

Byte Into English

Bringing English and Computer Skills Together

LINC 3

A Computer Resource for Instructors
Referenced to
Canadian Language Benchmarks, 3, 4

April 2001 - 1st Printing
December 2001 - 2nd Printing

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ISBN 0-9689897-6-4

ISBN 0-9689897-8-0 (set)

User Guide

HOW TO USE THIS RESOURCE

The lessons in Byte into English can be used in addition to ESL software that is currently available in LINC computer labs. When students use language software, they develop basic computer familiarity (opening, navigating, and closing programs), mouse skills, and possibly some keyboarding skills. The lessons in Byte into English build on this experience to develop basic window management, word processing, and Internet skills. The way in which this is done throughout LINC classes and programs will vary according to factors such as the amount of time available for computer instruction in the program, the computer background of teachers, and the computer experience of students.

Computer Lab Time

The following are some strategies for implementing Byte into English into your program, according to the amount of lab time available to you.

- If you have one hour of computer lab time per week, select one lesson and lab assignment to begin with and present the lesson in the first 30 to 45 minutes of your class. Then have students work on their language software as they finish the lab assignment.
- If you have two or three hours of computer lab time per week, set aside one period each week to present a lesson from Byte into English. As students finish the lab assignments, have them move on to the language software for the remainder of the week. This will give students with less computer experience the extra time they need to complete the lab assignments.
- If you have four or five hours of computer lab time per week, you could divide this time between Byte into English lessons and language software.

Computer Background of Teachers

Being primarily language teachers, LINC instructors may not necessarily have extensive computer backgrounds. To address this issue, each lesson comes with a detailed Lesson Presentation and Teacher's Notes. The Lesson Presentation page can be used as a "script" to follow if needed. The Teacher's Notes contain basic technical information regarding the computer skills involved as well as teaching tips and suggestions. A strategy that would further help the novice computer teacher is to work through the lab assignment or assignments before presenting a lesson to the class.

Computer Experience of Students

LINC students are grouped according to their language proficiency, not their computer experience, and so the computer skills of students can vary considerably within a class. Some students have worked with computers in their professional lives, while others have never used a keyboard before. The following are some strategies for using Byte into English with students who have a range of computer experience.

- Students with more experience can assist those with less experience, providing a meaningful context in which to use English.
- Students with little computer experience often lack keyboarding skills and it is the actual typing

that slows them down in completing lab assignments. Working with keyboarding software for ten to fifteen minutes at the start of every computer period helps students become more familiar with the keyboard. If your computer lab is not equipped with keyboarding software, keyboarding manuals can provide plenty of touch typing drills for practice. Also, keyboarding exercises based on vocabulary in the Byte into English lessons can be used for both typing and spelling practice.

- Many lessons in Byte into English come with multiple lab assignments. The additional assignments can be used as review for the whole class. However, they can also be used as further work for students who complete the initial lab assignment ahead of time. This strategy provides an opportunity for self-paced learning; students complete as many lab assignments as their computer proficiency allows.
- Using Byte into English in conjunction with ESL software provides a further strategy for dealing with the varied computer experience of students. Students who finish lab assignments sooner than others can go on to their language software. This gives the teacher time to work individually with students as needed.

LESSON FORMAT AND ICONS

All names, addresses, and phone numbers used are fictitious. Any resemblance to actual names, addresses, and phone numbers is purely coincidental.

Refer to the **Table of Contents** for an overview of the CLB competencies, computer skills, tasks, and themes in the lessons.



Some of the lessons in *Byte into English LINC 3* incorporate themes that coincide with those in LINC 3 Classroom Activities, developed by the Edmonton CLB/LINC Projects Office. These lessons are indicated in the Table of Contents by the LINC 3 daisy icon.

The **Lesson Presentation** page outlines the language competencies emphasized in the Lab Assignment as well as the computer skills, tasks, and materials involved in the lesson. Step-by-step instructions for presenting the lesson are included. This page also includes the vocabulary that is used in the lesson and often reviewed in the Worksheets. These vocabulary terms, along with simple explanations, can also be found in the Glossary at the back of each book.



Lessons that require extra teacher preparation (other than the usual duplicating of Lab Assignments and Worksheets), such as saving documents on floppy disks for students, are indicated by this icon in the Table of Contents and on the Lesson Presentation page. The **Teacher Preparation** page contains detailed notes and instructions for the required advance preparation.



