

# Information Technology

NVEQ Level 1 – Class IX

IT104-NQ2012-Word Processing

Student's Handbook



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## Preface

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle makes a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home, community and the workplace.

The student workbook on “**Word Processing (Basic)**” is a part of the qualification package developed for the implementation of National Vocational Education Qualification Framework (NVEQF), an initiative of Ministry of Human Resource Development (MHRD), Government of India to set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities. It is envisaged that the NVEQF will promote transparency of qualifications, cross-sectoral learning, student-centred learning and facilitate learner's mobility between different qualifications, thus encouraging lifelong learning.

This student workbook, which forms a part of vocational qualification package for student's who have passed Class VIII or equivalent examination, was created by a group of experts. The IT-ITeS Skill Development Council approved by the National Skill Development Corporation (NSDC) for the IT/ITeS Industry developed the National Occupation Standards (NOS). The National Occupation Standards are a set of competency standards and guidelines endorsed by the representatives of IT Industry for recognizing and assessing skills and knowledge needed to perform effectively in the workplace.

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent of National Council of Educational Research and Training (NCERT) in association with Wadhvani Foundation has developed modular curricula and learning materials (Units) for the vocational qualification package in IT/ITes sector for NVEQ levels 1 to 4; level 1 is equivalent to Class IX. Based on NOS, occupation related core competencies (knowledge, skills, and abilities) were identified for development of curricula and learning modules (Units).

This student workbook attempts to discourage rote learning and to bring about necessary flexibility in offering of courses, necessary for breaking the sharp boundaries between different subject areas. The workbook attempts to enhance these endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups and activities requiring hands-on-experience. We hope these measures will take us

significantly further in the direction of a child-centred system of education outlined in the National Policy of Education (1986). The success of this effort depends on the steps that school Principals and Teachers will take to encourage children to reflect their own learning and to pursue imaginative and on-the-job activities and questions. Participation of learners in skill development exercises and inculcation of values and creativity is possible if we involve children as participants in learning, and not as receiver of information. These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table would be a necessity to maintain the rigour in implementing the activities and the required number of teaching days will have to be increased for teaching and training.

## About Your Workbook

This workbook is to assist you with completing the Unit of Competency **IT104-NQ2012: Word Processing (Basic)**. You should work through the workbook in the classroom, at the workplace or in your own time under the guidance and supervision of your teacher or trainer.

This workbook contains sessions which will help you to acquire relevant knowledge and skills (soft and hard) on various aspects of the unit of competency. Each session is small enough to be easily tackled and digested by you before you move on to the next session. Animated pictures and photographs have been included to bring about visual appeal and to make the text lively and interactive for you. You can also try to create your own illustrations using your imagination or taking the help of your teacher. Let us now see what the sections in the sessions have for you.

### **Section 1: Introduction**

This section introduces you to the topic of the Unit. It also tells you what you will learn through the various sessions covered in the Unit.

### **Section 2: Relevant Knowledge**

This section provides you with the relevant information on the topic (s) covered in the session. The knowledge developed through this section will enable you to perform certain activities. You should read through the information to develop an understanding on the various aspects of the topic before you complete the exercise (s).

### **Section 3: Exercise**

Each session has exercises, which you should complete on time. You will perform the activities in the classroom, at home or at the workplace. The activities included in this section will help you to develop necessary knowledge, skills and attitude that you need for becoming competent in performing the tasks at workplace. The activities should be done under the supervision of your teacher or trainer who will guide you in completing the tasks and also provide feedback to you for improving your performance. To achieve this, prepare a timetable in consultation with your teacher or trainer and strictly adhere to the stipulated norms or standards. Do not hesitate to ask your teacher or trainer to explain anything that you do not understand.

### **Section 4: Assessment**

The review questions included in this section will help you to check your progress. You must be able to answer all the questions before you proceed to the next session.

At the end of the Unit, there is a list of learning resources which include books, journals, newsletters, websites, etc. to support your further learning.



## SESSION 1: GETTING STARTED WITH A WORD PROCESSOR

Word processors help us deal effectively with most of such issues. Let us understand how word processors have an edge over using the traditional paper and pen. Using word processors, you can create and use a Word document. Word processors provide flexibility, ease, neatness and speed. You can use it for writing documents such as, articles, letter, resume, report, poem and also making posters. To sum up, a word processor can help you to:

- Correct any spelling mistakes made and also prompt you when you make spelling error.
- Insert or overwrite a word or sentence or paragraph, anywhere in the word document. This helps to maintain the neatness of the document. This task is called editing the document.
- Print a document created by you and also store it for future use, without a worry of it getting misplaced/ fading. You can also print multiple copies of the document in a single command.
- Change the appearance of different portions of a document, by changing the size of the words, make them bold or italic or underlined etc.
- Insert, headers and footers and page numbers (which increment automatically, if you so desire!).
- Present information in a tabular form as a part of the document.
- Insert pictures, and images into the document.

## RELEVANT KNOWLEDGE

Some of the most popular Word Processing software are:

- OpenOffice - Write (desk top based)
- MS-Word (desk top based)
- Google Documents(Internet based)
- Notepad(limited features)

Though you can choose any of the above listed software to start creating documents, it is preferable that you start learning word processing by using either the OpenOffice-Write or MS-Word. Make sure that this software is already installed in your computer. You can start using MS-Word software, by performing any one of the following steps:

- a) Double Click on a shortcut key of the MS-Word icon, if available, on the desktop; OR
- b) Click [1] Start → [2] All Programs → [3] Microsoft office→ [4] Microsoft Office Word

*If you are using any other word processor, the steps to start that word processor would be almost identical to what is given above.*

Once you start MS-Word, the following screen (Figure 1) is displayed. The components of the screen displayed are as shown in Figure 1.

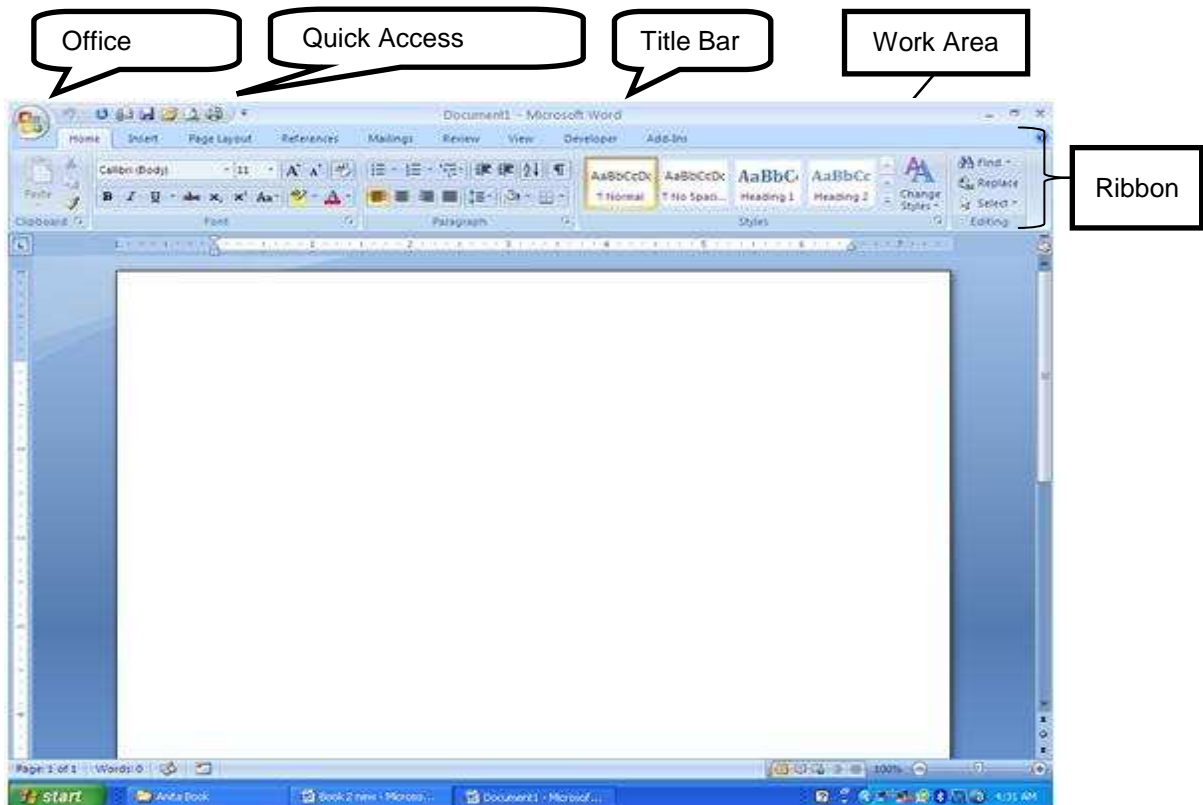


Figure 1: MS-Word

## Opening or Creating a Document

To begin with, let us create a simple document. Before creating the document, create a folder "D:\IT Class IX\WP\_Practice" where you shall store all the documents that you create.

**Open:** Start the word processor as learnt in the exercise 1. Write the following paragraph in the work area of your screen.

Listening is an art. God gave us two ears and one mouth, so that we speak less and listen more. Only by listening carefully can we understand what the other person is saying and the meaning behind the words being spoken. This helps us understand the facts and opinions of the other person. This also helps us to improve the quality of the questions we can ask the other person.

## Saving a Document

**Save:** Till now this paragraph that you have written is present in the internal memory of the computer, which is also called RAM (Random Access Memory). You need to save this document as a file on the hard disk of your computer. You can do so by doing the following steps:

- In the *Quick Access* bar, click the symbol for the floppy 

OR

1. Click the [1] **File** → [2] **Save**.
2. A *Save As* dialog box appears.
3. Choose the Directory (Drive and Folder) by clicking on the one that you want in the list shown on the left hand side. You will see the path on the D:\IT Class IX\WP\_Practice displayed as you select the path.
4. Enter the name which you would like to give to this document in the **File name** box. For example, you can give the name *Listening* to this file.
5. Click **Save**.

Now this word document would be saved in MS-Word with the name *Listening.docx*, in the directory specified by you. The first part of the filename-Listening-is the name you gave to this file and *.docx* is the extension name for any document created under MS-Word.

## Closing a Document

**Close:** You can close this document by following one of the following steps:

- Click on the cross symbol “X”, that you see on the top right hand corner of the screen.

OR

- Click the [1] **File**→ [2] **Close**.

## EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Start a word processor
2.	Identify various toolbars
3.	Create a new document
4.	Save and close a document

## SESSION 2: EDIT AND SAVE A DOCUMENT

What happens if you want to take an existing document and want to add a paragraph or some words in it or edit it? Here in this exercise you from where you left it in the previous exercise. In this exercise, you will be opening the file saved in exercise 2 (D:\IT Class IX\WP\_Practice \Listening.docx), editing it and then saving it under a different file name.

