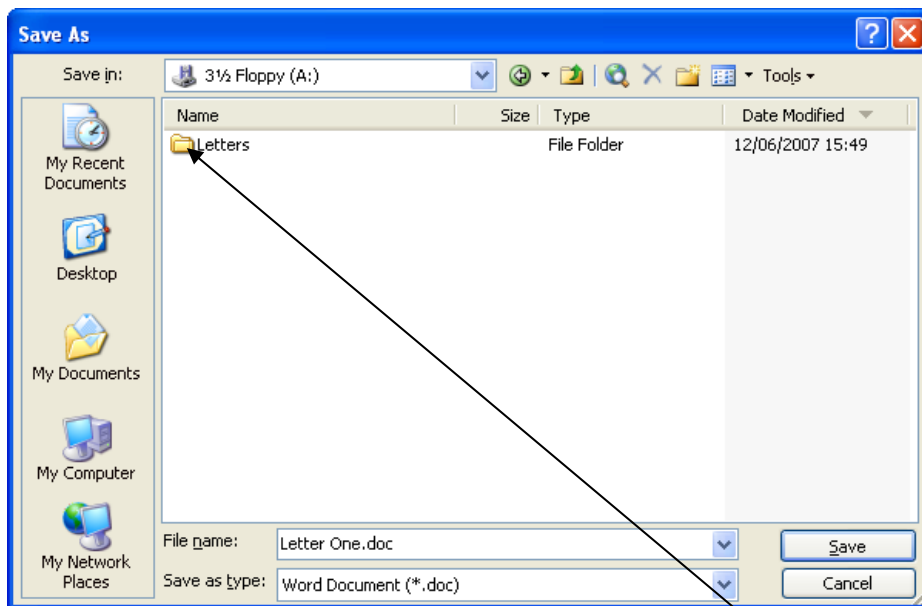
Up till now you have been saving your work directly into your data area (e.g. floppy disk). You will now see how to create and save a document into a folder.

Action Using “My computer”, create a new folder in your data area and name the folder **Letters**.

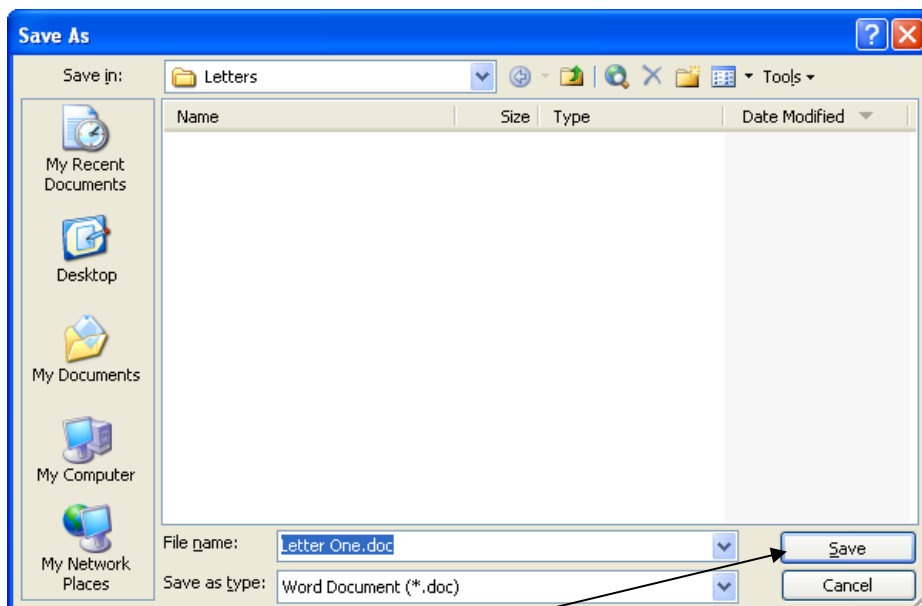
Action Close the “My computer” window and load Microsoft Word.

Action Type the words **Letter One** into a new document and choose **File, Save As...** to bring up the save dialogue box.

