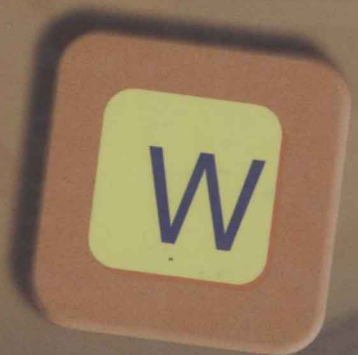


Century 21TM

INPUT TECHNOLOGIES

Jr.



Keyboarding • Word Processing • PDAs

Handwriting Recognition

Speech Recognition • Internet

Scanning • Photos • Digital Imaging

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Shank
Barksdale**

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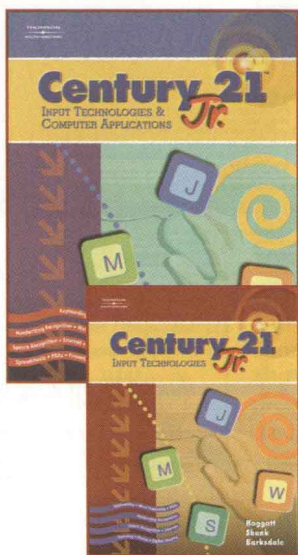
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Mission Information Guide

Use this Mission Information Guide to help you travel through the various features of *Century 21™ Jr.* Launch your middle school students into a new galaxy of computer instruction

Century **21** Jr. Lift off!
....5, 4, 3, 2, 1



Perfect for your introductory course in middle school, *Century 21 Jr. Input Technologies & Computer Applications* is a much-anticipated arrival that brings lots to celebrate! This exciting new book introduces keyboarding, computer basics, the Internet, and computer applications. Students are also introduced to new grade-level-appropriate computer skills based on the National Educational Technology Standards (NETS).

This is the first book for middle school students that addresses an array of new input technologies. Coverage of the latest input technologies includes handwriting recognition, speech recognition, Tablet PCs, Personal Digital Assistants (PDAs), scanning, electronic photos, and digital imaging.

Computer applications instruction prepares students to work with word processing, spreadsheets, presentations, databases, file maintenance, Windows, computer concepts, ethics, programming, and Web sites.

Also available is *Century 21 Jr. Input Technologies* for a shorter course when applications have already been covered.

Century 21 Jr. Input Technologies & Computer Applications

Student text for 2-semesters
(Top-Bound, 640 pgs, 4-color) 0-538-44265-4

Century 21 Jr. Input Technologies

Student text for 1-semester
(Top-Bound, 368 pgs, 4-color) 0-538-44263-8

Wrap-around Teacher's Edition for Century 21 Jr. Input Technologies & Computer Applications

(Top-Spiral Bound, 672 pgs, 4-color) 0-538-44264-6

Teacher's Manual for Century 21 Jr. Input Technologies

(Soft cover, 192 pgs, 1-color) 0-538-44262-X

Instructor's Resource CD-ROM

- For *Century 21 Jr. Input Technologies & Computer Applications* 0-538-44260-3
- For *Century 21 Jr. Input Technologies* 0-538-44259-X

ExamView® Electronic Testing Software CD-ROM

0-538-44261-1

Adobe® eBook

- For *Century 21 Jr. Input Technologies & Computer Applications* 0-538-44255-7
- For *Century 21 Jr. Input Technologies* 0-538-44266-2

CheckPro for Century 21 Jr.

- Windows site license CD, User's Guide 0-538-44269-7

Technology Bundle

- *MicroType™ 4 & CheckPro for Century 21 Jr.* Windows Site Licenses 0-538-44327-8 (Macintosh version of MicroType 3.0 is also available.)

Out of This World Features!

