Timothy J. O'Leary and Linda I. O'Leary

Microsoft Office 7 Professional

with

**Windows 95, Word 7,
Excel 7, Access 7,
and PowerPoint 7**

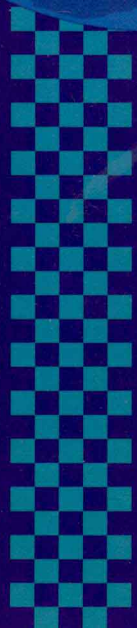*Timothy J. O'Leary and Linda I. O'Leary*

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Windows® *95*

Timothy J. O'Leary
Linda I. O'Leary

Introduction to the Windows 95 Labs

Each lab module in the *McGraw-Hill Microcomputing* series consists of a sequence of labs that each require about one hour to complete. They are designed to provide you with practical skills in using the following kinds of software, which are the most widely used in business and industry:

- Windows 95
- Word processor
- Spreadsheet
- Database
- Graphics presentation

The labs describe not only the most important commands and concepts, but also explain why and under what circumstances you will use them. By presenting an ongoing case study based on input from actual business managers, we show how such software is used in a real business setting.

Organization of the Lab Modules

The Lab Modules Are Organized in the Following Categories: Overview, Labs, Case Project, Glossary of Key Terms, Functional Summary of Selected Commands, Windows 95 Review, and Index.

Overview　The overview, which appears at the beginning of each module, describes (1) what the program can do for you, (2) what the program is, (3) the generic terms that this and all similar programs use (for example, all word processing programs, regardless of brand name), and (4) the case study to be presented in the module for that program. The overview also includes a Before You Begin section that presents information for both students and instructors about hardware and software settings and other items of importance to be considered before beginning the labs.

Labs   The labs consist of both concept coverage and detailed, step-by-step directions for completing the problem presented in the case. The concepts appear in folder-like boxes preceding the step-by-step directions on how to apply the concept. Your progress through the labs is reinforced by the use of carefully placed figures that represent how your screen should appear after you complete a procedure. Labs should be followed in sequence, because each succeeding lab builds on the one preceding it. In addition, as you progress through the labs, the number of screen displays decreases and directions become less specific. This feature allows you to think about what you have learned, avoids simple rote learning, and reinforces earlier concepts and commands, helping you to gain confidence.

In case there is not enough lab time to complete the entire lab, the labs are often divided into two parts. When needed, instructions about how to end Part 1 and begin Part 2 appear at the end of Part 1.

Case Project   Many lab modules include a complex project that allows you to apply and integrate the concepts you have learned throughout the labs.

Glossary of Key Terms   The glossary, which appears at the end of each lab module, defines all the key terms that appear in bold in the overview and throughout the labs.

Functional Summary of Selected Commands   Each lab module includes a quick-reference source for selected commands. The commands are listed in the order in which they appear in the application's menu.

Windows 95 Review   A brief review of Windows 95 features and concepts is included as an appendix to assist students who need help with basic Windows 95 features.

Index   Each lab module contains an index for quick reference to specific items within that module.

Organization of the Labs

The Labs Consist of the Following Parts: Competencies, Concept Overview, Case Study, Lab Review, Hands-On Practice Exercises, and Concept Summary.

Competencies   The competencies list appears at the beginning of each lab. It lists the concepts and commands to be learned in that particular lab.

Concept Overview   Throughout the labs, the major concepts appear in folder-like boxes. The concept overview at the beginning of each lab provides a brief introduction to those concepts. They are in numbered order as presented in the lab.

Case Study   The ongoing case study shows how to solve real-world business problems using the application covered by that particular module. The on-

going case study was written with the help of real-world experience contributed by industry managers. The specific case study used in each lab module is explained in the overview section for the module. The reader follows the instructions in the labs to solve the case problems.

Lab Review   The Lab Review includes a summary of terms and commands, as well as a variety of exercises designed to reinforce concepts and procedures presented in the lab. The review exercises do not require the use of a computer. The Lab Review consists of the following elements:

- *Key Terms*   Terms that are defined in the labs appear in **boldface** type. They are also listed at the end of each lab in alphabetical order. The number of the page on which the term is introduced follows the term.

- *Command Summary*   All commands that are used in the lab and the actions they perform are listed at the end of each lab in the order in which they appear on menus. The Command Summary also includes keyboard and toolbar shortcuts.

