PREVOCATIONAL PROGRAMME

FORM 2
Part 1

INFORMATION & COMMUNICATION TECHNOLOGY
In view of the reform of the PreVocational Education at Secondary level, we are pleased to provide to Educators and PreVocational students teaching and learning materials in line with the new Curriculum Framework-Secondary (PreVocational) which will now comprise of four years of schooling.

The objective of the PreVocational education is to provide opportunities to learners to obtain a formal qualification after four years of schooling. It will also provide learners with opportunities to branch out in either, further training in a number of vocational areas or to join the world of work or even to reintegrate the academic stream.

This project necessitates a well-planned teaching based on a set of carefully designed materials. The MIE is providing the pedagogical support and appropriate materials for both teachers and pupils. We believe that all children are educable and we have incorporated in the text materials that would provide learning experiences appealing to a diversity of learners. We wish that teaching is based on a collaborative and consensual approach with the students as well as with the support of the home.

We also hope that these materials will help everyone to obtain a clear idea of the PreVocational project. You will surely notice that the materials can benefit any learner and a much wider group of students than just the PreVocational stream. It will be followed by other more exciting ones to cover the whole of the four years.

I wish to thank all the staff of MIE under whose guidance these materials have been produced and the team of MIE graphic designers who have produced a wonderful piece of work. My thanks also go to the staff of the MITD who have been associated with the writing of the materials, the Educators from secondary schools who have contributed in various panels and the PreVocational Inspectors for their constructive comments.

Sheela Thancanamootoo  
Director, MIE
This book is the first part of Year 2 (Year 1, Year 2, Year 3, and Year 4) designed for learners in the Pre-Vocational stream over a period of four years. The material provided gives a comprehensive view of basic computer literacy and operations. This is essential to get initiated into the use of computer in an informal manner. However, given the nature of the student, it is expected that teachers use the manual and assist students, especially those who will have a problem understanding the language. Educators can also refer to the Year 1 material for the basics.

We hope to get support from teachers and welcome suggestions for future revision of the manual.

The units covered in this book are presented in the order set below:

*Unit 1: Fundamentals of computer system*
*Unit 2: Computer operations*
*Unit 3: Word process*
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<td>----------------------</td>
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**Activity Sheet 1**

**Activity Sheet 2**

**Activity Sheet 3**

**Activity Sheet 4**

**Activity Sheet 5**

**Activity Sheet 6**

**Activity Sheet 7**
Aim:
The aim of the unit is to enable you to learn the characteristics of the different types of computers and the input, output and storage devices.

Objectives:
At the end of the unit, you should be able to:
• explain the characteristics of different types of computers.
• list out the different input, output and storage devices and their uses.
• differentiate between data and information.
• explain how data is stored in terms of bits and bytes.
• differentiate between analog and digital signals.
There are different types of computer system:

- Microcomputers
- Minicomputers
- Mainframe computers
- Super computers.

In this unit you will learn more about the characteristics of these types of computers and some computer terms such as data, information, processing, binary digit, bytes, analog signal, digital signal.

### 1.1 Computer System

A Microcomputer is also called personal computer or PC. Microcomputers are small computers which are most commonly used in everyday life. They are single user machines (used by one person at a time). We use them at home, at school and in the office. Two microcomputers commonly used are desktop computers and laptops.

The desktop computer is generally placed on a table with the various part connected as you have seen in the computer room.

The laptop is usually a small and thin computer. It is also known as a portable computer. A laptop computer functions in the same way as a desktop computer.
Minicomputers are faster and have much more data-storing capacities than microcomputers. They are multi-user machines (can be used by many users at a time). Minicomputers are used in banks, in supermarkets and in other small business companies.

Mainframes are much faster and more powerful than the minicomputers. A large number of persons can use them at one time. They are usually used by large business organisations such as insurance companies, universities and banks. Mainframe computers must be kept in special air-conditioned rooms.

Supercomputers are very large and high-capacity mainframes which are used for specific purposes where speed and high processing capabilities are needed. They are used in many applications such as in meteorological stations for weather forecasting.
Data Processing is the work that is done on data that has been input.

Let us see the example below to understand these computer terms.

Sugarcane \textit{(input)} is processed in a sugar factory \textit{(process)} to produce sugar \textit{(output)}.

Let us take an example how the computer system does a simple task. We want the computer to add two numbers (2 and 8) and to display the sum.

1. \textit{Input}: The keys 2, + and 8 are typed on the keyboard.
2. The addition of the two numbers is called \textit{processing}.
3. The computer displays the result on the screen. This is called \textit{output}.

The result is \textit{saved} on a storage device so as not to lose it when the computer is switched off. This is called \textit{storage}.
1.3 COMMON COMPUTER TERMS

Data

Data is basic facts or figures we input into the computer using the keyboard, the mouse, the joystick or the scanner. Data can be in the form of alphabets, numbers, symbols, graphics, etc.

Input

Input involves entering data.

Information

Information is processed data. The computer processes data to give us information as numbers, examinations marks, weights, a person’s age, etc.

Examples of information are: exams report sheets, the CWA bill, the CEB bill, the telephone bill, the shopping bill, etc.

Processing

Processing is the manipulation of data by the computer system to produce information.

Manipulation means adding, subtracting, multiplying, comparing, sorting, dividing, etc.

Example:

<table>
<thead>
<tr>
<th>INPUT</th>
<th>PROCESSING</th>
<th>OUTPUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marks for Mathematics test</td>
<td>Computer process data to give grades</td>
<td>MARKS</td>
</tr>
<tr>
<td>40, 80, 30</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Output

Output is the display of processed data which can be viewed on screen or printed on paper.
### Class Activity

Write, in the empty boxes, the output you will get for each of the following processes.

The first one has been done for you.

<table>
<thead>
<tr>
<th>INPUT</th>
<th>PROCESSING</th>
<th>OUTPUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flour, eggs, sugar, water</td>
<td>Baked by oven (four)</td>
<td>Pastry cake</td>
</tr>
<tr>
<td>Chicken, colour, potatoes, rice, spices, salt</td>
<td>Cooked in rice cooker</td>
<td></td>
</tr>
<tr>
<td>Test papers for maths, English, French, ICT, and other subjects</td>
<td>Teachers mark papers, give grades</td>
<td></td>
</tr>
</tbody>
</table>

Instructions to teachers:
Do the activity orally first, followed by written tasks.

