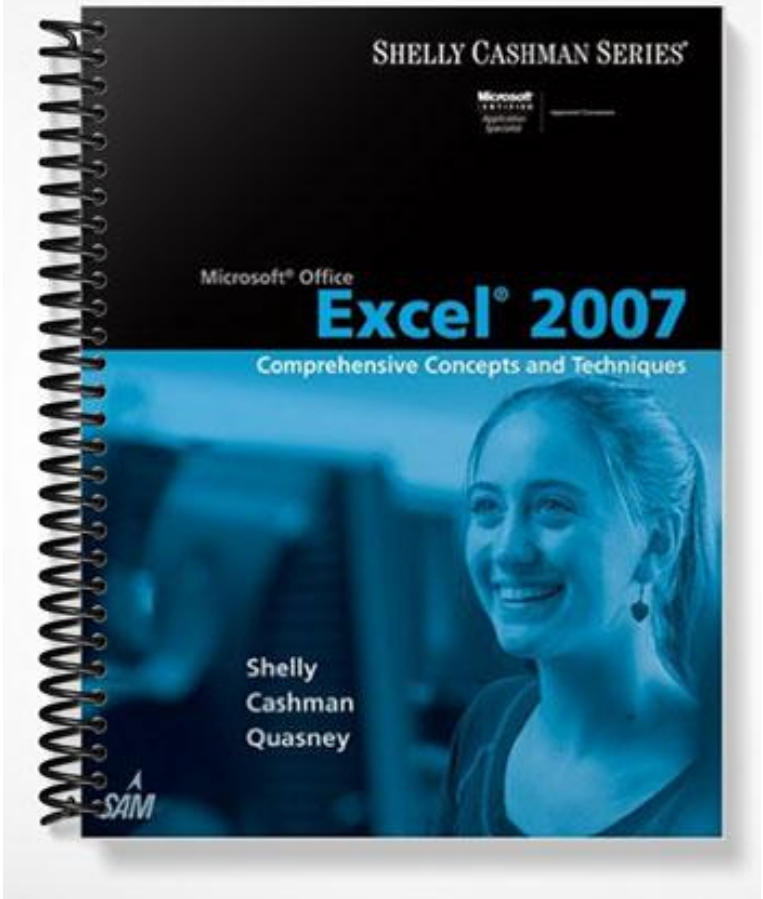
SOLUTIONS MANUAL



Microsoft Office Excel 2007

Chapter Two: Formulas, Functions, Formatting, and Web Queries

A Guide to this Instructor's Manual:

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

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

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

For your students:

Our latest online feature, CourseCasts, is a library of weekly podcasts designed to keep your students up to date with the latest in technology news. Direct your students to http://coursecasts.course.com, where they can download the most recent CourseCast onto their mp3 player. Ken Baldauf, host of CourseCasts, is a faculty member of the Florida State University Computer Science Department where he is responsible for teaching technology classes to thousands of FSU students each year. Ken is an expert in the latest technology and sorts through and aggregates the most pertinent news and information for CourseCasts so your students can spend their time enjoying technology, rather than trying to figure it out. Open or close your lecture with a discussion based on the latest CourseCast.

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Chapter Objectives

Students will have mastered the material in Chapter Two when they can:

- Enter formulas using the keyboard and Point mode
- Apply the AVERAGE, MAX, and MIN functions
- Verify a formula using Range Finder
- Apply a theme to a workbook
- Add conditional formatting to cells
- Change column width and row height
- Check the spelling of a worksheet
- Set margins, headers and footers in Page Layout View
- Preview and print versions of a worksheet
- Use a Web query to get real-time data from a Web site
- Rename sheets in a workbook
- E-mail the active workbook from within Excel

EX 82: Introduction

LECTURE NOTES

- Describe a function
- Discuss the new topics in Excel including:
    - Function
    - Formula and verification
    - Smart tags and option buttons
    - Worksheet themes, formatting, and conditional formatting
    - Spell checking
    - E-mailing from within an application
    - Printing options
    - Web queries with real time data

EX 82: Project — Worksheet with Formulas, Functions, and Web Queries

LECTURE NOTES

- Describe the project to add formulas, functions, and queries to a worksheet using Figures 2-1a and 2-1b
- Review a requirements document and sketch using Figures 2-2 and 2-3
- Review the steps to start Excel
- For figures that match those in the book, change screen resolution to 1024 x 768

- Refer students to Appendix F for XP steps

FIGURES and TABLES: Figures — 2–1a, 2–1b, 2–2, 2-3

BOXES:
1. BTW: *Aesthetics versus Function*. Differentiate between function and visual look and that functional considerations should come first, before visual aesthetics. The user wants to "know" the information. Emphasize not to use graphics that interfere with the purpose of the worksheet.
2. BTW: *Starting Excel*. Explain how to use a command-line switch to start Excel and control how it starts. Explain the switch that starts Excel without opening a workbook.

