

ICT

Study Module 6

Working with text and images

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6 Working with text and images

By the end of this module, you should be able to:

-  create and prepare text
-  work with tables
-  select and edit images

Introduction

It is easy to take text for granted but, without it, we wouldn't be able to communicate effectively. In this module, you will learn how to produce effective text for use in print- and screen-based publications.

Some people say that an image is as good as a thousand words. You will learn how to select effective images and carry out simple editing to make them suitable for inclusion in publications.

Skill Standards covered

At Level 1, you can...		At Level 2, you can...	
2	Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	2	Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts
2.1	Select and use software applications to meet needs and solve straightforward problems	2.1	Select and use software applications to meet needs and solve complex problems
7	Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	6	Enter, develop and refine information using appropriate software to meet requirements of a complex task
7.1	Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics , records, numbers, charts, graphs or other digital content	6.1	Apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics , records, numerical data, charts, graphs or other digital content

A

Working with text

Think about the purpose of the publication when deciding how much text to use. For publications designed to be viewed from a distance, such as posters or presentations, little and large is a good rule of thumb. Bear in mind that it is not as easy to read text onscreen as it is on paper, so limit the amount of text you use on web pages and other screen-based publications.

How will you keep the audience interested? Make the text as readable as possible. Don't waffle. Use words that most people will understand. Keep the style consistent throughout.

Text will be easier to read if it is broken down into manageable chunks.



Which software application should I use?

Word processing software is designed for working with text. However, almost all software applications have tools for entering and editing text and these may be sufficient if you are only working with small amounts of text.



Formatting text

Two important things that decide how easy text is to read are the **font** and the **font size**.

Fonts

Fonts are usually identified by name. Here are three very different fonts.

The name of this font is Book Antiqua. Fonts similar to this are often used in books and magazines.

The name of this font is Curlz. Fonts like this are used for small amounts of text to create special effects.

THE NAME OF THIS FONT IS FELIX TITLING AND IT HAS CAPITAL LETTERS ONLY. FONTS LIKE THIS ARE USED FOR MAIN HEADINGS AND TITLES.

Font size

A large amount of text will not be easy to read if the font size is too small. These three examples use the same font, but in different sizes.

5 points will be quite hard for most people to read easily without a magnifying glass.

10 points should be easy to read for most people and makes good use of space.

15 points may be used in 'large-print' books for people with eyesight problems, but large print can look quite ugly and is very wasteful of space.

Text alignment

The appearance of text is also affected by how it is aligned and by the spacing between the lines.

For text that doesn't have that many words to the line, left alignment works best. Right alignment and centred are not as easy to read, because each line starts from a different position. Justified text, where each line is made the same width by adjusting the spaces between letters and words, gives very varied spacing in narrow columns and is more difficult to read.

Adjusting the spacing between lines is often done to make text fit a given space. The standard line space is single. Reducing the line spacing can make text more difficult to read.

Aligned left	Aligned right
When a cat is dropped, it always lands on its feet, and when toast is dropped, it always lands with the buttered side facing down.	When a cat is dropped, it always lands on its feet, and when toast is dropped, it always lands with the buttered side facing down.
I propose to strap buttered toast to the back of a cat; the two will hover, spinning inches above the ground. With a giant buttered cat array, a high-speed monorail could easily link Edinburgh with London.	I propose to strap buttered toast to the back of a cat; the two will hover, spinning inches above the ground. With a giant buttered cat array, a high-speed monorail could easily link Edinburgh with London.

Centred	Justified
When a cat is dropped, it always lands on its feet, and when toast is dropped, it always lands with the buttered side facing down.	When a cat is dropped, it always lands on its feet, and when toast is dropped, it always lands with the buttered side facing down.
I propose to strap buttered toast to the back of a cat; the two will hover, spinning inches above the ground. With a giant buttered cat array, a high-speed monorail could easily link Edinburgh with London.	I propose to strap buttered toast to the back of a cat; the two will hover, spinning inches above the ground. With a giant buttered cat array, a high-speed monorail could easily link Edinburgh with London.