Unit 1: Fundamentals of a computer system
1.4 CHARACTERISTICS AND USES OF INPUT AND OUTPUT DEVICES

Input and output devices are also called **peripherals**. They are usually connected to the system unit by means of cables and work under the control of the **Central Processing Unit (CPU)**. Some common input and output devices are keyboard, mouse, joystick, monitor and printer.

**Input devices**

Input devices are hardware that are used to enter data and instructions to the computer for processing.

**Examples of input devices**

**Keyboard**

The keyboard is used to type data into the computer. Each key of the keyboard represents either an **alphabet**, a **numeric digit** or a **special symbol** as you have seen in computer room.

The keyboard is mostly used to type letters, reports and other documents.
Mouse

The mouse is a pointing device. It controls the movement of the **cursor** or the mouse pointer on the screen.

To select a file or an icon, you click on the **left button**. You can click on the **right button** to open a menu. The **scroll button** is used to move up and down the screen.

The mouse is mostly used to open, close and save files.

Webcam

The **webcam** is an input device which provides the computer with video input. It is connected to the computer by a USB cable or can be wireless. It is widely used for online conversation to allow users to see each other.
Microphone

The *microphone* helps to input voices and sounds into the computer. It is used in computers for audio recording.

![Microphone Image](image)

Joystick

A *joystick* is a device which can be moved in various directions. The joystick is often used to play video games and also for controlling other machines.

![Joystick Image](image)

Scanner

An *image scanner* is often called a *scanner*. It is an input device that converts images, printed text or other document to a digital image that is stored in the computer.

*Desktop (or flatbed)* scanner as shown in the picture is mostly used in office and at home. The document is placed on a glass window and the lid is closed before scanning.

![Scanner Image](image)
Barcode reader

A barcode reader (or barcode scanner) is an input device to scan barcodes (black lines as shown in the picture) on books, foodstuffs containers, clothes, etc. Barcode readers are widely used in supermarkets and libraries.

Output devices

Monitor

A monitor also called visual display unit (VDU) is an output device to display the processed data and other information on a screen.

Types of monitors

Computer monitors are mainly of two types: the CRT monitor and the flat screen monitor.

CRT monitor - CRT stand for Cathode Ray Tube.
Flat screen

LCDs are flat screen monitors. LCD stand for Liquid Crystal Display. Flat screen monitors are more expensive than CRT monitors.

Printer

The printer is an output device which prints documents (texts and pictures) on paper or transparencies (special plastic). The printout is known as a hard copy. There are different types of printers.

Types of printers

There are two main types of printers namely: impact printers and non-impact printers.

Impact printers

Impact printers are normally noisy printers such as dot-matrix printer. They print by striking on inked ribbon. The characters are printed on paper by a pattern of dots.
Non-impact printers

Non-impact printers are normally quiet and fast printers. There is no physical contact with the paper while printing. Examples of non-impact printers are Ink jet printers and Laser printers.

Nowadays we have the Three-in-one printers with printing, scanning and fax all in one machine.

The table below summarises the characteristics of the different types of printers.

<table>
<thead>
<tr>
<th>Printer</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dot-Matrix</td>
<td>Noisy, cheap, slow and poor print quality</td>
</tr>
<tr>
<td>Ink-Jet</td>
<td>Quiet, colour printing of better quality</td>
</tr>
<tr>
<td>Laser</td>
<td>Quiet, expensive, fast, colour printing, very good quality printing</td>
</tr>
</tbody>
</table>
Plotter

The plotter is mostly used to print large graphical designs, technical drawings, and architectural plans. The pen plotter can print many lines of different colours at the same time. The paper is fixed to a surface, and pens are moved across the paper to produce the image. The plotter is mostly used by designers and architects.

Types of plotters

Two common types of plotters are: drum plotter and flatbed plotter.

Drum plotters

A drum plotter rotates the paper as the pens move across it to draw the image as shown in the picture.

Flatbed plotters

A flat-bed plotter is mostly used by designers. The paper remains stationary on a flat surface while a pen moves across it horizontally and vertically as shown in the picture.
1.5 Binary Digits (Bits) and Bytes

Look at the electrical switch. It has only the **OFF** and **ON** position.

The **OFF** position may be represented by the digit 0. The **ON** position may be represented by the digit 1. The digit 0 and the digit 1 are known as binary digits (bits). A character is stored as a combination of 8 bits which is called 1 **byte**.

**Examples**

- The letter ‘A’ is stored as
  
  \[
  \begin{array}{c}
  1 \text{ bit} \\
  0 1 0 0 0 0 0 1
  \end{array}
  \]

- The number ‘2’ is stored as
  
  \[
  \begin{array}{c}
  0 \text{ bit} \\
  0 0 0 0 0 1 0
  \end{array}
  \]

One **byte** = 8 **bits**
The symbol ‘=’ is stored as 00111101.

One byte = 8 bits

The word cat is stored as 3 bytes.

When we press the spacebar on the keyboard, the space is stored as 1 byte.

Class Activity

Today is Sunday.

Count the number of bytes in above sentence.
The 2 spaces and 1 full stop must also be counted.

The total number of bytes stored will be 16 (13 alphabets, 2 spaces and 1 full stop).

Now do the following:
(a) Write your name.
_________________________________________________________________
(b) Count the number of bytes and write it in the space below.
    Total number of bytes: ____________
(c) Write the name of your school.
_________________________________________________________________
(d) Total number of bytes: ____________
1.6 STORING CAPACITY OF STORAGE MEDIA

Storage media are used to store information permanently. This is important because the computer memory can store the information temporarily. When the computer is switched off, all information will be lost.

Let us learn about the storage capacity of a floppy disk, a Compact disk (CD), USB pen or memory card when using them. The capacity is measured in Kilobytes, Megabytes and Gigabytes.

