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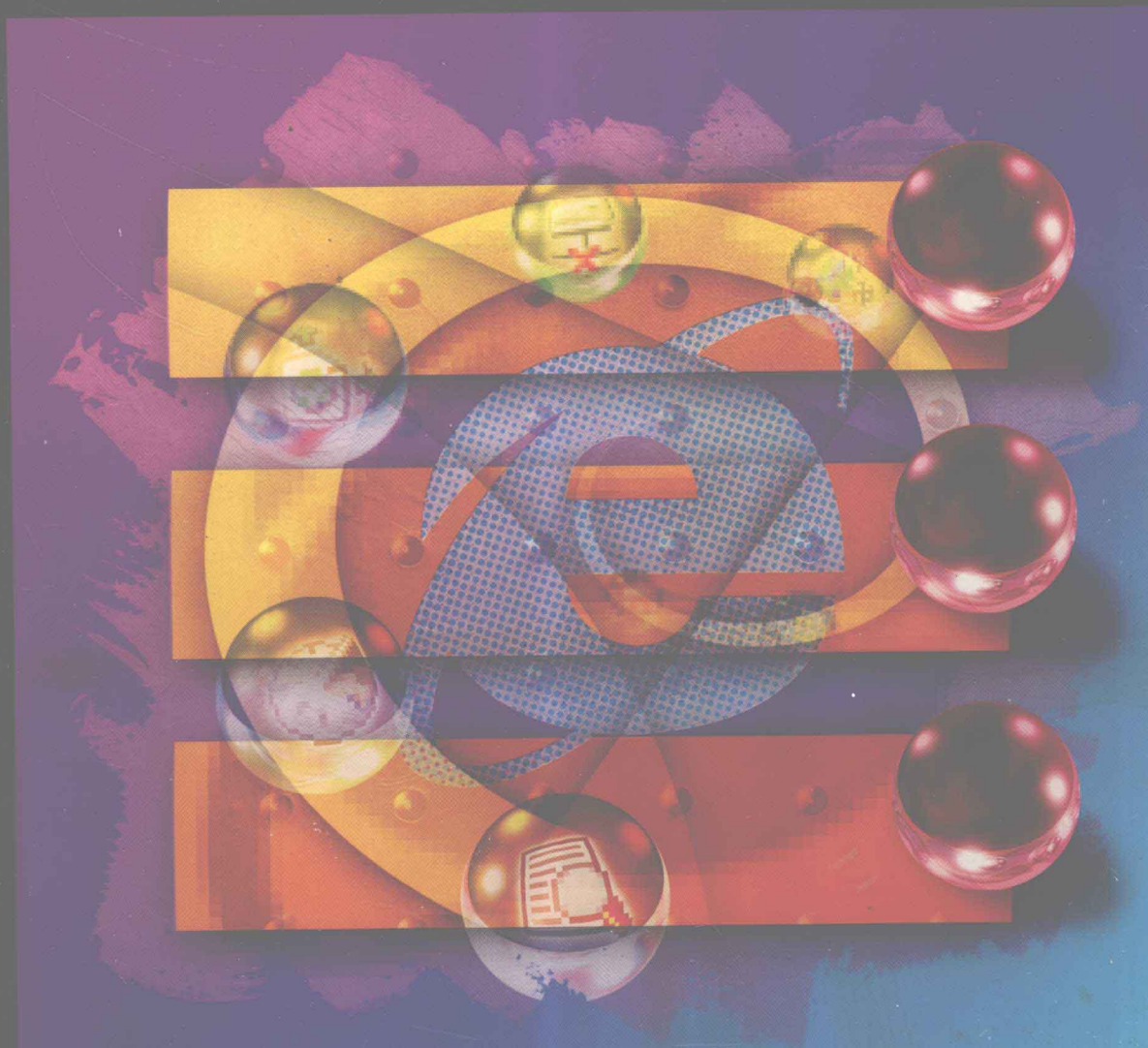
Introductory

MICROSOFT

Internet Explorer 5

Introductory Concepts and Techniques

Shelly Cashman Forsythe



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Internet Explorer 5

Introductory Concepts and Techniques

Gary B. Shelly
Thomas J. Cashman
Steven G. Forsythe

COURSE TECHNOLOGY
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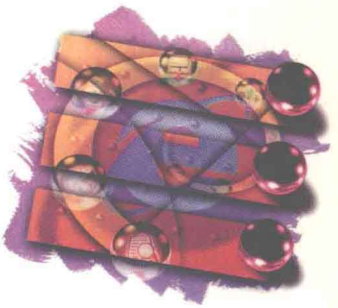
Preface

In just ten years since its birth, the World Wide Web, or Web for short, has grown beyond all expectations. During this short period of time, Web usage has increased from a limited number of users to more than 100 million users, accessing Web pages on any topic you can imagine. Schools, businesses, and the computing industry all are taking advantage of this new way of accessing the Internet to provide products, services and education electronically. Internet Explorer 5 provides the novice as well as the experienced user a window with which to look into the Web and tap an abundance of resources.



