

OUTLOOK 2007

LESSON 1 Communicate with Others, Lesson Opener, p.1

☞ **21st Century Skills** Answers will vary. Students should identify a method they can use to make sure they arrive on time for things. Encourage students to share their ideas with each other.

LESSON 1 Reading Guide, p. 2

☞ For English Learner activity suggestions, visit the **Teacher Center** for this book at the **Online Learning Center**. Choose **Program Resources and Guidelines**>**Research-Based Classroom Solutions**.

EXERCISE 1-1 Identify Parts of the Outlook Screen, p. 3

Step-By-Step Tip In Step 4, explain to students that they can preview an e-mail message quickly without opening each one in the **Inbox** pane, and that they can view entire messages in the **Reading** pane.

EXERCISE 1-2 Compose and Save a New message, p. 4

Troubleshooting Point out to students that the underlined name shown in the **To** box after Step 3 indicates that the e-mail address is already recognized as a contact by Outlook. Outlook recognizes previously used names and allows for the use of nicknames to stand for a full e-mail address. If students key the first few letters of a previously used e-mail address, Outlook will autofill the rest of the name.

EXERCISE 1-2 Compose and Save a New Message (Continued), p. 5

NCLB/Language Arts (NCTE 5) To reinforce how e-mail can be saved as a draft that can be used at a later time or date, ask your students why a company might save an e-mail as a draft. For example, a draft of an e-mail can be used as a template. Ask students to come up with more examples of when an e-mail draft might be helpful to businesses (to allow for edits and/or revisions or updated information), and why creating a draft of an e-mail in Outlook might make more sense than composing the e-mail in a word processing application. Then, ask them to come up with examples of other documents that can be saved as drafts. Have them share their examples with the class.

EXERCISE 1-5 Preview an Attachment, p. 8

NCLB/Language Arts (NCTE 4) Emphasize the importance of proofreading all written communication. Essays, reports, and other items should always be proofread, but so should all e-mail messages, attachments, memos, and letters. A well-written, proofread message reflects an organized and careful individual.

EXERCISE 1-7 Set Message Options, p. 10

Point out to students that the person receiving a message in Outlook will see the options that they set in a gray bar at the top of the message.

EXERCISE 1-9 Preview, Print, and Send a Message, p. 12

NCLB/Language Arts (NCTE 4) To emphasize the importance of proofreading, ask students to think of additional reasons for why they might want a hard copy of an e-mail.

NCLB/Language Arts (NCTE 5) Compare various types of business documents, including e-mails, letters, memos, and formal reports. Explain to students that e-mails, like memos, are used for efficient communication and require less formatting than a formal letter. Ask students to compare and contrast the various documents. Then, ask them to describe the style elements in each document that are specific to that type of document.

EXERCISE 1-12 Create and Modify a Signature, p. 15

NCLB/Language Arts (NCTE 5) Compare and contrast various types of signatures used in business documents, including e-mails. Explain to students that they need to consider the intended recipient as they create signatures. Part of this consideration should include making certain that the information is appropriate for the audience. To reinforce this idea, have students create signatures that communicate to several different audiences, such as a business signature, or a personal signature to send out to family and friends. Ask students to compare and contrast the signatures. Then, ask them to describe the elements that are geared specifically to a particular recipient and why they are appropriate for that recipient.

EXERCISE 1-15 Forward a Message, p. 20

NCLB/Language Arts (NCTE 5) Reinforce the difference between resending a message and forwarding a message by having students practice both skills with another classmate.

EXERCISE 1-22 Encrypt a Message, p. 27

Troubleshooting Students will not be able to complete this exercise unless they have a digital certificate from an external Certification Authority.

LESSON 1, After Your Read, p. 29

Review Vocabulary

1. A **[signature]** is information about yourself that appears at the end of messages you create. (p. 15)
2. To send an e-mail that you have received on to other recipients is to **[forward]** the message. (p. 20)
3. You can **[edit]** messages that you have saved in the Drafts folder. (p. 3)
4. The **[Inbox pane]** is where you can see a list of messages you have received. (p. 3)
5. A(n) **[attachment]** is a separate file that you can include with an e-mail message. (p. 6)

Answer to Vocabulary Activity Students answers will vary, but should comprise an e-mail dialogue of at least two Vocabulary words and definitions.