Action Change the **Save in** location to that of your data area (e.g. Floppy Disk), so that the following screen is displayed:

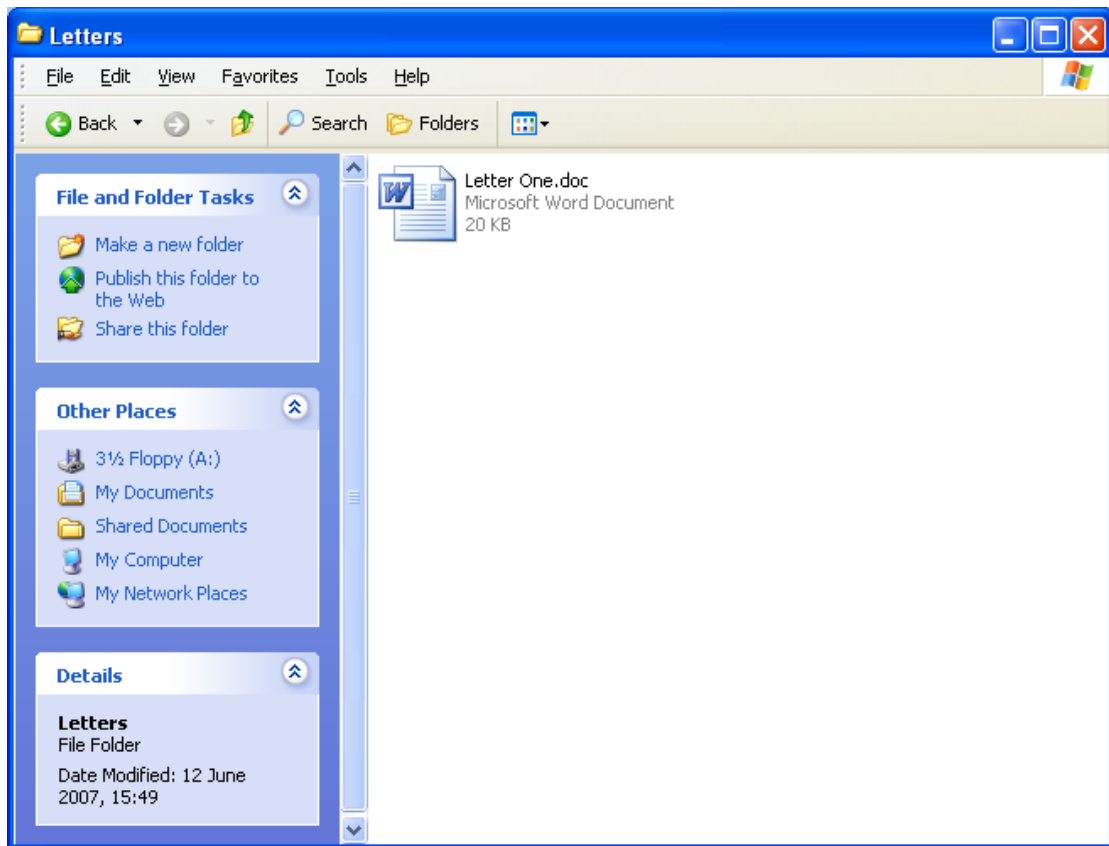


Action To save the document into the folder Letters, point and double-click on the folder icon to open the Letters folder, so that the screen below appears:



Action Save the document with the default file name **Letter One** by clicking on the **Save** button.

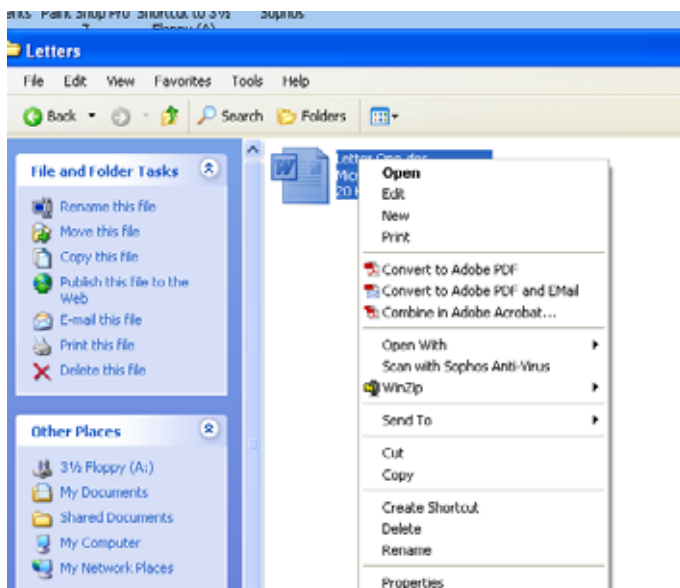
Action Close Microsoft Word and display the contents of the Letters folder, which should appear similar to overleaf.