### RELEVANT KNOWLEDGE

To begin, start the word processor.

- a) **Open:** You can open a document only if it had been created earlier and saved on the hard disk / any other storage device. In the previous exercise, you had created a document and saved it with the name *Listening.docx*. To open this word document:
- Click the [1] **File** → [2] **Open**. An *Open* dialog box appears.
  - Select the drive and folder, select filename and click the **Open** button. The saved document opens.
- b) **Edit:** After you open *Listening.docx* you can make changes to it, by adding another paragraph, or modifying any words or sentences which you had already written. Add one more paragraph in this document on” The Art of Listening”. You can add material on your own or use the follow paragraph:

When we listen to another person, do not start judging what the other person is saying. Just listen and seek to understand the other person. This will help us to listen and seek to understand the point of view of the other person, without trying to judge whether you agree / disagree with what the other person is saying. By doing this you will become a more effective listener.

- c) **Save As:** Do remember that having made further changes; you need to save the changes by saving this modified document once again. You can save it with the same name *Listening.docx*, in which case the older file saved earlier will get overwritten by the changes which you made. Alternatively, you may like to keep the earlier file *Listening.docx* as it is, and save the modified document using a new file name, e.g. *Listening2.docx*.
- To save it with a different name, use the following steps:
    - Click the [1] **File** → [2] **Save As**

- A *Save As* dialog box appears. Choose the Directory (Drive and Folder) by clicking on the one that you want in the list shown on the left hand side. You will see the path on the D:\IT Class IX\WP\_Practice displayed as you select the path.
  - Enter the file name which you would like to give to this document. For example, you may give the name *Listening2*, to this file.
  - Click **Save**
- d) To practice once again what you have learnt, repeat the above three steps by opening any other existing document in your computer, making changes to the contents of that file and saving this file with **another name**.

## EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Open a document from the specified location
2.	Type text and make insertions in an existing document
3.	Save an existing document with a new file name

### Additional Practice Exercises:

1. Open a new document and write one paragraph about your favourite leader. Save the document with the name of the leader.
2. Pick up one paragraph from an English newspaper or magazine or your English text book and write that paragraph and save it as a file, with an appropriate name.

## SESSION 3: IDENTIFY ELEMENTS OF USER INTERFACE

By now you would have observed that word processing software has very simple interface using menus in the Ribbon. Most of the commonly used functions have a graphical symbol or icon in the Ribbon. This kind of user interface is called *Graphical User Interface* or *GUI* (commonly pronounced 'gooey'). GUI is a type of user interface that allows users to interact with electronic devices using images rather than text commands. This section will familiarize you with the elements of the user interface.

### RELEVANT KNOWLEDGE

In this session, you will take a short tour of the different *tabs* and some of the *options* under this tab, in the presentation software.

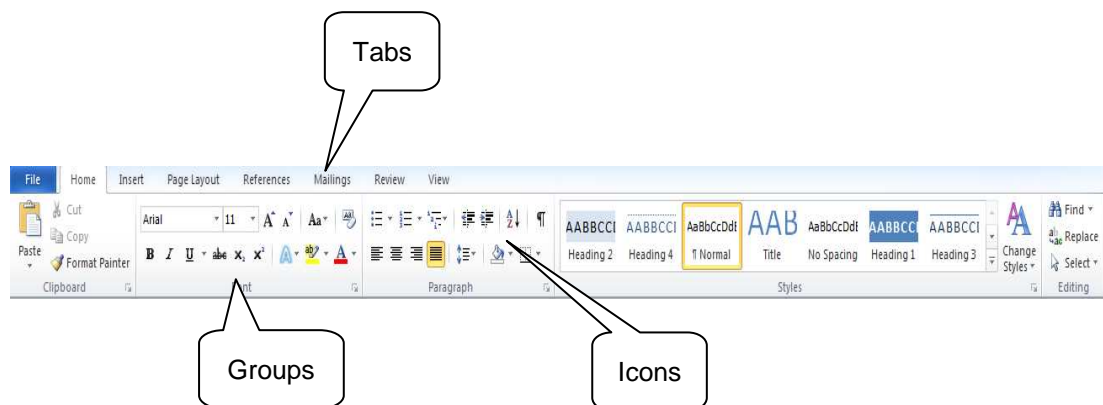


Figure 2: User Interface

As shown in Figure 2 the Ribbon has eight Tabs; namely, *File*, *Home*, *Insert*, *Page Layout*, *References*, *Mailings*, *Review*, and *View*. Each tab further consists of the groups, and the groups contain icons. Icons are a pictorial representation for a command. Each Tab is self-explanatory; for example, if you want to insert any item into the document, click on the Insert tab. The groups and icons related to *Home* tab are displayed. Select the icon for the command which you want to use. The different tabs in MS-Word and the groups within them are as follows -

1. Home: Clipboard, Font, Paragraph, Styles, Editing
2. Insert: Pages, Tables, Illustrations, Links, Header & Footer, Text
3. Page Layout: Themes, Page Setup, Page Background, Paragraph, Arrange
4. References: Table of Contents, Footnotes, Citations & Bibliography, Captions, Index, Table of Authorities
5. Mailings: Create, Start Mail Merge, Write & Insert Fields, Preview Results, Finish

6. Review: Proofing, Comments, Tracking, Changes, Compare, Protect

7. View: Document Views, Show/Hide, Zoom, Window, Macros.

- Each Tab consists of different groups, like the *Home* tab has five groups namely, *Clipboard*, *Font*, *Paragraph*, *Styles* and *Editing*.
- Each *group* has icons for the related commands, for example, the *Font* group in the *Home* tab has all font related icons in it. To know the function of an icon, or button (or command), leave the pointer on a button for a few seconds, the function of that button appears in a small box below the pointer. For example, leaving the icon on **B** displays “*Bold (Ctrl+B)*”.

### Home Tab:

Let’s understand the *Home* tab in more detail. The *Home* tab contains commands for formatting of text, selecting a new slide and drawing of objects. The *Home* tab is also used for editing content of documents (find and replace, and to perform clipboard operations such as cut, copy and paste. You will learn about these functions later in the course).

- The *Clipboard* group contains commands to cut, copy and paste text. The Format Painter is also present here.
- *Font* group commands allows change of the Font - font face, style, size, effects (Strikethrough, Shadow etc.), color and character spacing. These options can be changed, before or after typing the text. If case of after, select the text first.
- *Paragraph* group is used to change paragraph settings - alignment, indents, spacing, and pagination like Spacing 1.5, Double Spacing, Indentation, Spacing Before and After a Heading. Move the cursor to the line which needs to be changed.
- The *Styles* group allows quickly choosing a style and applying the style.
- *Editing* group contains commands to select, find and replace text.

In more detailed description of the different options available under each of the *groups* is given in the table below.

Home Tab Groups	Description
<b>Clipboard</b>	<ul style="list-style-type: none"> <li>• <i>Paste</i> the <i>cut</i> or <i>copied</i> information in Clipboard at the location where cursor is pointing right now (Paste Special - To paste in a particular format. Paste as Hyperlink - Used with copy to paste the copied information as a hyperlink)</li> <li>• <i>Cut</i> the selected text from the document and put into Clipboard for later retrieval.</li> <li>• <i>Copy</i> the selected item or text to the Clipboard.</li> <li>• <i>Format painter</i> copies formatting from one place and apply to another (To apply same formatting to many places, double-click the format painter button)</li> </ul>
<b>Font</b>	<ul style="list-style-type: none"> <li>• Change Font face, change font size</li> <li>• Grow Font, Shrink Font</li> <li>• Clear formatting (Clear all formatting from selection, leave only plain text)</li> <li>• Bold, Italics, Underline</li> <li>• Strikethrough (draw a line through middle of selected text), Subscript, Superscript</li> <li>• Change case. You can change the case - sentence, lower, upper, title, or toggle. Select the text and click on an option</li> <li>• Font color, Text highlight color</li> </ul>
<b>Paragraph</b>	<ul style="list-style-type: none"> <li>• Bullets (choose from different styles)</li> <li>• Numbered list(choose different formats)</li> <li>• Multilevel list (Choose from different styles)</li> <li>• Increase or decrease indent of the paragraph</li> <li>• Sort alphabetically or numerically</li> <li>• Show paragraph markups</li> <li>• Align text left, right, centre, margins</li> <li>• Change spacing between lines</li> <li>• Color background behind selected text</li> <li>• Customize the borders of selected text. Add borders and shading. There are options to select for setting, style, color, width, fill color, and pattern. You will see a preview at the right. To remove a border or shading, select None.</li> </ul>



<b>Styles</b>	<ul style="list-style-type: none"> <li>• Format titles using different styles like Caption, Emphasis etc.</li> <li>• Change style, color and font used in the document</li> </ul>
<b>Editing</b>	<ul style="list-style-type: none"> <li>• Find text in the document</li> <li>• Replace text in the document ( The user can go to a page, section etc. when using find and replace)</li> <li>• Select text or objects in the document</li> </ul>

## EXERCISE

Perform the following activities till you are confident:

<b>S.No.</b>	<b>Activity</b>
1.	Identify and describe the purpose of different Tabs - File, Home, Insert, Page Layout, References, Mailings, Review, and View.
2.	Identify and describe the purpose of Home Tab Groups - Clipboard, Font, Paragraph, Styles and Editing

## SESSION 4: FORMAT A DOCUMENT - BOLD, ITALICS AND UNDERLINE

When you create a document, you may want some words/phrases/sections to immediately catch the reader's eye. As a student you have done that by underlining text in your textbooks.

### RELEVANT KNOWLEDGE

A word processor enables you to select and make parts of the documents **bold** or *italics* or underlined.

- a) Open a new document in word processor and type in the following paragraph:

What is A Team?

"A team is a number of persons associated together in work or activity: as a group on one side (as in football or debate)." A Team is a group of people working together 'or' come together as a team to achieve a common shared goal. In other words, when one person cannot complete a job alone and several individuals must cooperate to fulfill a mission, you need a team. The better the cooperation, communication, and coordination among team members, the more efficient the team.

"Individually, we are one drop. Together, we are an ocean."

Now to make this paragraph to look better, you may need to format it like the paragraph shown below. You will notice that some words of this paragraph are in bold, some are in Italics and some are underlined.

**What is A Team?**

*"A team is a number of persons associated together in work or activity: as a group on one side (as in football or debate)."* **A Team** is a group of people working together 'or' come together as a team to achieve a common shared goal. In other words, when one person cannot complete a job alone and several individuals must cooperate to fulfill a mission, you need a team. The better the **cooperation, communication, and coordination** among team members, the more efficient the team.