Review Key Concepts

7. What is the part of the screen that reveals the text of an e-mail message in the Inbox? (p. 3)
 - A. The To Do bar
 - [B. The Reading pane]**
 - C. The Navigation pane
 - D. All of the above
8. Which of the following can you do with Outlook? (p. 9, 20, 22)
 - A. Save an attachment
 - B. Forward a message
 - C. Delay delivery of e-mail message
 - [D. All of the above]**
9. What is the quickest way to add your contact information to an e-mail message before sending it? (p. 15)
 - A. Key your name and phone number at the end of the message
 - B. Paste your name and phone number from another application
 - C. Attach a file containing your contact information
 - [D. Insert a signature]**

LESSON 1 PRACTICE IT ACTIVITIES

1. Create an E-mail Signature, p. 30

Solution The solution for this file activity is **o1rev1-SF.xlsx**.

2. Compose an E-mail, p. 31

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

Solution The solution for this file activity is **o1rev2-SF.xlsx**.

3. Preview an Attachment, p. 32

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

Solution Figures 1.57 and 1.58 can be used as solution files for this activity.

LESSON 1 You Try It Activities

4. E-mail an Attachment, p. 33

Solution Figure 1.60 can be used as the solution file for this activity.

5. Resend a Message, p. 34

Solution Figures 1.62 can be used as the solution file for this activity .

Critical Thinking Activities, p. 35

Beyond the Classroom Activity Students' e-mails should be brief notes stating that the requested interview schedule is attached. The e-mail should have an attached file named

Schedule.docx. The message should be flagged as important.

Standards at Work Activity Students should create an automatic personal e-mail signature. Student signatures should contain a name, the company's name, and the business telephone and e-mail address. The signature name should be formatted in a different font and the telephone number should be formatted in a different color.

21st Century Skills Activity Students' e-mails should propose a time to meet; explain why it is important to be punctual; offer methods of assuring punctuality; and have a flag to indicate that a reply is required by the end of the day.

Challenge Yourself Projects, p. 36

9. Evaluate E-mail

LEVEL This is an intermediate level project.

Solution Student essays will vary, but should state their opinions about e-mail. Students should back up their argument with at least two examples. Students' e-mails should be brief and have an attached essay.

10. Keep in Touch

LEVEL This is an intermediate level project.

Solution Students' e-mails will vary, but should include three recipients and a request to have the attachment sent via e-mail. The e-mails should be digitally signed and request that the recipients send the attachment encrypted so that others will not intercept the message.

NCLB/Language Arts (NCTE 3) Be sure students understand that summaries are meant to be brief documents. The purpose is to convey specific information about their essays in a shortened form. As such, it should be clear, concise, and free of unnecessary information.

11. Think about Technology

LEVEL This is an advanced level project.

Solution Students' e-mails will vary, but should include a brief summary of what they learned in the interview. The e-mail should have an attached file that includes the interview results. Students' interviews should include at least four or five questions.

NCLB/Language Arts (NCTE 4) Reinforce language arts skills by allowing students to read their summaries and interview results to the class.

Answers Rubrics for each Challenge Yourself Project and the 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.

OUTLOOK 2007

LESSON 2 Gather Contacts, Lesson Opener, p.37

☞ **21st Century Skills** Answers will vary. Students should identify how they can take a more active role to meet their goals. Encourage students to share their ideas with each other.

LESSON 2 Reading Guide, p. 38

☞ For English Learner activity suggestions, visit the **Teacher Center** for this book at the **Online Learning Center**. Choose **Program Resources and Guidelines>Research-Based Classroom Solutions**.

EXERCISE 2-1 Create a Contact, p. 39

Teaching Tip Point out to students that their screen may look different if there are already contacts saved in the Outlook application on their computer.

Step-By-Step Tip In Steps 4 and 5, students enter the name and e-mail address of a classmate you assign to them.

Teaching Tip Point out to students that Outlook automatically fills in the **Display as** box.

EXERCISE 2-3 Create a Contact from a Message Header, p. 41

Teaching Tip Tell students how to navigate to the **FW Tom Thompsen.msg** data file. Have students drag and drop the file into their **Inbox** before they begin the exercise.

EXERCISE 2-4 Modify Contact Information, p. 42

Teaching Tip Students can update the contact they created in Exercise 2-1.

NCLB/Language Arts (NCTE 12) To reinforce the importance of following up and keeping contact information updated, ask your students how they could use Outlook Contacts to their advantage following a job interview. Ask students to come up with examples of information that they can include in a contact record and how having up-to-date information can have a positive impact on their communication. For example, adding important information in a contact record's notes section that did not come up during the interview or a reminder to e-mail or call the interviewer to reiterate your interest in the position or organization. Then, ask them to come up with examples of follow-up e-mails (follow up after a job interview, follow up to thank a customer for their business, follow up to confirm a doctor's appointment, etc.). Have them share their examples with the class.