<table>
<thead>
<tr>
<th>Name of storage medium</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floppy disk</td>
<td>1.44 Mb</td>
</tr>
<tr>
<td>Hard disk</td>
<td>120 Gb or more</td>
</tr>
<tr>
<td>Compact disk</td>
<td>700 Mb or more</td>
</tr>
<tr>
<td>DVD</td>
<td>7 Gb or more</td>
</tr>
<tr>
<td>USB pen</td>
<td>512 Mb, 1 Gb, 2 Gb or more</td>
</tr>
<tr>
<td>Memory card</td>
<td>512 Mb, 1 Gb, 2 Gb or more</td>
</tr>
</tbody>
</table>

1 kilobytes (Kb) 1000 (1 thousand) bytes
1 Megabyte (Mb) 1,000,000 (1 million) bytes
1 Gigabyte (Gb) 1000,000,000 bytes
Examples of analog and digital devices.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Analog Device</th>
<th>Digital device</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading time</td>
<td><img src="image1" alt="Analog Watch" /></td>
<td><img src="image2" alt="Digital Clock" /></td>
</tr>
<tr>
<td>Weighing</td>
<td><img src="image3" alt="Analog Scale" /></td>
<td><img src="image4" alt="Digital Scale" /></td>
</tr>
<tr>
<td>Reading blood pressure</td>
<td><img src="image5" alt="Analog Blood Pressure Monitor" /></td>
<td><img src="image6" alt="Digital Blood Pressure Monitor" /></td>
</tr>
</tbody>
</table>

Similarly data are transmitted either through analog, digital signals or both.

**Analog signals**

Analog signals are continuous signals in waves form that have constant fluctuations, as shown in the picture below.

![Analog Signal Waveform](image7)
Digital Signals

Digital signals are electronic signals transmitted by the computer as binary codes (1’s and 0’s), in a pulse train to represent data. An example is given below:

\[
\begin{align*}
0 & \quad 1 & \quad 0 & \quad 1 & \quad 1 & \quad 0 & \quad 0 & \quad 1 & \quad 0 & \quad 0 \\
\hline
\end{align*}
\]

The data which is stored in form of \textit{bits} (binary digits) on one computer can be sent to another computer in the form of \textit{digital signals}. 
UNIT 1: ACTIVITY SHEET 1

Name: .................................................................................................

Class: .................................................................................................

1. Complete the following statements.

(a) The computer processes _______________ to produce _______________.
(b) It uses _______________ devices such as keyboard and _______________ devices such as the monitor.
(c) It stores information as _______________ digits.
(d) Those digits are called bits. A bit can be either a _______________ or a _______________.
(e) Eight bits form one _______________. The term byte is used to measure the capacity of computer memory.

2. Match each unit with its correct value

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Kilobytes</td>
<td>• 1000 million bytes</td>
</tr>
<tr>
<td>1 Megabytes</td>
<td>• 1000 bytes</td>
</tr>
<tr>
<td>1 Gigabytes</td>
<td>• 1 million bytes</td>
</tr>
</tbody>
</table>
UNIT 1: ACTIVITY SHEET 2

Name: ..............................................................................................................................

Class: ...............................................................................................................................

1. Draw the digital signal for the following binary code 01010110.

2. Write the binary code for the following digital signal.

Binary code  _________________________________________

3. Count the number of bytes in each of the following:
   (a) Port Louis
   (b) Three input devices are: keyboard, mouse and joystick.
   (c) Where did you go during the week-end?
UNIT 1: ACTIVITY SHEET 3

Name: ...........................................................................................................................

Class: .........................................................................................................................

1. Make a list of data items you will need for the following processing tasks:

<table>
<thead>
<tr>
<th>Processing task</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>To withdraw money from ATM</td>
<td>PIN code, transaction code, amount of money</td>
</tr>
<tr>
<td>To multiply two numbers</td>
<td></td>
</tr>
<tr>
<td>To make a list of pupils of year II</td>
<td></td>
</tr>
<tr>
<td>To produce bus pass for pupils</td>
<td></td>
</tr>
<tr>
<td>To borrow books from the library</td>
<td></td>
</tr>
</tbody>
</table>

2. Write ‘True’ or ‘False’ for each of the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>True or False</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minicomputer is used by pupils at school.</td>
<td></td>
</tr>
<tr>
<td>All computers have microchips and storage devices.</td>
<td></td>
</tr>
<tr>
<td>A mainframe can be used by only one person at a time.</td>
<td></td>
</tr>
<tr>
<td>Hard copy is the term used for information displayed on the screen.</td>
<td></td>
</tr>
<tr>
<td>Laptop computers can be used anywhere once they are charged.</td>
<td></td>
</tr>
</tbody>
</table>
Name: ........................................................................................................................................

Class: ........................................................................................................................................

1. Answer the following questions.
   (a) What is the name given to a group of 8 bits?
       _______________________________________________________________________
   (b) What storage medium you will use to store a movie?
       _______________________________________________________________________
   (c) What is the most common output device of a PC?
       _______________________________________________________________________
   (d) Why is the laser printer called a non-impact printer?
       _______________________________________________________________________
   (e) Name two characteristics of impact printers.
       1. _______________________________________________________________________
       2. _______________________________________________________________________

2. What do the following stand for:
   (a) BIT : ________________________________________________________________
   (b) CPU : ______________________________________________________________
   (c) VDU : ______________________________________________________________
   (d) LCD : ______________________________________________________________
   (e) Mb : ________________________________________________________________
1. Encircle the letter representing the correct answer for each of the following statements.

(a) A monitor displays the words that you type on a keyboard.

This is an example of ____________.

A. An input  B. A process  C. An output  D. A data storage

(b) Which one of the following operates without a microprocessor?

A. Microwave Oven  B. Washing Machine  C. Electric bulb  D. Computer System

(c) A calculation is an example of ____________.

A. Input  B. Processing  C. Storage  D. Output

(d) Movies are usually copied on ____________.

A. DVD  B. Floppy disk  C. CD-ROM  D. Audio tape

2. Fill in the blanks with the appropriate word.

(a) A ____________ is an example of a pointing device.

(b) A speaker is an ____________ device.

(c) Data is stored in the computer as ____________.

(d) Input and output devices are also called ____________.
**UNIT 1: ACTIVITY SHEET 6**

Name: ..........................................................................................................................

Class: .........................................................................................................................

1. **Match the following.**

<table>
<thead>
<tr>
<th>Microphone is</th>
<th>data manipulation by the computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output is</td>
<td>known as the brain of the computer</td>
</tr>
<tr>
<td>Central Processing Unit is</td>
<td>an input device</td>
</tr>
<tr>
<td>Processing is</td>
<td>produced after a process</td>
</tr>
</tbody>
</table>

2. **Write the most appropriate input or output device used for each of the following activities.**

(a) Typing a letter: ________________________________________________

(b) Playing games: ________________________________________________

(c) Printing the plan of a building: ______________________________

(d) Reading the bar code in a supermarket: _______________________

(e) Drawing a house: _____________________________________________
Identify the following devices as either analog or digital.

thermometer

ammeter

clock

barometer

clock

clinical-thermometer

calliper

ammeter

barometer
Aim:
The aim of the unit is to explore windows environment for further computer operations.

