

**Solution Manual for Illustrated Microsoft Office 365 and Word 2016 Intermediate
1st Edition Duffy Cram 1305878299 9781305878297**

Full link download:

Solution Manual :

<https://testbankpack.com/p/solution-manual-for-illustrated-microsoft-office-365-and-word-2016-intermediate-1st-edition-duffy-cram-1305878299-9781305878297/>

Test Bank:

<https://testbankpack.com/p/test-bank-for-illustrated-microsoft-office-365-and-word-2016-intermediate-1st-edition-duffy-cram-1305878299-9781305878297/>

A Guide to this Instructor's Manual:

We have designed this Instructor's Manual to supplement and enhance your teaching experience through classroom activities and a cohesive module summary.

This document is organized chronologically, using the same heading in **blue** that you see in the textbook. Under each heading you will find (in order): Lecture Notes that summarize the section, Teacher Tips, Classroom Activities, and Lab Activities. Pay special attention to teaching tips, and activities geared towards quizzing your students, enhancing their critical thinking skills, and encouraging experimentation within the software.

In addition to this Instructor's Manual, our Instructor's Resources Site also contains PowerPoint Presentations, Test Banks, and other supplements to aid in your teaching experience.

Table of Contents

| | |
|---|----|
| <u>Module Objectives</u> | 1 |
| <u>Word 26: Cut and Paste Text</u> | 2 |
| <u>Word 28: Copy and Paste Text</u> | 4 |
| <u>Word 30: Use the Office Clipboard</u> | 6 |
| <u>Word 32: Find and Replace Text</u> | 8 |
| <u>Word 34: Check Spelling and Grammar</u> | 10 |
| <u>Word 36: Research Information</u> | 12 |
| <u>Word 38: Add Hyperlinks</u> | 14 |
| <u>Word 40: Work with Document Properties</u> | 16 |
| <u>End of Module Material</u> | 18 |

Module Objectives

After completing this module, you will be able to:

- Cut and paste text
- Copy and paste text
- Use the Office Clipboard
- Find and replace text
- Check spelling and grammar
- Research information
- Add hyperlinks
- Work with document properties

Word 26: Cut and Paste Text

LEARNING OUTCOMES

- ✓ Open a document and save it with a new filename
- ✓ Edit text using formatting marks
- ✓ Cut and paste text

LECTURE NOTES

- ✓ Refer to FIGURE 2-1 to illustrate cutting and pasting. Refer to FIGURE 2-2 to show text being moved using the drag-and-drop method.
- ✓ Present two methods for moving text from one location in a document to another location: first, by using the Cut and Paste buttons to move text, and second, by using the mouse to drag text from one location to another. Explain the merits of each method.
- ✓ Mention the concept of the Clipboard, but cover this topic thoroughly when discussing the Office Clipboard lesson on Word 30.
- ✓ Demonstrate how to cut and paste text using the buttons in the Clipboard group on the HOME tab. Also, make sure to cover the time-saving keyboard shortcuts covered in 'Using keyboard shortcuts' on Word 27.
- ✓ Demonstrate for students how to move text using the drag-and-drop method. After selecting text, press and hold the left mouse button so that the move pointer appears. Show students how pressing [Ctrl] as you hold the mouse button changes the pointer. Explain that you must continue to press the mouse button while you drag the selected text to a new location. Releasing the mouse button too early will deselect the text or drop it in the wrong location.
- ✓ Use FIGURE 2-1 and FIGURE 2-2 to review working with formatting marks displayed in a document. Remind students of how to toggle formatting marks on and off in a document. Identify each type of formatting mark for students. Also demonstrate the advantages of working with formatting marks turned on when you are selecting, cutting, copying, and pasting text.

TEACHER TIP

Explain to students that becoming skilled at using keyboard shortcuts can help them to quickly accomplish many of the tasks they perform frequently in Word. Demonstrate frequently used keyboard shortcuts including [Ctrl][X] to cut text, [Ctrl][C] to copy text, [Ctrl][V] to paste text, [Ctrl][S] to save a document, [Ctrl][B] to apply bold, [Ctrl][I] to apply italic, and [Ctrl][U] to apply the current underline.

CLASSROOM ACTIVITIES

1. Quick Quiz:

Name four ways to cut and paste text. (using the Cut and Paste buttons in the Clipboard group on the HOME tab; pressing [Ctrl][X], moving the insertion point to its new location, and then pressing [Ctrl][V]; right-clicking the selected text and clicking Cut on the shortcut menu, moving the insertion point to its new location, right-clicking the new location and clicking Paste on the shortcut menu;

selecting the text, pressing the left mouse button and [Ctrl], as you drag the selected text to its new location)

2. Critical Thinking:

What is the difference between the Cut command and the Drag and Drop command? When would you use each?