TEACHER TIPS
A formula can be defined as an equation with more than one variable that is used to solve practical problems. Students probably have worked with formulas in mathematics, science, and business classes. Perhaps surprisingly, however, formulas also are used in psychology, anthropology, sports, art, music, the language arts, and other areas. Formulas can ascertain abstract possibilities, such as an object's length as its speed approaches the speed of light. Worksheets make formulas even more powerful.

CLASSROOM ACTIVITIES
1. Group Activity: Divide the class into small groups. Ask each group to refer to the requirements document and the sketch in Figures 2-2 and 2-3 on pages 84 and 85 and discuss the requirements and the sketch, making certain they understand the needs, source of data, required calculations, and Web requirements for this chapter.
2. Assign a Project: Ask the students to regroup into the same groups they were with before. Ask them to list the aesthetics versus the function of implementing the information in the requirements document. For example, the aesthetics might be some of the graphics, charts, colors, or fonts that would enhance the worksheet. The function might be ease-of-use in understanding the data.

EX 85: Plan Ahead Box (Critical Thinking): General Project Decisions

LECTURE NOTES
- Review decisions to determine appearance and characteristics of the finished worksheet
- Discuss how the sketch (Figure 2-3 on page EX 85) helps determine the worksheet's visual layout and design

CLASSROOM ACTIVITIES
1. Quick Quiz:
    1) Name at least 3 decisions to make before determining the appearance and characteristics of the worksheet for this chapter. (Answer: 1) Plan the layout of the worksheet, 2) Determine the necessary formulas and functions needed, 3) Identify how to format various elements of the worksheet, 4) Establish rules for conditional formatting, 5) Specify how the printed worksheet should appear, 6) Gather information regarding the needed Web query, and 7) Choose names for the worksheets.
2. Group Activity: Have the class brainstorm about the circumstances in which they would choose to have a cell stand out from similar cells and determine in what way the cell will stand out. For example, placing a different background color in cells that show losses could be an appropriate format for a column.

EX 87: Entering the Titles and Numbers into the Worksheet

LECTURE NOTES

- Using the steps, discuss how to enter titles: worksheet title and subtitle, column and row titles
- Refer to the steps and Table 2-1 to discuss how to enter portfolio summary data
- Describe how to format and change workbook properties using Figure 2-4
- Using the steps, illustrate how to change workbook properties and save the workbook
- Refer students to Appendix F for XP steps

FIGURES and TABLES: Figure — 2-4; Table — 2-1

BOXES:
1. BTW: *Wrapping Text*. Mention how to wrap lengthy text within a cell and that Excel automatically increases the cell height to accommodate the text.
2. BTW: *Two-Digit Years*. Explain that Excel has internal calculations to covert a two-digit year to the correct four-digit year. Provide an example of a year from 19xx and a year from 20xx.
3. BTW: *Formatting a Worksheet*. Explain that Excel allows the user to increase vertical white space to improve the appearance.
4. BTW: *Entering Numbers in a Range*. Describe how Excel automatically moves the active cell during entry of data in a selected range.

CLASSROOM ACTIVITIES
1. Quick Quiz:
    1) If a cell A3 contains a word that has 6 characters, such as "Stocks" and cell A8 contains 5 words causing the text to wrap within the cell, what effect does this have on cell A3? (Answer: The height of cell A3 would be increased due to the height that cell A8 required for text.)
    2) When the cursor is in a cell and you click the right arrow, what happens to the cursor? (Answer: It moves to the next cell to the right.)

LAB ACTIVITIES
1. Have students research the Web for information about Excel tips for working with worksheets, ranges of numbers, and using Excel for Web queries. Have them bring their most interesting tip to share with the class.