This screen shows that the file **Letter One** is stored in the **Letters** folder. Note that the extension **.doc** may or may not be displayed on your screen since Windows can be optionally configured not to display the file extension.

The moving, copying and deleting of files can be achieved in the same way that folders are moved, copied and deleted – by using the shortcut menu.

Action Point and right-click on the file Letter One to reveal a shortcut menu similar to that below:



The shortcut menu has options for **Cut**, **Copy** and **Delete** which work in exactly the same way as for folders.

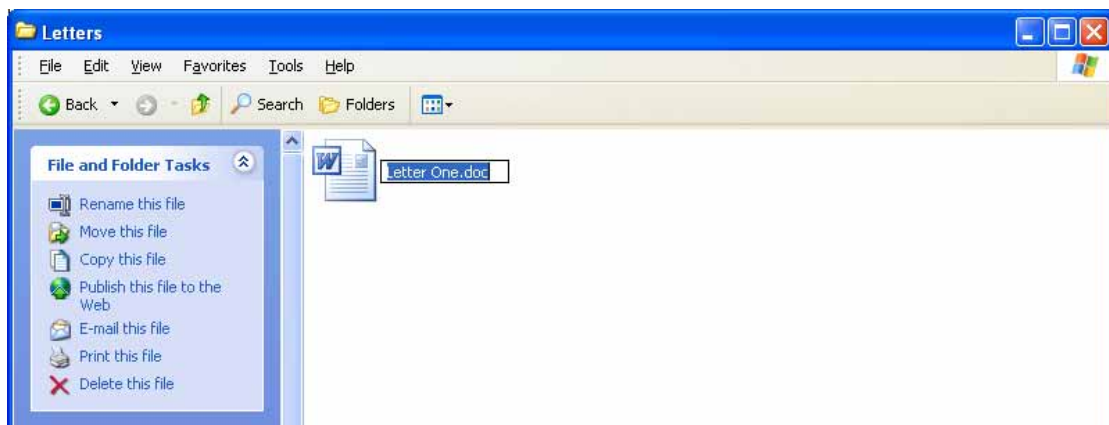
For example, to move a file from one folder to another, you would **Cut** the file, navigate to the destination folder, and paste the file into the new location.

To copy a file you would **Copy** the file, navigate to the destination folder, and paste the copy of the file into the new location.

Renaming a file

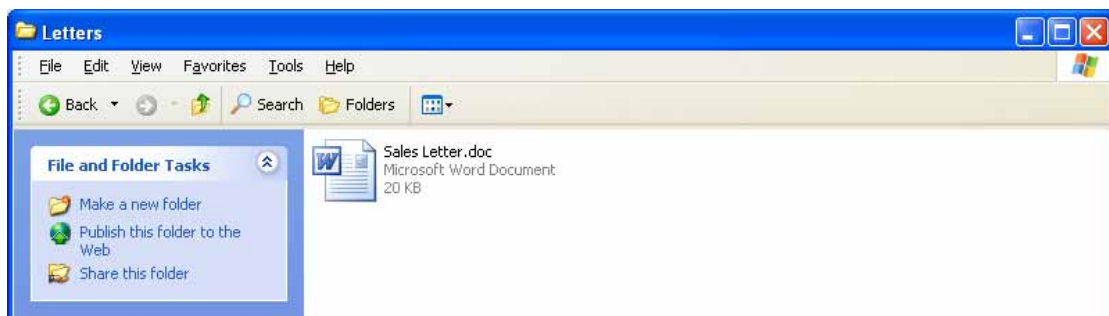
As mentioned earlier, care has to be taken when renaming a file because it is important not to change the file extension if it is shown.

Action To rename the Letter One file, point and right-click on the file to bring up the shortcut menu and select **Rename**.



Action Type in the new name **Sales Letter.doc**. (If the .doc extension is not shown then the file can be simply renamed **Sales Letter**).

Your display should be similar to that below:



Action Close all open Windows to return to the Windows desktop.