Objectives of This Textbook

Microsoft Internet Explorer 5: Introductory Concepts and Techniques is intended for use in combination with other books in an introductory computer concepts or applications course. This book also is suitable for use in a one-credit hour course or a continuing education course. Specific objectives of this book are as follows:

- To teach students how to use Internet Explorer 5 using the proven Shelly Cashman Series step-by-step, screen-by-screen pedagogy
- To expose students to various World Wide Web resources
- To acquaint student with the more popular search engines
- To show students how to do research using the World Wide Web
- To teach students how to communicate with other Internet users

Organization of This Textbook

Microsoft Internet Explorer 5: Introductory Concepts and Techniques consists of three projects and an Appendix. Each project ends with a large number of exercises to reinforce what students learn in the project. The projects and appendix are organized as follows:

Project 1 – Introduction to Internet Explorer In Project 1, students are introduced to the Internet, World Wide Web, and Internet Explorer. Topics include launching Internet Explorer; browsing the World Wide Web; stopping and refreshing a Web page; using the History list and the Favorites list to display Web pages; adding Web pages to and removing Web pages from the Favorites list; saving and printing a Web page; copying and pasting text and pictures from a Web page into WordPad; and using Internet Explorer Help.

Project 2 – Web Research Techniques and Search Engines In Project 2, students are introduced to the five Web page categories, techniques to search the Web using a search engine and the Search Assistant, and methods to evaluate a Web page. Topics include searching the Web using keywords or a directory; performing an advanced search; evaluating and recording relevant information about a Web source; using Search Assistant to search for an e-mail address, map, place, landmark, or encyclopedia article; and using the Address bar to display a Web page, search the Web, and display folder contents.

Project 3 – Communicating Over the Internet In Project 3, students learn to read and send an e-mail message, read and post an article to a newsgroup, place an Internet call, create and edit a Web page, and listen to a radio station. Topics include reading, replying to, and deleting an e-mail message; composing, formatting, and sending a new e-mail message; reading and posting a newsgroup article; subscribing and unsubscribing to a newsgroup; placing an Internet call and sending text messages; creating and editing a personal home page; displaying the Radio toolbar and radio station guide; and listening to a radio station.

Appendix A – Internet Explorer Options Appendix A explains how to change the settings for Internet options. Settings include changing the default home page; deleting the files in the Temporary Internet Files folder; setting the time that pages remain in the History list; changing the security level of a zone; controlling the type of content a computer can access on the Internet; modifying AutoComplete, Wallet, and personal profile settings; maintaining dial-up networking connections; modifying local area network (LAN) settings; and changing the programs Internet Explorer 5 uses as an editor, e-mail service, newsgroup reader, Internet call program, calendar program, and contact program.

Shelly Cashman Series Teaching Tools

A comprehensive set of Teaching Tools accompanies this textbook in the form of a CD-ROM. The CD-ROM includes an Instructor's Manual and teaching and testing aids. The CD-ROM (ISBN 0-7895-4659-0) is available through your Course Technology representative or by calling one of the following telephone numbers: Colleges and Universities, 1-800-648-7450; High Schools, 1-800-824-5179; and Career Colleges, 1-800-477-3692. The contents of the CD-ROM are listed below.

- Instructor's Manual The Instructor's Manual is made up of Microsoft Word files. The files include lecture notes, solutions, and a large test bank. The files allow you to modify the lecture notes or generate quizzes and exams from the test bank using your own word processing software.
- Figures in the Book Illustrations of the figures and tables in the textbook are available. Use this ancillary to create a slide show from the illustrations for lecture or to print transparencies for use in lecture with an overhead projector.
- Course Test Manager Course Test Manager is a powerful testing and assessment package that enables instructors to create and print tests from the large test bank. Instructors with access to a networked computer lab (LAN) can administer, grade, and track tests online. Students also can take online practice tests, which generate customized study guides that indicate where in the textbook students can find more information for each question.
- Interactive Labs Eighteen hands-on interactive labs that take students from ten to fifteen minutes each to step through help solidify and reinforce mouse and keyboard usage and computer concepts. Student assessment is available in each interactive lab by means of a Print button.

Acknowledgments

The Shelly Cashman Series would not be the leading computer education series without the contributions of outstanding publishing professionals. First, and foremost, among them is Becky Herrington, director of production and designer. She is the heart and soul of the Shelly Cashman Series, and it is only through her leadership, dedication, and tireless efforts that superior products are made possible. Becky created and produced the award-winning Windows series of books.

Under Becky's direction, the following individuals made significant contributions to these books: Doug Cowley, production manager; Ginny Harvey, series specialist and developmental editor; Ken Russo, senior Web designer; Mike Bodnar, associate production manager; Mark Norton, Web designer; Stephanie Nance, graphic artist and cover designer; Ellana Russo, Marlo Mitchem, Chris Schneider, and Hector Arvizu graphic artists, Jeanne Black and Betty Hopkins, Quark experts; Marilyn Martin copy editor; Katie Asling, proofreader; Cristina Haley, indexer; Sarah Evertson of Image Quest, photo researcher; and Susan Sebok and Ginny Harvey, contributing writers.

