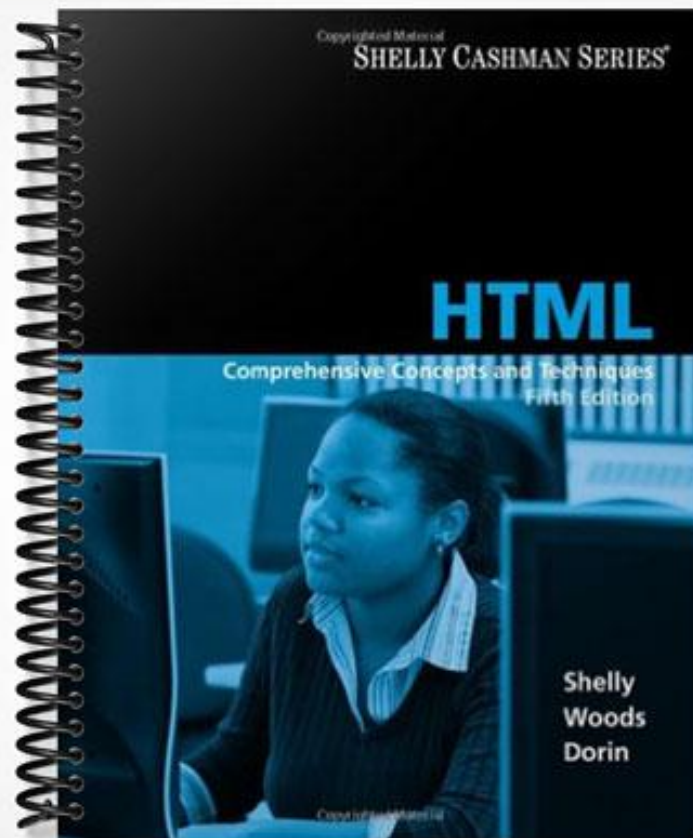


# SOLUTIONS MANUAL



# HTML, 5<sup>th</sup> Edition

## Project Two: Creating and Editing a Web Page

### A Guide to this Instructor's Manual:

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

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

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

### For your students:

Our latest online feature, CourseCasts, is a library of weekly podcasts designed to keep your students up to date with the latest in technology news. Direct your students to <http://coursecasts.course.com>, where they can download the most recent CourseCast onto their mp3 player. Ken Baldauf, host of CourseCasts, is a faculty member of the Florida State University Computer Science Department where he is responsible for teaching technology classes to thousands of FSU students each year. Ken is an expert in the latest technology and sorts through and aggregates the most pertinent news and information for CourseCasts so your students can spend their time enjoying technology, rather than trying to figure it out. Open or close your lecture with a discussion based on the latest CourseCast.

### **Table of Contents**

<a href="#">Chapter Objectives</a>	<a href="#">1</a>
<a href="#">HTML 30: Introduction</a>	<a href="#">2</a>
<a href="#">HTML 30: Project – Community Food Drive Web Page</a>	2
<a href="#">HTML 32: Elements of a Web Page</a>	2
<a href="#">HTML 34: Defining Web Page Structure</a>	3
<a href="#">HTML 40: Entering Web Page Content</a>	4
<a href="#">HTML 47: Saving and Organizing HTML Files</a>	5
<a href="#">HTML 52: Using a Browser to View a Web Page</a>	5
<a href="#">HTML 57: Improving the Appearance of Your Web Page</a>	6
<a href="#">HTML 64: Validating and Viewing HTML Code</a>	8
<a href="#">End of Chapter Material</a>	10
<a href="#">Glossary of Key Terms</a>	11

### **Chapter Objectives**

Students will have mastered the material in Project Two when they can:

- Identify elements of a Web page

- Start Notepad and describe the Notepad window
- Enable word wrap in Notepad
- Enter the HTML tags
- Enter a centered heading and a paragraph of text
- Create an unordered, ordered, or definition list
- Save an HTML file
- Use a browser to view a Web page
- Activate Notepad
- Identify Web page image types and attributes
- Add an image, change the background color of a Web page, and add a horizontal rule
- View the HTML source code in a browser
- Print a Web page and an HTML file
- Quit Notepad and a browser

