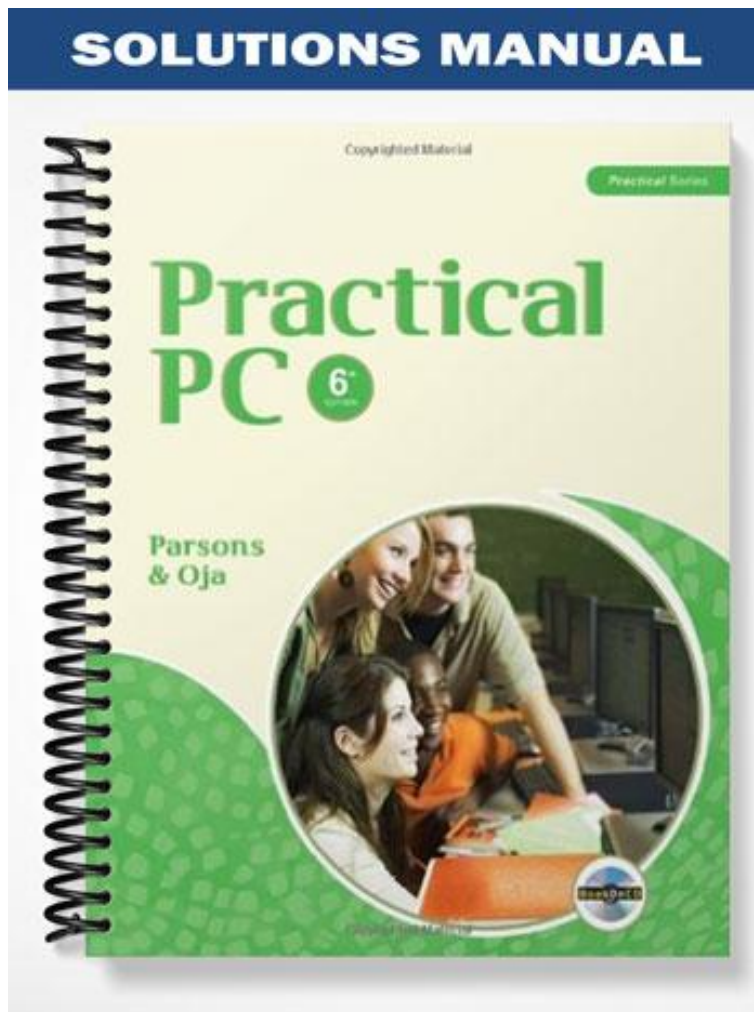


# SOLUTIONS MANUAL



# Chapter 2

## Looking at Windows

### **A Guide to this Instructor's Manual:**

We have designed this Instructor's Manual to supplement and enhance your teaching experience through classroom activities and a cohesive chapter summary.

This document is organized chronologically, using the same headings that you see in the textbook. Under each heading you will find (in order): Lecture Notes that summarize the section, Figures and Boxes found in the section (if any), Teacher Tips, Classroom Activities, and Lab Activities. Pay special attention to teaching tips and activities geared toward quizzing your students, enhancing their critical thinking skills, and encouraging experimentation within the software.

In addition to this Instructor's Manual, our Instructor's Resources CD also contains PowerPoint Presentations, Test Banks, and other supplements to aid in your teaching experience.

### **For your students:**

Our latest online feature, CourseCasts, is a library of weekly podcasts designed to keep your students up to date with the latest in technology news. Direct your students to <http://coursecasts.course.com>, where they can download the most recent CourseCast onto their MP3 player. Ken Baldauf, host of CourseCasts, is a faculty member of the Florida State University Computer Science Department, where he is responsible for teaching technology classes to thousands of FSU students each year. Ken is an expert on the latest technology and sorts through and aggregates the most pertinent news and information for CourseCasts so your students can spend their time enjoying technology, rather than trying to figure it out. Open or close your lecture with a discussion based on the latest CourseCast.

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### [Which version of Windows do I have? \(19\)](#)

#### LECTURE NOTES

- Review what an operating system is and explain that Windows is an operating system.
- Ensure that your students understand which version of Windows is installed on your school's computers.
- Mention the different versions of Microsoft Windows and explain that Windows 7 is the latest version.
- Make sure students understand that previous versions of Windows are still widely used.

#### FIGURES

- Figure 2-1, Figure 2-2

#### TEACHER TIP

Some students may be unfamiliar with software versions. Refer to Figure 2-1 and explain the differences between each version.

#### CLASSROOM ACTIVITIES

- Class Discussion: To illustrate the point that many versions of Windows are still used, have students call out which version(s) they've worked with.

#### LAB ACTIVITY

- Have students determine which version of Windows is on their computer.

### [What is the Windows desktop? \(20\)](#)

#### LECTURE NOTES

- Explain that the Windows desktop is the starting point when a computer is turned on.
- Make sure your students understand the functions of the taskbar, Start button, Start menu, and notification area.