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Gary B. Shelly
Thomas J. Cashman
Steven G. Forsythe

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Internet Explorer 5

Introductory Concepts and Techniques

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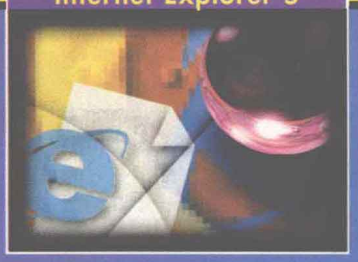


Internet Explorer 5

PROJECT 1

Introduction to Internet Explorer

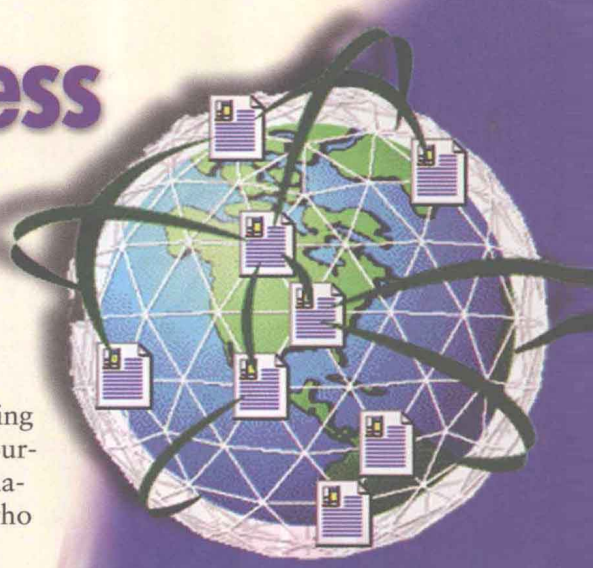
OBJECTIVES

You will have mastered the material in this project when you can:

- Define Internet
- Describe hypermedia and browsers
- Define hyperlink, Uniform Resource Locator, and hypertext markup language
- Launch and quit Internet Explorer
- Describe the Internet Explorer features
- Use the History list, Favorites list, or URLs to browse the World Wide Web
- Use the Back, Forward, and Home buttons to display a Web page
- Add and remove a Web page from the Favorites list
- Save a picture or text from a Web page or an entire Web page on a floppy disk
- Stop the transfer of a Web page
- Refresh and print a Web page
- Copy and paste text or pictures from a Web page into WordPad
- Save and print a WordPad document
- Use Internet Explorer Help

A Remarkable Success

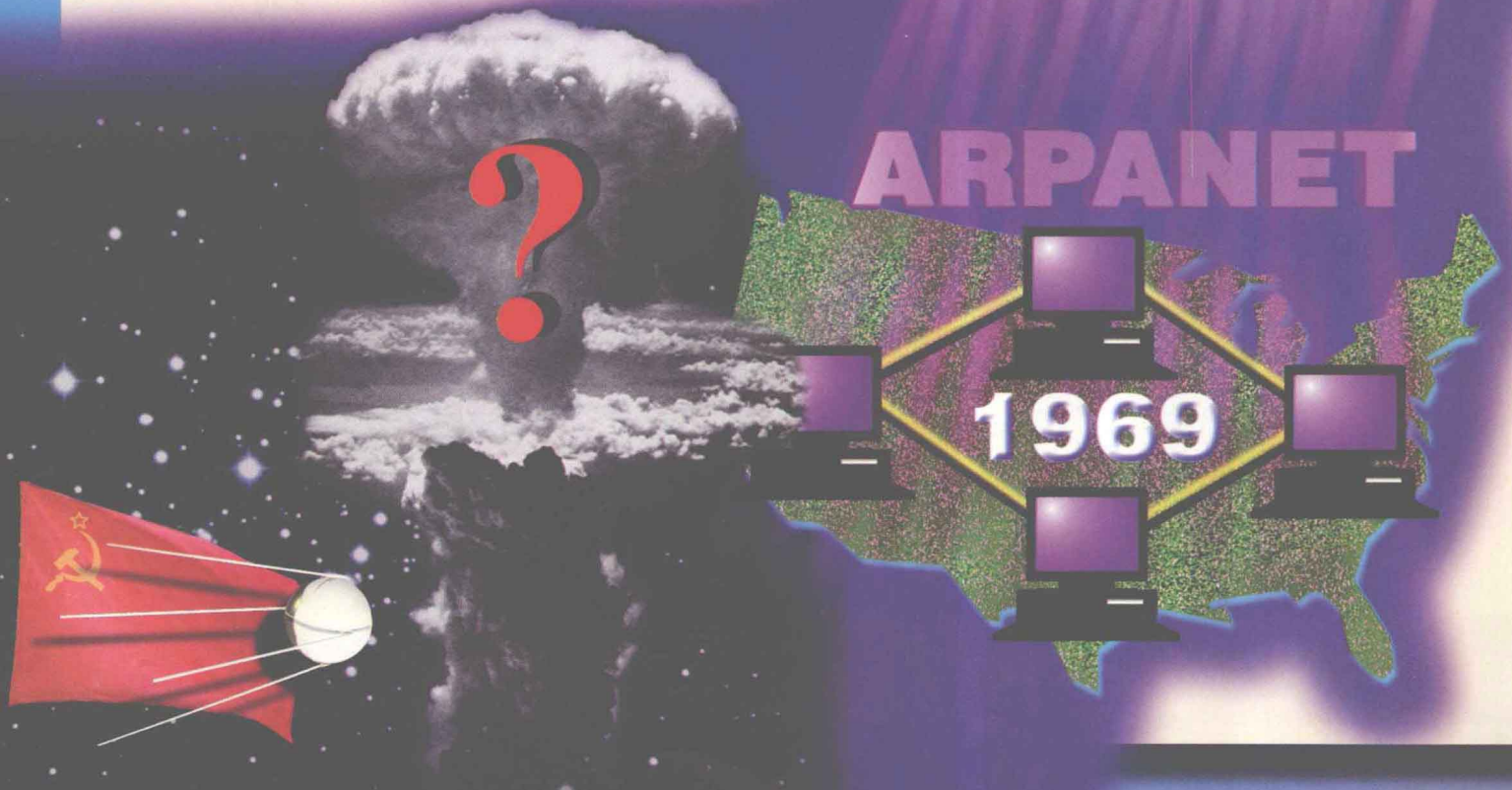
Web Designer's Innovation Skyrockets



Described as a revolutionary communications system requiring minimal technical understanding, the World Wide Web flourishes into the new millennium as the medium of choice for information sharing. At the helm of this innovation is Tim Berners-Lee, who in 1998, was awarded a $270,000 genius grant from the John D. and Catherine T. MacArthur Foundation for his pioneering efforts developing this system.

