

# Menu

## New Skills

1. Set tabs in a document with dot leaders.

## Activity Overview

Dot leaders (rows of dots) are used to separate information that is presented in two or more columns, making it easier for the reader to visually “line up” text. You will commonly find dot leaders used in a table of contents, an index, or in a restaurant menu. Leaders may be square or round dots with varied spacing, dashes, lines, or other character combinations.

In this activity, you will set tabs with leaders for a menu for an ice cream shoppe.

## Instructions

1. Open a NEW document in Word.
- ★ *Unless otherwise stated, the font should be 12 point Times New Roman.*
2. Insert a header that includes the activity number and title left aligned, and your name right aligned. Type the header in all caps.
3. Set the following tabs:
  - a. Left aligned tab at .5”
  - b. Right aligned tab with dot leaders at 5.5”
4. Starting on the first line of the document, type the text as shown in Figure 11-1. Separate each column using the TAB key.
- ★ *Note: Hit the TAB key before typing the descriptions in the first column. When you hit the second TAB, the two columns should be separated by dot leaders.*
5. Change the font size of the text “TOOTSIE’S ICE CREAM SHOPPE” to 20 point bold, and centered.
6. Change the font size of the remaining text to 14 point.
7. Select all of the text and center it vertically on the page.
8. Carefully proofread the document for spelling, grammar, and accuracy.
9. Save the document as MENU.
10. Print the document if required by your instructor.

NEW SKILL



FIGURE 11-1

TOOTSIE'S ICE CREAM SHOPPE		
ICE CREAM		
TAB→	Cup	TAB→ \$3.35
	Cone	\$4.35
SMOOTHIES		
	Berry, Mango, Strawberry	\$4.95
MILKSHAKES/MALTS		
	Vanilla, Chocolate, Strawberry	\$4.95
SUNDAES/SPLITS		
	Banana Split	\$5.50
	Hot Fudge Sundae	\$4.95
	Brownie Sundae	\$5.50
SPECIALTY CONES		
	Waffle Cone	\$1.00
	Chocolate Dipped	\$1.35
	Chocolate Dipped & Sprinkles	\$1.45
CHOOSE FROM 28 FLAVORS		
Vanilla, Chocolate, Strawberry, Midnight Chocolate, Cheesecake, Peanut Butter, Mint Chip, Kahlua Almond Fudge, Maple Walnut, Oreo, Moose Tracks, Butter Pecan, Snickers, Almond Joy, Cake Batter, Lemon Sorbet, Coconut Cheesecake, Milky Way, Chocolate Almond Bar, Fudge Swirl, Eggnog, Witch's Brew, Peppermint, Toasted Almond Crunch, Raspberry Swirl, Mocha Chocolate Crunch, Apple Pie, Praline		

# World Series Team Roster

## New Skills

1. Sort text in a document.

## Activity Overview

Sorting a list alphabetically is a very useful tool when you are trying to locate information quickly. Word comes equipped with a feature that can sort lists alphabetically or numerically, eliminating the task of sorting manually. This activity takes the common task of organizing a list from lowest to highest and applies it to 2010 Baseball World Series Champions.

## Instructions

1. Open a NEW document in Word.
- \* *Unless otherwise stated, the font should be 12 point Times New Roman.*
2. Insert a header that includes the activity number and title left aligned, and your name right aligned. Type the header in all caps.
3. Set the page margins to 1" on all sides.
4. Set the following tabs:
  - a. Left aligned tab at 1.25".
  - b. Left aligned tab at 2.25".
  - c. Left aligned tab at 3.25".
  - d. Left aligned tab at 4.25".
  - e. Left aligned tab at 5".
5. Starting on the first line of the document, type the text as shown in Figure 12-1. Separate the text in the columns using the TAB key.
- \* *Note: Hit the TAB key before typing the text in the first column.*
6. Underline and bold the column headings "Number," "First Name," "Last Name," "Position," and "Age."
7. Save the document as TEAMROSTER.
8. Select the text in the columns and sort it in Ascending (A to Z) order by "Last Name."
- \* *Note: Be sure to indicate that your list has a header row.*
9. Carefully proofread the document for spelling, grammar, and accuracy.
10. Resave the document.
11. Print the document if required by your instructor.

