New Perspectives on HTML 5 and CSS Comprehensive 8th edition Carey Solutions Manual

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New Perspectives on HTML5 and CSS3

Tutorial 1: Getting Started with HTML5

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 **blue** that you see in the textbook. Under each heading you will find (in order): Lecture Notes that summarize the section, a list of figures and boxes found in the section (if any), Teacher Tips, Classroom Activities, and Lab Activities. Pay special attention to the teaching tips and activities geared towards quizzing your students, enhancing their critical thinking skills, and encouraging experimentation within the software.

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Tutorial Objectives

Students will have mastered the material in Tutorial 1 when they can:

Session 1.1

- Explore the history of the web
- Create the structure of an HTML document
- Insert HTML elements and attributes
- Insert metadata into a document
- Define a page title

Session 1.2

- Mark page structures with sectioning elements
- Organize page content with grouping elements
- Mark content with text-level elements
- Insert inline images
- Insert symbols based on character codes

Session 1.3

- Mark content using lists
- Create a navigation list
- Link to files within a website with hypertext links
- Link to email addresses and telephone numbers

Exploring the World Wide Web

LECTURE NOTES

- Describe the functions of a network, a server, a client, and a client-server network.
- Discuss the differences between a LAN and a WAN.
- Define the Internet and describe the multiple types of devices that use the Internet today.
- Define hypertext and the significance of hypertext documents.
- Explain the concept of linking web pages together.
- Define the World Wide Web.
- Describe the function of a web server, a web page, and a web browser.

BOXES

- None

FIGURES

- None

TEACHER TIP

Explain to the students that anything they put onto a web page and store on a web server is viewable not just by their family and friends but by people all over the world. It is important for them to understand the consequences of placing too much private information on the web.

CLASSROOM ACTIVITIES

- Class Discussion: Ask the students which web browser they prefer to use and what features they like. Have the students use any search engine to look for other web browsers. Suggest that they try different browsers available to them for free such as Safari, Internet Explorer, Chrome, and Firefox.
- Class Discussion: Have the students use a search engine to find information on privacy issues related to young people posting too much information on the Internet. Then, have them create a list of do's and don'ts for respecting and maintaining privacy.

Introducing HTML

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LECTURE NOTES

- Define a markup language and explain how it is used.
- Explain HTML and the purpose of tagging elements using HTML.
- Discuss the history of HTML and its relationship to XHTML.
- Describe the W3C and how it designs and manages HTML standards.
- Discuss the progression of the original HTML to HTML5, including XHTML.
- Explain the invention of HTML5 by the Web Hypertext Application Technology Working Group (WHATWG).
- Discuss the deprecation of features of the older versions of HTML5.

BOXES

- Tip: You can find out which browsers support the features of HTML5 by going to the website *caniuse.com*. (HTML 6)

FIGURES

Figure 1-1 HTML version history

TEACHER TIP
Explain the evolving history of HTML to students in the form of a timeline.

CLASSROOM ACTIVITIES

- Class Discussion: Ask the students to research HTML 4.01 and all versions of XHTML and create a presentation highlighting the advantages and disadvantages of each version.

Tools for Working with HTML

- Discuss the different tools and applications used for creating HTML documents and managing websites.
- Explain how to test program code using validators.
- Discuss the importance of creating websites to support mobile devices.

BOXES

- Tip: You can analyze each browser for its compatibility with HTML5 at the website *www.html5test.com*. (HTML 7)

FIGURES

- None

TEACHER TIP
Emphasize that HTML is not a programming language. Help students to understand that it is quite different and simple to learn. Explain to students the differences among XML, HTML, and XHTML. When developing or working with web pages on the Internet, they will encounter pages created in various markup language versions.

CLASSROOM ACTIVITIES

- Student Discussion: Lead the class in a discussion of what features of the websites they visit regularly they like and dislike. Then have them relate those features to the version of HTML that provides them.

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Exploring an HTML Document

LECTURE NOTES

- Discuss the various HTML tags, elements, and attributes.
- Define the syntax of the document type declaration (DOCTYPE).
- Describe the effect of standards mode and quirks mode on the appearance of a web page.
- Explain starting tags, ending tags, and one-sided element tags.
- Define empty elements.
- Explain nested elements.
- Outline the general structure of an HTML file and describe the proper syntax of the HTML tags.
- Discuss the use of element attributes and the general syntax to specify these attributes.
- Define attribute minimization.
- Define white space and explain how the browser renders it.
- Discuss the `html`, `head`, and `body` elements.
- Explain the use of `doctype` and how validators use it.