### **HTML 30: Introduction**

#### LECTURE NOTES

- Reintroduce HTML as a set of special tags used to define the structure, layout, and appearance of a Web page

### **HTML 30: Project – Community Food Drive Web Page**

#### LECTURE NOTES

- Review the steps to be taken in the project, from the creation of a Web page using HTML through the enhancement of the Web page's appearance, to its printing from the browser
- Discuss the elements of the Web page in Figure 2-1a
- Explain what Notepad is and discuss its use in creating Web pages using HTML
- Review Figure 2-1a in conjunction with the source code in Figure 2-1b

FIGURES: 2-1a, 2-1b

#### CLASSROOM ACTIVITIES

1. Class Discussion: Survey students about the enhancements made to the appearance of the Web page in Figure 2-1a. What overall effect do these changes have on the page? What other enhancements do students recommend based on Web pages they have visited?

2. Quick Quiz:

- 1) What is Notepad? (Answer: A basic text editor you can use for simple documents or for creating Web pages using HTML)

#### LAB ACTIVITIES

1. Ask students to experiment with using Notepad.

### **HTML 32: Elements of a Web Page**

#### LECTURE NOTES

- Use Figure 2-2 to review several of the basic features (elements) of a Web page
- Define title

- Define favorites or bookmarks, and body and background
- Use Figure 2-2 to point out the title, body, and background of the Web page
- Define normal text, list, and headings
- Define inline image, image map, and hotspot
- Explain what it means for an image to be animated
- Define horizontal rules and discuss their use on a Web page
- Define link and discuss the use of links to navigate between Web pages and among Web sites

FIGURES: 2-2

#### BOXES

1. BTW: *Favorites and Bookmarks*. Compare bookmarks in Firefox to favorites in Internet Explorer, and discuss the connection between a descriptive Web page title and an effective bookmark/favorite.
2. BTW: *HTML Resources*. Refer students to the HTML Goodies Web site for primers and tutorials on a variety of HTML topics.

#### TEACHER TIPS

Explain that normal text in the context of a Web page can be compared to the Normal text style in Microsoft Word, for students who are familiar with that application. Mention that headings in HTML can be compared to the different sizes and styles of headings available in Microsoft Word, for students familiar with those.

Explain that an image map is a graphic image defined so that a user can click on different areas of the image and be linked to different destinations. You make an image map by defining each of the sensitive areas in terms of their x and y coordinates (that is, a certain horizontal distance and a certain vertical distance from the left-hand corner of the image). You specify a URL for each set of coordinates that will be linked to when the user clicks on that area. The X and Y coordinates are expressed in pixels either in a separate file called a map file or in the same HTML file that contains the link to the image map. At the outset of the Web, the map file had to be sent to the server but now the creator can place the map information either at the server or at the client.

Explain that using when hypertext, a link is a clickable connection from one word, picture, or information object to another. In a multimedia environment such as the Web, such objects can include sound and motion video sequences. The most common form of link is the highlighted word or picture that can be selected by the user (with a mouse or in some other fashion), resulting in the immediate delivery and view of another file. The highlighted object is referred to as an anchor. The anchor reference and the object referred to constitute a hypertext link.

### CLASSROOM ACTIVITIES

1. Class Discussion: What categories of sites are students most likely to bookmark. Reference? News? Why?
2. Assign a Project: Ask students to find three Web sites using inline images, image maps with hotspots, animations, and horizontal rules. Ask them to analyze the instances of these image elements. Are they being used effectively or not?
3. Assign a Project: Ask students to use a search engine to find the HTML Goodies site and report back on three interesting features they find on the site.
4. Critical Thinking: Which types of content lend themselves to display in a list format? Taking this one step further, what content is typically formatted in a bulleted list? What is formatted in a numbered list?
5. Critical Thinking: What types of content lends itself to presentation as an image map?