Finding files

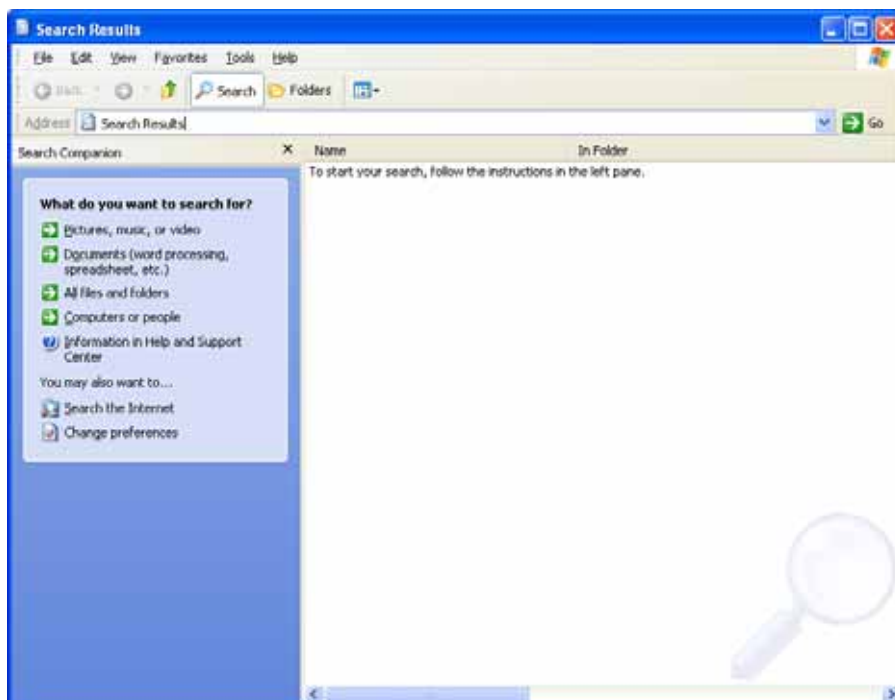
The computer is capable of storing thousands of files, organised into many different folders. Sometimes it can be difficult to remember where to look for a file that you want to retrieve. Windows helps by providing a **Search** facility.

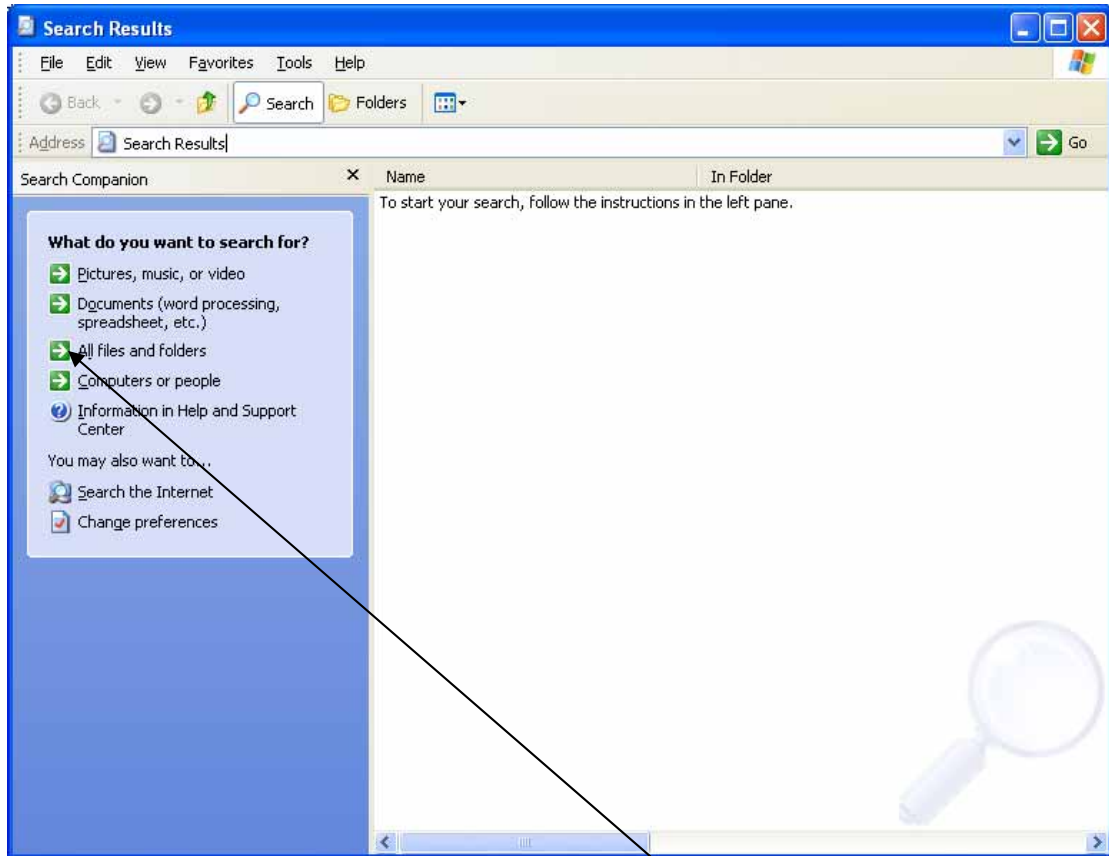
You will now explore the find facility by using it to locate the file Sales Letter.Doc.

