Illustrated Microsoft Office 365 and Office 2016 Fundamentals 1st edition Hunt Solutions Manual

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Module 15
Integrating Office 2016 Programs

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Module 15: Integrating Office 2016 Programs

Concepts Review

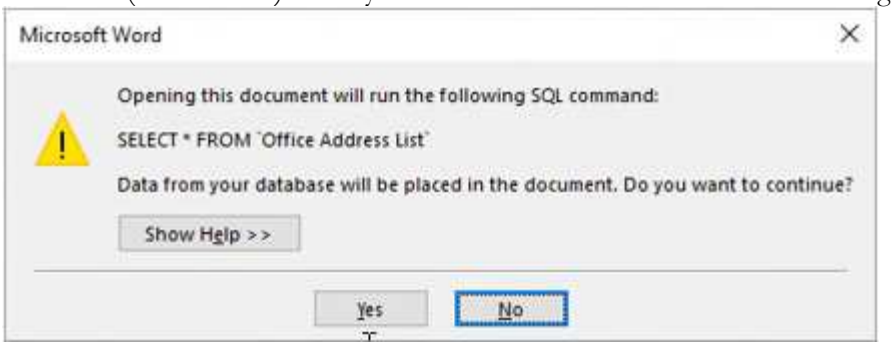
Screen Labeling	Matching Items	Multiple Choice
1. Select Recipients button	7. b	12. b
2. Merge fields	8. e	13. a
3. Inserted screen clip	9. d	14. b
4. Finish and Merge button	10. a	15. c
5. Next Record button	11. c	
6. Preview Results button		

Skills Review

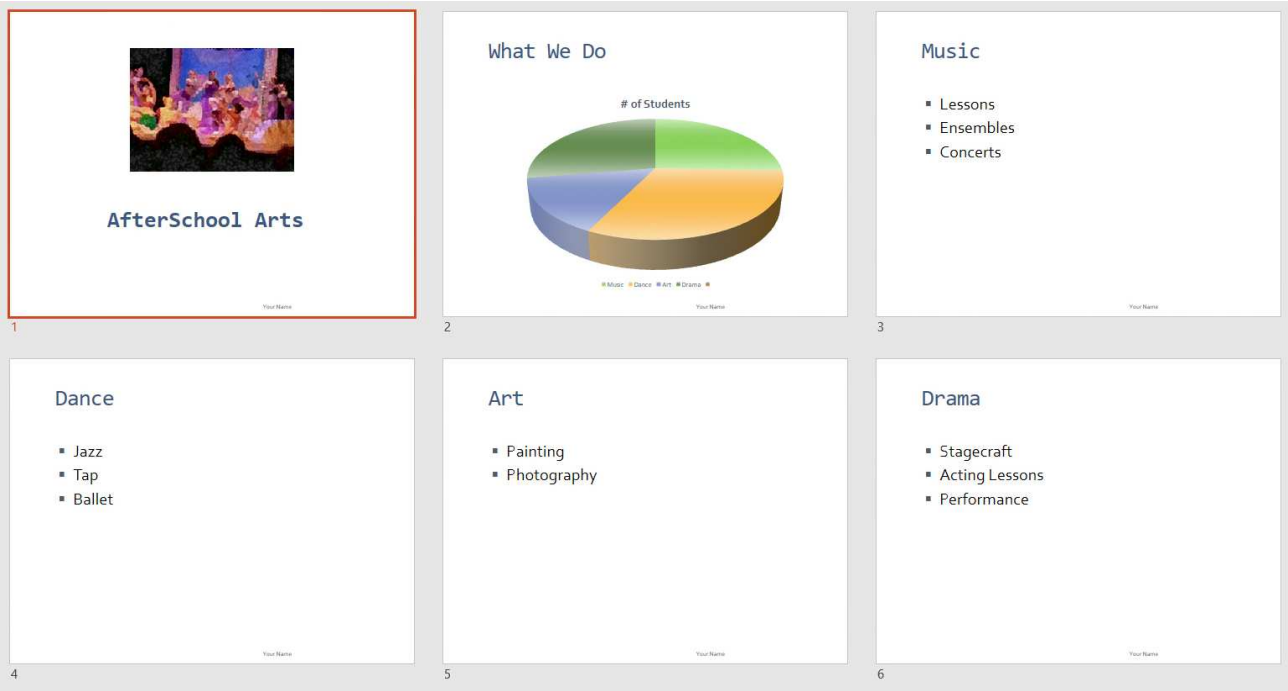
The completed solution files are shown here.

Note to instructors: When you open linked files that were create on other machines, and see the message "This document contains links that may refer to other files. Do you want to update this document with the data from the linked files?", you will need to click "No" to open the file without linking to the source file. Office lets you view linked data but does not let you update links between files linked using another machine.

You will also be asked about running an SQL command, and asked if you want to continue. If you click No, you will not be able to see all the records in the merge. If you click Yes, you'll need to navigate to, and select, the data source file (the database). Then you'll be able to see all the records in the merge document.



Microsoft Office 2016 – Illustrated Fundamentals
Solutions to Integration 2016 Module 15 EOM Exercises
Filename: 15-AfterSchool Arts.pptx



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Filename: 15-AfterSchool Arts Overview.docx

Page 1

3027 Blatchley Ave. Dallas, TX 75200 999.555.3333

March 1, 2017

Antoine Amyot
1088 Pandan Rd.
Fort Worth, TX 76101

Dear Antoine,

AfterSchool Arts is a non-profit organization that provides enrichment activities for youngsters from elementary through high school age. We include instruction and performance opportunities in the following areas:

1. Music
2. Dance
3. Art
4. Drama

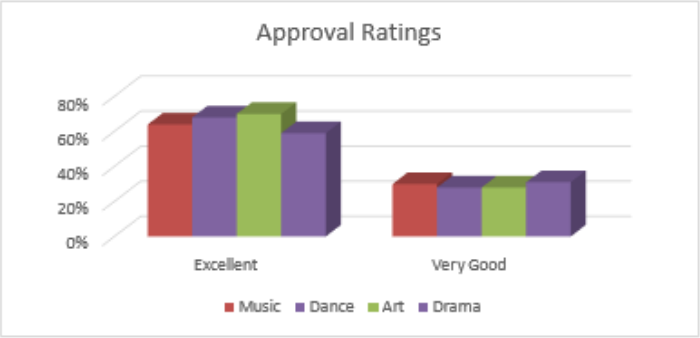
Studies have shown that arts education has many beneficial effects. When exposed to the arts, children show improved motor skills, language development, visual learning, and decision makings. In addition to becoming more creative and culturally aware, students involved in the arts also excel academically.

In our 35-year history, AfterSchool Arts students have gone on to become:

- Professional performing artists (9%)
- Teachers (22%)
- Performers in community productions (45%)

Parent and student surveys have shown a high degree of satisfaction with our programs.

	Music	Dance	Art	Drama
Excellent	64%	68%	70%	59%
Very Good	30%	28%	28%	31%



We thank you for your interest in AfterSchool Arts. We are enclosing a schedule of our upcoming performances, as well as an application form. We look forward to hearing from you.