"Individually, we are one drop. Together, we are an ocean."

- b) **Selecting a text:** Before you can make "What is A Team?" bold, you need to select this text. Use the following steps to do so:

- Move your cursor **I**, so that it is on or just before the capital W at the beginning of “What”.
- **Press and hold down** the left button of your mouse, then **drag** the cursor **I**, to the right, going over the words “What is a Team?”, and then **release** the left mouse button.
- **What is a Team?** will appear. The shaded background and highlighted letters indicates that these words have been selected.

**Note:** To select just a single word, you need to double click on it.

**Bold:** A band on top has been marked as *Ribbon*. Towards the left side of the *Ribbon*, on the Home tab, you will see **B I U** (Figure 3). Click on the Alphabet **B** in the Font group, and you will see that the words “**What is A Team?**” is now bold. Go ahead use the same steps and make the required words **bold**.

**Underline:** The steps for underlining, any word or a group of words is exactly the same as for Bold, except that after selecting the text, instead of clicking **B**, you need to click **U** in the Font group.

**Italics:** The steps for *italicising*, any word or a group of words is exactly the same as the above two, except that after selecting the text, you need to click **I** in the Font group.

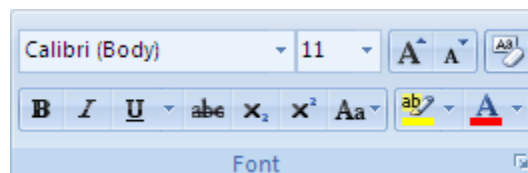


Figure 3: Font Group

You may like to enter some more text from your English text book and practice making words Bold, Italics or underlined.

## EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Mark text as <b>Bold</b>
2.	Underline the text
3.	Convert text to Italics

Additional Practice Exercises:

1. Write a paragraph about the sports activities in your school. Give a heading to this paragraph. **Bold and Underline** the heading. Save this document in your computer.
2. Write a Notice for your notice board saying you have lost your English Textbook. Give it a heading "**Lost English Textbook**". Underline the name of the textbook in the main body of the notice.

## SESSION 5: CHECK SPELLING

### RELEVANT KNOWLEDGE

The word processor also helps us create flawless documents by checking the spellings. In case we have typed wrong spellings, the processor can highlight the words that have been spelt wrongly.

- a) Open a new document in word processor and type in the following paragraph. You would notice that some words given in this paragraph have spelling mistakes. Type the paragraph along with these mistakes.

We spend years learning hwo to read and write but not even a class or two on listening! People think that listening is natural and that they do not have to learn it. It's like breathing.

This is sad since listening is primarily responsible for the many problims we have with each other. We speak at an average of 150 words per minute but our mind with its billions of cells can process almost a thoujand words per minute. Managing this excess brain capacity is the clue to effective listening.

- b) You would notice that the words which have spelling mistakes are highlighted with a wavy red line (for example: hwo). This is done automatically by the word processor.
1. Click on the Review tab on the Ribbon.
  2. Click on the option Spelling & Grammar in the Proofing group, as shown in Figure 4.

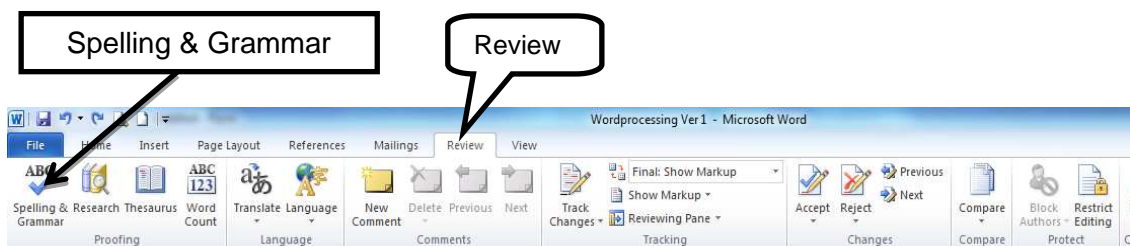


Figure 4: Review Tab Options

3. The Spelling and Grammar dialog box appears. You can see that it is suggesting that the correct spelling is “how”. You can click on the suggestion “how” and the spellings will be automatically corrected and the dialog box will proceed to show you the next spelling mistake and

give you multiple options through the dialog box. You can choose the applicable suggestion or option and move ahead.

**Note:** Though the word processor may suggest changes, you need to use your own discretion whether to change / not to change the spelling; or, which spelling to choose from the list provided. Also, the word processor automatically runs through your entire document suggesting corrections for spelling and grammar. If you have selected some text, it will first check the selected text and then prompt you for checking the rest of the document.

A word processor also provides another way to change a spelling mistake. The steps are listed below:

3. Position the cursor on any part of the misspelt word (the word with a wavy red line below it).
4. Right-click the mouse.
5. A pop-up menu box appears (Figure 5).
6. You can select the correct spelling option on the top (given as “natural”) and the spelling will be corrected automatically in the text.

Go ahead and correct the spelling mistakes in the paragraph (Figure 6).

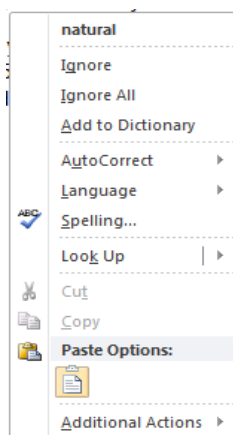


Figure 5: Pop-up menu box (Spelling)

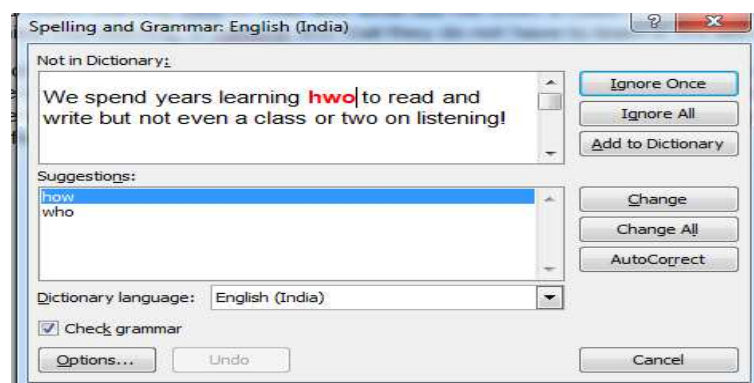


Figure 6: Spelling and Grammar dialog box

## EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Identify spelling errors in a document
2.	Run spell check for correcting spelling errors in a document
3.	Add words to the dictionary of the word processor

## SESSION 6: CHECKING GRAMMAR AND USING THESAURUS

As you create a document, you sometimes make grammatical mistakes or are looking for a different word to explain what we mean. Word processors help us in these corrections.

### RELEVANT KNOWLEDGE

#### Check Grammar

The word processor can also check and point out grammatical mistakes in the sentences we have typed.

- a) Open a new document in word processor and type in the following paragraph. You would notice that each of these sentences have some grammatical mistakes. Type the paragraph along with these mistakes.

I will went to the market tomorrow.  
She will be very sad to left us.  
She finish making breakfast.

- b) You will notice that the spelling mistakes are automatically underlined by red color and grammatical mistakes by a wavy green line.
- c) The method of correcting grammatical mistakes is exactly the same as that for correcting the spelling mistakes.

1. Click on the *Review* tab on the *Ribbon*.

2. Click on the option *Spelling & Grammar* in the Proofing group

The Spelling and Grammar dialog box appears. It will prompt you with suggestions. You can select the suggestion and the text will be automatically corrected and the dialog box will proceed to show you the next error with suggested changes. You can choose the applicable suggestion or ignore it and move ahead.

**Note:** Though the word processor may suggest changes, you need to use your own discretion whether to change / not to change the text

A word processor also provides another way to change a grammatical mistake. The steps are listed below:

1. Position the cursor on any part of the word with a wavy green line below it.



2. Right-click the mouse.
3. A pop-up menu box appears (Figure 7).



Figure 7: Pop-Up menu box (Grammar)

4. On the menu, you may be given a suggested correction. You can choose to ignore the error or click About This Sentence to see why the processor considers the text to be a mistake.

So go ahead and correct the above grammatical mistakes.

Practice more by writing text with spelling and grammatical errors and then correct them.

### Using Thesaurus

Sometimes while creating a document, you search for a word similar in meaning to the word you have in mind. A word processor helps you to look up synonyms (different words with the same meaning) and antonyms (words with the opposite meaning) in the thesaurus

How is it different from a dictionary? A dictionary contains definitions and pronunciations, whereas thesaurus will have words with similar meanings or opposite meanings.

Let's check the thesaurus for words which have similar meanings to *market*.

- Select the text “*market*”.
- Click on the *Review* tab. You will see the various options as listed in the Proofing group.
- Position the *cursor* anywhere on the word ‘*market*’ and click the Thesaurus option. A box opens up on the right side of the screen. This is the **Research** task pane where the result of your search is displayed. In this pane, you will see a list of words similar to the one you had selected. The selected word is displayed in the small box at the very top of this pane and possible replacements are displayed in the longer list. You can see that some of the similar words are: marketplace, souk, bazaar, shop, arcade, fair etc.
- To use one of the words in the list of results or to search for more words, do one of the following:
  - To use one of the words in the list, place your cursor on it, click the down arrow that appears on doing so, and then click on one of the three options.
    - To replace the word in your document, click on Insert.
    - Click on Copy to copy the word, but not replace anything in your document. You can paste the copied word in your document, using the Home tab Paste option.
    - Click on Look Up to see other possible replacement words.

Note: If you click on the listed word instead of the down arrow, you will replace the word in the small box at the very top of the research pane
  - To look up additional related words, click a word in the list.

Practice more by entering the words like school, cinema, communication, etc.

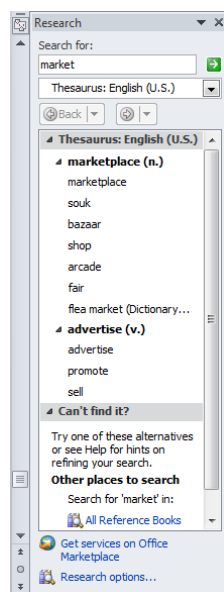


Figure 8: Thesaurus

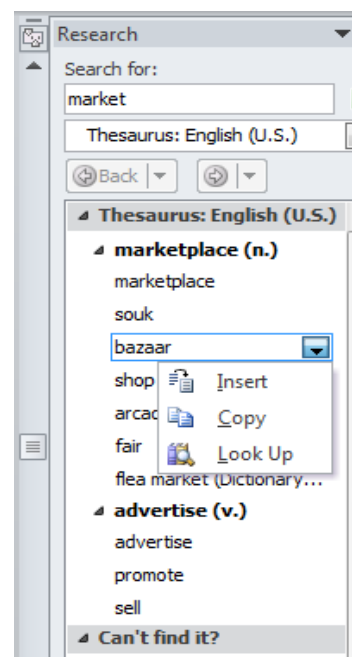


Figure 9: Thesaurus Options

## EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Identify grammatical errors in a document
2.	Run spelling and grammar check for correcting grammatical errors in a document
3.	Run Thesaurus for inserting synonyms in the document

## SESSION 7: COPY PASTE AND CUT PASTE

### RELEVANT KNOWLEDGE

In a handwritten document to repeat a paragraph, or, if a paragraph was to be moved elsewhere, you would need to write the whole document all over again! However, using word processor, this can easily be done using the Copy/Cut and Paste feature.