The impetus for the Internet occurred when Russia launched the first artificial Earth satellite, *Sputnik*, in 1957. In response, U.S. Department of Defense officials became alarmed about a possible nuclear attack. The Pentagon's Advanced Research Projects Agency developed ARPANET, a decentralized computer system that could reroute data if some transmission lines among the country's military, defense contractors, and research universities became obstructed. Four of these computers were networked in 1969; this number grew to fifteen two years later and to thirty-seven the following year.

INTERNET



Nonmilitary users connected to ARPANET in the 1970s, and some networks offered to allow the public to connect to the system in the 1980s. The Department of Defense then decided to create another private network for its nonclassified information. The department moved its files to its new military side, MILNET, and left ARPANET in place. More and more networks added information to ARPANET, which earned the new name, Internet, to reflect this community of connected computers.

At this point, Berners-Lee began his magic. When he was working as a scientist at the European Laboratory for Particle Physics in Geneva, Switzerland, he proposed the initial idea for the system that ultimately would evolve into the Web. He also set up the Internet's first Web server.

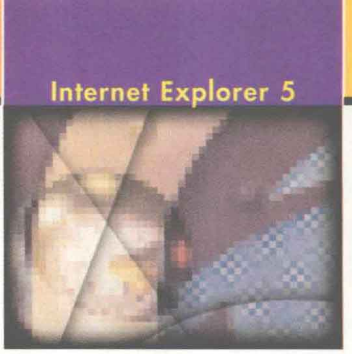
His creation, the World Wide Web, contains sites filled with multimedia. Internet users navigate clicking links, which connect the sites to each other. "I didn't know it was going to succeed the way it has," Berners-Lee said. Indeed, the size of the Web is expanding by an estimated one percent daily. Although it is impossible to count the number of people actually connected, some researchers theorize more than three million people in 200 countries use the Web. These numbers are expected to grow at a rate of ten percent monthly.

This is an exciting time in the history of Internet access and Web browsing. Internet Explorer is a popular Web browsing program that provides searching capabilities, allows you to link quickly to previously viewed Web pages via a History list, and keeps track of your favorite Web pages using the Favorites list.

People all over the world communicate via networks using online services for sharing information on computers. These services make it possible for you to send and receive electronic mail; talk to others in chat rooms; access the latest news, sports, weather, and financial information; and access the Internet. In addition, using the Web, you can carry out research, get a loan, shop for services and merchandise, and look for a job.

In this project, you are introduced to the worldwide system of networks, called the Internet; the software used to connect computers, called Transmission Control Protocol/ Internet Protocol (TCP/IP) that provides networking services; and the World Wide Web, which is the collection of hyperlinks throughout the Internet that creates an interconnected network of links. The links enable you to access the location of the computer on which text, graphics, video, sound, and virtual reality are stored.

Upon completing the project, you will join the millions of individuals worldwide successfully sharing networked information.



Internet Explorer 5

Introduction to Internet Explorer

PROJECT 1

CASE PERSPECTIVE

Although you are majoring in art history in college, your advisor recommends you take a short college course titled, Searching the Internet. Among the topics covered in the class are the basics of using Internet Explorer 5, searching the Internet for information, and how to save information you find on a Web page on your computer. You sign up and complete the course.

After completing the course, you ponder the idea of using the information you learned about Internet Explorer and searching the Internet to earn money by performing Internet research for college professors and local businesses. Instead of the usual resume/cover letter approach to obtaining a job, you decide to take out an advertisement in the local newspaper that advertises your Internet search skills.

Among the responses you receive from the advertisement is one from the manager of the Asian Art galleries. She hires you to identify the origin and authenticity of a piece of Asian art, titled Three Leaves, that the gallery recently purchased in China. You agree to search for information about the Asian art and supply the gallery with pictures or text associated with the art.

Introduction

Little known a few years ago, today the Internet is one of the more popular and faster growing areas in computing. Using the Internet, you can carry out research, get a loan, shop for services and merchandise, look for a job, conduct business, obtain pictures, movies, audio clips, and information from sites stored on computers around the world. You also are able to converse with people and listen to radio stations around the world.

Once considered mysterious, the Internet now is easily accessible to the public because user-friendly software and personal computers have reduced its complexity. The Internet, with its millions of connected computers, continues to grow with hundreds of thousands of new users coming online every month. An Intelliquest survey published in the spring of 1998 indicated that 66 million adults were online in the United States alone. One year later, in the spring of 1999, this number had jumped to 83 million. **Intelliquest** (www.intelliquest.com) is a computer market research firm.

You can find schools, businesses, newspapers, television stations, and government services on the Internet. Service providers throughout the country provide inexpensive access to the Internet, so the information provided by the various sites is readily available to anyone who has the use of a personal computer.

The Internet

The **Internet** is a worldwide system of networks, each of which is composed of a collection of smaller networks. A **network** is composed of several computers connected together for purposes such as resource and data sharing. For example, on a college campus, the network in the student lab can connect to the faculty computer network, which can connect to the administration network, and all of them can connect to the Internet (Figure 1-1).