EXERCISE 2-5 Save a Contact Received as a Contact Record, p. 43

NCLB/Language Arts (NCTE 4) To reinforce the importance of editing e-mail addresses and phone numbers, ask students to list five types of contact information that you think are likely to contain keying errors. Have students share their examples with the class.

EXERCISE 2-6 Edit an Electronic Business Card, p. 44

Step-By-Step Tip In Step 6, point out to students that when they click the down arrow twice, that they are moving the **Full Name** field is below the **Company** and **Job Title** fields.

NCLB/Language Arts (NCTE 5) Be sure students understand that electronic business cards are an effective tool to visually convey specific information about them or their contacts in a shortened form. As such, it should be clear, concise, and free of unnecessary information. Have students come up with examples of information that might not be appropriate in a business setting or for a particular audience. Ask them to share their examples with the class.

EXERCISE 2-8 Create a Contact from an Electronic Business Card, p. 47

Teaching Tip Pair students for this exercise.

Teaching Tip Tell students how to navigate to the **Typographer.msg** data file. Have students drag and drop the file into their **Inbox** before they begin the exercise.

EXERCISE 2-9 Create a Signature Using an Electronic Business Card, p.48

NCLB/Language Arts (NCTE 5) Be sure students understand that signatures are meant to make your e-mail messages more professional. The purpose is to convey specific information in a clear, concise format. As such, it should be clear of unnecessary graphics and inappropriate fonts or colors.

LESSON 1, After You Read, p. 50

Review Vocabulary

1. If contact information changes you can [**update**] the record any time. (p. 42)
2. Increasing the font size is one way to [**format**] the look of your electronic signature. (p. 48)
3. The information in the top of an e-mail message window is called the [**header**]. (p. 41)
4. You can [**distribute**] Electronic Business Cards much like actual business cards. (p. 46)
5. The complete set of information for a contact is contained in the [**contact record**]. (p. 44)

Answer to Vocabulary Activity Students answers will vary, but should comprise an e-mail dialogue of at least three Vocabulary words and definitions, and an e-mail that includes one contact as a business card.

Review Key Concepts

7. How do you save an e-mail address as a contact without opening the message? (p. 41)
 - A. Right-click the message in the Inbox pane and select Save As Outlook Contact
 - B. Right-click the e-mail address in the Preview pane and select Add to Outlook Contacts]**
 - C. In the main menu, click the Add to Outlook Contacts button
 - D. All of the above

8. Which of the following can you do with Outlook? (p. 46, 47, 48)

- A. Send an electronic business card
- B. Save contact information from an electronic business card
- C. Use an electronic business card as an e-mail signature

[D. All of the above]

9. What is the quickest way to send an e-mail from a contact record? (p. 46)

A. Contact>Actions>Send

[B. Contact>Communicate>E-mail]

C. Contact>Actions>Save & New

D. Format Text>Actions>Send

LESSON 2 PRACTICE IT ACTIVITIES

1. Create a Contact, p. 51

Teaching Tip The name and e-mail address shown in Figures 2.23 and 2.24 are for reference only. In Step 4, give each student a classmate's name and e-mail address for the **Contact** card.

Solution Have students send you the contact record in an e-mail message.

2. Modify Contact Information, p. 52

Teaching Tip Pair students for this exercise.

Solution Ask students to send you the updated contact information in an e-mail message.

3. Create a Contact from a Message Header, p. 53

Teaching Tip Pair students for this exercise.

Teaching Tip The name and e-mail address shown in Figures 2.27 and 2.28 are for reference only. Tell students how to navigate to the **Follow Up.msg** data file. Have students drag and drop the file into their **Drafts folder** before they begin the exercise.

Solution Ask students to send you the new contact as an Electronic Business Card in an e-mail message.

LESSON 2 You Try It Activities

4. Edit an Electronic Business Card, p. 54

Solution Ask students to send you the updated Electronic Business Card in an e-mail message.

5. Send an Electronic Business Card, p. 55

Teaching Tip Pair students for this exercise.

Solution Ask students to send you the updated Electronic Business Card in an e-mail message.

Critical Thinking Activities, p. 56

Beyond the Classroom Activity Students' e-mails should be brief notes stating that the requested list of internal candidates for the new position is attached. The electronic business cards of three job candidates should be attached. The message should include a request for follow up.