- *Matching*   A variety of different types of matching problems is presented. The matching problems emphasize both concepts and procedures through the use of traditional matching and identification exercises and action/result–type matching exercises.

- *Fill-In Questions*   The ten fill-in questions are designed to reinforce concepts presented in the lab.

Hands-On Practice Exercises   Each lab also includes a Hands-On Practice Exercises section that requires the use of a computer to complete. This section is divided into two areas: Step by Step and On Your Own. The Step by Step exercises lead the student through the steps needed to complete the problem. The On Your Own exercises provide limited directions. Each exercise is marked with stars that indicate the difficulty level of the problem. The star rating system is: *Easy, **Moderate, ***Difficult. Each section includes problems having a variety of levels of difficulty.
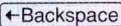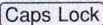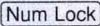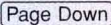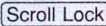
Concept Summary   The final item that appears at the end of each lab is the Concept Summary. This two-page spread presents a visual summary of the concepts presented in the lab.

Procedural Conventions

Commands and Directions Are Expressed Through Certain Standard Conventions.

We have followed certain conventions in the labs for indicating keys, key combinations, commands, command sequences, and other directions.

Keys   Computer keys are expressed in abbreviated form, as follows:

Computer Keys	Display in Text
Alternate	Alt
Backspace	←Backspace
Caps Lock (Capital Lock)	Caps Lock
Ctrl (Control)	Ctrl
Del (Delete)	Del
End	End
ESC (Escape)	Esc
(Enter/Return)	←Enter
Home	Home
Ins (Insert)	Ins
Num Lock (Number Lock)	Num Lock
Pg Dn (Page Down)	Page Down
Pg Up (Page Up)	Page Up
Prt Sc (Print Screen)	Prt Sc
Scroll Lock	Scroll Lock
Shift	⇧Shift
Tab	Tab ⇥
Function Keys	
F1 through F12	F1 through F12
Cursor Movement	
↑ (Up)	↑
↓ (Down)	↓
← (Left)	←
→ (Right)	→

Key Combinations   Many programs require that you use a combination of keys for a particular command (for example, the pair of keys Ctrl and F4). You should press them in the order in which they appear, from left to right, holding down the first key while pressing the second. In the labs, commands that are used in this manner are separated by a plus—for example, Ctrl + F4 .

Directions   The principal directions in the labs are "Press," "Move to," "Type," "Choose," "Select," and "Click." These directions appear on a separate line beginning at the left margin, as follows:

■ *Press:* This means you should strike a key. Usually a command key will follow the direction (such as ⌊Delete⌋ for "Delete"). For example:

Press: ⌊Delete⌋

■ *Move to:* This means you should move the insertion point or high-light to the location indicated. For example, the direction to move to cell A5 would appear as:

Move to: A5

■ *Type:* This means you should type or key in certain letters or numbers, just as you would on a typewriter keyboard. Whatever is to be typed will appear in bright blue type**.** For example:

Type: January

■ *Choose and Select:* A sequence of selections from a menu or dialog box is often required to complete a command. The selections are made using the mouse or keyboard. The command sequences will follow the word "Choose." If a letter of a command appears with an underline and in **boldface**, you can select that command by typing the letter. The command sequence that is to be typed will appear in bright blue.

"Select" is used to indicate selecting or marking an item from a list of available options. "Select" does not begin an action as "Choose" does. Selecting may be part of a command sequence and will usu-ally appear when procedures are initially introduced. In the begin-ning these commands are introduced separately. For example:

Choose: File
Select: Open
Select: MEMBERS.DOC
Choose: OK

Later, as you become more familiar with the program, the com-mands are combined on a single line. Each command may be separated by a /. For example,

Choose: File/Open/MEMBERS.DOC/OK

■ *Click:* If a command procedure has a mouse shortcut, the mouse shortcut is preceded with the word "Click." (The menu equivalent or keyboard shortcut appears as a marginal note.) For example:

Click: **B**   **Bold**

Additional directions may appear as bright blue text embedded within the main text. They appear like this only after the procedure to perform the directions is very familiar to the student. Follow the directions using the appropriate procedure.

Marginal Notes   Throughout the labs notes appear in the margins. These notes may be reminders of how to perform a procedure, clarifications or alternate methods, or brief side notes that expand upon a concept. The marginal notes symbols have different meanings as illustrated below:

A standard informational note:

> The menu equivalent is Format/Font/Bold and the keyboard shortcut is Ctrl + B.