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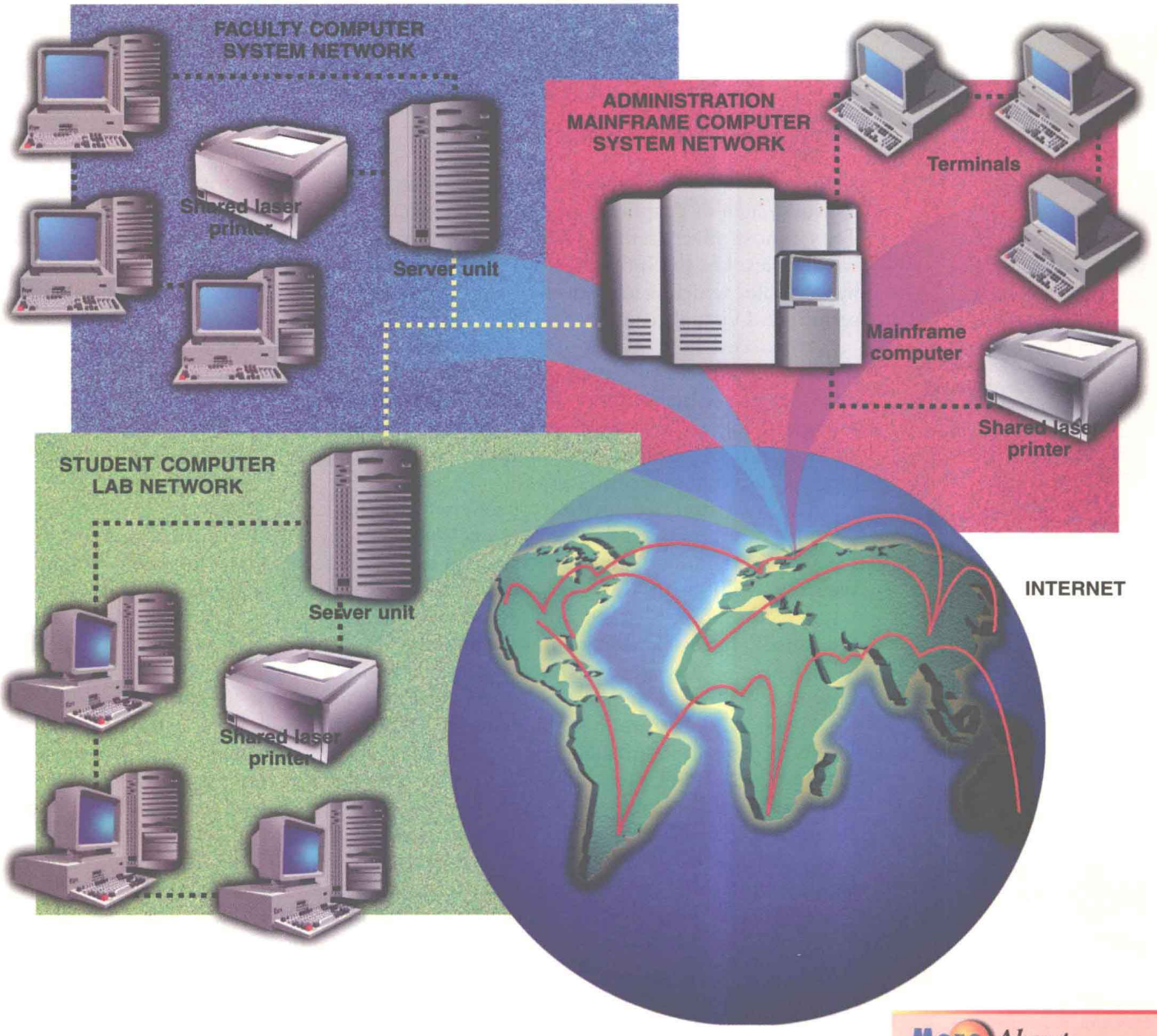

FIGURE 1-1

Networks connect with high-, medium- and low-speed data lines that allow data to move from one computer to another. For example an Internet connection from a home to an Internet service provider's computer may be over a low-speed telephone line. The provider's computer then accesses the Internet over a high-speed line to accommodate the many low-speed connections of its customers.

The software used to connect the computers, called **Transmission Control Protocol/Internet Protocol (TCP/IP)**, provides networking services such as remote terminal sessions and transferring files.

More About

The Internet

The Internet started as a government experiment for the military. The military wanted a communication technique that would connect different computers running different operating systems. This method had to survive one or more of the computers becoming unavailable. From this experiment, a communication technique originated called Transmission Control Protocol/Internet Protocol, or TCP/IP.

Before 1990, most computers were text-based. In other words, you had to know the set of available commands for each TCP/IP service program. This made using the Internet difficult for the casual user. Fortunately, with today's multimedia computers, it is no longer necessary to learn long lists of commands to use the Internet.

The World Wide Web

Modern computer systems have the capability of delivering information in a variety of ways, such as graphics, sound, video clips, animation, and, of course, regular text. Today, most advertisements for computers are for those that have these multimedia capabilities. On the Internet, this multimedia capability is available in a form called **hypermedia**, which is any variety of computer media, including text, graphics, video, sound, and virtual reality.