50% line spacing

When a cat is dropped, it always lands on its feet, and when toast is dropped, it always lands with the buttered side facing down.

I propose to strap buttered toast to the back of a cat; the two will hover, spinning inches above the ground. With a giant buttered cat array, a high-speed monorail could easily link Edinburgh with London.


Text style

Font styles such as **bold**, *italic* and underlined are used to give emphasis to small amounts of text. Regular font style is best for large amounts of text.


Text colour

Colour can also be used to bring text to life. Use it with care, though, as it generally makes the text less easy to read.

Tip

You can quickly copy all of the formatting by using the *Format Painter* or paintbrush. 

Skill Builder 6.1

-  Open digital asset SB6.1.1.
- From the list of fonts available, choose a font and font size that you consider easy to read and apply it to all the text in the file.
- Find the plant word 'Agapanthus' and give it the italic font style. Find the phrase 'garden design programme' and give it the bold font style.
- Select a font to use for the title and headings in the document that is different from the font for the main text. Then choose one suitable font style (such as bold, italics or underlined) for the title and headings.
- Repeat the work, experimenting with different fonts and font styles. You may also want to try using a colour for the title and headings.

Tip

To select all the text in a document, click at the beginning of the text and then press the keys Ctrl + Shift + End together.

Bullets and numbering

Bullets can make a list of points easier to read. Make sure that all the bullets in a list are consistent and in line.

If a list is meant to be read in a particular order, it will make more sense to number the points rather than use bullets.

During the day participants can try out lots of activities:


- Abseiling
- Orienteering
- Canoeing
- Disco dancing
- Swimming
- Beginners' snowboarding

The choice is theirs.


Results of girls' 100m race

- 1 Janice Watson
- 2 Aisha Khan
- 3 Cheryl Penn
- 4 Kate Roberts
- 5 Kelly Dodd
- 6 Angela Cheung
- 7 Sharika Maheswaran

Skill Builder 6.2

-  Open digital asset SB6.2.1.
- Select the list of animal names and format it to display as a bulleted list.
- On a new line below the list, enter the text 'I like these animals in this order'. Make a copy of the animal list below the new text. Remove the bullets from this list.
- Drag and drop the animal names into the order in which you like them. For example, if you like butterflies most and slugs least, then butterflies should be at the top of the list and slugs at the bottom.
- Format the list as a numbered list from 1 to 13. Then delete the sixth animal from the list. If you have formatted the list correctly as a numbered list, the numbers below the deleted line will adjust automatically.

Skill Builder 6.3

-  Open digital asset SB6.3.1.
- Select and prepare some of the text for inclusion in:
 - a printed poster and a flyer to advertise the ball
 - a digital poster to be displayed in the library foyer
 - a presentation for the council
- Edit and format the text appropriately.
- Save texts for different publications in separate files.

Tip

The easy way to remove bullets from a list is to select the list, then click on 'None' in the bullets dialogue box.

Working with tables

Tables are formed from rows and columns.

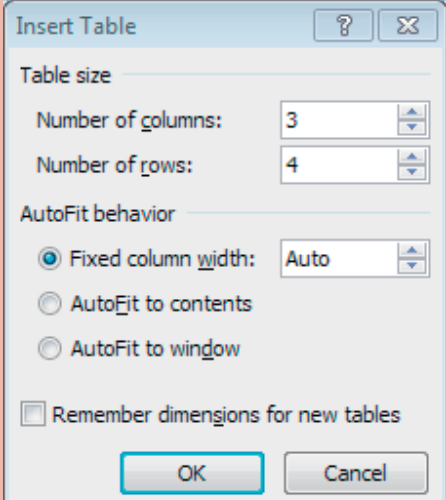
	Column		
	Day	9 am	12 pm
Row	Monday	12°C	15°C
	Tuesday	16°C	20°C
	Wednesday	16°C	19°C
	Thursday	14°C	18°C
	Friday	15°C	20°C
	Saturday	14°C	20°C
	Sunday	14°C	21°C

This table shows daytime temperatures for a week. The table layout makes it easy to find the information for any day and time.