### LAB ACTIVITIES

1. Ask students to print out two or three other home pages of Web sites and identify on each the elements that have been identified in Figure 2-2 (e.g., title, heading, background).
2. Ask students to experiment with setting favorites/bookmarks in a browser.
3. Ask students to find three Web sites using formatted normal text, bulleted or numbered lists, and headings. Ask them to analyze the instances of these text elements. Are they being used effectively or not?
4. Ask students to find three Web sites using both text and images as links. Ask them to analyze the instances of these hyperlink elements. Are they being used effectively or not? What are the advantages and disadvantages of using each kind of hyperlink element?

## **HTML 34: Defining Web Page Structure**

### LECTURE NOTES

- Define the <!DOCTYPE> tag, and define the three document types for HTML or XHTML: strict, transitional, and frameset
- Explain what deprecated tags are, and define Document Type Definition (DTD)
- Define the function of each of these four sets of tags: <html> and </html>, <head> and </head>, <title> and </title>, and <body> and </body>
- Use Table 2-1 to review some standard HTML tags and their functions
- Use Figures 2-3 and 2-4 to illustrate starting Notepad
- Point out the Notepad command on the Accessories submenu in Figure 2-3
- Review the elements of the Notepad window in Figure 2-4
- Define word wrap, and use Figure 2-5 to illustrate enabling word wrap in Notepad
- Use Table 2-2 to introduce the tags used to define the overall structure of a Web page and divide the HTML file into its basic sections
- Use Figures 2-6 and 2-7 to illustrate entering HTML tags to define the Web page structure

FIGURES: 2-3, 2-4, 2-5, 2-6, 2-7

TABLES: 2-1, 2-2

#### BOXES

1. BTW: *The DOCTYPE Tag*. Refer students to the W3Schools and W3C Web sites to learn more about the DOCTYPE tag.
2. BTW: *XHTML Compliance*. Emphasize to students the need to use lowercase with XHTML tags for compliance with standards.
3. BTW: *WordPad*. Introduce WordPad as a text editor to use as an alternative to Notepad.
4. Other Ways: Encourage your students to explore other ways of starting Notepad.

#### CLASSROOM ACTIVITIES

1. Group Activity: Brainstorm other Windows applications that have some of the same elements as shown in the Notepad window in Figure 2-4.
2. Group Activity: Survey students about their personal preferences on the subject of the use of menus, toolbars, or shortcut keys. Walk students through each of the menus in the menu bar in Figure 2-4 and outline the types of options available under each. A possible exercise is to make a list of all those options (e.g., Print, Paste, Find, About Notepad, and so on) and challenge students to match the menu option with its menu; this assignment demonstrates to students the similarities between Notepad and other Windows applications.
3. Assign a Project: Based on the function of the <head> and </head> and <body> and </body> tag sets listed on page HTML 35, describe for students a series of different Web page elements (e.g., META tags, page content), and ask them to make their best guess about within which set of tags these elements will appear.
4. Class Discussion: Survey students about their experience with word wrap in other applications (e.g., Microsoft Word).
5. Quick Quiz:
  - 1) What does word wrap do? (Answer: Word wrap causes text lines to break at the right edge of the window and appear on a new line, so all entered text is visible in the window)
  - 2) What is the function of the <!DOCTYPE> tag? (Answer: The <!DOCTYPE> tag is used to tell the browser which HTML or XHTML version and type the document uses.)