Standards at Work Activity Students' e-mails should create three contacts. Each should contain a fictitious name, the contact's position and company, and the contact's business telephone and e-mail.

21st Century Skills Activity Students' e-mails should contain an electronic business card with clear and concise formatting. Each should include up-to-date information and highlight the most important information.

Challenge Yourself Projects, p. 57

9. Share Contact Information

LEVEL This is an intermediate level project.

Solution Students' e-mails will vary, but should include three recipients, and have four electronic business card attachments (including their own).

10. Update Contacts

LEVEL This is an intermediate level project.

Solution Students should modify the three electronic business cards. One contact should contain a new business address and phone, but still work for the same company. One contact has a different address, phone, and position at a new company. The last contact, changed his e-mail address, has taken on another position in the company in addition to his or her current job. Students should create a second contact record based on the new position at his or her current job.

NCLB/Language Arts (NCTE 3) Be sure students understand that contact information is meant to be brief. The purpose is to convey specific information about the contact. As such, it should be clear, concise, and free of inappropriate information or formatting. Ask students to come up with examples of inappropriate information or formatting to include in a contact record. Have them share their examples with the class.

11. Evaluate Accurate Information

LEVEL This is an advanced level project.

Solution Student essays will vary, but should describe how having accurate contact information may have helped them solve a problem. They should provide at least two examples. Students' e-mails should have an attached essay.

NCLB/Language Arts (NCTE 4) Reinforce language arts skills by allowing students to read their essays to the class.

Answers Rubrics for each Challenge Yourself Project and the 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.

OUTLOOK 2007

LESSON 3 Use Scheduling Options, p.58

☞ **21st Century Skills** Answers will vary. Students should identify a method they can use to make sure they arrive on time for things. Encourage students to share their ideas with each other.

LESSON 1 Reading Guide, p. 59

☞ For English Learner activity suggestions, visit the **Teacher Center** for this book at the **Online Learning Center**. Choose **Program Resources and Guidelines>Research-Based Classroom Solutions**.

EXERCISE 3-1 Add an Appointment to the Calendar (Continued), p. 61

Step-By-Step Tip In Step 12, let students know that they have set the Project Meeting to recur four times.

EXERCISE 3-2 Schedule an Event from an E-mail and Mark an Event as Private, p. 62

Troubleshooting Explain to students that all attendees must use a network with a Microsoft Exchange Server.

Teaching Tip Before assigning this exercise open the **Development Meeting.msg** data file. Change the date of the event to a date two weeks in advance of the current date. Send the message. Have students replace the recipient's name with their classmate's name. Have them replace the signature with their own.

Step-By-Step Tip In Step 1, after students click **Mail**, make sure they have the **Reading** pane open and that the **To-Do-Bar** is not minimized.

Troubleshooting The timing of the meeting will depend on what time zone you are in when you place the meeting on your Calendar. The **Development Meeting.msg** is set to **Eastern Time (US & Canada)**.

NCLB/Language Arts (NCTE 3) Make sure students understand that the word *event* is a scheduled activity that lasts at least 24 hours. Ask students to come up with examples of events. Examples may include vacations, holidays, birthdays, final exams, or school trips.

EXERCISE 3-4 Schedule Meetings and Invite Attendees, p. 65

Troubleshooting Explain to students that all attendees must use a network with Microsoft Exchange Server.

Teaching Tip The e-mail addresses used throughout this lesson are for reference only. Pair students to send meeting requests to each other.

EXERCISE 3-5 Invite Optional Attendees, p. 66

Step-By-Step Tip In Step 7, make sure students select the Tom Thompsen e-mail address and not the Tom Thompsen Business Fax.

NCLB/Language Arts (NCTE 3) To reinforce the importance of time management, ask students to write a brief paragraph explaining whether or not they completed each task. Did they forget a task? Were they juggling too many assignments? Then, ask them how they can use Outlook to complete their tasks in a timely manner. Have them come up with examples to share with the class.

EXERCISE 3-6 Track Responses to Meeting Requests, p. 67

Troubleshooting Students need to respond to each other's meeting requests in order to complete this exercise. Have students open the meeting request and click **Accept**.

EXERCISE 3-8 Update and Cancel Meeting Requests, p. 69

Teaching Tip Have students use your e-mail address if you want to receive a meeting cancellation e-mail from each student.