If you enter text into a table cell, it will automatically move – wrap – to the next line without you needing to press the Enter key (this is called text wrap or word wrap). A cell will automatically expand downwards to allow multiple lines of text to be entered.


Skill Builder 6.4

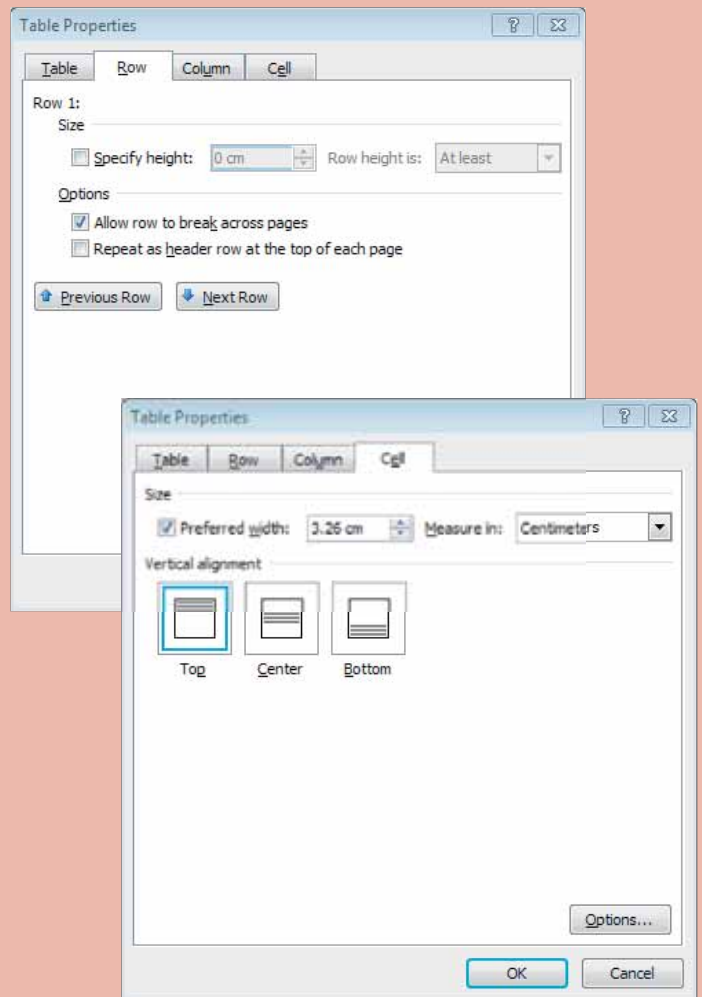
- Open a new document in your word processor and create an empty table with three columns and four rows.
- Enter this text into the first cell in the table: 'GCSE ICT 2010 – events schedule'.
- Note what happens when the text exceeds the cell width.
- Click in the last cell in the table. Now press the Tab key and note what happens.
- Click in any cell in the table, apart from the last one. Now press the Tab key and note what happens.
- Click in the text in the first cell in the table. Now press the keys Ctrl and Tab together, and note what happens.



Use formatting features such as colours and shading to emphasise information in a table.

Skill Builder 6.5

-  Open digital asset SB6.5.1.
- In the table, delete the fifth column (Average per hour).
- Merge the cells in the first row so that the heading stretches across the whole table.
- Shade the header row.
- Use the 'Table' menu to set the height of all the rows in the table to 1.5cm.
- Right click on the mouse and change the alignment of text in every cell of the table to centre (vertical alignment: centred, horizontal alignment: left aligned).
- Add an additional row before 'snowboarding'. Insert the information about tobogganing (Location: Ski slope; Age: 14 and over; Max per hour: 16).
- The lake has dried up. Remove the row containing information about canoeing.
- Switch gridlines off.