#### Copy and Paste

You can copy text from the document to a different position in the same document or to a new document. The original text is not altered. Enter the following text in a new document.

Some good manners to keep in mind are:

- Not interrupting others while they are talking;
- Not carrying on side conversations while someone is talking;
- Considering other's feelings and concerns when making decisions or comments;
- Being respectful of the instructor and classmates; your peers and superiors at the workplace,`
- Avoiding arguments and disagreements;
- Providing assistance when asked;
- Using terms such as "please" and "thank you."

To copy the first point "Not interrupting others while they are talking;" and paste it at the end of the last line, follow the steps given below:

Note:

Copy means to *Select* text and then *Copy* that text onto your "clipboard". The "clipboard" is a temporary short-term data storage area in your computer where the text is temporarily placed.

Paste means to place the text that is on the "clipboard" into your document.

1. Select the text that is to be copied.
2. Right-click the mouse anywhere on the selected text. A pop-up menu appears (Figure 10).
3. Click Copy. The menu goes away.
4. Click at the end of the last line in the document and press **Enter**. The cursor moves down to the next line.
5. Right-click, then click Paste. The selected sentence is copied below the

last sentence.

Notice that the original sentence is still at the same place, it has been duplicated at the end of the last sentence.

### Cut and Paste

There is a minor but very important difference between “*Copy and Paste*” and “*Cut and Paste.*”

- In “*Copy and Paste*” the original set of text remains where it was and it is also pasted to another place in the document.
- In “*Cut and Paste*” the original set of text gets deleted and it pasted to another place in the document.

You can now try the “*Cut and Paste*” feature by cutting the line “*Avoiding arguments and disagreements*”, and pasting it as the first line of your document. To do so, use the following steps:

Note:

1. Cut means to *S*elect text and then *C*opy that text onto your “clipboard”.
2. Select the text that is to be copied. (You have learnt to select text in Exercise 4.)
3. Right-click the mouse anywhere on the selected text. A pop-up menu appears. Click Cut. The menu goes away.
4. Click at the beginning of the first line in the document and press **Enter**.
5. Right-click, then click Paste. The selected sentence is copied below the last sentence.



Figure10: Pop-up Menu (Cut / Copy / Paste)

Notice that the original sentence has been deleted.

### EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Select, copy and paste text in a document
2.	Select, cut and paste text in a document

## SESSION 8: FIND AND REPLACE TEXT

### RELEVANT KNOWLEDGE

The documents that we create in a word processor are not always small paragraphs of a few sentences. Mostly these documents are multi-page. Study notes are a good example of such documents. Suppose you have created Social Science notes using word processor. You notice that at some places in the document the word **Delhi** has been misspelled as **Dlehi**. Now to correct it you have to go each specific location in the document where correction is to be made. You can use the **Find and Replace** feature of word processor to easily do this task. Using this feature, you can find all the occurrences of a specific word or group of words in a document and also replace them with a new word or a group of words.

Enter the following text in a new document and save the file with the name *Global Warning*.

#### What is Global Warning?

Global warning is when the earth heats up (the temperature rises). Global warning happens when greenhouse gases (carbon dioxide, water vapor, nitrous oxide, and methane) trap heat and light from the sun in the earth's atmosphere, which increases the temperature. This hurts many people, animals, and plants. Many cannot take the change, so they die. Global warning is a very important issue for the survival of life on earth.

In the above text you would notice that four words have been highlighted. You have entered the word “Warning” instead of “Warming.” You will now learn how to find the “warning” at each of the places it occurs in the document and replace the word with “warming”. Follow the steps given below:

- Click **Find** in the Home tab, *Editing group* or press CTRL+F keys together.

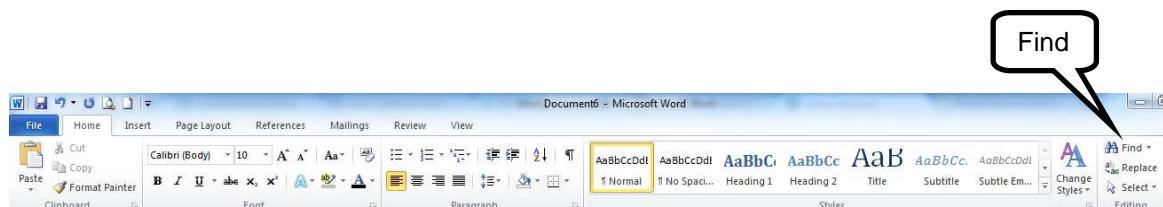


Figure 11: Find in Home Tab

- A *Find and Replace* dialog box appears.
- To just Find the word, click *Find*. Enter text you want to search in the *Find what* box. To find one such word, or phrase, click *Find Next*. To find all occurrences of the word or phrase, click *Find in* , then click *Main Document*.
- To find and replace, click **Replace** tab. Enter text to find in *Find what*. Enter text to replace in *Replace with*.
- Choose the action to be taken by clicking on - *Replace*, *Replace All*, *Find Next*, buttons accordingly.

### What is Global Warming?

Global warming is when the earth heats up (the temperature rises). Global warming happens when greenhouse gases (carbon dioxide, water vapor, nitrous oxide, and methane) trap heat and light from the sun in the earth's atmosphere, which increases the temperature. This hurts many people, animals, and plants. Many cannot take the change, so they die. Global warming is a very important issue for the survival of life on earth.

#### Note:

You need to be careful while using *Replace All*. *Replace All* is a global function. It replaces the *selected* text with the *specified* text all over the document. There may be an instance where a word needs to be retained, but in a global replace, it gets over written. For example if in the text you had typed, there was a sentence “We must pay heed to the warning signals of nature.”, and you used a global replace (*Replace All*), the word warning would also be replaced as warming!

### EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Replace text in a document using Find option

## SESSION 9: CREATE LIST OF ITEMS USING BULLETS AND NUMBERING

### RELEVANT KNOWLEDGE

Very often, you need to create a list of items. This can be neatly done by using the features described below:

You need to create a document as given below in the box.

Every interaction starts with some form of greeting. Given below are some statements we generally make whenever we greet someone.

#### Greeting a friend:

- Hi! How are you doing?
- Hey! It has been a long time since we last met!
- Hi! What are you doing now?
- Hey! How's life?

#### Greeting an acquaintance:

- Hello! How are you?
- Hello! How have you been?
- Good morning/afternoon/evening! All's well?

#### Greeting a stranger:

- Hello!
- Good morning/afternoon/evening!
- How do you do?
- My name is Aarti. May I know your name?

Enter the above text in the document. Now do the following steps:

1. Select the text of the group of first four statements below the heading "Greeting a friend".
2. On the *Home* tab, in the *Paragraph* group, click the *Bullets* icon. You will see that the bullets appear at the beginning of each of the four sentences.
3. Repeat this process by clicking on the down arrow next to the *Bullets* icon. You can select a bullet shape from here.

Repeat the above given step 1 and 2 with the other two headings.



Now create another document and create a bulleted list of items you would pack, when you for a family holiday. Try numbering this list, with the *Numbering* icon.

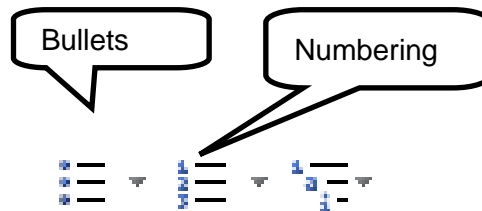


Figure 12

### When is it better to use bullets than numbers?

Use numbered lists when you're working with instructions to be done in a sequence i.e. steps to be followed, and the numbers suggest a hierarchy. The same applies when you refer to specific items by number. Numbered and unnumbered lists are more commonly used in scholarly publications. If numbers aren't essential (very necessary), use bullets, especially in business documents.

### When to capitalize the first letter in a bulleted item?

In most cases, it is recommended that you start each bulleted item with a capital letter. Till now, you have capitalized only proper nouns and the first word of a complete sentence, so it almost seems wrong to capitalize single words and phrases. However, for the sake of a good presentation, you need to do it anyway.

## EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Create a bulleted list of the items in a document
2.	Create a numbered list of the items in a document

## SESSION 10: FORMAT FONT STYLE

### RELEVANT KNOWLEDGE

We have learned some of the formatting options available in word processors, in some of the previous exercises. In this exercise you will learn to change the font style of the selected text in a document.

Font refers to the style of writing i.e. how the characters look in the document. The look of characters can be changed using the Font face (name), Font Size, and Font Color.

Create the document shown below.

This is Cambria font.  
This is Times New Roman font.  
This is Bookman Old Style font.  
This is Courier New font.  
This is Book Antiqua font.  
This is Algerian font.

In this exercise, you will learn to change the font in two ways; using the icons on the Ribbon and using the shortcut menu.

#### I. Using the Icons on the Ribbon

Select the text “This is Cambria font.”

Now on the Home tab, left click on the small arrow. A screen displaying a list of Font types appears.

Click on the *Cambria* font. The font of the selected text will change to *Cambria*.

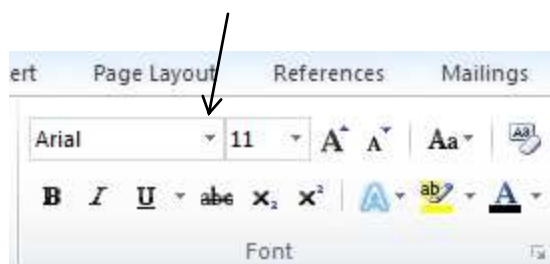


Figure 14: Font

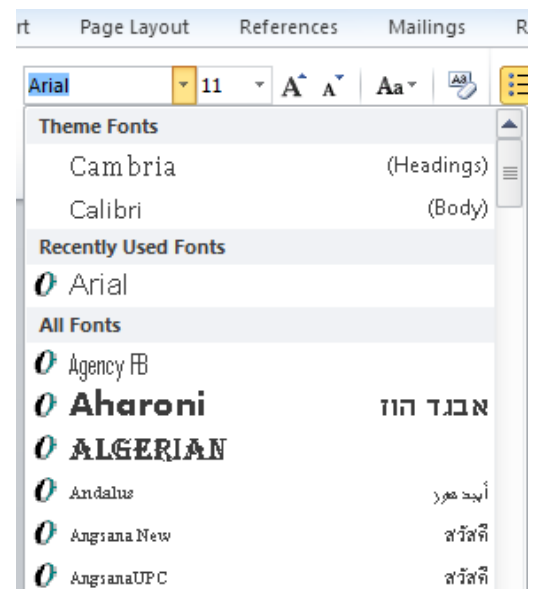


Figure 13: Font Selection

Now go ahead and follow the same steps for changing the font style of others sentences, to what is written in the text.