### **HTML 40: Entering Web Page Content**

#### LECTURE NOTES

- Review the options offered by HTML in terms of heading sizes
- Use Figure 2-8a to show examples of six heading sizes and use Figure 2-8b to show a consistent use of headings to organize Web page content

- Use Figure 2-9 to illustrate entering a centered heading
- Use Table 2-3 to discuss the <p> tag to start a new line and insert a blank line above the new paragraph, and use Figure 2-10 to illustrate entering a paragraph of text
- Explain that lists are designed to structure your text in an outline format, so as to itemize information
- Define unordered list (bulleted list) and define ordered list (numbered list)
- Explain the function of the <ul> and </ul> tags in creating an unordered list, and the function of the <ol> and </ol> tags in creating an ordered list
- Discuss the use of the type attribute to change the default bullet or number type for a list
- Explain the function of the <li> and </li> tags to define a list item
- Use Figure 2-11 to show an example of an unordered list, use Figure 2-12 to show an example of an ordered list, and use Figure 2-13 to illustrate creating an unordered list
- Explain the use of the type and value attributes for changing the default bullet or number type
- Define definition list, and explain the function of the <dl> and </dl> tags, as well as the <dt> and <dd> tags, to create a definition list
- Use Figures 2-14a and 2-14b to review an example of a definition list and the HTML code used to create a definition list
- Use Table 2-5 to discuss the purposes of each of the definition list elements

FIGURES: 2-8a, 2-8b, 2-9, 2-10, 2-11, 2-12, 2-13, 2-14a, 2-14b

TABLES: 2-3, 2-4, 2-5

#### BOXES

1. BTW: *Headings for Organization*. Discuss the use of headings to organize content on a Web page.

#### TEACHER TIPS

Explain that when a tag is deprecated, it means that other means of accomplishing the task are preferred; deprecated features may become obsolete in future versions of HTML, though browsers that support the features may continue to support them.

Explain that a DTD is a specific document defining and constraining the definition or set of statements that follow SGML or XML rules. A DTD is a specification that accompanies a document and identifies what the markup is that, in the case of a text document, separates paragraphs, identifies topic headings, and so forth and how each is to be processed. By mailing a DTD with a document, any location that has a DTD "reader" (or "SGML compiler") will be able to process the document and display or print it as intended. This means that a single standard SGML compiler can serve many different kinds of documents that use a range of different markup codes and related meanings. The compiler looks at the DTD and then prints or displays the document accordingly.

#### CLASSROOM ACTIVITIES

1. Assign a Project: Assign students the task of finding an example of a Web page that makes effective and consistent use of headings to organize Web page content. Alternatively, have students find an example of a Web page that does not make consistent use of headings. Another exercise is to give students a prewritten outline that lends itself to this kind of hierarchical presentation, and ask them to sketch it using the available headers as shown in Figure 2-8.

## LAB ACTIVITIES

1. Assign students the task of finding examples of unordered, ordered, and definition lists on the Web.

**HTML 47: Saving and Organizing HTML Files**

## LECTURE NOTES

- Discuss the connection between saving an HTML file and viewing the resulting Web page in a browser
- Explain the significance of the .htm and .html extensions on an HTML file
- Use Figures 2-15 through 2-19 to illustrate saving an HTML file

FIGURES: 2-15, 2-16, 2-17, 2-18, 2-19

## BOXES

1. BTW: *HTML File Names*. Emphasize to students the need to check with the service provider for information about the default name for a Web site's home page as hosted by an ISP.
2. BTW: *Saving Your File*. Caution students about the need to save their HTML files periodically to avoid losing their work in the event of a loss of power, for example.
3. Other Ways: Encourage students to explore other ways of saving an HTML file.

## CLASSROOM ACTIVITIES

1. Quick Quiz:

- 1) What are the extensions with which HTML files must end? (Answer: .html or .htm)

**HTML 52: Using a Browser to View a Web Page**

## LECTURE NOTES

- Discuss the use of a browser to view a Web page, even if the page is only on the client computer and not posted on a Web server
- Define home page (or start page)
- Distinguish this definition of home page from the definition of home page as the top-level page in a Web site
- Use Figures 2-20 and 2-21 to illustrate starting a browser
- Define multitasking
- Use Figures 2-22 and 2-23 to illustrate viewing a Web page in a browser
- Point out the URL of the Web page in the Address box in Figure 2-22, and contrast the location of the file that this URL represents with one for Google, Yahoo!, or the Shelly Cashman series, to illustrate that the former is on the local computer but the other Web sites are all on Web servers
- Discuss each of the Web page elements displayed in Figure 2-23
- Review Step 1 to activate Notepad
- Use Figure 2-24 to show the maximized Notepad window as the active window