B Using images

Almost every publication you see or produce will have at least one image, such as a photograph, a drawing, a cartoon, a map or a diagram. Images can convey a surprising amount of information and are great for:

- getting across a message or telling a story, especially if the message has strong emotional content
- creating a particular mood or atmosphere
- highlighting key points
- breaking up lengthy pieces of text – but only if they are appropriate and relevant.


Choose images with care. They must be relevant to the text and enhance the 'look and feel' of the publication.

Editing images

Cropping

If you only want to use part of an image, use the *Crop* tool to remove the bits you don't want. In this photograph, the main group of sealions was selected and then the image was cropped.

Skill Builder 6.6

-  Open a new text document.
- Insert the image digital asset SB6.6.1.
- Crop this image from the right and from the bottom so that the computer screen, desk and keyboard are hidden.



Resizing



Resizing an image allows you to make it bigger or smaller. Be careful to keep the proportions correct or you will end up with a squashed or stretched image that is not fit for purpose.

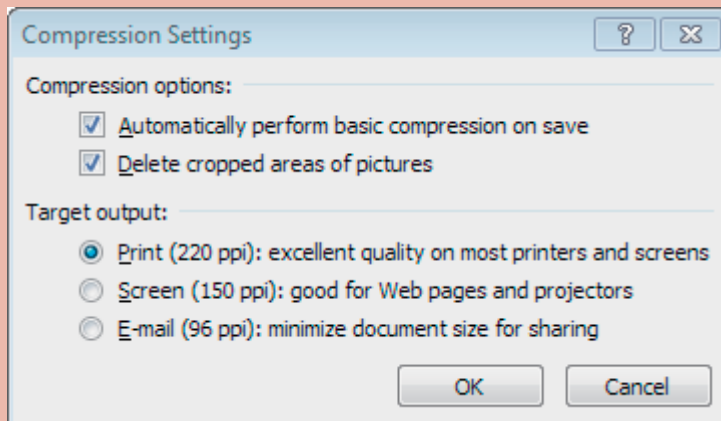
Use the corner handles and keep the Shift key pressed to avoid distortion.

Compressing

When you have finished resizing or cropping a picture, compress it. By compressing it, you save it in its new, smaller size as part of the document. If you do not compress a picture, the larger size of its original will add to the file size of your document.

Skill Builder 6.7

-  Open a new text document.
- Insert image digital asset SB6.7.1.
- Save the file under the name *GG-Bridge1*.
- Click on the picture and reduce it to at least half its size. 
- Click on the *Compression* tool.
- Open the 'Compression' dialogue box.



- Select these settings and click 'OK'.
- Save the file under the name *GG-Bridge2*.
- Compare the size of the two files.

Selecting a file format

Images can be stored in a number of file formats.

Skill Builder 6.8

Compare a .wmf format clipart image file from the Microsoft website with a .jpg or .bmp clipart image. What happens when you increase the size of each type of image (by dragging a handle)? Which type is most suitable if you want to increase the size of the image on the page?

Which software application should I use?

Word processing, presentation and website software have basic image editing tools that meet most general needs. For creating more complex images, with special effects or to industry standard, opt for specialist software such as drawing, design, image or photo editing software.

Image quality

Images that display clearly on screen may not be suitable for printing. Take care that an image is still effective when printed – that its size and quality are suitable. If you are printing in black and white, make sure that colour images print clearly.

Images that look fantastic when printed may be too large to be effective on-screen – especially on web pages.

C

Wrapping up

Skill Check – make sure you know how to:

- ✓ select text
- ✓ format text
- ✓ adjust line spacing
- ✓ use bullets and numbered lists
- ✓ create and format tables
- ✓ use borders and shading in tables
- ✓ crop and resize images

Test Tips

- Task 3 focuses on bringing together information from a number of sources.
- Because of the time constraints of the test, you will not be expected to produce text or images yourself. You will have produced some of the information needed in Tasks 1 and 2. In addition, Edexcel will supply an image bank and some text files for you to select from.
- Keep in mind audience and purpose when selecting what text and images to include.
- Have a look at Task 3 of the sample tests. How much textual information is required and where does it come from? Have a look at the image bank provided. How many of the images are suitable?