Very truly yours,

Lydia Bertucci
Managing Director

Microsoft Office 2016 – Illustrated Fundamentals
Solutions to Integration 2016 Module 15 EOM Exercises
Filename: 15-AfterSchool Arts Approval Ratings.xlsx

AfterSchool Arts Approval Ratings				
	Music	Dance	Art	Drama
Excellent	64%	68%	70%	59%
Very Good	30%	28%	28%	31%

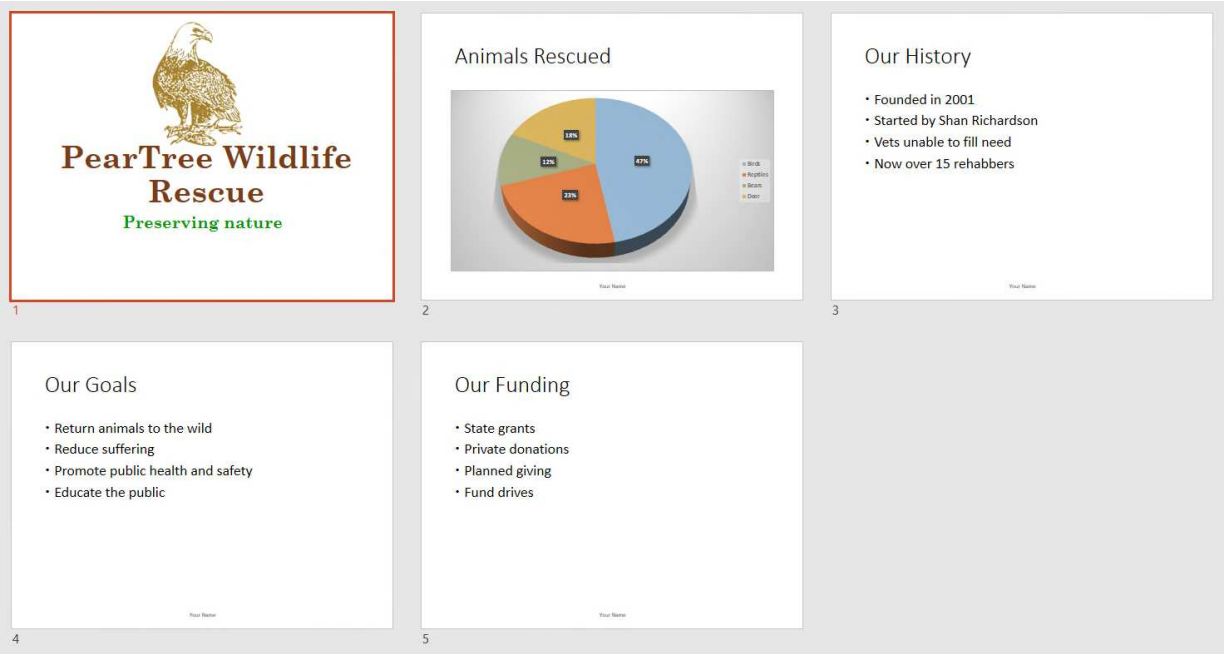
Independent Challenges

Because students may tackle the independent challenges in different ways, it is important to stress that for some Independent Challenges there is not just one correct solution.

Independent Challenge 1

The solution files are shown here.

Filename: 15-PearTree Presentation.pptx



Filename: 15-PearTree Letter.docx:
Page 1

PearTree Wildlife Rescue

8886 Western Road
Knox, NY 10433
(917) 555-0000

July 7, 2017

«AddressBlock»

«GreetingLine»

We would like to take this opportunity to thank you for your contribution to PearTree Wildlife Rescue. It is through the generosity of contributors like you that we will continue to rescue and rehabilitate the hundreds of animals that are sick or injured in our town.

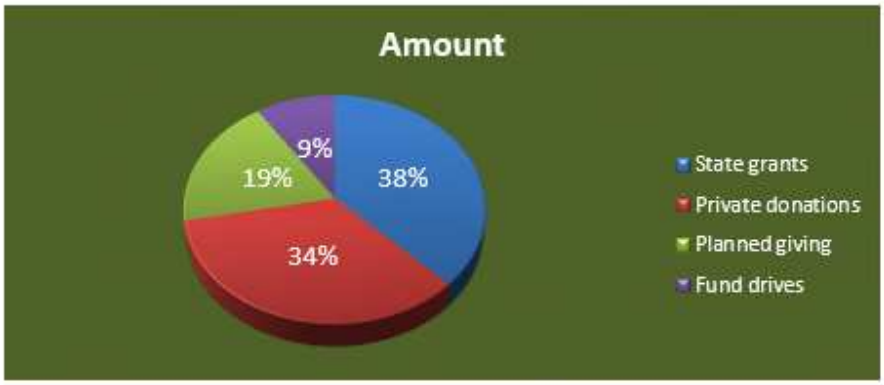
As you know, our goals are:

- To provide care and treatment for injured and orphaned wildlife
- To release healed animals to their natural habitat
- To increase public awareness of dangers to wildlife
- To perform research to ensure post-release survival

As a contributor, you may be interested in knowing where our funding comes from. Here is a summary of our major donors and the contribution amount for each one during the last year:

Contributors	Amount	
State grants	$	75,000
Private donations	$	55,000
Planned giving	$	30,000
Fund drives	$	15,000

As you can see from the chart below, private donations account for only 31% of our budget. We hope that contributions like yours will help us increase that percentage.



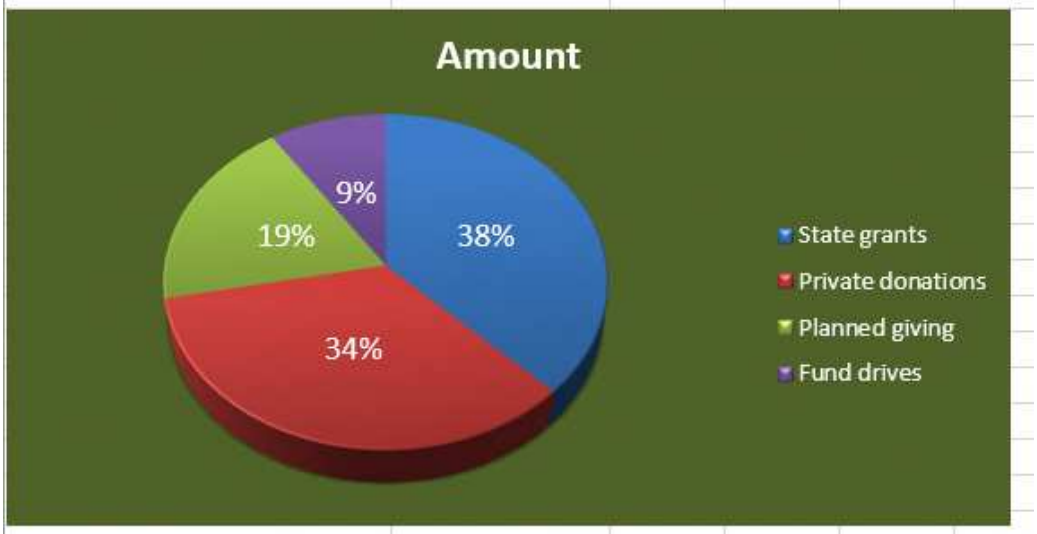
The health of our wildlife is vital to having a healthy, sustainable environment. We thank you again for your contribution, and hope that you will remain a dedicated supporter of both PearTree Wildlife Rescue and ongoing national programs that seek to preserve our precious natural surroundings.

Very truly yours,

Your Name
PearTree Wildlife Rescue

Filename: 15-PearTree Data.xslx:

Contributors	Amount
State grants	$ 60,000
Private donations	$ 55,000
Planned giving	$ 30,000
Fund drives	$ 15,000



Filename: 15-PearTree Merged Letters.docx:
This document has eight pages, two for each of the four recipients. The figure below shows the letter for the first recipient.

PearTree Wildlife Rescue
8886 Western Road
Knox, NY 10433
(917) 555-0000

July 7, 2017

Ms. Julia Larsson
Branford Sales
3388 N. 8th St.
Denver, CO 80100

Dear Julia,

We would like to take this opportunity to thank you for your contribution to PearTree Wildlife Rescue. It is through the generosity of contributors like you that we will continue to rescue and rehabilitate the hundreds of animals that are sick or injured in our town.

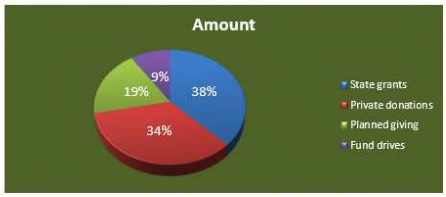
As you know, our goals are:

- To provide care and treatment for injured and orphaned wildlife
- To release healed animals to their natural habitat
- To increase public awareness of dangers to wildlife
- To perform research to ensure post-release survival

As a contributor, you may be interested in knowing where our funding comes from. Here is a summary of our major donors and the contribution amount for each one during the last year:

Contributors	Amount
State grants	$ 75,000
Private donations	$ 55,000
Planned giving	$ 30,000
Fund drives	$ 15,000

As you can see from the chart below, private donations account for only 31% of our budget. We hope that contributions like yours will help us increase that percentage.