LAB ACTIVITY

Discuss the Ribbon in Word 2016, pointing out the tabs, and how information is grouped on each tab. Discuss the usefulness of ScreenTips. Demonstrate moving the pointer over buttons on the HOME tab to reveal the associated ScreenTips. Allow time for students to explore the Ribbon, its tabs, the groups on each tab, the buttons in each group, and the ScreenTips associated with some buttons.

Word 28: Copy and Paste Text

LEARNING OUTCOMES

- ✓ Copy and paste text
- ✓ Format pasted text with the Paste Options button

LECTURE NOTES

- ✓ Remind students that copied text appears in both the original location and the new location.
- ✓ Review the methods for copying text and pasting text:
 - Copy and Paste buttons in the Clipboard group on the HOME tab.
 - Copy and Paste commands on the menu that opens when they right-click selected text.
 - Drag and drop selected text while pressing [Ctrl].
 - Keystroke commands [Ctrl][C] to copy text and [Ctrl][V] to paste text.
- ✓ Demonstrate how to use the Paste Options button to determine the format of pasted text, and encourage students to use this time-saving feature.

TEACHER TIP

Remind students to proofread their work carefully after they have copied and pasted or cut and pasted text to new locations to ensure the text states what they intended. For example, they should check to be sure subject and verb agreement are still accurate and to be sure that a word wasn't copied or cut by mistake.

CLASSROOM ACTIVITIES

1. Quick Quiz:

Name four ways to copy and paste text. (using the Copy and Paste buttons in the Clipboard group on the HOME tab; pressing [Ctrl][C], moving the insertion point to its new location, and then pressing [Ctrl][V]; right-clicking the selected text and clicking Copy on the shortcut menu, moving the insertion point to its new location, right-clicking the new location and clicking Paste on the shortcut menu; selecting the text, pressing the left mouse button and [Ctrl], as you drag the selected text to its new location)

2. Class Discussion:

Ask students to describe how they would go about moving or copying text from one part of a long document to another part of the same document. After students have answered, demonstrate the difference between scrolling to navigate the document and using the Split button in the Window group on the VIEW tab to split the document window into two panes.

3. Critical Thinking:

What is the difference between the Cut command and the Copy command? When would you use each?

Word 30: Use the Office Clipboard

LEARNING OUTCOMES

- ✓ Copy and cut items to the Clipboard
- ✓ Paste items from the Clipboard

LECTURE NOTES

- ✓ Refer to FIGURE 2-5 as you discuss the Office Clipboard.
- ✓ Remind students that the Office Clipboard can hold up to 24 items. Make sure students understand they can paste any item on the Office Clipboard into a document as many times as they wish. In addition, the Office Clipboard is available in all Office applications, so it can be used to move items from one Office program into another Office program.
- ✓ Review the differences between the system Clipboard and the Office Clipboard:
 - The system Clipboard holds just one item—the last item cut or copied from a document. The Office Clipboard holds up to 24 items.
 - The items on the Office Clipboard can be viewed in the Clipboard pane. The item on the system Clipboard cannot be viewed.
- ✓ Demonstrate the function of the Paste All and Clear All buttons on the Clipboard pane. Also demonstrate how to use the Options button on the Clipboard pane to change the options for displaying the Office Clipboard.
- ✓ Remind students that they can also use the keystroke commands to cut, copy, and paste items. Press [Ctrl][X] to cut an item, [Ctrl][C] to copy an item, and [Ctrl][V] to paste an item.
- ✓ Demonstrate how to cut or copy text from one document and paste it into another document. Show students how to work with both documents open in the program window at the same time. Also, demonstrate using the Arrange All command in the Window group on the VIEW tab to show all open documents on the screen at the same time.

TEACHER TIP

Depending on the size of the student's monitor, their screens might not match the figures in the book. For example, the Clipboard pane might be narrower or wider, making the text in the pane wrap differently than the text shown in the figures in the book. Demonstrate how to make the Clipboard pane wider or narrower by using the adjust size pointer to drag the right edge of the Clipboard pane to the right to make the pane wider or to the left to make the pane narrower. The adjust size pointer is a horizontal line with arrows on each end.

