

# Exploring **MICROSOFT® OFFICE 2000 PROFESSIONAL** VOLUME I—REVISED PRINTING



APPROVED COURSEWARE

*Now with Outlook 2000, Windows 2000, and an Extended Problem Set*

Robert T. Grauer  
Maryann Barber

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# EXPLORING MICROSOFT® OFFICE 2000 PROFESSIONAL *Volume I — Revised Printing*

*Robert T. Grauer / Maryann Barber*

*University of Miami*

Use of the Microsoft Office User Specification of the Microsoft Office User Specification signifies that it has been independently reviewed and found to meet the standards:

Acceptable coverage of all content related to the Microsoft Office User Specification, "Word 2000," or "Excel 2000,"; and sufficient performance to meet the required content, based on sampling of text.



*Prentice Hall, Upper Saddle River, New Jersey 07458*



*To Marion—my wife, my lover, and my best friend*  
—Robert Grauer

*To my Mother and Father—for all their love and  
support these many years*  
—Maryann Barber

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# PREFACE

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We are proud to announce the fourth edition of the *Exploring Windows* series in conjunction with Microsoft® Office 2000. The series has expanded in two important ways—recognition by the **Microsoft Office User Specialist (MOUS)** program, and a significantly expanded Web site at [www.prenhall.com/grauer](http://www.prenhall.com/grauer). The Web site provides password-protected solutions for instructors and online study guides (Companion Web sites) for students. Practice files and PowerPoint lectures are available for both student and instructor. The site also contains information about Microsoft Certification, CD-based tutorials for use with the series, and TrainIt and AssessIt software.

The organization of the series is essentially unchanged. There are separate titles for each application—*Word 2000*, *Excel 2000*, *Access 2000*, and *PowerPoint® 2000*, a book on *Windows® 98*, and eventually, *Windows 2000*. There are also four combined texts—*Exploring Microsoft Office Professional, Volumes I and II*, *Exploring Microsoft Office Proficient Certification Edition*, and *Brief Office*. *Volume I* is a unique combination of applications and concepts for the introductory computer course. The *Volume I Revised Printing* includes *new sections* on Windows 2000, Essential Computing Concepts, Outlook, and an Extended Problem Set. The modules for Word and Excel satisfy the requirements for proficient certification. The *Proficient Certification Edition* extends the coverage of Access and PowerPoint from *Volume I* to meet the certification requirements, but (because of length) deletes the units on Internet Explorer and Essential Computer Concepts that are found in *Volume I*. *Volume II* includes the advanced features in all four applications and extends certification to the expert level. *Brief Office* is intended to get the reader “up and running,” without concern for certification requirements.



The Internet and World Wide Web are integrated throughout the series. Students learn Office applications as before, and in addition are sent to the Web as appropriate for supplementary exercises. The sections on Object Linking and Embedding, for example, not only draw on resources within Microsoft Office, but on the Web as well. Students are directed to search the Web for information, and then download resources for inclusion in Office documents. The icon at the left of this paragraph appears throughout the text whenever there is a Web reference.

The *Exploring Windows* series is part of the Prentice Hall custom-binding (*Right PHit*) program, enabling instructors to create their own texts by selecting modules from *Volume I*, the *Proficient Certification Edition*, and/or *Brief Office* to suit the needs of a specific course. An instructor could, for example, create a custom text consisting of the proficient modules in Word and Excel, coupled with the brief modules for Access and PowerPoint. Instructors can also take advantage of our *ValuePack program* to shrink-wrap multiple books together at a substantial saving for the student. A ValuePack is ideal in courses that require complete coverage of multiple applications.

Instructors will want to obtain the *Instructor's Resource CD* from their Prentice Hall representative. The CD contains the student data disks, solutions to all exercises in machine-readable format, PowerPoint lectures, and the Instructor Manuals themselves in Word format. The CD also has a Windows-based test generator. Please visit us on the Web at [www.prenhall.com/grauer](http://www.prenhall.com/grauer) for additional information.



**Exploring Microsoft Office Volume I** is written for the novice and assumes no previous knowledge of the operating system. A 64-page prerequisites section introduces the reader to the essentials of Microsoft Windows 2000 and emphasizes the file operations he or she will need.

Our text emphasizes the benefits of the common user interface, which pertains to all applications in Office 2000. Individuals already familiar with one Office application are encouraged to leverage what they already know to learn a new application more quickly.