Objectives:
At the end of the unit, you should be able to:
• learn about the general features of the desktop settings and managing the toolbars.
• know the features of the computer and the hard disk properties.
• get familiarize with the different utilities within the Windows operating system.
2.1 Windows Environment

Desktop Background

The background of the desktop can be changed as per your choice, where the design of the background can be either from the list provided in the computer itself or you can load your own designs or pictures.

Desktop Setting

The desktop setting can be changed by following the steps below:
1. **Right-click** on any empty place on your desktop, a list of options will appear.
2. Select **Properties**.

The ‘Display Properties’ window will appear.

3. Click on the **Desktop** option in the window.
   A list of different background will be provided and the actual picture of the desktop will be active in the window.
4 Scroll on the Display properties window and select a background option for example: select Autumn.

5 Click on Apply and then Ok.
The new background of the desktop will be displayed as follows.
Class Activity

Arrange the given steps for "Changing the Desktop Background" by numbering them correctly.

Choose your chosen background, for e.g. ‘Bliss’
Select ‘Properties’
Click on ‘Apply’ and then ‘OK’
Right-click on any empty space on the ‘Desktop’
Click on ‘Desktop’ in ‘Display Properties’

Instructions to teachers:
Do the activity orally first, followed by written tasks.

2.2 Exploring the Program Menu

The program menu provides a list of some additional options where you can do further operation, such as getting access to specific program such as Ms Paint, games option, exploring My Documents or even search for a file or folder.

The Program Menu can be accessed:
1. Clicking on **Start button**.
2. Clicking **All Programs**.

The list of programs of the menu will be displayed as follows.
Games

Games is a folder containing several types of computer games.

To load a game on the computer, follow the steps below:

1. Click on All Programs.
2. Select Games, a list of the available games will be provided.
3. For example select Pinball.

The “Pinball” game window will open as below, and it can be played by using the arrow keys on the keyboard.
Calculator

The computer provides the facilities of a calculator, where arithmetical operations such as adding, subtracting, division and multiplication can be done.

To use the calculator, follow the steps below:

1. Click on All Programs

2. Select Accessories
Click on **Calculator**

The calculator appears on the desktop. The numbers can be typed either using the keyboard or clicking on the calculator using the mouse. The calculator can be closed by using the exit button.

**Notepad**

The **Notepad** enables you to create and edit text files using basic text formatting. For example, documents can be typed in Notepad.

To use Notepad, follow the steps below:

1. Click on **All Programs**.
2. Select the option **Accessories**, and then click on **Notepad**.
3. The Notepad window appears.
In the Notepad window, text can be typed as the following.

```
Hello, this is my computer! Hahahaha!
```

You can save your document, by the steps in the following screen.

---

**Practical Lab Activity**

Open Notepad, type the following text.

The Computer is an electronic machine which is used to process data into information.

Save the file as **Notepad1**.
2.3 Locate and Run File

You know that information can be stored in the hard disk, pen drive, CD or DVD. File can be located and re-opened from the location it has been stored.

Practical Lab Activity

In previous activity, a file named Notepad1 has been saved in a folder called My Documents, in the hard disk.

You know how to load Notepad. So, follow the necessary steps to load Notepad1.

1. Click on File and select the option Open.

2. The window will provide a list of files that is stored in My Documents.
3. Select **Notepad1** and click **Open**.

4. The file **Notepad1** will appear as shown in the screen below.
In the following activities, you will practise some operations on files and folders.

### Practical Lab Activity

**Searching of files and Folders**

In this activity, you will search for the file *Notepad1*, through the following steps below, by using the *Search option*.

1. Click on the **Start** button.
2. Select the option **Search**.
3. In the window below, click on **All files and folders**.
4. In the option **All files and folders**, type **Notepad1**, then click on **Search**. The computer automatically searches for the file.

5. If the file is found, the name of the file and the location where it is stored are displayed.
Rename, move, copy and delete files and folders

Files and folders can be renamed. It can be copied, moved and deleted. In the steps below, you will learn how to rename, move, copy and delete files and folders.

**Practical Lab Activity**

**Renaming Files**

A file can be renamed by choosing the options shown below.

1. Locate the file “Notepad1” from the Search option.

2. When all the files are displayed, right click on the file Notepad1, and in the option list select Rename.
3. Press the **delete key** to erase the name **Notepad 1**, and type **Wordpad1** as the new name.

Just the file name will be changed.

**Moving and copying files and folders**

A file or folder can be moved or copied to another location. For example the file **Testing** on the desktop shown below can be copied or moved on another drive or folder.

**Steps for copying a file with copy and paste**

1. Right click on the folder **Testing**
2. Select the option **Copy**.
Right click and select the option **Paste** to copy the folder.

The folder will be copied on the desktop.

### Steps for moving a file with cut and paste.

1. Right click on the folder to be cut.
2. Select the option **Cut**.
Deleting files

Deleting a file is to erase the file. Follow the steps below:

1. Right click on the file to be deleted.
2. Select option Delete.
   A message box will appear asking whether you want to delete the file or not.

3. Select the option Paste in its new location by right click.
If the option ‘Yes’ is chosen the file will be erased; if ‘No’ the file is not deleted.

2.5 MANAGING DIFFERENT WINDOWS AT THE SAME TIME

Several windows can be opened at the same time and used on the computers.

To open and work with several windows, follow the steps below.

1. Open a file for example the file Wordpad1.
   The window will appear on the desktop.

2. Click on the borders with the mouse, and reduce its size.
Open another window, “My Computer”

Resize the ‘My Computer’ window as done previously
Another window can be placed on the desktop.
For example, to explore the ‘System C’

4 Right click on ‘System C’.
5 Select Explore or Open.
The window for the Drive C (system C) will open with the desktop.

Resize the window so that it can appear on the desktop alongside with the other two windows as shown below.
2.6 EXPLORING MY COMPUTER

‘My Computer’ is a system folder which gives an overview of the features of the computer system, in terms of its hard disk drives, files stored and other devices.