This is Cambria font.  
This is Times New Roman font.  
This is Bookman Old Style font.  
This is Courier New font.  
This is Book Antiqua font.  
This is Algerian font.

Figure 15: Font changed in line-1

This is Cambria font.  
This is Times New Roman font.  
This is Bookman Old Style font.  
This is Courier New font.  
This is Book Antiqua font.  
**THIS IS ALGERIAN FONT.**

Figure 16: Different fonts

## II. Using Short cut menu and the dialog box

We will restart with the original document above.

Select the text “This is Cambria font” and right click the mouse button. A Short cut menu appears.

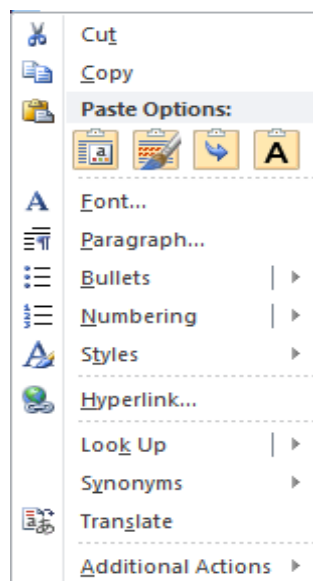


Figure 17: Short Cut Menu

Click on the option Font.... A Dialogue box appears with the Font tab selected by default.

Choose the font *Cambria* from the given font list. If needed use the scroll bar.

Now go ahead and follow the same steps for changing the font style of others sentences, to what is written in the text.

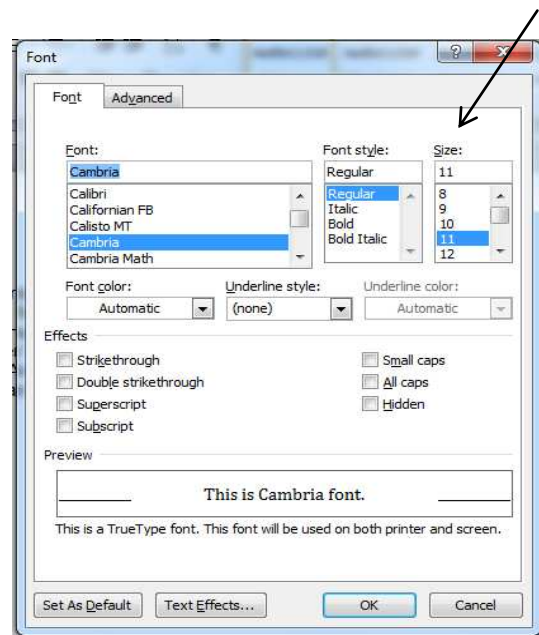


Figure 18: Dialogue Box for changing Font

Create the document as shown in left side of the figure 19. Then change the font size of each of the sentences, as shown in the right side of Figure 19.

- The steps to do this are similar to what you followed for changing the *font style*.
- The only difference is that now you need to use the option of changing the *font size*, instead of the *font style*.

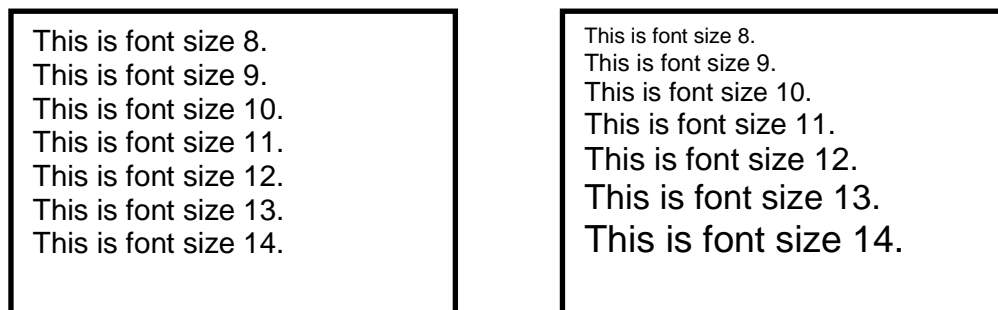


Figure 19

## EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Change the Font style of text using the ribbon
2.	Change the Font style of text using a short cut menu
3.	Change the Font size of text using the ribbon
4.	Change the Font size of text using a short cut menu

### Additional Practice Exercise:

Create a new document on any topic. Now change both the font style and font size of the contents of different parts of this document.

## SESSION 11: ALIGNING THE TEXT

### RELEVANT KNOWLEDGE

Now that we have seen some different capabilities of a word processor, let us see how this can be useful. A common usage or example of a document is a letter. We can use a Word Processor to type a letter in the proper form. You need to write the following letter in a document.

**Tagore Public School**  
Ambala Cantt

5<sup>th</sup> January 2012

**M/s New Star Sports Company**  
Kalkaji  
New Delhi -1100

**Sub: Order for Sports Materials.**

Dear Sir,

Kindly send the following Sports material at the above address through transport with proper cash bill.

1. Foot Ball (10 Nos).
2. Cricket Balls. (20 Nos).
3. Tennis Balls (20 Nos).
4. Cricket Bats (10 Nos).

All the items should be in good condition and packed properly. Any damage to these items during transportation will be your responsibility. The items should reach the school within 10 days after the receipt of the letter; otherwise the order shall stand cancelled.

Thanking you

Yours sincerely

Nitish  
(Head Boy)

- Now save the above document in the computer.
- The date in the above letter is on the right hand side. This is called *Right Alignment* of a text.
- Similarly, the *subject line* in the above letter is in the middle. This is called *Centre Alignment* of the text.



Figure 20: Align Text

- On the *Home Tab* you would notice the set of icons
- To *Right Align* the date, select the date. Then click the icon for *Align Text Right*. Similarly, you can *Centre Align* the Subject line in the above letter.
- Do remember to save the above letter.

## EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Align text to the left
2.	Align text to the centre
3.	Align text to the right
4.	Align text to both left and right margins

## SESSION 12: VIEWS OF A DOCUMENT

### RELEVANT KNOWLEDGE

Word Processors provide options to work on a document in different formats/layouts - Print Layout, Full Screen Layout, Web Layout, Outline and Draft.

Each of these layouts gives a different look to the document. You can use a particular view depending on what you want to do with the document. For example, if you want to print a document, use Print Layout view. If you want to create a web page, use Web Layout view.

Open a new document and write the following text.

#### Leadership Qualities

Leadership can be defined as one's ability to get others to willingly follow. Every organization needs leaders at every level. Leaders can be found and nurtured if you look for the following character traits.

A leader with **vision** has a clear, vivid picture of where to go, as well as a firm grasp on what success looks like and how to achieve it. But it's not enough to have a vision; leaders must also share it and act upon it. Jack Welch, former chairman and CEO of General Electric Co., said, "Good business leaders create a vision, articulate the vision, passionately own the vision and relentlessly drive it to completion."

A leader must be able to communicate his or her vision in terms that cause followers to buy into it. He or she must communicate clearly and passionately, as passion is contagious.

A good leader must have the discipline to work toward his or her vision single-mindedly, as well as to direct his or her actions and those of the team toward the goal. Action is the mark of a leader. A leader does not suffer "analysis paralysis" but is always doing something in pursuit of the vision, inspiring others to do the same.

Click on the *View tab*, on the Ribbon. The icons in the *Document Views* group are as shown in Figure 21.



The commonly available views are:

- Print Layout: It is the default document view setting. You will be able to see how the document will look when it gets printed.
- Full Screen Reading: This view provides the maximum space available for reading the document. It hides the ribbon



Figure 21: Document Views

- and provides a full screen view of the document in two (side-by-side) frames, similar to a book. This gives more text on the screen and makes it easier to read a multi-page document.
- Web Layout: It shows how the document will appear in a web browser. In this view the document looks like a web page.
- Outline: This view displays the document as an outline and shows only the headings present in the document. This enables you to see the structure of the document and move to different parts of your document easily. This view is useful when you are looking at a document which has large number of pages and sections.
- Draft: This view is used for quick editing of the document. You would normally not use this view. It is helpful for proof reading of the document.

Click on the icons for different layouts and see how the different view looks like. Look for differences between different views. In each of the views, a toolbar opens with tools for editing of the document depending on the view. When you have been through all the Views, save and close the document.

**Note:** You can't set a default for all documents that you view in Word, because the view setting is stored with each individual document as a document property. You can save your document in the view with which you want it to open. Documents that you receive from others will open with the view in which they were previously saved.

## EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	View the document as it will appear on the Printed Page
2.	View the document in Full Screen
3.	View the document as it will look as Web Page
4.	View the document as Outline
5.	View the document as Draft

## RELEVANT KNOWLEDGE

A copy of a saved document is accessible on the computer using the word Processor. However, after it is completed, it needs to be printed to be read by others who are not using a computer.

*Good to Know:* In IT jargon, a document saved on the computer is called a *Soft Copy* and one that is printed is called *Hard Copy*.

Open a new document and write the following text.

**Integrity** is the integration of outward actions and inner values. A person of integrity is the same on the outside and on the inside. Such an individual can be trusted because he or she never veers from inner values, even when it might be expeditious to do so. A leader must have the trust of followers and therefore must display integrity.

Honest dealings, predictable reactions, well-controlled emotions, and an absence of tantrums and harsh outbursts are all signs of integrity. A leader who is centred in integrity will be more approachable by followers.

**Dedication** means spending whatever time or energy is necessary to accomplish the task at hand. A leader inspires dedication by example, doing whatever it takes to complete the next step toward the vision. By setting an excellent example, leaders can show followers that there are no nine-to-five jobs on the team, only opportunities to achieve something great.