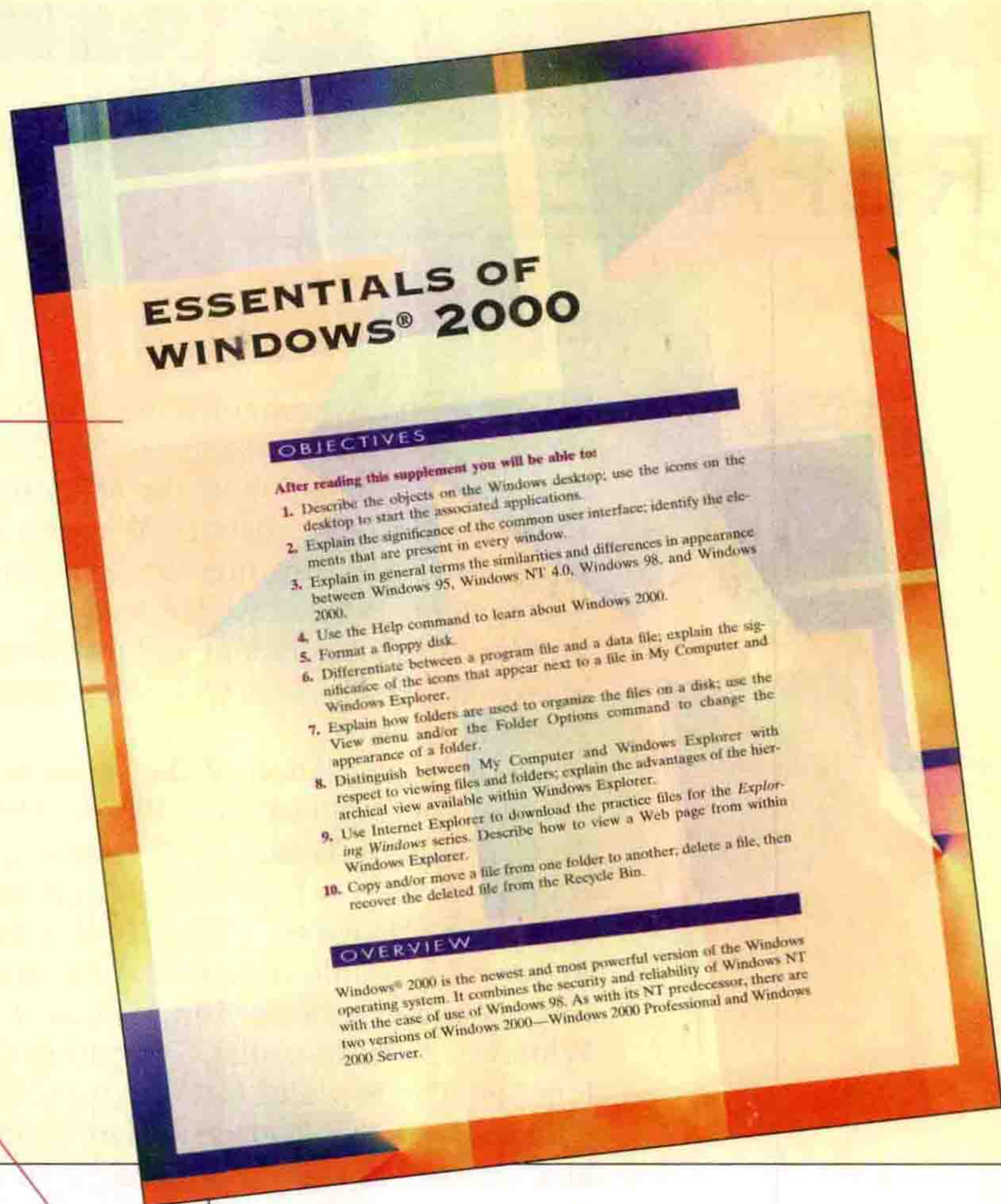
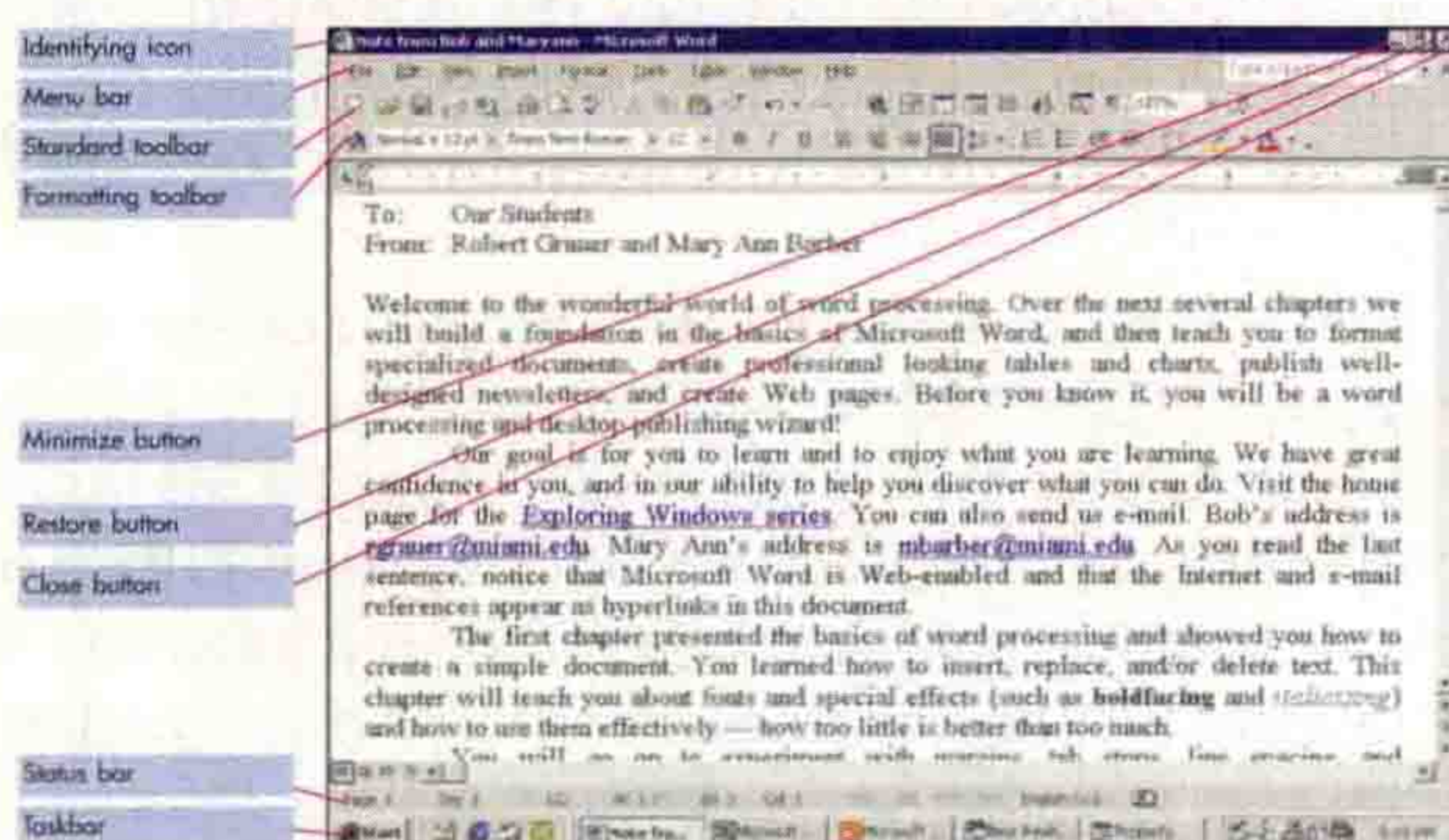
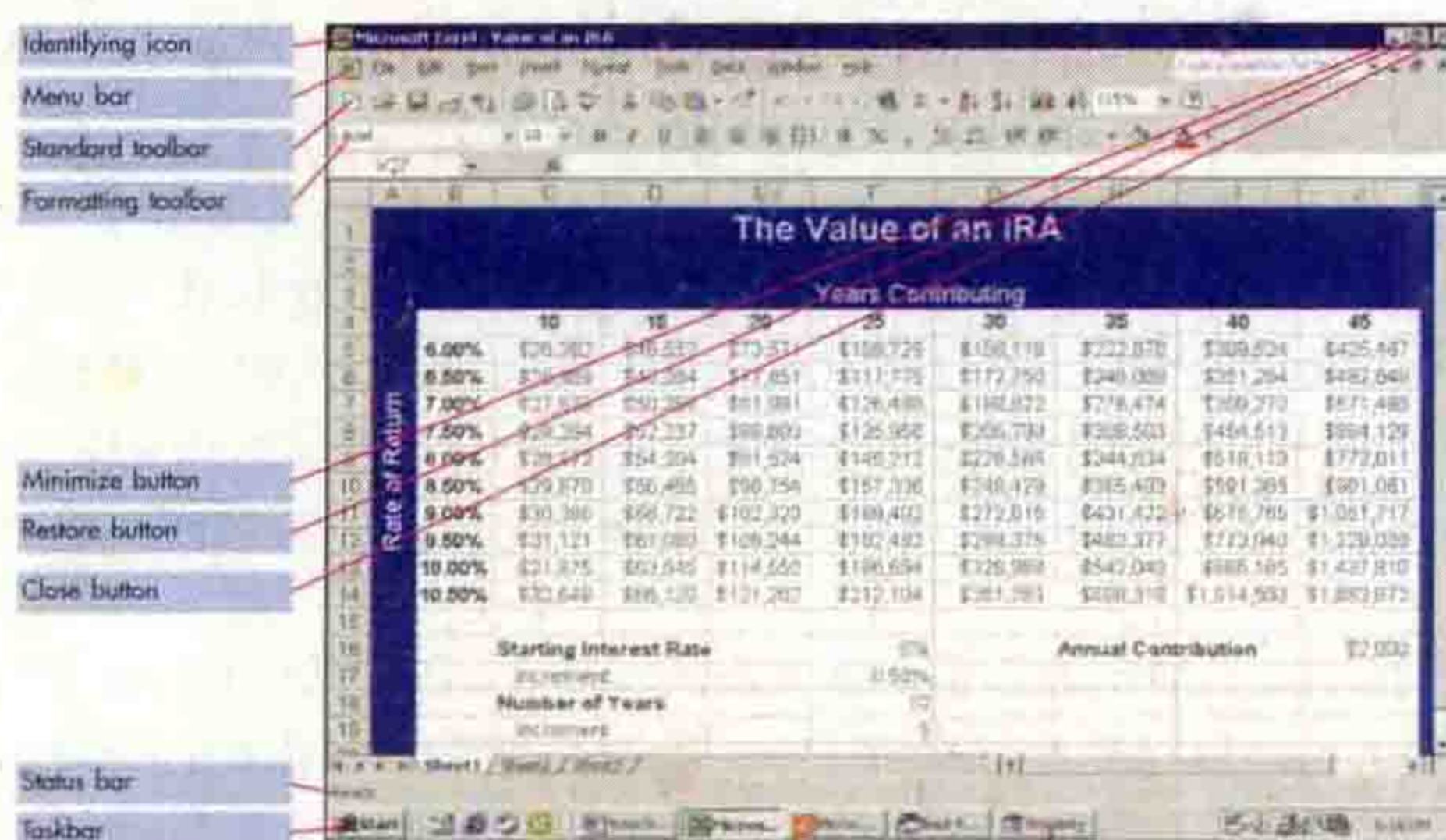