NEW SKILL



# 12

## World Series Team Roster

FIGURE 12-1

San Francisco Giants  
2010 World Series Champions  
Team Roster

TAB→	Number	TAB→	First Name	TAB→	Last Name	TAB→	Position	TAB→	Age
	12		Nate		Schierholtz		RF		26
	41		Jeremy		Affeldt		RP		31
	46		Santiago		Casilla		RP		30
	55		Tim		Lincecum		SP		26
	60		Waldis		Joaquin		RP		23
	49		Javier		Lopez		RP		33
	59		Guillermo		Mota		RP		37
	52		Ramon		Ramirez		RP		29
	54		Sergio		Romo		RP		27
	47		Chris		Ray		RP		28
	57		Jonathan		Sanchez		SP		27
	38		Brian		Wilson		RP		28
	40		Madison		Bumgarner		SP		21
	28		Buster		Posey		C		23
	22		Eli		Whiteside		C		31
	14		Mike		Fontenot		2B		30
	18		Matt		Cain		SP		26
	17		Aubrey		Huff		1B		33
	10		Travis		Ishikawa		1B		27
	16		Edgar		Renteria		SS		35
	21		Freddy		Sanchez		2B		32
	48		Pablo		Sandoval		3B		24
	5		Juan		Uribe		SS		31
	9		Pat		Burrell		LF		34
	13		Cody		Ross		CF		29
	33		Aaron		Rowand		CF		33
	56		Andre		Torres		CF		32

Source: <http://sanfrancisco.giants.mlb.com>

## TV Show

## New Skills

1. Use Word Count.
2. Change line spacing in a document.

## Activity Overview

Formatting a document with line spacing can help make a document easier to read. Teachers may require assignments to be double-spaced to help make adding handwritten comments easier. In this activity, you will write a plot summary of your favorite TV show, change its line spacing, and use the word count feature to determine if you have met the minimum and maximum words required.

## Instructions

1. Choose your favorite TV show. Using a pen or pencil, write a summary that tells the main points of the show's storyline in your own words. The summary should be no less than 175 words and no more than 300 words. There's no need to count the words manually, as you will let Word do this for you later in the activity.
2. Open a NEW document in Word.  
★ *Unless otherwise stated, the font should be 12 point Times New Roman.*
3. Insert a header that includes the activity number and title left aligned, and your name right aligned. Type the header in all caps.
4. Starting on the first line of the document, type, center align, and bold the title of the TV show you summarized in Step 1.
5. Starting one line below the title, type the TV show summary you wrote in Step 1.
6. Use the word count feature to calculate the number of words. If necessary, edit the document to ensure that it contains a minimum of 175 words and a maximum of 300 words. If editing was necessary, use the word count feature again.
7. Two lines below the last sentence of your summary, type the number of words in the document followed by the text "words in the summary."
8. Save the document as TVSUMMARY.
9. Select the entire document and change line spacing to double space.
10. Carefully proofread the document for spelling, grammar, and accuracy.
11. Resave the document.
12. Print the document if required by your instructor.

NEW SKILL

NEW SKILL



# 14

## Winter Scene

### New Skills

1. Use and format the draw tools.

### Activity Overview

Using the draw tools is an essential skill to have before creating letterheads, flyers, newsletters, presentations, and Web pages. Draw tools should be used to enhance the overall look of a document without affecting the readability of the message you are trying to send. In this activity, you will practice using a variety of draw tools to create a winter scene.

### Instructions

1. Open a NEW document in Word.  
★ *Unless otherwise stated, the font should be 12 point Times New Roman.*
2. Change the page orientation to landscape.
3. Insert a header that includes the activity number and title left aligned, and your name right aligned. Type the header in all caps.
4. Before continuing, be sure that the Drawing tools are visible on your screen.
5. Using the Drawing tools, create a winter scene. Use Figure 14-1 as a guide.
  - a. Snowman — Using the circle tool, create three circles with a 2 pt. black line border and white fill: 1 circle at 1.75" height and 1.75" width; 1 circle at 1.5" height and 1.5" width; 1 circle at 1.15" height and 1.15" width.
  - b. Stack the circles from largest to smallest as shown in Figure 14-1.
  - c. Hat — (brim) Using the rectangle tool and a 1 pt. black line border, draw a rectangle that measures .15" height and 1.35" width, and place it on top of the snowman's head.  
  