EXERCISE 3-9 Accept and Decline a Meeting Request, p. 70

Step-By-Step Tip For Step 1, send every student a **meeting request** for a Saturday two weeks away. The meeting time should be 9:00 AM to 1:30 PM. The request's subject should be **Employee Picnic**.

Solution You should receive a meeting acceptance e-mail from each student.

EXERCISE 3-10 Propose a New Meeting Time, p. 71

Solution You should receive a **New Time Proposed** e-mail from each student.

EXERCISE 3-12 Send an Update to a New Attendee, p. 73

Step By Step Tip After Step 2, point out to students that the time zone is automatically included in the **Original Appointment** data when forwarding the **Employee Picnic** event. Let students know that depending on where they are located, their time zone may differ from what is shown in Figure 3.27.

EXERCISE 3-14 Display and Change Time Zones, p. 75

Step-By-Step Tip In Step 6, let students know that Outlook will send an e-mail message to alert current meeting attendees that a time zone change has occurred.

Teaching Tip Again, point out to students that their screen may differ from Figures 3.31 and 3.32 if they are in a different time zone.

NCLB/Language Arts (NCTE 4) An important aspect of effective business communication is ensuring a timely response to e-mail correspondence. Ask your students why they think this proper business etiquette and why a tentative response to a meeting request is a better choice than waiting until you are absolutely certain you are available to attend a meeting.

Solution You should receive a meeting acceptance e-mail from each student.

EXERCISE 3-17 Send Calendar Information in an E-mail Message, p. 78

Teaching Tip Pair students to send Calendars to each other.

EXERCISE 3-18 Publish a Calendar to Microsoft Office Online, p. 79

Step-By-Step Tip Students will need a Windows Live log-in for Step 5. In Step 5, provide students with a password to enter into the **Sign In** dialog box so that they can publish the calendar to Microsoft Online.

EXERCISE 3-19 View a Calendar Shared by a Network User, p. 80

Step-By-Step Tip Students should be assigned a partner for this exercise. In Step 3, instruct students to click **Allow** to accept the request that is sent to them in this exercise. Once students have sent their request to accept, they will be able to share that student's calendar.

EXERCISE 3-20 Subscribe to an Internet Calendar, p. 81

Teaching Tip Remind students that this is the Calendar that was sent in an e-mail from their assigned classmate in Exercise 3-17.

EXERCISE 3-21 View Multiple Calendars in Overlay Mode, p. 82

Teaching Tip Students view three Calendars at once in this exercise. Students received a Calendar in Exercise 3-17, but they will need Calendars from two classmates to complete this exercise. Have students send a Calendar in an e-mail message to another classmate before starting this exercise.

NCLB/Language Arts (NCTE 3) To reinforce the definition of the term *overlay*, and how Overlay Mode works, ask students why being able to schedule time based on multiple calendars can save them time.

EXERCISE 3-22 Create and Modify Tasks, p. 83

Teaching Tip Before starting this exercise, assign and send each student a task called **Revised Schedule**. Set today's date as both the **Start date** and **Due date**. Have students locate and open the **Revised Schedule** messages. Ask them to choose **Message>Actions>Move to Folder** and select **Tasks**. Then, tell them to click **OK** and then click **Save & Close**.

Step-By-Step Tip In Step 9, encourage students to click the **Follow Up** button. Point out the variations in flag colors. Tell students to click the **Follow Up** button again to close the list. In Step 15, explain that the Revised Schedule task has priority over the Conference Materials task because it must be completed today.

EXERCISE 3-23 Create a Task from an E-mail Message and Label the Task Private, p. 83

Teaching Tip Before starting this exercise, send each student the **Photo Assignments.msg**. Flag the message for follow up (for recipients) for one week from today's date. Have students locate and open the message. Ask them to move it to the **Tasks** folder so that it will appear in their **To-Do** list.

EXERCISE 3-24 Assign Tasks and Label Tasks as Complete, p. 86

Teaching Tip Have students use your e-mail address if you want to receive a task assignment e-mail from each student.

EXERCISE 3-25 Decline and Delegate Tasks, p.87

Teaching Tip For this exercise, assign a **Conference Hotel Reservations** task to each student. The task should start today and be due next Friday. Remind students how to open the task message and move it into the **Task** folder.

Teaching Tip For this exercise, assign a **Conference Flight Details** task to each student. The task should start tomorrow and be due tomorrow. Remind students how to open the task message and move it into the **Task** folder.

Solution You Should receive a **Task Request** from each student at the e-mail address you provided.