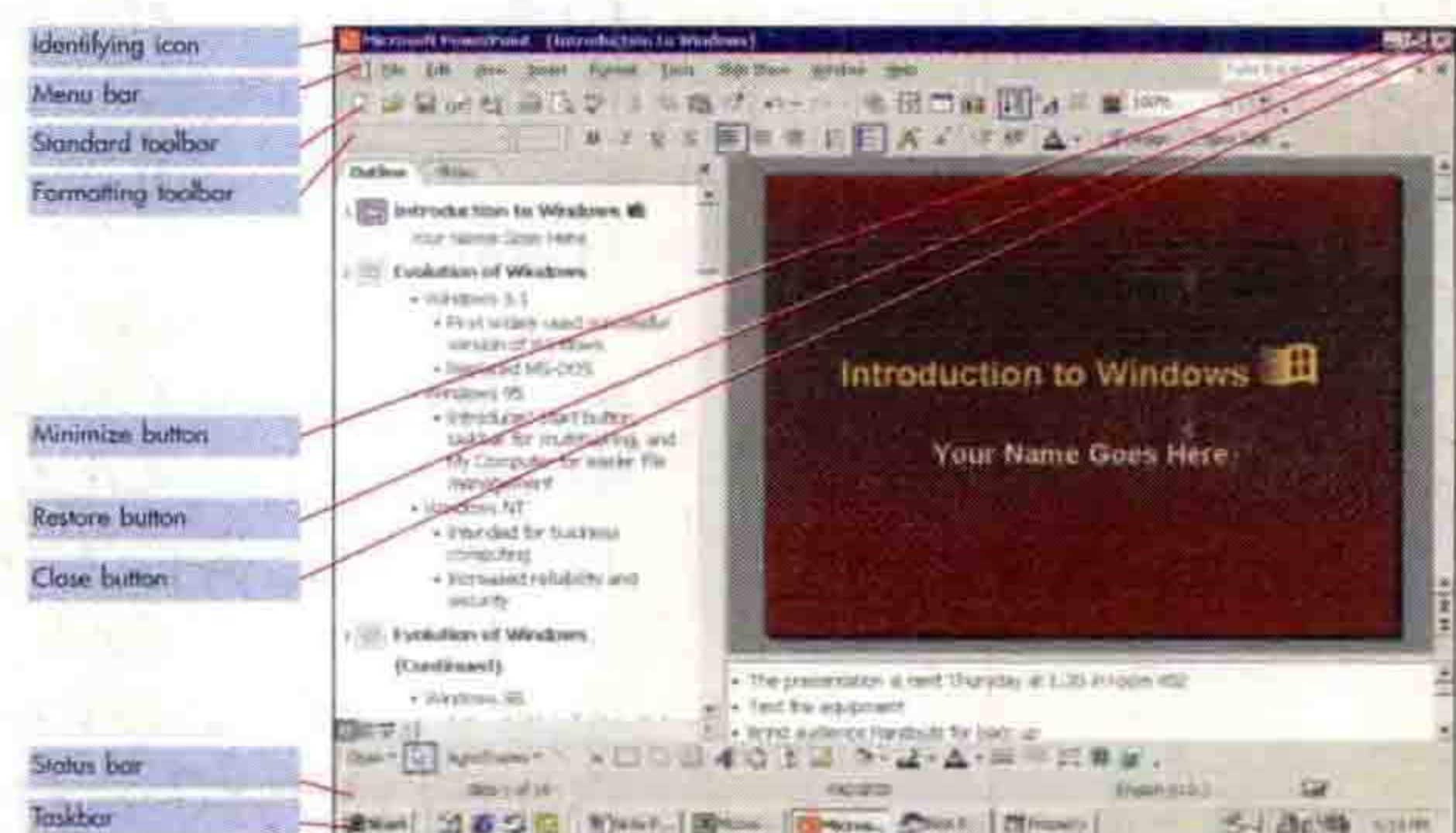
FIGURE 13 Microsoft Office



(a) Microsoft Word



(b) Microsoft Excel



(c) Microsoft PowerPoint



(d) Microsoft Access



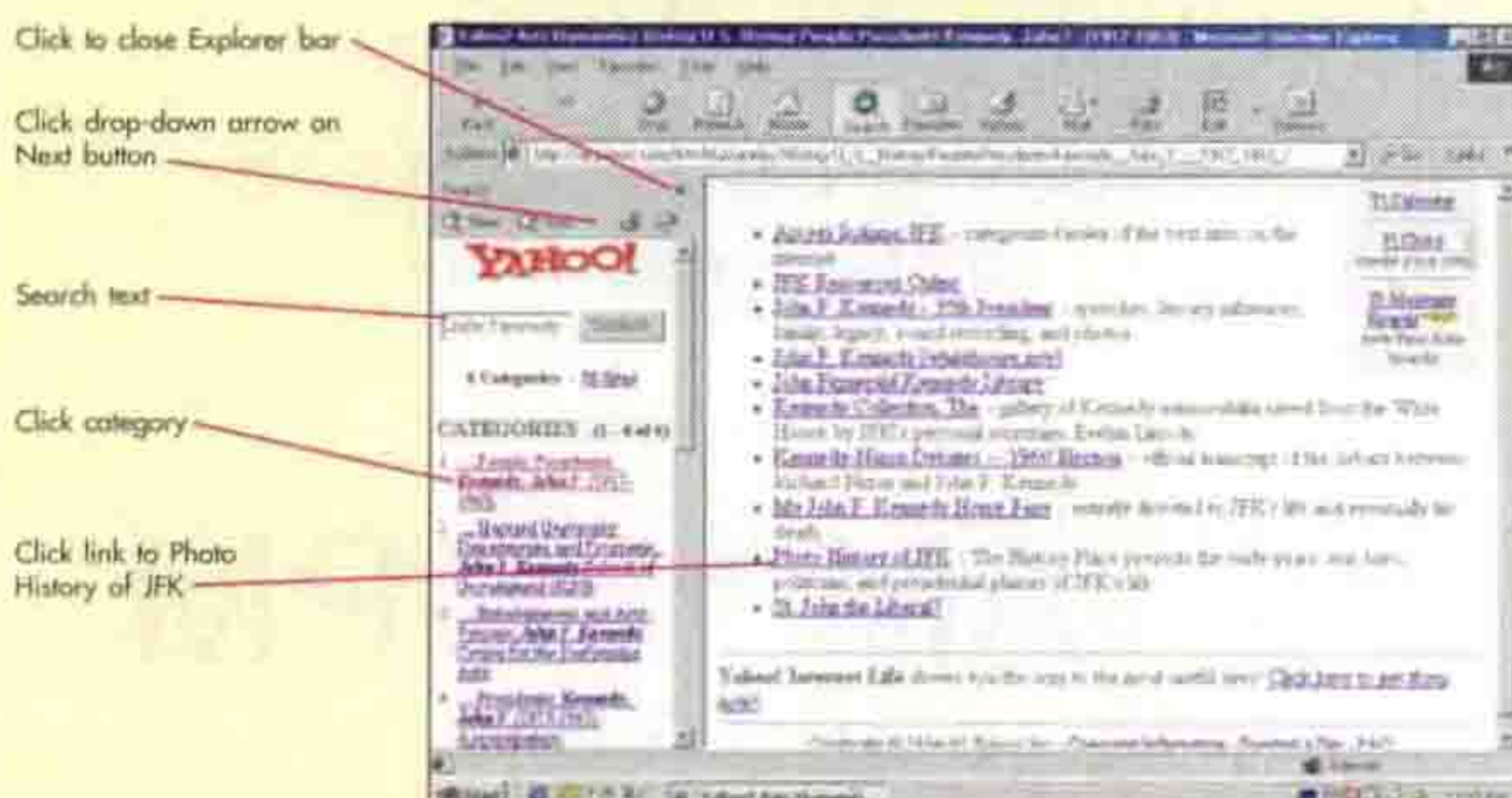
## HANDS-ON EXERCISE 2

### Word 2000 and the Web

**Objective:** To download a picture from the Internet for use in a Word document; to insert a hyperlink into a Word document; to save a Word document as a Web page. The exercise requires an Internet connection.

#### STEP 1: Search the Web

- Start **Internet Explorer**. Click the **Maximize** button so that Internet Explorer takes the entire screen.
- Click the **Search** button on the Internet Explorer toolbar to open the Explorer bar. The option button to find a Web page is selected by default. Enter **John Kennedy** in the text box, then click the **Search** button.
- The results of the search are displayed in the left pane. You can follow any of the links returned by your search engine, or you can attempt to duplicate our results using **Yahoo**. Click the **down arrow** on the **Next** button, then select **Yahoo** as the search engine.
- The list of hits is displayed at the bottom of the left pane as shown in Figure 3.9a. (Your list may be different from ours.) Click any link and the associated page is displayed in the right pane. We chose the first category. The links for that category are displayed in the right pane, where we chose the link to **Photo History of JFK**.
- Close the left pane to give yourself more room to browse through the site containing the Kennedy photographs. (You can click the **Search** button at any time to reopen the Explorer bar to choose a different site.)

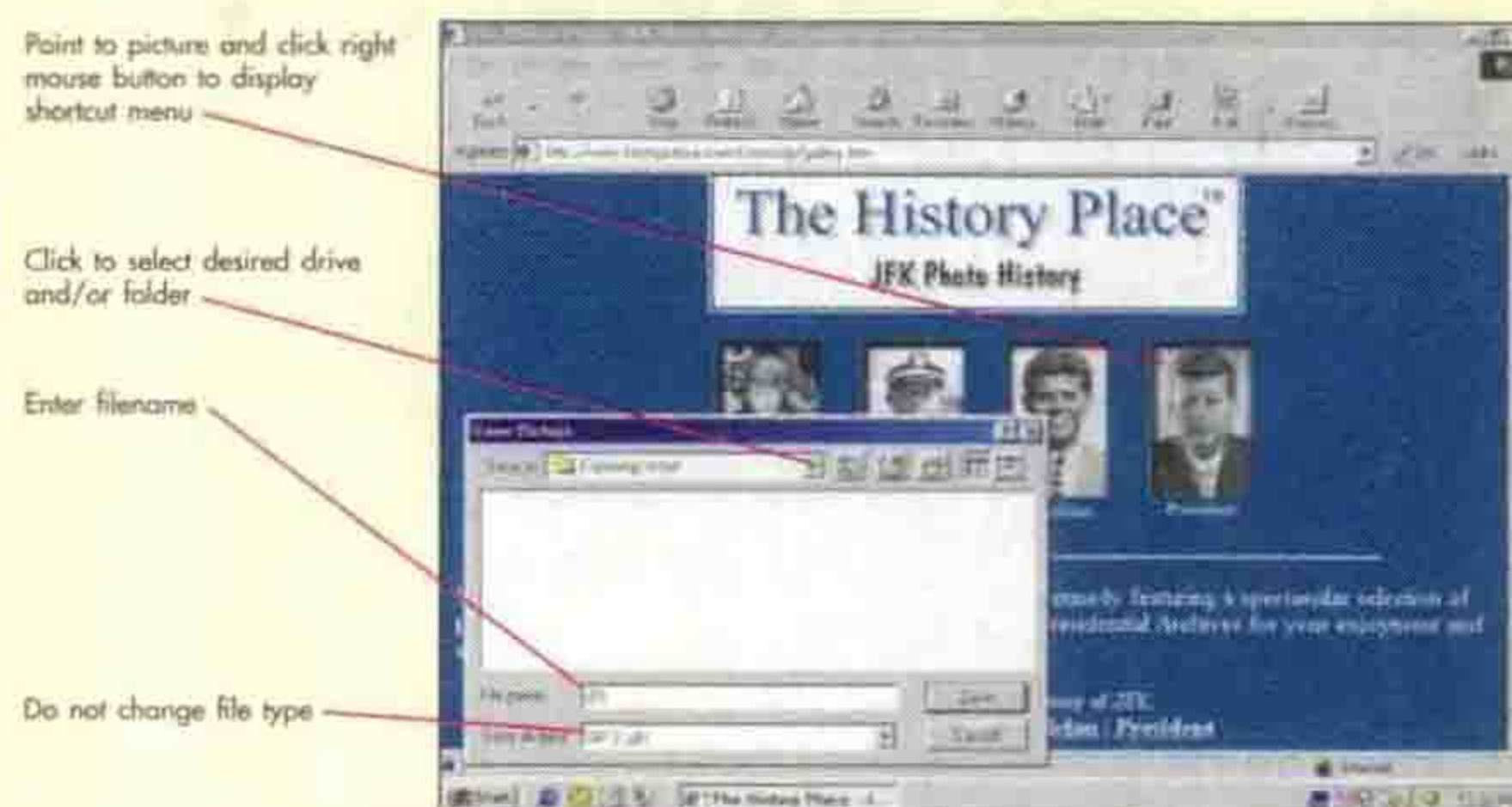


(a) Search the Web (step 1)

FIGURE 3.9 Hands-on Exercise 2