UNIT 3
Alternative Input Technologies

Chapter 7
Digital Imaging, Scanning and Photography

OBJECTIVES

In Chapter 7, you will

- Learn about imaging technologies.
- Learn to use and apply various digital image formats.
- Learn about the size and image resolution.
- Learn when to use low-resolution and high-resolution images.
- Learn to care for a scanner.
- Scan, crop, view, and save images.
- Take digital photographs and change quality and resolution settings.
- Save digital photos to a PC.

What if Neil Armstrong and Buzz Aldrin had landed on the moon without a camera? Without pictures this important event wouldn't seem so spectacular. The two astronauts could have spent hours describing their adventures on the moon. However, without photos the story would not be the same. Pictures such as those shown in Figure 7.2 help capture our

Lesson 64 Discovering Images

Objectives

In Lesson 64, you will:

- Learn how dots of color can create elaborate computer images.
- Zoom in and out on an image.
- View and evaluate the resolution of an image with dots per inch or pixels per inch.
- Evaluate when to use a low- or high-resolution image.
- Learn about image file formats.
- Alter an image.
- Discover how computers display images.

Data files: CD-64-Reflection1, CD-64-Message, CD-64-Reflection2, CD-64-Reflection3

Images, Mosaics, and Pixels

The astronauts were not the only ones who thought pictures were important. Cave dwellers created elaborate images on rock walls to tell of their adventures. Over the centuries, artwork became more spectacular. It took the form of paintings, murals, sculptures, and mosaics. Figure 7.2 shows a mosaic created by ancient Greeks to adorn a public building.

TEAMWORK

Provide opportunities for students to work in groups.

SOFTWARE TIP

Provide valuable insights and pointers to help students maximize their keyboarding and computer skills.

INTERNET

Give teachers opportunities to incorporate on-line research into student activities.

Units are divided into chapters, which are then divided into daily lessons for learning segments that progress at your students' pace.

The **Web Resources** provided on the chapter opens direct students to specific learning support including games, review activities, flash cards, and much more on the text's dedicated support Web site.

Reviewing What You Have Learned questions at the end of the chapter test students' understanding of the material covered. **Applying What You Have Learned** exercises provide activities for reinforcing content from the chapter.

64A LEARN: View the Mosaic-like Dots

There are other ways to sharpen the image. You can sharpen the picture on your computer by zooming out. This increases the resolution. You will learn how this works in the next lesson.

- Start *Paint* by choosing **Start, All Programs, Paint**.
- Click **File** on the menu bar. Choose **Open**. In the **Open** dialog box, browse to the folder where the image is stored. Select the file.
- Click the **Print** button. The image will be printed.

Step-by-step instructional design teaches students concepts and then encourages them to practice and apply the concepts to real-life situations.

64C PRACTICE: Take Digital Photos

- Use your digital camera to take pictures of a school or community event. Use a quality and resolution setting that will result in medium- to high-resolution images.
- Move the images to your PC. Save the images in the *My Pictures* folder or the folder in which you save work for this class. Print the images. Make a bulletin board or poster display of the images.

64D APPLY: Use an Image as the Desktop Background

In this activity, you will use one of the images you have scanned or saved with your digital camera as your Windows Desktop background.

- Right-click on your Windows desktop. Choose **Properties** from the pop-up menu.
- The **Display Properties** dialog box will appear. Click the **Desktop** tab.
- Click the **Browse** button. Go to the *My Pictures* folder or the folder where you have stored your images. Select an image with low resolution (and small file size) so it will load quickly. Click **Open**.

Reviewing What You Have Learned

Answer these questions to review what you have learned in Chapter 7.

- What is a mosaic image made up of?

Applying What You Have Learned

Prepare an Advertisement

- Think of an item that you might want to sell, such as a player, a television, or baseball cards.
- Take digital photos of the item or scan pictures of the item. Use one image with low resolution that you could send by e-mail on the Web. You need one image with high resolution to place in a printed ad.
- If taking photos, move the photos to your PC. Place the photos in the *My Pictures* folder or the folder where you save your work.
- Start *Word*. Open a new blank document. Key a description of the item you are selling. The description should contain all the information that you think a buyer might want to know. Include a selling price.

