

## **LESSON 1 Advanced Presentation Formatting**

☞21st Century Skills Answers will vary. Students should describe a skill they recently learned well by practicing.

### **LESSON 1 Reading Guide, p. 4**

☞See page TM42 of the Teacher Annotated Edition for English Language Learner activity suggestions.

### **Exercise 1-1 Insert and Remove Text Boxes, p. 5**

**Troubleshooting** In Step 6, make sure that students select the edge of the text box instead of selecting the text itself.

**EL** Review Key Terms with English Learners. As needed, show them how the terms apply to the lesson.

### **Exercise 1-2 Format Text Alignment and Direction, p. 6**

**Teaching Tip** Remind students that they should be saving their presentations in their own work folders.

### **Exercise 1-3 Set Text Box Margins and Indentation, p. 7**

**Teaching Tip** If time permits, have the students format the text box in three or more columns. Discuss how the appearance of the slide changes as the number of columns increases.

### **Exercise 1-5 Use Cut and Paste Special, p. 9**

At the end of the lesson, have the students close Excel. If time permits, students can change the data in the Excel worksheet and observe the changes in the PowerPoint slide.

**Different Strokes** Point out to students that they can also use [Ctrl] + [Alt] + [V] to open the **Paste Special** dialog box.

### **Exercise 1-7 Apply Quick Styles to a Text Box, p. 11**

**Teaching Tip** Remind students to be careful when applying Quick Styles to text boxes. Too many variations in one presentation may distract their audience. Explain that consistency is an important part of planning a presentation.

**Teaching Tip** Remind the students that changed text color in the box may not project or print correctly. With your permission, have students print the slide to check the color selection.

**NLCB/Language Arts (NCTE 6)** Reinforce to students that *moderate* can be used as both an adjective and a verb. As an adjective, it refers to something that is not excessive, such as a color that is of moderate intensity. As a verb, moderate means to make less intense or severe.

### **Exercise 1-8 Modify Table Alignment and Orientation of Table Text, p. 12**

**Teaching Tip** Make sure students know the difference between the definitions of *alignment* and *orientation*. Alignment refers to the way that content is lined up on the page. Orientation is the direction of content on the page.

### **Exercise 1-9 Add Images to Tables, p. 13**

**Step-By-Step Tip** In Step 1, remind students *not* to select the text in the table text box.

**Troubleshooting** Students should not add their own images without the teacher's permission. When the images are compressed, students may not notice a difference in the quality of the image.

### **Exercise 1-10 Modify Charts, p. 14**

**Troubleshooting** Remind students to use the sizing handle in the lower right corner to expand the chart across the entire slide.

### **Exercise 1-11 Modify Illustrations and Shapes, p. 15**

**Teaching Tip** Remind students that the sizing handles have eight buttons. They can experiment with placing the text in the center of the Shape.

**Teaching Tip** With your permission, students can move the sun shape on the slide or create other effects to maximize the impact of the slide.

### **Exercise 1-13 Modify SmartArt Graphics, p. 17**

**Step-By-Step Tip** In Step 2, make sure that students do *not* select the text boxes.

**Solution** Use the file **Garden2-SF.pptx** as a solution file for Exercises 1-1 to 1-13.

### **Exercise 1-14 Create a Presentation from a Template, p. 18**

**Solution** Use the file **Quiz-SF.pptx** as a solution file for Exercise 1-14.

## **21st Century WORKPLACE Feature, Demonstrating Leadership, p. 20**

### **☞SkillBuilder Answers**

1. Answers will vary, but students should choose both a leader and a follower and then explain their choices.
2. Students should describe the qualities of a good leader (inspire confidence in others, act appropriately in group situations, and so on). An entry-level employee could help other new workers, take initiative by learning something new, or work independently.
3. Students' presentations should include at least two examples of each scenario.
4. Students should research a CEO and describe why that person is an effective leader.

## **LESSON 1 After You Read, p. 21**

### **Review Vocabulary**

Complete the following statements on a separate piece of paper. Choose from the Vocabulary list on the left to complete the statements.