BOXES

- Tip: All HTML files have the file extension .html or .htm. (HTML 8)
- Reference: Creating the Basic Structure of an HTML File (HTML 10)
- Tip: Attributes can be listed in any order but they must come after the element name and be separated from each other by a blank space; each attribute value must be enclosed within single or double quotation marks. (HTML 11)
- Reference: Adding an Attribute to an Element (HTML 12)
- Tip: HTML filenames should be entered in lowercase letters and have no blank spaces. (HTML 14)
- ProSkills: Written Communication: Writing Effective HTML Code

FIGURES

- Figure 1-2 Elements and attributes from an HTML document
- Figure 1-3 Commonly used core HTML attributes
- Figure 1-4 The Curbside Thai starting page as rendered by a mobile and tablet device
- Figure 1-5 Initial structure of the ct_about.html file

TEACHER TIP

Discuss with the students the need to follow the correct syntax when creating their web pages. Some browsers are very forgiving in their interpretation of the HTML code and will often ignore syntax errors. Therefore, if the author is not diligent in following the syntax, their pages may appear correctly in some browsers, but be rendered incorrectly in others.

Also, emphasize the importance of understanding whitespace. Students often forget that browsers ignore spaces, tabs, and line breaks.

CLASSROOM ACTIVITIES

- Class Demonstration: If you have a computer and an Internet connection in the classroom, show the students how they can use a browser to view the HTML code for the websites they visit. Some sites are very complex whereas others are very simple. Tell them not to be intimidated by the complex sites.

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Class Discussion: Have the students go to their favorite website and look at the HTML code. Then discuss methods the websites may use to try and obscure their code. Ask the students why they think an author would want to hide their code.

LAB ACTIVITY

- Have the students use an editor of their choice to create a new HTML file. They should follow the instructions from the section, "To begin writing the HTML file" on page HTML 14.

Creating the Document Head

LECTURE NOTES

- Explain metadata.
- Discuss how the page title is set.
- Explain how metadata is added to the document and discuss character encoding.
- Discuss the importance of including metadata and explain how the search engines use it.

BOXES

- Reference: Adding a Document Title (HTML 16)
- Tip: Document titles should be no more than 64 characters in length to ensure that the text fits on the browser title bar or a browser tab. (HTML 16)
- Tip: The title element and the charset meta element are both required in a valid HTML5 document. (HTML 17)
- Reference: Adding Metadata to the Document (HTML 17)
- Tip: The `<meta>` tag that defines the character encoding should always be the first meta element in the document head. (HTML 18)

FIGURES

- Figure 1-6 HTML metadata elements
- Figure 1-7 Entering the document title
- Figure 1-8 Attributes of the meta element
- Figure 1-9 Adding metatdata to a document

TEACHER TIP
Give a description of each HTML metadata element. Emphasize the importance of adding metadata elements and their attributes within the document that the student creates.

Adding Comments to your Document

LECTURE NOTES

- Define the comment tag used in a HTML file and describe its general syntax.
- Explain the importance of including comments in HTML documents.

BOXES

- Tip: Always include comments when working with a team so that you can document the development process for other team members. (HTML 18)
- Reference: Adding a comment to an HTML document (HTML 19)
- Insight: Conditional Comments and Internet Explorer (HTML 20)

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FIGURES
Figure 1-10 Adding a comment to the document

TEACHER TIP
Emphasize the importance of documenting the HTML code. The students can refer to the comments that they added while using or editing it in the future. Explain to them how adding comments is useful when working in a team, as in the absence of one developer, another team member can take over.

CLASSROOM ACTIVITIES
- Class Discussion: Have the students look at the code for several websites and discuss the quality of any comments in the code. Ask questions about the comments to see if the students can decipher the intent of the comments. Do the comments describe the function of the code? Are there reminders to the author to fix or complete any sections of the page? Was a page description included in the comments?
- Group Project: Break the class into several small groups and have each work together to design a page comment header containing such information as the author's name, date the page was created, revision history of the page, and any other information they feel would be important.

LAB ACTIVITY
- Have the students use an editor of their choice to modify the file they created in the last lab. They should follow the instructions from the section, "To add a comment to the document" on page HTML 19.

Writing the Page Body

LECTURE NOTES
- Explain the use of sectioning elements.
- Discuss the differences between the sections in HTML4 and sections in HTML5.
- Describe grouping elements and the types of grouping elements.
- Discuss the purpose of text-level (inline) elements.
- Explain the nesting of text-level elements.

