

SOLUTIONS MANUAL

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Flash CS4

Tutorial Two: Drawing Shapes, Adding Text, and Creating Symbols

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 tutorial summary.

This document is organized chronologically, using the same heading in **blue** that you see in the textbook. Under each heading you will find (in order): Lecture Notes that summarize the section, 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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Tutorial Objectives

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

Session 2.1

- Draw lines, curves, ovals, and rectangles
- Apply stroke and fill colors

Session 2.2

- Modify strokes and fills
- Transform graphic objects using the Free Transform tool
- Create text blocks
- Use the History panel

Session 2.3

- Export a graphic for use in a Web site
- Create symbols and instances of symbols
- Organize symbols in the Library panel
- Apply filters to symbol instances and text

FL 56: Drawing Lines and Shapes

LECTURE NOTES

- Discuss how often in Flash you will create graphics from scratch.
- Review the different tools that can be used to draw lines and shapes: Line, Pen, Pencil, Oval, Rectangle, PolyStar, Brush, Rectangle Primitive, and Oval Primitive.
- Explain that the Oval, Rectangle, and PolyStar tools work in a similar manner: Once you select the tool, you drag the pointer on the Stage and draw.
- Explain that if Snap to Objects is on when drawing with the Oval tool, Flash will help you draw a perfect circle and the same is true when using the Rectangle tool; Snap to Objects will help you draw a perfect square.
- Discuss how the PolyStar tool you can draw polygon and star shapes and demonstrate how to set the options for this tool in the Property inspector
- Demonstrate how to use the Rectangle corner radius option in the Property inspector to round the corners of a rectangle shape.
- Explain that the Pencil tool is used to draw lines, and be sure to point out that its best to set the stroke height and the stroke style first before drawing lines.

BOXES

- Tip: You can also click Window on the Application bar, point to Workspace, and then click Reset 'Essentials' to reset the workspace. (FL 57)
- Tip: To create a rectangle with specific dimensions and corner radius, press the Alt key as you click the Rectangle tool pointer on the Stage, enter values in the Rectangle Settings dialog box, and then click the OK button. (FL 58)
- InSight: Using the Drawing Models to Create Graphics (FL 59)

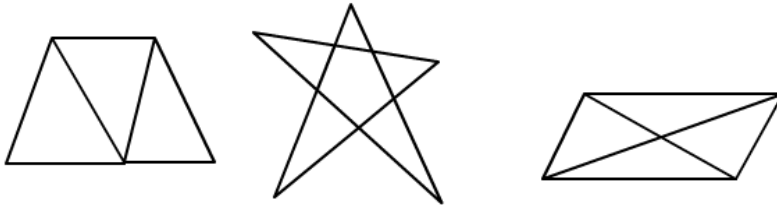
FIGURES

- Figure 2-1, Figure 2-2, Figure 2-3, Figure 2-4, Figure 2-5, Figure 2-6, Figure 2-7, Figure 2-8, Figure 2-9, Figure 2-10, Figure 2-11, Figure 2-12, Figure 2-13, Figure 2-14, Figure 2-15, Figure 2-16, Figure 2-17, Figure 2-18, Figure 2-19

As students go through this part of the tutorial, they need to be reminded the importance of planning ahead of time. If they can even just sketch a design ahead of time, the whole design process will be easier.

CLASSROOM ACTIVITIES

1. Have the students create a new document in Flash. Then, using the Line tool, ask them to draw shapes similar to those shown below. They should do this using only the Line tool. They should also have the Snap to Objects turned on. This will make it easier to attach lines to each other and to draw horizontal or vertical lines.



2. Quick Quiz:

1. True/False: The Snap to Objects option must be on if you want Flash to help you draw perfect squares. (Answer: True)
2. The Rectangle tool has a(n) _____ modifier that creates rounded corners when a rectangle is drawn. (Answer: Rectangle Corner Radius)

[FL 71: Changing Strokes and Fills](#)

LECTURE NOTES

- Explain that after an object is drawn, you can still change its stroke and fill.
- Discuss how the Paint Bucket tool, Ink Bottle tool, and Eyedropper tool can help in modifying strokes and fills.
- Demonstrate how to use the Paint Bucket tool to change the color of an existing fill or to add a fill.
- Discuss how the Gap Size and Lock Fill modifiers can be used to create different effects when using the Paint Bucket tool.
- Explain how to use the Eyedropper tool to copy the fill or stroke properties of one object and apply them to another object.
- Explain that to create rectangles and ovals that are treated as separate objects whose properties can be modified after they are drawn, you can use the Rectangle Primitive and Oval Primitive tools.
- Demonstrate how to create rectangles and ovals using the Rectangle Primitive and Oval Primitive tools.
- Discuss the Free Transform tool and demonstrate how it allows you to move, rotate, scale, skew, and even distort objects.
- Explain the Free Transform tool modifiers shown in Figure 2-31.