1. The ----- allows you to add a solid color, gradient, or texture to a text box. (p. 10) [**fill effect**]
2. Drag the ---- in the direction that you want to rotate, or turn, a text box and its contents. (p. 6) [**rotation handle**]
3. ---- is another term for text direction. (p. 6) [**Orientation**]
4. PowerPoint offers several tools that allow you to ---- important information that you may want to call attention to in the presentation. (p. 6) [**highlight**]
5. A(n) ---- refers to the amount of space between the text and the edge of the text box. (p. 7) [**margin**]

### **Vocabulary Activity**

**Answer to Vocabulary Activity** Student presentations will differ depending on which question types they chose for each vocabulary word. However, all vocabulary should be listed in the student presentations.

### **Review Key Concepts**

Answer the following questions on a separate piece of paper.

7. Which of the following refers to the space between the margin and the text in the text box? (p. 7)

- A. Shape Outline
- B. Orientation

[**C. Indent**]

- D. Margin

8. The Columns button is located in which group? (p. 8)

- A. Editing
- B. Drawing
- C. Home

[**D. Paragraph**]

9. Which button would you use to convert a bulleted list to SmartArt? (p. 16)

**[A. Convert to SmartArt Graphic]**

B. Shape Outline

C. Shape Effects

D. Quick Styles

10. Which of the following allows you to specify the file format of information you are pasting from another file or application ? (p. 9)

A. Paste

**[B. Paste Special]**

C. Compress Pictures

D. Paste as Hyperlink

## **LESSON 1 Practice It Activities**

### **1. Remove a Text Box, p. 22**

**Solution** The solution file for this activity is **Volunteer1-SF**.

### **2. Insert and Format a Text Box, p. 23**

**New Student Strategy** If a student did not complete Practice It Activity 1, then the solution file for that activity can be used as a data file for this activity.

**Solution** The solution file for this activity is **Volunteer2-SF.pptx**.

### **3. Create Columns in Text Boxes, p. 24**

**New Student Strategy** If a student did not complete Practice It Activity 2, then the solution file for that activity can be used as a data file for this activity.

**Solution** The solution file for this activity is **Volunteer3-SF.pptx**.

## **LESSON 1 You Try It Activities**

### **4. Create SmartArt from Bulleted Text and Compress an Image, p. 25**

**Solution** The solution file for this activity is **Volunteer4-SF.pptx**.

### **5. Update and Modify a SmartArt Graphic, p. 26**

**Solution** The solution file for this activity is **Volunteer5-SF.pptx**.

**LESSON 1 Critical Thinking Activities, p. 27**

**NCLB/Language Arts (NCTE 4)** Remind students that when they create visual aids or format slides, they should choose images and styles that are not distracting or hard for an audience to read. These kinds of styles and formatting can overwhelm the audience.

**6. Beyond the Classroom Activity** Paragraphs should identify a career, include a plan to develop the skills needed for the career, and list the steps needed to plan the presentation.

**7. Standards at Work Activity** Student presentations will vary, but should include a title and SmartArt graphic on Slide 1.

**8. 21<sup>st</sup> Century Skills Activity** Student presentations will vary, but should be four to six slides long. Each slide should highlight the skills students want to develop, as well as how they plan to acquire each skill. The presentation should have a consistent and attractive format, and should include at least one SmartArt graphic.

## **LESSON 1 Challenge Yourself Projects, p. 28**

**Answers** Rubrics for each **Challenge Yourself Project** and **Before You Begin** questions are available at **glencoe.com**. You may want to download the rubrics and make them available to students as they complete each project.

### **9. Create a Presentation**

**LEVEL** This is an intermediate-level project.

**NCLB/Language Arts (NCTE 5)** Review with students the importance of using an outline to organize ideas. Encourage students to first generate a thesis statement that states the main purpose of the presentation. Students should also outline what they plan to present on each slide.

### **10. Format a Presentation**

**LEVEL** This is an intermediate-level project.

**NCLB/Language Arts (NCTE 5)** Reinforce to students that they can help an audience's understanding by relating the visuals and formatting to the presentation topic. If they are doing a presentation about Italy, they may want to include an image of the country, or incorporate the colors of that country's flag in the slides.