The health of our wildlife is vital to having a healthy, sustainable environment. We thank you again for your contribution, and hope that you will remain a dedicated supporter of both PearTree Wildlife Rescue and ongoing national programs that seek to preserve our precious natural surroundings.

Very truly yours,

Your Name
PearTree Wildlife Rescue

Independent Challenge 2

The solution files are shown here.

Filename: 15-Outdoor Loan Letter.docx:

Page 1

Outdoor Touring
3027 Spring St.
Portland, ME 04100
207-555-1234

July 20, 2017

Ms. Jane Dough
Safer Capital
44 Balmy St.
Portland, ME 04102

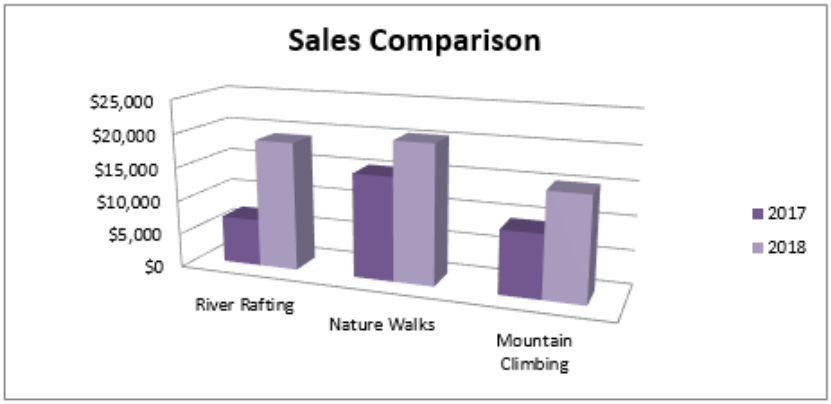
Dear Ms. Dough:

We are currently seeking an investor for Outdoor Touring, a new business that takes clients on adventure tours in New England.

Adventure touring is a fast-growing market segment in New England. Young graduates who have settled in the Boston and Portsmouth areas are increasingly drawn to the pristine woods and lakes of Maine. They are professionals in a variety of fields, and as they advance in their careers, they are increasingly able to avail themselves of such vacation opportunities.

Based on your interest in revitalizing the area's economy, I believe that our business plan may be of interest to you, and have enclosed a copy. Following is a chart illustrating the success of similar tour types in other parts of the country.

Your Name



Outdoor Touring is poised to become a leader in the outdoor adventure tour industry. We have targeted the New England states initially. Our competitive advantage stems from our owners, who are highly experienced outdoor tour leaders in nature walks, skiing, and watercraft tours. We also have a strong management base; both partners have a solid financial background.

We are seeking $75,000, all of which will be used for startup equipment costs.

Thank you for your consideration and interest in Outdoor Touring. Please contact me with any questions you have, and I will be pleased to provide any additional information you require. If, upon completing your review, you would like to discuss this matter further, please do not hesitate to contact me, by telephone at 207-555-1234 or by e-mail at yourname@outdoortouring.com.

Yours truly,

Your Name
Owner

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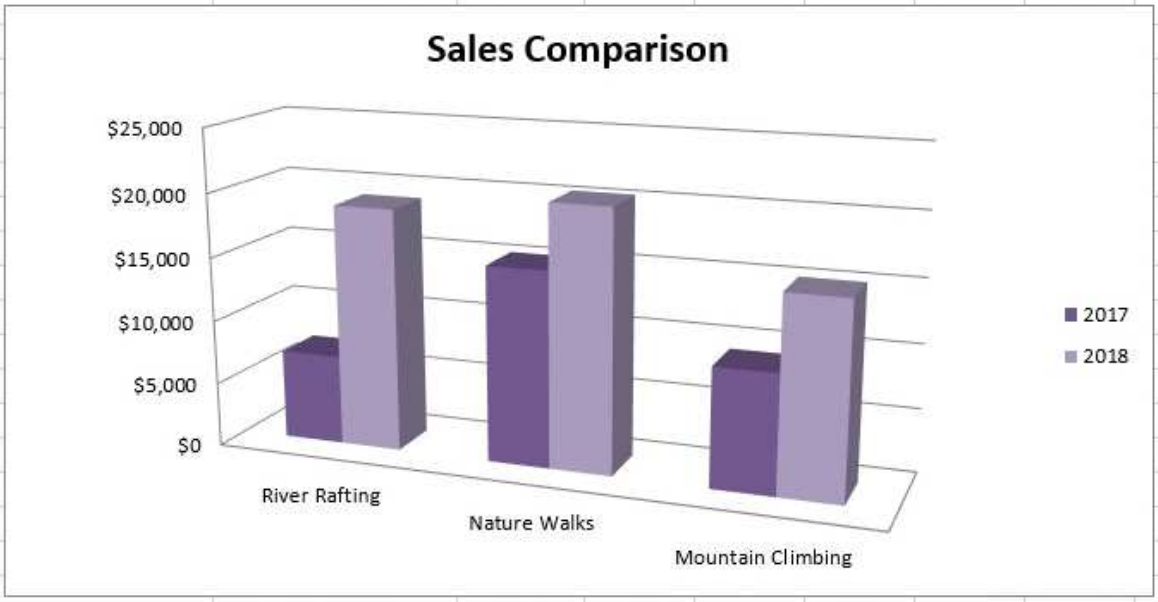
Filename: 15-Outdoor Sales Comparison.xlsx:

	A	B	C
1		Representative Sales in other Cities	
2			
3		2017	2018
4	River Rafting	7,000	19,000
5	Nature Walks	15,300	20,400
6	Mountain Climbing	9,300	15,200



Filename: 15-Outdoor List.accdb

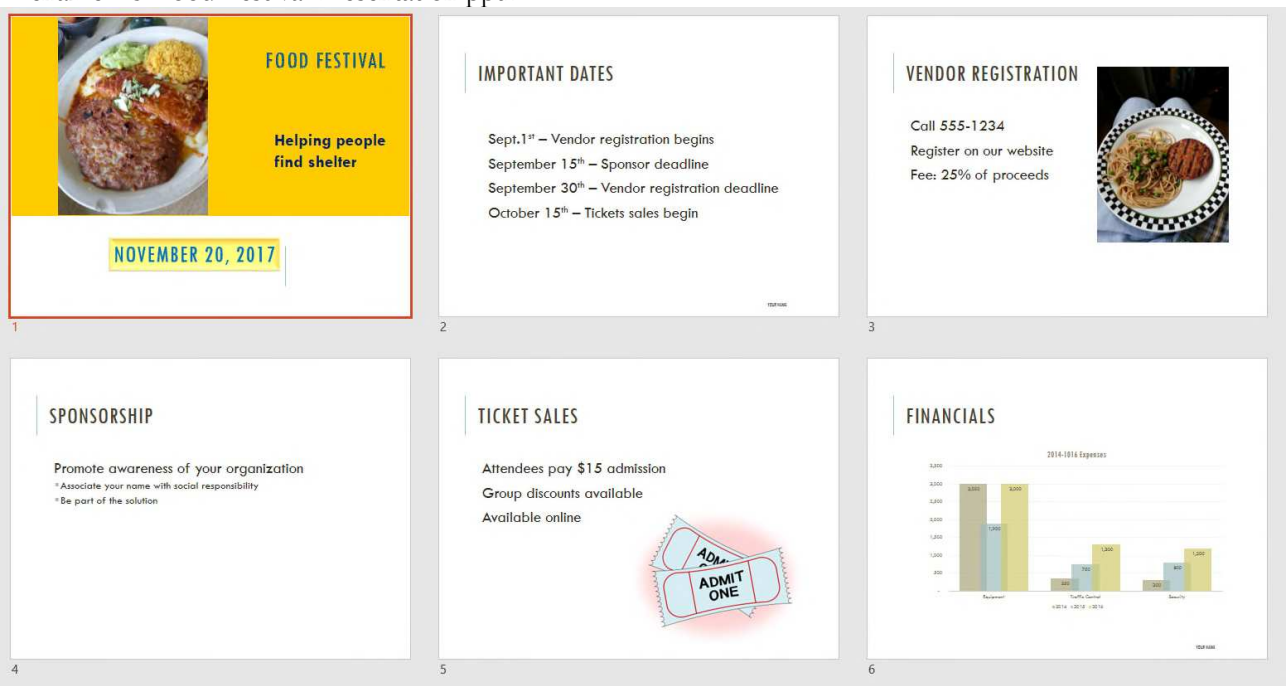
Title	First Name	Last Name	Company Name	Address Line 1	Address Line 2	City	State	ZIP Code
Ms.	Jane	Dough	Safer Capital	44 Balmy St.		Portland	ME	04102
Mr.	Miguel	Rivera	Boston Bank Co.	400 State St.		Boston	MA	04172
Ms.	Lindsay	Ling	Adventure Group	400 Cheery St.		Portsmouth	NH	03801