After You Read, p. 90

Review Vocabulary

1. Appointments can be flagged with different levels of **[priority]**. (p. 83)
2. A(n) **[meeting]** is an appointment to which you invite others. (p. 62)
3. If you are not sure you can attend a meeting, you should click the **[Tentative]** button in the meeting request. (p. 70)
4. Speakerphones, conference rooms, and overhead projectors are all examples of **[resources]** used for a meeting. (p. 68)
5. To **[delegate]** is to pass along a task for another person to do it. (p. 87)

Answer to Vocabulary Activity The pieces of paper should contain Vocabulary words on half the papers and definitions on the other half.

Review Key Concepts

7. Which of the following is NOT a Calendar view? (p. 61)
 - A. Day
 - B. Week
 - C. Month
 - [D. Year]**
8. Which button would you click if you cannot attend a meeting at the suggested time but would like to suggest another time? (p. 71)
 - A. Accept
 - B. Decline
 - [C. Propose New Time]**
 - D. Tentative
9. Which group would you look under to cancel a meeting? (p. 69)
 - A. Edit
 - [B. Actions]**
 - C. Delegate
 - D. Tools
10. The group of tasks displayed in the Tasks folder is called what? (p. 83)
 - [A. Tasks list]**
 - B. TaskPad
 - C. Task journal
 - D. Task icons

LESSON 3 PRACTICE IT ACTIVITIES

1. Switch Calendar Views and Add a Meeting, p. 91

Solution The solution file for this activity is **Figure 3.62**. You should receive a meeting request from each student at the e-mail address you provided.

2. Update and Cancel a Meeting, p. 92

New Student Strategy If students did not complete Practice Activity 1, they will not have the **Conference Call Meeting Request** needed to complete this activity.

Solution The solution for this file activity is **Figure 3.64**. You should receive a meeting update and then a meeting cancellation from each student at the e-mail address you provided.

3. Create, Modify, and Assign Tasks, p. 93

Solution You should receive a task assignment from each student at the e-mail address you provided.

LESSON 3 You Try It Activities

4. Schedule a Tour, p. 94

Teaching Tip Give students an e-mail address they can use for a meeting request.

Solution The solution for this file activity is **Figure 3.68** or the file.

5. Create and Assign Tasks, p. 95

Teaching Tip You may want to have students delete any tasks that already exist in their **Tasks** folder before they begin this activity.

Teaching Tip Give students an e-mail address they can use to assign each task.

Solution The solution for this file activity is **Figure 3.70**.

Critical Thinking Activities, p. 96

Beyond the Classroom Activity Students' dates will vary, but their calendars should include each of the activities listed. Students should schedule a three-hour meeting, an appointment, and a two-week event. Students' documents will vary, but should include a paragraph about the importance of tracking long-term projects with multiple components.

Standards at Work Activity Student calendars should show full month with a work week of Tuesday through Saturday from 3:00 PM to 11:00 PM.

21st Century Skills Activity Students' calendars will vary, but should include various activities that students might have scheduled.

Challenge Yourself Projects, p. 97

9. Planning a Movie

LEVEL This is an intermediate level project.

Teaching Tip Provide students with e-mail addresses so they send out meeting requests.

Solution At the e-mail addresses you provided, you should receive meeting requests from each student. Students' documents will vary, but should include a paragraph that explains the difference between mandatory and optional attendees and mention the type of attendees that the meeting request was sent to.

10. Lights, Camera, Action

LEVEL This is an intermediate level project.

Solution Students' dates will vary, but their calendars should include each of the appointments listed. Students' documents will vary, but should describe how to turn an appointment into a meeting.

NCLB/Language Arts (NCTE 5) To reinforce business etiquette, be sure students understand that when scheduling appointments on someone else's Calendar, they may want to include a brief note about the appointment in the body of the message. Ask students to explain why they may want to include their own contact information in the message (if they owner needs to contact them before the meeting).

11. So Much to Do!

LEVEL This is an advanced level project.

Teaching Tip Provide students with e-mail addresses so they can assign the two tasks to other people.

Solution Students' dates will vary, but their calendars should include each of the tasks listed. Students should assign two tasks to the e-mail addresses that you assign. Students' documents will vary, but should define the word priority.

Answers Rubrics for each Challenge Yourself Project and the 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.

OUTLOOK 2007

LESSON 4 Organize Outlook, p.98

☛ **21st Century Skills** Answers will vary. Students should identify one thing they could do to become more organized at school, at home, or at work. Encourage students to share their ideas with the class.