### **11. Revise a Presentation**

**LEVEL** This is an advanced-level project.



## **LESSON 2 Advanced Presentation Management, Lesson Opener, p. 29**

☞21st Century Skills Answers will vary. Students should describe a why it is important to be confident and comfortable when presenting ideas to others.

## **LESSON 1 Reading Guide, p. 30**

☞See page **TM42** of the Teacher Annotated Edition for English Language Learner activity suggestions.

## **Exercise 2-1 Insert a Placeholder, p. 31**

**Teaching Tip** In Step 7, if students cannot locate the Clip Art file shown in Figure 2.2, they can use the data file **Health.wmf** instead.

## **Exercise 2-2 Insert Exit Effects, p. 32**

**Step-By-Step Tip** In Step 1, make sure students select the placeholder with the object, not the individual shapes.

**Differentiated Instruction/Advanced Students** Encourage advanced students to practice animating each individual shape, one by one.

## **Exercise 2-3 Set Presentations to Loop, p. 33**

**NCLB/Language Arts (NCTE 11)** Remind students that different kinds of presentations require different features. A presentation that is set up to loop continuously at a science fair should clearly state the goals of the experiments, the methods used, and the conclusions drawn. It would not be appropriate in this type of presentation to include interactive features, since the audience may not be present for the entire length of the presentation.

## **Exercise 2-4 Save and Publish Presentations as Web Pages, p. 34**

**Troubleshooting** Students might see an ActiveX warning box when the Web browser opens. Ask them to click in the warning box and select **Allow Blocked Content**. Then they should click **Yes**.

**Solution** Use the file **Habits-SF.html** and the folder **Habits-SF\_files** (and all its contents) as the solution files for Exercise 2-4.

### **Exercise 2-5 Save Slides as Images, p. 35**

**Troubleshooting** Figure 2.10 may not exactly match what students see on-screen. If necessary, ask students to click **Views** and change their view option to **Extra Large**.

**Solution** The solution files for Exercise 2-5 are located in the folder called **Habits Slides-SF**.

### **Exercise 2-6 Add Digital Signatures and Passwords to a Presentation, p. 36**

**Teaching Tip** Have students create a digital signature if they do not already have one.

**Troubleshooting** For the remaining exercises in this lesson, students will need to use the password **dolphin2** to open the **Habits.pptx** file.

### **Exercise 2-8 Apply Quick Styles to Handout Masters, p. 38**

**Teaching Tip** In Step 7, you may want to have students print their handouts so that they can compare them to the handouts that they will create in Microsoft Word in Exercise 2-9.

### **Exercise 2-9 Export a Presentation to Microsoft Word, p. 39**

**Step-By-Step Tip** In Step 8, point out to students that Microsoft Word opens and the entire slide presentation is transferred to a Word document, with three slides per page and blank lines for notes to the right of the slides.

**Solution** Use **Habits-SF.pptx** as the solution file for Exercises 2-6 to 2-9. Use **Habits-Handouts-SF.docx** as the solution file for the custom handouts students create in Exercise 2-9.

## MATH MATTERS Feature, Manage an Inventory, p. 40

### SkillBuilder Answers

1. Answers may vary. Stores track inventory to know when to reorder stock, when to discontinue items, and to determine which items their customers are most interested in purchasing.
2. Students' forms should have two columns, one for the items and one for the number of items. Five entries should be completed.
3. Answers will vary. An Internet company has the advantage of not needing to keep an inventory. The company advertises and takes orders, but a third party maintains the inventory and handles shipping.

## LESSON 2 After You Read

### Answers to Review Vocabulary

1. ----- is a programming language that Web browsers use to read and display Web pages. (p. 34) [**HTML**]
2. You can edit the ---- to change the formatting for all slides in a handout at one time. (p. 38) [**handout master**]
3. A(n) ---- is a special box that will hold text, images, and objects. (p. 31) [**placeholder**]
4. PowerPoint allows you to mark a presentation as final to ---- that it is the final version of the document and prevent any inadvertent changes. (p. 37) [**convey**]
5. You can attach a(n) ---- to a presentation to verify who created the presentation and to ensure that the presentation has not been altered by someone else. (p. 36) [**digital signature**]

**Answer to Vocabulary Activity** Students' paragraphs will vary, but each of the three paragraphs should describe how the term is used in relation to one of the skills mastered in the lesson.