To explore the Computer system, follow the steps below

1. Right-click on the icon **Computer**.
2. Select **Properties**.
Properties of the Hard disk

You can view the properties of the hard disk in a computer by following the steps below:

1. Click on start
2. Right Click on My Computer
3. Click on Explore.
Right click on Local disk C or System C, and select Properties. The memory space of the hard disk is shown in terms of the free and used space.

Types of drives

A computer gives access to several drives where you can read and load information from it. For example, the hard disk in the computer is known as the local disk, and all information stored on it is referred to be in the Drive C or system C.
Other Drives

The computer recognises other drives such as the CD or DVD drive. They are displayed as the Drive D: but if the local disk has been referred as the Drive D, then the CD-DVD drive becomes Drive E:

If a pendrive is plugged, it is recognized as the Drive F.

Exploring the properties of any device such as a CD, DVD, pendrive can be done in the same steps as explained above, where you can know the memory space of each device.

2.7 PRINT PREVIEW AND PRINTING

There is also the facility of viewing a document before it in printed. The following steps will guide you to preview a document on screen, then print if found correct.

Steps to Preview and Print a document.

1. Open the document to be printed.
2. Select File, and click point on the option Print.
3. To preview the document before printing, click on Print Preview.
This will give you a preview of how the document will appear when printing.

4 To close the print preview, select the option **Close Print Preview**
5 To print the document, select the **Print Icon**.

The Printing option window will be opened as follows:
If you have several pages to print, Select All, or if only one page has to be printed, select **current page**.
The number of copies to be printed can be modified as per your need.

7 Click Ok.
2.8 RECYCLE BIN

The Recycle Bin of the computer is where deleted files and folders are stored in the hard disk. Those files can be restored when needed.

Sending files to Recycle Bin

Basically a file is sent to the Recycle Bin when it is deleted.

Steps of sending a file to the Recycle Bin

1. Right click on the file, or folder or an icon to be deleted.
2. Select the option **Delete**.

A message box will appear.

3. Click Yes to send the file to the Recycle Bin.
Restoring a file from Recycle Bin

File that has been deleted and sent to the Recycle Bin can be restored. It can then be re-opened and used again.

The steps below will indicate how a file can be restored from the Recycle Bin.

1. Right click on the icon ‘Recycle Bin’.
2. Select the option Explore

All the files stored in the Recycle Bin will be displayed on screen.
Name: ..................................................................................................................

Class: ..................................................................................................................

Exploring the properties of the different drives in ‘My Computer’.

Note down the capacity (Used and Free Space) of

Used Space__________,  
Free Space__________.

Used Space__________,  
Free Space__________.
Fill in the blanks to show how to proceed with ‘Print Preview’ and ‘Print’. (The words are already given).

**All, Button, Print, On, Preview, Close**

a. Click on “Office ...........................”
b. Select ‘........................’.
c. Select ‘Print ........................’ (If you want to see the page before printing).
d. ‘........................’ Print Preview’.
e. In ‘Print’ window, choose ‘................’.
f. Click...... ‘OK’.
Name: ................................................................................................................................

Class: ................................................................................................................................

Sending folder to the ‘Recycle Bin’.

Arrange the steps in the correct order for ‘Deleting a Folder’, by numbering it with 1,2,3,4.

If the option Ok is selected, the file will disappear.

Select the option ‘Delete’

A message appears asking whether you are sure you want to delete the folder.

Right-click on the folder.
Restoring a deleted file from the ‘Recycle Bin’.

Copy the steps in the correct order in the space given.
Select the option **Explore**.
Select **Restore**.
Select **Ok**.
Right click on the icon **Recycle Bin**.
Right click on the **File** that has to be restored.

Step 1: _____________________________________________________________

Step 2: _____________________________________________________________

Step 3: _____________________________________________________________

Step 4: _____________________________________________________________

Step 5: _____________________________________________________________
UNIT 2: ACTIVITY SHEET 5

Name: .........................................................................................................................

Class: .........................................................................................................................

Give the names of these icons:

______________________________

______________________________

______________________________
Using “Calculator”, carry out these simple Mathematical problems and note down your answers.

(i) 2435 + 740 =
Answer: _____________

(ii) 500 – 262 =
Answer: _____________

(iii) 454 + 2910 -1230 =
Answer: _____________

(iv) 120 x 25 =
Answer: _____________

(v) 2379 - 1300 + 200 ÷ 3 =
Answer: _____________
Draw any 4 (four) icons or files and folders, which are found on the Desktop and name them.

(a) 

(b) 

(c) 

(d)
Aim:
The aim of this unit is to familiarise you with more word processing techniques.

Objectives:
At the end of the unit, you should be able to:
• format texts, paragraphs, documents.
• create bulleted and numbered lists.
• insert Headers/Footer and Page Numbers.
• apply borders and shading to a page and to paragraphs.
• use different tools such as Spell Check, Grammar, Thesaurus, Find & Replace, Drawing Toolbar.
• insert and format pictures and tables.
3.1 CHARACTER Formatting

Formatting the character means changing the font - its size and type colour. You already know how to format characters. Let's do an activity to revise what we learnt in Year 1.

Class Activity

Match the following buttons to its respective function:

- **B**
  - It converts your text into italics, e.g. book

- **11**
  - It changes the font type in your text

- **I**
  - It changes the font size in your text

- **A**
  - It underlines your text, e.g. book

- **Calibri (Body)**
  - It makes your text bold, e.g. book

- **U**
  - It changes the colour of the text

3.2 PARAGRAPH Formatting

Paragraph formatting involves the Alignment, Line spacing, adding bullets and numbers.
Paragraph Alignment

Different types of alignments are available in Microsoft Word. You can align paragraph lines centrally, to the left or to the right. You can also justify lines.

Practical Lab Activity

Type the following text:

The hardware includes the processor and peripherals. Computer peripherals are any electronic devices that can be connected to a computer other than the standard input / output devices. Peripheral devices may include speakers, microphones, printers, scanners, digital cameras, plotters and modems.

Right alignment

To right align the paragraph, follow these steps:
1. Highlight the paragraph.
2. Click the Home menu.
3. Click the Align-right button in the Paragraph group. Word right-aligns your paragraphs.
Left alignment

To left align the paragraph, follow these steps:
1. Select the paragraphs you created.
2. Choose the Home tab.
3. Click the Align-left button in the Paragraph group. Word left-aligns your paragraph.