#### STEP 2: Save the Picture

- Point to the picture of President Kennedy you want to use in your document. Click the **right mouse button** to display a shortcut menu, then click the **Save Picture As** command to display the Save As dialog box in Figure 3.9b.
- Click the **drop-down arrow** in the Save in list box to specify the drive and folder in which you want to save the graphic.
- Internet Explorer supplies the file name and file type for you. You may change the name, but you cannot change the file type.
- Click the **Save** button to download the image. Remember the file name and location, as you will need to access the file in the next step.
- The Save As dialog box will close automatically after the picture has been downloaded. Click the **Minimize** button in the Internet Explorer window, since you are temporarily finished using the browser.



(b) Save the Picture (step 2)

FIGURE 3.9 Hands-on Exercise 2 (continued)

#### MINIMIZING VERSUS CLOSING AN APPLICATION

Minimizing an application is different from closing it, and you should understand the difference. Minimizing an application leaves the application open in memory, but shrinks its window to a button on the Windows taskbar so that you can return to it later in the session. Closing an application removes the application from memory, so that you have to restart the application if you need it. The advantage to closing an application, however, is that you free system resources, so that your remaining applications will run more efficiently.

A total of 45 in-depth tutorials (hands-on exercises) guide the reader at the computer and are illustrated with large, full-color, screen captures that are clear and easy to read. This exercise shows the reader how to download resources from the Web for inclusion in a Word document.