You will now take a print out of this document. Make sure that there is a printer connected with your computer and has paper in it. Do the following:

- Click [1] **File** → [2] **Print**. A *Print* dialog box appears. There are many settings available in this dialog box, which you can use, as required. Make settings as per the following:
  - **Print Range:** You can select what you want to print:
    - **All:** Whole document
    - **Current Page:** Page on which the cursor is currently placed.
    - **Selection:** Only the selected text is printed.
    - **Pages:** Specify the selected page numbers that need to be printed. For example, 2-6 means, print page numbers 2, 3, 4, 5 and 6 while 1,3 means, print page numbers 1 and 3.
  - **Copies:** You can select the number of copies of the document to be printed.

- **Properties:** If you click on the Properties, a dialog box appears (Figure 22), with many more options which can be set. We will not discuss them right now. You will learn about them later (in advanced levels).

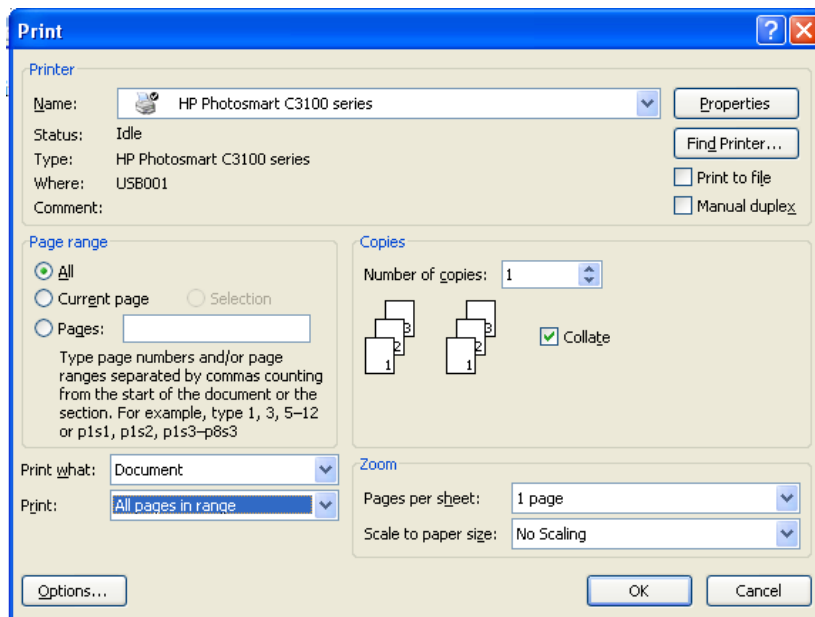


Figure 22: Print Dialog Box

- Click **OK** to print the document.

## EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Print the whole document
2.	Print current page
3.	Print selected text
4.	Print selected pages

## SESSION 14: CREATE A TABLE

### RELEVANT KNOWLEDGE

Like a list, information often needs to be presented in a tabulated, organized manner. You will learn to present tabulated information in this exercise.

A table is an arrangement of rows and columns, as shown in Figure 23.

The diagram shows a table with 4 columns and 9 rows. A box labeled 'Columns' has arrows pointing to the top row's cells. A box labeled 'Rows' has arrows pointing to the first column's cells. A box labeled 'Cell' has arrows pointing to individual cells within the table.

	Name	Age	Height (cm)
1.	Ajay Mohan Goel	13	150
2.	Mehul Kapoor	14	155
3.	Parampreet Ghuman	13	145
4.	Thomas Matthews	15	154
5.	Ashfaq Ali	14	152
6.	Venkat Subrmaniam	13	143
7.	Vijay Mandke	14	157
8.	Mary Kom	15	149

Figure 23: A Table and its components

A table helps you to present information in an organised form. Each of the rows given in the above table may also be called a *Record*. Now you need to create the above table, which has 4 columns and 9 rows.

- Click on your document where you want to create a table.
- Select the **Insert** tab. Select **Table** from the Tables group. An *Insert Table* drop down menu appears
- Take your mouse pointer to the first left-hand upper-corner empty box in this menu. A single column, single row table appears on your document (at the position where you had last left your cursor). Keeping the left button pressed

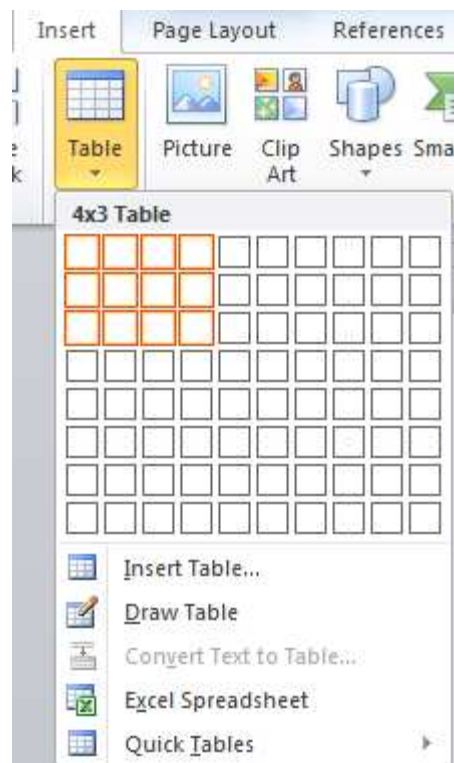


Figure 24: Insert a Table

drag and select four boxes for 4 columns and a few boxes for rows. (You can see the table being created on your document.)

- To complete the process click the left button of the mouse.
- An empty table having the selected number of rows and columns is inserted in the document. Enter the data (refer sample above) in the table by clicking on each *cell*.

Note: You can move from cell to cell row-wise using the **Tab** key. When you reach the last cell (right hand bottom corner) of a table, and you press **Tab** key once again, a fresh row is added at the bottom.

## EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Insert table in a document with specified rows and columns
2.	Insert rows to a table

### Additional Practice Exercises:

- a) Create a table in which you list down all the books in your school bag. You can have serial number, name of the book, subject name, no. of pages in the book etc.
- b) Create a table in which you list down; name, address, phone number of ten of your friends or relatives.

## SESSION 15: FORMAT A TABLE

### RELEVANT KNOWLEDGE

By formatting a table, you can improve the appearance of a table and make it more presentable and attractive.

Create a table with the following headers: Serial Number (S.No.), Teacher's Name and Subject (the subject taught by the teacher). A sample is given below:

S.No.	Teacher's Name	Subject
1.	Ms.Radhika Madan	Hindi
2.	Mr.Subramaniam Reddy	Maths
3.	Mr. Austin Thomas	English
4.	Ms.Sudipta Roy	Science
5.	Dr.Pritam Singh	Social Studies
6.	Ms.Vibha Goel	Computer Science

### 1. Formatting the table

1. Click anywhere on the table which you have created. A *Design* tab and a *Layout* tab appear in the ribbon, as shown in the figure below.

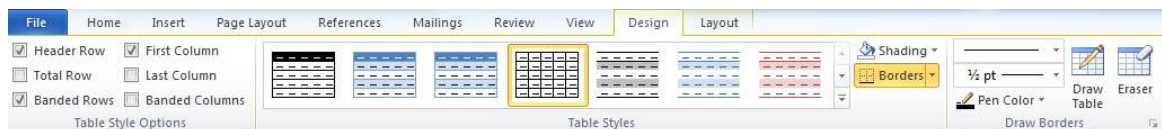


Figure 25: Format a Table

2. Click on the *Design* tab.
3. Experiment with the different styles given in the ribbon and the various options, on the created table. Using some of these options, the above table can be formatted in the following manner:

S.No.	Teacher's Name	Subject
1.	Ms.RadhikaMadan	Hindi
2.	Mr.Subramaniam Reddy	Maths
3.	Mr. Austin Thomas	English
4.	Ms.Sudipta Roy	Science
5.	Dr.Pritam Singh	Social Studies
6.	Ms.Vibha Goel	Computer Science

You can go ahead and try some more options on the same table and format it in different ways.

## 2. Layout of the Table

More settings are available under the *Layout* tab as shown in Figure 26. Click on the *Layout* tab to view them. You can go ahead and click on different icons to experiment with varying ways of changing the layout of the table.

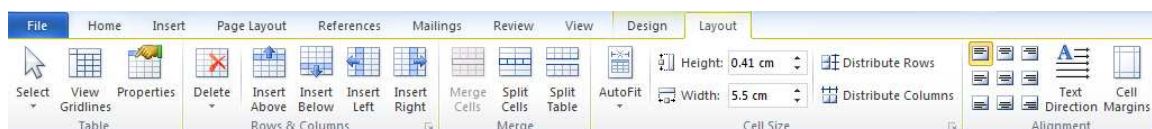


Figure 26: Table layout icons

Some of the tasks you can do are as follows:

- Add one more teacher for the third language. Do this by keeping the cursor on the last row of the table and clicking on the icon for Insert Below. This inserts a blank row below the current row, where the cursor is positioned.
- Add one more column to this table. Position the cursor anywhere on the last column. Click on the icon Insert Right. This inserts a column on the right hand side. In this column you can add the educational qualifications of the teacher.
- Now add one more row on top of the table. Merge all the cells in the new row added by using the icon Merge Cells. Note: Before clicking on this icon, you should select all the cells in the first row.

List of Teachers in Standard IX-A			
S.No.	Teacher's Name	Subject	Qualifications
1.	Ms.Radhika Madan	Hindi	MA, B.Ed
2.	Mr.Subramaniam Reddy	Maths	M.Sc., B.Ed.
3.	Mr. Austin Thomas	English	MA, M.Phil.
4.	Ms.Sudipta Roy	Science	M.Sc., B.Ed.
5.	Dr.Pritam Singh	Social Studies	MA, Phd
6.	Ms.Vibha Goel	Computer Science	BCA, B.Ed
7.	Mr.Sharanjit Singh	Sanskrit	MA, B.Ed



## EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Change the design of a table
2.	Add rows to a table
3.	Add columns to a table

## SESSION 16: CONVERT TEXT TO TABLE AND TABLE TO TEXT

### RELEVANT KNOWLEDGE

In most of the word processors, there is a feature to convert a normal text data into a table. In this exercise you will convert the text data into a table. Create a document with the following details:

Ajay, 991049644, Delhi, Delhi  
Anita, 9891262366, Noida, UP  
Sudha, 8089942315, Hissar, Haryana  
Gautam Sen, 7467698234, Guwahati, Assam  
Rajshekhar, 9234987492, Coimbatore, Tamil Nadu

Note: Commas have been inserted between the different data. This indicates where you want to divide the text into columns. Use paragraph marks (Press Enter key) to indicate where you want to begin a new row.

- Select the text that you want to convert from the document.
- On the *Insert* tab, in the Tables group, click *Table*, and then click *Convert Text to Table*. This is shown in below.
- A *Convert Text to Table* dialog box appears as shown in Figure 27..
- In the *Convert Text to Table* dialog box, under *Separate text at*, click the option for the separator character that is in your text (*Commas* in this case).
- In the *Number of columns* box, check the number of columns. If you don't see the number of columns that you expect, you may be missing a separator character in one or more lines of text.
- Select any other options that you want.