Centre

To center the paragraph, follow these steps:
1. Select the paragraphs you created.
2. Choose the Home tab.
3. Click the Center button in the Paragraph group. Word centers your paragraph.

Justify

To justify the paragraph, follow these steps:
1. Select the paragraphs you created.
2. Choose the Home tab.
3. Click the Justify button in the Paragraph group. Word justifies your paragraph.
Class Activity

You have been given three paragraphs below where different paragraph alignment has been used. Write down the alignment used in the boxes below:

Sweet is thy beauty,
Sweet is thy nation.
Around thee we gather,
As one people,

Glo-o-ry to thee
Motherland,
Oh Motherland of mine,

As one nation.
In peace, Justice and Liberty,
Beloved country, May God Bless thee.
Forever and Ever.

Instruction to teachers:
Do the activity orally first, followed by written tasks.

Line spacing

The line spacing is the space between two lines. The most commonly used line spacing feature is: single spacing, 1.5 spacing and double spacing.
Practical Lab Activity

To change spacing, follow these steps:

1. Type the following text:

   Humpty Dumpty sat on a wall.
   Humpty Dumpty had a great fall.
   All the king’s horses and all the king’s men
   Couldn’t put Humpty together again!

   **NOTE:** this document has single line spacing.

2. Now, highlight the whole paragraph.

3. Click on home tab, click on arrow next to paragraph.

4. Select 1.5 lines, observe what happens.

5. Select double, observe what happens.
Adding Bullets

If you have lists of data, you may want to bullet or number them. When using Microsoft Word, bulleting and numbering are easy.

1. To add bullets, follow these steps:
   - Type the following list as shown:
     - Apple
     - Orange
     - Grape
     - Mango
     - Cherry
   - Select the words you just typed
   - Choose the Home tab

2. In the Paragraph group, click the down arrow next to the Bullets button
   - The Bullet Library appears
3. Click to select the type of bullet you want to use. Word adds bullets to your list

Your text should be as follows:
Adding Numbering

To add numbers, follow these steps:

1. Type the following list as shown:
   - Apple
   - Orange
   - Grape
   - Mango
   - Cherry

2. Select the words you just typed.
3. Choose the Home tab.

4. In the Paragraph group, click the down arrow next to the Numbering button. The Numbering Library appears.
5. Click to select the type of numbering you want to use. Word numbers your list.
3.3 Insert Headers/Footers

The header is the text that appears at the top margin of each page and footer is the text that appears at the bottom margin of each page.

Headers and Footers can show the page number, date and time, titles and authors names and so on. Ms Word shows the same header / footer on all pages in a document.

**Insert header**

To insert a Header follow these steps:

1. Click on **Insert tab**
2. Click on **Header**
Choose the header format you prefer. Type your “computer studies” as header. The screen will appear as follows:

![Header Example](image)

**Insert footer**

To insert a footer follow these steps:
1. Click on *Insert tab*
2. Click on *Footer*

![Footer Example](image)

Choose the footer format you prefer. Type your “PV 2” as footer. The screen will appear as follows:

![Footer Example](image)
It is common to insert page numbers on each page of a document which consists of more than one page. The page number is normally inserted at the top or at the bottom; moreover, it may be positioned on the left, at the centre or on the right.

To insert page numbers follow these steps:

1. Choose the **Insert tab**
2. Click the **Page Number** button in the Header & Footer group. A menu appears.
3. Click **Bottom of Page**
4. Click the right-side option
5. The page number appears as follows:
3.5 INSERTING BORDERS AND SHADING

Borders are decorative lines used along the edges of our pages, texts, tables or around graphics to enhance their look.

Shading adds colour to our documents and tables.

**Insert a Page border**

To add page border, follow these steps:

1. Click on **Page Layout** tab
2. Click on **Page Borders**
3. Choose a **Border Style**

Your page will be as follows:
Practical Lab Activity

To change spacing, follow these steps:

1. Type the following text:

   Harry Potter was a bright eleven-year old who lived with his miserable aunt and uncle and their horrible son Dudley. Harry’s parents were killed when he was a baby and he had lived with his relatives ever since. Dudley and his friends were bullies who tormented Harry whenever they could. Harry could only recall a handful of days in his life when he had been truly happy.

To add paragraph border, follow these steps:

1. Highlight the paragraph
2. Click on page layout tab
3. Click on page borders
4. Click on borders
5. Choose a border style

Your paragraph will appear as follows:
To add shading to your paragraph, follow these steps:
1. Click the shading tab.
2. Click the Fill list arrow, and then click a fill colour.
Class Activity

1. **Circle the letter which shows the correct answer.**

I. If we wish to number the items in a list we click on the '............................' button.

A  B  C  D

**Instructions to teachers:**

Do the activity orally first, followed by written tasks.

---

Harry Potter was a bright eleven-year-old who lived with his miserable aunt and uncle and their horrible son Dudley. Harry’s parents were killed when he was a baby and he had lived with his relatives ever since. Dudley and his friends were bullies who tormented Harry whenever they could. Harry could only recall a handful of days in his life when he had been truly happy.
II. ................................ are features used for placing information at the top and bottom of every page of a document.

- A print preview
- B headers and footers
- C page number
- D margins

III. We add borders around our text to..........................................................

- A count our text
- B shade our text
- C make it look more attractive
- D shorten our text

2. Write true or false in the box at the end of each sentence.

a) A border is a decorative line around the edges of a [ ]
   page or graphic.

b) Line spacing allows space between two lines. [ ]

c) The shading feature adds colour to our documents. [ ]

3.6 USE SPELLING AND GRAMMAR CHECK

Ms Word automatically checks for spelling and grammar errors as you type unless you turn this feature off. Spelling errors are noted in the document with a red underline. Grammar errors are indicated by a green underline.

1. Type the word: ‘mouce’
2. Select the word 'mouce'
3. Choose the Review tab
4. Click the Spelling & Grammar button. The Spelling and Grammar dialog box appears.
3.7 USE THESAURUS

The thesaurus tool helps you to expand your vocabulary. It offers alternatives for a word.

1. Type the word: ‘happy’
2. Select the word ‘happy’
3. Choose the Review tab
4. Click the Thesaurus button.
   The thesaurus dialog box appears.
3.8 FIND AND REPLACE

Your word processor can help you search for particular words in your document. This is very helpful especially when you need to search through a long document.