An informational note for mouse users:

> "Double-click" means to click the left mouse button twice in rapid succession without moving the mouse.

A note for keyboard users:

> Tab will make the next area active and ⇧ Shift + Tab will make the previous area active.

A note that refers the reader to information in the Overview:

> See the Overview for more information about memory and drives.

A note that refers readers to information in the Windows 95 Review:

> Refer to the File Name section of the Windows 95 Review for more information on this feature.

A warning note:

WARNING!

To avoid damaging files, always shut down Windows before you turn off your computer.

General System Requirements

To complete the labs, the following hardware and software are needed:

- An IBM or IBM-compatible computer system with a hard disk and one or two floppy disk drives. The amount of RAM memory your computer must have varies with the application software program you will be using. If you are using a networked system, your instructor will provide additional instructions as needed.

- A mouse. Mouse use is assumed, although keyboard directions are provided as marginal notes.

- A printer.

- Windows 95 and the application software programs selected by your instructor and installed on your computer.

- Student data disk containing the files needed to perform the labs and to complete the hands-on practice exercises; these files are supplied by your instructor.

Special Assumptions   Any special directions or hardware and software assumptions that have been made in the preparation of these lab modules are described at the end of the overview for that particular software application module under the heading "Before You Begin."

Supplements

Each Lab Module Is Accompanied by the Following Supplements:

- **Teaching Materials**   The Instructors Manual provides lecture notes and guidelines for the instructor on the concepts and procedures presented in each lab. It also includes the answers to all lab review problems and hands-on practice exercises, as well as for the case project. In addition, a copy of the test bank questions and the test answer key is supplied.

- **Transparency Masters**   Illustrations and screen shots that can be used to demonstrate concepts and procedures are provided as transparency masters.

■ **Electronic Transparencies**   The illustrations and screen shots that are included as transparency masters are also available in electronic form as PowerPoint slides.

■ **Computerized Test Bank**   A minimum of 40 true/false and multiple choice–type questions is supplied for each lab. With the MicroTest III Computerized Test Bank, instructors can network a test in the lab, give students a test on disk, and prepare traditional pencil-and-paper tests. It also allows full editing of individual test items.

■ **Data Disk**   The files that are required to complete the labs and hands-on practice exercises are provided on the data disk that is supplied with the teaching materials. Answers to all lab exercises are also included.

Contents

Windows 95 Overview

GETTING STARTED WITH YOUR MICROCOMPUTER

A microcomputer system is composed of five essential parts: people, procedures, software, hardware, and data. The end users (people) need to know how to operate the computer hardware and use the software programs to input and analyze data or information. To learn how to operate or use the software, hardware, and data, the end users follow procedures. Procedures consist of rules or guidelines to follow that are described in manuals. This overview will focus briefly on the hardware and software aspects of your computer system.

Computer Hardware

The physical part of the computer system, called **hardware**, consists of four parts: input devices, the system unit, secondary storage devices, and output devices.

The **input devices** take data and programs and put them into a form the computer can process. The most common input devices are a keyboard and a mouse. The **system unit** is the electronic circuitry housed within the computer cabinet. It holds the computer's **memory** and the **central processing unit** (CPU). The system unit executes programs, performs calculations, and temporarily stores data and programs. The most common form of **secondary storage** is a disk. It provides a place to permanently store information or data that is input into the computer. **Output devices** are pieces of equipment that translate the processed

information from the CPU into a form that you can understand. A computer screen or monitor is the most common output device. It displays your work while you are using the computer. A printer is used to create printed output. In addition, speakers are becoming common sound output devices on many systems. A typical computer system is shown in Figure 1.