Action Select **Start, Search** via the **Start** menu as shown below:

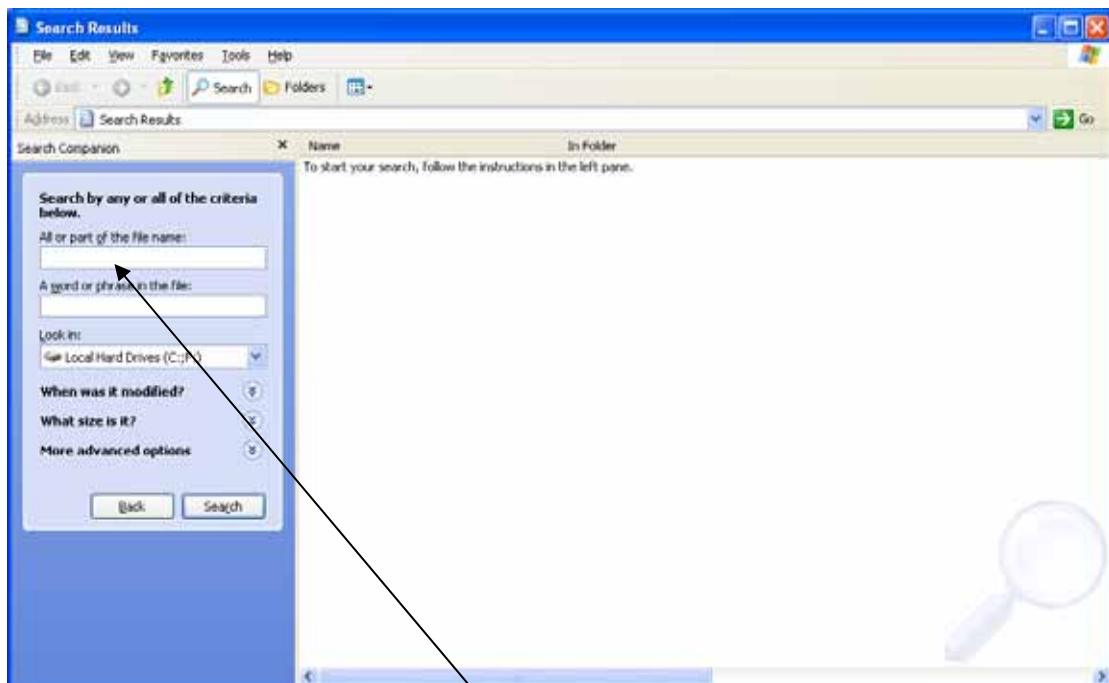


A screen similar to the following will appear:

