



Government of **Western Australia**
Department of **Training**
and **Workforce Development**



central
INSTITUTE OF TECHNOLOGY

PRODUCE SIMPLE WORD PROCESSED DOCUMENTS
CERTIFICATE II IN BUILDING AND CONSTRUCTION
(PATHWAY – PARAPROFESSIONAL)
BSBITU201A
LEARNER’S GUIDE

BUILDING AND CONSTRUCTION



BC1924

Produce simple word processed documents

BSBITU201A

Learner's guide

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Contents

Welcome	7
Qualification overview.....	7
Unit overview.....	8
Resources.....	10
Self-checklist.....	11
About the icons.....	12
Section 1 – What is word processing?	13
Introduction.....	13
Section 2 – Ergonomics	15
Introduction.....	15
Setting up your workstation.....	15
Lighting.....	18
Eyes and body.....	19
Section 3 – Conservation of resources	21
Introduction.....	21
Conservation techniques.....	21
Section 4 – Drives, files and folders	23
Introduction.....	23
Getting organised.....	23
Folders.....	25
Section 5 – Getting help	
Introduction.....	29
How to get help.....	29
Section 6 – Documents: the basics	
Introduction.....	31
Getting started.....	31



Section 7 – Toolbars, tool buttons and shortcuts	33
Introduction.....	33
Toolbars and tool buttons	33
Keyboard shortcuts.....	34
Section 8 – Entering, navigating and selecting text.....	35
Introduction.....	35
Data entry	35
Navigating around a document.....	37
Selecting text.....	38
Section 9 – Basic editing and setting yourself up.....	39
Introduction.....	39
Using undo and redo	39
Copying and pasting.....	40
Cutting and pasting.....	40
Setting yourself up.....	41
Section 10 – Basic formatting	43
Introduction.....	43
Font formatting	43
Paragraph formatting.....	44
Section 11 – Printing	47
Introduction.....	47
Print preview.....	47
Printing	48
Section 12 – More on editing and formatting.....	49
Introduction.....	49
Finding and replacing text	49
Bullets and numbers.....	50
Format painter	51
Borders and shading	52



Section 13 – The View and Window menus	53
Introduction.....	53
View menu.....	53
Window menu.....	54
 Section 14 – Page setup	 55
Introduction.....	55
Page setup	55
 Section 15 – Graphics and drawings.....	 57
Introduction.....	57
Graphics	57
Drawings.....	58
 Section 16 – Templates and properties	 63
Introduction.....	63
Templates	63
Properties	64
 Section 17 – Letters.....	 65
Introduction.....	65
Letters.....	65
 Section 18 – Reviewing.....	 69
Introduction.....	69
Checking spelling and grammar	69
 Section 19 – Tables	 71
Introduction.....	71
Creating a table	71



Section 20 – Memos, faxes and agendas	75
Introduction.....	75
Memos.....	75
Designing a memo form	76
Fax cover sheets	77
Agendas	78
Section 21 – Other inserts	79
Introduction.....	79
Other inserts.....	79
Section 22 – Productivity tools	81
Introduction.....	81
AutoText.....	81
Macros.....	82
Annex A – Unit details	
Annex B – Learning plan	
Annex C – Assessment plan	
Annex D – Assessments	



Welcome

This guide will provide you with an introduction to producing word-processed documents.

Areas of explanation include how to:

- set up a document
- enter text
- use layout and formatting options
- save and print.

The guide is written for people who have little or no knowledge of word processors or what they can do. However, it does assume that you know your way around a computer keyboard and have basic knowledge of terms used and accessing menus in a computer program.

When you're employed in a paraprofessional position with a builder, whether it's in the main office or in the office on a project site, knowing how to produce professional-looking documents with a word processor will allow you to perform many routine tasks quickly and efficiently.

Qualification overview

This unit of competency, BSBITU201A *Produce simple word processed documents*, forms part of Certificate II in Building and Construction (Pathway – Paraprofessional) and is aimed at people who are considering a paraprofessional career in the residential building industry (as opposed to a career in the trade sector).

The course consists of 12 units of study and a period of work placement. These two components, study and work, will provide you with an introductory background to the paraprofessional side of the residential building industry.

To progress further in the industry from this introductory level, you will then need to specialise in a particular field of study such as building, estimating, scheduling, drafting or building design. Courses for these careers usually commence at Certificate IV level and progress through to diploma or even advanced diploma levels at a registered training provider who delivers these programs.

Some areas of study, such as architecture, interior design and construction management, can then be studied further at degree level at university.



Unit overview

This unit of competency specifies the outcomes required to correctly operate word-processing applications in the production of workplace documents.

Competence in this unit will be demonstrated by:

- designing and printing documents
- applying font and paragraph formatting
- applying page set-up formatting.

Unit summary

Some basic information for this unit of competency is provided below. You can find the full unit details at Annex A at the back of this guide.

Unit title	Produce simple word processed documents
Descriptor	This unit describes the performance outcomes, skills and knowledge required to correctly operate word processing applications in the production of workplace documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
National code	BSBITU201A
Employability skills	This unit contains employability skills.
Application	This unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of word processing and software in a defined context, under direct supervision or with limited individual responsibility.



Element 1 Prepare to produce documents	
1.1	Use safe work practices to ensure ergonomic, work organisation , energy and resource conservation requirements are addressed
1.2	Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required
1.3	Identify organisational and task requirements for document layout and design
Element 2 Produce documents	
2.1	Format document using appropriate software functions to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements
2.2	Use system features to identify and manipulate screen display options and controls
2.3	Use manuals, user documentation and online help to overcome problems with document presentation and production
Element 3 Finalise documents	
3.1	Ensure final document is previewed, checked , adjusted and printed in accordance with organisational and task requirements
3.2	Ensure document is prepared within designated time lines and organisational requirements
3.3	Name and store document in accordance with organisational requirements and exit application without information loss/damage



Skills recognition and recognition of prior learning (RPL)

You are encouraged to discuss with your lecturer any previous courses or work experience in which you have participated so that it can be recognised. Evidence must be provided.

Resources

Required

Your lecturer will provide you with:

- access to a classroom with computers with internet access
- access to word-processing software.

You will need to provide:

- a USB thumb drive
- an A4 notepad
- an A4 file for notes, handouts and other printed documents
- pens, pencils, eraser and highlighters.

Common abbreviations

Throughout this guide you will come across some abbreviations. Below is a list of the most commonly used ones.

Gb	Gigabyte
PC	Personal computer
RAM	Random-access memory



Self-checklist

As you work through this guide you are advised to return to this checklist and record your progress. Where you understand something and think that you can perform it 'easily', congratulations. Where your response is 'with help', revise the material in that section and/or discuss it with your lecturer or other learners in your group.

BSBITU201A Produce simple word processed documents	I understand	
	Easily	With help
Element 1 Prepare to produce documents		
1.1 Use safe work practices to ensure ergonomic, work organisation , energy and resource conservation requirements are addressed		
1.2 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required.		
1.3 Identify organisational and task requirements for document layout and design		
Element 2 Produce documents		
2.1 Format document using appropriate software functions to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements		
2.2 Use system features to identify and manipulate screen display options and controls		
2.3 Use manuals, user documentation and online help to overcome problems with document presentation and production		
Element 3 Recognise commonly used symbols and abbreviations		
3.1 Ensure final document is previewed, checked , adjusted and printed in accordance with organisational and task requirements		
3.2 Ensure document is prepared within designated time lines and organisational requirements		
3.3 Name and store document in accordance with organisational requirements and exit application without information loss/damage		



About the icons

Note that not all icons may appear in this guide.



Performance criteria

This icon indicates the performance criteria covered in a section. The performance criteria contribute to the elements of competency that you must demonstrate in your assessment.



Activity

This icon indicates that there is an activity for you to do.



Computer-based activity

This icon indicates that there is an activity for you to do on the computer.



Discussion

This icon indicates that there will be a discussion, which could be with a partner, a group or the whole class.



Research

This icon indicates that you are to do a research activity using the internet, texts, journals or other relevant sources to find out about something.



Case study

This icon indicates that there is a case study or scenario to read.



Think

This icon indicates that you should stop and think for a moment about the point being made or the question being asked.



Assessment task

This icon indicates that an activity or task is part of your assessment.



Section 1 – What is word processing?

Introduction

Someone who has never used a word-processing program may think that it's just 'typing on a computer', but it's a quantum leap above just typing. Some of the things you can do with a word processor include:

- change an existing document by inserting or deleting text (*editing*)
- copy and paste text, so that you never have to type something more than once
- copy and paste text from other sources
- present text in an almost infinite variety of ways (*formatting*)
- add pictures (*graphics*) to a document
- add tables, charts, diagrams, etc.



By the time you've worked your way through this guide, you'll be able to do all those things and more.

There are many software companies that produce word-processing programs – from the very sophisticated to relatively simple ones that are available to download for free from the internet. This guide isn't written for any particular company's software, but aims to give guidance about word processors in general. If the program you'll be using differs from the one discussed, your lecturer will point out the differences and perhaps get you to make notes in this guide.

This guide includes a mixture of information, instructions and exercises. The exercises are designed to make you familiar with many of the features of a word-processing program (we don't have time to cover everything) by producing various types of documents. These will be construction industry-related as far as possible, and may even be useful to you when you've finished the course.



Activity 1.1 Think about it

What kinds of documents are produced using word-processing programs in your workplace?





Section 2 – Ergonomics

Introduction

It's very important that you set up your office environment so that you work as safely and efficiently as possible when carrying out work on a computer.

Your computer use up until now may have been for short periods every few days, but if you're going to have a career in the administration side of the construction business, chances are you'll spend considerable time sitting at a computer. In that case, the information in this section could save you from illness or injury.



Performance criterion

- 1.1 Use safe work practices to ensure **ergonomic, work organisation**, energy and resource **conservation requirements** are addressed

Setting up your workstation

When you first start working in an office environment, you will need to adjust your desk, chair and computer to meet occupational health and safety requirements. It only takes a few minutes to do this.

There are some simple precautions you can take to minimise the risk of injury when using a computer. Let's start by looking at your workstation and find out how to make it healthier and more comfortable for you.

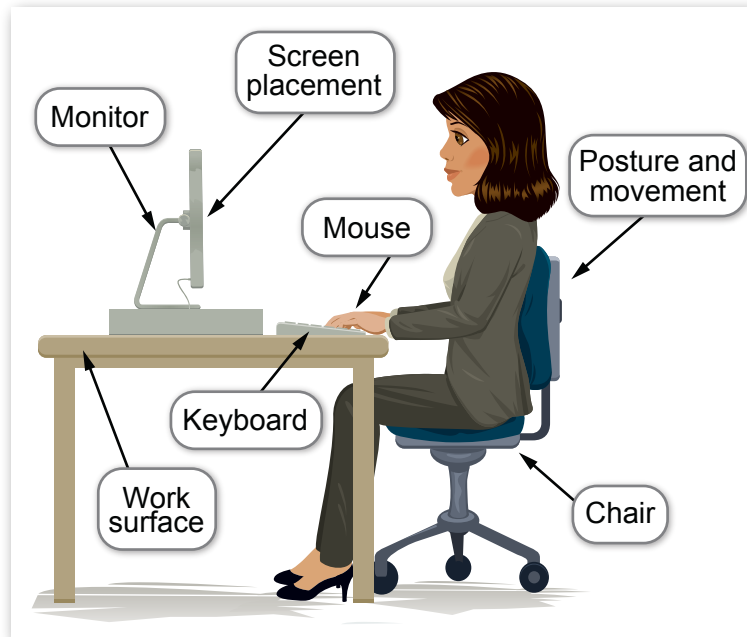


Figure 2.1: A person sitting correctly at a workstation.

Chair

Adjustable chairs improve your body position and blood circulation, reduce the strain on your muscles and decrease pressure on your back.

The height of your chair should be adjustable, and ideally you should be able to raise and lower your back rest and adjust the tilt of your seat. Some chairs have a forward tilt control that allows you to sit slightly forward. This can help reduce muscle fatigue in your forearms, neck and shoulders. When you are working, keep your back straight and your feet flat on the floor or on a footrest.

In addition to height and tilt adjustment, work chairs should:

- swivel
- have five wheels for stability
- use breathable fabric on the seat.

Work surface

The first step is to look at your desk or work surface. As you work, your elbows should be level with your desk height and in line with your keyboard. Your elbows should be at a 90-degree angle so that your forearms are parallel to the floor or sloping slightly downwards. You should have enough room under your desk for your legs to move freely.



Monitor

Your computer monitor should be approximately 50 cm away from your face, or at arm's length. As you work, you should be able to focus on your screen easily. Set the height of the monitor so that the top of the screen is below your eye level and the bottom of the screen can be read without having to bend your head down. The centre of your screen should be roughly at shoulder height.

Documents

Place any documents you are using in a document holder close to the monitor so that you don't have to twist your neck or bend your head down to read as you type. The document holder should be approximately 50 cm away from your face.

Keyboard

When you are typing on a keyboard, you should keep your forearms and wrists straight. Have your elbows bent at approximately 90-degrees so that your forearms are close to horizontal, and each hand should be in line with the forearm. If this causes your elbows to stick out away from the side of your body, you should re-adjust the height of your work surface.