Filename: 15-Outdoor Collage.pptx:

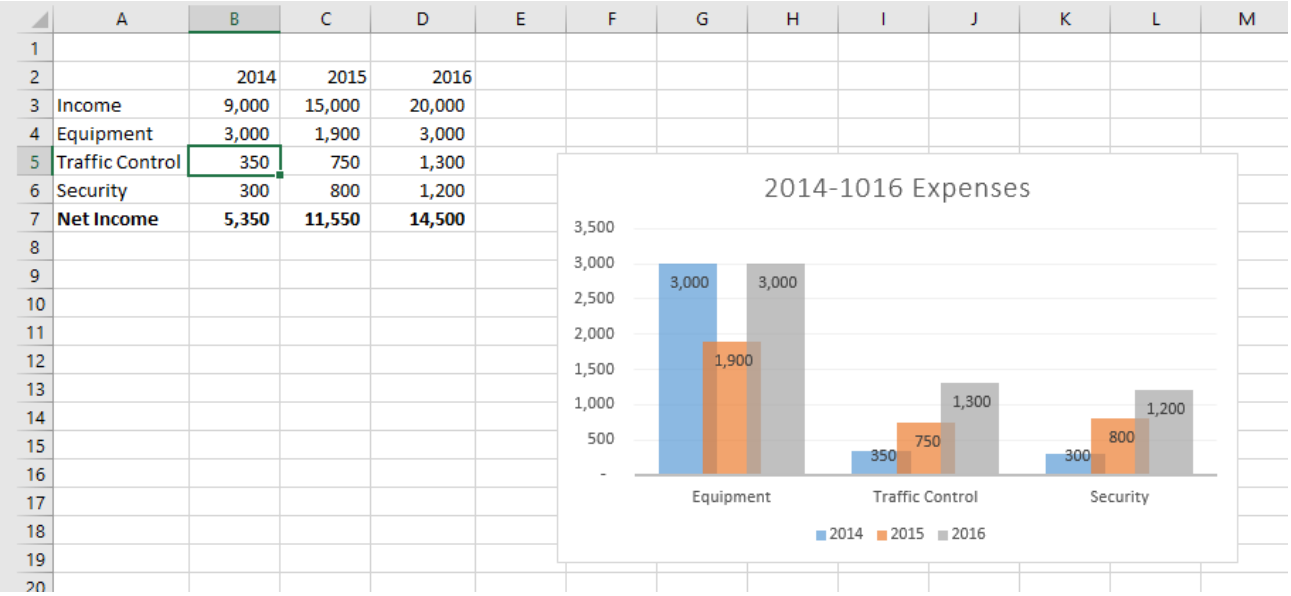
Independent Challenge 3

Student content and formatting will differ. One possible set of solutions is shown below.

Filename: 15-Food Festival Presentation.pptx:



Filename: 15-Food Festival Financials.xlsx:



	A	B	C	D
2		2014	2015	2016
3	Income	9,000	15,000	20,000
4	Equipment	3,000	1,900	3,000
5	Traffic Control	350	750	1,300
6	Security	300	800	1,200
7	**Net Income**	**5,350**	**11,550**	**14,500**

Filename: 15-Food Festival Confirmation Letter

Denver Community Development Association
Food Festival
P.O. Box 340
Denver, CO 80211

October 15, 2017

Mr. William Schilling
33 Oak St.
Denver, CO 80200

Dear Mr. Schilling,

Thank you for registering as a vendor for the Food Festival to benefit our homeless population! This letter confirms your registration. We will be sending you a packet within the next week.

We hope you enjoy the event! Your participation makes it possible for us to contribute to the well-being of our community by making a substantial contribution to local shelters. We feel this is especially important during this pre-holiday season.

Very truly yours,

Your Name

Filename: 15-Food Festival Registrations

Office_Address_List

Title	First Name	Last Name	Company Na	Address Line	Address Line	City	State	ZIP Code
Mr.	William	Schilling		33 Oak St.		Denver	CO	80200
Ms.	Bilana	Petrovska		9922 Main St.		Denver	CO	80200
Ms.	Lucy	Chang		8483 Del Rio W		Denver	CO	80200

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Independent Challenge 4: Explore

Student content and formatting will differ. One possible set of solutions is shown below.

Filename: 15-My Letter.docx:

Women of the Pen
111 Jellison St.
Cape Hope, NC 27000

Mr. Jose Barlett
Star of the Ocean School
700 Upland Rd.
Raleigh, NC 27000

Dear Mr. Barlett:

Thank you so much for making your school available to use for our spring writers' conference. Your facilities are beautiful and the school will make an ideal location.

I wanted you to know that several members of our organization have volunteered to arrive early so they can meet with your facilities staff and review your rules for building usage during the conference. As you requested, I'm supplying their names and email addresses here, so you can send them each a copy of your school usage policy manual:

First Name	Last Name	Email Address
Jan	Averson	javer@wopen.org
Stella	Stefanovska	stef@wopen.org
Akiko	Sato	akiko@wopen.org
Briana	Brennan	brib@wopen.org

Thank you again for your help, and please let me know if you need any more information.

Very truly yours,

Your Name

Filename: O-My Database.accdb

Helpers

ID	First Name	Last Name	Email Address	C
1	Jan	Averson	javer@wopen.org	
2	Stella	Stefanovska	stef@wopen.org	
3	Akiko	Sato	akiko@wopen.org	
4	Briana	Brennan	brib@wopen.org	

Filename: O-My Export

ID	First Name	Last Name	Email Address
1	Jan	Averson	javer@wopen.org
2	Stella	Stefanovska	stef@wopen.org
3	Akiko	Sato	akiko@wopen.org
4	Briana	Brennan	brib@wopen.org

Filename: O-My Email text

brib@wopen.org

Don't forget that our Writer's Conference is on September 6th. All volunteers must arrive by 7:00 to set up!

Thanks so much for your help. We appreciate all that you do.

Your Name

Filename: 15-My Merged Emails (first two messages)

javer@wopen.org

Don't forget that our Writer's Conference is on September 6th. All volunteers must arrive by 7:00 to set up!

Thanks so much for your help. We appreciate all that you do.

Your Name

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stef@wopen.org

Don't forget that our Writer's Conference is on September 6th. All volunteers must arrive by 7:00 to set up!