The **Lab Assignments** are designated by their icons as either **Independent** or **Teacher-Led**. These assignments are the tasks that students will do in the computer lab.



The **Worksheets** provide language reinforcement from the lesson and can be completed outside of the computer lab period.

User



The **Teacher's Notes**, located at the back of each lesson, give basic explanations of the computer procedures needed to implement the lessons. For more advanced technical information or if you are using a different operating system and/or program, you may need to refer to your user's manuals.



Teaching Tips are added in various places throughout the lessons to point out ideas and strategies that may be helpful.

CONVENTIONS

The following conventions are used when computer procedures are explained in the Lesson Presentation, Lab Assignments, and Teacher's Notes.

- Keys to be pressed are shown in bold. e.g. Press **Ctrl, Alt, Delete**.
- Text to be typed is bold. e.g. Type **Edmonton**.
- Menu and dialog box selections are bold italic. e.g. Click ***File, Save***.
- Other dialog box choices are italic. e.g. Under *Page range*, select ***Current Page***.

Names of windows, menus, commands, dialog boxes, toolbars, buttons, and keys have been capitalized to be consistent with the way they appear to students on the computer screen or the keyboard. Spelling conventions follow the British form, except when the word appears with American spelling as part of the screen presentation, e.g. Font Color.

PRELIMINARY SKILLS

Byte into English Preliminary Skills provides an optional introduction to computers that can be used with LINC 2 and LINC 3. The lessons are designed for classes in which the majority of students have no experience with computers other than using ESL software. In Preliminary Skills students learn basic window management and word processing, providing a foundation for *Byte into English LINC 2* and *LINC 3*.

You do not need to cover all ten lessons in Preliminary Skills. If your class does not normally do computer startup or shutdown, you might omit those two lessons and start with Lesson 3: Computer Components. To practice mouse skills and have some fun at the same time, try Lesson 5: Solitaire. To teach desktop and window management skills, do Lesson 4: The Desktop and Lesson 6: Windows. Select the lessons that will give students an orientation to computers that is suited to their needs.

LINC 3

Byte into English LINC 3 provides a follow-up to the lessons taught in *Byte into English LINC 2*, while also accommodating computer novices entering the LINC program at the LINC 3 level. *Byte into English LINC 3* is divided into three units: Word Processing, Using the World Wide Web, and Using E-mail.

Word Processing

The Word Processing unit is made up of three sections: The Basics, Working with Text, and Working with Objects.

The Basics provides a review of some of the word processing skills taught in LINC 2 and ensures that all students will have the essential word processing skills (keyboarding, printing, saving files, opening files, and editing) needed to complete the lessons in the rest of the manual. It also provides an introduction to some of the features of Microsoft Word® 97 such as the spelling and grammar check feature. Lessons in The Basics build on each other and would therefore be most effective taught in the order that they are presented. For example, in Lesson Five: Opening Documents, students are asked to continue a story that they began writing in Lesson Four: Saving Documents.

In Working with Text, students learn further word processing skills such as formatting, page setup, working with tabs, and writing personal business letters. The lessons in Working with Text can be taught either out of sequence (you may choose to present a particular lesson based on the theme, language skill, or computer skill involved) or in the order that they are presented in the manual. Thus many lessons include two versions of the Lab Assignment. The Basic Lab Assignment involves using the word processing skills presented in the current lesson only. This will accommodate those classes that are working through the lessons out of sequence, as students will not need to have completed the previous lessons in order to complete the current Lab Assignment. The Review Lab Assignment involves using the skills presented in the current lesson as well as skills presented in previous lessons. This will accommodate classes that are working through lessons in sequence, providing students with an opportunity to continually review previously learned skills as they practise newly learned skills.

In Working with Objects, students learn how to work with clip art and word art. Students do not need to have completed all the lessons in Working with Text to do the lessons in Working with Objects and for this reason again, there are Basic and Review Lab Assignments.

The Internet: Using the World Wide Web

This unit covers such skills as identifying links and browsing for information, using URLs to access Web sites, performing simple keyword searches, and last but certainly not least, evaluating information found on the Web. Each lesson includes a variety of theme-based Lab Assignments in the hopes that they might coincide with themes or topics being covered in the classroom. These Lab Assignments can also be used as samples in designing your own Lab Assignments. The appendix at the back of this book provides a list of Web sites that could be used for this purpose.