Figure 1

monitor

speaker

system unit

keyboard

mouse
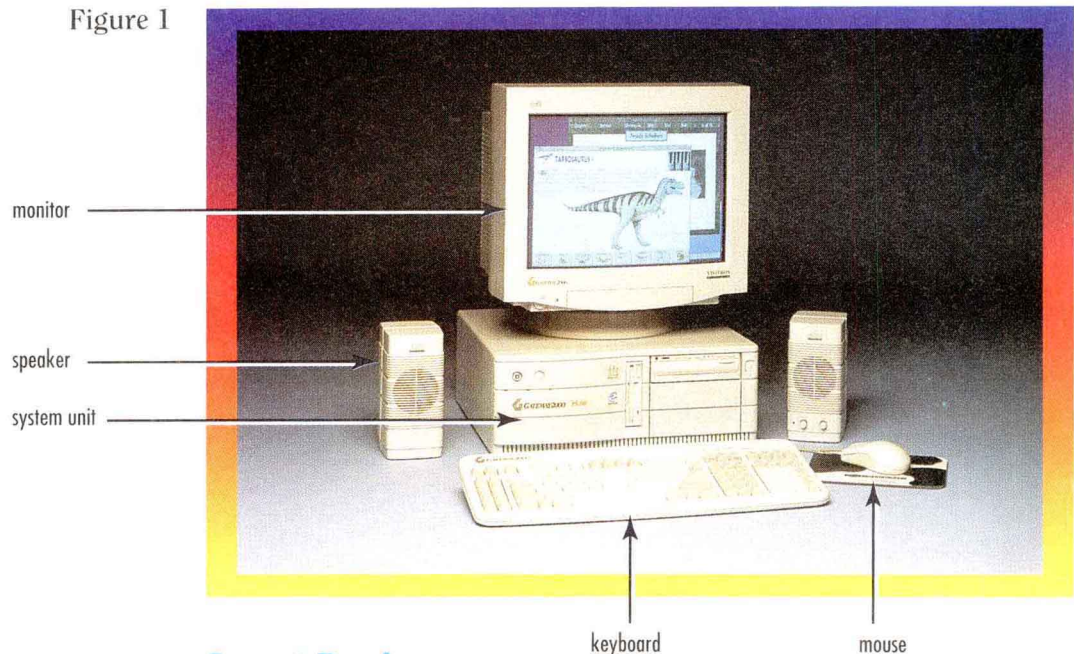
Input Devices

Keyboard The **keyboard** is the most common type of input device. It allows you to communicate with the computer. It consists of four main areas: the function keys, the typewriter keys, the numeric keypad, and special-purpose keys. Two styles of keyboards are commonly found: the standard keyboard and the enhanced keyboard. Figure 2 shows a standard and an enhanced IBM keyboard.