ACROSS THE CURRICULUM

About Business

ADVANTAGES AND DISADVANTAGES OF BEING AN ENTREPRENEUR You learned that an entrepreneur is someone who starts a business. You also learned some of the advantages of being an entrepreneur. In this activity, you will learn about the disadvantages of being an entrepreneur.

Being an entrepreneur has many challenges. One of the biggest challenges is that you have to risk your money. According to a survey, more than 50 percent of small businesses fail within the first five years. If you are the owner, you may lose your money. You may also have to pay the bills of the business. The cost of this business may be more than you can afford. You may have to lay off or dismiss employees if the business is not doing well. As an entrepreneur, you may have a limited budget. One advantage to being an entrepreneur is that you can be creative and use your talents to help the business succeed. You are your own boss. You make the decisions. This is a major advantage that employees do not have. Another advantage to being an entrepreneur is that you can be flexible. You can change the business as you see fit. If you have a lot of money, you can start a business. If you have a lot of ideas, you can start a business. If you have a lot of energy, you can start a business. If you have a lot of passion, you can start a business. If you have a lot of determination, you can start a business. If you have a lot of courage, you can start a business. If you have a lot of faith, you can start a business. If you have a lot of hope, you can start a business. If you have a lot of love, you can start a business. If you have a lot of kindness, you can start a business. If you have a lot of compassion, you can start a business. If you have a lot of empathy, you can start a business. If you have a lot of understanding, you can start a business. If you have a lot of wisdom, you can start a business. If you have a lot of knowledge, you can start a business. If you have a lot of experience, you can start a business. If you have a lot of skill, you can start a business. If you have a lot of talent, you can start a business. If you have a lot of ability, you can start a business. If you have a lot of potential, you can start a business. If you have a lot of promise, you can start a business. If you have a lot of hope, you can start a business. If you have a lot of faith, you can start a business. If you have a lot of love, you can start a business. If you have a lot of kindness, you can start a business. If you have a lot of compassion, you can start a business. If you have a lot of empathy, you can start a business. If you have a lot of understanding, you can start a business. If you have a lot of wisdom, you can start a business. If you have a lot of knowledge, you can start a business. If you have a lot of experience, you can start a business. If you have a lot of skill, you can start a business. If you have a lot of talent, you can start a business. If you have a lot of ability, you can start a business. If you have a lot of potential, you can start a business. If you have a lot of promise, you can start a business.

Career and Life Skills Success Builder

DEVELOPING YOUR PORTFOLIO Have you ever saved a group of photos, reports, or drawings to one place? If you have, you created a portfolio. A portfolio is a collection of samples of your best work. The work you create in this unit can be added to your portfolio.

Academic Success Builder

COMMUNICATIONS: COLOR AND SEMICOLON Colors are used to introduce or set up a list, example, or quotation. They alert you to the words that follow the color. Colors are also used between hours and minutes that are written in figures. Semicolons are letters that tell you to pause. They are also used to join related main clauses that are complete sentences. They are also used with transition words such as *however* and *therefore*.

- Start *Word*. Open *CD-64-Color* from your data files. Print the file and then close it. Study the Guides and the Learn Line(s) for each Guide.
- For the Practice lines and the Apply lines, read the sentences and add color and semicolons where they are needed.

READING: READ A HEADLINE What do you do first when you pick up a newspaper? Do you scan the front-page headlines to see if you want to read any of the articles? Do you turn to the sports section and scan the headlines to find the article that tells you whether your favorite team won their game? Headlines are written to get your attention. Headlines must explain or describe the article so you can quickly decide if you want to read the article. They must develop your interest so you will read the related article. In this activity, you will read a headline and make some predictions about the contents of the article.