Although the Web sites included in this unit were current at the time of printing, Web sites can change or disappear at any time. Keep this in mind when doing the WWW lessons. Check to make sure that the sites are still working or haven't changed. A good way to do this is to complete a Lab Assignment yourself before assigning it to the class.

User Guide

The Internet: Using E-mail

In this unit students set up an e-mail account and learn basic e-mail skills such as sending, reading, and replying to messages, using the Address Book, and using folders to organize mail.

Adaptability

One of objectives in developing *Byte into English LINC 3* was to provide the LINC 3 teacher with a resource of computer lab activities that could be used in conjunction with work being done in the classroom. For this reason, most of the lessons are theme-based. However, knowing that a theme in *Byte into English LINC 3* may not always correspond with a theme or topic being covered in the class, many computer lab assignments are easily adaptable to reflect classroom themes. For instance, lessons that involve writing tasks include a version of the Lab Assignment in which the writing topic is not specified. As part of the Lab Assignment for Word Processing Lesson 4, for example, students are asked to write about their trip to Canada. A teacher can decide to use the blank Lab Assignment page instead, inserting a writing topic that reflects a theme being covered in the classroom. Some of the lessons that involve reading tasks can also be easily adapted to reflect classroom themes. For example, for Word Processing Lesson 6, the teacher prepares a document made up of two short paragraphs containing mistakes or misinformation and copies this document on student floppy disks. Once again, these paragraphs could be substituted with two paragraphs reflecting classroom themes.

Whether the lessons in *Byte into English LINC 3* are used as presented here or adapted to suit an individual class, it is sincerely hoped that both students and teachers will find this resource to be an interesting and useful addition to their existing LINC 3 curriculum.

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UNIT 1 WORD PROCESSING

1

THE BASICS

| LESSON | CLB 3, 4 LANGUAGE COMPETENCIES | COMPUTER SKILLS | TASKS/ACTIVITIES | THEME | PAGE |
|--|---|---|---|------------------|------|
| 1 Word Processing | Writing: Copy Information | <ul style="list-style-type: none"> •Use a word processing program •Use a keyboard | <ul style="list-style-type: none"> •Copy text •Copy text inserting missing words | Word Processing | 3 |
| 2 Automatic Features | Listening: Instructions | <ul style="list-style-type: none"> •Manipulate windows •Begin a new document •Work with automatic features | <ul style="list-style-type: none"> •Follow oral instructions to learn how to recognize and use automatic features | N/A | 9 |
| 3 Punctuation Keys | Writing: Copy information | <ul style="list-style-type: none"> •Type basic punctuation keys •Understand and use menus, commands and dialog boxes •Preview a document before printing | <ul style="list-style-type: none"> •Copy a text including punctuation •Copy a text inserting missing punctuation | General | 17 |
| 4 Saving Documents | Writing: Describe personal situations | <ul style="list-style-type: none"> •Save a document | <ul style="list-style-type: none"> •Write a story | Coming to Canada | 25 |
| 5 Opening Documents | Writing: Describe personal situations | <ul style="list-style-type: none"> •Open a document, make changes, and save | <ul style="list-style-type: none"> •Continue story from previous lesson | Life in Canada | 35 |
|  6 Editing | Listening: Instructions Reading: Unformatted texts | <ul style="list-style-type: none"> •Select text •Edit a document | <ul style="list-style-type: none"> •Listen to instructions to edit a document •Find and edit mistakes in a document | Canada | 41 |
|  7 Spelling and Grammar Check | Reading: Formatted texts | <ul style="list-style-type: none"> •Check spelling and grammar using right click | <ul style="list-style-type: none"> •Correct spelling and grammar mistakes by choosing from a list of suggested corrections | Employment | 51 |