A unique 48-page section acquaints the student with essential computing concepts that pertain to the PC as well as the mainframe. The reader learns about the CPU memory, auxiliary storage, input and output devices, operating systems, and application software.

## Getting Started: Essential Computing Concepts

### OBJECTIVES

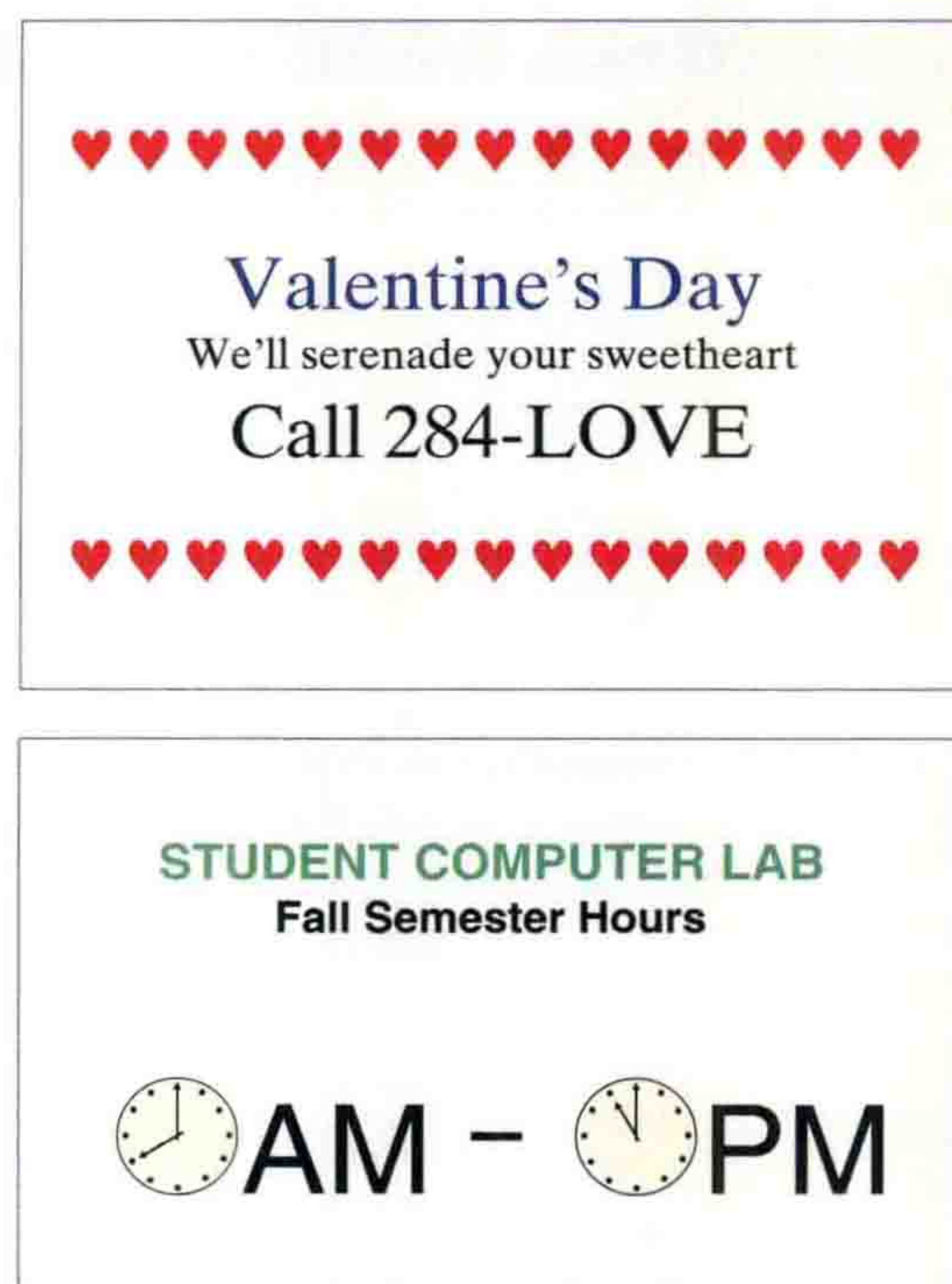
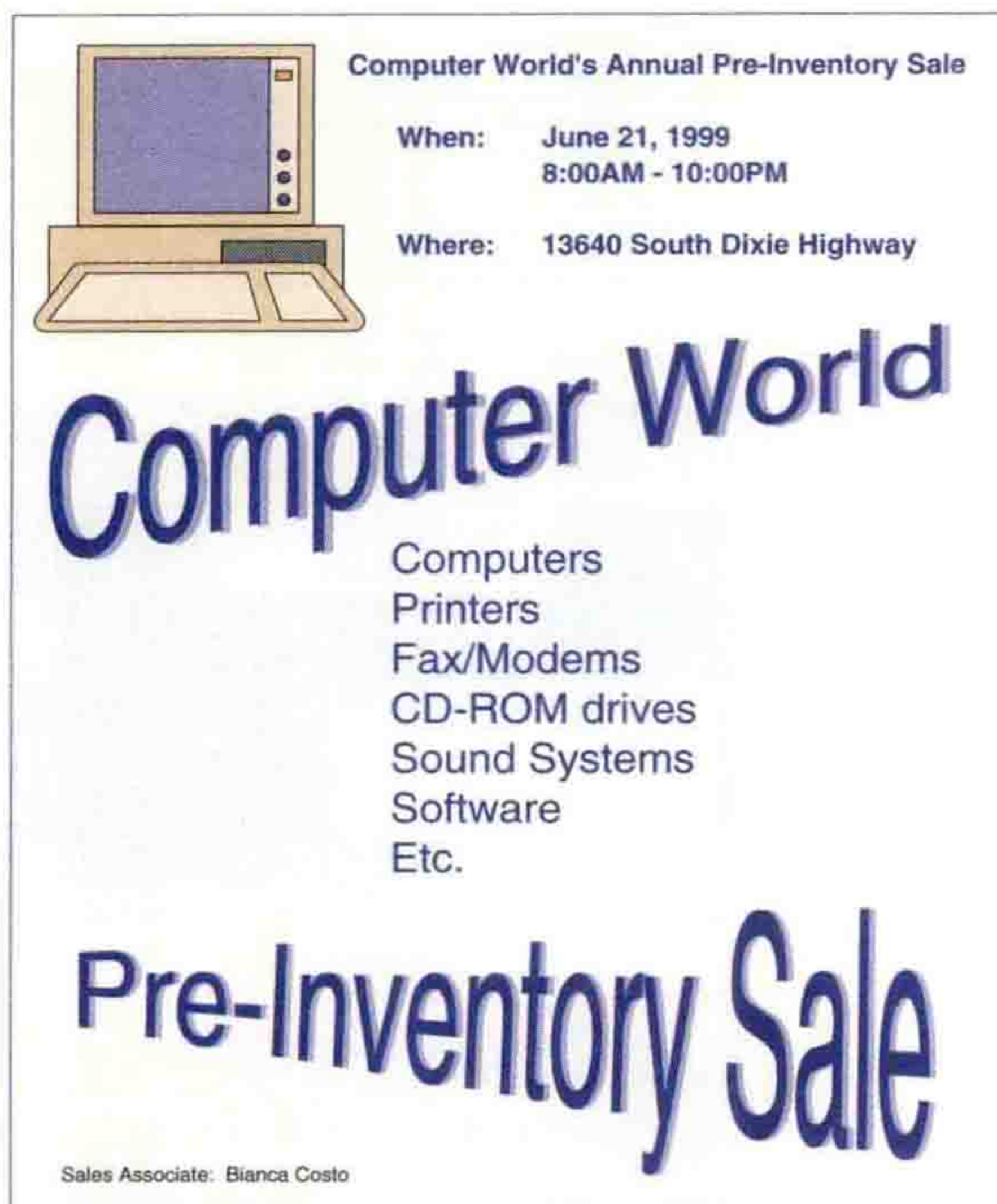
#### AFTER READING THIS MODULE YOU WILL BE ABLE TO:

1. Describe components of a computer system; define the terms used to measure the capacity and speed of a microprocessor, memory, and auxiliary storage.
2. Describe the contribution of IBM, Microsoft, and Intel in the evolution of the PC; discuss several considerations in the purchase of a computer system.
3. Distinguish between system software and application software; describe the evolution of Microsoft Windows®; list the major applications in Microsoft Office®.
4. Describe how to safeguard a system through acquisition of an antivirus program and through systematic backup.
5. Define a local area network; distinguish between a server and a workstation.
6. Define the Internet and the World Wide Web; explain how to access the Internet via a local area network or by dialing in through an Internet Service Provider.
7. Draw several parallels between e-commerce and traditional commerce; describe several capabilities that are available through e-commerce that are not found in traditional commerce.
8. Describe e-mail; distinguish between a mail server and a mail client. Explain the use of an address book, distribution list, and mailing list.

### OVERVIEW

Computer literacy is the absolute requirement of the new millennium. Corporations require their employees to be computer literate; parents expect their children to be computer literate; and you are taking this course in order to fulfill the computer literacy requirement at your school or university. We hope, therefore, that when you finish reading this section, you will feel comfortable with the computer and be able to use it effectively in a world of rapidly changing technology. This module introduces you to the essential computing concepts you will need.

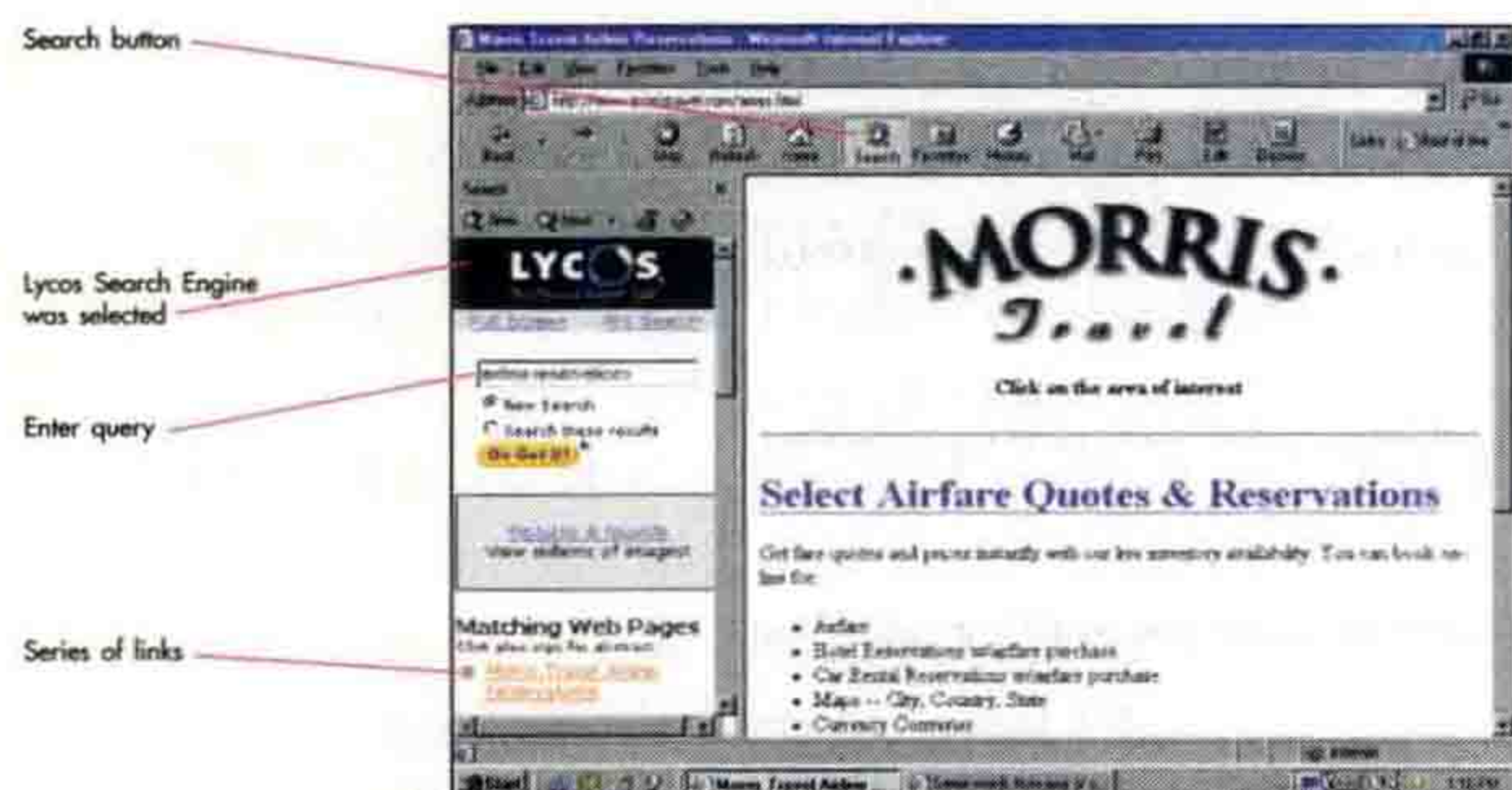
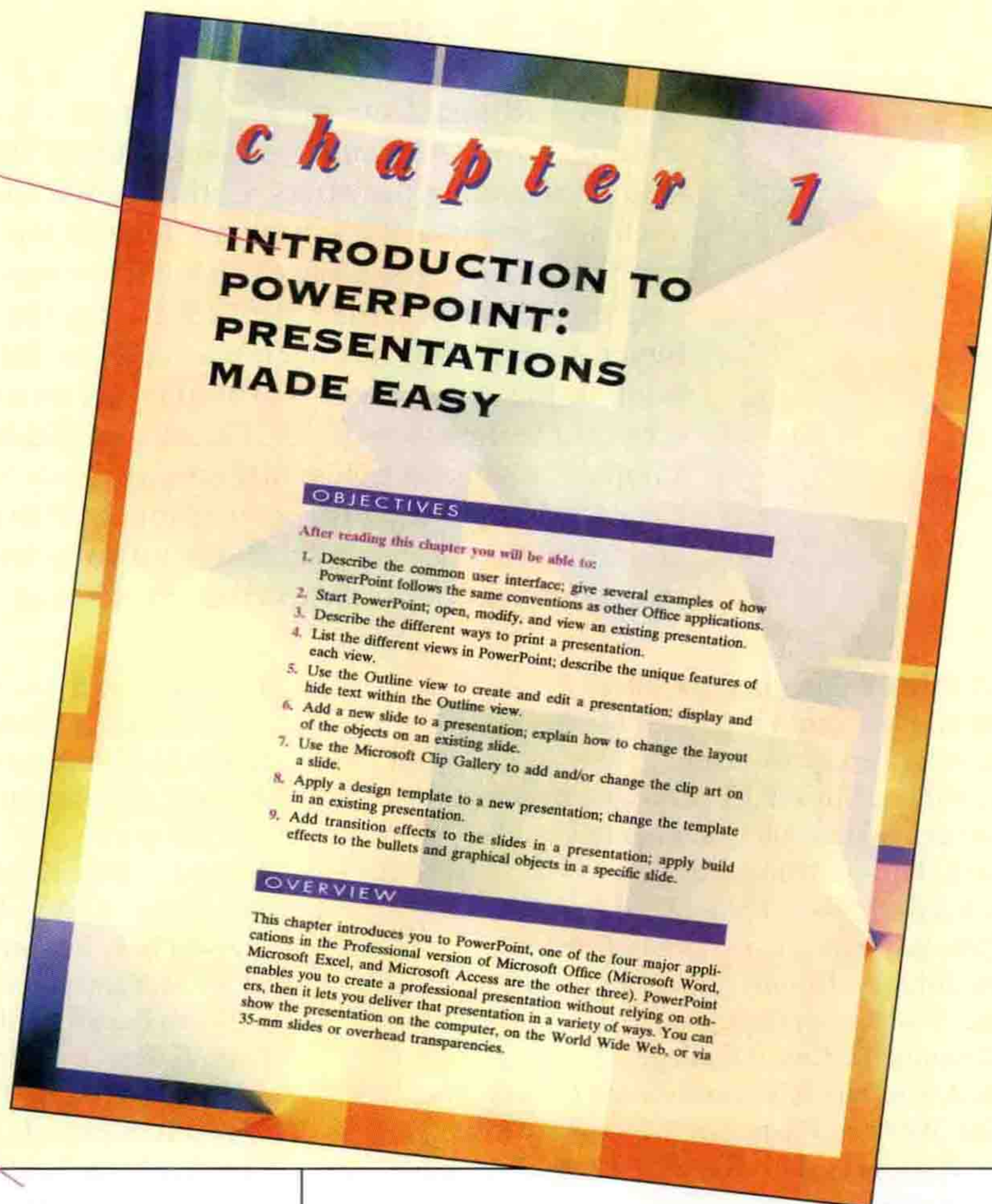