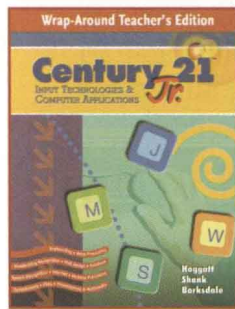
About Business features at the end of each chapter address entrepreneurship, economics, ethics, and workplace trends and issues.

Career and Life Skills Success Builders at the end of each chapter provide activities focused on careers, leadership, and teamwork.

Academic Success Builders at the end of each chapter cover math review, communication and reading review, personal finance, and youth organizations.

Mission Control Center

Thomson South-Western provides all the tools necessary for a rewarding classroom experience.



Wrap-around Teacher's Edition for *Century 21 Jr. Input Technologies & Computer Applications*—Reduced pages from the student text are surrounded with teaching comments and invaluable teaching tips and resources.

Teacher's Manual for *Century 21 Jr. Input Technologies*—The Teacher Manual contains teaching notes and printed solutions.

Instructor's Resource CD

This CD includes student data files, unit tests, solution files, chapter tests, PowerPoint presentations, and teaching notes all in one place for easy access.

ExamView® Electronic Testing Software

Create printed or online quizzes, study guides, and tests easily and quickly with this computerized testing tool. Ideal for building tests, worksheets, and study guides (practice tests), this assessment solution also saves grading time and improves student results by focusing on specific learning objectives.

Adobe

eBooks for Century 21 Jr.

Take learning to a new level with this dynamic, interactive text material available digitally.

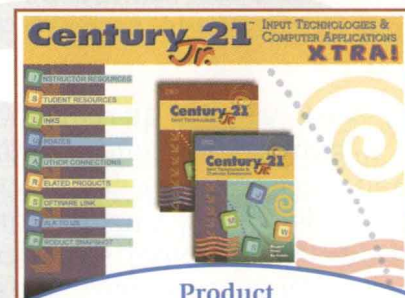
MicroType

This engaging, easy-to-use program teaches new-key learning and skill building, with lessons that correlate to the Century 21 Jr. texts. MicroType features 3-D animations, videos, and fun, interactive games.

CheckPro for Century 21 Jr.

Save time as you instantly check documents keyed from the text! This new software works with Microsoft Word and Excel for Windows and can even check completion of PowerPoint activities. The Web reporting feature allows students to provide their results to the instructor using the Internet.

Bring a Universe of Technology to Your Classroom



Product Support Web Site

Discover teaching and learning resources that you won't find anywhere else when you adopt Century 21 Jr. The password-protected Teacher Resources Center includes a wealth of downloadable solutions, files, and teaching resources. The Student Resource Center offers supplemental materials, activities, games, enrichment materials, and much more. Visit www.c21jr.swlearning.com to see for yourself.

Preface

Step into the Future

You are about to use some very high-tech computer tools. Learning them is essential to your success in school and at work. You may be wondering whether or not you will be able to learn these tools. Don't worry. Instead, think about this: At first, no one was sure if scientists could build spaceships safe enough for travel to the moon. These space pioneers gave their best efforts and worked through problems step-by-step. Eventually, the United States succeeded in landing people on the moon. This is one of the greatest accomplishments in history.

By taking small, steady steps, space scientists took a giant leap forward, creating technologies that helped all mankind. Just like the space scientists of the past, you must always take the next step forward. They never gave up. Don't you give up, either. Learn a lesson from their example. If you give your best efforts and take things one step at a time, you, too, can accomplish great things.

About This Textbook

Units in the Textbook


This textbook is organized in three units that contain nine chapters. The chapters have several lessons that will take you step-by-step along many computer adventures. The lessons have examples and activities to make learning fun, interesting, and exciting. The units in the textbook are described below.

Unit 1 Digital Communication Tools

Any digital device used to communicate with others is a digital communications tool. These devices are also called *DigiTools*. You will begin by learning some of the history of *DigiTools* and how they work. You will learn how computers are changing the way we live, work, and play. You will learn to use the basic features of programs such as *Microsoft Word*, *Windows Explorer*, and *Internet Explorer* in this unit.