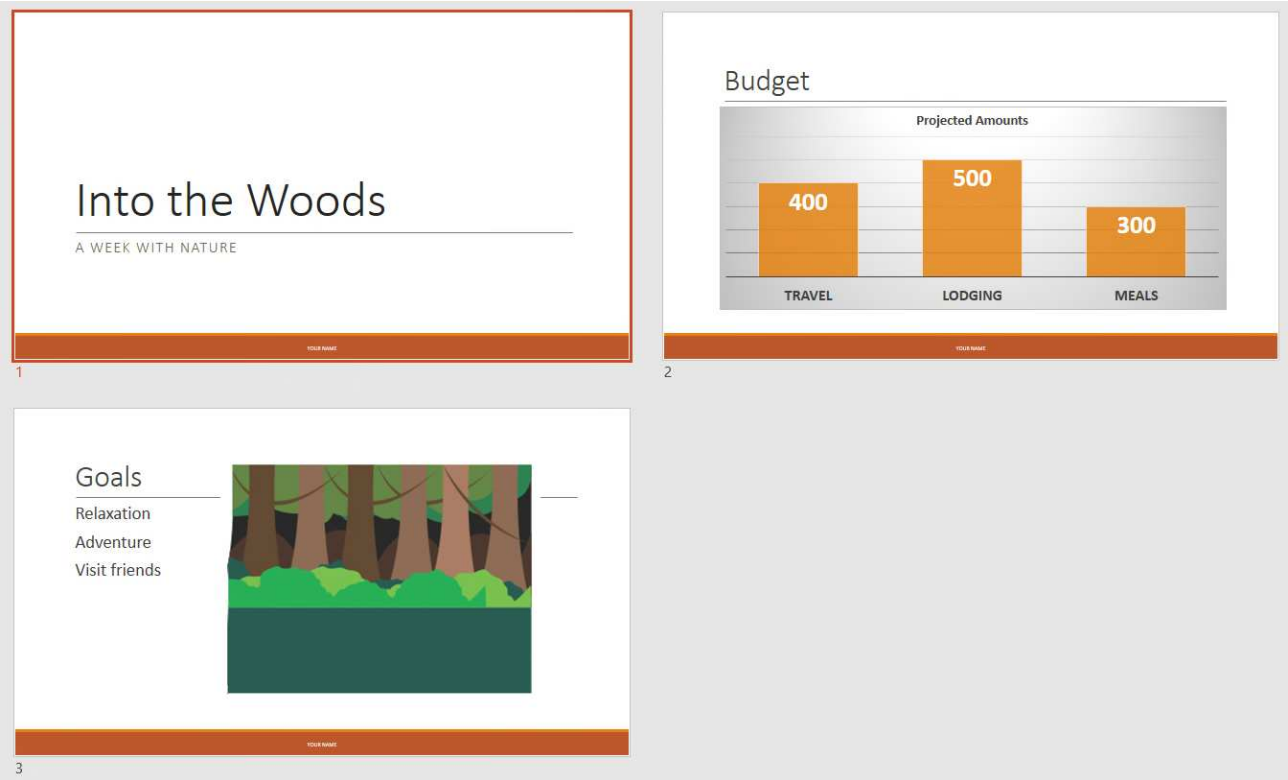
Thanks so much for your help. We appreciate all that you do.

Your Name

Visual Workshop

The solution file is shown here. Drive information shown in Slide 3 will differ, based on students' computer contents.

Filename: 15-Dream Vacation.pptx



MODULE 1: Getting Started with Windows 10

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Module 1: Getting Started with Windows 10

Concepts Review

Screen Labeling	Matching Items	Multiple Choice
1 Recycle Bin	9 c	16 d
2 Start button	10 e	17 c
3 Taskbar buttons	11 d	18 a
4 Microsoft Edge button	12 a	19 d
5 Taskbar	13 b	20 b
6 Notification area	14 g	21 b
7 Desktop	15 f	22 c
8 Windows app tiles		

Skills Review

Step 1c – When student enter their password, make sure they enter it using the correct upper- and lowercase letters.

Step 2a – The screen in this lesson assumes that student desktops are empty except for the Recycle Bin, but they may well have other items on their desktops.
Step 2b – If student machines are set to autohide the taskbar, have students point to the bottom of the screen to ensure that the Start button and the taskbar appear.

Step 3a –Make sure that new users understand the difference between pointing and clicking. Also, ensure that students notice that the shape of the mouse pointer determines the next action they can take. They should always notice the pointer shape before they click or double-click an object. For example, the select pointer, shown in Lesson 3, step 1, tells them they can select the object the pointer is over.
Step 3b – ScreenTips only appear if they point to a taskbar icon and wait a moment, before clicking. Also, taskbars on student screens may have other icons than the default icons shown in the figures if a previous user has customized the taskbar contents.
Step 3c – If students are having trouble double-clicking or double-tapping, ensure that 1) they are double-clicking or double-tapping in quick succession, and 2) that they do not move the pointer (if they are using a pointing device) between the first and second click.

Step 4a – The Maps app may ask students for their location; they can supply the information or not.

Step 4b – Remind students that they can always click the menu expand icon (you might add that some writers call this the “hamburger icon”!) to see the names of each of the icons shown.

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Step 5a – Remind students that open apps that are minimized have a contrasting line under them in the taskbar. The color of this line is an off-white, but it can change depending on the Windows theme in effect, so this text uses the term "contrasting."
Step 5b – The lower part of the Weather app contains a wealth of information. Also, remind students that the Weather app scroll bar only appears if they move the pointer over the app window.
Step 5e -- Students should understand the difference between minimizing a window to the taskbar, and restoring a window down to a non-maximized size.

Step 6 -- Managing open windows is a critical skill so students don't "lose" items on the desktop. Clicking the Task View button on the taskbar, new in Windows 10 and shown in Step 6 of the Manage Multiple Windows lesson, is an excellent way to do this; it shows all open windows. The keyboard shortcut for Task View is [WinKey]+Tab – press and hold the [WinKey] and while it is held down, press [Tab]. This method is an improvement over the old [Alt][Tab] method because Task view remains on the screen even if you remove your hands from the keyboard. As you may remember with the older [Alt][Tab] method, a small window that opens in the middle of the screen shows icons representing all open windows, but releasing the keys returns you to your document.

Resizing windows is also an important skill in managing multiple windows on the desktop. The shape of the pointer arrow, such as the diagonal double-pointed resize pointer shown in step 5 and the vertical and horizontal resize pointers shown in the text after, tell them that they can begin dragging to resize a window.

Step 6g and h: Remind students that the Snap Assist feature can snap two windows to the left and right sides of the screen (if they drag to the left or right screen borders), or to the four quadrants of the screen (if they drag to the screen corners). Dragging to the four corners is a new feature in Windows 10.

Step 7 -- Student drawings may differ from the one shown in Figure 1-25, and this is fine, as long as they gain experience using the drawing tools. Emphasize that the first click the tool they need, select a color, and then draw on the canvas. Students close the drawing without saving because file saving is not covered until Module 2.

Note also that students' screen size and resolution will determine the appearance of buttons on the Paint Ribbon. At lower resolutions, more buttons may be reduced in size so they do not show text. They may also appear on menus instead of directly on the Ribbon.

Step 8 – Windows Help and Support might have changed since this text was published, so encourage students to be flexible and determine the appropriate links to click. Help has more choices than in previous versions of Windows – they can now choose the Getting Started app, which contains both textual help and videos, or Cortana, which takes them to web sources.

Step 9 – Adjust the shutdown procedure so that it is appropriate for your lab.

Independent Challenges

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Because students will solve the independent challenges in different ways, stress there is not just one correct solution. The following are examples of possible solutions for the Independent Challenges in Module 1 of this book.

Independent Challenge 1

Filename: None

Students are asked to consult Windows 10 Help on the new features of Windows 10 and hand write (or use WordPad to write) a memo to Emerson at Chicago Instruments. Students will find a variety of Web results for this information. They can also open the Getting Started app from the Start menu and select the What's New link. Note that online Help topics can change over time.

Student memos should include the following:

- New Start menu
- Cortana digital assistant
- Improved, more accessible Windows Store
- Microsoft Edge web browser, which replaces Internet Explorer; it features the ability to make Web notes (page annotations with an electronic pen and highlighter, as well as a note tool and the ability to copy portions of a page), Reading view (which shows web pages without ads) and a Reading list, where they click a star icon ☆ to save an article for later reference. Cortana is built into the browser, so search results will contain information customized to your particular search.
- Improved Snap assist, which now allows snapping to screen corners
- Task view and multiple virtual desktops

Note to Instructors: Make sure students understand the difference between touch **screens** and touch **pads**. The sidebar on page Windows 2 shows touch screens. Touch pads refer to the touch-sensitive pads on many laptops, which also have left and right buttons, like a mouse. Table A-1 on page Windows 7 includes a column of touch pad actions.