Mouse

Place your mouse as close to the edge of your keyboard as you can, so you can reach it without stretching.



Activity 2.1 Check your workstation

Look at your workstation. Does it have the features mentioned here?

Are all the workstations in the room the same?



Lighting

The lighting surrounding your computer monitor can affect your eyes and the visibility of the work on your screen.



Figure 2.2: A person using correct lighting at a workstation.

Poor lighting can create reflections on the monitor, which increase eyestrain. The following tips will help you to correctly light your workstation.

- Avoid reflections and shadows by placing the monitor to the side of the light source(s), not directly underneath or between rows of lights. If the lighting is fluorescent strip lighting, make the sides of the desks parallel with the lights.
- Try not to put the monitor near a window. If this is unavoidable, make sure the monitor and the operator don't face the window.
- If the monitor is well away from windows, there are no other sources of bright light and you will be doing prolonged desk work, use a low level service light of 300 lux (lux is a unit of measurement for light). Your OHS representative will be able to measure this for you.
- If there are strongly contrasting light levels in the area then a moderate level of lighting (400 to 500 lux) may be desirable. High-quality, anti-glare screens may be necessary.



Activity 2.2 Check your environment

Look around you and see if the training room you're in meets the requirements listed on the previous page.

In the space below, note any issues you find.

Four horizontal lines for writing notes.

Eyes and body

Eyestrain

Staring at a computer screen for long periods can produce tired and sore eyes and eyestrain.

Take short rests and look into the middle distance (at a colourful poster, at a plant or out the window) to give your eyes a break. If necessary, close your eyes and lightly cover them with your hands, then breathe deeply several times.



Figure 2.3: A person looking away from the screen.

Note: One simple eye exercise is to sit upright and face forward, look left, then right, then up, then down. Repeat this several times without moving your head.



Posture and movement

When you work at a computer for long periods of time, you may find that your muscles become tired and sore. This happens when you sit in the same position for long periods or use your fingers to make the same quick and repetitive movements.

This can even develop into occupational overuse syndrome if you don't manage your work and workspace carefully.

You should sit correctly as discussed earlier, but even this can make your muscles tired. It's a good idea to move around occasionally and change your position for short periods to give yourself a rest.



Activity 2.3 Eye exercises

Practise doing simple eye exercises while you're sitting at your workstation.



Section 3 – Conservation of resources

Introduction

This section explains how you can work in an office setting in an environmentally friendly way.



Performance criterion

- 1.1 Use safe work practices to ensure **ergonomic, work organisation**, energy and resource **conservation requirements** are addressed

Conservation techniques

We all need to care for our environment, and there are many ways you can help, including the following.

- Switch off lights in storerooms, stationery rooms and toilets when they're not in use.
- Make sure your computer switches to standby when not in use.
- Make sure the photocopier switches to standby when not in use.
- Re label cardboard files and folders so you can use them again.
- Organise your desk so you can find pens and stationery easily and don't have to keep getting replacements.

Saving paper is one of the most effective ways to conserve resources. You should:

- reduce paper use by using alternative ways to communicate (such as email)
- reuse paper (such as by turning it over and printing on the other side)
- recycle used paper so it can be turned into new products.



Case study – Christa

Christa works for Alana in the office of a small construction company. She'd heard about conserving resources and wanted to try it in their own office.

She set up a meeting with Alana to talk to her about it, and Alana thought it was a great idea. 'Good for the environment and good for our budget!' she said.

They looked at the different things that would be practical to do in their small office, and decided to increase the amount of recycling they did and to reuse their old paper to print draft documents. They also changed the settings on their computers so that documents were printed on both sides of the page.

After three months, Alana started to notice a reduction in the money she was spending buying paper, and Christa felt great!



Here are 10 tips that don't take much effort to follow but can make a big difference.

1. Only print a document when it's really necessary.
2. Only use good quality paper when it's really necessary.
3. Reuse paper that has only been used once (unless it contains confidential information).
4. Put paper that can be used again ready for use by the printer, or save it for rough notes.
5. Print on recycled paper whenever possible.
6. Where possible, print two pages side by side.
7. Use a circulation slip and send a single document around to everyone, rather than printing one copy each.
8. Use the Print Preview function to avoid making printing mistakes.
9. Carefully proofread your work, correcting it and only reprinting the page(s) necessary.
10. Put waste paper in a separate bin or bag so that it can be collected by a recycling company.



Activity 3.1 10 Tips

Which of the 10 tips can you put to use in your own workplace?



Section 4 – Drives, files and folders

Introduction

Just as in any other part of your life, to work efficiently and quickly on a computer you need to be organised.

This section introduces you to the storage and organisational aspects of word processing.

There is a brief explanation of what drives, files and folders are, and then your lecturer will get you to put what you've learned into practice.



Performance criterion

3.3 **Name and store document** in accordance with organisational requirements and exit application without information loss/damage

Getting organised

Drives

While a computer is turned on, data is held in its *random-access memory* (RAM). The more RAM a computer has, the more 'powerful' it is.

Any data in the RAM (such as a document you are working on) is lost when the computer is turned off. Data must be stored on a drive if it is to be retrieved at a later date.

Your computer has at least one drive – a device called a *hard drive* that stores data.

The hard drive is a spinning disc that's usually given the label 'C', and is therefore known as the *C drive*. (The system you're using now may have lots of drives; each one will have a different letter of the alphabet to distinguish it).

The storage capacity of the drive usually depends on how old the computer is – most modern desktop computers have a capacity of tens or even hundreds of gigabytes (Gb).

There are also a number of portable storage drives available to enable data to be stored and transferred from one computer to another. Probably the most common are USB thumb drives. They are typically about 5 cm long, are inexpensive and can store a large amount of data.





One gigabyte of storage can hold over 1000 novels (uncompressed, at 100 000 words per novel). This is more than enough storage space for the type and amount of data you're likely to work with in an office environment.

The training provider you're studying with will have a data storage system. Your lecturer will show you how to access this and advise you whether you'll need a USB thumb drive while you're taking part in this unit.

Files

When you save data to a drive, it is stored in a *file*. You can name a file just about anything you like, but it's best to give it a logical name that indicates what it is such as Johnson project quote.

Most programs automatically add a three letter *file extension* to the file name. For example, if the above file was a word-processed document, the program it was created in would add an extension such as *.doc* to the file name.

Note: When naming files, there are some characters that you **can't** use. They are:

Character	Name
\	backslash
/	forward slash
:	colon
*	asterisk
?	question mark
!	exclamation mark
<	less than symbol
>	greater than symbol

Note: The full stop before a file extension is usually called 'dot', just as it is in an internet address.

Don't change file extensions. If you do, the program may not recognise the file next time you want to open it, so you could lose your data.



Folders

When you have just a few files on a drive, it's easy to keep track of them. However, it doesn't take long to get so many files that things become confusing and files become hard to find. This is when you need to create *folders*. The concept of keeping files in folders on a computer is just the same as keeping paper files in manila folders in a filing cabinet.

You should give folders logical names too. For instance, you might have folders called 'Quotes', 'Letters', 'Invoices', 'Wages', 'Personal' and so on.

Folders can also contain sub-folders. For example, your 'Letters' folder could contain sub-folders called 'January', 'February' and so on.



File management

Any workplace you find yourself in will have a file management system or folder structure in place so that you and others can locate files and folders quickly and easily.

If you don't follow the system and you lose files, work will need to be redone, and this can cost the company time and money.



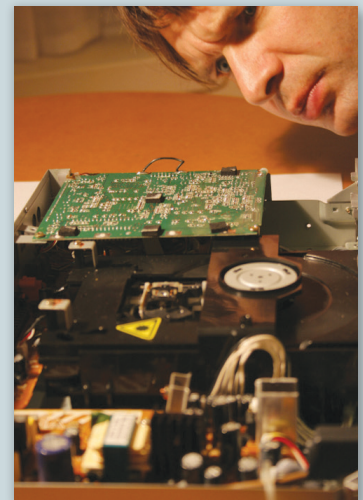
Case study – Jeremy

Jeremy had been in his new job in a drafting office for three weeks. His supervisor Olaf had taken him through the folder structure for the business a couple of times, but he still didn't really understand it.

Rather than ask Olaf to show him again, Jeremy decided to save his documents on his own C drive rather than use the folder structure. 'I can move them later when I get the hang of it,' he thought.

Then one morning there was an electrical storm and Jeremy's PC completely shorted out. No-one could get it working again, and finally the IT guy said, 'It's completely fried – we'll need to get a new PC for you, my friend.'

'Great!' thought Jeremy – until he remembered the files he had been saving on his C drive. They hadn't been backed up by the system, so were now lost – forever.



It's important to:

- use correct file and folder names, as specified by your company
- use logical, descriptive and consistent file names
- save files in the correct folder
- back up files.



File directories

A *file directory* is another term for a folder. It is a location on a hard drive or portable storage drive used for storing files. You may have sub-directories within a directory to better organise your files.

This system can be compared to an actual filing cabinet (the computer's hard drive), with a drawer in the cabinet (a directory, or folder), a manila folder in the drawer (a sub-directory) and a piece of paper in the manila folder (a file).

Look at the example shown here.

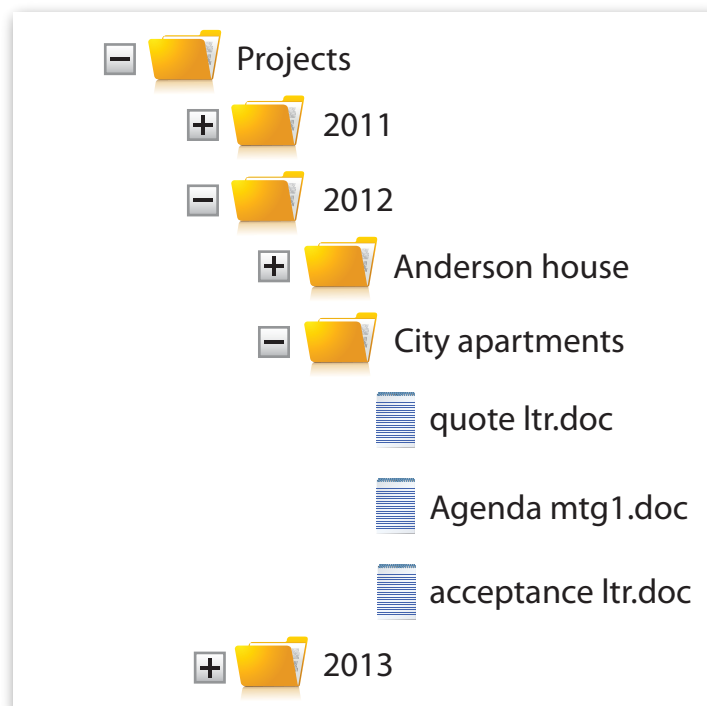


Figure 4.1: An example of a file directory.

File directories are created using the file management system in a computer's operating system. Your lecturer will discuss the operating system you'll be using to manage files for this unit.



File paths

A *file path* gives you directions to the file you're looking for. For example, the path to the 'quote ltr' file in the file directory shown in Figure 4.1 (if it was on the C drive) would be written as:

C:\Projects\2012\City apartments\quote ltr.doc



Activity 4.1 File management

With your lecturer's help, locate the folder where you'll store your files while doing this unit. Carry out the following file management tasks as instructed by your lecturer.

1. Create file directories on the hard drive.
2. Open files.
3. Save and rename files.
4. Retrieve files.
5. Make copies of your directories and files to your temporary storage area.





Section 5 – Getting help

Introduction

It may be a long time (if ever!) before you know everything there is to know about the computer programs you use.

You'll need help, especially in the early stages, with the many functions, choices and combinations of effects and formats that modern programs offer.

Try not to bother your workmates for this. There are other ways of getting help, and your colleagues won't thank you if you keep interrupting them with questions.



Performance criterion

2.3 Use manuals, user documentation and online help to overcome problems with document presentation and production

How to get help

There are several ways to get help with a computer program you're using.

Manuals

In the past, all computer programs were supplied with an operator's *manual*. This was usually a fairly thick book with step-by-step instructions and an index at the back.

Manuals are less common now, because the complexity of modern programs means they would have to be very thick, and software companies are rightly conscious of conserving the resources needed to print such thick books.

Also, the speed at which new versions of programs are released means that a manual is likely to become out of date in a very short time.





The Help function

All computer programs have a Help function.

There is usually a help button on the menu bar at the top of the screen. The **F1** key is assigned by nearly all software programs as the shortcut way to get help.

Depending on the program, its age and whether the computer has access to the internet, the help screen may be supplied by the program on the hard drive or by connecting to the software supplier's website.

Most programs' help screens have a choice of an index, a table of contents and a search function.

Other ways of getting help

If you can't find the answer to your problem using the Help function, try asking a question in your favourite search engine.

Try something like 'How do I do such and such in [insert your program]?' You may be surprised at the results!

Note: We mentioned above that the **F1** key is a shortcut way to access the Help function. From now on throughout this guide we will tell you which menu to access for the particular action being discussed, plus the shortcut way to get there, in bold.