EX 90: Entering Formulas

LECTURE NOTES

- Explain the functions and formulas (and operators) for the project and how to enter them with different modes.
- Using Figures 2-5 and 2-6 illustrate how to enter a formula using the keyboard
- Use Table 2-2 to summarize arithmetic operations
- Use Table 2-3 to illustrate examples of Excel formulas
- Use Figures 2-7 through 2-10 to illustrate entering formulas using Point mode
- Use Figures 2-11 through 2-13 to illustrate how to copy formulas using the fill handle
- Introduce smart tags and option buttons using Table 2-4
- Describe SUM functions, percent gains, and losses using Figure 2-14
- Use Figure 2-15 to determine the total percent gain/loss

FIGURES and TABLES: Figures — 2-5, 2-6, 2-7, 2-8, 2-9, 2-10, 2-11, 2-12, 2-13, 2-14, 2-15; Tables — 2-2, 2-3

TEACHER TIPS
One common error is to create a formula with a circular reference. This occurs when a cell reference in a formula refers to the formula's result. For example, the formula = B1 + B2 + B3 in cell B3 is a circular reference because the result of the formula in cell B3 depends on the value in cell B3. Therefore, Excel is unable to determine the formula's result. When a formula with a circular reference is entered, Excel immediately points out the problem and offers Help.

BOXES:
1. BTW: *Troubling Formulas*. Explain how to work around and then resolve problems encountered due to the equals sign.
2. BTW: *Automatic Recalculation*. Indicate that Excel automatically recalculates all cells affected by number entry in the active cell but this feature can be overridden to allow for manual recalculation of those cells.
3. BTW: *Selecting a Range*. Describe how to use the keyboard to select a range and how to toggle between selecting and turning off selection of the range.
4. BTW: *Entering Functions*. Describe how to hide or move the Function Arguments dialog box.
5. Other Ways: Review the other ways of copying and pasting from source to destination areas.

CLASSROOM ACTIVITIES
1. Critical Thinking: As students work through this chapter, encourage them to recognize the symbiotic relationship between formulas and worksheets.
2. Class Discussion: Cell references are an integral part of a formula. When the value in a cell changes, the result of the formula used with that cell automatically changes. Therefore, specific numbers should be used in formulas *only* if they are constants (i.e., if they will not change). What are some examples in which entering specific numbers in formulas would be appropriate?
3. Group Activity: Explore the effect of parentheses by presenting an expression, such as 3 * 4 ^ 2 - 12 / 2 + 1, evaluating it using the order of operations (43), then adding parentheses in one or more places, such as (3 * 4) ^ 2 - 12 / (2 + 1), and reevaluating the expression (140), noting how the result has changed.
Write the following expression on the board: 6 * 2 ^ 4 - 12 / 3 + 1
Have students determine all of the different values that can be derived from this expression, depending on where pairs of parentheses are placed.

EX 90: Plan Ahead Box (Critical Thinking): Determine the Necessary Formulas and Functions Needed

LECTURE NOTES
- Review the formulas that are used in this chapter and that are noted in the requirements document

CLASSROOM ACTIVITIES
1. Group Activity: Ask the students, in a group discussion, which formulas would produce a negative value and why. For example, the current value minus the initial cost could cause a negative value if an item cost more to purchase than it would be to sell at current prices.

2. Project to Assign: Have students spend 10-15 minutes to study the formulas that will be used and compare them to how the formulas are used in Figures 2-5 and 2-6.

EX 98: Using the AVERAGE, MAX, and MIN Functions

LECTURE NOTES

- Introduce functions and arguments
- Examine the functions AVERAGE, MAX, and MIN and their arguments
- Use Figures 2-16 through 2-18 to determine the average of a range of numbers using the keyboard and mouse
- Discuss entry of functions into the worksheet and show examples
- Use Figures 2-19 through 2-21 to illustrate how to determine the highest number in a range of numbers using the Insert Function box
- Use Figures 2-22 through 2-25 to determine the lowest number in a range of numbers using the Sum menu
- Demonstrate the fill handle to copy a range to another range
- Use Figures 2-26 through 2-28 to copy a range of cells across columns to an adjacent range using the fill handle
- Review the steps to save a workbook using the same file name

FIGURES and TABLES: Figures — 2-16, 2-17, 2-18, 2-19, 2-20, 2-21, 2-22, 2-23, 2-24, 2-25, 2-26, 2-27, 2-28

BOXES:
1. BTW: *Statistical Functions*. Illustrate how the statistical functions ignore blank (value 0) cells in calculations.
2. Other Ways: Review the alternate ways to implement the AVERAGE function.
3. Other Ways: Emphasize the alternative ways of using the MAX function.
4. Other Ways: Review the other ways to use the MIN function.
5. Other Ways: Review the other ways to move things to a destination area.