Figure 2

Enhanced Keyboard

function keys

special-purpose keys

typewriter keys

Enter key

cursor control keys

numeric keypad

function keys   special-purpose keys

Standard Keyboard

typewriter   Enter key   numeric
keys   keypad
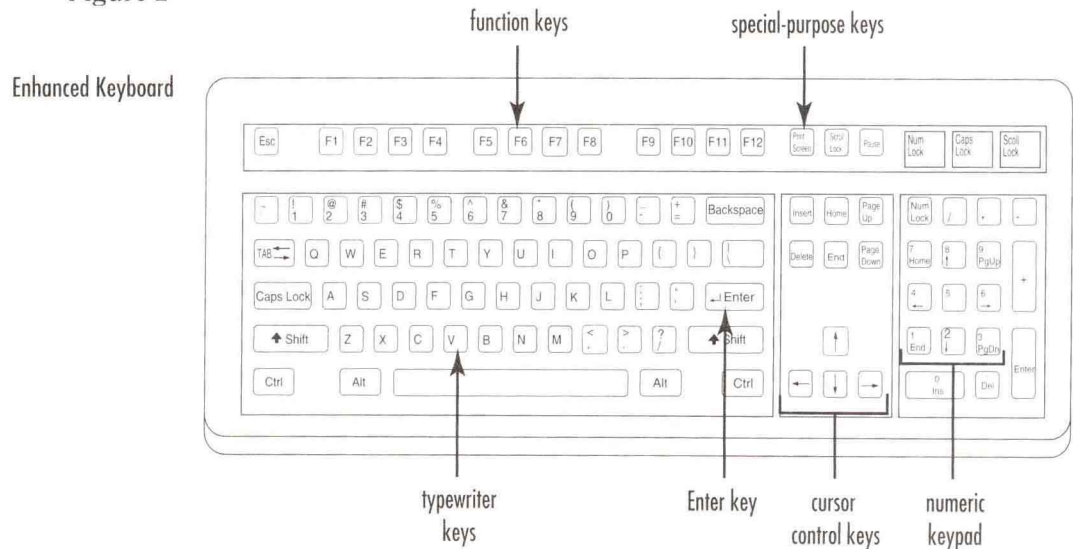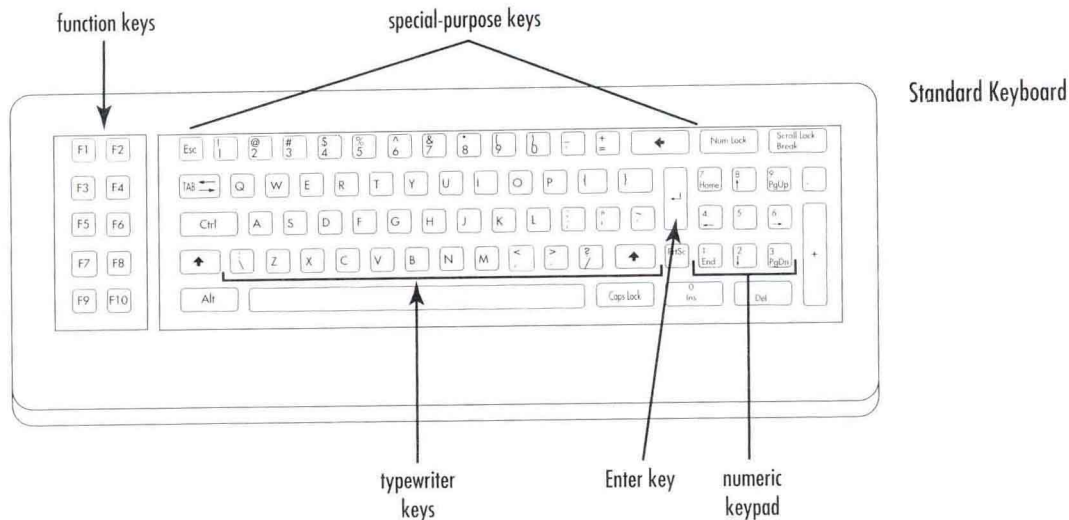
The central area of the keyboard contains the standard typing keys and the spacebar. The standard keys consist of letters, numbers, and special characters such as the semicolon and the dollar sign, as they appear on a standard typewriter. You use these keys just like you would a normal typewriter. As you type, the characters appear on the computer screen rather than on paper. The **cursor**, also called the **insertion point**, is a flashing bar that identifies your location on the screen.

The other typing keys and their uses are described below.

Key	Action
⇧Shift + letter	Types uppercase letter
⇧Shift + number	Types symbol shown above number on that key
Caps Lock	Allows entry of all uppercase alphabetic characters without using ⇧Shift
Tab ⇆	Moves insertion point preset number of spaces to the right
⇧Shift + Tab ⇆	Moves insertion point preset number of spaces to the left
←Enter	Moves the insertion point to the next line (same as a typewriter); allows the user to enter data or command sequences

At the right side of the keyboard is the numeric keypad. It consists of nine keys with arrows and numbers on them. These keys can be used to enter numbers or to direct the movement of the insertion point on the screen. To use the numeric keypad to enter numbers, the Num Lock key must be on. To turn on Num Lock, press the Num Lock key. When Num Lock is on, the indicator light on

an enhanced keyboard is lighted. When [Num Lock] is off, use of the keys in the numeric keypad moves the insertion point in the direction of the arrow. The [Num Lock] key acts like a toggle switch to switch control of the numeric keypad between numeric entry and insertion point movement. On the enhanced keyboard there is a separate directional keypad consisting of four arrow keys that are used exclusively to move the insertion point.

There are also some keys in the numeric keypad with words on them: [Home], [End], [Page Up], and [Page Down]. These keys will have different meanings depending on the software program you are using. You can use these keys to quickly move around information on your screen.

Function keys are located across the top on the enhanced keyboard or on the left side of standard keyboards. They are labeled [F1], [F2], etc. They are used to send instructions to the software being used. Therefore, their use varies with the software program you are using. Frequently, function keys are short-cuts for a long command. For example, instead of having to press several keys to perform a command, all you need to do is press one function key.