Activity 5.1 Getting help

1. Press **F1** now and experiment with the Help function on your computer.
2. Type 'getting help' into the Search box and see what happens.



Section 6 – Documents: the basics

Introduction

This section explains some of the very first steps you need to take on your word-processing journey.

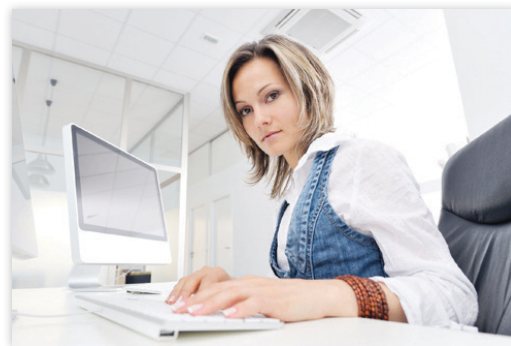


Performance criterion

3.3 **Name and store document** in accordance with organisational requirements and exit application without information loss/damage

Getting started

When you start a word-processing program, you'll have what looks like a blank sheet of paper on the screen. This is called a *document*, and in Section 8 we'll look at how to set them up so that you can work quickly and efficiently.



First we'll get a few basics done, including naming the document and saving it.



Activity 6.1 Creating and saving your first document

Start your word-processing program.

1. Open the View menu and select Print Layout. This will show you how the document would look if you printed it. It should be blank at the moment.

Note: From now on when we want you to carry out a menu selection, we'll just say 'Go to View/Print Layout', for example.

2. Next, go to Tools/Options which opens under the View tab. In the Formatting marks section tick the Paragraph marks box, then click OK.
3. Your document should now have a mark on the top line that looks like this ¶. This is called a paragraph mark and shows that the document has one empty paragraph in it.
4. Type a few letters or numbers, then hit the Enter key a few times.

Every time you hit the Enter key, it inserts a *paragraph break*. A paragraph can have text in it or it can be empty.

The ¶ symbol shows you where these paragraph breaks are, and you are strongly advised to always have them turned on. It's easy to get lost and have mysterious things happen if you don't!

5. Go to File/Save. In the dialogue box that appears, the word processor will suggest a file name for your document, usually the first few letters or numbers that appear on the first line. In place of what it suggests, type 'First document', but don't yet click Save.
6. Near the top of the dialogue box there will be a 'Save in' section. This is where you tell the word processor where you want to store the document. Your lecturer will tell you where this should be (it might be in your folder, on your USB thumb drive, or somewhere else).
7. Now click Save.
8. Now go to File/Close. Your document should close, and most of your screen should now be blank.
9. Start the word-processing program again. Go to File/Open and locate *First document*, then click Open (double-clicking the file name is a shortcut). Your document should be in front of you again. A shortcut for File/Open is **Ctrl+O**.
10. Go to File/Save As. This will let you save the document with a different name or in a different place (or both). A shortcut for File/Save As is **F12**.
11. In the File name window, call the file 'Document 2' and click Save. Then close the file using File/Close. A shortcut for File/Close is **Ctrl+W**.
12. Start the word-processing program again. Go to File/New. You'll probably get a dialogue box asking what type of file you want. Select 'Blank document'. A new empty document will appear.

Any new document you open this way will have all the default ('factory') settings supplied by the word-processing program. That may be OK, but later on we'll see how we can open new documents so that they have the settings and preferences we want.

13. Close the document **without saving it**.



Section 7 – Toolbars, tool buttons and shortcuts

Introduction

As we saw in the previous section, most programs have more than one way to carry out an action. For example, you can:

- use the menu bar at the top of the screen to select an action from a menu or sub menu
- use shortcut keys
- click on the appropriate tool button.



In this section we'll look at toolbars, tool buttons and shortcuts, and how using them can speed up your work.



Performance criterion

- 2.1 **Format** document using appropriate **software functions** to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements

Toolbars and tool buttons

The conventional way of selecting an action (for example, to open an existing file) is to use the menu bar at the top of the screen (in this case, to click File/Open).

Using the tool buttons is faster. These are the little buttons with symbols on them that are lined up on a toolbar. They may look confusing at first, but are great once you learn what they do. Some programs can have as many as 20 toolbars that display a variety of tools. Usually the default toolbars are the Standard and Formatting toolbars. These have the tools you'll use most at first.

- To display another toolbar, go to View/Toolbars. This will display a list of the toolbars available in the program. The toolbars already displayed will have a tick against them.
- To display another toolbar, just click on it in that list (ie 'select' it).
- To make a toolbar invisible again, click on it again in the list.

Toolbars can usually be placed anywhere on the screen ('floating' toolbars) or 'docked' at the top, bottom or side of the screen. The program will 'remember' which toolbars you had displayed and where they were next time you start it.



Note: Don't have too many toolbars displayed at any one time. It can be very confusing and will reduce the size of your on-screen workspace.

Some programs let you create a personal toolbar containing all the tools you use most, by going to View/Toolbars/Customize. This will allow you to create a new toolbar and put your most-used tools on it.

Right-click on any visible toolbar to see the list of available toolbars. This allows you to bypass the menus.

Let's start by familiarising ourselves with toolbars.



Activity 7.1 Activating and deactivating toolbars

1. Try turning the toolbars in your word-processing program on and off.
2. Try moving them about and docking them.

Keyboard shortcuts

We've seen in the previous sections that some actions can be carried out using shortcut keys. These are a combination of two or more key strokes that perform an action. Over the years, software developers have assigned the same shortcut keys in most programs, so that if you know what Ctrl+A does in one program, you can use it to perform the same action in many others.

To find out what all the shortcut keys are for your word-processing program, try typing 'shortcut keys for [insert your program]' into your favourite search engine. You'll probably find a long list of them that you may want to print out. This guide won't give all of them, just the most useful ones as we come to them.

Note: Some shortcut keys 'toggle' an action. This means the same shortcut key switches it on or off. For example, **Ctrl+B** will make text bold, or unbold it if it's already bold.



Section 8 – Entering, navigating and selecting text

Introduction

In this section you'll create your first proper document. Then we'll use it to look at the basics of moving around in a document (navigating) and selecting text.



Performance criterion

2.2 Use system features to identify and manipulate *screen display options and controls*

Data entry

Another way to talk about typing in words using a word processor is to call this 'data entry'. There's a range of ways to make data entry faster and more efficient.

Let's get started by typing in some text so that we can become familiar with these features.



Activity 8.1 Entering data

1. Start your word-processing program and open the file *First document*.

The file menu in your word processor probably keeps a list of recently used documents. Go to the File menu and look down it. If *First document* is there, just click on it and it will open. The number of recent documents shown on the list varies from program to program.

2. Hold down the Ctrl key and roll your mouse wheel. This will *zoom* your page in and out. Select a zoom level that's comfortable for your eyes.
3. With the blinking cursor at the very start of the top line, hit the Delete key until you've deleted all the text you entered last time this file was open.
4. Type in the text below. At the end of each paragraph, hit Enter twice (this is not the best way to separate paragraphs, but it will do for now). Try to be accurate, but don't worry about errors for the moment.

Don't forget to save the document every couple of lines. Your lecturer will show you how.

My name is [insert your name] and I'm doing this unit as part of [insert your course] course at [insert your training provider].

Typing this document will give me some practice at my keyboarding skills and will also be useful for future exercises.

At the end of the course I hope to get a paraprofessional job with a builder in the construction industry. This may be as a trainee in one of the following positions:

Quantity surveyor. A quantity surveyor looks at the plans the architect has drawn up and calculates and lists the quantity of materials (bricks, concrete, timber, etc) that is required so that the estimator can price the job.

Estimator. The estimator calculates the cost of all the materials that the quantity surveyor has listed and also estimates the cost of the labour involved to do the work. Overheads and profit are added to this and the total price is sent to the architect as the builder's tender.

Draftsperson. A draftsperson draws plans. This may be with a T square and pencil but is much more likely nowadays to be done on a computer with a CAD program. Not all builders employ draftspersons, but builders who design as well as build will most likely have a drafting section.

Contracts manager. A contracts manager handles all the legal paperwork between the builder and the architect/client and between the builder and the subcontractors.

Construction manager. The construction manager oversees the actual construction work. He or she is based in the builder's office but will spend some time visiting the project sites to make sure the projects are progressing smoothly.

Project manager. If the project is big enough, the project manager will be based on the construction site and be responsible for the overall running of it. He or she deals with the architect's and engineer's representatives and liaises with the builder's office to make sure the job is done on time and on budget.

Supervisor. The supervisor (or foreperson) works on site and is responsible for the day-to-day activities there – overseeing the tradespeople and subcontractors, ordering materials and so on.

Site clerk. If the project is large enough, a site clerk will be employed. He or she assists the site supervisor with the non-construction side of the project – arranging meetings, timesheets, progress claims, changes to the drawings and specification, etc.



5. Now we'll save the document as 'Read only', so that it remains as it is. When we open it in future, we'll have to save it with a different name.
6. Got to Tools/Options. In the dialogue box click the Security tab. Click on the 'Read only recommended' tick-box, then click OK.
7. Save and close the file, and then re open it. The program should have prompted you that it's now a 'read only' document and will require a new name next time you save it.
8. Close the file **without saving it**.

Navigating around a document

There are a number of ways you can move around a document, and to make this process faster a number of shortcuts have been developed.

Shortcut key	Action
Home	Cursor will go to the beginning of the line
End	Cursor will go to the end of the line
Ctrl+Home	Cursor will go to the beginning of the document
Ctrl+End	Cursor will go to the end of the document
Up or down arrow key	Cursor will move up or down one line
Left or right arrow key	Cursor will move left or right one character

Let's practise some of these now.



Activity 8.2 Navigating around a document

1. Open any document.
2. Practise moving around the document using each of the navigation shortcut keys above.



Selecting text

For most formatting or other effects to be applied, text must first be selected so that the program knows how much text you want to affect.

We've just seen that text can be selected by clicking and dragging across it. Here are some more ways.



Do this and this should happen
Double-click on a word	The word is selected
Triple-click on a word	The paragraph is selected
Ctrl+click on a word	The sentence is selected
Move the mouse pointer into the left-hand margin until it changes to an arrow, then click.	The line is selected
Repeat, but click and drag down the margin	Multiple lines are selected
Click anywhere in a paragraph. Then hold down the Shift key and click somewhere else.	All the text between the two click points is selected
Click anywhere in a paragraph. Then hold down the Shift key and hit the arrow keys.	Text is selected in various ways
Repeat, but now hit the Page up and Page down keys. Repeat with Ctrl+Home and Ctrl+End.	Text is selected in large chunks
Press Ctrl+A	The whole document is selected ('A' stands for 'all')

Your program may have other ways to select text, but that's enough for now.

Note: Be careful when text is selected. Selected text will be replaced (typed over) if you type anything. Even if you just hit the space bar, the selected text will be replaced with a space – it will have disappeared! (See Activity 9.1 if this happens.)



Section 9 – Basic editing and setting yourself up

Introduction

This section has some vital information on how to undo mistakes! We'll do some copying and pasting, then look at a couple of tips that should make your word-processing tasks a little easier.



Performance criterion

2.2 Use system features to identify and manipulate *screen display options and controls*

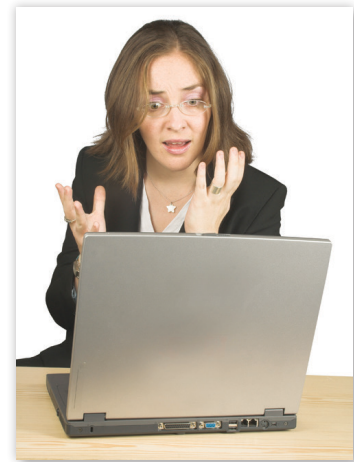
Using undo and redo

No-one likes to make a mistake when they are entering data.

The 'Undo' command (Edit/Undo Typing or **Ctrl+Z**) undoes your last action, and is probably the most useful command you'll ever learn!

It will progressively undo the things you've done in the reverse order you did them in, but beware – in some programs it can only undo things back to when you last saved the file. Once you've saved it, anything you did before that can't be undone.

The 'Redo' command (Edit/Redo Typing) redoes or repeats the last action you did. The shortcut for Redo is **Ctrl+Y**.



Activity 9.1 Using undo and redo

1. Open *First document* (if it's not already open).
2. Select any paragraph of text, then hit Delete. The text will disappear.
Whoops! This might have been a vital piece of data, but don't panic!
3. Go to Edit/Undo Typing and the text will reappear. Remember, the shortcut for Undo is **Ctrl+Z**.
4. Now type the word 'Redo' and go to Edit/Redo Typing or use the shortcut **Ctrl+Y**. You will see the word appear again.
5. Close the file **without saving it**.



Copying and pasting

Copying and pasting is a really useful way to speed up data entry. This function allows you to select text from your document or any other document, make a copy of this text and 'paste' it into your own document.



Activity 9.2 Copying and pasting

1. Open your *First document* file. We'll use it to practise some navigation.
2. Go to the start of the document, then click and drag the cursor down the bottom of the document. The text will now be shaded, because you've selected it.
3. Go to Edit/Copy. This will copy the selected text to the system's *clipboard* (a behind the scenes temporary storage place). The shortcut for copying is **Ctrl+C**.
4. Place the cursor at the bottom of the page, and go to Edit/Paste. The shortcut for pasting is **Ctrl+V**.