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WORKING WITH TEXT

| LESSON | CLB 3, 4 LANGUAGE COMPETENCIES | COMPUTER SKILLS | TASKS | THEME | PAGE |
|---|---|--|---|------------------|------|
|  8 Formatting | Listening: Instructions Reading: Instructional texts | <ul style="list-style-type: none"> •Format a document | <ul style="list-style-type: none"> •Listen to instructions to format a document •Read and follow instructions to format a document | Employment | 59 |
| 9 Line Spacing | Writing: Describe personal situations | <ul style="list-style-type: none"> •Select views •Zoom •Apply spacing to text | <ul style="list-style-type: none"> •Write three paragraphs, each with different line spacing | Daily Events | 75 |
| 10 Page Setup | Writing: Describe personal situations | <ul style="list-style-type: none"> •Set margins •Set page orientation | <ul style="list-style-type: none"> •Create three documents, each with different page properties | Going Out | 85 |
| 11 Personal Business Letters | Writing: Copy information and describe personal situations | <ul style="list-style-type: none"> •Write a personal business letter using proper letter format | <ul style="list-style-type: none"> •Copy personal business letters •Write personal business letters by following samples and substituting details | Housing | 93 |
| 12 Setting Tabs | Reading: Formatted texts | <ul style="list-style-type: none"> •Set and use tabs to organize information | <ul style="list-style-type: none"> •Organize abbreviations and corresponding meanings into columns | Housing | 105 |
|  13 Cut, Copy, Paste | Reading: Instructions and unformatted texts | <ul style="list-style-type: none"> •Select sentences •Cut, copy, and paste text | <ul style="list-style-type: none"> •Put story sentences in order using pictures as a reference | Household Safety | 113 |
|  14 Advanced Selecting and Formatting | Reading: Formatted, unformatted texts, and instructions | <ul style="list-style-type: none"> •Select text •Format a document | <ul style="list-style-type: none"> •Match underline styles and effects •Read and follow instructions to format a document | Household Safety | 121 |

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WORKING WITH OBJECTS

| LESSON | CLB 3, 4 LANGUAGE COMPETENCIES | COMPUTER SKILLS | TASKS | THEME | PAGE |
|--|--|--|---|-----------|------|
| 15 Clip Art | Writing: Describe personal situations | <ul style="list-style-type: none"> •Insert clip art into document •Size, move, and wrap text around clip art | <ul style="list-style-type: none"> •Write three paragraphs, illustrating each paragraph with a related clip art picture | General | 133 |
|  16 More Clip Art | Reading: Information texts Writing: Copy information and express simple ideas | <ul style="list-style-type: none"> •Import clip art from Design Gallery Live and insert into document | <ul style="list-style-type: none"> •Match list of definitions to pictures •Copy text and illustrate with clip art •Compose text and illustrate with clip art | Cooking 🌟 | 145 |
|  17 WordArt | Reading: Unformatted texts Writing: Copy information and express simple ideas | <ul style="list-style-type: none"> •Insert WordArt into document | <ul style="list-style-type: none"> •Use WordArt to match titles and morals to fables •Write a fable and format with WordArt and clip art | Fables | 153 |

UNIT 2 THE INTERNET: USING THE WORLD WIDE WEB

163

| | | | | | |
|--|---|--|--|---|-----|
|  1 Introduction to the WWW | Reading: Formatted texts | <ul style="list-style-type: none"> •Identify links •Browse the Web for information | <ul style="list-style-type: none"> •Find information by clicking on links | <ul style="list-style-type: none"> •Weather •Newspapers | 165 |
| 2 URLs | Listening/Speaking: Information Writing: Copy information Reading: Formatted texts | <ul style="list-style-type: none"> •Understand and use URLs | <ul style="list-style-type: none"> •Ask for and give URLs •Use URLs to access Web sites and find information | <ul style="list-style-type: none"> •Cooking 🌟 •Fabric Care 🌟 •Animals •Body Parts •Home Safety 🌟 | 175 |
| 3 Searching for Information | Reading: Formatted texts | <ul style="list-style-type: none"> •Do a keyword search •Use browser toolbar buttons | <ul style="list-style-type: none"> •Find information on a specific topic | <ul style="list-style-type: none"> •Animals •Famous Canadians •Canadian Geography | 195 |
| 4 Evaluating Information | Reading: Formatted texts | <ul style="list-style-type: none"> •Evaluate information on the Web | <ul style="list-style-type: none"> •Go through checklist to determine whether a Web site/page is a reliable source of information | Teacher's Choice | 209 |

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UNIT 3 THE INTERNET: USING E-MAIL