BOXES
- Tip: Sectioning elements can be nested within each other; an article might contain its own header, footer, and collection of navigation links. (HTML 24)
- Reference: Defining Page Sections (HTML 25)
- Reference: Defining Page Groups (HTML 27)
- Reference: Defining Text-Level Content (HTML 30)
- Try It: You can explore the impact of different HTML tags using the demo-html.html file in the html01 > demo folder. (HTML 31)

FIGURES
- Figure 1-11 HTML sectioning elements
- Figure 1-12 Adding sectioning elements to the page body
- Figure 1-13 Sections in HTML 5.0 vs. divisions in HTML 4.01
- Figure 1-14 HTML grouping elements
- Figure 1-15 Grouping article content by paragraphs
- Figure 1-16 HTML text-level elements

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- Figure 1-17 Marking text-level content
- Figure 1-18 The About Curbside Thai page as rendered by the browser

TEACHER TIP
There are a large number of text-level elements. Take time to explain each of them to the class. But also ensure that the students understand that it is not necessary to use every one of them. Sometimes they can be distracting, so they should be used with care.

CLASSROOM ACTIVITIES

- Class Discussion: Have the students find plain text web pages, then ask them how they would dress the pages up using the tags from this lesson.
- Quick Quiz:
    1. Which text-level element is used to format a reference to a book or magazine article? (Answer: the cite tag)
    2. True/False: Computer code should be formatted using the code tag. (Answer: True)

LAB ACTIVITY

- Have the students use an editor of their choice to modify the file they created in the last lab. Follow the instructions from each of the following sections:
    - HTML 28 "To group the page text into paragraphs"
    - HTML 30 "To apply text-level elements to a page"

Linking an HTML Document to a Style Sheet

LECTURE NOTES

- Define *style sheet* and the syntax to link the style sheet with an HTML document.
- Explain the use of Cascading Style Sheets (CSS).

BOXES

- Reference: Linking an HTML document to an External Style Sheet (HTML 32)
- Tip: Because the link element is metadata, it's always added to the document head. (HTML 32)

FIGURES

- Figure 1-19 Linking to style sheets
- Figure 1-20 The About Curbside Thai page rendered under a new style sheet

TEACHER TIP
Because not all browsers will render an HTML document in the same way, it is necessary to test your HTML code in multiple browsers. Reinforce this concept with the students and remind them that they should install and use a minimum of three browsers. The students must apply the styles to the document's content to maintain control over the page's appearances.

CLASSROOM ACTIVITIES

- Class Discussion: It is not always easy to view the external style sheets that other websites use to control the layout of their web pages. Show the students how they can find the name and location of the .css file, and then, using that path and filename, load the style sheet into their browser for viewing.
- Quick Quiz:

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1. Which attribute indicates the type of link relationship involving a style sheet? (Answer: the rel attribute)
2. True/False: A link element is an example of a metadata. (Answer: True)

LAB ACTIVITY

- Have the students use an editor of their choice to modify the file they created in the last lab. Follow the instructions from the following section:
  - HTML 32 "To link an HTML document to a style sheet"

Working with Character Sets and Special Characters

LECTURE NOTES

- Discuss with the students why special characters may be needed by a web page.
- Define a character set.
- Define ASCII and Unicode.
- Explain character encoding and define the general syntax for adding characters directly into a web page using the encoding value.
- Discuss the various types of character entity references.

BOXES

- Try It: You can explore different character encoding values using the demo_characters.html file in the html01 > demo folder. (HTML 33)
- Reference: Inserting Symbols from a Character Set (HTML 34)
- Insight: Presentational Attributes (HTML 36)

FIGURES

- Figure 1-21 Inserting special characters
- Figure 1-22 Revised page footer

TEACHER TIP
Students will like being able to insert special characters that are not available through normal typing. They will, however, have a hard time learning to do this. Emphasize that they may want to keep the characters.html page handy, as memorizing all of the codes would be a very daunting task.

CLASSROOM ACTIVITIES

- Class Discussion: Ask students to think of how often they have used special characters when typing papers. Which ones do they feel they would use the most in their web pages? Why?
- Quick Quiz:
  1. What is the full form of `nbsp`? (Answer: nonbreaking space)
  2. True/False: A character encoding reference must begin with "@" and end with a period. (Answer: False)

LAB ACTIVITY

- Have the students use an editor of their choice to modify the file they created in the last lab. They should follow the instructions from the following section:
  - HTML 35 "To insert a character encoding reference number and an entity reference"

Working with Inline Images

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LECTURE NOTES

- Discuss embedded content and embedded elements.
- Explain interactive elements.
- Define inline images.
- Discuss line breaks and other empty element tags.
- Explain why the use of the width and height attributes is recommended.

