

Microsoft Word Multiple Choice Questions

- 1) Microsoft Office Word is a (n) _____.
 - a) full-featured word processing program that can be used to create and revise professional looking documents easily *
 - b) area in the computer's main memory in which Microsoft_Office text files are stored temporarily_program included with Windows 2000 that can be used
 - c) Only to create or edit text files, smaller than 64K, that do not require formatting
 - d) classified password that prevents unauthorized users from accessing a protected Microsoft Office item or document
- 2) what type of software is used for creating letters papers and other document _____.
 - a) word processor *
 - b) Spread Sheet
 - c) Data Base
 - d) All of Above
- 3) A program which helps to create written document and lets you go back and make correction as necessary _____.
 - a) word processor *
 - b) Spread Sheets
 - c) Work book
 - d) Note Book
- 4) MS-word comes under _____.
 - a) Documentation *
 - b) graphics
 - c) database
 - d) Spreadsheet
- 5) A _____ is an application that allows the user to compose and edit simple document.
 - a) word processor *
 - b) spreadsheet
 - c) database
 - d) any of the above
- 6) A word processor can be used to
 - a) write text
 - b) edit text
 - c) print text
 - d) all of these *
- 7) Computer word processing includes process of
 - a) entering text
 - b) editing text
 - c) formatting document
 - d) all of these *
- 8) What is the default file extension for all Word documents?
 - a) .texts
 - b) .word
 - c) .docs
 - d) .docx *
- 9) A word processor would most likely be used to type a _____.
 - a) Biography *
 - b) Calculation
 - c) Counting
 - d) None of Above

Word 2010 Concept Review Questions Answers

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Handbook of Effective Literacy Instruction Barbara M. Taylor,Nell K. Duke,2014-07-21 The intent of this handbook is to provide a comprehensive forward looking research based resource for teachers teacher educators and researchers on the key inter connected components of effective literacy instruction The book is designed so that it is a readily useable resource for pre service and practicing teachers as well Every chapter in sections I II III and IV includes substantial suggestions for implementing research based practices in the classroom and for engaging in professional learning to help teachers increase their effectiveness as literacy instructors Every chapter in section IV also includes substantial suggestions for fostering collaboration among staff and when applicable parents within schools

[Biology Class XII - SBPD Publications](#) Megha Bansal, Dr. Sunita Bhagiya,2021-05-06 Unit I Reproduction 1 Reproduction in Organisms 2 Sexual Reproduction in Flowering Plants Angiosperms 3 Human Reproduction 4 Reproductive Health Unit II Genetics and Evolutions 5 Principles of Inheritance and Variation 6 Molecular Basis of Inheritance 7 Evolution Unit III Biology in Human Welfare 8 Human Health and Diseases 9 Strategies for Enhancement in Food Production 10 Microbes in Human Welfare Unit IV Biotechnology 11 Biotechnology Principles and Processes 12 Biotechnology and ist Applications Unit V Ecology and Environment 13 Organisms and Populations 14 Ecosystem 15 Biodiversity and Conservation 16 Environmental Issues Value Based Questions VBQ Board Examination Papers

Accessing Conceptual Representations for Speaking Peter Indefrey,Ian FitzPatrick,2016-10-31

For speaking words in the lexicon are somehow activated from conceptual representations but we know surprisingly little about how this works precisely Which of the attributes of the concept DOG e g BARKS IS WALKED WITH A LEASH CARNIVORE ANIMATE have to be activated in a given situation to be able to select the word dog Are there things we know about dogs that are always activated for naming and others that are only activated in certain contexts or even never To date investigations on lexical access in speaking have largely focused on the effects of distractor nouns on the naming latency of a target noun We have learned that distractors from the same semantic category e g cat hinder naming but associatively related distractors leash may facilitate or hinder naming However associatively related words can have all kinds of semantic relationships to a target word and with few exceptions the effects of specific semantic relationships other than membership in the same category as the target concept have not been systematically investigated This special issue aims at moving forward towards a more detailed account of how precisely conceptual information is used to access the lexicon in speaking and what corresponding format of conceptual representations needs to be assumed

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