You access hypermedia using a **hyperlink**, or simply **link**, which is a special selectable connection that enables the user to access the location of the computer on which the hypermedia is stored and the hypermedia itself. A link can connect to hypermedia on any computer on the Internet that is running the proper software. Thus, clicking hyperlink on a computer in California could display text and graphics located on a computer in Illinois.

The collection of hyperlinks throughout the Internet creates an interconnected network of links called the **World Wide Web, Web**, or **WWW**. Each computer within the Web containing hypermedia that you can reference with a hyperlink is called a **Web site**. Millions of Web sites around the world are accessible through the Internet.

A picture, text file, and other hypermedia available at a Web site is stored in a file called a **hypertext document**, or **Web page**. Therefore, when you click a hyperlink to display a picture, read text, view a video, or listen to a song, you actually are viewing a Web page or part of a Web page that contains the hypermedia.

Figure 1-2 illustrates a Web page in the Disneyland Web site located in California. The Web page contains numerous hyperlinks. Clicking a hyperlink, such as the PLAN YOUR VISIT hyperlink, could display a Web page from a travel agency located on the other side of the world. Each Web page has a unique address, called a **Uniform Resource Locator (URL)**, which distinguishes it from all other pages on the Internet.

A typical URL is composed of three parts (Figure 1-3). The first part is the protocol. A **protocol** is a set of rules that computers follow. Most Web pages use the hypertext transfer protocol. **Hypertext transfer protocol (HTTP)** describes the rules used to transmit hypermedia documents electronically. The protocol is entered in lowercase (http) and is followed by a colon and two forward slashes (://). Other protocols used on the Web include FTP, which describes the simplest rules for transferring files over the Internet; gopher, which describes the rules for menu-driven document transfer over the Internet; and Telnet, which describes the rules for remote terminal sessions over the Internet.

The second part of a URL is the domain name. The **domain name** is the Internet address of the computer on the Internet where the Web page is located. Each computer on the Internet has a unique address, called an **Internet Protocol address**, or **IP address**. The domain name identifies where to forward a request for the Web page referenced by the URL. Most Web sites have a domain name that starts with www, such as www.uswest.com. The domain name in the URL in Figure 1-3 is www.scsite.com.

The last portion of the domain name indicates the type of organization responsible for the site. For example, com indicates a commercial organization, usually a business or corporation. Educational institutions have edu at the end of their domain names. Government entities use gov in their domain names. Table 1-1 shows the types of organizations and their extensions.

More About

Web Sites

An organization can have more than one Web site. Separate departments may have their own Web computers, allowing faster response to requests for Web pages, and local control over the Web pages stored at that Web site.

More About

HTML

HTML editing programs, such as FrontPage, Hotdog, and Hotmetal, make it easy to create Web pages without learning HTML syntax.

FIGURE 1-2

The optional third part of a URL is the file specification of the Web page. The **file specification** includes the file name and possibly one or more folder names. This information is called the **path**. If a URL does not contain a file specification, a default Web page, usually the Web site's home page, displays. This means you can display a Web page from a Web site even though you do not know the names of any files at the site. Simply supply the domain name of the Web site, and the default page will display.

You can find URLs that identify interesting Web sites in magazines and newspapers, on television, from friends, or even from just browsing the Web. In addition, you should visit the *Shelly Cashman Series Guide to the World Wide Web site* at www.scsite.com/ie5/app.html for a list of excellent sites. URLs of well-known companies and organizations usually contain the group's name within the domain name between the www and the extension; for example, www.ibm.com, or www.whitehouse.gov.

Because of the variety and number of URLs, you may find it useful to keep a directory of URLs. Internet Explorer has a feature that allows you to save and organize your favorite URLs so you can access them easily. Later in this project, you will save and retrieve URLs.

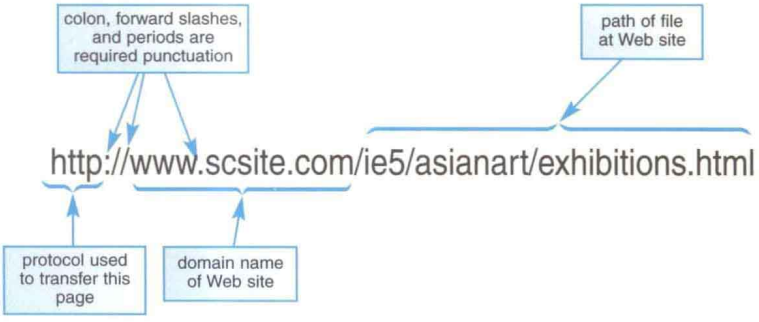

FIGURE 1-3

Table 1-1

ORGANIZATION	EXTENSION
Commercial organizations	.com
Educational institutions	.edu
Government institutions	.gov
Military groups	.mil
Major network support centers	.net
Organizations not covered in other groups	.org
International organizations	.int
Individual countries/states	country code

Hypertext Markup Language

The Web page authors use a special formatting language called **hypertext markup language (HTML)** to create Web pages. Behind all that formatted text and eye-catching graphics is plain text. Special HTML formatting codes and functions that control attributes such as font size, colors, and centering surround the text and picture references. Figure 1-4 shows the hypertext markup language used to create the Web page shown in Figure 1-2 on the previous page. After viewing the document source, you can return to the Disneyland Web page by clicking the Close button in the upper-right corner of the window.