BOXES

- Tip: Always include the `alt` attribute; it is required in XHTML code and is highly recommended as a way of accommodating users running nonvisual web browsers. (HTML 36)
- Reference: Embedding an Inline Image (HTML 37)
- Tip: Include the alt attribute as a blank text string if the image file does not convey any text message to the user. (HTML 37)
- Insight: Supporting HTML5 with Legacy Browsers (HTML 39)

FIGURES

- Figure 1-23 HTML embedded elements
- Figure 1-24 Inserting inline images
- Figure-1-25 Images on the About Curbside Thai page

TEACHER TIP

The use of figures and figure captions has not been this easy in past versions of HTML. Look for examples of how these features were implemented in the past and compare the code. Today's version is much simpler and faster to create.

CLASSROOM ACTIVITIES

- Class Discussion: Ask the students why they think the `s` tag is required in XHTML. Later, have them do a quick search on the Internet to see if they can find the reason behind it.

LAB ACTIVITY

- Have the students use an editor of their choice to modify the file they created in the last lab. They should follow the instructions from the following section:
    - HTML 37 "To insert inline images into a document"

Working with Block Quotes and Other Elements

LECTURE NOTES

- Define block quotes and their purpose.

BOXES

- ProSkills: Problem Solving: Making your Page Accessible with ARIA (HTML 44)

FIGURES

- Figure 1-26 Marking extended text as block quotes
- Figure 1-27 Block quotes of restaurant reviews
- Figure 1-28 Entering the markup for the Catering page
- Figure 1-29 Content of the Catering page
- Figure 1-30 Entering the markup for the Contact Us page

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- Figure 1-31 Content of the Contact Us page

TEACHER TIP
Share with the students that most browsers render block quotes by indenting the quoted material to separate from it from the website author's work. However, the students can create their own style using a customized style sheet as discussed earlier.

CLASSROOM ACTIVITIES

- Class Discussion: Ask the students to describe scenarios where block quotes can be included. Later, ask each one of them to write the corresponding code on the white/chalk board for other students to see an example snippet.

LAB ACTIVITY

- Have the students use an editor of their choice to modify the file they created in the last lab. The should follow the instructions from the following section:
  - HTML 39 "To create the reviews page"

Working with Lists

LECTURE NOTES

- Discuss the three types of lists that are supported by HTML.
- Describe the purpose and the general structure of ordered and unordered lists.
- Explain the implementation of nested lists.
- Define description lists and their structure.
- Describe the implementation and use of navigation lists.

BOXES

- Insight: Creating a Nested List (HTML 50)
- Insight: Marking Dates and Times (HTML 55)

FIGURES

- Figure 1-32 Marking the restaurant menu as a description list
- Figure 1-33 Curbside Thai menu as a description list
- Figure 1-34 Creating a description list
- Figure 1-35 Locations of the Curbside Thai food truck
- Figure 1-36 Creating a navigation list
- Figure 1-37 Navigation list for the Curbside Thai website

TEACHER TIP
Students will find it useful to see a demonstration page including the different list types. Show examples of each list type and discuss situations where lists would be useful.

CLASSROOM ACTIVITIES

- Class Discussion: Have the students go to various websites and guess the types of lists used in each instance. Later, have students refer to the source code to check whether they are correct.
- Discuss the user interface for the pages with lists and without lists. Compare them and discuss the advantages of using the lists.

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LAB ACTIVITY

- Have the students use an editor of their choice to modify the file they created in the last lab. They should follow the instructions from each of the following sections:
  - HTML 51 "To complete the menu page"
  - HTML 53 "To create a page of times and locations"
  - HTML 56 "To create a navigation list"

Working with Hypertext Links

LECTURE NOTES

- Discuss the use of hypertext links and define their general structure.
- Define Uniform Resource Locator (URL).
- Discuss the concept of rollover effects using an example.
- Explain the process of converting an inline image into a link.