TEACHER TIPS
Arguments can be numbers, text, logical values (such as TRUE or FALSE), constants, arrays (specially arranged groups of constants or areas of cells), error values (such as #N/A), cell references, formulas, or other functions. The argument designated must produce a valid value for that function.

CLASSROOM ACTIVITIES
1. Critical Thinking: Sometimes, it is just as easy simply to scan a list and pick out the highest value as it is to use the MAX function. Consider various numerical lists, such as a list of the ages of family members, a list of class grades, a list of stock prices, a list of the areas of states, a list of city populations, and so on. When would it make more sense to use the MAX function than simply to scan the list to determine the highest value? Why? Does the answer depend on the amount of data, the type of data, or both? Why?
2. Quick Quiz:
    1) With Excel, you can enter functions using any of five methods. What are they? (Answer: 1) the keyboard or mouse, 2) the Insert Function box in the formula bar, 3) the Sum menu, 4)

the AutoSum command on the Formulas tab on the Ribbon, and 5) the Name box area in the formula bar.)

LAB ACTIVITIES

1. Have the students work in small groups. Have each group select six stocks — two technology stocks, two retail stocks, and two bank stocks — this can be done by researching on the Web. Each student should submit the stock names, their symbols, and a stock price of one year ago. Have each group create a sketch for a worksheet that lists the stock names, symbols, price, and number of shares for each stock (500 shares as the number of shares for all stocks). Have students suggest ways to format the worksheet by listing formatting suggestions directly on the sketch.

EX 106: Verifying Formulas Using Range Finder

LECTURE NOTES

- Explain how the Range Finder works to verify formulas
- Use Figure 2-29 to illustrate how to verify a formula using Range Finder

FIGURES and TABLES: Figure — 2-19

CLASSROOM ACTIVITIES

1. Quick Quiz:
    1) You use Range Finder to verify that a formula contains the intended cell references. Double-click the cell with the formula you want to check. How does Excel respond? (Answer: Excel responds by highlighting the cells referenced in the formula so you can check that the cell references are correct. Cells referenced in the formula in the active cell are highlighted with corresponding colors; the color of cell references corresponds to the color of the highlighted cells.)

EX 107: Formatting the Worksheet

LECTURE NOTES

- Introduce theme as a predefined set of formatting elements using Figures 2-30a and 2-30b
- Use Figures 2-31 and 2-32 to illustrate changing workbook themes
- Review the steps to format the worksheet titles using Figure 2-33
- Use Figures 2-34 through 2-37 to illustrate changing the background color and applying a box border to the worksheet title and subtitle
- Use Figure 2-38 to discuss cell styles and applying them to headings
- Review the steps for formatting numbers, centering data, and formatting dates using Figures 2-39 and 2-40
- Explain the Accounting Number Format and Comma Style format
- Use Figures 2-41 through 2-43 to illustrate applying an Accounting Style Format and Comma Style format using the Ribbon
- Using the steps and Figures 2-44 through 2-46, discuss Currency and formatting and decimals
- Use Figure 2-47 to illustrate applying a Percent Style format and using the Increase Decimal button
- Use Figures 2-48 through 2-52 to illustrate applying conditional formatting
- Refer to Table 2-5 to summarize conditional formatting relational operators
- Using Figures 2-53 through 2-57, discuss changing the widths of columns
- Using Figures 2-58 through 2-60, describe changing the heights of rows

FIGURES and TABLES: Figures — 2-30a, 2-30b, 2-31, 2-32, 2-33, 2-34, 2-35, 2-36, 2-37, 2-38, 2-39, 2-40, 2-41, 2-42, 2-43, 2-44, 2-45, 2-46, 2-47, 2-48, 2-49, 2-50, 2-51, 2-52, 2-53, 2-54, 2-55, 2-56, 2-57, 2-58, 2-59, 2-60; Table — 2-5

BOXES:
1. BTW: *Colors*. Discuss how colors have different effects on people's moods and feelings. Knowing this information can help the students determine what colors to use in a worksheet.
2. BTW: *Background Colors*. State again how color affects mood and feelings.
3. BTW: *Rotating and Shrinking Entries in Cells*. Discuss the capability of manipulating the position and size of cell entries.
4. BTW: *Conditional Formatting*. Briefly describe how this affects different levels of a workbook.
5. BTW: *Hidden Columns*. Explain how to display the hidden columns.
6 BTW: *Hidden Rows*. Describe how to hide/unhide a range of rows.
7. Other Ways: Describe three other ways to format worksheets.
8. Other Ways: Describe two other ways to format on the tabs.
9. Other Ways: Review the other ways to apply a Currency style format.
10. Other Ways: Explain the three other ways to show percents.
11. Other Ways: Describe two other ways to modify the width.
12. Other Ways: Describe another way to hide a row.