BOXES

- Tip: You can also press the Ctrl+G keys to group selected elements. (FL 71)
- Tip: The Ink Bottle tool changes the attributes or properties of a stroke or applies a stroke to an object that has no stroke. (FL 71)
- Reference Window: Using the Eyedropper Tool (FL 73)
- Tip: To draw a straight line, hold the Shift key as you draw with the Line tool. (FL 76)
- Reference Window: Transforming an Object Using the Free Transform Tool (FL 78)

- Tip: Transformation handles are squares and tangent handles are circles. (FL79)
- InSight: Transforming Objects Precisely (FL 82)

FIGURES

- Figure 2-20, Figure 2-21, Figure 2-22, Figure 2-23, Figure 2-24, Figure 2-25, Figure 2-26, Figure 2-27, Figure 2-28, Figure 2-29, Figure 2-30, Figure 2-31, Figure 2-32, Figure 2-33, Figure 2-34, Figure 2-35

TEACHER TIP

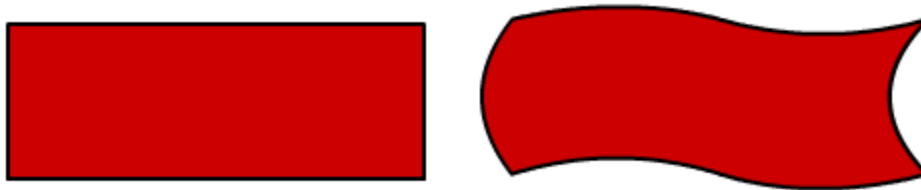
Take time to have students try out the different tools. Students will learn this material best by creating shapes. You can make a little contest to have them see who can create the most unique shapes.

CLASSROOM ACTIVITIES

1. Class Discussion: Ask students to think about what shapes could be used to construct other animal like shapes. Have them sketch the ones they think about and then share with the rest of the class how they think they would build them in Flash.
2. Quick Quiz:
 1. The Paint Bucket tool has a(n) _____ modifier that determines how the tool will paint areas that are not completely enclosed. (Answer: Gap Size)
 2. To copy the fill color of a rectangle and apply it to a circle you first select the _____ tool and click the rectangle's fill. (Answer: Eyedropper)

LAB ACTIVITY

- Ask your students to create a new document and to draw a rectangle as shown at left below. Then using the Envelope modifier of the Free Transform tool, ask them to modify the rectangle so that it looks similar to the one on the right.



[FL.83: Adding Text](#)

LECTURE NOTES

- Discuss the different types of text that can be added to a document: static text block, dynamic text field, field, and input text field.
- Explain what the Text tool is and demonstrate how it can be used to add static text blocks.
- Review the differences between a fixed-width text block and a single-line text block.
- Demonstrate how to create text blocks in a Flash document.

BOXES

- Tip: Anti-aliasing text (FL 84)
- Tip: You can also click the Size value , type the desired point size in the box, and then press the Enter key to change the Size value. (FL 84)
- Tip: You can also press the V key to select the Selection tool in the Tools panel. (FL 85)

FIGURES

- Figure 2-36

TEACHER TIP

Some students will find creating the different type of text blocks challenging since many click so fast. Remind them to take their time and make sure they are creating the text block they want for the particular situation. Create a list for them of cases when one type of text block is better than the other.

CLASSROOM ACTIVITIES

1. Class Discussion: Ask students to think of instances where they would want to use the different type of text blocks. Which type of text block do they think they will use the most? The least?
2. Quick Quiz:
 1. True/False: A single-line text block has a square handle. (Answer: False)
 2. True/False: An input text field is used to get data from the user in a form or survey. (Answer: True)

[FL 85: Checking the Spelling of Text](#)

LECTURE NOTES

- Discuss the usage of the Check Spelling command to aid in verifying the spelling in each text area.
- Explain how to specify options in the Spelling Setup dialog box using Figure 2-37 as a guide.
- Demonstrate how to spell check a Flash document and review the importance of correct spelling.

BOXES

- Reference Window: Setting Options for the Spelling Checker (FL 86)
- InSight: The Importance of Correct Spelling (FL 87)

FIGURES

- Figure 2-37, Figure 2-38

TEACHER TIP

Students tend to forget to watch their spelling. Stress to them that with the spelling checker, this task can be made much easier, as long as they use the spelling checker.