After you find the word or phrase you are searching for, you can replace it with new text by executing the Replace command.

Use Find option

1. Type the following: I love cats. Cats are gentle and cuddly.
2. Select the sentence
3. Choose the Home tab

5. Click the Find option on the menu. The Find and Replace dialog box appears.
6. Type cats in the Find What field
7. Click Find Next
   Note that the ‘cats’ (first one) is highlighted
8. Click Find Next again
   Note that ‘Cats’ (second one) is highlighted
9. Click Find Next. The following message should appear: ‘Word has finished searching the selection. Do you want to search the remainder of the document?’
10. Click No
11. Click Cancel

Use Replace option

1. Select the sentence ‘I love cats. Cats are gentle and cuddly.’
2. Choose the Home tab
3. Click Replace in the Editing group. The Find and Replace dialog box appears.
4. Type cats in the Find What box
5. Type tigers in the Replace With box
6. Click Find Next. The first occurrence of the word ‘cats’ is highlighted
Click **Replace**. Word replaces the ‘cats’ with ‘tigers’ and then highlights the second occurrence of the word ‘cats.’

8 Click **Replace**. Word replaces the word ‘cats’ with ‘tigers’

9 Click **Close**

Your text should now read, ‘I love tigers. Tigers are gentle and cuddly.’
3.9 USING DRAWING TOOLBAR

Click on insert tab, next click on **Shapes**. Now click on **New Drawing canvas**.

The format tab will appear as follows:

You will notice that the options on the Ribbon have changed. It is categorized into five sections labeled: Insert Shapes, Shape Styles, Shadow Effects, 3-D Effects, Arrange, and Size. Each capabilities are described as follows:
Insert Shapes

Here you can add lines, basic shapes, or flowchart symbols to your canvas with just one click.

Practical Lab Activity

Insert Shapes

1. Click on insert tab
2. Click on shapes
3. Click on new drawing canvas
4. Click here to see all the shapes available
5. Insert the following shapes in your canvas:
Shape Styles allows users to choose how they would like to fill the shape.
Practical Lab Activity

Shape Styles

1. Draw four circles and click here to see all the shape styles.
2. Change the style of the circles as follows:

Shadow Effects

If you would like to add shadow effects to your canvas, this option gives a variety of choices.
Practical Lab Activity

Shadow Effects
1. Insert a triangle, circle and rectangle as shown below.
2. Click on shadow effects to add shadow to these three shapes as follows:

3-D Effects
This option allows you to experiment with different 3-D effects that allow you to make changes to your canvas color, lighting, surface, direction and depth.
Practical Lab Activity

3-D Effects

1. Again, insert a triangle, circle and rectangle
2. Click on each shape and click on 3-D effects. The appearance of the shapes will change as follows:

Arrange

This option helps to position the canvas. Methods of positioning can range from text wrapping, alignment, and rotation.
**Practical Lab Activity**

**Arrange**

Change different positions of your canvas (created in class activity 3-D effects) by clicking on position.

Figure below shows middle center position.

**Size**

This feature allows users to adjust the width and height of the canvas.
Practical Lab Activity

Size

1. Click on size.
2. Change the height to 15 and size to 25 as shown below:

3.10 INSERT PICTURE

To insert a picture, follow these steps:

1. Click on **Insert** tab
2. Click on **Picture**

3. Select the picture you wish to insert
4 Choose a picture
Click on **Insert**

5 The picture will be inserted in your document
3.11 Use Clip Art to Insert Picture

Clip art is a collection of simple pictures or drawings found in MS Word.

1. Click on the Insert tab, in the Illustrations group, click Clip Art.

The Clip Art task panel appears as follows:
In the Clip Art task pane, in the Search for text box, type animals
3. Click Go.
4. In the list of results, click the picture of any animal to insert it.

---

3.12 FORMAT PICTURES

There are two ways of resizing pictures:
1. With the mouse
2. With the picture command

Resizing picture with the mouse

To format your picture, follow these steps:
1. Click on the picture. What happens?
To increase or decrease the size of the picture drag the corner handle. When you are satisfied with the size, release the mouse button.

Resizing picture with the picture command

1. Click on the picture
   - Click on **Format**
   - Click on **Size**
2. You will be provided with the height and width. Increase the height and decrease the height and observe what happens.

3.13 Insert and format tables

A table is made up of rows and columns of cells that you can fill with text and graphics. Tables are often used to organize and present information.

Creating a table

To create a table, follow these steps:
1. Place the cursor where you want the table to be created.
2. Click on insert tab, click on **Table**.
3. The following window will appear, click on **Insert Table**.
4 Under table size, enter the **Number of columns** and **rows**.

Format tables

Selecting table styles

1 You can format the table by clicking here.
A set of table styles will appear as follows:

Choose any one.
Changing alignment of text in tables

Create the following table and insert the text as shown below:

<table>
<thead>
<tr>
<th>FORM 1</th>
<th>FORM 2</th>
<th>FORM 3</th>
<th>FORM 4</th>
<th>FORM 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary</td>
<td>jane</td>
<td>John</td>
<td>sarah</td>
<td>kate</td>
</tr>
</tbody>
</table>

To change the alignment of text, follow these steps:

1. Highlight the table
2. Right click on the table
3. Click on **Cell alignment**

4. Choose **Align center**

The table will appear as follows:
Changing borders in tables

To change the borders, follow these steps:

1. Highlight the table
2. Right click on the table
3. Click on **Borders and Shading**

The following window will appear:
4. Select a border
Your table will appear as follows:

To add a row below:

1. Create a table with 4 rows and 5 columns.
2. Add the following text to your table:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>45</td>
<td>67</td>
<td>89</td>
<td>23</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>73</td>
<td>90</td>
<td>36</td>
</tr>
<tr>
<td>67</td>
<td>45</td>
<td>67</td>
<td>68</td>
<td>89</td>
</tr>
</tbody>
</table>

3. Right-click in cell A, to add a row below.
4. Click on Insert
5. Click on Insert Rows Below
A new row will be added below the cell as follows:

![Image of table with new row added]

**NOTE:** to add rows above, follow same steps as above, but at step 3, click on insert rows above.

**To add a column to the right**
1. Create a table with 2 rows and 5 columns
2. Right-click in first cell in column 5, to add a column to the right.
3. Click on **Insert**
4. Click on **Insert columns to the right**

![Images of steps to add a column to the right]