#### FIGURES

- Figure 2-3

#### TEACHER TIP

If you have a computer and a projection system in your classroom, display the Windows desktop on your school's system. You may want to discuss how it differs from the desktop shown in Figure 2-3, and how and why it has been customized. Then, click on the taskbar and the Start button so students can see how they work.

#### CLASSROOM ACTIVITIES

- Quick Quiz:
  - What is the gateway to all the tasks performed with a PC? (Answer: Desktop)
  - What is the main control on the desktop? (Answer: Start button)

### [How do I use the Start menu? \(21\)](#)

#### LECTURE NOTES

- Explain that there are many ways to start an application, but the most frequently used method is to click the Start button.
- Explain the different parts of the Start menu.

#### FIGURES

- Figure 2-4

#### TEACHER TIP

Make sure students understand that the applications listed on the All Programs menu differ among computers depending on what programs have been installed on each computer.

#### CLASSROOM ACTIVITIES

- Assign a Project: Have students view the Start menu and practice using it to start an application.

### [What is an Aero desktop theme? \(22\)](#)

#### LECTURE NOTES

- Explain desktop themes.
- Explain an Aero desktop theme.

#### FIGURES

- Figure 2-5

#### TEACHER TIP

Show students the difference between selecting a predefined theme and customizing the Windows desktop.

#### CLASSROOM ACTIVITIES

- Critical Thinking: Why do individuals want to customize their Windows desktops? (Students' answers will vary.)

#### LAB ACTIVITY

- Have students change the desktop background.

### [What are gadgets? \(23\)](#)

#### LECTURE NOTES

- Show students the gadgets on the Windows desktop.
- Explain what Microsoft's online Gadget Gallery offers.
- Caution students not to get carried away with too many gadgets; it can slow down other important functions of the computer.

#### FIGURES

- Figure 2-6

#### TEACHER TIP

Consider using the Play It! in this section to show students how to select gadgets and adjust their settings.

## CLASSROOM ACTIVITIES

- Critical Thinking: What is the right amount of gadgets to have on the desktop? Which ones would be useful to students and which would be unnecessary? How would students use them and how often? (Students' answers will vary.)

[What's in the Accessories folder? \(24\)](#)

## LECTURE NOTES

- Review the Accessories folder and what it contains.
- Explain the difference between basic applications and subfolders.

## FIGURES

- Figure 2-7

## TEACHER TIP

Students may not be familiar with hovering the mouse over any option to view a ScreenTip. You may need to demonstrate this feature.

## CLASSROOM ACTIVITIES

- Assign a Project: Have students start several different applications from the Accessories folder.

[What's the Control Panel? \(25\)](#)

## LECTURE NOTES

- Review the Control Panel and what it contains.
- Explain the difference between the Accessories folder and the Control Panel.

## FIGURES

- Figure 2-8

## TEACHER TIP

Be sure to discuss the Control Panel in detail and explain that it is where students can modify many different computer settings.

## CLASSROOM ACTIVITIES

- Assign a Project: Have students start several different applications from the Control Panel.

[Hardware: Input devices \(26\)](#)

## LECTURE NOTES

- Students should understand the user interface is a combination of software and hardware.
- Discuss the differences and advantages of the alternative input methods presented in the text.

## FIGURES

- Figure 2-9, Figure 2-10, Figure 2-11, Figure 2-12, Figure 2-13, Figure 2-14

**TEACHER TIP**

Share with students that input device options depend on the type of computer they are using. Remind them they can attach a mouse to a device if it does not have one.

**CLASSROOM ACTIVITIES**

- **Group Activity:** Divide the class into small groups of three or four students. Provide each group with a list of job descriptions and have students decide which input devices would be best suited for that particular job. For example, a traveling salesperson might need a wireless mouse.

## [Glossary of Key Terms](#)

- Accessories folder (24)
- Aero desktop theme (22)
- Aero peak (22)
- Aero snap (22)
- Aero shake (22)
- All Programs option (24)
- Alt key (26)
- Arrow keys (26)
- Control Panel (25)
- Ctrl key (26)
- desktop themes (22)
- Ease of Access (24)
- Esc key (26)
- Function keys (26)
- gadget (23)
- graphical user interface (GUI) (26)
- icons (20)
- input (26)
- mouse (27)
- mouse buttons (27)
- mouse gestures (27)
- multi-touch trackpad (28)
- notification area (20)
- output (26)
- pinned buttons (20)
- ScreenTip (24)
- scroll wheel (27)
- Show Desktop button (20)
- Start button (20)
- Start menu (20)
- System Tools (24)
- taskbar (20)
- trackpad (28)
- user interface (26)
- windows (20)
- Windows 7 (19)
- Windows desktop (20)
- Windows key (26)
- wired mouse (27)
- wireless mouse (27)

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