FIGURES: 2-20, 2-21, 2-22, 2-23, 2-24



**BOXES**

1. BTW: *Developing Web Pages for Multiple Browsers*. Emphasize to students the need for thorough testing of Web pages across a range of browsers and browser versions.
2. BTW: *User Interface Design*. Encourage students to find one or two good Web sites that discuss effective principles of Web design.
3. Other Ways: Encourage students to explore other ways of starting a browser.
4. Other Ways: Encourage students to explore other ways of viewing a Web page in a browser.

**TEACHER TIPS**

Explain that multitasking enables the user of an operating system to perform more than one computer task (such as the operation of an application) at a time. The operating system is able to keep track of where you are in these tasks and go from one to the other without losing information. Almost all of today's operating systems can do multitasking. When you open your Web browser and then open Word at the same time, you are causing the operating system to do multitasking. Being able to do multitasking doesn't mean that an unlimited number of tasks can be juggled at the same time, because each task consumes system storage and other resources and as more tasks are started, the system may need to slow down or begin to run out of shared storage.

**CLASSROOM ACTIVITIES**

1. Quick Quiz:
  - 1) What is the term for the Web page that appears each time Internet Explorer (or another browser) starts? (Answer: home page, or start page)

**HTML 57: Improving the Appearance of Your Web Page****LECTURE NOTES**

- Discuss the uses of images on Web pages
- Compare and contrast Figures 2-25a and 2-25b in terms of the enhancements made to improve the appearance of the page
- Use Table 2-6 to review each of the following image formats used on Web pages: Graphics Interchange Format (GIF), Joint Photographic Experts Group (JPEG), and Portable Network Graphics (PNG)
- Mention the other image file types (e.g., BMP, TIFF) and the paint programs (e.g., Corel Draw, Adobe Photoshop) used to convert these images to Web images
- Define the src and alt attributes of the <img> tag
- Discuss the use of the alt tag as a resource for disabled individuals or others who cannot see the image
- Review the image attributes listed in Table 2-7
- Use Figure 2-26 to illustrate adding an image to a Web page
- Discuss the use of the bgcolor attribute to change the background color of a Web page
- Use Figure 2-27 to review a sampling of the colors available for use on Web pages, with their corresponding hexadecimal number code
- Review the examples of horizontal rules in Figure 2-28 along with their corresponding HTML code

- Use Figure 2-29 to illustrate adding a background color
- Review the syntax of the use of the BGCOLOR attribute in the <BODY> tag
- Discuss the use of an inline image or the <hr /> tag to add a horizontal rule
- Use Figure 2-30 to illustrate adding a horizontal rule
- Discuss the function of refreshing the view in a browser after changes have been made to a Web page
- Use Figure 2-31 to illustrate refreshing the view in a browser

FIGURES: 2-25a, 2-25b, 2-26, 2-27, 2-28, 2-29, 2-30, 2-31

TABLES: 2-6, 2-7

### BOXES

1. BTW: *Images*. Explain what it means to optimize an image for the Web and discuss the impact of optimizing images on download times.
2. BTW: *Overusing Images*. Caution students about balancing the use of images on a Web page so as not to distract the visitor from the purpose of the page.
3. BTW: *Colors*. Refer students to Appendix B or to the Web for more information about colors and their hexadecimal equivalents.
4. BTW: *Browser-Safe Colors*. Discuss the (increasingly outdated) term browser-safe color and explain its historical significance—now on the wane.
5. Other Ways: Encourage students to explore other ways of refreshing the view in a browser.