To create the top of the hat, use the rectangle tool and a 1 pt. black line border and draw a box that measures .65" height and .85" width and place it on top of the brim. Fill the hat and brim with your choice of color.
  - d. After body and hat are complete, select each object (element) and align to center.
  - e. Eyes — Using the circle tool, draw two circles with no line border that measure .15" height and .15" width with a black fill and place them on the snowman's face as shown in Figure 14-1.
  - f. Nose — Using the scribble tool, draw a carrot shape with a .75 pt. black line border, fill it in with orange (use your own creativity to determine its size), and place it on the snowman's face as shown in Figure 14-1.
  - g. Mouth — Using the scribble tool and a 3 pt. black line border, draw a curved smile that measures approximately .15" height and .45" width and place it on the snowman's face as shown in Figure 14-1.

NEW SKILL ►



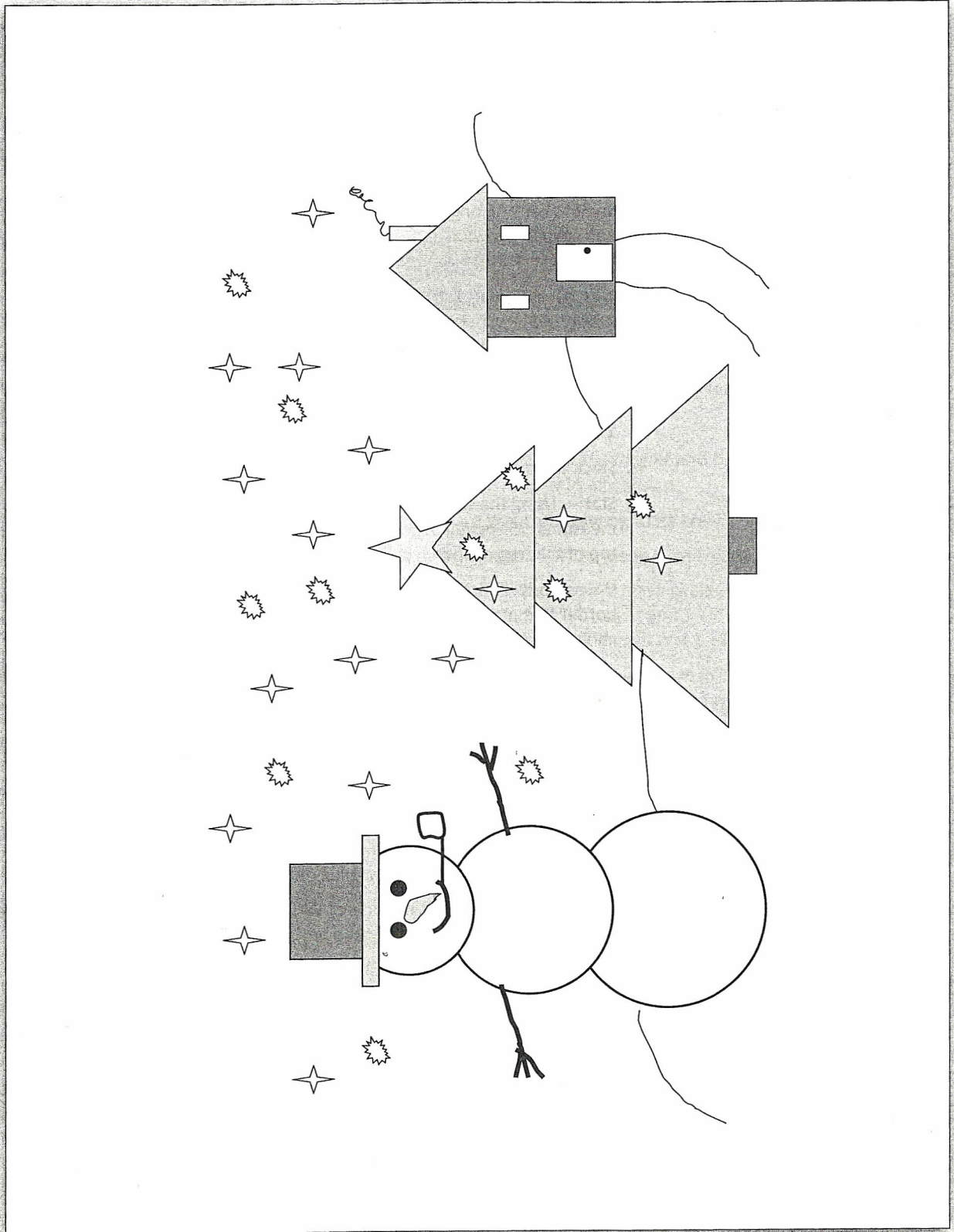
## Winter Scene

- h.** Pipe — Using the line tool, draw a straight line from the snowman's mouth with a 2 pt. black line border that measures .25" height and .75" width. For the top of the pipe, use the scribble tool with a 2 pt. black line border to create one similar as shown in Figure 14-1.
  - i.** Arms — Using the scribble tool, draw two arms each with a 3 pt. black line border (use your own creativity to determine size and hand type) and place them on the snowman's body as shown in Figure 14-1.
  - j.** Once the snowman is complete, accessorize him/her using the draw tools of your choice.
  - k.** Snowflakes — Using draw tools of your choice create at least 15 different sized and shaped snowflakes and randomly place them throughout the scene as shown in Figure 14-1.
  - l.** Tree base — Using the rectangle tool, draw a box with a .75 pt. black line border that measures .5" height and .75" width with a brown fill. Place the object in a similar position to the one shown in Figure 14-1.
  - m.** Tree — Using the triangle tool, create three triangles with a .75 pt. black line border and green fill: 1 triangle at 1.88" height and 3.25" width; 1 triangle at 1.44" height and 2.5" width; 1 triangle at 1.05" height and 1.81" width.