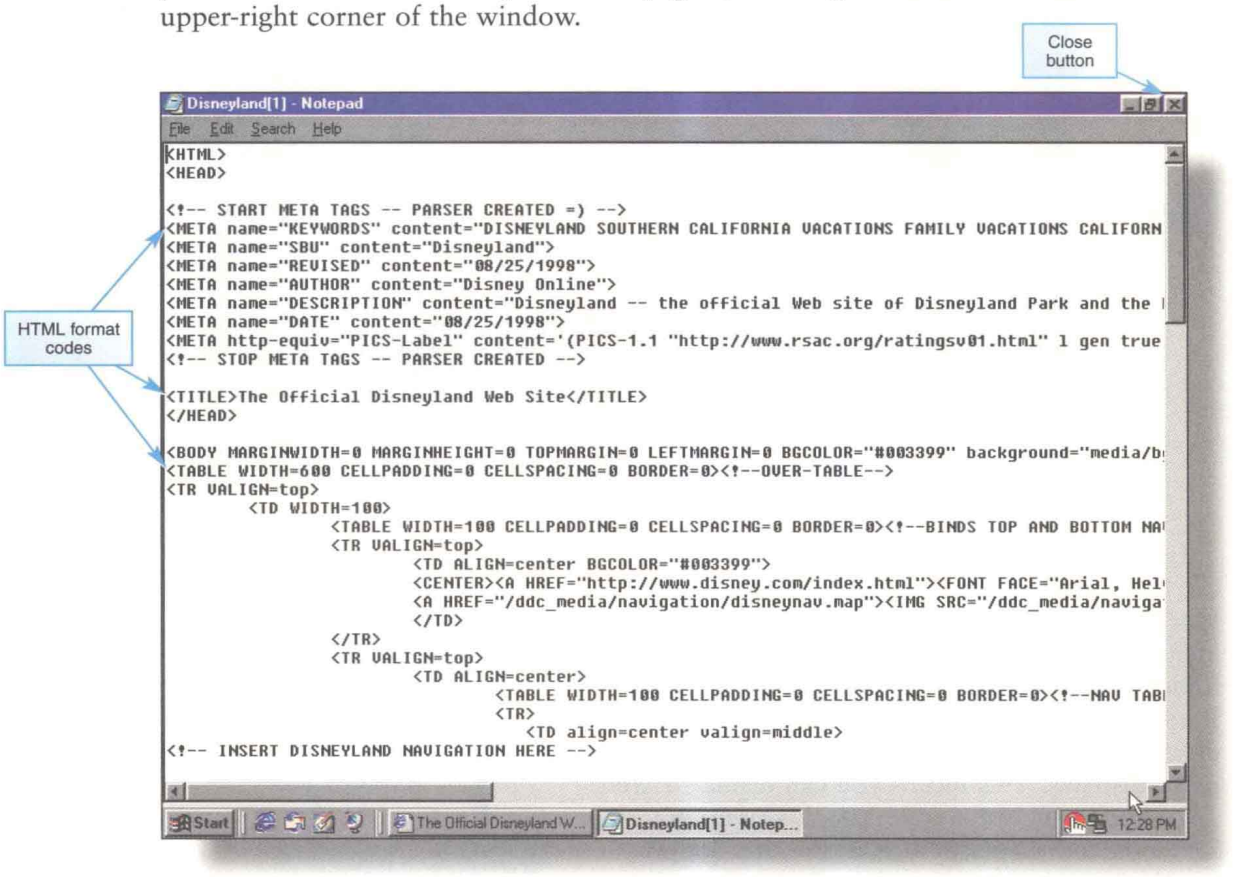

FIGURE 1-4

Though it looks somewhat cryptic, HTML is similar to a computer programming language. Using HTML, you can create Web pages and place them on the Web for others to see. Special software also has been developed to assist in creating Web pages. Microsoft FrontPage is one of the many HTML authoring tools available. FrontPage will be discussed in more detail in Project 3.

Home Pages

No main menus or an official starting point exist in the World Wide Web. Although you can reference any page on the Web when you begin, most people start with specially designated Web pages called home pages or start pages. A **home page** is the introductory page for a Web site, whether it has been created by an organization or an individual. All other Web pages for that site usually are accessible from the home page. In addition, the home page is the default page that displays on a computer if you do not know the path of any other pages located at a particular Web site and use only the URL protocol and domain name. Your school or organization may allow you space to create your own home page and publish it on the World Wide Web.

More About

Home Pages

A Web site may consist of many home pages. A computer used by faculty members or students for their hypertext documents would have many home pages: one for each person.

Because it is the starting point for most Web sites, home pages try to make a good first impression and display attractive eye-catching graphics, specially formatted text, and a variety of links to hypermedia contained at that Web site as well as other interesting and useful Web sites.

Internet Browsers

Just as a **graphical user interface (GUI)** such as Microsoft Windows simplifies working with a computer by using a point-and-click method, a browser such as Internet Explorer makes using the World Wide Web easier by removing the complexity of having to remember the syntax, or rules, of commands used to reference Web pages at Web sites. A **browser** takes the URL associated with a hyperlink or the URL entered by a user, locates the computer containing the associated HTML codes, and uses the HTML codes to display a Web page.

What is Internet Explorer 5?

Internet Explorer 5 is a Web browsing program that allows you to search for and view Web pages, save pages you find for use in the future, maintain a list of the pages you visit, send and receive e-mail messages, edit Web pages, and listen to radio stations. The Internet Explorer 5 program is included with the Microsoft Windows 98 operating system software, Microsoft Office 2000 software, or you can download it from the Internet. The projects in this book illustrate the use of the Internet Explorer 5 browser.