### TEACHER TIPS

Explain that the LZW compression algorithm used in the GIF format is owned by Unisys, and companies that make products that exploit the algorithm (including the GIF format) need to license its use from Unisys. Unisys has not required users of GIF images to obtain a license in practice, but their licensing statement does indicate that it is a requirement. JPEG files are created by choosing from one of a suite of compression algorithms; when creating a JPEG or converting an image from another format to a JPEG, you must specify the quality of image you want. Since the highest quality results in the largest file, you can make a trade-off between image quality and file size. The progressive JPEG format is similar to an interlaced GIF.

Explain that the PNG format was developed by an Internet committee to be patent-free, and to offer a number of improvements over the GIF format. Like a GIF, a PNG file is compressed in lossless fashion (meaning all image information is restored when the file is decompressed when viewed). A PNG file is not intended to replace the JPEG format, which is "lossy" but lets the creator make a trade-off between file size and image quality when the image is compressed. Typically, an image in a PNG file can be 10% to 30% more compressed than in a GIF format. The PNG format also includes these features: (1) in addition to making one color transparent, you can also determine the degree of the opacity of that transparent color; (2) interlacing of PNG images is faster in developing than in the GIF format; (3) PNG

images can be saved using true color as well as in the palette and gray-scale formats provided by the GIF format; and (4) gamma correction allows you to “tune” the image in terms of color brightness.

Explain that all graphics file formats can be categorized broadly as either bitmapped formats or vector formats. Define a bitmapped/raster image file format as one defined by rows and columns of dots, in which the value of each dot (whether it is filled in or not) is stored in one or more bits of data; this sometimes is known as raster graphics. Vector graphics formats, on the other hand, use geometrical formulae to represent images. As a result, vector graphics images are more flexible than bitmaps because they can be resized and stretched without distortion. In addition, images stored as vectors look better on monitors and printers with higher resolution, while bitmapped images always display the same regardless of a device's resolution. Also, vector graphics often require less memory than bitmapped images do.

Explain that each color on the Web is identified as a combination of values, where the six elements give the red, green, and blue values that blend to make the color; this blending equation always takes the form #RRGGBB. Background colors offer a way to alter the page without adding graphics and more download time. Background colors also allow you to increase the legibility of your pages, and to match the background with any images you may have in the foreground. Students should take care to select backgrounds that maximize the legibility of the Web page and should thoroughly test their backgrounds before publishing a page. White and gray often are identified as the best background colors in terms of maximum contrast and legibility; other possibilities include muted tones, pastels, and light grays.

#### CLASSROOM ACTIVITIES

1. Class Discussion: If possible, demonstrate for students the use of the alt attribute in action on a Web page.
2. Class Discussion: Ask students to discuss particularly creative or unusual uses of images they have seen implemented on the Web.
3. Critical Thinking: Locate an unadorned Web page like the one in Figure 2-25a. What enhancements would students make to it in order to improve its appearance?
4. Critical Thinking: When can background colors be problematic? (Answers include when they distract users' attention from the content of the page, or when they compromise the legibility of the text on the page.)

#### LAB ACTIVITIES

1. Assign students the task of finding examples of images that serve each of the functions discussed on page HTML 58: adding background color, helping to organize a Web page, clarifying a point being made in the text, serving as links to other Web pages, breaking up a Web page into sections, and functioning as directional elements that allow a visitor to navigate through a Web site.
2. Assign students the task of locating examples of each of the three image formats on the Web.
3. Encourage students to browse the Web for images they might be interested in inserting into a Web

page of their own, making sure to draw their attention to the important copyright issues surrounding images.

4. Ask students to locate two or three Web pages that use unique background colors.

### **HTML 64: Validating and Viewing HTML Code**

#### LECTURE NOTES

- Explain how to use a validation service like [validator.w3c.org](http://validator.w3c.org) to ensure that HTML code follows standards, and use Figures 2-32a and 2-32b to show a validation service in use
- Define source code
- Use Figures 2-33 through 2-35 to illustrate validating HTML code
- Use Figures 2-36 and 2-37 to illustrate viewing HTML source code for a Web page
- Discuss the function of a hard copy or printout of HTML code and the resulting Web page
- Use Figures 2-38 and 2-39 to illustrate printing a Web page and an HTML file
- Review how to quit Notepad and a browser

FIGURES: 2-32a, 2-32b, 2-33, 2-34, 2-35, 2-36, 2-37

#### BOXES

1. BTW: *HTML and XHTML Tags*. Encourage students to find online resources that list HTML and XHTML tags.
2. BTW: *Quick Reference*. Encourage students to visit Appendix A or the HTML Quick Reference Web page for a list of HTML tags and their associated attributes.
3. Other Ways: Encourage students to explore other ways of refreshing the view in a browser.