LESSON 1 Reading Guide, p. 99

☛ For English Learner activity suggestions, visit the **Teacher Center** for this book at the **Online Learning Center**. Choose **Program Resources and Guidelines>Research-Based Classroom Solutions**.

EXERCISE 4-1 Create and Modify a Distribution List, p. 100

Intervention Strategy Before students begin this exercise, assign them to groups of 3 or 4. Have them create contacts for each other.

EXERCISE 4-1 Create and Modify a Distribution List (Continued), p. 101

Teaching Tip In Step 16, students change their contact's e-mail address back to what it was when they started this exercise. In Step 12, make sure they write down the contact's original e-mail address before keying in any text.

EXERCISE 4-3 Import a Secondary Address Book from Excel, p. 103

NCLB/Language Arts (NCTE 4) Ask students to open a Word document and key several paragraphs explaining how they think importing a secondary address book can be helpful to a business. Have them share their answers with the class.

EXERCISE 4-4 Organize Items Using Colors and Views, p. 104

Step-By-Step Tip In Step 2, assign students e-mail addresses so they can send each other e-mails in this exercise.

Explain to students that their screen may look different than the example in lesson.

EXERCISE 4-5 Manage Junk Mail Messages, p. 106

Step-By-Step Tip In Step 4, be sure students select two messages sent from different senders.

NCLB/Language Arts (NCTE 5) To reinforce the importance of periodically checking the Junk E-mail folder for legitimate messages, have students check their Junk E-mail folders. Are there any messages that appear to be junk e-mail? Are there any legitimate messages that they should have seen? Ask students what would happen if a business did not look for e-mail that had been inadvertently sent to its Junk E-mail folder? Have students open a Word document and create a memo to send out to company employees that explains why periodically checking the Junk E-mail folder may be especially important for a business.

EXERCISE 4-6 Use Rules, p. 108

Step-By-Step Tip Assign students a contact to select in Step 5.

NCLB/Language Arts (NCTE 3) To reinforce how troubleshooting works, explain to students that troubleshooting is a process used to eliminate or solve the potential causes of a problem. Ask students to come up with examples of another occasion when they have had to troubleshoot in order to solve a problem. Ask them to explain how the experience might help them at school or in the workplace. Have them share their examples with the class.

EXERCISE 4-8 Create a Rule to Forward E-mail, p. 111

The opportunity to apply the conditions in a dialog box before leaving the box is uniform throughout all the applications of the Microsoft Office 2007 suite.

EXERCISE 4-10 Create, Delete, and Move Folders, p. 114

Troubleshooting Be sure students are placing the new folder in the **Inbox**.

EXERCISE 4-12 Archive Items, p. 116

NCLB/Language Arts (NCTE 8) To reinforce the importance of cleaning out clutter in their Inbox and folders, have students look at the ways to manage their Inbox under **Tools>Mailbox Cleanup**. Ask students to explain why an Inbox full of unsorted and unmanaged e-mail can diminish the efficiency of Outlook and using e-mail to communicate. Ask students to open a Word document and key three paragraphs describing how cleaning, organizing, and filtering their Inbox can increase their efficiency and their server's efficiency.

EXERCISE 4-16 Use Search Folders, p. 121

Teaching Tip Explain to students that **Mail sent directly to me** means that the e-mail has been sent only to them; it is not part of a larger e-mail list.

EXERCISE 4-17 Create a Data File, p. 122

Teaching Tip Tell students that creating a data file can also be helpful if you want to take the data with you somewhere, or if you need to to setup and add the data to a new computer.

Step-By-Step Tip In Step 5, let students know where they should save their data files.

Teaching Tip If you wish, have students key a password in Step 6. Or, simply point out that the option is available, but a password is not necessary.

EXERCISE 4-23 Access Outlook through the Internet, p.128

Troubleshooting Warn students that you must be using an Outlook mail account served by a Microsoft Exchange server in order to access Outlook over the Internet.

Step-By-Step Tip In Steps 6 and 7, provide students with a URL to enter into the **https://** box, and instructions on what **Proxy authentication settings** options they should select.

After You Read, p. 129

Review Vocabulary

1. Use [**AutoArchive**] to move older messages automatically from your Inbox and message folders to another location. (p. 116)
2. A(n) [**search folder**] shows views of messages that contain a certain word or phrase. (p. 121)
3. Use a(n) [**rule**] to sort messages automatically into appropriate folders. (p. 108)
4. A(n) [**distribution**] list is a group of e-mail addresses that are saved under one name. (p. 100)
5. Outlook Anywhere can **enable** you to log in to Outlook over the World Wide Web. (p. 128)

Answer to Vocabulary Activity Vocabulary grids will vary but should include five vocabulary words. Definitions should also be listed.