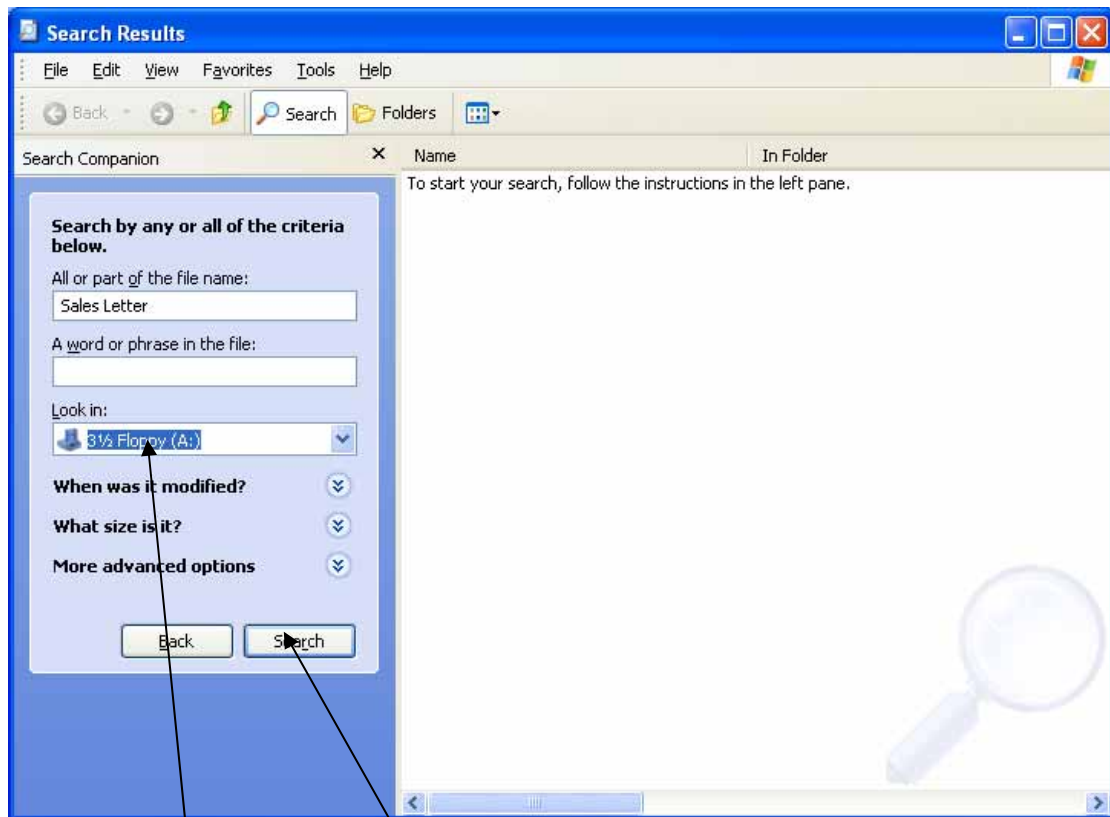




Action We are searching for a file, so click on **All files and folders** in the pane on the left. The following display will appear:



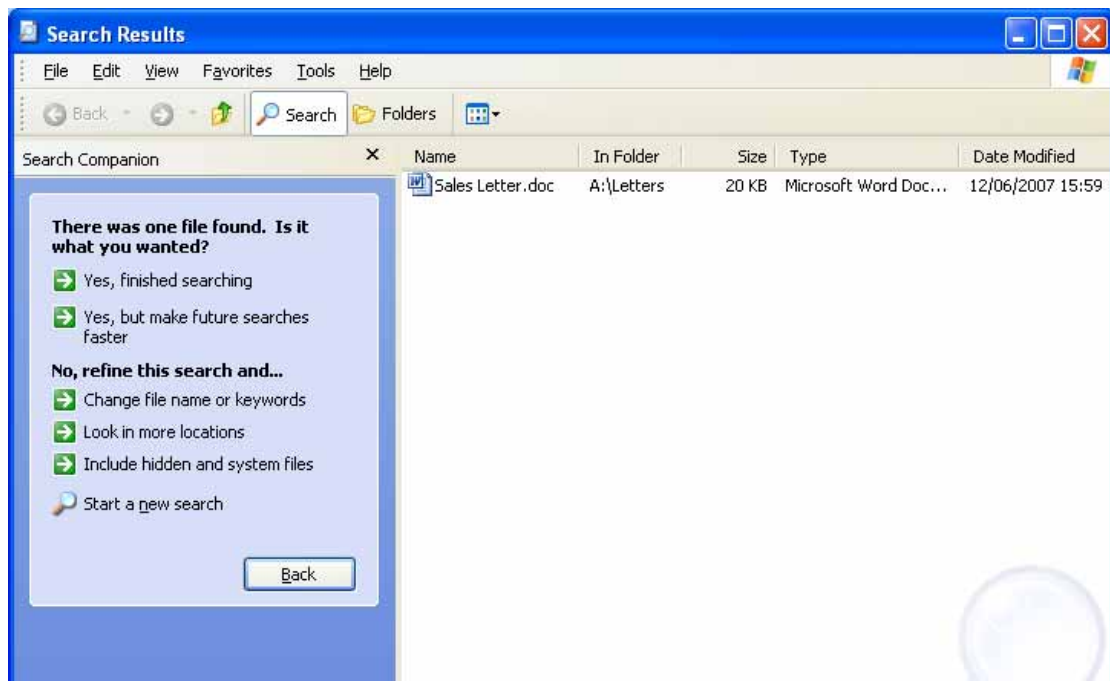
Action We are looking for a file called **Sales Letter**, so type this name into the **All or part of the file name:** box.