TEACHER TIPS
In many financial documents, such as this worksheet, dollar signs ($) are displayed only in the first row where values appear and in the summary rows (e.g., total, average, highest, and lowest).

CLASSROOM ACTIVITIES
1. Group Activity: Hold up various color chips (from the paint store, for example) or a color wheel, or point to a color in Excel's Theme or Standard Colors gallery). Ask the students to write down what mood this color puts them in, and what is the first thing they think of when they see this color. Do about four or five colors. Have the class share their results.
2. Critical Thinking: Think about background colors for text. Do they interfere with thinking? Do they really enhance a worksheet or detract from it? Think about borders. Do they feel too confining or do they help to group some idea or related group of data? Think about the position of text headings in a column. Do they look better centered within the cell or better left-aligned? How would their position affect the contents of the column they head? For example, would a centered heading look good at the top of a column of right-aligned numbers? Would a left-aligned heading look good over a right-aligned column of numbers?
3. Group Activity: Ask each student to choose which of the following statements best represents his or her opinion:
   (1) It is better to change fonts before any data is entered.
   (2) It is better to change fonts as you enter data.
   (3) It is better to change fonts after all the data is entered.

Divide the class into three groups based on their choice. Ask each group to prepare a defense of their choice. Conduct an informal debate among the three groups.

EX 108: Plan Ahead Box (Critical Thinking): Identify How to Format Various Elements of the Worksheet

LECTURE NOTES

- Use Figure 2-3 of the sketch on page EX 85 to review the formatting elements in the list as suggested by the sketch

CLASSROOM ACTIVITIES

1. Quick Quiz:
    1) What is the measurement unit for the row heights?(Answer: points)
    2) What is the measurement unit for the column widths? (Answer: characters)

2. Critical Thinking: Does the light red background suggested for negative percentages help the reader differentiate from the positive numbers more easily? What would happen if the reader wants to print the spreadsheet on a black and white printer? Would the negative percentages show up as clearly as the spreadsheet specialist had in mind?

EX 127: Checking Spelling

LECTURE NOTES

- Introduce the spell checker and how to use it
- Use Figures 2-61 and 2-62 to illustrate checking spelling on the worksheet
- Review the spell checker considerations

FIGURES and TABLES: Figures — 2-61, 2-62

BOXES:

1. BTW: *Spell Checking*. Emphasize that students should always proofread their work because the automatic spell checking is not foolproof.
2. BTW: *Error Checking*. Discuss the Error Checking button and its use for validating formulas.
3. Other Ways: Describe the F7 key's function.

CLASSROOM ACTIVITIES

1. Group Activity: Discuss that when spell checkers first became available, they did not recognize first names and suggested some very unusual alternatives such as "Dive" for the name "Dave" and "Start" for "Stewart." Brainstorm with the class about types of spelling errors that could easily be undetected by a spell checker. Also think of funny spelling suggestions that the students have seen offered by Microsoft Excel or other spell check programs.

Quick Quiz:

1) What are some of the functions in the Spelling dialog box? (Answer: Ignore Once, Ignore All, Add to Dictionary, Change (instance), Change All, AutoCorrect, Language selection, more Options)

EX 129: Preparing to Print the Worksheet

LECTURE NOTES

- Introduce the terms Page Layout View and Normal View, portrait orientation, and landscape orientation

- Use Figures 2-63 through 2-67 to illustrate changing the worksheet's margins, header, and orientation in Page Layout View

FIGURES and TABLES: Figures — 2-63, 2-64, 2-65, 2-66, 2-67

BOXES:
1. BTW: *Certification*. For more information on the MCAS program see Appendix G or visit the Excel 2007 Certification Web page.
2. Other Ways: Describe the other way to adjust layout settings.