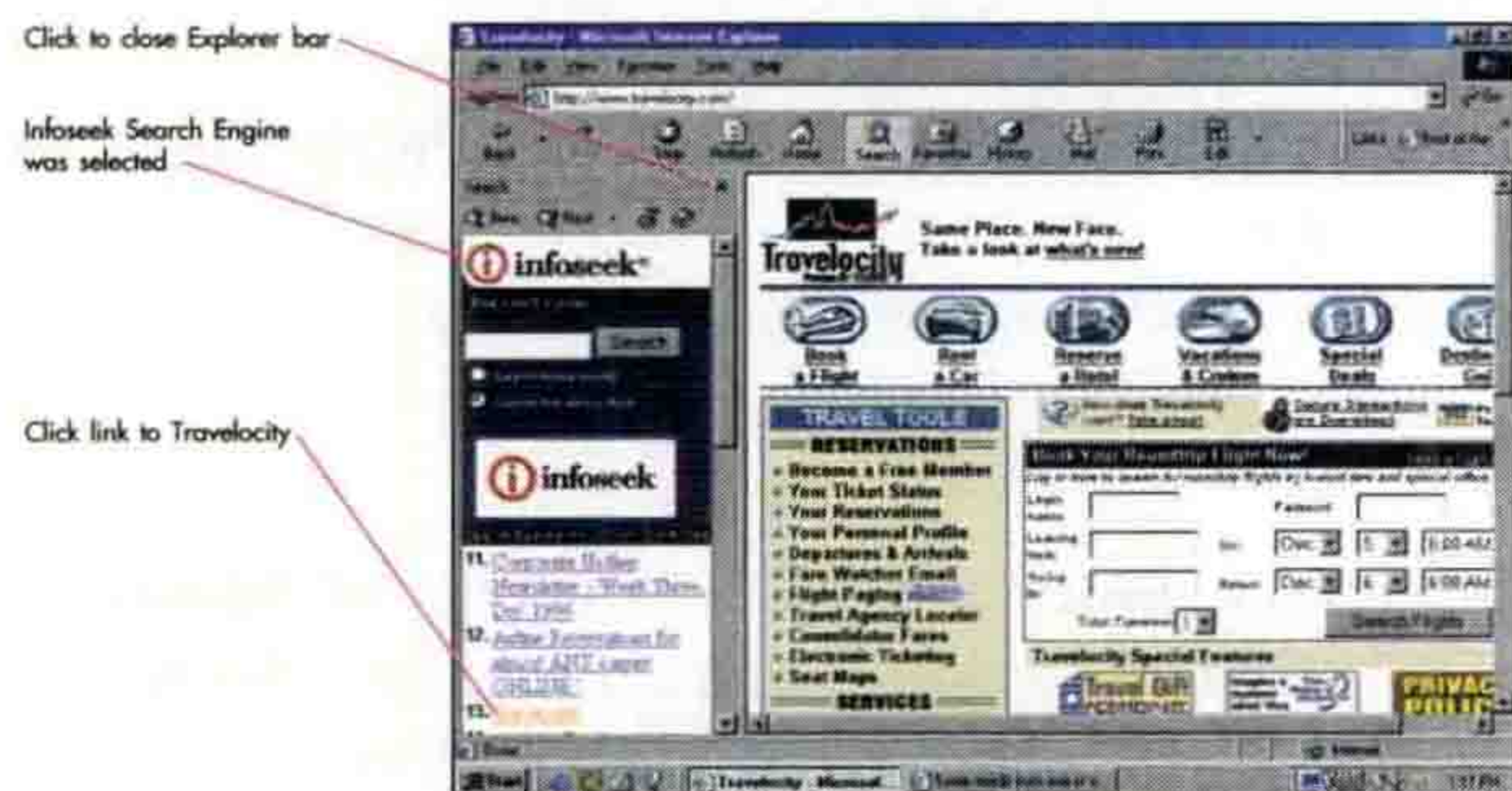


The *Exploring Windows* series is a unique combination of concepts as well as hands-on exercises. Chapter 1 in each section starts with the basics of the application and assumes no previous knowledge on the part of the reader.

Knowledge of search engines is essential in order to use the Internet effectively. This example from Chapter 2 in the Internet Explorer section shows the importance of using multiple engines for the same query.