The text you copied has now been pasted at the bottom of the document.

5. Do this twice more, so that your document is now about four pages long (that's saved a lot of typing, hasn't it?).
6. Save the document, and call this file *Big document*.

Cutting and pasting

We've seen that the commands Copy (**Ctrl+C**) and Paste (**Ctrl+V**) can copy and paste text from one part of a document to another.

But they can also be used to copy and paste text from another document, or even another program. Text from the internet, for example, can be inserted into a document then reformatted to match.

Note: You must never use the words, ideas or images created by other people without acknowledging them. In some instances you will also need to ask permission before using.

The Cut command is slightly different. Let's see how it works.



Activity 9.3 Cutting and pasting

1. Select some text in *Big document*. Go to Edit/Cut or use the shortcut **Ctrl+X**, and the text will disappear (but be copied to the clipboard). Click somewhere else in the document and 'paste'. The cut text has been moved to the new position.
2. Close the file **without saving it**.



Setting yourself up

We saw in an earlier section that the ¶ character shows where there's a paragraph break. This is called a 'non-printing character', because when the document is printed, it won't show up. But it can be useful to have it visible on screen when you're starting out.

Here are some other hints and tips that are worth remembering. Some we've already seen, but they're important so are worth repeating.

- Save, save, save! Save your work regularly. The 'AutoSave' feature will save (most of) your work from being lost in the event of a power failure or if the computer 'crashes', but you should save your work every few minutes.
- Never use the space bar to position text on a line. Use the Tab key, or align the text to 'centre' or 'right align' (Section 10). Positioning text with spaces before it is not professional.
- Formatting can be done before or after text is typed, but it is better to format it after it's typed (Section 10). Text must be selected before it can be formatted, copied, etc (Section 8).
- Paragraph formatting can be done without selecting – just click anywhere in the paragraph (Section 10).
- Have the minimum number of toolbars showing. Toolbars all over the place will reduce the size of your workspace, and all those little buttons can be very confusing (Section 7).
- Select View/Print Layout when typing or editing text. It shows the document more or less as it will be printed. Any other view may be confusing (Section 7).



Activity 9.4 Setting yourself up

1. Go to Tools/Options. Your document will open in the View tab. In the 'Formatting marks' section, click on the Tab characters and Spaces, then click OK.
2. Hit the tab key a few times and you'll see that the tab spaces are indicated by arrows. Look closely and you'll see that the spaces between words are indicated with a dot. These won't print either, but you might find them annoying – especially the space markers.
3. Go to Tools/Options and click the View tab again. Deselect the Tab characters and Spaces but leave the Paragraph marks selected. Click OK.

Screen tips

4. With Screen tips turned on, a little window appears when you hover the mouse pointer over a tool button and it tells you what it does. This is very useful when you're new to a program. Your lecturer will show you how to turn Screen tips on.

Context menus

5. Select some text, then right-click on it. A pop-up menu will appear and give you some choices for what you can do with the selected text (copy, paste, font formatting, etc). This saves you going to the toolbars or menus. Exactly what appears in the pop-up depends on what you're doing. If you're in a table, for example, you'll get some choices that only apply to tables.





Section 10 – Basic formatting

Introduction

To format data in a program means to specify the way it should look. The usual default format in a word-processed document is a font size of about 10 points, plain text and no paragraph spacing.

A document printed like this would be OK but it would be like a room in a house with nothing painted, no carpet and just a milk crate to sit on!

This section will introduce you to the basics of formatting your document so that it looks more attractive and presents its information in a more readable way.



Performance criteria

- 2.1 **Format** document using appropriate **software functions** to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements
- 3.2 Ensure document is prepared within **designated time lines** and organisational requirements

Font formatting

The way the text looks in your document is called the *font*. You will see that there are a range of different fonts available to you, and you also have control how each font is displayed.

Let's try this out.



Activity 10.1 Fonts

1. Open *Big document*.
2. Select some text, then go to Format/Font. You'll see a dialogue box with many options for changing the way the text looks.
Try some of these, alone and in combination. Be daring – you can't break anything!
3. Close the file **without saving it**.



Paragraph formatting

Formatting can be done before or after text is typed, but it is better to format it after it's typed. If you try to format as you go, you'll probably get too 'hung up' on the formatting.



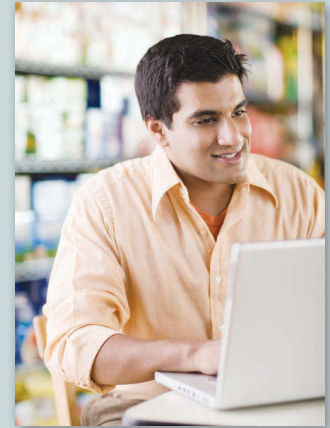
Case study – Rahid

Rahid's boss Margaret needed an important document formatted by the end of the day to take to a meeting that evening.

The construction company they worked for had particular guidelines for presenting documents for clients, so Rahid kept that open as he worked. It was called 'Company Style Guide'.

Rahid decided to format the document as he typed, but it was a slow process.

Halfway through the day Rahid was still only a quarter of the way through the document, and went to Margaret in panic. She suggested he type the text in first and format it afterwards, to save time. When he tried formatting this way, he was able to make changes to large parts of the document at once, and by 5.30 pm the document was ready – just in time!



There are lots of different ways you can format paragraphs in your document. Some of these are listed here.

Formatting feature	Effect	Shortcut keys
Alignment	Choosing 'Left' will align text with the left margin.	Ctrl+L
	Choosing 'Right' will align text with the right margin.	Ctrl+R
	Choosing 'Centre' will centre text between the margins.	Ctrl+E
	Choosing 'Justified' will justify text so that both margins are even.	Ctrl+J
Indentation	The paragraph can be indented (spaced in) from the left or right margin by the amount chosen (eg 5 mm).	
	Choosing 'Special' will indent the first line only by a certain amount (eg 5 mm).	
	Choosing 'Hanging' will make the second and all following lines indented by a certain amount.	



Formatting feature	Effect	Shortcut keys
Paragraph spacing	<p>Adding space before or after a paragraph will insert space before or after the paragraph, usually 6 points at a time, but this can be overridden.</p> <p>This way of spacing paragraphs apart gives you much more control over the look of your document. It is more professional than spacing paragraphs by adding extra paragraph breaks.</p>	
Line spacing	<p>Line spacing enables you to specify how much space there is between each line of text. You can usually choose from single, 1.5 or double.</p>	

Now it's time to try some of these in your document.



Activity 10.2 Formatting

1. Open a new document, and save it with the name 'Formatting exercise 1'.
2. Type in the lines below (don't worry about formatting yet). Don't forget to use copy and paste to minimise the amount of typing you do, and to save your work as you go.

This line of text is in italics.

This line of text is in bold.

This line of text is in bold and italics.

This line of text is underlined.

This line of text is in small capital letters.

This line of text is in superscript after the first three words.

This line of text is in subscript after the first three words.

This line of text is indented by one tab space.

This line of text is indented by three tab spaces.

This line of text is in 14 point font.

This line of text is in Times New Roman font.

This line of text is in the font of my choice.

This line of text is right-aligned.

This line of text is centred.

This line of text is formatted in various ways to show that I know what I'm doing!

3. Now format each line the way it's described.
4. Save and close the document.





Section 11 – Printing

Introduction

Printing is the way we make hard copies or printed copies of a document we create. Understanding how to print a document correctly is very important as a paraprofessional, as you will often be asked for printed copies of workplace documents.



Performance criterion

- 3.1 Ensure final document is previewed, **checked**, adjusted and **printed** in accordance with organisational and task requirements

Print preview

The Print Preview function allows you to see on screen exactly how your document will look when it's printed. You should always choose this option before you print. You'll probably see things at this stage that need to be 'tweaked' before printing, to get your document just right.



Activity 11.1 Using print preview

1. Open the file *Big document*.
2. Go to File/Print Preview. You will see the document as it will be printed, and your screen will have a different toolbar at the top, probably with the following options.
 - One page – shows one page at a time.
 - Multiple pages – shows several pages at a time.
 - Full screen – maximises the screen space for previewing the document.
 - It may have a 'Shrink to fit' button that will make adjustments to the spacing and text size so that a document that's, say, one-and-a-half pages long will fit onto one page. Watch out when using this that the document doesn't end up impossible to read!

As with the edit screen, holding Ctrl and rolling your mouse wheel will let you zoom the view.

3. When you've finished experimenting with this screen, close the document **without saving it**.



Printing

When you select the Print function, you'll see a dialogue box that allows you to choose various options, including:

- which printers you want to print the document on
- how much of the document to print (all of it or just certain pages)
- the number of copies you want to print.

The Properties button opens a dialogue box with options for the printer your computer is connected to. These options depend on the type of printer. Your lecturer will explain the options available to you. Your lecturer will also advise you on the best printing options for your situation.

Note: Always keep the environment in mind before printing.

- Do you *really* need to print the document?
- Can you set your printer to print on both sides of the paper?
- If it's a document for your use only, can you print it on the back of some previously used paper?
- Does the document have to be in colour? Colour cartridges are more expensive than black ones.

Now it's time to explore the Print function.



Activity 11.2 Printing

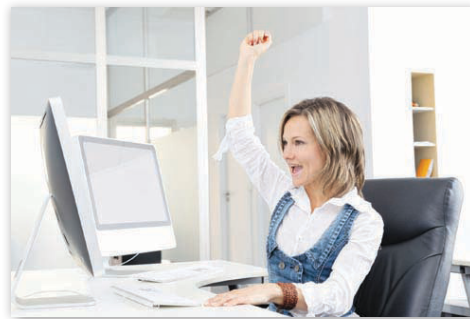
1. Open the file *Big document* again.
2. Go to File/Print and the Print dialogue box will open. The shortcut for the print function is **Ctrl+P**. Don't print the document, but just explore the different options available to you in the Print function.
3. When you've finished exploring this dialogue box, close the document **without saving it**.



Section 12 – More on editing and formatting

Introduction

This section explains how to quickly find text and then to replace it with other text if you need to. There are also some more ways to make your documents look interesting and professional.



Performance criterion

3.1 Ensure final document is previewed, **checked**, adjusted and **printed** in accordance with organisational and task requirements

Finding and replacing text

The Find function allows you to search for a specific word or section of text in your document. The Replace function allows you to substitute one word or section of text for another through your document. Both are great time savers.

Let's find out how.



Activity 12.1 Finding and replacing text

1. Open the file *First document*.
2. Save it as 'More formatting'.

Find

3. Go to Edit/Find. The shortcut for Find is **Ctrl+F**.
4. Select the Find tab and type 'construction', then click the Find Next button.
The word 'construction' should be highlighted in the third paragraph.
5. Click Find Next again. If you typed the document exactly as described earlier, you should find 'construction' six times.
6. Now in the Find dialogue box, change the word you are searching for to 'construption'. The Find function should now tell you it can't find the word.

Find and replace

7. Now in the Find dialogue box again, click the Replace tab.
8. Make sure 'construction' is spelled correctly again. In the 'Replace with' box, type 'building', then click Find Next. Click the Replace button. The program will replace 'construction' with 'building'.
You can also click Replace All or continue through the document replacing (or not) the word each time it's found.
9. Save the document.

Bullets and numbers

Bullets and numbers are useful for lists of things. If you just want to draw attention to the fact that it's a list, bullets work well. Alternatively, numbers are useful if you (elsewhere in the document) want to refer to a specific item in the list.

There are many styles of bullets and numbers to choose from to make your document more readable.

Let's see how this works.



Activity 12.2 Bullets and numbers

1. Before we go any further, delete all the extra paragraph breaks between the paragraphs in the document. The document will now look very cramped and hard to read.
2. Go to Edit/Select All and highlight the whole document or use the shortcut **Ctrl+A**. Go to Format/Paragraph and set the paragraph spacing to 6 points before and 6 after, then click OK. It looks better but still cramped.
3. In the Paragraph dialogue box, set the line spacing to 'At least' 15 points. Now it's looking better.
4. Select the paragraphs in the document from 'Quantity surveyor' onwards. Go to Format/Bullets and Numbering. On the Bulleted tab, choose a bullet style and click OK. Your list will now be indented with a bullet on each paragraph.
5. Undo that using **Ctrl+Z** and, with the list still selected, go back into Format/Bullets and Numbering and go to the Numbered tab and choose a style. Click OK.
6. Save the document.

Format painter

Your program may have a tool button called Format Painter (the button has a paintbrush on it). This tool is very useful for applying identical formatting to various parts of a document.

Let's see how it works.



Activity 12.3 Format painter

1. Go to the document and format a word in a particular way, perhaps in bold and red. Place the cursor in the word and click the Format Painter tool. Now 'paint' across some other text. It should end up bold and red.
2. Clicking once on the Format Painter tool gives you one 'brushful' of formatting. Double-click the tool and the brush will apply that format multiple times, until you click the tool button again to turn it off (or hit the Escape key).
3. Save and close the document.