CLASSROOM ACTIVITIES

1. Quick Quiz:

Ask students to describe as many features of the Office Clipboard as they can in one minute. Answers might include:

- ✓ Holds up to 24 items.
- ✓ Displays items in the Clipboard pane.
- ✓ Can be used in any Office program.
- ✓ Items can be pasted more than once.
- ✓ Icons show the program from which the item was collected.
- ✓ The last item collected displays at the top of the Clipboard pane.
- ✓ Clicking an item on the Office Clipboard pastes it at the location of the insertion point.

2. Critical Thinking:

Why is it important to use the Clear All button in the Clipboard pane when you are done with your work, especially in a lab setting?

LAB ACTIVITY

Demonstrate how to use the Office Clipboard to paste text and graphics cut or copied from one Office program into another Office program. For example, copy a paragraph of text from Word and paste it into a PowerPoint slide or an Excel worksheet. Either provide students with files you have already created, such as the ones you used in the demonstration, or have students create two documents in Word and one slide in PowerPoint. Tell them not to worry about the content. Have students use the files to practice cutting and pasting, as well as copying and pasting, content between documents and between programs.

[Word 32: Find and Replace Text](#)

LEARNING OUTCOMES

- ✓ Replace text
- ✓ Find text with the Navigation pane
- ✓ Navigate a document

LECTURE NOTES

- ✓ Refer to FIGURE 2-7 when discussing the Find and Replace options.
- ✓ Demonstrate how to find text in a document and then how to replace it with different text. Emphasize that this feature can save a great deal of editing time. A key concept is global replace. A global replace will find and replace all occurrences of a word or phrase at once.
- ✓ Demonstrate the difference between Replace All and Find Next. You can choose to click Replace All in the Find and Replace dialog box to replace all occurrences of the Find Text without reviewing it, or you can click Find Next to review each occurrence before you replace it.

TEACHER TIP

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

CLASSROOM ACTIVITIES**1. Class Discussion:**

Use FIGURE 2-7 on page Word 33 to point out the powerful search options available through the Find and Replace dialog box. Ask students to come up with situations or examples of when each search option might be useful. Demonstrate how to use the Format and Special drop down lists on the Replace tab of the dialog box to search for and replace formatting and special characters.

2. Group Activity:

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

Word 34: Check Spelling and Grammar**LEARNING OUTCOMES**

- ✓ Ignore correctly spelled words
- ✓ Correct spelling errors
- ✓ Correct grammar errors

LECTURE NOTES

- ✓ Refer to FIGURE 2-9 to show the Spelling pane.
- ✓ Demonstrate how to use the Word Spelling and Grammar checker to identify and correct mistakes in documents. Emphasize to students that these features do not catch every error; careful proofreading is still required.
- ✓ Review and demonstrate each of the options available in the Spelling and Grammar panes when a spelling or grammar error is flagged. Remind students that a red wavy underline indicates a possible spelling error, and a blue wavy underline indicates a possible grammar error.

TEACHER TIP

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

CLASSROOM ACTIVITIES**1. Quick Quiz:**

Display FIGURE 2-9 on a projection screen. Point to the different buttons and text boxes and call on students to explain each option or area of the Spelling pane.

2. Critical Thinking:

Even if you have used the Spelling and Grammar checker to check your document, why is it still important to proofread your work?

Word 36: Research Information

LEARNING OUTCOMES

- ✓ Find synonyms using the Thesaurus
- ✓ Check the word count

LECTURE NOTES

- ✓ Refer to FIGURE 2-10 to discuss the Thesaurus pane.
- ✓ Explain to students that the Thesaurus is just one of the reference sources available through the Research pane. Review the options available in the pane when the Thesaurus is the active reference source.
- ✓ Also demonstrate how to find a synonym for a word by right-clicking it, pointing to Synonyms, and then clicking one of the choices on the menu that opens.

TEACHER TIP

Point out that a word might have several meanings in the Thesaurus, in which case students need to select the word that most closely matches their intended meaning, and then select a synonym from that list.

CLASSROOM ACTIVITIES

1. **Group Activity:**
Divide the class into small groups of two or three students. Ask each group to explore a different reference source available through the Research pane and to report their findings back to the class. Your students will need an active Internet connection to complete this activity.
2. **Assign a Project:**
Have students open and read one of the documents they have created up to this point in this course. Ask them to find several words they would like to replace and then use the Research pane to find a proper replacement. Have them highlight each word they replace. At the end of the document, have them type the following for each replacement: I replaced [word they replaced] with this word [highlighted word in document].
3. **Critical Thinking:**
The Word Count dialog box provides information about your document, including how many pages, words, characters (with and without spaces), paragraphs, and lines are included. When would information be useful?