#### TEACHER TIPS

Stress to students that they can use these steps to view the HTML source of any Web page; they are not limited to the source of pages they themselves have developed.

Encourage students to make use of the Print Preview function also available in the browser in order to save time and paper by increasing the odds that the page printed is in fact the page sought.

#### CLASSROOM ACTIVITIES

1. Quick Quiz:

- 1) What is source code? (Answer: The code or instructions used to create a Web page or program)

### **End of Chapter Material**

- **Chapter Summary** provides a general survey of the material in the chapter. Students can use these pages to reinforce their achievement of the chapter objectives.
- **Learn It Online** exercises ask students to visit the Online Companion that offers additional information, resources, and activities related to the topics presented in the chapter.
- The **Apply Your Knowledge** section includes short exercises and review questions that reinforce concepts and provide opportunities to practice skills.
- **Extend Your Knowledge** exercises allow students to expand their knowledge by solving practical problems and experimenting with new skills, using Help.
- In the **Make It Right** exercises, students take the necessary steps to correct all the errors in a document and/or improve its design
- The **In the Lab** activities solidify the concepts presented in the chapter with practical application.
- Thought-provoking **Cases and Places** exercises in each chapter exercise students' minds and challenge them to construct creative solutions. These exercises are constructed to allow students to work independently and collaboratively.

## Glossary of Primary Terms

- align (HTML 41)
- attributes (HTML 58)
- animated (HTML 34)
- background (HTML 33)
- bgcolor (HTML 62)
- body (HTML 33)
- <body> and </body> (HTML 35)
- bookmarks (HTML 33)
- bullet (HTML 39)
- bulleted list (HTML 43)
- definition list (HTML 46)
- deprecated tags (HTML 35)
- <dd> (HTML 47)
- <dl> and </dl> (HTML 47)
- <!DOCTYPE> (HTML 35)
- Document Type Definition (DTD) (HTML 36)
- download (HTML 56)
- <dt> (HTML 47)
- favorites (HTML 33)
- format (HTML 32)
- frameset (HTML 35)
- Graphics Interchange Format (GIF) (HTML 58)
- hard copy (HTML 69)
- headings (HTML 34)
- <head> and </head> (HTML 35)
- home page (HTML 52)
- horizontal rules (HTML 34)
- hotspot (HTML 34)
- .htm or .html (HTML 47)
- <html> and </html> (HTML 35)
- image map (HTML 34)
- inline image (HTML 34)
- Joint Photographic Experts Group (JPEG) (HTML 58)
- <li> and </li> (HTML 44)
- link (HTML 34)
- list (HTML 34)
- <meta /> (HTML 35)
- multitasking (HTML 52)
- My Places bar (HTML 50)
- normal text (HTML 34)
- Notepad (HTML 30)
- numbered list (HTML 43)
- <ol> and </ol> (HTML 44)
- ordered list (HTML 43)
- Portable Network Graphics (PNG) (HTML 58)
- printout (HTML 69)
- save (HTML 32)
- source code (HTML 66)
- start (HTML 46)
- start page (HTML 52)
- strict (HTML 35)
- title (HTML 33)
- <title> and </title> (HTML 35)
- transitional (HTML 35)
- type (HTML 45)
- <ul> and </ul> (HTML 44)
- unordered list (HTML 43)
- value (HTML 46)
- virus (HTML 56)
- Word wrap (HTML 37)

[Top of Document](#)