Independent Challenge 2

Filename: None

This Independent Challenge is intended to give students practice with pointing, clicking, and pressing keys using the Calculator accessory. They are asked to use the Converter to convert centimeters to inches. They create a memo about how to convert metric measurements to inches and feet.

Independent Challenge 3

Filename: None

The Independent Challenge has student open the Weather app to determine temperatures in Toronto, Ontario, Canada and in a location of their choice. Note that they can click the Search icon to enter the name of another city.

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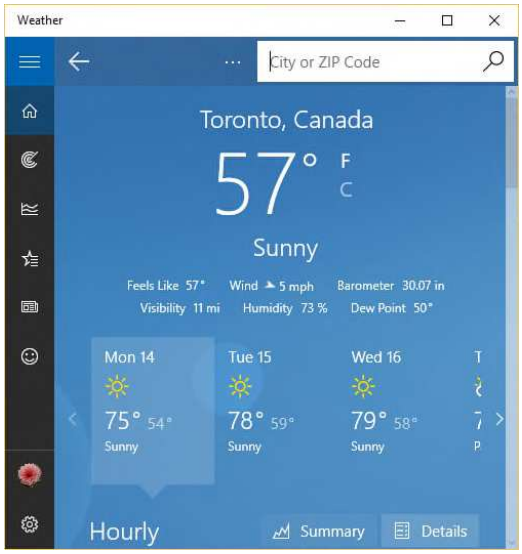


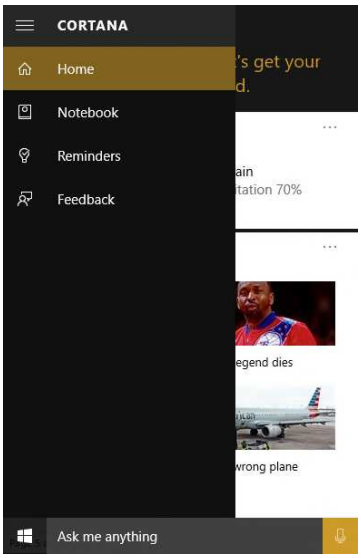
They are then asked to write Erica, of Erica's Pet Shipping, a memo outlining how they can use the weather app to keep pets safe during shipping. Student answers will vary, but should mention how to enter locations so that they can always know the temperature of destination cities where they ship pets, and avoid shipping when temperatures are too high or too low for the pets' health.

You may want to have students explore other free apps that can help enhance their productivity. Have them click the Windows Store app in the taskbar.

Independent Challenge 4: Explore

Filename: None

In this Independent Challenge, students explore Cortana, the new personal digital assistant in Windows 10. If they don't see the microphone icon in their Search text box on the taskbar, they will need to set up Cortana by answering some preliminary questions and verifying their Microsoft user account.)



Once Cortana is set up, the text in the taskbar reads "Ask me anything" instead of "Search the Web and Windows." After they click the microphone icon, the pulsating circle indicates that Cortana is "listening." If no voice command is received, Cortana displays information tailored to the user and the time of the day.

Students explore the icons that appear down the left side of the Cortana window.

In Step c, students use the Reminders button to set a reminder for one or two minutes from "now." After the reminder appears, they click Complete.

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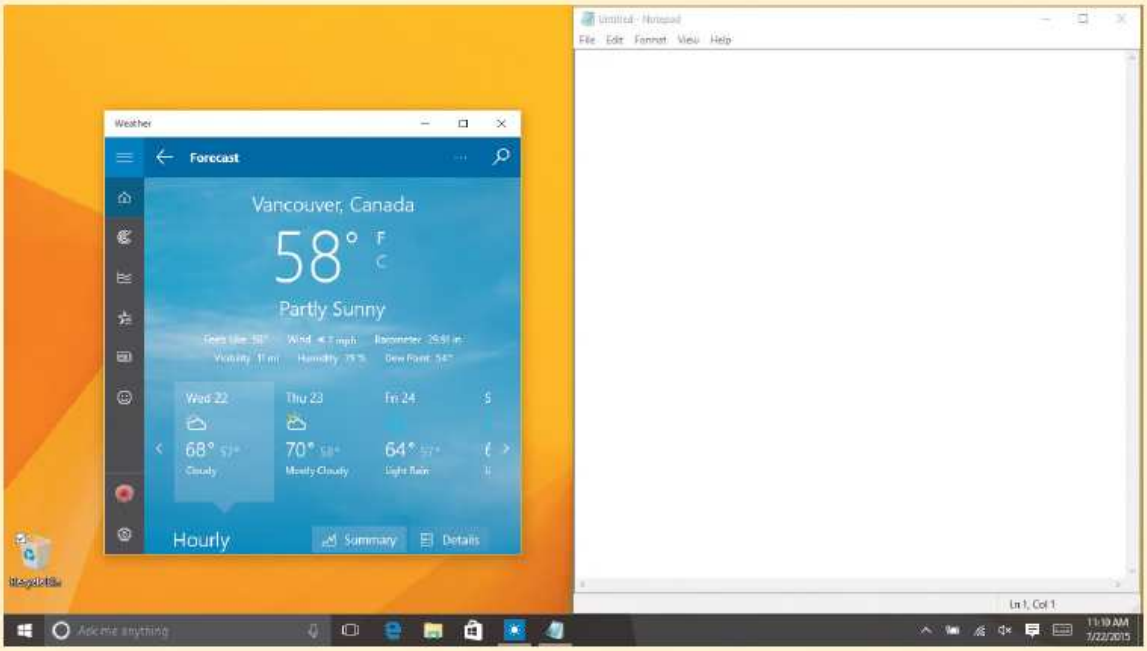
In Step d, they enter a reminder using speaking instead of typing.

Visual Workshop

Students are asked to make their screens resemble Figure 1-27, which shows the Weather window restored on the left side of the screen, and the Notepad windows filling the right side of the screen. Note that the Recycle Bin is in the lower left corner of the screen, so they will have to drag it to that location. The taskbar is also showing, so if the taskbar on their machine is set to autohide, they will need to point to the bottom of the screen to make it appear.

FIGURE 1-27



Office 2016 Module 3: Getting Started With Microsoft Office 2016

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 module summary.

This document is organized chronologically, using the same heading in **blue** that you see in the textbook. Under each heading you will find (in order): Lecture Notes that summarize 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 Site also contains PowerPoint Presentations, Test Banks, and other supplements to aid in your teaching experience.

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Module Objectives

Students will have mastered the material in Office 2016 Module 3 when they can:

- Understand Office 2016
- Start an Office app
- Identify common elements in an Office app
- Use the Ribbon and zoom controls
- Use the Quick Access Toolbar
- Save a file
- Get Help
- Exit an Office app

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Understand Office 2016

LEARNING OUTCOMES

- Identify and explain the uses for Office 2016 apps
- Explain benefits of Office 2016

LECTURE NOTES

- Explain what Microsoft Office 2016 is—that is, a suite of apps you can use to create documents, analyze data, and complete almost any business task.
- Discuss the apps in Office 2016—Microsoft Word, Excel, Access, and Powerpoint, under the DETAILS tab.
- Describe examples of what each app does, using FIGURES 3-1 through 3-4.
- Discuss the Other Office Apps in TABLE 3-1, explaining what each one can do.
- Explain Office Online apps, and how they differ from the full versions.

CLASSROOM ACTIVITY

1. **Class Discussion:** Ask students which apps they use most frequently.

LAB ACTIVITY

1. Ask students to locate each of the apps in the Office 2016 suite, report where each app can be found, and provide a brief description of the app. **(**Student answers will vary and will depend on what Start menu and desktop components appear on your school's computer desktops and how you explain the use of those components during lecture.)