## Answers to Review Key Concepts

7. Which of the following allows you to use automatic slide timings to move through a slide show continuously? (p. 33)
- A. Add Effect
  - B. Animation
  - [C. Loop]**
  - D. Advance Slide
8. The Insert Placeholder button is located in which group? (p. 31)
- A. Edit Master
  - B. Page Setup
  - C. Background
  - [D. Master Layout]**
9. Which command would you use to so that anyone with a Web browser can view a presentation? (p. 34)
- [A. Publish]**
  - B. Save As
  - C. Set Up Slide Show
  - D. Page Setup
10. Which refers to an attachment that verifies the identity of the sender? (p. 36)
- A. password
  - [B. digital certificate]**
  - C. digital signature
  - D. placeholder

## **LESSON 2 Practice It Activities**

### ***1. Apply and Modify Exit Effects, p. 42***

**Solution** The solution file for this activity is **Habits2-1-SF.pptx**.

## **LESSON 2 Practice It Activities**

### ***2. Save as an Image, p. 43***

**New Student Strategy** If a student did not complete **Practice It Activity 1**, then the solution file for that activity can be used as a data file for this activity.

**Solution** The solution file for this activity is **Habits2-2-SF.bmp**.

## **LESSON 2 Practice It Activities**

### ***3. Add a Digital Signature, p. 44***

**New Student Strategy** If a student did not complete Practice It Activity 1, then the solution file for that activity can be used as a data file for this activity.

**Solution** The solution file for this activity is **Habits2-3-SF.pptx**. You may have to key the password **dolphin2** to open this solution file.

## **LESSON 2 You Try It Activities, p. 45**

### ***4. Set Slide Size and Mark as Final***

**Solution** The solution file for this activity is **Habits2-4-SF.pptx**.

## **LESSON 2 You Try It Activities**

### ***5. Prepare Handout Masters in Word, p. 46***

**Solution** The solution file for this activity is **Habits2-5-SF.pptx**.

## **LESSON 2 Critical Thinking Activities, p. 47**

**6. Beyond the Classroom Activity** Paragraphs should identify three skills and include a useful tip for each skill.

**7. Standards at Work Activity** Student presentations will vary but should include at least seven slides (six slides for the presentation and one slide that answer the bulleted questions).

**NCLB/Language Arts (NCTE 4)** Remind students that when they create or format handouts, they should keep the user in mind and avoid colors, graphics, and other formatting that may be distracting or hard to read. The information on the handout should not overwhelm the audience.

**NCLB/Language Arts (NCTE 5)** Review with students the importance of having a plan for their presentation. Encourage students to first organize a list of what they plan to accomplish with their presentation. The list should include the main purpose, or message, of the presentation, what they plan to present on each slide, and how they want to present the material (that is, formatting, effects, and so on).

**8. 21st Century Skills Activity** *Student presentations will vary but should include a step-by-step plan that outlines what they would do to become a better public speaker.*

**NCLB/Language Arts (NCTE 12)** Review with students the importance of practice and improving presentation skills. Encourage students to explain why becoming a better public speaker might help them on a job interview.

## **LESSON 2 Challenge Yourself Projects, p. 48**

### ***9. Develop a Presentation***

**LEVEL** This is an intermediate-level project.

### ***10. Format a Presentation***

**LEVEL** This is an intermediate-level project.

**NCLB/Language Arts (NCTE 5)** Ask students to identify the formatting differences between the presentation and the handout. Reinforce the fact that they chose style and formatting that are appropriate for each version of the file. Ask them to explain why they made the formatting and style changes that they made to each file.

### ***11. Revise a Presentation***

**LEVEL** This is an advanced-level project.

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