Borders and shading

Using borders and shading can really make text stand out. It's a great way to highlight important parts of your document.

Let's see how it works.



Activity 12.4 Borders and shading

1. Open the file *More formatting* again.
2. Remove the numbering so that you just have plain paragraphs. To do this, select the text, go to Format/Bullets and Numbering and on the Numbering tab select 'None', then click OK.
3. Click in the 'Quantity surveyor' paragraph and go to Format/Borders and Shading.
4. On the Borders tab select 'Box' from the Settings list and click OK. Your paragraph should now have a thin single-line border around it.
5. Experiment with other border styles, line thicknesses, etc, and also applying them to more than one adjoining paragraph.
6. Now go to the Page Border tab and select a border. Your page (and all pages if it was a long document) can have a border, but note that there is also an option to apply the border to the first page only. This could be useful for your assessment cover pages.
7. Place your cursor in a paragraph with a border. Go to the Shading tab on the Borders and Shading dialogue box and choose a colour.
This really makes text stand out, doesn't it?
8. Apply some more formatting to your document, then save and close it.



Section 13 – The View and Window menus

Introduction

In this section you'll learn how you can change the way your screen's work area looks, insert headers and footers that will appear on every page, and a couple of tricks that enable you to see more than just one part of one document at a time.



Performance criterion

2.2 Use system features to identify and manipulate *screen display options and controls*

View menu

There are a number of options in the View menu that enable you to set up the screen's work area for better productivity. Some of them are listed here.

- **Normal** shows the document on a plain screen, with a page-break line between pages. Some people find this a preferable way to work, but you may find it easier to work in **Print Layout** view. This view is WYSIWYG (what you see is what you get) and shows your document much as it will appear on the printed page. **Reading layout** is similar to Print Layout, and is a good way to read through a whole document.
- **Ruler** – this is a ruler that sits across the top of the document (and down one side if you have that option selected). It is useful for setting tab stops, and especially when working in tables where it can help you to set column widths.
- **Headers and footers** – these are lines of text that appear at the top and/or bottom of every page in a document. They remain in place no matter how much text you add or delete from pages. This guide has headers and footers on each page.

Note: Headers and footers may be accessed from a different menu in the program you're using – Insert, perhaps.



Activity 13.1 The View menu

1. Open the file *More formatting*.
2. Go to View/Header and Footer. A toolbar should appear and the cursor should be in a box at the top of the screen (the header).
3. Type your name, and centre it (**Ctrl+E**).
4. On the toolbar, find the Switch Between Header and Footer button and click it. Your cursor should now be in the (empty) footer.
5. On the toolbar, find and click the Insert Date button.
6. Tab to the centre and, in the Insert AutoText drop-down menu, choose 'Page X of Y'.
7. Finally, go to the Format/Borders and Shading toolbar, and under the Borders tab, click on the diagram to apply a top border.
8. Close the Header and Footer toolbar, or just double-click in the body of the page.

You should now have a header and a footer. Add some blank paragraphs if necessary so that the main part of the document spills over to a second page.

Header and footer text can be formatted like any other text, and there are also other things that can be inserted, such as time, filepath and so on.

9. Save your file but keep it open.

Window menu

Now it's time to find out how the Window menu can help you work more quickly, by using the Split Window and Arrange All functions.



Activity 13.2 Split windows and arrange all

1. Open the file *Big document*.

Split window

2. Go to Window/Split. Your cursor will be dragging a horizontal line. Click about halfway up the screen. You now have two views of your document. Click in one and roll the mouse wheel. You can move about here while the other view (in a separate *pane*) stays still. Click in the other pane and it becomes the active one.

This can be useful if you have a big document and you want to compare one part with another. You can click and drag the split to vary the size of the panes.

3. Now go to Window/Remove Split (or double-click on the pane separator) to go back to normal.

Arrange all

4. Open another document (it doesn't matter which one). Go to Window/Arrange All.

Your screen should now have two windows, and you should see a part of each document in them.

You can change the height of the windows. The documents can be compared and text copied (or cut) and pasted between one document and the other.

5. Close both documents **without saving them**.



Section 14 – Page setup

Introduction

This section explains how to change the size of margins, change the orientation of the paper and put your text into columns (like a newspaper).



Performance criterion

2.1 **Format** document using appropriate **software functions** to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements

Page setup

The way you set up the pages in your document will affect the way the document looks when it is printed.

Changing the page orientation from portrait (vertical) to landscape (horizontal) gives you more space for wide tables or images. Changing the margins can provide you with more space for written feedback on documents.

These are really important aspects of word processing. Let's have a look at them in more detail.



Activity 14.1 Margins, page orientation and columns

1. Open the file *Big document*.

Margins

Notice how the document looks on the page.

2. Go to File/Page Setup and click the Margins tab.

The following settings may need modifying, depending on what units of measurement your program is using. These are based on centimetres.

3. Make the top margin smaller, say 1.80 cm. Set the bottom margin to 1.50 cm also. Set the left and right margins to 2.50 cm then click OK.

The look of your document should have changed, due to the change in margins.

The Margins dialogue box was some additional options you can choose from.

Orientation

4. Go to File/Page Setup and the Margins tab again.
5. In the Orientation section, select 'Landscape' and click OK. This tells the program to turn your document around into landscape mode – so it will be printed with the paper wider than it is high.
6. Press **Ctrl+Z** to undo that, and the document will go back to portrait mode.

Columns

Text can be organised into columns, like a newspaper.

7. Click at the start of a paragraph in your document, about halfway down the first page.
8. Go to Format/Columns and select 'Two', then click OK.

Your whole document should be formatted in two columns now.

9. Press **Ctrl+Z** to undo that. Make sure your cursor is still about halfway down the page, and go back to the Columns dialogue box. Select 'Two' again, but this time in the 'Apply to' drop-down menu, select 'This point forward'. Your document should now be in two columns from where your cursor was placed.
10. When you've finished experimenting with columns, close the document **without saving it**.



Section 15 – Graphics and drawings

Introduction

Graphics and drawings are similar, but different. They are both ‘non-text’, that is, they are both ‘pictures’ rather than ‘writing’, but graphics are inserted, while drawings are created.



Performance criteria

- 1.3 Identify **organisational** and task **requirements** for document layout and design
- 2.1 **Format** document using appropriate **software functions** to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements

Graphics

Graphics are a great way to make documents more interesting, and sometimes they are a crucial part of the document’s content. For example, a document detailing plans and specifications will need to have graphics of plans and drawings included in it.

Graphics are easy to include in a document – let’s see how.



Activity 15.1 Inserting and manipulating graphics

1. Open the file *Big document*.
2. To insert a graphic (picture) into the document, position your cursor on the page where you want the graphic, then go to Insert/Picture.

Depending on your word processor, you will probably be offered a choice – ‘Clip Art’ or ‘From File’.

Some word processors have a limited range of pictures that come with the program (clip art).

‘From File’ means that the program will insert a graphic from a file you have saved somewhere on the computer. Your lecturer may have made some available to you.

3. Selecting From File will give you a dialogue box that will let you choose the folder containing the file you want. By selecting the Preview button (if there is one) in the dialogue box, you will be able to see a preview of the graphic as you select a file from the list.
4. To insert the graphic you want, double-click it, or select it and click on Insert. The graphic will be inserted into your document where your cursor was placed.
5. Wrapping means how an object (in this case a graphic) sits in relation to text. Click on your graphic to select it. You should see some ‘handles’ at the top, bottom, sides and corners. Click on the Text Wrapping button on the Picture toolbar, and select ‘Behind Text’. The text should now be flowing across the front of the graphic.
6. Select the graphic and choose ‘Square’ from the Text Wrapping options. Now the text should flow around the graphic.
7. To manipulate the graphic, select it by clicking on it. You can then:
 - resize it by clicking and dragging one of the ‘handles’ (the corner handles won’t distort it; the others will)
 - reposition it by dragging it around the page
 - change its properties by using the tabs under Format Picture. These will let you change the picture’s brightness, contrast, colour, line style (if you want a border around it), wrapping and so on
 - cut parts of the picture off, by using the Crop tool.If you get in a mess, the Reset button will give the graphic back all of its original properties.
8. Experiment with the graphic for a while then close the file **without saving it**.

Drawings

Most word processors have a range of drawing tools with which relatively simple drawings can be created.

This is not true computer-aided design (CAD), but it can be used to add diagrams to and enhance documents.

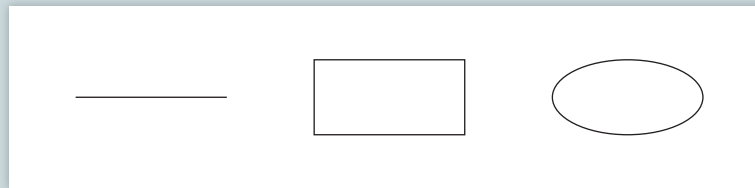


Activity 15.2 Using drawing tools

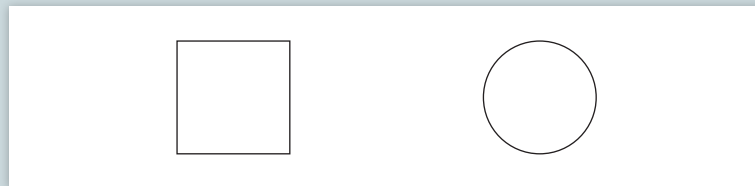
1. Activate the Drawing toolbar by going to View/Toolbars/Drawing.
2. Open a new document and save it as 'Drawing exercise 1'.

Read through the descriptions below and experiment with the drawing tools described.

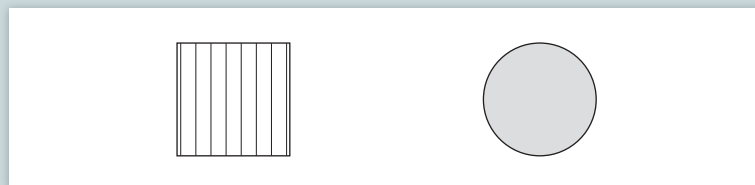
3. The main drawing tools are the Line, Rectangle and Oval buttons. These let you draw straight lines, squares and rectangles, and circles and ellipses.



4. Holding down the Shift key as you draw a line will force the angle of the line to change only in increments of 15°.
5. Holding down the Shift key will draw squares and circles (rather than rectangles and ellipses).



6. The Fill Color tool will fill a shape with colour or a pattern (select the shape first).



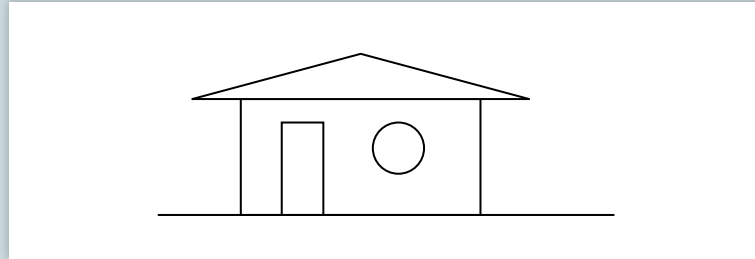
7. The Line Style tool will give a line the type or thickness selected.



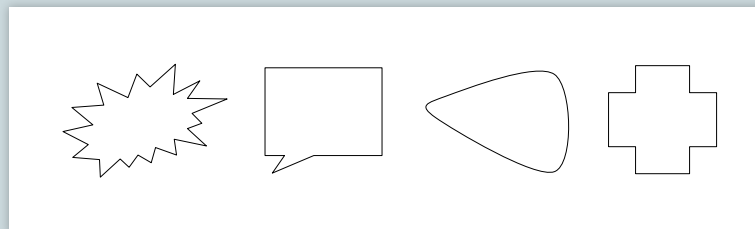
8. Drawings can also have text wrapping applied so that they interact with the text in the same manner as graphics.



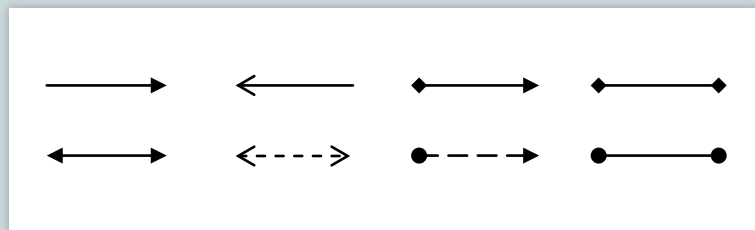
9. Shapes can be drawn and *grouped*, so that they form a larger and more complex picture.



10. The Group and Ungroup tools can be found under the Draw menu.
11. If your Drawing toolbar has an AutoShapes menu, experiment with some of the shapes available.

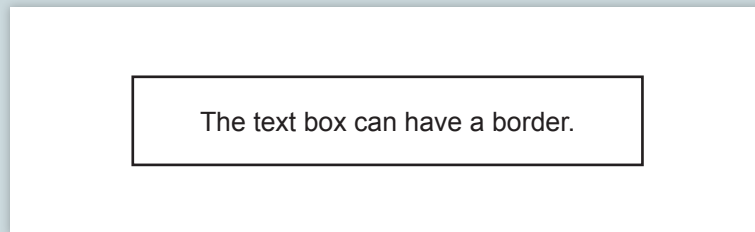


12. The Arrow button will let you draw a line with an arrowhead on it. You can use this button to change the direction and head type of the arrow. The style of the arrows can also be changed.