Start an Office App

LEARNING OUTCOMES

- Start an Office app
- Explain the purpose of a template

LECTURE NOTES

- Explain the meaning of the word "Launch" as it's used in Office—that is, to start a program.
- Describe and demonstrate how to launch Word 2016, following each of the steps under the STEPS tab.
- Describe the various versions of Office 365, and how users generally use each.
- Use FIGURE 3-5 and FIGURE 3-6 to explain where users can find the most recently used programs, as well as sample templates in Microsoft Word. Emphasize that all Office applications have a similar interface, so users can quickly get acquainted with what each does.

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TEACHER TIP
When you point out the "Life at a Glance" part of the Start menu as well as the templates in Word (FIGURES 3-5 and 3-6), explain that Office, as a whole, is designed to get users to the places they most want to be as quickly as they can, and to help them get their work done just as effectively. Make sure that students understand that, in most cases, there are multiple ways to get to just about anywhere in Office, as well as multiple ways to get something accomplished inside an app—and they can take whatever path that suits them best!

CLASSROOM ACTIVITY

1. **Template Exploration:** Ask students to open Microsoft Word, and locate templates that they would find themselves likely to use the most for business, personal, or other uses. Ask them to explain why they chose the templates that they did, as well as whether or not they would modify the layout of a given template.

Identify Common Elements in an Office App

LEARNING OUTCOMES

- Start a new blank document
- Identify common elements of the Office user interface

LECTURE NOTES

- Review the first paragraph of this section with the class, and emphasize how true this is—in Office, once a user is familiar with the user interface for one app, s/he is familiar with them all, because the layout is the same on purpose—to make things as easy as possible to use.
- Demonstrate how to open a blank Word document, using the Microsoft Word app.
- In Step 2 under the STEPS tab, walk the class through each listed element of the Microsoft Word User Interface (UI), explaining what each element does.

CLASSROOM ACTIVITY

1. **Document Collaboration:** Open a blank document, share it using the SHARE button, and invite them to add a personal greeting to the class in that document after they access it on their workstations.

LAB ACTIVITIES

1. Ask students to open their own Word document, and in it, list and explain each element of the Word user interface in FIGURE 3-7.
2. Alternatively, ask the class to create a list that explains each element of the Word user interface together, using the Share feature and allowing them to divide the labor in doing so as they see fit.

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Use the Ribbon and Zoom Controls

LEARNING OUTCOMES

- Use the Ribbon to execute commands
- Change the zoom level
- Change the view

LECTURE NOTES

- Point out to the class where the Ribbon is, and explain its importance—that all Office commands are given there, and that they are very similar across all apps.
- Explain the various types of views (Draft, Web Layout, etc.) students can find under the VIEW tab, showing each to the class if the resources exist in your computer lab to do so.
- Demonstrate the process for increasing and decreasing the magnification of the window, using the slider bar and the zoom dialog box.
- Walk the class through each of the steps in creating a shopping list for a hypothetical in-store promotion mentioned at the CASE prompt, listed under the STEPS tab.

CLASSROOM ACTIVITY

1. **Quick Quiz**:

   1. Can you switch views by clicking any of the View buttons on the status bar? (Yes)

   2. How can you minimize the ribbon so that only the tab names appear? (Double-click the active tab, double-click again to maximize the Ribbon; you can also use the Ribbon Display Options button to display or hide the Ribbon)

TEACHER TIP
The second Quick Quiz question illustrates an important feature in Office applications: many things can be done in a variety of ways.

LAB ACTIVITY

1. Ask students to change the view of the document through each available layout, and report which view is the easiest or most comfortable for them to use in a given situation.

Use the Quick Access Toolbar

LEARNING OUTCOMES

- Undo and redo an action
- Move the Quick Access Toolbar

LECTURE NOTES

- Explain the concept of the Quick Access Toolbar: that certain frequently-used buttons will be there in any view the user selects, except when the File tab is active.
- Demonstrate the use of the Undo and Redo buttons in creating a document.

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- Show the process for adding buttons to the Quick Access Toolbar.
- Walk the class through each part of the procedure under the STEPS tab to familiarize them with the Undo and Redo buttons, as well as with the Quick Access Toolbar.

CLASSROOM ACTIVITIES

1. **Quick Quiz:** Can you add more buttons than the default ones listed in the Quick Access Toolbar? If so, how? (Click "More Commands," then select the buttons you want to add and click "OK.")
2. **Critical Thinking**: Ask students to think about how they might benefit from working with the Quick Access Toolbar placed above or below the Ribbon (or with the Ribbon itself minimized) based on their personal interests or work needs.

Save a File

LEARNING OUTCOMES

- Save a file to a specific location

LECTURE NOTES

- Explain the importance of saving work (that is, how a great deal of data and a lot of hard work can get lost without doing this in the event of power outages, system interruptions, or other situations).
- Explain that the SAVE AS command saves files for the first time, and that the FILE tab is the place to find this command. The FILE tab also opens a new view—a Backstage view—that allows users to access other commands and tools to work with your files.
- Walk the class through each part of the procedure under the STEPS tab to familiarize them with how to save the shopping list file they've created earlier.

CLASSROOM ACTIVITIES

1. **Critical Thinking:** would it be advantageous for you to save documents on Microsoft's OneDrive, so you can access them on other devices like smartphones or tablets? What advantages or disadvantages do you think there are in doing this?

2. **Quick Quiz**:
    1. T/F If you click the SAVE command before you save a file, you will go automatically to the SAVE AS dialog box. (T)
    2. T/F When you SAVE files, you can save them to more places than just your current workstation. (T)
    3. T/F A ".pptx" extension is the default file extension for Word documents . (F)

Get Help

LEARNING OUTCOMES

- Use ScreenTips to learn about buttons on the Ribbon
- Use the Tell Me box to get instant access to commands
- Use the Tell Me box to access articles

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LECTURE NOTES

- Explain the importance and value of ScreenTips (they help you easily see what a Ribbon button does when you mouse over it) and the Tell Me box (you can quickly figure out how to do something with an app that you've never done before, forgot how to do, or you'd rather not spend time mousing over all the buttons on the Ribbon).
- Demonstrate how the Smart Lookup feature works (you can use it to display related definitions and research articles on the Web).
- Point out that Help is an online resource so topics and information can change over time. Encourage students to be flexible when they search for a particular topic.
- Walk the class through each part of the procedure under the STEPS tab to familiarize them with ScreenTips, the Page Color palette, the Tell Me box, and other ways to get help.

CLASSROOM ACTIVITY

1. **Quick Quiz:** Describe at least one other way you can get help apart from clicking the Tell Me box (Pressing F1 on the keyboard is an example).

LAB ACTIVITY

1. Have students use the Tell Me box and the Smart Lookup feature to open the Insights pane and look up other articles about Word features besides "Ribbon," as featured in Step 7 of the CASE procedure.

Exit an Office App

LEARNING OUTCOMES

- Open a file from the Recent list
- Close a file and exit an app

LECTURE NOTES

- Explain that one of the most fundamental things anyone does with an Office 2016 app is to open, close, and save files.
- Walk the class through each part of the procedure under the STEPS tab to familiarize them with how to save the work they've done thus far, close the file, and close the app.

TEACHER TIP
If you or your students are using Office 2016 on a Windows device with a touch screen, it's possible to use gestures instead of mouse clicks to do various tasks, including choosing commands. See the "Using Office on a touch screen device" box for details.

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CLASSROOM ACTIVITY

1. **Quick Quiz:** How do you remove a document from the "Recent Documents" list? (Right-click the document name on the list, then click "Remove from list")

LAB ACTIVITY

1. Have students share the documents they've made thus far in the CASE in this module with you, using the SHARE feature per the "Sharing your saved documents" box in this module.