Unit 2 Keyboarding

You may already know how to key properly by touch, or you may be a beginner. In either case, you can improve your touch keyboarding techniques, speed, and control to input letters, figures, and symbols. The



better your keying skills are, the more quickly you will be able to input information into your computer. After all, you don't want to spend any more time than is needed to key documents, such as a short story for school. You will use *Microsoft Word* in this unit to learn or improve keying skills.

Unit 3 Alternative Input Technologies

In this unit, you will learn some new ways to input information into a computer. Using speech recognition, you can talk and have your computer type for you. In many instances, you can dictate faster than you can key. You will find that speech recognition is an important input skill to learn, practice, and apply. Handwriting recognition, another important input skill, will allow you to input data simply by using your own handwriting. You can also take notes and draw using handwriting tools. Other input technologies, such as scanners and digital cameras, are covered in this unit. You will also learn about handheld computers, called PDAs, and smart phones in this unit.

Chapter Organization

Each chapter contains chapter objectives, an introduction that tells you what the chapter is about, lessons with illustrations and activities, and end-of-chapter activities. Each lesson also contains objectives to guide your learning.

In some lessons, you will use data files. Data files contain additional instructions or documents that you are to complete. All data files needed for a lesson are listed at the beginning of the lesson.

Activities are placed throughout the lessons to help you learn, practice, and apply the concepts presented in the chapter. New learning is presented with step-by-step instructions in the *Learn* activities. Practice of new learning, with some detailed instructions or reminders, is provided in the *Practice* activities. In the *Apply* activities, only general instructions are provided. These activities allow you to apply the skills and knowledge you have learned.

Various message boxes, Help Words, and icons appear along the left side of pages in the textbook. Instant Messages and Software Tips provide information related to the lesson. Help Words are words or terms that you can enter into the Help search feature of a software program. This lets you find additional information provided by the program's Help feature. Technique Tips and Spacing Tips appear along the left side of the page in lessons or activities that relate to keyboarding. These tips give you important information and reminders. Icons alert you to watch for certain instructions in an activity.

**INTERNET**

The disc icon tells you that you will need to use data files to complete an activity.

The Internet icon tells you that you will need to access the Internet to complete an activity.

The teamwork icon tells you that you will work in a team to complete an activity.



Learning to work with others in a team is an important skill.

At the end of each chapter, you will apply what you have learned by answering review questions and completing additional activities. Beginning in Chapter 6, you will build keyboarding skill by completing drills and timed writings. At the end of each chapter, you will also study some important topics in sections titled:

- About Business
- Career and Life Skills Success Builder
- Academic Success Builder

A Web site related to this textbook is available at <http://c21jr.swlearning.com>. On this site, you can access data files, vocabulary flash cards, games, and slides that review chapter concepts, supplemental activities, reference materials, and links to other Web sites. The items available for each chapter are listed in the Web Resources box at the beginning of each chapter.

Begin Your Adventure

You may discover that you already know something about the technologies you will study. Share your knowledge with those around you so that everyone can succeed together. As you learn more, you will become more self-confident. You will soon be applying your new skills in exciting ways. Remember, always take the next step. Soon, you will be surprised at how much you have achieved and how far you have journeyed.