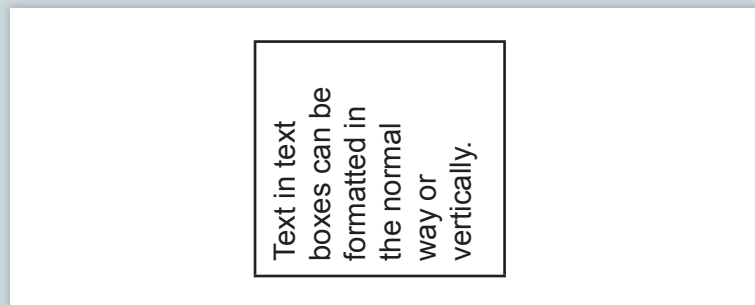




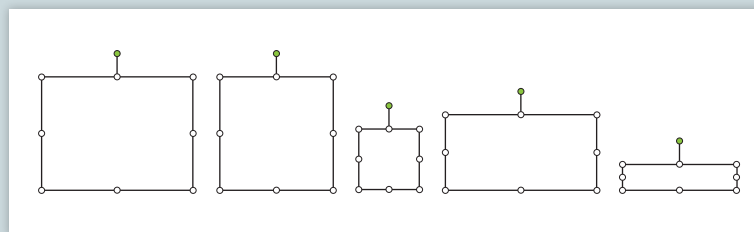
13. The Text Box tool allows you to draw a box and put text in it. A text box can be placed anywhere on a page, independent of the normal line layout.



Text in text boxes can be formatted in the normal way or vertically.



14. By using the 'handles' on an object, its shape can be changed.



15. When your lecturer says you've had sufficient practice with the drawing tools, save and close the document.





Section 16 – Templates and properties

Introduction

This section explains a way of saving time when creating documents, and also a way of getting the vital stats on the documents you create.

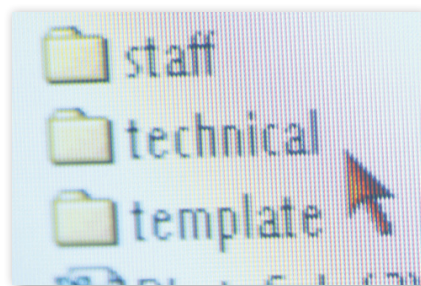


Performance criterion

1.3 Identify **organisational** and task **requirements** for document layout and design

Templates

Most word-processing programs come with some pre set templates. Depending on the sort of work you do, these may be useful. You can also create your own templates.



In the following activity you will create a sample template as an example. Using the same techniques, you can design a form that you can use over and over again and save it as a template. You can format the font and paragraphs the way you want them – it will all be saved in the template. Then it's at your fingertips whenever you need it.

Some programs also allow you to choose from dozens of templates on their creators' websites. You can download these, change them to suit your exact needs (if necessary) and save them as your own templates.



Activity 16.1 Using templates

1. Open the file *Big document*.

We've seen how 'Save As' can be used to save a file in a different place or with a different name.

2. Go to File/Save As. Click the 'Save as type' drop-down menu and you'll see a choice of file types you can save the document as.

This can be useful for, say, saving a file created in the latest version of a word-processing program in a format that an older version can open and 'read'.

3. Your lecturer may want you to experiment with this setting.
4. Open a new document and type the following into it.

Name

Address

Phone number

5. Go to File/Save As. Name the file 'Employee template' and in the 'Save as type' drop-down menu, choose 'Document template'.
6. In the 'Save in' window at the top of the dialogue box, select the folder where you've been storing your document files.
7. Close the document.
8. Go to File/Open and navigate to your folder. Open any document in your folder then select 'Document templates' in the 'Files of type' drop-down menu and your template will appear. Double-click to open it and it is ready to use.
9. Type some text into it and go to File/Save. You'll see that the program will prompt you to save it as a document and the template itself will remain unchanged, ready for you to use again.

Properties

The Properties function (under the File menu) contains information about the document you are working on.

Probably the most interesting part is the Statistics tab. Here you can see how many pages, words, etc, the document has. The number of words may be handy next time you're typing an assignment and want to make sure you've typed the required minimum!



Activity 16.2 Using properties

1. Open the file *Big document*.
2. Go to File/Properties and click the tabs to see various pieces of information about this document.
3. Close the document **without saving it**.



Section 17 – Letters

Introduction

One of the most common uses for a word processor is to write a letter. In this section, we'll see what a good business letter should contain, and then you can design a letterhead.



Performance criterion

1.2 Identify **document** purpose, audience and presentation requirements, and clarify with relevant personnel as required

Letters

A good business letter should contain the following parts.

Letterhead

Most organisations have printed letterheads or templates that are used for all external correspondence.

Letterheads usually contain details such as the name of the organisation, its address, telephone and fax numbers, email address and website address.

There may be a company logo displayed in the letterhead area, and some companies include a file reference.

Date

The date should be formatted with the day (number), month (written) and year, in that order, eg 20 September 2012.

The format of the date should not have any punctuation or 'th', 'st', 'nd', 'rd', etc after the day.



Inside address

The inside address should include all details about the receiver of the letter. It may include a personal name, position, organisation name and full address according to Australia Post requirements.

A letter should always be addressed to a person – not to a company. If you don't know the person's name, address the letter to 'The Manager'.

Salutation

A salutation is a greeting, and should use the correct title, such as Mr, Mrs, Ms or Miss.

The receiver's first name should be used only if you know that person well. If you do not know the person's name, use the salutation 'Dear Sir/Madam'.

Subject line

The subject line gives the reader an idea what the letter is about, and should be short and to the point.

Format the subject line in bold and upper case, so that it stands out.

Body

The body of the letter should include an introduction, the main points of the letter and a closing statement.

Complimentary close

'Yours faithfully' and 'Yours sincerely' are the more commonly used complimentary closes for business letters.

As a general rule, use 'Yours faithfully' when the salutation is 'Dear Sir/Madam' and 'Yours sincerely' when you have included the person's name in the salutation.

Signature block

The signature block should contain the sender's name and their position or job title.

There should be enough room between the complimentary close and the signature block to allow for the sender's written signature (usually four to six blank lines).



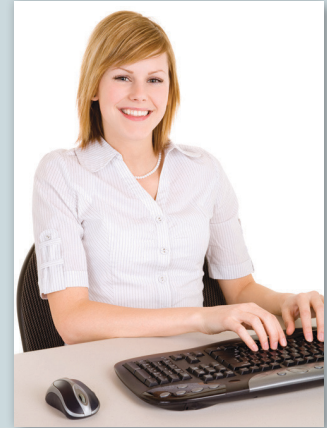
Case study – Jemma

Jemma worked for Mary in the office of a building company called Johnson & Bailey. She hadn't been there long and felt nervous about asking Mary too many questions each day.

It was late Friday afternoon and Mary asked Jemma to type and print 20 letters to important clients using the company letterhead. Jemma wasn't sure where to find the letterhead and Mary looked so busy. She wondered if she should bother her or just find something that looked right.

After some thinking, Jemma decided it was better to interrupt Mary and ask a question than to produce the letters on the wrong company stationery.

Mary was happy that Jemma had asked, and soon pointed her in the right direction!



Johnson & Bailey

Quality Builders
925 Williams Way
PERTH WA 6000
Telephone: (08) 1234 5678
Fax: (08) 1234 5679

PO Box 33333
PERTH WA 6000
Email: admin@johnsonandbailey.com.au
Web: www.johnsonandbailey.com.au



Activity 17.1 Creating a letter

1. Open a new document and save it as 'My letterhead'.
2. Using your skills with a word processor, design a letterhead for your own building company that contains the same sort of information as discussed here.
3. When you have finished, save and close the file.





Activity 18.1 Checking spelling and grammar

1. Open a new document and save it as 'Reviewing exercise'.
2. Type the following, making sure to spell the words exactly as shown.

Werd prosessers are extreemly usefull at finding speling mistakes. Butt hey cant tell weather I should have used weather or whether just then or if I should have wrote written or righted.

Can detect fragments. And if I forget to. My name is Mikall.

3. Go to Tools/Spelling and Grammar. The shortcut for this is **F7**.

You'll see that the spelling and grammar checker has found some misspelled words and grammatical errors. For each one, choose 'Ignore Once' or 'Change'. Note that there are suggestions for some. Click on the correct suggestion (eg 'word' for 'werd') or 'Ignore Once' if you know that the word is spelled correctly (eg your name really is Mikall).

You can also 'Add' a word to the program's dictionary (so it doesn't think Mikall is wrong every time your write it).

Note that 'weather' and 'whether' are both spelled correctly, so the spell checker hasn't detected that the first 'weather' is the wrong one.

4. Save the document, then close it.



Section 19 – Tables

Introduction

Tables can be used just to present information in table form, but they can also be jazzed up to look more attractive. And with a bit of imagination, they can be set up to produce some great-looking letterheads and forms.



Performance criterion

2.1 **Format** document using appropriate **software functions** to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements

Creating a table

Tables can be useful to present information in a conventional table format, as shown here.

Day	Name	Duty	Start time
Monday	Roger	Unlock and set up	07.00
	John	Tidy up and lock up	09.30
Tuesday	Allison	Unlock and set up	07.00
	Natalie	Tidy up and lock up	09.30
Wednesday	Peter	Unlock and set up	07.00
	Kylie	Tidy up and lock up	09.30



They can also be used to present text in a table layout but without the lines, such as in this header for a fax form.

From:	Steven Wright	To:	
Department:	Contracts		
Phone:	(08) 1234 7663		
Fax:	(08) 1234 7656	Fax:	
Date:		No of pages (incl this one):	

The fax header shown above is actually the table below, but without most of the lines showing and with some lines showing in a heavy point size.

From:	Steven Wright	To:	
Department:	Contracts		
Phone:	(08) 1234 7663		
Fax:	(09) 1234 7656	Fax:	
Date:			No of pages (incl this one):

Here are some useful tips to remember about tables.

- It's a good idea to plan your table on paper before you start, even if it's just a rough outline of the column headings needed.
- Activate the Tables and Borders toolbar. This has many useful buttons on it.
- Always leave a blank line above a table before you create it (for putting in headings, etc).
- Having the Ruler switched on may help when you're formatting a table.
- You can also draw a table by clicking the Draw Table toolbar button and drawing individual cells so that they 'stick' to each other.



There are other things you can do with tables – data can be sorted, cells can be merged, tables can be converted to text and vice versa. If there's time, your lecturer may show you how to do some of these things.



Activity 19.1a Creating a table

1. Open a new document.
2. Save it as 'My first table'.
3. Activate the Table toolbar. Some of the following formatting can be done using the toolbar's buttons.
4. To create a table, choose Table/Insert/Table. The program will suggest a number of rows and columns, but you can change these to suit your needs. (Rows and columns can also be added or deleted later.)
5. For now, choose four columns and six rows.
6. Type the following text. Don't worry about any formatting at the moment.

Contract	Location	Supervisor	Completion date
<i>Anderson</i>	Fremantle	John	6/7/13
<i>Briggs</i>	Rockingham	Errol	15/10/13
<i>Cooper</i>	Greenmount	Jo	1/11/13
<i>Davis</i>	Trigg	Errol	22/12/13
<i>Ellis</i>	Midland	Jo	24/1/14



Activity 19.1b Formatting a table

Now we'll format it.

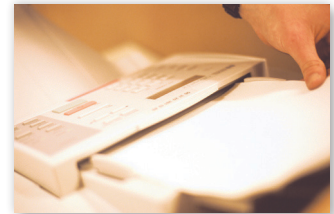
1. Put the cursor in the far left-hand column and drag down so that you highlight the whole table.
2. Format the 'Before' and 'After' paragraph spacing to 6 points via Format/Paragraph.
3. Select the top row, bold the text (**Ctrl+B**) and make it yellow.
4. Select the top row, go to Format/Borders and Shading and select a dark colour from the choices given.
5. Select the first column by placing the cursor on the top cell's upper edge until it turns into a downward arrow, then clicking. Bold the text.
6. Click and drag from 'Anderson' to 'Ellis' and make the text italics (**Ctrl+I**).
7. Select Errol's two rows one at a time and change the text to red.
8. Select Jo's two rows and change the text to blue.
9. Select John's row and change the text to purple.
10. Select the top four 'Completion date' cells and shade them light blue.
11. Select the bottom 'Completion date' cell and shade it light yellow.
12. Save your document.
13. Click anywhere in the table and then go to Table/Table AutoFormat.
14. Click on the styles available until you see one you like in the Preview window. Click Apply, and hey presto!
15. Experiment with other buttons on the Tables and Borders toolbar, such as borders (eg line style and thickness) and text alignment.
16. Close your document **without saving it**.



Section 20 – Memos, faxes and agendas

Introduction

Memos, fax forms and agendas can be relatively informal, but there's certain information they should contain. This section looks at all three of them.