  - n.** Stack the triangles from largest to smallest as shown in Figure 14-1.
  - o.** Star — Using the star tool, draw a star with a .75 pt. black line border that measures .75" height and .75" width. Fill the star with yellow and place it on top of the tree as shown in Figure 14-1.
  - p.** House body — Using the rectangle tool, draw a box with a .75 pt. black line border that measures 1.15" height and 1.25" width, fill it with the color of your choice, and place it in a similar position to the one shown in Figure 14-1.
  - q.** House roof — Using the triangle tool, draw a triangle with a .75 pt. black line border that measures .88" height and 1.5" width, fill it with the color of your choice, and place it on top of the house body as shown in Figure 14-1.
  - r.** Chimney — Using the rectangle tool, draw a box with a .75 pt. black line border that measures 0.5" height and .13" width, fill it with the color of your choice, and place it on the roof as shown in Figure 14-1.
- ★ *Note: You may need to change the order of the object by using the "send to back" option to give it the appearance of being behind the roof.*
- s.** Windows and Door — Using tools of your choice, create windows and a door and place them on the front of the house as shown in Figure 14-1.
  - t.** Using the tools of your choice and your own creativity, add elements to enhance the look of your picture (i.e., mountains, driveway, snow, chimney smoke, etc.) as shown in Figure 14-1.
- 6.** Save the document as WINTERSCENE.
- 7.** Print the document if required by your instructor.

# 14

## Winter Scene

FIGURE 14-1





# Creative Clipart

## New Skills

1. Insert clipart into a document.
2. Resize clipart.

## Activity Overview

Clipart is ready-made graphics or pictures that can be inserted into a document. You can find clipart on your hard drive, a CD, or on the Internet. Word is equipped with its own clipart images housed in a Clipart Gallery. In this activity, you will practice finding clipart that is supplied with your version of Microsoft Word that is appropriate to the content provided.