CLASSROOM ACTIVITIES

1. Class Discussion: Have students ever turned in anything that was not spelled checked? How many errors were found when the assignment was graded? What do students think about spell checkers? How important do they think correct spelling is?
2. Quick Quiz:
 1. True/False: There is no way to fix a spelling error in Flash automatically. (Answer: False)
 2. True/False: You can choose not to spell check some text areas. (Answer: True)

[FL 88: Exporting a Graphic for Use on the Web](#)

LECTURE NOTES

- Discuss the process of exporting a graphic from a Flash document.
- Explain how all the elements are combined into a single graphic.
- Stress that the individual elements cannot be edited in the exported file.
- Review the different file formats that Flash can generate.

FIGURES

- Figure 2-39, Figure 2-40

TEACHER TIP

Students should have no problem with this section. Stress to them the difference between the different file formats and which ones they should use.

CLASSROOM ACTIVITIES

1. Class Discussion: Have students use a search engine and find out which file formats are most compatible for the Internet. Have them share results with each other and see if they all got the same results. Discuss with them why certain file formats are not acceptable for the Web.
2. Quick Quiz:
 1. True/False: Exporting means that Flash converts an existing picture into a FLA file. (Answer: False)
 2. Exporting will cause the creation of _____ graphic(s). (Answer: one)

[FL 90: Using the History Panel](#)

LECTURE NOTES

- Discuss the History panel and how it is a record of the steps performed in the current document that is kept until the history is cleared or the document is closed.
- Demonstrate how to display the History panel and view the recorded steps.
- Explain how to replay steps from the History panel to create duplicates of an object or to apply formatting that was done to one object to another object.
- Discuss how to copy steps from one document to another.
- Review the concept of undoing steps and discuss the document-level undo and the object-level undo.
- Explain the differences between the two types of undo commands and how to switch between them using the Preferences dialog box.
- Demonstrate how to undo steps using the slider in the History panel.

BOXES

- Tip: You can also press the Ctrl+F10 keys to open and close the History panel. (FL 90)
- Tip: You can also undo one step at a time by pressing the Ctrl+Z keys. (FL 93)

FIGURES

- Figure 2-41, Figure 2-42, Figure 2-43, Figure 2-44

TEACHER TIP

Stress to students that using the History Panel can save them some time from having to repeat the same steps over and over again. They will like the fact that this will save them quite a bit of work.

CLASSROOM ACTIVITIES

1. Have students use Flash help to find out how to save steps from the History panel as a command and how to use the command after they have created it. Do they think this would be a useful tool? Why or why not?
2. Quick Quiz:
 1. True/False: You can replay all steps in the History panel. (Answer: False)
 2. True/False: You can only replay steps using the original object that was modified when the steps were first made. (Answer: False)

LAB ACTIVITY

- Have your students modify the rectangle they made earlier by adding text to make it like a banner for a swim meet. After adding text, have them export it as a graphic for the Web. Let them experiment with the History panel by repeating the steps to create a second banner. Have them change the text for the second banner to advertise an event of their choice. If you have time, you can show them how to save a set of steps as a command and let them try that out as well.

[FL 94: Creating and Editing Symbols](#)

LECTURE NOTES

- Explain what a symbol is and how it can be used in Flash.
- Discuss the different symbol behavior types: movie clip, graphic symbol, and button symbol.
- Demonstrate how to create a symbol either by converting a graphic into a symbol or creating a new symbol.
- Discuss how to create meaningful names for symbols.
- Explain what a library is and how each Flash document has one that allows you to view, organize, and edit symbols stored in the library from the Library panel.
- Demonstrate how to view the Library panel and the symbols in it.
- Review and explain the different parts of the Library panel as well as the additional options available from the options menu.
- Demonstrate how to create a duplicate of symbol in a document's library.
- Explain the different ways to edit a symbol: by itself in symbol-editing mode or in place with the rest of the graphics on the Stage dimmed.
- Demonstrate how to edit a symbol.
- Explain what an instance of a symbol is and demonstrate how to create one.
- Discuss the difference between editing an instance and editing a symbol.

BOXES

- Reference Window: Creating a Symbol (FL 95)
- Tip: You can also ungroup a grouped object by pressing the Ctrl+Shift+G keys. (FL 95)
- InSight: Assigning Meaningful Names to Symbols (FL 96)
- InSight: Organizing Symbols in the Library (FL 97)
- Tip: You can also press the Ctrl+L keys to open and close the Library panel. (FL 98)

- Tip: You can also right-click the symbol's name in the Library panel, and then click Duplicate on the context menu to open the Duplicate Symbol dialog box. (FL 98)
- Reference Window: Editing a Symbol (FL 99)
- Tip: You can also press the Ctrl+A keys to select all of the objects on the Stage at one time. (FL 99)
- InSight: Using Instances of Symbols (FL 100)
- Tip: You can quickly close a document by pressing the Control+W keys. (FL 104)

FIGURES

- Figure 2-45, Figure 2-26, Figure 2-47, Figure 2-48, Figure 2-49, Figure 2-50, Figure 2-51

TEACHER TIP

Symbols are one of the main elements that make Flash documents more efficient by allowing you to create graphics that can be used multiple times. Make sure students understand the concept of symbols. Be sure to remind students that no matter which method is used to edit a symbol, once they make a change to a symbol all instances of that symbol will also be changed.