CLASSROOM ACTIVITIES
1. Quick Quiz:
    1) What is the difference between Page Layout View and Normal View? (Answer: Page Layout View allows you to create or modify a worksheet while viewing how it will look in printed format. The default view that you have worked in up until this point in the book is called Normal View.)
    2) What is the difference between landscape orientation and portrait orientation? (Answer: Portrait orientation means the printout is printed across the width of the page. Landscape orientation means the printout is printed across the length of the page.)

2. Assignment: Visit the Excel 2007 Certification Web page (scsite.com/ex2007/cert). Print out or list the requirements for becoming certified.)

EX 129: Plan Ahead Box (Critical Thinking): Specify How the Printed Worksheet Should Appear

LECTURE NOTES
- Discuss some of the limitations and aspects of printing:
    - Describe that the paper is only a fixed size so planning the worksheet should account for size
    - Define portrait and landscape orientation

CLASSROOM ACTIVITIES
1. Group Activity: Brainstorm about situations for which portrait orientation would be an acceptable presentation format for a worksheet.
2. Quick Quiz:
    3) What happens to a worksheet if more data is added to the page than fits on the page? (Answer: Excel extends it to multiple pages)

EX 132: Previewing and Printing the Worksheet

LECTURE NOTES
- Discuss print preview and options
- Use Figures 2-68 through 2-71 to illustrate previewing and printing a worksheet
- Use Figures 2-72 and 2-73 to describe how to print sections of a worksheet

FIGURES and TABLES: Figures — 2-68, 2-69, 2-70, 2-71, 2-72, 2-73

BOXES:

1. Other Ways: Describe another way to modify the print options.
2. Other Ways: Describe another way to print an area of the worksheet.

CLASSROOM ACTIVITIES
1. Class Discussion: Discuss the other ways to change the print options.

2. Quick Quiz:
   1) Which option button in the Print what area of the Print dialog box instructs Excel to print the worksheet currently on the screen? (Answer: The Active sheet(s) option button)
   2) Which option button in the Print what area of the Print dialog box instructs Excel to print all of the worksheets in the workbook? (Answer: The Entire workbook option button)

EX 135: Displaying and Printing the Formulas Version of the Worksheet

LECTURE NOTES
- Differentiate between printing a values version and formulas version worksheet
- Introduce the term debugging
- Use Figures 2-74 and 2-75 to illustrate displaying the formulas in the worksheet and fit the printout on one page
- Review the steps to change the Print Scaling option back to 100%

FIGURES and TABLES: Figures — 2-74, 2-75

BOXES:
1. BTW: *Values versus Formulas*. Explain that the formulas version prints the formulas rather than values of the cells.
2. Other Ways: Encourage other ways to display the formulas.

TEACHER TIPS
The term "debugging" is said to have originated with famed computer programmer Grace Hopper (inventor of COBOL), who traced a computer malfunction to a bug (a moth) in the machine.

CLASSROOM ACTIVITIES
1. Group Activity: Have the class look at Figure 2-74, which shows the formulas version of the worksheet. Ask the students how displaying the worksheet in this version might make it easier to find and correct errors?
2. Quick Quiz:
   1) What is displayed in the formulas version of the worksheet? (Answer: Formulas instead of values)
   2) How do you toggle between the values version and the formulas version of a worksheet? (Answer: Press CTRL+` (CTRL+ACCENT MARK))
   3) How does Excel make a worksheet fit on one page when you choose the Fit to option? (Answer: Excel automatically changes to the percentage required to fit the printout on one page.)

EX 137: Importing External Data from a Web Source Using a Web Query

LECTURE NOTES
- Introduce the term Web query

- Use Table 2-6 to discuss the three Web queries available when Excel is installed
- Use Figures 2-76 through 2-79 to illustrate importing data from a Web source using a Web query
- Explain how to import real time data from a Web site and show examples.

FIGURES and TABLES: Figures — 2-76, 2-77, 2-78, 2-79; Table — 2-6

BOXES:
1. BTW: *Web Queries*. Explain the relationship of the Web query and feeding data to another worksheet.
2. Other Ways: Describe another way to get the source data.

TEACHER TIPS
In addition to obtaining real-time stock quotes, major indices, and currency rates, Web queries can be used for many other purposes. For example, Web queries can be used to acquire the latest sales information from an e-commerce Web site. Web queries are suitable for almost any content that involves dynamic lists of data or tables of information.