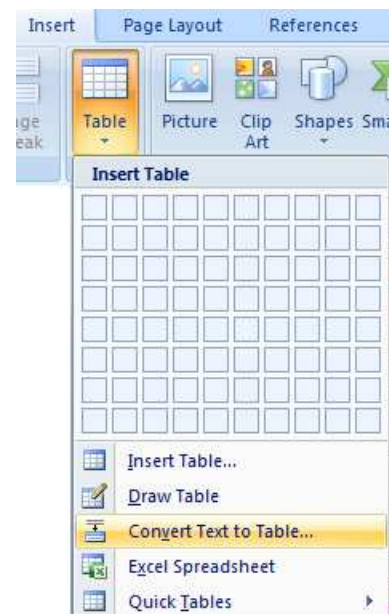


Figure 27: Text to Table Conversion

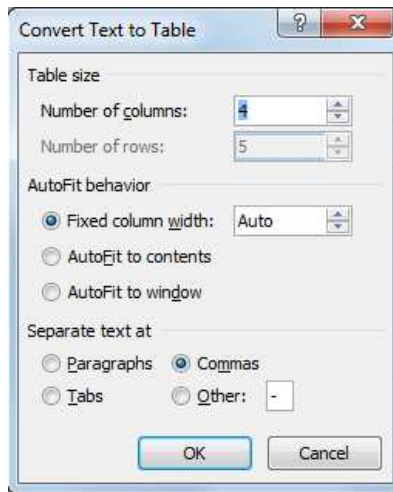


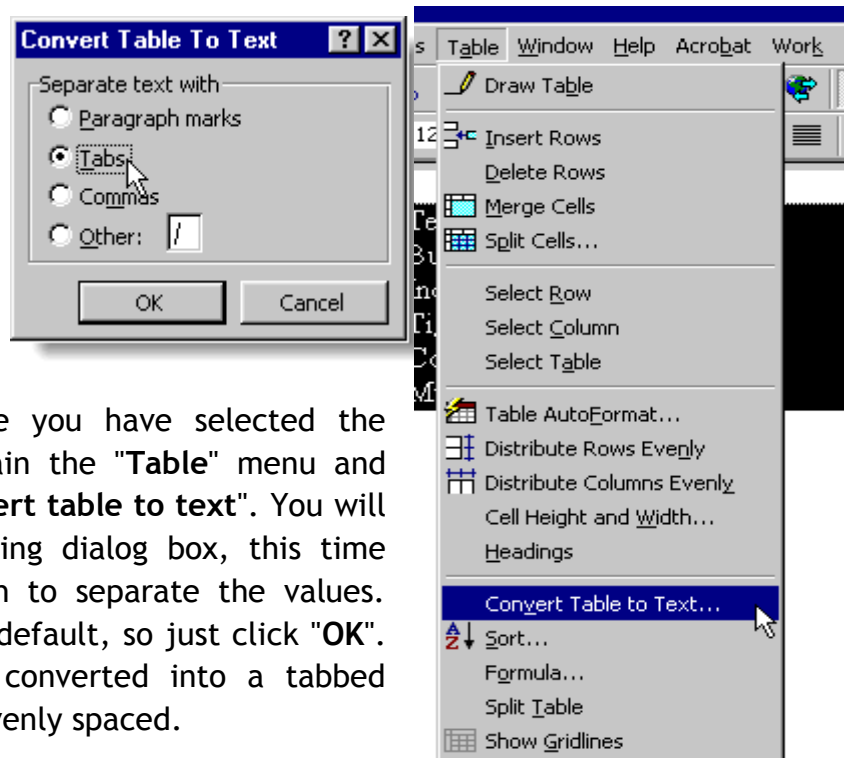
Figure 1 : Dialog Box

The table created will look like the following:

Ajay	991049644	Delhi	Delhi
Anita	9891262366	Noida	UP
Sudha	8089942315	Hissar	Haryana
Gautam Sen	7467698234	Guwahati	Assam
Rajshekhhar	9234987492	Coimbatore	Tamil Nadu

You can also convert the table to text.

Select the entire table. You can do this by dragging your cursor over the table, or by going again to the menu bar, clicking on "Table" and then scroll down to "select table". Once you have selected the entire table, go again the "Table" menu and scroll down to "convert table to text". You will get another formatting dialog box, this time asking how you wish to separate the values. "Tab" is selected by default, so just click "OK". Your table will be converted into a tabbed format, nicely and evenly spaced.



You may choose the option Tabs and here you go. Your table will get converted to text.

## EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Convert text to table
2.	Convert table to text

### Additional Practice Exercises:

Create a notice from the Headmistress informing all your class mates about the details of the school picnic planned for the next weekend. The notice should inform the date, departure and return time, place of departure, fees to be paid, place to be visited, a picture of the place. The notice can also have a few instructions for the students. For example, students who are not attending the picnic to stay back at home / students attending to wear I-Cards etc. You must use the following features of word processing, while creating the notice:

- Table
- Bold and underline
- Check the Spellings and Grammar
- Save the document

Now convert the table into text.

## SESSION 17: ADD BORDERS TO PAGES, PARAGRAPHS AND TEXT

### RELEVANT KNOWLEDGE

A border around text highlights the information and makes it look better. Word processors enable you to do that neatly for the entire document or part of it.

#### **Part-1: Add borders to a Page**

Follow the steps given below to add a border to the complete page:

- Open a new document.
- On the *Page Layout* tab in the *Page Background* group, click *Page Borders*. A *Borders and Shading* dialog box appears.
- In the *Borders and Shading* dialog box, do one of the following:
  - To add a paragraph or text border, click the *Borders* tab.
  - To add a page border, click the *Page Border* tab. This tab has three sections.
- In the left most section, Under *Setting*, select the type of border you want.
- In the center section, you can modify the line style, border color, and width. You can even click *Art* to add a design to a page border.

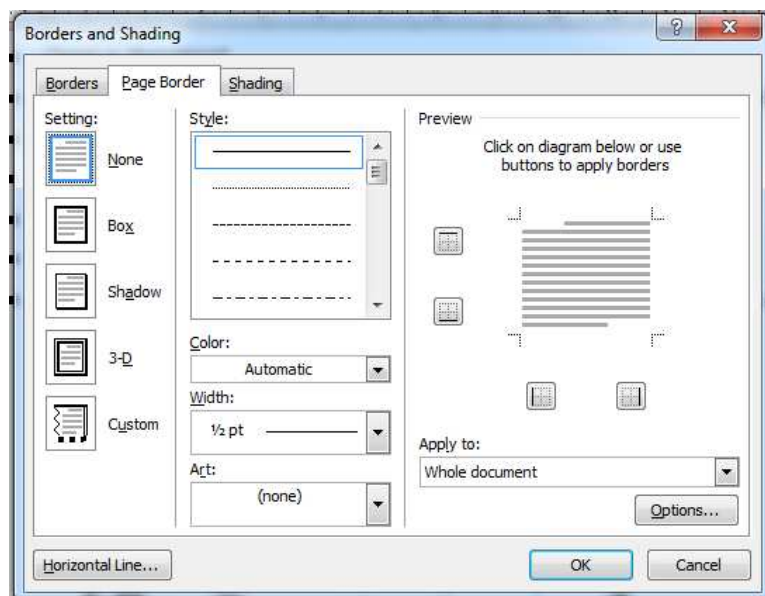


Figure 29: Borders and Shading

- Check *Preview* to see how the border will look. Click the buttons to add or remove borders along the sides, top, and bottom.

- Select the down arrow of *Apply to*, and select the parts of the document that you want the border to enclose, such as Text, Paragraph, or Section. Then, click OK.

## 2. Add borders to a paragraph or a text

Type the following paragraph in a document.

*Assertiveness is not the same as aggressiveness. Rather, it is the ability to clearly state what one expects so that there will be no misunderstandings. A leader must be assertive to get the desired results. Along with assertiveness comes the responsibility to clearly understand what followers expect from their leader.*

*Many leaders have difficulty striking the right amount of assertiveness, according to a study in the February 2007 issue of the Journal of Personality and Social Psychology, published by the APA (American Psychological Association). It seems that being under assertive or overassertive may be the most common weakness among aspiring leaders.*

- Now select the text which you have typed.
- Follow exactly the same steps as specified for bordering a page, with only one difference. Choose the tab *Borders* in the *Borders and Shading* dialogue box.

*Assertiveness is not the same as aggressiveness. Rather, it is the ability to clearly state what one expects so that there will be no misunderstandings. A leader must be assertive to get the desired results. Along with assertiveness comes the responsibility to clearly understand what followers expect from their leader.*

*Many leaders have difficulty striking the right amount of assertiveness, according to a study in the February 2007 issue of the Journal of Personality and Social Psychology, published by the APA (American Psychological Association). It seems that being under assertive or overassertive may be the most common weakness among aspiring leaders.*

You can similarly create a border around a group of words, by selecting that group of words, and following the same steps as given above. An example is given below.

A sense of humor is vital to relieve tension and boredom, as well as to defuse hostility. Effective leaders know how to use humor to energize followers. Humor is a form of power that provides some control over the work environment. And simply put, humor fosters good camaraderie.

## EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Add borders to a page
2.	Add borders to a paragraph or text

## SESSION 18: ADD SHADINGS TO PAGES, PARAGRAPHS AND TEXT

### RELEVANT KNOWLEDGE

Similar to borders, shading highlights desired parts of the text. The steps to apply shading are almost the same as that for applying borders as given in figure 30.

- On the *Page Layout* tab in the *Page Background* group, click *Page Borders*. A *Borders and Shading* dialog box appears.
- Click on the tab *Shading* as shown in Figure 30

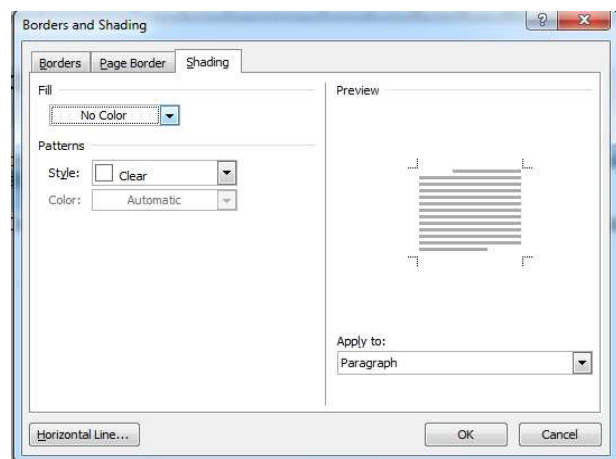


Figure 30: Shading dialogue box

There are three options in this box.