Performance criteria

- 1.2 Identify **document** purpose, audience and presentation requirements, and clarify with relevant personnel as required
- 3.2 Ensure document is prepared within **designated time lines** and organisational requirements

Memos

A *memo* (short for 'memorandum') is an internal document that is not as formal as a letter. It doesn't have some of the 'niceties' of a formal letter, but it should still follow a recognised format.

Company details

Use the company's letterhead information or just the company name.

Heading

This identifies the type of communication being sent. In the example on the following page, the word 'Memorandum' is used; however, the abbreviation 'Memo' is also acceptable.

To

The name of the person(s) receiving the memo is placed here, but sometimes you may also need to identify which department or section of the organisation they work for.

Date

The date should be written in the format of day of the month (number), month (in words) and year, eg 15 August 2012.



From

The sender's name is required here.

Subject

The subject line is important because it gives the receiver an idea what the memo is about.

Message

The message can be informal or more formal, and can be typed or handwritten.

Memos do not need a salutation.

Signature

It is usual for the memo to have an authorising signature, or at least an initial.

Memos do not need a complimentary close.

Designing a memo form

Here is an example of a company memo form.

Johnson & Bailey

Memorandum

To:

Date:

From:

Subject:



Activity 20.1 Creating a memo

1. Using your skills with a word processor, design a memo form for your own building company that contains the same sort of information as shown here.

Hint: Use part of the letterhead you designed earlier.

2. Save your file as 'Memo blank'. Then close it.

Fax cover sheets

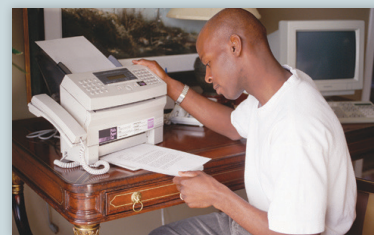
When pages are sent from a fax machine they should have a cover sheet, so that the recipient knows where they've come from and exactly who they're for.



Case study – James

James works for a small carpentry business doing general admin. Roberto, his boss, asked him to fill in some fax cover sheets and fax some kitchen plans over to a client at 1 pm. James knew that his business had a standard fax cover sheet with the company logo on it, but he was running out of time and decided to write the fax cover on plain paper instead.

At 4 pm Roberto called James – he wasn't happy. The client had called to complain. He had asked his receptionist to keep an eye out for the kitchen plans but she was watching for the company logo and missed the fax. Roberto had almost lost the job.



Let's create a fax cover sheet now.



Activity 20.2 Creating a fax cover sheet

1. Open a new document and save it as 'My fax cover'.
2. There was a sample fax cover sheet in the section on tables. Using your skills with a word processor, design a fax cover sheet for your own building company that contains the same sort of information.

Hint: Use part of the letterhead you designed earlier.

3. Save your file then close it.



Agendas

Agendas are used to help guide meetings in the workplace. They vary in structure, but will usually contain the following elements:

- meeting title or topic – what the meeting will be about
- date and time – the date and time when the meeting will be held
- venue – where the meeting will be held
- attendees – a list of the people who will be coming to the meeting
- items to be discussed – issues that have been raised by the attendees or things they would like to discuss at the meeting. Attendees will send requests of items to be included on the agenda to the meeting organiser.

Agendas may also include additional instructions, of standard elements that appear on every agenda, such as 'Discuss minutes of previous meeting'.

Let's create an agenda now.



Activity 20.3 Creating an agenda

1. Open a new document and save it as 'My agenda'.
2. Using your skills with a word processor, design an agenda for a meeting at your own organisation, using the following information from an email message you have been sent.

Subject: Please create an agenda

Please create an agenda for the weekly team leaders' meeting. We will have the meeting in the main conference room at 10 am on 14 July.

Kate, John, Luke and Ella will be attending. Ella wants to talk about the budget details for the last quarter, and John wants to talk about staffing issues.

As usual, the meeting will start with a discussion of the minutes from last week's meeting.

Thanks,

Karen Steel.

3. Save your file, then close it.



Section 21 – Other inserts

Introduction

In this section we'll look at some other things that can be inserted into a document that we haven't covered previously.



Performance criterion

2.1 **Format** document using appropriate **software functions** to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements.

Other inserts

Symbols, breaks, comments and fields provide you with a range of further tools and options for working with documents.

Let's see how.



Activity 21.1 Inserting symbols, breaks, comments and fields

Symbols

1. Open the file *First document* and save it as 'Various inserts'.
2. Place the cursor at the bottom of the text, then go to Insert/Symbol. On the Symbols tab of the dialogue box, you'll see some (possibly strange) characters – letters, numbers and so on.
3. In the Font drop down-menu, select 'Wingdings'. These are small picture symbols that can be used for various purposes. Select the telephone symbol ☎, click Insert then Close.
4. You should now have the telephone symbol in your document. Select it and click **Ctrl+]**. The symbol will get bigger. Do this a few times and see it get even bigger.
5. Experiment inserting other symbols.

Breaks

6. Place the cursor halfway up the page and go to Insert/Break. Select 'Page break' and click OK.
7. A page break has been inserted where your cursor was, and you should now be at the top of a new page. Try **Ctrl+Enter** – it will do the same thing.
8. **Shift+Enter** will force a line break but keep it within the same paragraph. Try it.

Comments

9. Click on the word 'keyboarding' in the top line. Go to Insert/Comment. Your page will seem to get wider and a comment box will appear, connected to the word at the cursor position. Type 'typing' in the comment box.
10. If the Reviewing toolbar doesn't appear, go to View/Toolbars/Reviewing and make sure it is ticked.

Comments only print if you tell the program to do so. They are a way of placing reminders, etc in a document. If you right-click in a comment, you can format it and delete it.

Fields

11. Place your cursor at the bottom of the document. Go to Insert/Field. You will be presented with a menu of choices.
12. Choose 'Numwords' and click OK. The number of words in the document will be shown.
13. Type a few additional words in the document. Note the number of words shown, then right-click on the number. Choose 'Update Field' from the pop-up menu. The number will increase by the number of words you have just typed.
14. Experiment with inserting other fields. Note that the window to the left of the dialogue box has choices, depending on the field chosen.
15. When you've finished, save and close the document.



Section 22 – Productivity tools

Introduction

Word-processing programs have a number of automation type tools that allow you to speed up the process. In this section we'll look at a couple of them.



Performance criterion

- 2.1 **Format** document using appropriate **software functions** to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements

AutoText

AutoText is a way of getting the program to insert a particular block of text into a document by using just a couple of keystrokes. Let's try it.



Activity 22.1 AutoText

1. Open the file *First document* and save it as 'Productivity'.
2. Type 'Top Class Constructions'.
3. Now select 'Top Class Constructions', and go to Insert/AutoText ... New (or press **Alt F3**).
4. The program will prompt you to name the new AutoText entry. Type 'tcc' and click OK.
5. Now type 'tcc' and press F3. The program should insert 'Top Class Constructions' into the document.
6. AutoText under the Insert menu has some ready-made AutoText entries. Have a look.

Notes:

- Have the text exactly as you want it before you select it (including applying any formatting you want).
- If you include the paragraph mark (¶) in your selection, the paragraph formatting will be stored in the AutoText as well.
- Choose a short name for your AutoText. Having to type a long name before you hit F3 is not efficient.
- Long blocks of text can be inserted using AutoText. This could be useful for often-used paragraphs or clauses in tenders, invoices, etc.



Macros

Macros are similar to AutoText except that you can have the program carry out a series of other actions as well as automatically inserting text.

When you record a macro, the program records every keystroke you make, and then 'plays them back' when you play the macro. Let's try it.



Activity 22.2 Macros

1. To record a macro, put your cursor anywhere in a line of text.
2. Go to Tools/Macro/Record New Macro.
3. The program will prompt you for a name for the macro. Type 'boldline' (note no space) and click OK.
A floating button will appear telling you that you're recording a macro. The recorder's running, but don't rush!
4. Click the Home key to take the cursor to the start of the line.
5. Hold down the Shift key and press the End key. Keep holding down the Shift key and press the left arrow once then release the Shift key. Now your line of text (minus the paragraph mark) should be selected.
6. Press **Ctrl+B**. Your line should now be in bold type.
7. Go to Tools/Macro/Stop Recording to complete your recording of the macro.
8. To play the macro, place your cursor anywhere in a line of text (but not the one that's already bold!).
9. Go to Tools/Macro/Macros ... (or hit Alt+F8) and then double-click on the macro called 'boldline'.
10. Your line of text should now be bold.

Note: Macro names must be one word (no spaces).

Macros can be great time savers if you often do a set series of keystrokes. For instance, you could set up a macro that gives all the text in one line bold italics, blue colour and Times New Roman font in 16-point type, all in one hit.



Annex A – Unit details

Unit title	Produce simple word processed documents
Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to correctly operate word processing applications in the production of workplace documents.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
National code	BSBITU201A
Employability skills	This unit contains employability skills.
Application	This unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of word processing and software in a defined context, under direct supervision or with limited individual responsibility.

Element 1 Prepare to produce documents
1.1 Use safe work practices to ensure ergonomic, work organisation , energy and resource conservation requirements are addressed
1.2 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required
1.3 Identify organisational and task requirements for document layout and design
Element 2 Produce documents
2.1 Format document using appropriate software functions to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements
2.2 Use system features to identify and manipulate screen display options and controls
2.3 Use manuals, user documentation and online help to overcome problems with document presentation and production



Element 3 Finalise documents	
3.1	Ensure final document is previewed, checked , adjusted and printed in accordance with organisational and task requirements
3.2	Ensure document is prepared within designated time lines and organisational requirements
3.3	Name and store document in accordance with organisational requirements and exit application without information loss/damage

Required skills and knowledge

Required skills

- Communication skills to clarify document requirements
- Editing and proofreading skills to check own work for accuracy
- Keyboarding skills to enter text and numerical data
- Literacy skills to read and understand organisation's procedures, and to use basic models to produce a range of correspondence
- Problem-solving skills to solve routine problems

Required knowledge

- Formatting styles and their effect on formatting, readability and appearance of documents
- Purpose, use and function of word processing software
- Organisational requirements for ergonomics, work periods and breaks, and conservation techniques
- Organisational style guide



Evidence guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • knowledge of simple word processing functions, standard document layout and design principles • production of a minimum of three simple, word processed documents.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of word processed documents and style guides.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of formatted document • review of final document • demonstration of techniques • oral or written questioning to assess knowledge of word processing software functions.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • general administration units • other IT use units.



Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Ergonomic requirements</i> may include:	<ul style="list-style-type: none">• avoiding radiation from computer screens• chair height, seat and back adjustment• document holder• footrest• keyboard and mouse position• lighting• noise minimisation• posture• screen position• workstation height and layout.
<i>Work organisation requirements</i> may include:	<ul style="list-style-type: none">• exercise breaks• mix of repetitive and other activities• rest periods.
<i>Conservation requirements</i> may include:	<ul style="list-style-type: none">• disposing of non-confidential waste paper in recycling bins• double-sided paper use• re-using paper for rough drafts (observing confidentiality requirements)• utilising power-save options for equipment.



<p>Documents may include:</p>	<ul style="list-style-type: none"> • agendas • briefing papers • envelopes • faxes • labels • letters • mail merges • memos • minutes • short reports • simple one-page flyers • standard form letters.
<p>Organisational requirements may include:</p>	<ul style="list-style-type: none"> • company colour scheme • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles • observing copyright legislation • organisation name, time, date, document title, filename etc. in header/footer • templates.
<p>Formatting may include:</p>	<ul style="list-style-type: none"> • alignment on page • columns • company logo/letterhead • enhancements to format - borders, patterns and colours • enhancements to text - colour, size, orientation • headers/footers • margins • page orientation.



<p>Software functions may include:</p>	<ul style="list-style-type: none">• default settings• document protection• grammar check• headers/footers• indent• line spacing• page numbers• page set up• paragraph formatting• spell check• tabs• text formatting.
<p>Screen display options and controls may include:</p>	<ul style="list-style-type: none">• layout view• maximise/minimise• normal view• page view• print preview• ruler• toolbars• zoom percentage.
<p>Checking may include:</p>	<ul style="list-style-type: none">• accuracy of information• consistency of layout• ensuring instructions with regard to content and format have been followed• grammar• proofreading• spelling, electronically and manually.



<p>Printing may include:</p>	<ul style="list-style-type: none"> • basic print settings • multiple copies • odd or even pages • print preview • printer setup • specified pages • whole document.
<p>Designated time lines may include:</p>	<ul style="list-style-type: none"> • organisational time line e.g. deadline requirements • time line agreed with internal/external client • time line agreed with supervisor/person requiring document/s.
<p>Naming and storing documents may include:</p>	<ul style="list-style-type: none"> • appropriate file type • authorised access • file names according to organisational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • file/directory names which identify the operator, author, section, date etc. • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security • storage in folders/sub-folders • storage on hard/floppy disk drives, CD-ROM, tape back-up.