Word 38: Add Hyperlinks

LEARNING OUTCOMES

- ✓ Insert a hyperlink
- ✓ Test hyperlinks
- ✓ E-mail a document from Word

LECTURE NOTES

- ✓ Refer to FIGURE 2-12 as you discuss the types of hyperlinks you can create and how to modify the ScreenTip associated with a hyperlink. Refer to FIGURE 2-13 as you point out hyperlinks in a document, how they look before and after they have been used, as well as how a ScreenTip provides additional information.
- ✓ Discuss the various types of hyperlinks that can be created including: to an existing file or Web page, within the active document, to a new document, and to an e-mail address.
- ✓ Demonstrate how to create a hyperlink and edit a ScreenTip.
- ✓ Discuss the benefit of using hyperlinks in documents that will be viewed electronically, as well as why they might want to remove a hyperlink in a document that will be viewed in print form only.

TEACHER TIP

Make sure students understand that if they plan to create a hyperlink to an existing Web page, they should obtain permission from the person, company, or organization associated with the Web page. Many pages have contact information as well as terms of use information that will help them find the person they need to contact in order to obtain permission.

CLASSROOM ACTIVITIES

1. Quick Quiz:

1. How do you open the Insert Hyperlink dialog box? (Click the Hyperlink button in the Links group on the INSERT tab.)
2. Once a hyperlink has been created in a document, how do you follow the link? (Hold [Ctrl] while clicking the hyperlinked text.)
3. Why might you edit a ScreenTip? (To provide additional information, such as a brief description of what you might find at the site if you follow the link.)

2. Critical Thinking:

Why is it important to obtain permission before creating a hyperlink to an existing Web page? Why might a person, company, or organization deny permission?

Word 40: Work with Document Properties

LEARNING OUTCOMES

- ✓ Edit document properties
- ✓ Remove document properties
- ✓ Modify advanced document properties

LECTURE NOTES

- ✓ Refer to FIGURE 2-14 as you discuss the Document Properties panel, and refer to FIGURE 2-15 to review the completed document ready for distribution.
- ✓ Point out that the Document Properties panel contains document properties associated with the document, and that sometimes you might not want that information to be available to others who are viewing the document electronically.
- ✓ Demonstrate using the Info screen accessed via the FILE tab. Discuss available features you can use to prepare a document for distribution including: viewing and modifying document properties, inspecting the document for tracked changes and other private or proprietary information you want to remove, encrypting the document, adding a digital signature, marking a document as final so no

changes can be made, and running the compatibility checker to see if the document contains any features that won't be supported by a previous version of Word.

- ✓ Demonstrate clicking the Document Properties list arrow to open the Properties dialog box, then discuss each of the tabs and the commands associated with each tab.

CLASSROOM ACTIVITIES

1. Quick Quiz:

1. T/F: The Confidentiality Checker detects and removes unwanted private or confidential information from a document. (False)
2. T/F: The Document Properties panel shows information similar to the information on the Summary tab in the Properties dialog box. (True)

2. Critical Thinking:

If you are distributing a document for electronic viewing, what should you do to prepare the document for distribution? Explain why you would perform each step.

LAB ACTIVITY

Have students open their copy of the Reason2Go press release document. Once opened, have them open the Document Properties panel and tell them to change the information in the Document Properties panel to reflect information that is specific to them, such as listing their name as the author and changing information in the Comments box. Then, have students open a new blank document and review the information in the Document Properties panel. Discuss the name that appears in the author field. Explain that the name is associated with the computer, and in a lab situation, they will probably have to type their name in the author field. Finally, have students open other documents they have created, such as those for Module 1, and explore the Document Properties panel in each of those documents. Suggest they also use the Document Inspector so they can detect and remove any unwanted private or proprietary information. Finally, have students summarize their findings and discuss why it is important to be in the habit of using the Document Properties panel and Inspect Document command.

End of Module Material

- ✓ **Concepts Reviews** consist of multiple choice, matching, and screen identification questions.
- ✓ **Skills Reviews** provide additional hands-on, step-by-step reinforcement.
- ✓ **Independent Challenges** are case projects requiring critical thinking and application of the module skills. The Independent Challenges increase in difficulty, with the first one in each module being the easiest. Independent Challenges 3 and 4 become increasingly open-ended, requiring more independent problem solving.
- ✓ **Visual Workshops** are practical, self-graded capstone projects that require independent problem solving.

[Top of Document](#)