Review Key Concepts

7. What is the fastest way to move items between folders? (p. 115)

[A. Click and drag.]

- B. Tools>Actions>Move Items.
- C. Double-click a field name.
- D. Right-click and select Move To.

8. How do you empty the Junk E-mail folder? (p. 107)

- A. Right-click, select all and click Delete while holding Shift.
- B. Tools>Actions>Delete Junk Mail.

[C. Right-click and select Empty “Junk E-mail” Folder.]

- D. Select the Junk E-mail folder and click Empty.

9. Which feature would you use to search for messages that were sent directly to you? (p. 121)

- A. Data File
- B. Organize

[C. Search Folder]

- D. Rules and Alerts

10. Where is the Date Navigator located in the Mail view? (p. 126)

- A. The Navigation pane

[B. The To-Do Bar]

- C. The Reading pane
- D. In the folder list

LESSON 4 PRACTICE IT ACTIVITIES

1. Create Distribution Lists, p. 130

Teaching Tip Assign each student two classmates for the distribution list.

Solution Students should create a distribution list.

2. Organize Using Colors and Views, p. 131

Teaching Tip If necessary, assign students e-mail partners to complete this activity.

Solution Use **Figures 4.63 and 4.64** as solution files for this exercise.

3. Create Folders and Move Items between Folders, p. 132

New Student Strategy Students need the **Homecoming Plans** e-mail sent in Practice It Activity 2 to complete this activity. If necessary, send students who did not complete this activity a **Homecoming Plans** e-mail.

Solution Students should have a folder named **Homecoming**. The folder should contain their **Homecoming Plans** e-mail.

LESSON 4 You Try It Activities

4. Plan a Sporting Goods Catalog, p. 133

Teaching Tip If necessary, assign each student a classmate to send e-mail to for the You Try Activities.

Solution Students should create four folders. Student folder lists should look similar to **Figure 4.66**. If you wish, have students take a screen shot of their computer screen to show you that they created the folders.

5. Organize Personal E-mails, p. 134

Solution Students' screens should look similar to **Figure 4.68**. If you wish, have students take a screen shot of their computer screen to show you that they organized their personal e-mail.

Critical Thinking Activities, p. 135

Teaching Tip For the **Beyond the Classroom Activity**, send each student the following e-mails: **Greetings from Europe** and **How's life in the U.S.?**

Beyond the Classroom Activity When students view by category, the two e-mails that you sent should be in the **Blue** category. Students' documents will vary, but should include one or two paragraphs that explain how they would use color categories to connect related items in their personal e-mail account. Have them share their paragraphs with the class.

Standards at Work Activity Students should describe why they think it's important to keep business and personal e-mails separate.

NCLB/Language Arts (NCTE 5) To reinforce business etiquette, be sure students understand the differences between business and personal e-mails. Ask students to think about the about the impression a personal message may have on someone who doesn't know them. Have them explain why they may want to re-read e-mails that have been forwarded to them (or others) and/or have gone through lots of forwarding before sending them on to someone else. If you haven't read the entire recipient list, for example, you may be sending an inappropriate message to someone you don't know.

NCLB/Language Arts (NCTE 4) Reinforce language arts skills by allowing students to read their paragraphs to the class.

Teaching Tip For the **21st Century Skills Activity**, assign a classmate to serve as a contact for each student.

21st Century Skills Activity Students should have a **Messages from [classmate's name]** folder that contains two e-mails from the classmate assigned to them.

Challenge Yourself Projects, p. 136

9. Start a Book Club

LEVEL This is an intermediate level project.

Teaching Tip For project 9, assign each student three classmates to include in his or her distribution list.

10. Search for Club Messages

LEVEL This is an intermediate level project.

Teaching Tip For project 10, assign each student one classmate from his or her distribution list.

Solution If you wish, have students take a screen shot of all four e-mails displayed on their computer screen.

11. Organize Your Inbox

LEVEL This is an advanced level project.

Solution Students' documents will vary, but should include a paragraph that describes how they would use color categories add visibility to items in their e-mail account at work (for example, to track meetings, messages from particular contacts, or messages related to a specific project or account).

Answers Rubrics for each Challenge Yourself Project and the 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.