CLASSROOM ACTIVITIES

1. Class Discussion: Ask students to think about how they would redesign their school logo using Flash. What size would they make the logo? Would they use a certain background color? How can they determine the exact colors needed to match the school colors and how would they implement those colors in Flash? Ask them to look at the current logo and to say which Flash tools they think could be used to recreate it.
2. Quick Quiz:
 1. True/False: The document's Library is used to organize and store a document's symbols. (Answer: True)
 2. When you make a copy of a symbol on the Stage, you have created a(n) _____ of the symbol. (Answer: instance)
 3. Which of the following is a symbol behavior type? (Answer: d)
 - a. Scene
 - b. Layer
 - c. Instance
 - d. Button (Answer: d)

LAB ACTIVITY

- Ask students to open a new document in Flash. Have them draw several circles with colors of their choice. Then have them convert one of the circles (including its fill and stroke) into a symbol. Now ask them to right-click the instance of the circle on the Stage and to use each of the three options listed to edit the symbol. Also, have them drag several instances of the circle symbol from the Library panel to the Stage. Finally, have them double-click the symbol's preview in the Library panel to open it in symbol-editing mode, and then exit symbol-editing mode. Tell them they should get familiar with the various ways of editing a symbol.

[End of Tutorial Material](#)

- **Review Assignments:** Review Assignments provide students with additional practice of the skills they learned in the tutorial using the same tutorial case, with which they are already familiar. These

assignments are designed as straight practice only and should not include anything of an exploratory nature.

- **Case Problems:** A typical NP tutorial has four Case Problems following the Review Assignments. Short tutorials can have fewer Case Problems (or none at all); other tutorials may have five Case Problems. The Case Problems provide further hands-on assessment of the skills and topics presented in the tutorial, but with new case scenarios. There are four types of Case Problems:
 - **Apply.** In this type of Case Problem, students apply the skills that they have learned in the tutorial to solve a problem. Apply Case Problems can include Explore steps, which go a bit beyond what was presented in the tutorial, but should include only one or two Explore steps, if any at all.
 - **Create.** In a Create Case Problem, students are either shown the end result, such as a finished Word document, and asked to create the document based on the figure provided; or, students are asked to create something from scratch in a more free-form manner.
 - **Challenge.** A Challenge Case problem involves three or more Explore steps. These steps challenge students by having them go beyond what was covered in the tutorial, either with guidance in the step or by using online Help as directed.
 - **Research.** In this type of Case Problem, students need to go to the Web to find information that they will incorporate somehow in their work for the Case Problem.A tutorial does not have to include each of the four types of Case Problems; rather, the tutorial's content should dictate which Case Problems to include. It's possible, therefore, that some tutorials might have three Case Problems of one type and only one Case Problem of a different type. To the extent possible, the first Case Problem in a tutorial should be an Apply so that the Case Problems progress in degree of difficulty.
- **Internet Assignments:** Internet Assignments are additional exercises that students access via the Student Online Companion Web site. These assignments integrate the skills the students learned in the tutorial with research on the Web. Not all books or tutorials include Internet Assignments; for example, in the Office First Course text, only the application tutorials (Word, Excel, Access, and PowerPoint) have Internet Assignments.
- **Reality Check Exercises:** This feature is new for Office 2007. Reality Check exercises are comprehensive, open-ended assignments that give students the opportunity to practice skills by creating practical, real-world documents, such as resumes and budgets, which they are likely to use in their everyday lives at school, home, or work. Reality Check exercises are offered at various points throughout a text, encompassing the concepts and skills presented in a standalone tutorial or a group of related tutorials.

[Glossary of Key Terms](#)

- anti-aliasing (FL 84)
- button symbol (FL 95)
- document-level undo (FL 93)
- dynamic text field (FL 83)
- export (FL 88)
- Eyedropper tool (FL 72)
- field (FL 79)
- filter (FL 101)
- fixed-width text block (FL 83)
- Free Transform tool (FL 78)
- graphic symbol (FL 95)
- History panel (FL 906)
- Ink Bottle tool (FL)
- input text field (FL 83)
- instance (FL 100)
- library (FL 96)
- movie clip (FL 95)
- object-level undo (FL 93)
- Oval Primitive tool (FL 73)
- Paint Bucket tool (FL 71)
- Pencil tool (FL 68)
- Rectangle Primitive tool (FL 73)
- root folder (FL 97)
- single-line text block (FL 83)
- static text block (FL 83)
- symbol (FL 94)
- Text tool (FL 83)

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