Scattered throughout the keyboard are special-purpose keys. The uses of these keys change with the type of work you are doing. Generally they have the following uses:

Key	Action
[Esc] (escape)	Quits or goes back one step in a program command; erases existing command
[Ctrl] (control)	Used in combination with another key to perform a special task
[Alt] (alternate)	Assigns another function to a given key
[Print Screen]	Prints a hard copy of whatever is on the screen (on standard keyboards you must hold down [⇧ Shift] in conjunction with [Print Screen]).
[Scroll Lock]	When on, using the [↑] and [↓] keys moves document up or down on the screen, and insertion point does not move
[Pause]	May let you stop a program for a short time
[Break]	Stops a command from completing execution
[Insert] and [Ins]	Allows you to insert characters between other characters
[Delete] and [Del]	Erases character insertion point is on
[Backspace]	Moves insertion point to left and erases character (this key may also appear as a left-facing arrow [←]).
[End], [Home], [Page Up], [Page Down]	Same effect as their equivalents on numeric keypad

Mouse The mouse is an input device that is used in addition to the keyboard. It is a hand-held device that controls a pointer on the screen. When you move the mouse around the desktop, the rubber-coated ball on the bottom of

the mouse moves. The ball's movement is translated into signals that tell the computer how to move the onscreen pointer. On top of the mouse are two buttons that are used to make selections from items on the screen.
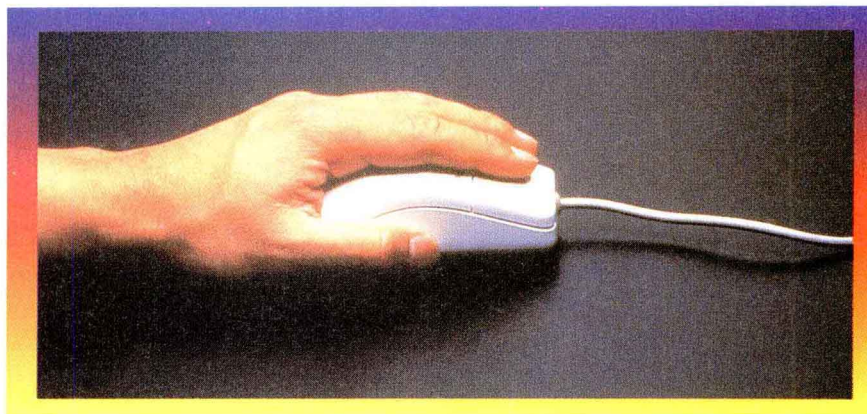

Figure 3

The System Unit

The system unit contains the central processing unit (CPU) and memory. Figure 4 displays the parts of a system unit.
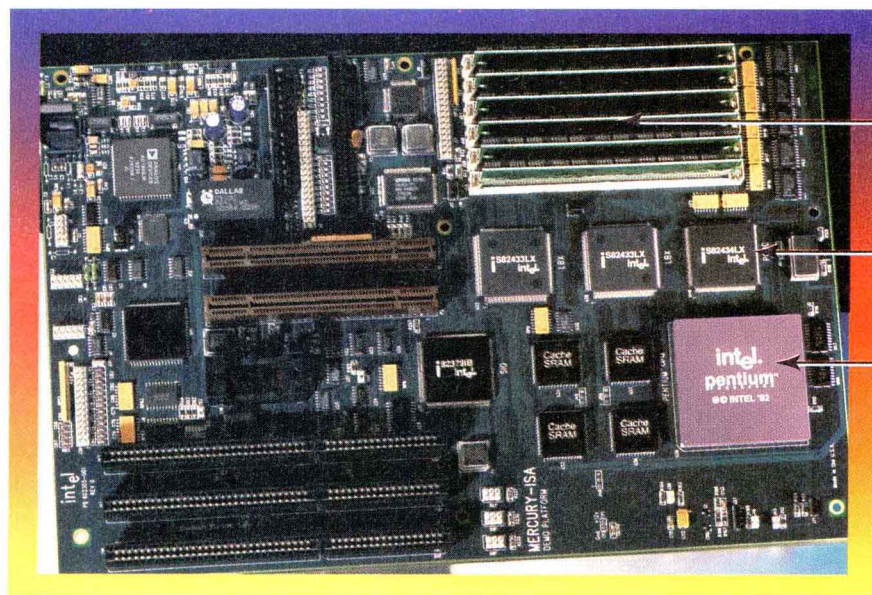

Figure 4

RAM

ROM

microprocessor

The **central processing unit (CPU)** is the part of the computer system that does the actual computing. It contains the electronic circuitry through which data is processed and instructions are executed. In a microcomputer, the CPU consists of a single silicon chip, called a **microprocessor**, such as the model shown in Figure 4 made by Intel Corporation.