Contents

| | | | | | |
|---|--|-----------|---|--|-----|
| Walkthrough | iii | Lesson 20 | New Keys o and t | 109 | |
| Preface | vi | Lesson 21 | New Keys n and g | 111 | |
| Unit 1 Digital Communication Tools | 1 | Lesson 22 | New Keys LEFT SHIFT and period (.) | 113 | |
| Chapter 1 Computer Basics | 2 | Lesson 23 | Review | 115 | |
| Lesson 1 | Computers as Digital Communication Tools | 4 | Lesson 24 | New Keys u and c | 117 |
| Lesson 2 | Operating System and Login Basics | 10 | Lesson 25 | New Keys w and RIGHT SHIFT | 119 |
| Lesson 3 | Windows Program Basics | 14 | Lesson 26 | New Keys b and y | 121 |
| Lesson 4 | Microsoft Word Basics | 21 | Lesson 27 | Review | 123 |
| Chapter 2 Finding and Managing Information | 33 | Lesson 28 | New Keys m and x | 125 | |
| Lesson 5 | Exploring Your Digital Space | 35 | Lesson 29 | New Keys p and v | 127 |
| Lesson 6 | Organizing Your Digital Space | 38 | Lesson 30 | New Keys q and comma (,) | 129 |
| Lesson 7 | Working with Application Files | 45 | Lesson 31 | Review | 131 |
| Lesson 8 | Find Information and Print Files | 50 | Lesson 32 | New Keys z and colon (:) | 133 |
| Lesson 9 | Managing Files | 55 | Lesson 33 | New Keys CAPS LOCK and question mark (?) | 135 |
| Chapter 3 Computers and Society | 63 | Lesson 34 | New Keys TAB and BACKSPACE | 137 | |
| Lesson 10 | Computers and Daily Life | 64 | Chapter 5 Number and Symbol Keys | 143 | |
| Lesson 11 | Internet Basics | 68 | Lesson 35 | New Keys 8 and 1 | 144 |
| Lesson 12 | Browser Features | 75 | Lesson 36 | New Keys 9 and 4 | 146 |
| Lesson 13 | Computer Ethics and Crime | 80 | Lesson 37 | New Keys 0 and 5 | 148 |
| Lesson 14 | Safety and Copyright Issues | 84 | Lesson 38 | New Keys 7 and 3 | 150 |
| Unit 2 Keyboarding | 93 | Lesson 39 | New Keys 6 and 2 | 152 | |
| Chapter 4 Letter Keys | 94 | Lesson 40 | Review | 154 | |
| Lesson 15 | Home Keys (f, d, s, a, j, k, l, ;) | 95 | Lesson 41 | New Keys / and \$ | 156 |
| Lesson 16 | Review | 99 | Lesson 42 | New Keys % and - | 158 |
| Lesson 17 | New Keys h and e | 102 | Lesson 43 | New Keys # and & | 160 |
| Lesson 18 | New Keys i and r | 105 | Lesson 44 | New Keys (and) | 162 |
| Lesson 19 | Review | 107 | Lesson 45 | New Keys ' and " | 164 |
| | | | Lesson 46 | New Keys _ and * | 166 |
| | | | Lesson 47 | New Keys @ and + | 168 |
| | | | Lesson 48 | New Keys ! and \ | 170 |
| | | | Lesson 49 | New Keys = and [] | 172 |
| | | | Lesson 50 | New Keys > and < | 174 |
| | | | Lesson 51 | Numeric Keypad 4, 5, 6, 0 | 176 |

| | | |
|-----------|--------------------------------|-----|
| Lesson 52 | Numeric Keypad 7, 8, 9 | 178 |
| Lesson 53 | Numeric Keypad 1, 2, 3 | 179 |
| Lesson 54 | Subtraction and Multiplication | 180 |
| Lesson 55 | Division and Math Problems | 181 |

Unit 3 Alternative Input Technologies **185**

Chapter 6 Handwriting Tools and OneNote **186**

| | | |
|-----------|--------------------------|-----|
| Lesson 56 | Using a Digital Pen | 188 |
| Lesson 57 | Using Handwriting Tools | 195 |
| Lesson 58 | Correcting Errors | 204 |
| Lesson 59 | Writing Extras | 209 |
| Lesson 60 | Using OneNote | 214 |
| Lesson 61 | Organizing Notes | 221 |
| Lesson 62 | Outlines and Formatting | 227 |
| Lesson 63 | Web Content and Pictures | 234 |