## Instructions

1. Open a NEW document in Word.  
★ *Unless otherwise stated, the font should be 12 point Times New Roman.*
2. Set the page margins to 1" on all sides.
3. Insert a header that includes the activity number and title left aligned, and your name right aligned. Type the header in all caps.
4. Starting on line one of the document, type the list of phrases provided below, leaving one blank line between each phrase.

High School Graduation  
Car Repairs  
Junior/Senior Prom Tonight  
Vacation  
Car Wash School Fundraiser  
Laptop  
Cheerleading Tryouts Today  
Ice Cream Shoppe

**NEW SKILL** ►

5. Save the document as CLIPART
6. Using the clipart supplied with your version of Microsoft Word, find one clipart image that helps illustrate each of the phrases above. Insert the clipart to the right of the corresponding phrase. Resize the clipart images as needed so that all phrases and clipart images fit on one page.
7. Change the font of the phrases to Arial and bold.
8. Carefully proofread the document for spelling, grammar, and accuracy.
9. Resave the document.
10. Print the document if required by your instructor.



# 16

## In the News

### New Skills

1. Insert and format text boxes.
2. Group text boxes and graphics.

### Activity Overview

A text box may be referred to as a container for text that can be positioned anywhere on a page. Text boxes are primarily used so that the text does not interfere with other elements on the page. Using a text box allows you to place the text exactly where you want it rather than on a specific line. This activity provides an opportunity to randomly place text on a page to create a collage of text and graphics.

### Instructions

1. Open a NEW document in Word.
2. Insert a header that includes the activity number and title left aligned, and your name right aligned. Type the header in all caps.
3. Type the following news headlines into separate text boxes on the page:

NEW SKILL

Nike Stock Prices Are on the Rise!  
Jersey Shore Finale Breaks MTV Ratings Record  
2011 Heat Wave Breaks Records  
Ants Never Sleep in Their Lifetime  
Rhode Island is Home to the Tennis Hall of Fame  
Jane Lynch Wins Emmy for Glee Character  
You Forget 90% of Your Dreams  
Patriots' Quarterback Inks Deal to Become Highest Paid Player in the NFL  
Apple® Releases the iPad 2  
New \$100 Bill Unveiled

NEW SKILL

4. Format each text box so that there are no borders.
5. Insert a clipart image relating to the corresponding headline above each text box.
6. Format the font and point size of each headline as you see fit.
7. Using the SHIFT key, select the text box and its corresponding clipart image and group them so that they become one object.
8. Arrange each grouped object randomly around the page to create a collage effect, assuring that all fit on one page.
9. Carefully proofread the document for spelling, grammar, and accuracy.
10. Save the document as NEWS.
11. Print the document if required by your instructor.

NEW SKILL



## Wipeout

## New Skills

1. Format columns in a document.
2. Justify text.
3. Wrap text around an image.

## Activity Overview

Open any newspaper or magazine and you will see how text is formatted in columns. Columns allow you to have text continue from the bottom of one column to the top of the next. Columns make text easier to read because they reduce the number of words per line a reader has to read. In this activity, you will type an article about “Wipeout” one of TV’s hottest new game shows, and then format the article into two columns.

## Instructions

1. Open a NEW document in Word.
- ★ *Unless otherwise stated, the font should be 12 point Times New Roman.*
2. Insert a header that includes the activity number and title left aligned, and your name right aligned. Type the header in all caps.
3. Set the page margins to 1” on all sides.
4. Starting on the first line of the document, type the text as shown in Figure 17-1.
5. Center align, bold and change the font size of the title of the article to 48 point.
6. Save the document as WIPEOUT.
7. Select the body of the article and justify the text.
8. Select the body of the article and format it into columns, adhering to the following guidelines:
  - a. Number of columns: 2
  - b. Width of columns: 3”
  - c. Space between columns: .5”
  - d. Equal column width
  - e. No line in between columns
9. Resave the document.
10. Use the Internet to find an image of someone participating in the “Wipeout” competition as shown in the sample provided in Figure 17-2.
11. Insert the image before the first sentence in the article, as shown in the sample provided in Figure 17-2.
12. Format the image so the text wraps around the image. Resize the image so that the article fits on one page. Your finished document should look similar to the one provided in Figure 17-2.
13. Carefully proofread the document for spelling, grammar, and accuracy.
14. Resave the document.
15. Print the document if required by your instructor.