Action Choose **Floppy A:** for the **Look in** box (or the location of your data files).

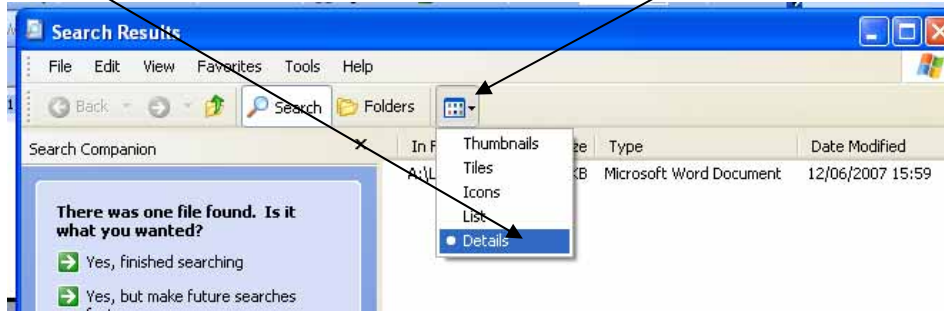
Action Then point and click on the **Search** button.

The computer will search for the file and display the result, similar to below:

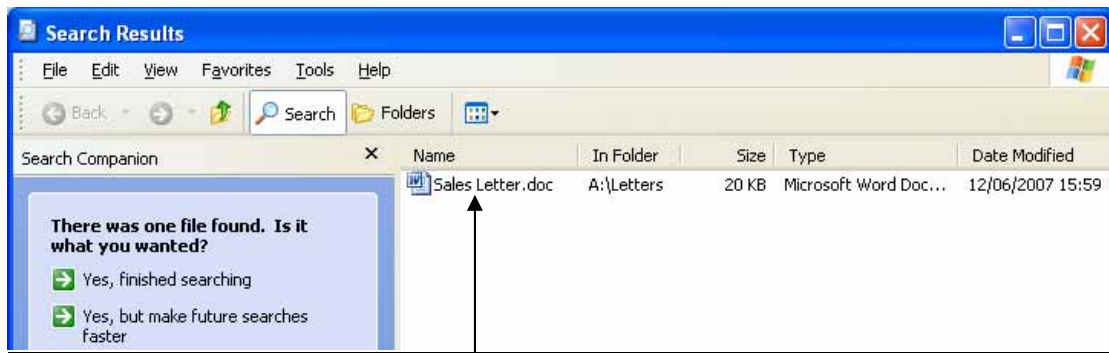


The search results window will list all the files found that contain Sales Letter within the file name.

Action If your display does not match that shown, select the **View** button and choose **Details** from the menu.



This display gives you full information about the file found, including the folder it is stored in, the file size, the type of file and the date and time it was last modified.



You can then make a note of the location of the file and use this information to open the file using the **Open File** button in the appropriate software application.

Action Alternatively, point and double-click on the file name in the results window and the file will be opened using the program that is associated with that type of file.

Action Now close all open windows and tackle the following tasks which provide practise in manipulating files.

Practice Task 43

**COPYING, MOVING AND DELETING FILES
PRINTING FOLDER CONTENTS**

The data files required for this exercise are: **Family (folder) and contents**

1. Locate the folder named **Family** in your data area
2. Display the contents of the folder named **Family**
3. Move the following files into the folder named **Female**

Ann
Janet
Mary
4. Move the following files into the folder named **Male**

Fred
William
Thomas
5. Copy the following files into the folder named **Pets**

Fido
Skippy
Rudolf
6. In the **Family** folder, delete the file **Rudolf**
7. Display the contents of the following folders. Capture the screen image for each folder and place the images into a single document, leaving a clear linespace between each image

Family
Female
Male
Pets
8. Add your name to the document, below the four screen images
9. Save the document using the filename **familyf**

(continued.....)