BOXES

- Tip: Keep your filenames short and descriptive so that users are less apt to make a typing error when accessing your website. (HTML 57)
- Reference: Marking a Hypertext Link (HTML 58)
- Tip: You can give your websites a uniform design by including the same navigation list on each page so that users can easily move from one page to the next. (HTML 60)

FIGURES

- Figure 1-38 Marking hypertext links
- Figure 1-39 Marking an inline image as a hypertext link

TEACHER TIP
Explain to the students that anything that they include on a web page should look presentable and user-interactive. Show them examples of websites that look great and compare them with websites featuring fewer graphical user interface (GUI) components. Emphasize the use of hyperlinks for better navigation.

CLASSROOM ACTIVITIES

- Class Discussion: Have the students tour various websites to get acquainted with the GUI components used. Later, ask them to implement these ideas in their previously created web page. Identify the differences and the ways the web page had been enhanced.
- Discuss the user interface for web pages with image and text hyperlinks. Discuss the advantages of using them.

LAB ACTIVITY

- Have the students use an editor of their choice to modify the file they created in the last lab. They should follow the instructions from the following section
  - HTML 59 "To mark an image as a hypertext link"

Specifying the Folder Path

LECTURE NOTES

- Discuss the use of the root folder.
- Discuss the difference between absolute and relative paths.

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- Explain how to set a base path.

BOXES

- Tip: You can reference the current folder using a single period (.) character. (HTML 61)
- ProSkills: Decision Making: Managing Your Website (HTML 62)

FIGURES

- Figure 1-40 A sample folder structure

TEACHER TIP
Discuss the structure of the folders for a complex website. Explain the relationship between the root folder and its subfolders. Discuss the ways to access the files in these folders using various types of paths.

CLASSROOM ACTIVITIES

- Class Discussion: Discuss the importance of folder structure. Ask the students to describe ways to structure a website as it grows into hundreds of pages.
- Quick Quiz:
    - True or False: Relative paths are longer and more cumbersome than absolute paths. (Answer: False)
    - Which element is added to the document head to define a different starting point for relative paths? (Answer: base element)

LAB ACTIVITY

- Have the students use an editor of their choice to modify the file they created in the last lab. They should follow the instructions from the text to perform the following activities:
    - Create links between files placed in same folder.
    - Create links between files placed in different folders.

Linking to a Location within a Document

LECTURE NOTES

- Discuss the purpose of the `id` attribute when marking locations.
- Explain the importance of linking an element to an ID.
- Discuss the general syntax and functions of anchors and the *name* attribute, noting that anchor use is a deprecated feature of HTML.

BOXES

- Tip: In general, a web page should not span more than one or two screen heights. Studies show that users often skip long pages where the content runs off the screen. (HTML 63)
- Tip: IDs are case-sensitive: an ID of "top" is different from an ID of "TOP". (HTML 63)
- Reference: Linking to a Location within a Document (HTML 64)

FIGURES

- None

TEACHER TIP
Remind the students that if they assign the same ID to more than one element, the browser will jump to the first occurrence of that ID value.

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CLASSROOM ACTIVITIES

- Class Discussion: Ask the students to research the reason why the use of anchors is a deprecated feature of HTML and is not supported in applications of XHTML.

LAB ACTIVITY

- Have the students use an editor of their choice to modify the file they created in the last lab. They should follow the instructions from the text to link from one element to another within a document.

Linking to the Internet and Other Resources

LECTURE NOTES

- Define protocols and their functions.
- Discuss the use of the Hypertext Transfer Protocol (HTTP) in web pages.
- Explain the general syntax and parameters of the URLs used in linking to web resources.
- Explain the process of converting an email address into a hypertext link using a URL.
- Discuss the importance of linking to phone numbers in web pages.

BOXES

- Insight: Understanding Domain Names (HTML 65)
- Tip: To link to more than one email address, add the addresses to the mailto link in a comma-separated list. (HTML 66)
- Insight: Email Links and Spam (HTML 67)
- Tip: Skype on the desktop uses `callto:` in place of the `tel:` scheme for telephone links. There are program scripts available on the web that you can use in order to work with both protocols. (HTML 67)

FIGURES

- Figure 1-41 Commonly used URL schemes
- Figure 1-42 Linking to an email address
- Figure 1-43 Marking a telephone link

TEACHER TIP

Students will find it useful to see examples of various URL schemes that are used in various websites and applications. Also, emphasize that adding email links and phone numbers to random websites is not safe. Discuss email harvesters and spamming.

CLASSROOM ACTIVITIES

- Class Discussion: Ask the students to research the various URL schemes (see Figure 1-41) and examples of each. Have students share their examples with the class and explore the various ways these schemes are used in practice.