NEW SKILL ►

NEW SKILL ►

NEW SKILL ►



FIGURE 17-1

**“Wipeout”**

“Wipeout” is an American game show series in which contestants compete in what is billed as the “world’s largest extreme obstacle course.” The show is taped at the Golden Oak Ranch in Canyon Country, Santa Clarita, California, 40 miles north of Los Angeles. There are two ways that you can become one of the 24 contestants competing in each episode. For more details, visit the ABC Web site and look up “Wipeout” for each option.

Once all contestants are chosen, the games begin. During an episode, contestants compete through four rounds of competition until a final winner is crowned “Wipeout Champion.” Some new qualifier stunts have been added to the course—including the “Double Cross,” the “Pitch Fork,” the “Blob,” the “Fence Flapper,” and the “Smack the Wall Sweeper” to name a few.

The 12 quickest finishers of the first round move on to the second. These challenges vary, but the challengers once more face the likely possibility of ending up taking a plunge into a muddy pit. Six contestants survive this round and head on to round three, which narrows the field down to the top four survivors. The third round resembles the first because the players must traverse a huge and complicated challenge course. As in the earlier courses, getting soaked is extremely likely. The challenger who completes the field in the shortest amount of time claims the grand treasure of \$50,000.

The challenges change each week, but always feature offbeat and comical obstacles, such as the “Sucker Punch,” the “Sweeper,” the “Dizzy Dummy,” or the “Dreadmill,” and the “Wipeout Zone.” “Wipeout” has become an extremely popular television show, with TV Week recently naming it the third most viewed reality program in the world. It is loved not only for the exciting obstacles faced by the contestants but also for the funny and ironic slant mood of the commentary by John Henson and John Anderson.

Jill Wagner offers additional commentary and reactions, and also provides interviews with the contestants filmed before their turn begins. Generally only those who pass the first round are introduced, and each are assigned a nickname that is used throughout the game. However, during the “Wipeout Zone,” the show takes an epic and serious turn, with the humor dialed down, and serious background music instead of its lighthearted theme music.

“Wipeout” first aired on January 3, 2009, grabbing mammoth amounts of viewership. If you enjoy watching reality shows and are looking for a good laugh, then “Wipeout” is a must see show. “Wipeout” was nominated for a Nickelodeon Kids’ Choice Award and was voted by Entertainment Weekly’s readers as Reality TV’s Guiltiest Pleasure.

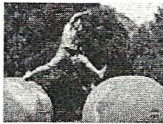
Sources: abc.com, buzztab.com.

## Wipeout

FIGURE 17-2 Note that the tab in the first paragraph has been removed.

ACTIVITY 17: WIPEOUT

STUDENT NAME

**“Wipeout”**

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“Sweeper,” the “Dizzy Dummy,” or the “Dreadmill,” and the “Wipeout Zone.” “Wipeout” has become an extremely popular television show, with TV Week recently naming it the third most viewed reality program in the world. It is loved not only for the exciting obstacles faced by the contestants but also for the funny and ironic slant mood of the commentary by John Henson and John Anderson.

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# 18

## How to Buy a Used Car

### New Skills

1. Insert bookmarks into a document.
2. Hyperlink text to bookmarks.

### Activity Overview

When you are working in a multi-page document, it can be frustrating and time consuming to find a specific location in the document for editing. Word's bookmark feature can be invaluable in this case. Rather than having to scroll through pages and pages, bookmarks allow you to "jump" to different parts of a document quickly.

In this activity, you will create bookmarks so that you can easily move from one place within your document to another.