- Fill: By clicking on the down arrow on the *Fill* option, a *colour palette* is displayed. You can choose, which colour shading is to be used.
- Style: This option allows the changes in darkness of the shading and also different patterns of shading.
- Apply to: By clicking on the down arrow on this option, you can choose if you want to shade only the selected text or the entire paragraph.

Two sample shadings are shown below as examples.

*Assertiveness is not the same as aggressiveness. Rather, it is the ability to clearly state what one expects so that there will be no misunderstandings. A leader must be assertive to get the desired results. Along with assertiveness comes the responsibility to clearly understand what followers expect from their leader.*

*Assertiveness is not the same as aggressiveness. Rather, it is the ability to clearly state what one expects so that there will be no misunderstandings. A*



*leader must be assertive to get the desired results. Along with assertiveness comes the responsibility to clearly understand what followers expect from their leader.*

## EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Apply a shade to a paragraph

## SESSION 19: PREVIEW A DOCUMENT, ADJUST ITS MARGINS AND ORIENTATION

### RELEVANT KNOWLEDGE

After the document is typed and formatted, the last step is to adjust it so that it prints in the desired manner on paper.

#### 1. Margins

Page margins are the blank space around the edges of the page. You can position some items in the margins such as headers, footers page numbers etc. A document has top, bottom, left and right margins. In a document there are default settings of the margins. You can change the margins in a document.

Typical process to adjust / change margins is as follows:

1. Select the *Page layout* tab, as shown in Figure 31.

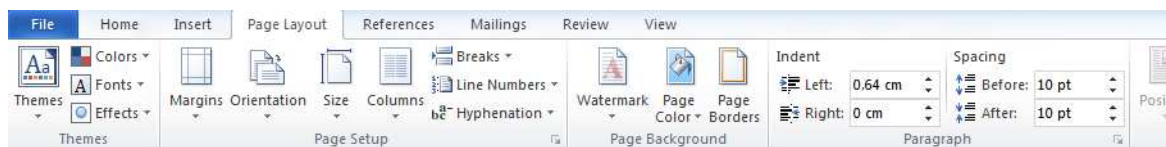


Figure 31: Page Layout tab

2. Click on *Margins* in the *Page Setup* group. A *Margins* drop down list appears.
3. You can select any one of the options shown, *Narrow*, *Moderate*, *Wide* or *Mirrored*. In case you want to customise and specify each of these margins, then click on the *Customised Margins...* option. A *Page Setup* dialogue box appears. You can individually adjust any of the margins.

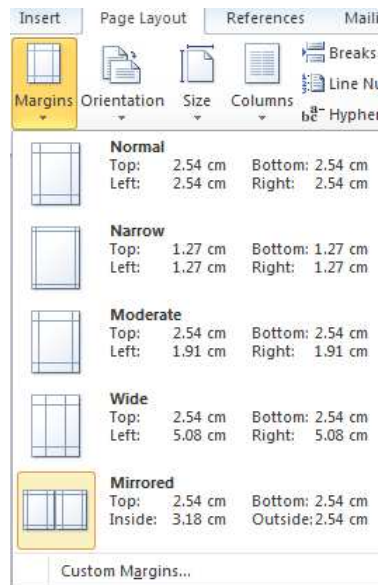


Figure 32: Setting Margins

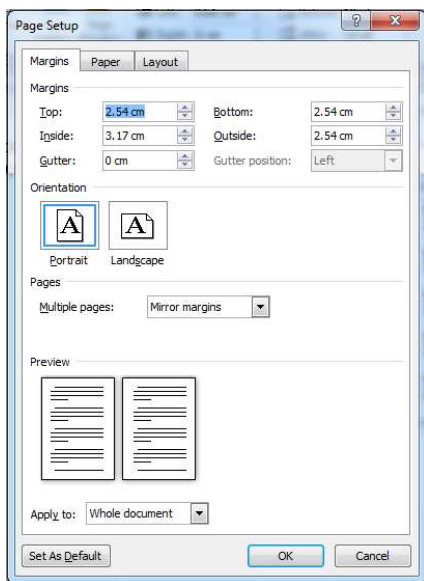


Figure 33: Page Setup

Open a saved document (from one of your previous exercises), change the margins in it and see how the display changes on the screen. You can also do a *Print Preview* of the document, to see how it would be printed. Print Preview will be explained later in this exercise.

## 2. Orientation

Normally, when you open document will be in “Portrait Orientation.” Portrait means that the page is taller than it is wider. Portrait works for most documents, but sometimes you might want to put that page on its side or landscape, which is when the page is wider than it is taller.

- To change the page orientation, click on the Page Layout tab on the Ribbon, and then click on the Orientation button. This will give you your two options, portrait or landscape.

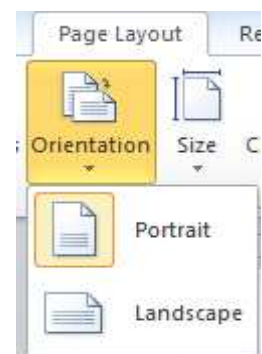


Figure 34: Page Orientation

- To change to Landscape orientation, click on the Landscape icon.
- Observe the effect of changing the orientation to Landscape as compared to Portrait.

### 3. Print Preview

*Print Preview* enables you to see what the document will look like when it is printed. You can *Print Preview* a document by selecting [1] *File* → [2] *Print* → [3] *Print Preview*. A *Print Preview* tab opens. Based on how you want the final printout to look, you can adjust the *Margins*, *Orientation* etc. A sample *Print Preview* of a page (Figure 35).

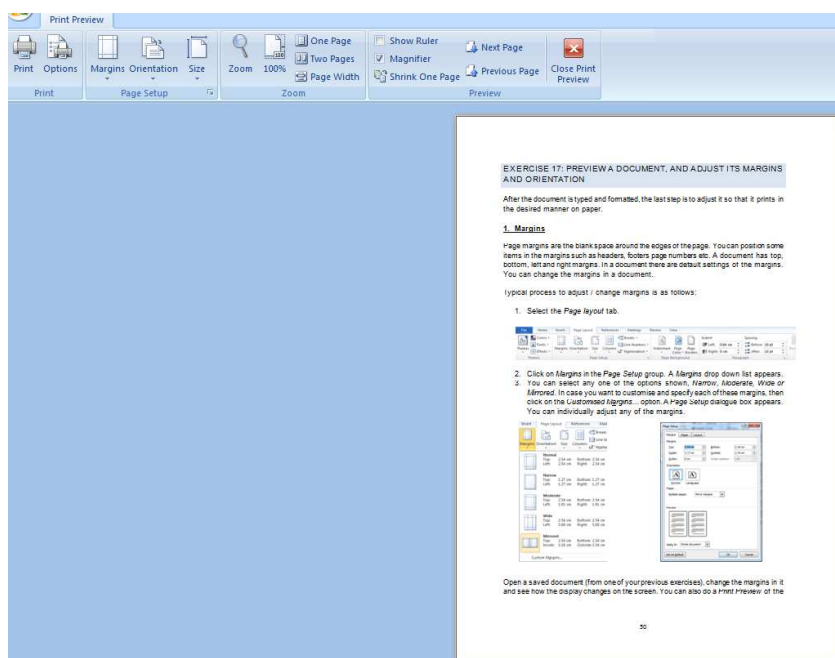


Figure 35: Print Preview

## EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Set margins for a printable document
2.	Change the page orientation to portrait or landscape
3.	Preview a document before printing

## SESSION 20: ALIGN TEXT USING TABS

### RELEVANT KNOWLEDGE

*Tabs* are often used to format documents. To understand the concept of tabs, look at the text below.


Left Aligned	Centre Aligned	Right Aligned
Sanjay Kapoor	Male	Blue
SenhlataPremKumari	Female	Red
MehulMandke	Male	Violet
P R Subramanian	Male	Orange

☐ A *Left Tab stop* sets the start position of text that will then run to the right as you type.

☐ A *Centre Tab Stop* sets the position of the middle of the text. The text centers on this position as you type.

☐ A *Right Tab Stop* sets the right end of the text. As you type the text moves left.

You can observe this by seeing how the tabs were set in the above table, by looking at the type of tab and its position on the ruler bar.

Note: If you do not see the horizontal ruler that runs along the top of the document, click the *View Ruler* button  at the top of the vertical scroll bar.

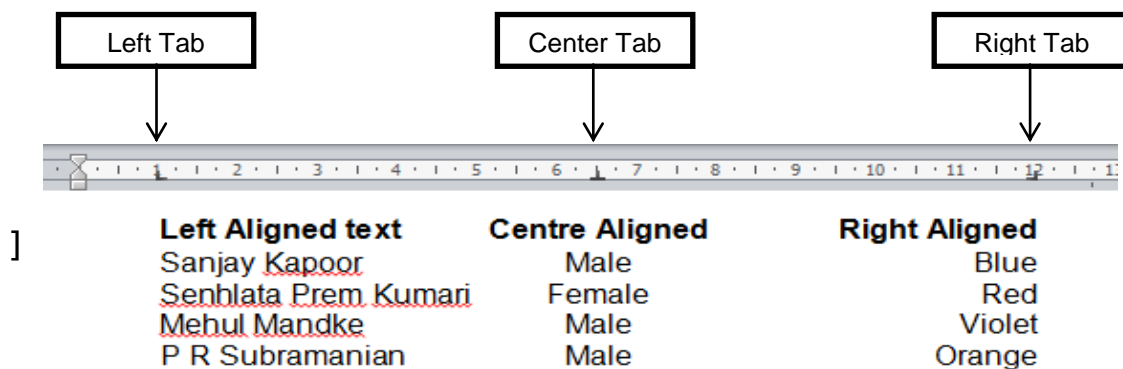


Figure 36: Type of tabs and their position

To set Tabs, do the following:

1. Click the tab selector at the left end of the ruler until it displays the type of tab that you want and then clicking the ruler at the location you want. The *tab selector* is shown in Figure 37.



Figure 37: Tab Selector

Use the tabs to create the text which was displayed above in this exercise.

## EXERCISE

Perform the following activities till you are confident:

S.No.	Activity
1.	Set left tab stop in a document
2.	Set centre tab stop in a document
3.	Set right tab stop in a document

### Additional Practice Exercises:

Write a letter - to a shop manager - asking for a job. You must use the following features of a word processor to write the letter:

- Bold and Underline some parts of the text.
- Bullets
- Change the margins
- Save the document
- Take a Print out.

Create your resume (Bio data). It should have your name, address, email address, date of birth, nationality, languages known, where currently employed, employment history if any, educational qualifications, extracurricular activities you have participated in, awards won etc.