LAB ACTIVITY

- Have the students use an editor of their choice to modify the file they created in the last lab. They should follow the instructions from each of the following sections:
  - HTML 66 "To link to an email address"
  - HTML 67 "To link to a phone number"

Working with Hypertext Attributes

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LECTURE NOTES

- Describe the functions and general syntax of the various attributes used in hypertext links.
- Discuss the importance of using the `target` attribute in hypertext links.

BOXES

- ProSkills: Written Communication: Creating Effective Hypertext Links (HTML 69)

FIGURES

- Figure 1-44 Attributes of the element

TEACHER TIP
Remind the students that by using the `target` attribute they can control how a web page is opened. Discuss the target options such as `_self`, `_blank`, `_parent`, and `_top`.

CLASSROOM ACTIVITIES

- Class Discussion: Discuss the problems with using targets in hypertext links. Share with them the reasons that web designers provide the user with the choice of opening a link in a new tab or window, instead of using the `target` attribute and restricting how the users view web pages.

LAB ACTIVITY

- Have the students use an editor of their choice to modify the file they created in the last lab. They should follow the instructions in the tutorial to:
  - Create a web page and view it in a current window or tab.
  - Create a web page and view it in a new unnamed window or tab.

Validating Your Website

LECTURE NOTES

- Explain the purpose of performing validation tests for websites.
- Describe how to validate a website.

FIGURES

- Figure 1-45 Validation report

End of Tutorial Material

- **Coding Challenges:** Coding Challenges allow the student to practice writing and modifying code using the various coding elements introduced in the chapter.
- **Review Assignments:** Review Assignments provide students with additional practice of the skills they learned in the tutorial using the same tutorial case with which they are already familiar.
- **Case Problems:** A typical NP tutorial has four Case Problems following the Review Assignments. Short tutorials can have fewer Case Problems (or none at all); other tutorials may have five Case Problems. The Case Problems provide further hands-on assessment of the skills and topics presented in the tutorial, but with new case scenarios. There are four types of Case Problems:
  - **Apply**. In this type of Case Problem, students apply the skills that they have learned in the tutorial to solve a problem.
  - **Create**. In a Create Case Problem, students are either shown the end result, such as a finished website, and asked to create the document based on the figure provided or asked to create something from scratch in a more free-form manner.

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- **Challenge**. A Challenge Case Problem involves three or more Explore steps. These steps challenge students by having them go beyond what was covered in the tutorial, either with guidance provided in the step or by using online help as directed.

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Glossary of Key Terms

- absolute path (HTML 61)
- Accessible Rich Internet Applications (ARIA) (HTML 44)
- `address` element (HTML 24)
- article (HTML 24)
- ASCII (American Standard Code for Information Interchange) (HTML 33)
- `aside` element (HTML 24)
- attributes (HTML 11)
- `blockquote` element (HTML 27)
- body (HTML 2)
- Cascading Style Sheet (CSS) (HTML 32)
- character encoding (HTML 17)
- character entity reference (HTML 22)
- character set (HTML 33)
- `cite` element (HTML 30)
- client (HTML 4)
- client-server network (HTML 4)
- closing tag (HTML 2)
- comments (HTML 18)
- conditional comment (HTML 20)
- deprecated (HTML 6)
- description list (HTML 51)
- doctype (HTML 8)
- document body (HTML 2)
- document head (HTML 2)
- document type declaration (HTML 2)
- domain name (HTML 65)
- element attribute (HTML 11)
- element tag (HTML 9)
- email harvesters (HTML 67)
- embedded content (HTML 36)
- embedded element (HTML 36)
- empty element (HTML 9)
- ending tag (HTML 9)
- entity (HTML 34)
- Extensible Hypertext Markup Language (XHTML) (HTML 5)
- extension (HTML 65)
- file server (HTML 4)
- footer element (HTML 25)
- grouping elements (HTML 26)
- head (HTML 2)
- `header` element (HTML 24)
- heading elements (HTML 24)
- host (HTML 4)
- HTML (HTML 5)
- HTML 4.01 (HTML 5)
- HTML 5.0 (HTML 6)
- HTML5 (HTML 5)
- HTML5 Shiv (HTML 39)
- HTML comment (HTML 2)
- hyperlink (HTML 4)
- hypertext (HTML 4)
- Hypertext Markup Language (HTML) (HTML 5)
- Hypertext Transfer Protocol (HTTP) (HTML 64)
- IDE (Integrated Development Environment) (HTML 6)
- `img` element (HTML 36)
- inline element (HTML 29)
- inline image (HTML 37)
- interactive element (HTML 36)
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