### Instructions

1. Open a NEW document in Word.
- ★ *Unless otherwise stated, the font should be 12 point Times New Roman.*
2. Insert a header that includes the activity number and title left aligned, and your name right aligned. Type the header in all caps.
3. Insert a footer that includes the page number (#) center aligned.
4. Save the document as USED CAR.
5. Starting on the first line of the document, type the text as shown in Figure 18-1.
6. Insert a new page (page break) into the document by pressing CTRL+ENTER.
7. Starting on the first line, type the text as shown in Figure 18-2 on page two of the document.
8. Insert another page (page break) into the document by pressing CTRL+ENTER.
9. Starting on the first line, type the text as shown in Figure 18-3 on page three of the document.
10. Insert another page (page break) into the document by pressing CTRL+ENTER.
11. Starting on the first line, type the text as shown in Figure 18-4 on page four of the document.
12. Insert another page (page break) into the document by pressing CTRL+ENTER.
13. Starting on the first line, type the text as shown in Figure 18-5 on page five of the document.
- NEW SKILL** ► 14. Select all of the text on page two of the document and insert a bookmark. Name the bookmark "Step1." Do not use any spaces when naming the bookmark.
- NEW SKILL** ► 15. Go to page one and select the text "Step 1. Be Prepared." Hyperlink the selected text to the bookmark named "Step1."



## How to Buy a Used Car

16. Select all of the text on page three of the document and insert a bookmark. Name the bookmark "Step2." Do not use any spaces when naming the bookmark.
17. Go to page one and select the text "Step 2. Check a car's history records." Hyperlink the selected text to the bookmark named "Step2."
18. Select all of the text on page four of the document and insert a bookmark. Name the bookmark "Step3." Do not use any spaces when naming the bookmark.
19. Go to page one and select the text "Step 3. Have the car inspected." Hyperlink the selected text to the bookmark named "Step3."
20. Select all of the text on page five of the document and insert a bookmark. Name the bookmark "Step4." Do not use any spaces when naming the bookmark.
21. Go to page one and select the text "Step 4. Be careful doing the paperwork." Hyperlink the selected text to the bookmark named "Step4."
22. Go to page one of your document. Click on each of the hyperlinks you created to be sure that they are all linked to the correct page within the document.
23. Carefully proofread the document for spelling, grammar, and accuracy.
24. Resave the document.
25. Print the document if required by your instructor.

FIGURE 18-1

### How to Buy a Used Car

Buying a used car is a bit of a gamble—there is no guarantee that the car is accident-free, has real mileage, and was properly maintained. There may be some hidden problems like a worn out automatic transmission, or engine problems that may not have been obvious when you test-drove the car. You must ask yourself: "Will I save money when buying a used car? How do I eliminate the risk of potential problems, and is this actually possible to do?" Here are four quick steps to help you determine if buying a used car is in your best interest.

- Step 1. Be prepared.
- Step 2. Check a car's history records.
- Step 3. Have the car inspected.
- Step 4. Be careful doing the paperwork.

# 18

## How to Buy a Used Car

FIGURE 18-2

Step 1. Be prepared.

Do as much research as you can. Read reviews, consumer reports, ask colleagues and friends, compare options, and gather gas consumption data on the make and model you're interested in. Examine reliability ratings. Try to determine maintenance costs and upkeep, etc. Your goal should be to narrow your search to one or two models. Know what you want to buy.

FIGURE 18-3

Step 2. Check a car's history records.

Checking the car's history will probably eliminate half of the vehicles from your potential list. Vehicles that have been flooded or restored after serious accidents, those with rolled back odometers, heavily abused vehicles (e.g. rentals), those with outstanding liens, etc., can be eliminated after simply checking the history record of the vehicle. If you're purchasing your car from a reputable dealer, they will have no problem providing you with a CARFAX report.

FIGURE 18-4

Step 3. Have the car inspected.

Check out the car yourself very carefully. Ask a person who knows about cars to help you. As a final step, bring the car to a mechanic you trust for an inspection.

FIGURE 18-5

Step 4. Be careful doing the paperwork.

Be extremely careful when doing the paperwork. For questions about vehicle registration, change of ownership, legal aspects, etc. contact your local vehicle registration authorities.



# Good News Memo

## New Skills

1. Create a memo using proper format.

## Activity Overview

A memo is a business document that is used to correspond internally within an organization. If it goes outside the organization and needs to be mailed, then a properly formatted letter should be used. Memos are short and are written to get someone to do something or inform them about important information. They tend to be less formal than letters and reports and may be written in a more conversational voice. When printed, memos are initialed with black or blue ink by the sender next to the sender's typed name.