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| LESSON | CLB 3, 4 LANGUAGE COMPETENCIES | COMPUTER SKILLS | TASKS | THEME | PAGE |
|--|---|---|---|-------------|------|
|  1 Setting Up an Account | Writing: Fill out simple forms | •Set up an e-mail account | •Fill out a form to set up an e-mail account | N/A | 215 |
|  2 Sending Messages | Reading: Formatted texts Writing: Describe personal situations | •Recognize and read new messages •Compose and send messages | •Send a new message •Read a new message | Movies ⚙️ | 223 |
|  3 Address Book | Listening/Speaking: Information Writing: Fill out simple forms | •Learn to say e-mail addresses •Use the address book •Recognized bounced messages | •Collect e-mail addresses from classmates •Input information into address book | N/A | 231 |
|  4 Replying to a Message | Writing: Describe personal situations | •Save an address •Reply to an e-mail message | •E-mail a classmate requesting information •Reply to a classmate | General | 239 |
| 5 Folders | Reading: Formatted texts Writing: Describe personal situations | •Use e-mail folders | •Save an outgoing message to the Sent folder •Save an unfinished message to the Draft folder •Delete messages | Shopping ⚙️ | 247 |
| Appendix of Websites | | | | | 255 |
| Glossary | | | | | 265 |
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Lesson 12: Setting Tabs

The objective of this lesson is to show students how to set simple tabs in order to organize information into columns.

Language Competency

- Reading: Formatted text

Computer Skills

- Set and use tabs to organize information

Task

- Organize abbreviations and corresponding meanings into columns



Adapt the Lab Assignment to reflect a theme or topic being covered in the classroom.

Materials

- Basic and Review Lab Assignments
- Worksheet
- Floppy disks

Lesson Presentation

1. Start Microsoft Word and have students do the same. Ask students to press the **Tab** key while looking at the ruler and note that the tab stops occur at every $\frac{1}{2}$ inch across the page. Have students press the **Backspace** key and note that again the insertion point stops at the tab stops. Explain that these are the default tab stops.
2. Explain that it is possible to change the tab stops by clicking **Format** on the menu bar and clicking **Tabs**. Show students how to set and clear tabs.
3. Demonstrate how to set two or three simple tabs and then organize information into two or three columns using the Tab key. Information to be organized into columns could include a list of adjectives and their opposites or a list of irregular verbs in the simple, past, and past participle forms. Create headings for each column if desired.
4. Give students time to practice organizing the information into columns.
5. Have students do the Lab Assignment.
6. Assign the Worksheet.

Vocabulary

clear

ruler

tab stop

default

set

Tab key



Basic Lab Assignment

Look at the following rental ads. Circle the abbreviations in each ad, and then write the full form of each abbreviation in the spaces below.

3 bdrm.
townhome w/
fin. bsmt. No
pets, no
smkg....

2 bedroom
duplex, dble.
garage, 6 appl.
Water and
heat incl. \$600,
\$600 dd. Ph.
Donna...

Beautiful 2
storey house.
Fenced yd., f/p,
3 bedrooms.
Avail. Immed.
Call
444-4444.
Leave msg.....

Lge. 1 bedroom
ste., renov.,
balc. Prkg.
included...

3rd flr. bach.
suite. Quiet
bldg. \$500/mo.
including
utils....

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Now you will organize the abbreviations and meanings into two columns. The first column will begin at 1" on the ruler and the second column will begin at 4" on the ruler.

1. Set the tabs for 1" and 4".
2. Press the **Tab** key to go to the first tab stop (1"). Type **ABBREVIATIONS**.
3. Press the **Tab** key to go to the second tab stop (4"). Type **MEANINGS**.
4. Type the abbreviations on the left side, under the heading **ABBREVIATIONS**. Type the meanings on the right side, under the heading **MEANINGS**.
5. After the first five abbreviations, save this document on your floppy disk with the file name **Tabs**. Continue to work on this document and save your work periodically.
6. Once you have finished, type your name at the bottom.
7. Save your work and print your document.

Review Lab Assignment



Skills reviewed: Formatting (Lesson 8), Zoom, Line spacing (Lesson 9), Margins (Lesson 10)

Look at the following rental ads. Circle the abbreviations in each ad, and then write the full form of each abbreviation in the spaces below.

| | | | | |
|---|--|---|---|---|
| 3 bdrm. townhome w/ fin. bsmt. No pets, no smkg.... | 2 bedroom duplex, dble. garage, 6 appl. Water and heat incl. \$600, \$600 dd. Ph. Donna... | Beautiful 2 storey house. Fenced yd., f/p, 3 bedrooms. Avail. Immed. Call 444-4444. Leave msg..... | Lge. 1 bedroom ste., renov., balc. Prkg. included... | 3rd flr. bach. suite. Quiet bldg. \$500/mo. including utils.... |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

Now you will organize the abbreviations and meanings into two columns. The first column will begin at 1" on the ruler and the second column will begin at 4" on the ruler.