Annex B – Learning plan

Session	Performance criteria	Guide	Resources
1	1.1	Section 1 – What is word processing? Section 2 – Ergonomics Section 3 – Conservation of resources	Learner's guide
2	2.3, 3.3	Section 4 – Drives, files and folders Section 5 – Getting help Section 6 – Documents: the basics	Learner's guide
3	2.1, 2.2	Section 7 – Toolbars, tool buttons and shortcuts Section 8 – Entering, navigating and selecting text	Learner's guide
4	2.1, 2.2, 3.2	Section 9 – Basic editing and setting yourself up Section 10 – Basic formatting	Learner's guide
5	3.1	Section 11 – Printing Section 12 – More on editing and formatting	Learner's guide
6		Assessment 1 due	Learner's guide
7	2.1, 2.2	Section 13 – The View and Window menus Section 14 – Page setup Practice	Learner's guide
8	1.3, 2.1	Section 15 – Graphics and drawings Practice – Inserting graphics and creating drawings	Learner's guide
9	1.3	Section 16 – Templates and properties Practice – Creating templates	Learner's guide
10		Practice – Assignment work for other units	Learner's guide
11	1.2	Section 17 – Letters Practice – Creating a letter	Learner's guide



Session	Performance criteria	Guide	Resources
12	2.1, 3.1	Section 18 – Reviewing Section 19 – Tables Practice – Tables	Learner’s guide
13		Assessment 2 due	Learner’s guide
14	1.2, 3.2	Section 20 – Memos, faxes and agendas Practice – Creating memos, fax covers and agendas	Learner’s guide
15	2.1	Section 21 – Other inserts Practice – Other inserts	Learner’s guide
16	2.1	Section 22 – Productivity tools Practice – Using productivity tools	Learner’s guide
17		Practice – Assignment work for other units	Learner’s guide
18		Practice – Assignment work for other units	Learner’s guide
19		Practice – Assignment work for other units	Learner’s guide
20		Assessment 3 due	Learner’s guide



Annex C – Assessment plan

Introduction

The three assessments in this unit are designed to assess your competency in the elements of BSBITU201A *Produce simple word processed documents* as listed in the unit details at Annex A to this guide.

Due	Assessment	Elements
Session 6	Assessment 1 – Create and print a prescribed letter In this assessment you will type a letter and then follow instructions to format the letter.	1–3
Session 13	Assessment 2 – Create and print a letter for a job application In this assessment you will write a letter in response to a fictitious job ad for a building company. The letter will need to be at least one-and-a-half pages long and you will use font and paragraph formatting to make your letter look professional before printing it.	1–3
Session 20	Assessment 3 Part A – Produce an illustrated document Part B – Produce a meeting agenda This assessment is in two parts. In Part A you will produce a one to two-page illustrated document outlining the main points concerning the correct way to sit and the exercises that you should do when using a computer. In Part B you will produce an agenda of at least one page for a construction site safety meeting, and then use your knowledge of job site safety to make up some agenda items.	1–3



Individual learning and assessment needs

Everyone has different learning styles and needs. Please let your lecturer know if there is anything that may have an effect on your learning.

Results and appeals

There is a process to be followed should you wish to appeal the result of your assessment. Please ask your lecturer for more information about this.



Annex D – Assessments





Assessment 1 – Create and print a prescribed letter

Introduction

For this assessment you are required to recreate a word-processed letter and print it.

- This is an open-book assessment. You may look at your learner's guide to remind you how to carry out the steps involved.
- Collaboration with other learners is not permitted. However, you may seek guidance from your lecturer using manuals, user documentation and online to help overcome problems with document presentation and production.
- Read the requirements of the assessment carefully.
- Create the document.
- Remember to put your name on your document.
- Print your document and assessment cover sheet and hand them to your lecturer.

Remember to use safe work practices to ensure ergonomic work organisation, energy and resource conservation requirements are addressed.

Materials and equipment

To attempt this assessment you will need:

- the assessment paper
- a computer with word-processing software
- a location to which you can save your document file
- connection to a printer.





BSBITU201A

Produce simple word processed documents

Assessment 1 – Create and print a prescribed letter

Name _____ Date _____

I have received feedback on this assessment.

Signature _____ Date _____

Assessor's initials



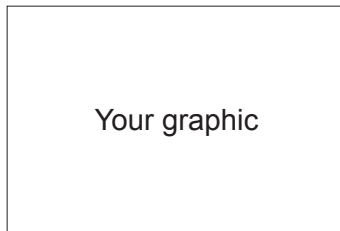


Assessment 1 – Create and print a prescribed letter

Instructions

On the following page is a typed letter.

1. You are required to reproduce the letter, from scratch, as near as possible identical to the original.
2. On the page after that is the same letter with some notes on the formatting to apply.
3. It is recommended that you type the text first and then apply the formatting to the various parts afterwards.
4. Include today's date under the address and put your name at the bottom.
5. When you've finished, preview, check and print your letter and submit it to your lecturer.
6. Save the letter to your folder.



Double A Constructions
34 Eucalypt Drive
THORN LIE WA 6108
☎ 9493 1111
TODAY'S DATE

Mr & Mrs Leedham
10 View Close
KELMSCOTT WA 6111

Dear Mr & Mrs Leedham,

Re: Additions to 10 View Close, Kelmscott

We have pleasure in submitting our tender of \$14,450.00 (fourteen thousand four hundred and fifty dollars) for the construction of additions to the above residence.

Our quote includes:

- all labour and materials for the construction of the games room, bedroom and ensuite shown on drawings 119/1 and 119/2 and the associated specification
- a prime cost sum of \$789.00 (seven hundred and eighty nine dollars) for the plumbing fixtures to the ensuite
- a prime cost sum of \$25.00 (twenty five dollars) per m² for ceramic wall and floor tiles.

Not included in our quote are:

- stormwater lines and soakwells
- internal painting
- floor coverings (other than ceramic tiles in the ensuite).

The above quote is fixed for *thirty days*, after which it may be subject to revision.

We thank you for the opportunity to tender on this project and look forward to your early reply.

Yours sincerely,

YOUR NAME



Your graphic

Double A Constructions
34 Eucalypt Drive
THORNLE WA 6108
☎ 9493 1111
TODAY'S DATE

Address
Arial bold italic 14 point

Wingdings symbol

2½ point line

Mr & Mrs Leedham
10 View Close
KELMSCOTT WA 6111

Graphic from disc.
Black border with
light grey fill.

Dear Mr & Mrs Leedham,

Re: Additions to 10 View Close, Kelmscott

Address
Arial bold 12 point

We have pleasure in submitting our tender of \$14,450.00 (fourteen thousand four hundred and fifty dollars) for the construction of additions to the above residence.

Centred, underlined

Our quote includes:

- all labour and materials for the construction of the games room, bedroom and ensuite shown on drawings 119/1 and 119/2 and the associated specification
- a prime cost sum of \$789.00 (seven hundred and eighty nine dollars) for the plumbing fixtures to the ensuite
- a prime cost sum of \$25.00 (twenty five dollars) per m² for ceramic wall and floor tiles.

Main text
Arial regular, 11 point
Paragraph formatting:
single-line spacing with
6 points after

Not included in our quote are:

- stormwater lines and soakwells
- internal painting
- floor coverings (other than ceramic tiles in the ensuite).

Margins 2.5 cm top,
bottom & sides

The above quote is fixed for *thirty days*, after which it may be subject to revision.

We thank you for the opportunity to tender on this project and look forward to your early reply.

Bulleted paragraphs

Yours sincerely,

YOUR NAME

Italics

I

Bold italics

Page number in footer.
Times New Roman font,
bold italic, 11 point





Assessment 2 – Create and print a letter for a job application

Introduction

For this assessment you are required to create a word-processed letter and print it.

- This is an open-book assessment. You may look at your learner's guide to remind you how to carry out the steps involved.
- Collaboration with other learners is not permitted. However, you may seek guidance from your lecturer.
- You may use manuals, user documentation and online help to overcome problems with document presentation and production.
- Read the requirements of the assessment carefully.
- Create the document.
- Remember to put your name on your document.
- Print your document and assessment cover sheet and hand them to your lecturer.

Remember to use safe work practices to ensure ergonomic, work organisation, energy and resource conservation requirements are addressed.

Materials and equipment

To attempt this assessment you will need:

- the assessment paper
- a computer with word-processing software
- a location to which you can save your document file
- connection to a printer.





BSBITU201A

Produce simple word processed documents

Assessment 2 – Create and print a letter for a job application

Name _____ Date _____

I have received feedback on this assessment.

Signature _____ Date _____

Assessor's initials





Assessment 2 – Create and print a letter for a job application

Instructions

Below is an advertisement for a job vacancy at a fictitious building company.

1. You are required to produce a formal letter, from scratch, applying for the position.
2. Make the letter at least one-and-a-half pages long, and don't forget to include details about yourself, your experience (in your course and at work placement), which position you'd like most and why you want a career in the construction industry.
3. Use font and paragraph formatting to make your letter look smart (but don't overdo it).
4. It is recommended that you type the text first and then apply the formatting to the various parts afterwards.
5. Include today's date under the address and put your name at the bottom.
6. When you've finished, preview, check and print your letter and submit it to your lecturer.
7. Save the letter to your folder.

The advertisement

POSITIONS VACANT

Johnson and Bailey, one of Perth's leading house and home unit builders, is looking for keen and enthusiastic people for the following positions.

Trainee Quantity Surveyor (1)

Trainee Estimators (2)

Trainee Contracts Administrator (1)

Trainee Site Clerks (2)

We are expanding our operations and are looking for young people seeking a rewarding career in the construction industry.

Applications should be in writing stating personal details, work experience, any attributes you consider to be relevant and your order of preference for the positions. Applicants should also include the names and phone numbers of two referees.

Applications should be addressed to Ms Helen Anderson, Johnson & Bailey Pty Ltd, P O Box 33333, Perth WA 6000.

Applications close on the 28th of this month.





Assessment 3

Part A – Produce an illustrated document

Part B – Produce a meeting agenda

Introduction

For this assessment you are required to create two word-processed documents and print them.

- This is an open-book assessment. You may look at your learner's guide to remind you how to carry out the steps involved.
- You may also use manuals, user documentation and online help to overcome problems with document presentation and production.
- Collaboration with other learners is not permitted. However, you may seek guidance from your lecturer.
- Read the requirements of the assessment carefully.
- Create the documents.
- Remember to put your name on your documents.
- Print your documents and the assessment cover sheet and hand them to your lecturer.

Materials and equipment

To attempt this assessment you will need:

- the assessment paper
- a computer with word-processing software
- a location to which you can save your document file
- connection to a printer.





BSBITU201A

Produce simple word processed documents

Assessment 3

Part A – Produce an illustrated document

Part B – Produce a meeting agenda

Name _____ Date _____

I have received feedback on this assessment.

Signature _____ Date _____

Assessor's initials





Instructions – Part A

You are required to produce a one to two-page illustrated document outlining the main points concerning the correct way to sit and the exercises that you should do when using a computer. You should also include guidance on ways in which energy and resources can be conserved.

- A1. Use a search engine to find information from the internet (there's a lot of it there).
You can copy and paste information in, but it should be formatted as follows.
 - A1.1 Font: Calibri 12 point (14 point for headings)
 - A1.2 Paragraphs: 6 points before and after spacing, first line indented 10 mm, line spacing at least 15 points, any lists bulleted
- A2. Include three illustrations in your documents no larger than 40 mm in height or width.
- A3. Make sure your name is on the document.
- A4. When you've finished, preview, check and print your document and submit it to your lecturer.
- A5. Save the document to your folder.

Instructions – Part B

You are required to produce an agenda of at least one page for a construction site safety meeting.

- B1. It should be in table form and include the company name, job site location, date and time, invitees, items to be discussed and how much time is allocated for each item.
- B2. Use your knowledge of job site safety to make up some agenda items.
- B3. Format your agenda so that it looks smart and professional.
- B4. Make sure your name is on the document.
- B5. When you've finished, preview, check and print your document and submit it to your lecturer.
- B6. Save the document to your folder.



PRODUCE SIMPLE WORD PROCESSED DOCUMENTS CERTIFICATE II IN BUILDING AND CONSTRUCTION (PATHWAY – PARAPROFESSIONAL) BSBITU201A

LEARNER'S GUIDE

DESCRIPTION

This learner's guide will provide you with an introduction to using a word-processing program and to the range of documents that you will encounter in the workplace. It contains a mix of content and hands-on activities that support the unit BSBITU201A *Produce simple word processed documents* from Certificate II in Building and Construction (Pathway – Paraprofessional). The course, and this guide, focus on the skills and knowledge required to get your career started as a paraprofessional in the residential building industry.

The topics covered in this guide include:

- setting up new documents
- designing and formatting documents
- inserting tables, drawings, charts and graphics
- printing documents
- managing files and saving documents.

You will also learn how to create and work with common workplace documents such as letters, memos, facsimiles and agendas. Assessment activities are also included.

EDITION

Edition 1, 2012

TRAINING PACKAGE

Construction, Plumbing and Services – CPC08
Business Services – BSB07

COURSE/QUALIFICATION

Certificate II in Building and Construction (Pathway – Paraprofessional)

UNIT

BSBITU201A *Produce simple word processed documents*

RELATED PRODUCTS

This resource is one of a series that covers all 12 units of the Certificate II in Building and Construction (Pathway – Paraprofessional) qualification. Please refer to our product catalogue for more information.



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