CLASSROOM ACTIVITIES
1. Group Activity: Ask for a show of hands who has heard of or used Web queries before with other programs? Ask students to name any.
2. Quick Quiz:
    1) What types of external data can be returned by the built-in Web queries in Excel? (Answer: Currency rates, major stock indices, and stocks)

LAB ACTIVITIES
1. Encourage students to use a Web query to obtain up-to-date information on a topic of interest. Using a search engine and appropriate keywords, they should locate a Web site that has the required information readily available. Ideally, the site should have validity, reliability, and longevity. (Government or professional organization sites often offer a good source of useful information.) After locating a site, they should record the URL. Then, they should open a new Excel workbook and use the Import Data dialog box in Figure 2-77 to import the data. Have students print and turn in the worksheet that results, including the URL they used to obtain their information.

EX 137: Plan Ahead Box (Critical Thinking): Gather Information Regarding the Needed Web Query

LECTURE NOTES
- Use Table 2-6 to discuss the plan for importing data from a Web source with a Web query.

EX 140: Changing the Worksheet Names

LECTURE NOTES
- Discuss the methods for renaming worksheets
- Use Figures 2-80 and 2-81 to illustrate changing worksheet names

FIGURES and TABLES: Figures — 2-80, 2-81

TEACHER TIPS

Tab scrolling buttons do indeed allow you to move to different worksheets. If the number of worksheets in a workbook exceeds the ease of scrolling convenience, however, you can right-click on a worksheet tab to bring up a list of worksheet names. Then, to access the worksheet, simply select its name from the list.

CLASSROOM ACTIVITIES:
1. Quick Quiz:
   1) What is the maximum number of characters for a worksheet name? (Answer: 31 characters, including spaces)
   2) Where are the tab scrolling buttons located? (Answer: To the left of the sheet tabs)
2. Group Activity: Divide the students into groups. Ask them to brainstorm in their groups about types of projects they can think of that would have multiple worksheets. Ask them to list the types of projects and the specific worksheet names they would use.

EX 140: Plan Ahead Box (Critical Thinking): Choose Names for the Worksheets

LECTURE NOTES
- Discuss the naming guidelines for reflecting the worksheet contents

EX 142: E-Mailing a Workbook from within Excel

LECTURE NOTES
- Use Figures 2-82 and 2-83 to explain how to e-mail a workbook directly from Excel

FIGURES and TABLES: Figures — 2-82, 2-83

BOXES:
1. BTW: *Obtaining an E-Mail Account*. Discuss the free e-mail account sites.
2. BTW: *Quick Reference*. Point out the location for the Quick Reference Summary and the Excel 2007 Quick Reference Web page.

TEACHER TIPS
Students will be able to complete e-mailing an activity only if they have an e-mail address with Outlook, Outlook Express, Microsoft Exchange Client, or another 32-bit e-mail program compatible with Messaging Application Interface.

CLASSROOM ACTIVITIES
1. Assign a Project: Explain to students that if they currently do not have an e-mail address, they can obtain a free one. Encourage students to use a search engine to find sources for free e-mail addresses, and follow the instructions to sign up.
2. Quick Quiz:
   1) What is the difference between the way sending a workbook through e-mail used to work and the way it works in Excel 2007? (Answer: In the past, if you wanted to e-mail a workbook, you saved the workbook, closed the file, started your e-mail program, and then attached the workbook to the e-mail message before sending it. With Excel, you have the capability of e-mailing a worksheet or workbook directly from within Excel.)

End of Chapter Material

- Learn It Online is a series of online student exercises that test your knowledge of chapter content and key terms.

- Apply Your Knowledge is a student assignment that helps you to reinforce the skills and apply the concepts you learned in this chapter.

- Extend Your Knowledge is a student assignment that challenges you to extend the skills you learned in this chapter and to experiment with new skills. You may need to use Help to complete the assignment.

- Make It Right is a student assignment that requires you to analyze a presentation and correct all errors and/or improve the design.
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- In the Lab (Lab): In the Lab is a series of student assignments that ask you to design and/or create a presentation using the guidelines, concepts, and skills presented in this chapter. The assignments are listed in order of increasing difficulty.
-
- Cases and Places is a series of student assignments where you apply your creative thinking and problem solving skills to design and implement a solution.

Glossary of Key Terms

- Accounting Number Format (EX 114)
- arguments (EX 98)
- asterisk (EX 91)
- AVERAGE function (EX 99)
- best fit (EX 122)
- blank cell (EX 98)
- Comma style format (EX 114)
- condition (EX 118)
- conditional formatting (EX 118)
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