End of Module Material

- **Concepts Reviews** consist of multiple choice, matching, and screen identification questions.
- **Skills Reviews** provide additional hands-on, step-by-step reinforcement.
- **Independent Challenges** are case projects requiring critical thinking and application of the module skills. The Independent Challenges increase in difficulty, with the first one in each module being the easiest. Independent Challenges 2 and 3 become increasingly open-ended, requiring more independent problem solving.
- **Independent Challenge 4: Explore** contains practical exercises to help students with their everyday lives by focusing on important and useful essential skills.
- **Visual Workshops** are practical, self-graded capstone projects that require independent problem solving.

Top of Document

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Memo

January 22, 2017

To: SunRay Auto Group Product Team
From: Your Name
Re: Product Launch Event

The product launch date for the SunBlast, the company's first solar-powered car, is now set for April 1, 2017. Planning is underway now to finalize all the details of this event. For now, please read the information below and book your flights today.

When to Arrive and Depart

As a product team member, you are expected to arrive in Phoenix by 1:00 PM on March 30 and depart on April 2, no earlier than 7PM. Please schedule your flights accordingly.

About the Hotel and Conference Center

Accommodations for all team members have been reserved at the Blue Rattler Resort and Conference Center in Scottsdale. This property offers state-of-the-art conference facilities as well as world-class recreational amenities, including a spa and golf course. A media event at the golf course is planned for showcasing our new solar powered golf cart; stay tuned for details.

Pre-Launch Setup

After arrival on March 30, be prepared to work hard to set up. Please meet in the hotel lobby at 2:00 for your setup assignment and checklist.

Launch Agenda

Here is the tentative product launch agenda for April 1:

- 9:00-9:15: Welcome
- 9:15-10:00: CEO Pat Allen introduces and unveils the SunBlast
- 10:00-10:30: Q & A
- 10:30-12:00: Car tours around Scottsdale for members of the media (all product team members expected to host one car tour)
- 12:00-1:30: Lunch in the Blue Rattler Resort Golf Club

Other Trip Details

Buses will be waiting for you at the airport to take you to the hotel on March 30; any taxi fares submitted on expense reports will not be reimbursed. Please let me know if you have questions or concerns.

Your Name

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May 20, 2017

Mr. Jeremy Brown
1718 Union Street
San Jose, CA 95109

Dear Jeremy:

Congratulations!

You won the Pepper's Green Basket recipe contest in the Appetizer category! Your Spicy Potato Puffs received the highest scores from our judges. The prizes listed below will be shipped to you soon:

- A check for $150
- Pepper's Green Basket Cooking Tools
- A spice rack with ten spice jars
- Three boxes of assorted cookies (by Sweet Confections, Inc.)

Your Spicy Potato Puffs recipe will also be featured in our newsletter *What's Cookin'?* as well as on our website. Your recipe received extremely positive comments from our panel of judges, too, including this one: "The Spicy Potato Puffs were simple to make and mouth-wateringly tasty!"

Congratulations, Jeremy!

Sincerely,

Your Name

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San Francisco

- San Francisco is the financial and cultural center of Northern California.
- The city of San Francisco and the surrounding suburbs is called the Bay Area.
- San Francisco has an estimated population of 852,469.

San Francisco

- San Francisco è il centro finanziario e culturale della California settentrionale.
- La città di San Francisco e la periferia circostante viene chiamato Bay Area.
- San Francisco ha una popolazione stimata di 852.469.

Your Name

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Animal Shelter Volunteer Questionnaire

Thank you for your interest in volunteering at the Bright City Animal Shelter! Please answer the following questions to help us match your interests and skills with our needs in caring for abandoned animals. We look forward to working with you!

Name: Your Name
Phone number: (773) 555-0865

Question 1: What type of volunteer work are you most interested in doing? (Circle best answer.)

- Administrative help
- Adoption events
- Community Outreach
- Fund raising
- Hands-on caring of the animals at the shelter
- Providing temporary care for animals at my home

Question 2: What type of animals are you most interested in helping? (Circle best answer.)

- Dogs
- Cats
- Rabbits
- Ferrets

Question 3: Do you have experience working with dogs? (Circle best answer.)

- No, but I love dogs.
- Yes, I currently own a dog.
- Yes, I have previously worked in a shelter with dogs.
- Yes, I have experience in dog adoption placement.

Question 4: Do you have experience working with cats? (Circle best answer.)

- No, but I love cats.
- Yes, I currently own a cat.
- Yes, I have previously worked in a shelter with cats.
- Yes, I have experience in cat adoption placement.

Thank you! We'll be in touch soon!

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Module 13: Creating a Presentation

Solution File	Credit
13-Art Gallery.pptx	All artwork courtesy of Susan Scott, www.susanscott.net Broken bottle image: openclipart.org
13-Cooking Class.pptx	Stove image: openclipart.org
13-Drives.pptx	Gear image: openclipart.org Speedboat image: openclipart.org Lightning image: openclipart.org Profile image: openclipart.org
13-Eco-Dunebugs.pptx	Beach image: openclipart.org
13-Funding Plan.pptx	Carrot image: openclipart.org
13-Study Abroad.pptx	Plane image: openclipart.org
13-YourStuff.pptx	Star image: Taysheyi/wikimedia.org

Vintage Car for Sale

Description:

1968 MUSTANG GT FASTBACK! Dream car restored to perfection. Rare opportunity to own an American classic. Drives like it's 1968!

- Beautifully restored
- Low Mileage: 55,876
- V-8 engine
- Power steering
- Automatic transmission
- Power disc brakes
- Deluxe white leather interior
- Candy red exterior
- Fold down rear seat
- Power steering
- Great investment

Asking price: $62,500

Too good to last! *For more details and to schedule a meeting and test drive, call Jerry at 773-555-1864*

Your Name

Option One Event Planning, Inc.

225 Warren Ave.
Seattle, WA 98102
Phone: (206) 555-6657 Fax: (206) 555-3250

About Option One
Option One Event Planning, Inc. plans, creates, and executes events that reflect the missions and goals of our clients.

We pride ourselves on delivering exceptional meetings and events for product launches, private parties, weddings, company meetings, corporate events, and more. We work closely with our clients to ensure total success and satisfaction.

About Our Team
Our management team is led by our managing partners Jay Underwood and Fiona Waters, who founded the company with a vision of creating world-class events in the Pacific Northwest. Jolene Flanders, our Creative Director, recently profiled in *Event World*, is known for turning empty spaces into magnificent events. Our program managers, Charlize Redfield and Arnie Burns, work hard to ensure needs are met from start to finish. Our world-class supporting staff are service oriented and dedicated to ensuring our clients' satisfaction.

About Option One Services
At Option One Event Planning Inc., we work collaboratively with our clients to manage and oversee every aspect of planning and managing an event, including venue selection and design, invitation design, menu planning, entertainment, transportation, security and more.

Available Venues
Seattle offers a wide variety of venues for events of any size. For corporate meetings, hotel venues are always and option, but we can also identify and secure local settings to make your event a bit different. Here are some venues we frequently use:

- Art galleries
- Restaurants
- The Space Needle
- Yacht clubs
- Theatres
- Sports venues
- Waterfront properties

Contact Us
Call us today to start planning your next event. We hope to hear from you soon!

Your Name

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Press Release

May 1, 2017

Fame & Fortune Talent Agency, Inc. is excited to announce the expansion of its business. The agency is now actively seeking new talent in the following areas:

- Adult Male Actors
- Adult Female Actors
- Teen Models
- Child Actors
- Voiceover Talent

About the Agency

Fame & Fortune Talent Agency, Inc. is a boutique talent agency representing a carefully selected group of actors and models. We pride ourselves on building positive client-agent relationships and working with the highest level of integrity possible.

About the Agents

Mia Borelli and Tanya Belle Watson, both former actors, founded Fame & Fortune Talent Agency in 2002 with a goal of establishing an actor-centered organization devoted to building long careers and quality bodies of work. In 2008 they expanded their business to include models. Representing more than 80 actors and 50 models, their influence in the film and advertising industries is strong and growing.

Now Accepting Submissions

Actors and models who are interested in being considered for representation should email tanyabellewatson@fandftalent.com with the following attached:

- Letter of introduction
- 3 headshots
- Demo links
- Resume

Your Name

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