1. Set the tabs for 1" and 4".
2. Press the **Tab** key to go to the first tab stop (1"). Type **ABBREVIATIONS**.
3. Press the **Tab** key to go to the second tab stop (4"). Type **MEANINGS**.
4. Set the line spacing at 1.5 lines.
5. Type the abbreviations on the left side, under the heading **ABBREVIATIONS**. Type the meanings on the right side, under the heading **MEANINGS**.
6. After the first five abbreviations, save this document on your floppy disk with the file name **Tabs**. Continue to work on this document and save your work periodically.



Review Lab Assignment

7. Once you have finished, type your name at the bottom, right aligned. Use a different font and make it italic.
8. Change the headings (**ABBREVIATIONS** and **MEANINGS**) to a different font. Make them bold and underline them.
9. Go to *Print Preview* or zoom to *Whole Page*. Make sure that your document fits on one page. If not, make the top and bottom margins smaller (for example, .8") or make the font size smaller.
10. Save your work and print your document.



A Tabs

1. How far apart are the default tab stops? _____
2. Where is the Tab key on the keyboard? _____
3. Which menu do you open to set tabs? _____
4. Why did you use tabs in this lesson? _____

B What's the Word?

| | | |
|---------|-------|-----------|
| clear | ruler | tab stops |
| default | set | Tab key |

1. Use a _____ to measure.
2. Use the _____ to move to the tab stops.
3. A _____ setting is a setting that a computer program has before you change it (for example, font, font size, margins, tab stops).
4. _____ means "put in place" or "make ready for use."
5. _____ means "take out."
6. By default, _____ occur every 1/2 inch across the ruler.

C Set or Clear?

1. Dinner is almost ready. Could you _____ the table, please?
2. You should _____ the snow and ice from your sidewalk. It's very slippery. Someone could slip and fall.
3. "Did you hear the news? Joe and Kathy are getting married!"
"Oh really? Have they _____ a date yet?"
4. I usually _____ my alarm clock for 7:30 a.m.
5. Wow! That was a great dinner! Who will help me _____ the table?



Teacher's Notes

Default Settings

Default settings are the settings that always appear before you change them. For example, every time you begin a new document, the tab stops occur every 1/2" across the page. These are the default tab stops.

Tabs

Tabs provide us with a simple way to organize information into columns. To set tab stops:

- Click **Format, Tabs**.
- In the *Tab stop position* box indicate where you would like to set a tab (for example, **1.5**).
- Click **Set**.
- In the *Tab stop position* box indicate where you would like to set your next tab stop (for example, **3.5**).
- Click **Set**.
- Click **OK**.



To clear tab stops:

- Click **Format, Tabs**.
- Under the *Tab stop position* box, click the tab stop you would like to clear (for example, **1.5**). It appears in the *Tab stop position* box.
- Click **Clear**.
- Click **OK**.

Automatic Features

There may be times when you do not want automatic features activated, such as when you are typing a list of words that you do not necessarily want capitalized. Perhaps you are typing in a different language. (What? Not during English class!) Maybe you are typing a list of names or abbreviations not included in the Microsoft Word dictionary, and you do not want to see those annoying red and green wavy lines clutter up your document. In doing this lesson, you or your students may find that this is one such occasion where the automatic features prove to be more of a hindrance than help. It is possible to turn these automatic features off.

To turn off the automatic capitalization feature:

- Click **Tools, AutoCorrect**.
- Click the box next to *Capitalize first letter of sentences* to clear it.
- Click **OK**.



To turn off the Spelling and Grammar Check feature:

- Click **Tools, Options**.
- Click the **Spelling & Grammar** tab.
- Click the boxes next to *Check spelling as you type* and *Check grammar as you type* to clear them.
- Click **OK**.

| Worksheet | | Answer Key | |
|---|--|--------------|-----------|
| A. | | B. | C. |
| 1. 1/2 (.5) inch | | 1. ruler | 1. set |
| 2. In the top left corner | | 2. Tab key | 2. clear |
| 3. Format | | 3. default | 3. set |
| 4. To organize information into columns | | 4. Set | 4. set |
| | | 5. Clear | 5. clear |
| | | 6. tab stops | |