Chapter 7 Digital Imaging, Scanning, and Photography **246**

| | | |
|-----------|-----------------------|-----|
| Lesson 64 | Discovering Images | 248 |
| Lesson 65 | Scanning Successfully | 255 |
| Lesson 66 | Capturing Photos | 262 |

Chapter 8 Speech Recognition Tools **275**

| | | |
|-----------|---|-----|
| Lesson 67 | Discovering How CSR Works | 276 |
| Lesson 68 | Preparing a Headset | 277 |
| Lesson 69 | Creating a Speech User Profile | 279 |
| Lesson 70 | Changing Language Bar Display Modes | 283 |
| Lesson 71 | Controlling Dictation and Voice Command Modes | 285 |
| Lesson 72 | Voice-Typing with Speech Software | 290 |
| Lesson 73 | Correcting Errors | 293 |
| Lesson 74 | Adding Words to a User Dictionary | 296 |
| Lesson 75 | Dictating and Correcting Documents | 299 |
| Lesson 76 | Text-to-Speech | 302 |
| Lesson 77 | Navigating and Formatting by Voice | 305 |

Chapter 9 Planning with PDAs **314**

| | | |
|-----------|---|-----|
| Lesson 78 | Learning about PDAs | 315 |
| Lesson 79 | Finding Your Applications | 321 |
| Lesson 80 | Entering Notes and Contacts | 324 |
| Lesson 81 | Using Graffiti and Entering Contacts Data | 328 |
| Lesson 82 | Inputting Calendar and Tasks Items | 334 |
| Lesson 83 | Beaming Data | 340 |

| | |
|----------|----|
| Glossary | G1 |
| Index | I1 |



UNIT 1

Digital Communication Tools

Chapter 1 Computer Basics

Chapter 2 Finding and Managing Information

Chapter 3 Computers and Society

Computers are an important part of the world around us. People use computers every day to get their work done. They are used to communicate with friends and family. They also play an important role in entertainment.

In Unit 1, you will learn basic information about computers and how they work. You will learn to find and manage data using computers. You will also learn about some of the effects computers have on society.

The activities provided at the end of each chapter will help you:

- Review the concepts you have learned
- Apply the software skills you have learned
- Learn about business trends and issues
- Improve math and communication skills
- Develop career-related skills



Chapter 1

Lessons 1–4

Computer Basics

Web Resources:

www.c21jr.swlearning.com/studentresources

- Data Files
- Vocabulary Flash Cards
- Beat the Clock, Computer Basics
- Sort It Out, Passwords
- PowerPoint Reviews
- More Activities

OBJECTIVES

In Chapter 1, you will:

- Learn how computers communicate with machines, people, and groups.
- Explore hardware and software.
- Explore and use a computer's operating system.
- Use a login name and password.
- Open and close programs and save files.
- Use Help to find information about software.
- Use basic commands and enter text in *Microsoft Word*.
- Apply acceptable use rules.

President John F. Kennedy had an idea. His dream would challenge everyone's imaginations. On May 25, 1961, he asked scientists to build a spacecraft. The ship had to carry people to the moon and bring them home safely.

Such a trip would require a computer. A **computer** is a machine that follows a set of instructions to change and store data. However, the computer needed to do the job didn't exist in 1961! It had to be invented. That computer cost \$150,000 to make. However, it was far less powerful than today's cell phones. Would you trust your life to such a weak computer in deep space?



Digital image © 1996 CORBIS; Original image courtesy of NASA/CORBIS

This computer had important work to do. The *Apollo 11* spaceship would reach the moon on July 20, 1969. It would release a lunar module called the *Eagle*. The computer would need to land the *Eagle* within a few feet of a selected spot on the moon. The computer also had to calculate the use of fuel. The ship could not carry enough fuel for a second try. The landing was a success. With less than 30 seconds of fuel remaining, the *Eagle* landed.

The *Eagle* had a very primitive computer. Still, it helped fulfill President Kennedy's dream of landing on the moon. Imagine what today's powerful computers can do for your ideas and dreams!