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A new column will be added to the right as follows:

![Image of Microsoft Word interface with columns added]

**NOTE:** to add columns to the left, follow same steps as above, but at step 3, click on insert columns to the right.

---

**Class Activity**

**A. Circle the letter which shows the correct answer**

1. In MS Word we can use the ................. feature to look up synonyms of words in our document.
   - A Spelling and grammar
   - B bulleted list
   - C Clip Art
   - D Thesaurus

2. ........................................... is a collection of pictures and drawings present in MS Word
   - A Programs
   - B WordArt
   - C Text
   - D Clip Art

3. MS Word underlines words which are not correctly spelt with
   ..............................................
   - A a straight line
   - B a green line
   - C a red line
   - D a black line

**Instructions to teachers:**
Do the activity orally first, followed by written tasks.
Class Activity

B. Write true or false in the box at the end of each sentence.

1. The Find and Replace feature allows you to find a word or phrase in your text. [Blank]
2. We cannot add or delete columns and rows in a table. [Blank]
3. We cannot type text in a table. [Blank]

C. Match the following buttons to its respective function:

- Appears at the top of every page
- Numbered list
- Used to insert a picture
- Is used to search for a word in your document
- Inserts a table
- Bulleted list
- Appears at the bottom of every page
UNIT 3: ACTIVITY SHEET 1

Instructions:

• Before starting the following activity, type your name and class.
• After completing this activity, print a copy to be kept in your folder.

Type the following text according to the format given:

**History of Computers**

The development of the modern day computer was the result of advances in technologies and man’s need to quantify. Papyrus helped early man to record language and numbers. The abacus was one of the first counting machines. Some of the earlier mechanical counting machines lacked the technology to make the design work. For instance some had parts made of wood prior to metal manipulation and manufacturing.
What is a virus?

A computer virus is a small computer program that spreads from one computer to another computer. They can also try to damage your software, your hardware, and your files. A computer virus may corrupt or delete data on a computer, use an e-mail program to spread the virus to other computers, or even delete everything on the hard disk.

What is a worm?

A worm, like a virus, is designed to copy itself from one computer to another, but it does so automatically. Once a worm is in your system, it can travel alone. A great danger of worms is their ability to reproduce in great volume. For example, a worm could send out copies of itself to everyone listed in your e-mail address book.
Instructions:

• Before starting the following activity, type your name and class.
• After completing this activity, print a copy to be kept in your folder.

Type the following text:

**Computer laboratory guidelines**

- Ask your teacher permission before performing any activity in the laboratory.
- Do not step on computer cables.
- Do not run or play in the laboratory.
- Do not eat or drink in the laboratory.

**PC care guidelines**

1. Do not operate your PC during heavy rain or lightning.
2. Do not touch any internal part of the computer.
3. Avoid exchanging pen drives with your friends.
4. Scan your pen drive for any virus before using it.

Instructions:

1. Use bullets for first paragraph.
2. Use numbering for second paragraph.
3. Insert the header: guidelines.
4. Insert page number.
5. Insert a page border.
The sun shines on the magic forest. It also shines on a giant oak tree, many centuries old. It’s in this tree that Mary’s family lives. Mary is a young Fairy; she’s very small, barely a few centimeters like all the fairies of her race.

The problem is that poor Mary is suffering from a mysterious illness. The magician was very upset. He had never encountered any such sickness before. He searched the memory books left by previous magician but to no avail.

1. Run spelling and grammar check
2. Change the following words:
   - Shins to shines
   - Giante to giant
   - Poore to poor
   - Myssterious to mysterious
   - Upsett to upset
   - Sicknesse to sickness
   - Memorie to memory

3. Use thesaurus to change
   - small to little
   - illness to disease
   - problem to trouble
   - previous to preceding

4. Use find and replace to replace the word Mary with Sarah.
5. Add paragraph border and shading (any colour).
6. Your document will be as follows:
UNIT 3: ACTIVITY SHEET 5

Instructions:

• Before starting the following activity, type your name and class.
• After completing this activity, print a copy to be kept in your folder.

Reproduce the following, by using the different shapes.

OPEN DAY
AT
LITTLE STARS
SCHOOL
UNIT 3: ACTIVITY SHEET 6

Instructions:

- Before starting the following activity, type your name and class.
- After completing this activity, print a copy to be kept in your folder.

Using shapes, draw the following:
UNIT 3: ACTIVITY SHEET 7

Instructions:

- Before starting the following activity, type your name and class.
- After completing this activity, print a copy to be kept in your folder.

1. Create a table with 6 rows and 4 columns and insert the data as follows:

<table>
<thead>
<tr>
<th>NAME</th>
<th>MATHS</th>
<th>ENGLISH</th>
<th>FRENCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anil</td>
<td>45</td>
<td>67</td>
<td>90</td>
</tr>
<tr>
<td>Rita</td>
<td>35</td>
<td>40</td>
<td>63</td>
</tr>
<tr>
<td>John</td>
<td>59</td>
<td>49</td>
<td>78</td>
</tr>
<tr>
<td>Ben</td>
<td>70</td>
<td>56</td>
<td>88</td>
</tr>
<tr>
<td>Anna</td>
<td>39</td>
<td>65</td>
<td>57</td>
</tr>
</tbody>
</table>

2. Change text alignment to align center
3. Change table style
4. Change border and click on preview to apply border to four sides of table.
5. Add a row below Anna to insert the name: Jane and add the marks as follows: MATHS: 50, ENGLISH: 70, FRENCH: 80.
6. Add a column to the right of ENGLISH and insert the heading Science.
7. Your table should be as follows:

<table>
<thead>
<tr>
<th>NAME</th>
<th>MATHS</th>
<th>ENGLISH</th>
<th>Science</th>
<th>FRENCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anil</td>
<td>45</td>
<td>67</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>Rita</td>
<td>35</td>
<td>40</td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>John</td>
<td>59</td>
<td>49</td>
<td></td>
<td>78</td>
</tr>
<tr>
<td>Ben</td>
<td>70</td>
<td>56</td>
<td></td>
<td>88</td>
</tr>
<tr>
<td>Anna</td>
<td>39</td>
<td>65</td>
<td></td>
<td>57</td>
</tr>
<tr>
<td>Jane</td>
<td>50</td>
<td>70</td>
<td></td>
<td>80</td>
</tr>
</tbody>
</table>