In this activity, you will create a memo about a teen community social center that is thanking employees for their good work.

## Instructions

1. Open a NEW document in Word.
- ★ *Unless otherwise stated, the font should be 12 point Times New Roman.*
2. Set the page margins as follows: Top to 2", Left, Right, and Bottom to 1".
3. Insert a header that includes the activity number and title left aligned, and your name right aligned. Type the header in all caps.
4. Starting on the first line of the document, type the title "MEMORANDUM." Center and bold the title.
- NEW SKILL ► 5. Type the remaining text in the memo exactly as shown in Figure 19-1. Blank lines are shown by the ¶ symbol. Use the TAB key to align the text separating the "TO," "FROM," "DATE," and "SUBJECT." Use your first and last name as the sender and the current date for the date.
6. Carefully proofread the document for spelling, grammar, and accuracy.
7. Save the document as GOODNEWS.
8. Print the document if required by your instructor.
9. Using a blue or black pen, initial the printed copy next to your name to show that you have reviewed the memo.



# 19

## Good News Memo

FIGURE 19-1

### MEMORANDUM

¶  
TO:    TAB→   All Employees  
¶  
FROM:       Your Full Name, CEO, The Network  
¶  
DATE:        <Insert current date>  
¶  
SUBJECT:     Good News  
¶  
¶

Let me start off by thanking each and every one of you for your outstanding commitment to The Network. Because of your dedication to our company, profits this year have exceeded what we could have ever imagined. Your great work and outstanding customer service has made The Network the most popular place for teens to socialize in the Greater Boston area.

¶  
My way of saying thank you will be reflected in your paychecks beginning this week with each employee receiving a 10% pay increase. Not only will you receive a pay increase, each employee will receive an extra week of paid vacation per year.

¶  
I am confident that with your contagious enthusiasm and commitment, The Network will continue to increase its membership base. If I can be of any assistance to you, or if there's anything you would like to speak to me about, whether you have ideas to make the operation run smoother or to just simply chat, my door is always open. Feel free to stop by anytime.

# Cell Phone Memo

## New Skills

1. Write an effective memo with proper formatting.

## Activity Overview

In activity 19, you created a memo by copying the text provided. In this activity, you will create another memo, only this time, you will write the memo from scratch. All of the details you will need to write the memo are provided in the instructions below.

## Instructions

1. Before beginning any work on the computer, use a pen or pencil to compose a draft of a memo based on the scenario and guidelines presented below:

*Assume that you have been asked to create a memo in response to a request from the student body indicating why you think cell phones should be allowed in school. The memo can be addressed to your school's principal or assistant principal.*

*The first paragraph of the memo should identify who you are (introduce yourself to the reader) and clearly state the purpose of the memo.*

*Paragraph two should identify reasons why you think students should be able to use cell phones on school grounds. This paragraph should also include solutions to possible problems that may arise from allowing the use of cell phones in school. Be as specific as possible.*

*The third paragraph (closing) should thank the reader for hearing your concerns. It should also provide the reader with information on how he or she can contact you (your homeroom number, phone number, and/or e-mail address).*

*The memo should be well-written using a positive tone, and should not exceed one page.*

2. Open a NEW document in Word.
- ★ *Unless otherwise stated, the font should be 12 point Times New Roman.*
3. Set the page margins as follows: Top to 2", Left, Right, and Bottom to 1".
4. Insert a header that includes the activity number and title left aligned, and your name right aligned. Type the header in all caps.
5. Set up the memo by following the format provided in Activity 19, Figure 19-1.
6. Address the memo to either your school's principal or assistant principal.
7. Use your full name as the sender.
8. Use the current date for the date.
9. Type "Cell Phone Use" as the subject.
10. Using the draft you wrote in Step 1, type the body of the memo.

NEW SKILL ►



**Word It!**

# 20

## Cell Phone Memo

11. Carefully proofread the document for spelling, grammar, and accuracy.
12. Save the document as CELLPHONE.
13. Print the document if required by your instructor.
14. Using a blue or black pen, initial the printed copy next to your name to show that you have reviewed the memo.