(Task 43 continued.....)

10. Print a single copy of the document **familyf**

11. Close the word-processing application

12. Close all open folders

End of task

Practice Task 44

**COPYING, MOVING AND DELETING FILES
PRINTING FOLDER CONTENTS**

The data files required for this exercise are: **Project (folder) and contents**

1. Locate the folder named **Project** in your data area
2. Display the contents of the folder named **Project**
3. Move the following files into the folder named **Finance**
 - Budget
 - Funding
 - Application
4. Move the following files into the folder named **Planning**
 - Overview
 - Timetable
 - Implement
5. In the **Project** folder, delete the files **Scrap1** and **Scrap2**
6. Copy the file **Funding** into the folder named **Planning**
7. Copy the file **Overview** into the folder named **Finance**
8. Display the contents of the following folders. Capture the screen image for each folder and place the images into a single document, leaving a clear linespace between each image
 - Project
 - Finance
 - Planning
9. Add your name to the document, below the three screen images
10. Save the document using the filename **projectf**

(continued.....)

(Task 44 continued.....)

11. Print a single copy of the document **projectf**
12. Close the word-processing application
13. Close all open folders

End of task

Practice Task 45

**COPYING, MOVING AND DELETING FILES
PRINTING FOLDER CONTENTS**

The data files required for this exercise are: **Temperature (folder) and contents**

1. Locate the folder named **Temperature** in your data area
2. Move and copy the files as necessary to place them in the folders **Hot**, **Cold** and **Either**, as below.

Hot

Sauna
Fire
Pepper
Water
Weather

Cold

Ice
Snow
Moon
Water
Weather

Either

Water
Weather

3. Delete any remaining files from the Temperature folder:
4. Display the contents of the Temperature, Hot, Cold and Either folders. Capture the screen image for each folder and place the images into a single document, leaving a clear linespace between each image
5. Add your name to the document, below the four screen images
6. Save the document using the filename **tempf**
7. Print a single copy of the document **tempf**
8. Close the word-processing application
9. Close all open folders

End of task

PROTECTING DATA

The most important part of any computer system is the data that has been entered into it. Software programs can be re-installed, but if any data is lost it may take many hours, days, weeks or even years to key it back in.

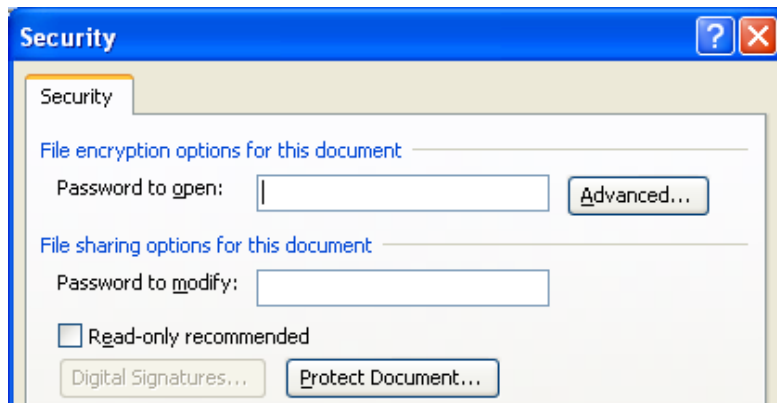
Another aspect of protecting data is keeping data private and confidential (for example to satisfy the legal requirements of the Data Protection Act).

There are three main issues to be considered:

- Limiting access to data
- Computer viruses
- Backing up

Limiting access to data

Computers can be password protected so that only an authorised user can access them. It is also possible to password protect specific documents and files.



Passwords should be chosen so that they are not easy to guess, and should be changed regularly to minimise the risk of passwords being discovered and used by unauthorised users.

Computer viruses

A computer virus is a computer program which has been specifically written to cause damage to data and inconvenience to users. Antivirus utility programs are available which can detect and remove viruses. To remain effective, they should be updated regularly with the details of new viruses.

Backing up

Backing up your computer means making a copy of all your important data and files and storing it somewhere away from your main computer. In the event of computer failure or virus attack, your computer can then be restored to its original state by retrieving the data from the back up media.