Mouse Usage

In this book, the mouse is the primary way to communicate with Microsoft Internet Explorer. You can perform six operations with a standard mouse: point, click, right-click, double-click, drag, and right-drag. If you have a **Microsoft IntelliMouse™**, then you also have a wheel between the left and right buttons. You can use this wheel to perform three additional operations: rotate wheel, click wheel, or drag wheel.

Point means you move the mouse across a flat surface until the mouse pointer rests on the item of choice on the screen. As you move the mouse, the mouse pointer moves across the screen in the same direction. **Click** means you press and release the left mouse button. The terminology used in this book that directs you to point to a particular item and then click is, Click the particular item. For example, Click the Bold button means point to the Bold button and click.

Right-click means you press and release the right mouse button. As with the left mouse button, you normally will point to an item on the screen before right-clicking.

Double-click means you quickly press and release the left mouse button twice without moving the mouse. In most cases, you must point to an item before double-clicking. **Drag** means you point to an item, hold down the left mouse button, move the item to the desired location on the screen, and then release the left mouse button. **Right-drag** means you point to an item, hold down the right mouse button, move the item to the desired location, and then release the right mouse button.

If you have a Microsoft IntelliMouse™, then you can use **rotate wheel** to view parts of the Web page that are not visible. The wheel also can serve as a third button. When you use the wheel as a button, it is referred to as the **wheel button**. For example, dragging the wheel button causes some applications to scroll in the direction you drag.

The use of the mouse is an important skill to master when working with Microsoft Internet Explorer.

More About

The Mouse

The mouse unit has been around for as long as the personal computer itself. It had little use with earlier operating systems, however, such as MS-DOS. Few used the mouse or even attached it to their computers until recently when Windows began to dominate the market. Even with Windows 98 some former MS-DOS users prefer to use the keyboard over the mouse.

Launching Internet Explorer

To launch Internet Explorer, the Windows desktop must display on the screen and the Internet Explorer icon must display on the desktop. The Internet Explorer icon displays when you install Internet Explorer or Windows 98. Some Internet service providers, however, must have their servers activated before you can launch Internet Explorer. Check with your instructor for information about how to launch Explorer. Perform the following steps to launch Internet Explorer.

More About

The Internet Explorer Icon

The Internet Explorer icon displays automatically on the Windows desktop when you install Internet Explorer 5 or Windows 98. Another icon, designed by the Internet Service Provider, often replaces the Internet Explorer icon when you sign up with an Internet Service Provider.

Steps To Launch Internet Explorer

1 Point to the Internet Explorer icon on the desktop (Figure 1-5).

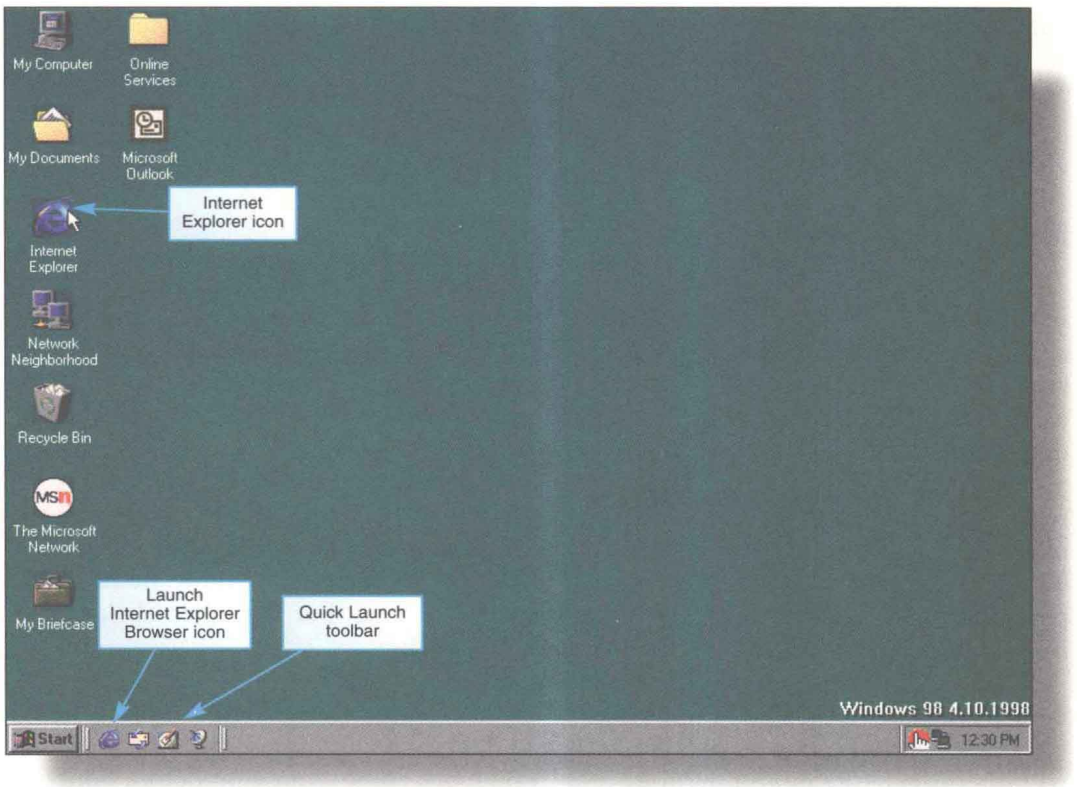

FIGURE 1-5

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