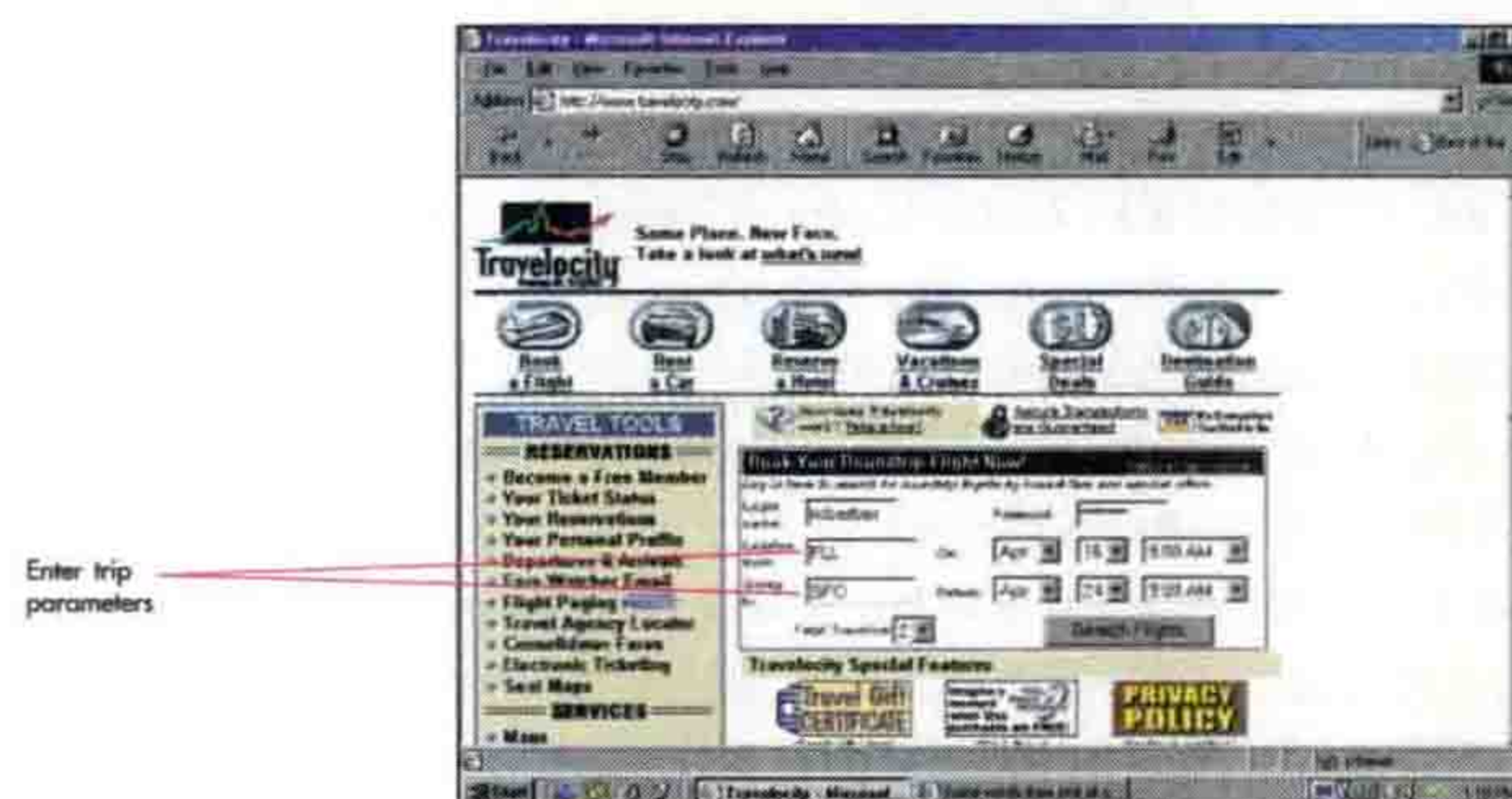


(a) Lycos

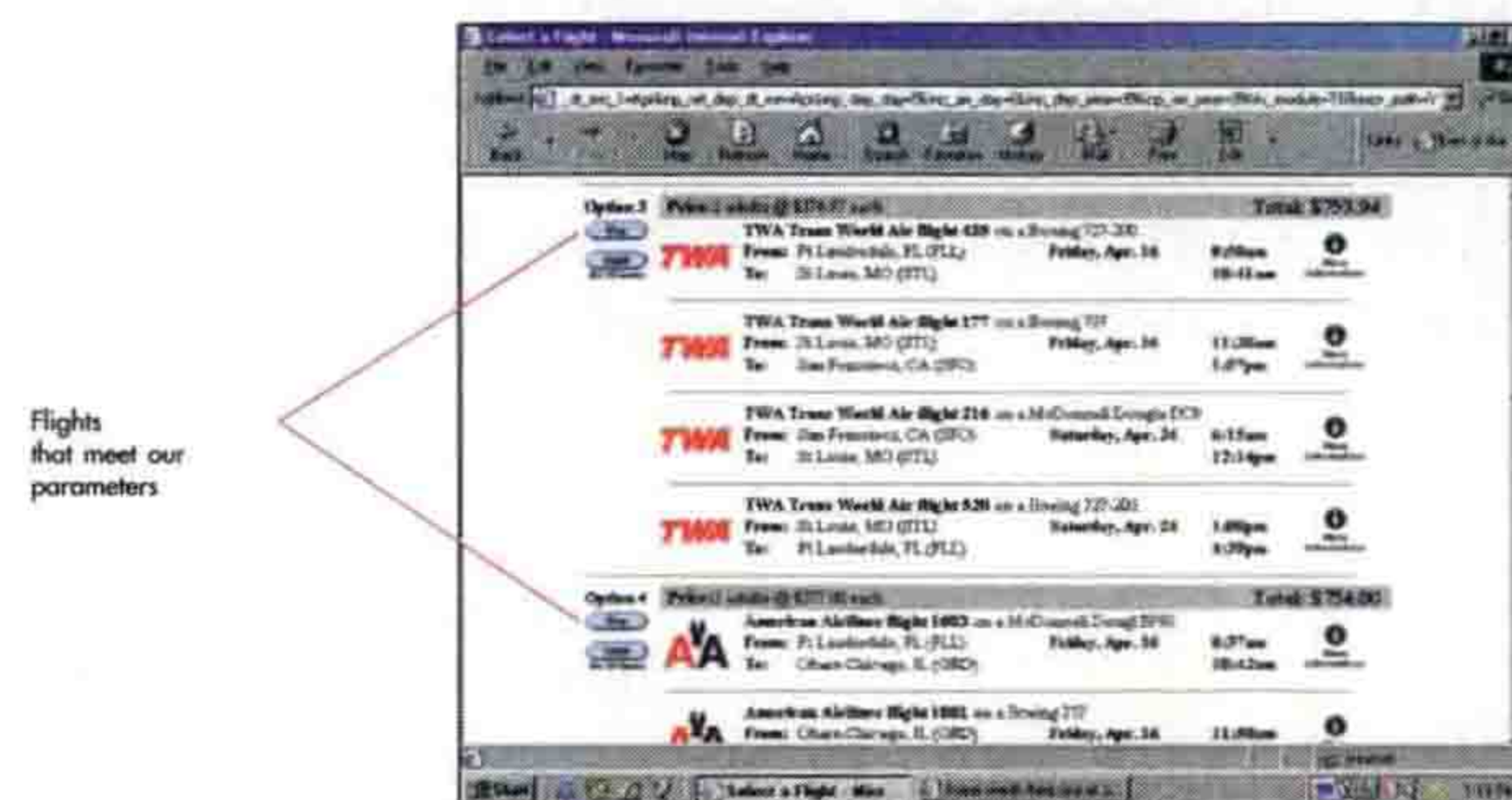


(b) InfoSeek

FIGURE 2.1 Searching the Web



(c) Create a Flight Plan



(d) Available Flights

FIGURE 2.1 Searching the Web (continued)



## Acknowledgments

We want to thank the many individuals who have helped to bring this project to fruition. David Alexander, senior editor at Prentice Hall, has provided new leadership in extending the series. Cathi Profitko did an absolutely incredible job on our Web site. Melissa Whitaker coordinated the myriad details of production and the certification process. Greg Christofferson was instrumental in the acquisition of supporting software. Lynne Breitfeller was the project manager and manufacturing buyer. Greg Hubit has been masterful as the external production editor for every book in the series. Cecil Yarbrough did an outstanding job in checking the manuscript for technical accuracy. Chuck Cox did his usual fine work as copyeditor. Kerri Limpert was the supplements editor. Cindy Stevens, Tom McKenzie, and Michael Olmstead wrote the instructor manuals. Patricia Smythe developed the innovative and attractive design. We also want to acknowledge our reviewers who, through their comments and constructive criticism, greatly improved the series.

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# INTERNET EXPLORER 5.0

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