

# The theme "draft"

## I. Highlighting, versioning and dating

### tdocexa

2024-10-23

In the flow of text, it's always useful to be able to include examples and comments that complement the main content.

**Example I.1.** *What to say<sup>1</sup>? I don't know, but in any case, it seems like a nice idea to show what can be achieved with one layout or another. No ?*

2024-10-23

In the flow of text, it's always useful to be able to include examples and comments that complement the main content.

### tdocrem

2024-10-23

In the flow of text, it's always useful to be able to include examples and comments that complement the main content.

**Remark I.2.** *What to say<sup>2</sup>? I don't know, but in any case, it seems like a nice idea to show what can be achieved with one layout or another. No ?*

2024-10-23

In the flow of text, it's always useful to be able to include examples and comments that complement the main content.

### tdocnote

1.6.0  
2024-10-23

Depending on the context of use, it is sometimes necessary to highlight content by indicating its degree of importance.

**Note I.3.** *What to say<sup>3</sup>? I don't know, but in any case, it seems like a nice idea to show what can be achieved with one layout or another. No ?*

1.6.0  
2024-10-23

Depending on the context of use, it is sometimes necessary to highlight content by indicating its degree of importance.

### tdoctip

1.6.0  
2024-10-23

Depending on the context of use, it is sometimes necessary to highlight content by indicating its degree of importance.

**Tip I.4.** *What to say<sup>4</sup>? I don't know, but in any case, it seems like a nice idea to show what can be achieved with one layout or another. No ?*

1.6.0  
2024-10-23

Depending on the context of use, it is sometimes necessary to highlight content by indicating its degree of importance.

### tdocimp

1.6.0  
2024-10-23

Depending on the context of use, it is sometimes necessary to highlight content by indicating its degree of importance.

**Important I.5.** *What to say<sup>5</sup>? I don't know, but in any case, it seems like a nice idea to show what can be achieved with one layout or another. No ?*

1.6.0  
2024-10-23

Depending on the context of use, it is sometimes necessary to highlight content by indicating its degree of importance.

---

<sup>1</sup>Let's not forget the footnotes...  
<sup>2</sup>Let's not forget the footnotes...  
<sup>3</sup>Let's not forget the footnotes...  
<sup>4</sup>Let's not forget the footnotes...  
<sup>5</sup>Let's not forget the footnotes...

tdoccaut

Depending on the context of use, it is sometimes necessary to highlight content by indicating its degree of importance.

**Caution I.6.** *What to say<sup>6</sup>? I don't know, but in any case, it seems like a nice idea to show what can be achieved with one layout or another. No ?*

Depending on the context of use, it is sometimes necessary to highlight content by indicating its degree of importance.

tdocwarn

Depending on the context of use, it is sometimes necessary to highlight content by indicating its degree of importance.

**Warning I.7.** *What to say<sup>7</sup>? I don't know, but in any case, it seems like a nice idea to show what can be achieved with one layout or another. No ?*

Depending on the context of use, it is sometimes necessary to highlight content by indicating its degree of importance.

II. L<sup>A</sup>T<sub>E</sub>X codes

It is essential to be able to demonstrate use cases in L<sup>A</sup>T<sub>E</sub>X.

It's nice to see some formatted \LaTeX\ code :  $E = mc^2$  ou  $\pi \neq \frac{3}{14}$ .

-----

It's nice to see some formatted L<sup>A</sup>T<sub>E</sub>X code :  $E = mc^2$  ou  $\pi \neq \frac{3}{14}$ .

There's also a less intrusive side-by-side mode. Nice! No ?

It's nice to see some formatted \LaTeX\ code:  
 $E = mc^2$  or  $\pi \neq \frac{3}{14}$ .

|

It's nice to see some formatted L<sup>A</sup>T<sub>E</sub>X code:  $E = mc^2$  or  $\pi \neq \frac{3}{14}$ .

<sup>6</sup>Let's not forget the footnotes...  
<sup>7</sup>Let's not forget the footnotes...