Lesson 1

Computers as Digital Communication Tools

Objectives

In Lesson 1, you will:

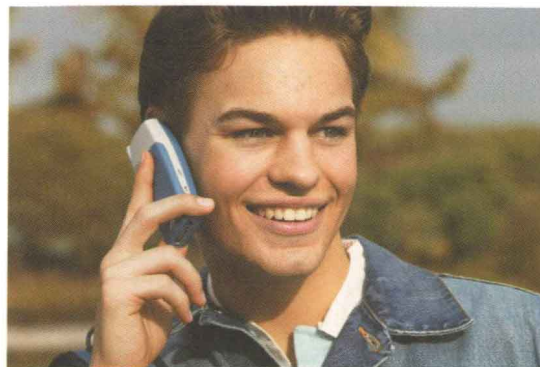
- Learn how computers help us communicate with machines, each other, and groups.
- Learn about the main parts of information processing.
- Explore and discuss hardware.
- Learn about two types of software.

Communicating with Computers

Learning to use computers can help you share information with others. Computer skills can help you work with imagination. They will also help you with your schoolwork. If you need to create or share a message, chances are a computer can help!

Computers help people communicate with machines, with another person, and with groups. The list below gives some examples:

- Computers guide vehicles that explore the land on Mars.
- Computers control lighting, air-conditioning, and security systems in buildings.
- Cell phones have computers that allow users to make calls, store phone numbers, and send text messages.
- Musicians use computers to share music with fans.
- Animated films such as *Finding Nemo* and *Shrek* are created using computers.
- Movies can be viewed on computers, video game consoles, or DVD players.



Stockdisc

Figure 1.1 Computers in cell phones make them powerful DigiTools.

1A APPLY:

Discuss Computers and Communication

Discuss with your class or team how people use computers. How do they use computers to communicate with machines? with individuals? with groups? List three examples of each.

DigiTools

Computers are digital communication tools—called DigiTools for short. **Digital devices** are those that share data in electronic form (streams of the digits 1 and 0). The physical parts of a computer are called **hardware**. The computer case, keyboard, mouse, and monitor are examples of hardware.

Software gives instructions to a computer. Word processing and drawing programs are examples of software. Software is also called *programs* or *applications*. The hardware and software work together to allow you to process data and to communicate.

Information Processing

A primary use of computers is processing information. **Information processing** means putting facts or numbers into a meaningful form. Information processing has five main parts: input, processing, output, distribution, and storage.

- **Input** refers to the way you give data to a computer. You might use a keyboard or drawing tablet to input data.
- **Processing** refers to how data is changed or used. You might add numbers, sort a list of names, or change the color of a drawing. These are all examples of processing.
- **Output** refers to the way you get data from a computer. You might print a letter or view photos on a monitor.
- **Distribution** refers to sending information to the people who need it. For example, you might post information about a school event on the school web site.
- **Storage** refers to saving the data for later use. You might store data on a floppy disk, on a CD, or on the computer's hard drive.

1B APPLY:

Relate Information Processing to E-mail

When you create and send an e-mail message, you may do all the steps of information processing described. Match the tasks listed below with the information processing steps.

- a. input ___ 1. Viewing the message you have created on the screen
- b. processing ___ 2. Keying the message
- c. output ___ 3. Saving a copy of the message in your Sent folder
- d. distribution ___ 4. Using the Send feature to send the message
- e. storage ___ 5. Formatting the message in a large type size

CHECK POINT Exchange papers with a classmate and discuss your answers.

Hardware

Only in the last 10 to 15 years have computers become part of our daily lives. Early computers were too large and expensive to be used by most people. Early computers were also very slow compared to modern computers. Today, computers come in a variety of shapes and sizes. Figure 1.2 shows six very different DigiTools in different styles.



Figure 1.2 DigiTools come in a variety of sizes.