

KEYBOARD

Computer Science With Application Software

THIRD EDITION



TEACHING GUIDE

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About the Series

The computer in present-day society is an indispensable tool facilitating communication and work. From huge machines weighing several tons, the computer has evolved into light, sleek yet powerful tools that dominate today's knowledge society. Many previously complex and time-consuming tasks have been reduced to the mere touch of a few buttons on the keyboard. Basic computing skills like word processing are an essential requirement in today's job market. The Internet has revolutionised the way people communicate and interact. Geographical distances are no longer a constraint for effective business transactions, information dissemination, and interpersonal interactions, as distances have been overcome through extensive, intricately-designed communication networks.

Today computer science is an academic subject in its own right, governed by scientific and mathematical principles. It is an integral part of what is commonly called STEM (Science, Technology, Engineering, and Mathematics). Due to its increasing importance, computer classes have become an essential part of the education curriculum around the world.

However, the trend has been to favour Information and Communication Technology (ICT) rather than the science behind computers. ICT in schools usually focuses only on teaching how to use office productivity software, such as, word processors, presentation software, and spreadsheets. We, as teachers, should be careful that we teach not only ICT, but also computing, especially in the lower classes. This is an important distinction because ICT primarily involves simply understanding and memorising commands. As a consequence many students may get the impression that there is not much of creativity involved in using computers. This may possibly result in students losing interest in what they mistakenly believe to be computing. Students are not introduced to how computers work and are not provided with the opportunity to be creative through computing activities that challenge them to use their logical and analytical abilities along with being creative.

Computer science education should be such that children later on, if they choose to do so, would be capable of making a meaningful contribution either to further advance our digital society or use digital media optimally in their chosen field of study or work. Computer education in schools should equip every child with the basic understanding of how computers work and with the possibilities of information technology in a knowledge-based society and economy. This has been the rationale for developing this third edition of the **Keyboard** series—*Keyboard: Computer Science with Application Software*.

KEYBOARD: COMPUTER SCIENCE WITH APPLICATION SOFTWARE

Keyboard: Computer Science with application Software, third edition, a series of eight books for Classes 1 to 8, is a comprehensively revised edition of *Keyboard: Computer Science with application Software*, second edition, and carries forward the very same interesting and interactive approach that is a hallmark of the existing edition. The series aims to make the study of computer science engaging and interactive for students through a combination of interesting features.

The contents are based on the most recent feedback from teachers and incorporate the latest trends in computer education. We have taken particular care to update facts and figures, and to include the latest advancements in the field of information and communication technology. Thus, trendsetting topics such as social networking and cloud computing have been explained along with devices such as smartphones and tablets. Also, in keeping with the times, there is greater focus on animation and web-designing concepts.

The series introduces the subject in a language that is simple and direct. Technical jargon is used only where necessary and all such terms are defined at the end of each chapter. Comic strips, icons, cartoon characters, and illustrations make the learning process an enjoyable experience.

Keyboard: Computer Science with Application Software is an advanced course in computer science meant for those schools that wish to teach creative application software, such as **Flash**, **HTML**, **Photoshop**, and **Dreamweaver**, along with the basic concepts of computers, computer programming, and the Internet. In keeping with the times it also introduces students to sound (**Audacity**) and video-editing (**Lightworks**) software.

COURSE FEATURES AND HIGHLIGHTS

Each chapter in *Keyboard: Computer Science with Application Software* starts with an engaging introduction in comic strip format presenting a conversation between two characters, **Goggle** and **Toggle**. Goggle represents an average primary and middle school student, while Toggle is an animated laptop and an expert in computer science. Toggle helps Goggle understand all that is taught about computers and computer software in the series. The series has a hands-on approach to learning with text supported by relevant screenshots, and plenty of practical exercises. The MS Office screenshots are based on **MS Office 2013**, with the compact and user-friendly **Windows 7** as the operating system.

Practice Time, Exercises, In the Lab, and Group Project

Practice Time is a feature that has been a part of all the computer science series we have written, and it has been found by teachers to be a very useful feature. We continue with it in *Keyboard: Computer Science with Application Software* also. The feature provides practical exercises after every major topic, in which the student applies the concept(s) learnt in the previous section to solve a practical problem. The detailed solution is given after the question, so that students are able to understand the practical application of a particular concept on their own. This frees the teacher from the process of trying to individually assess whether all the students have properly grasped the concept.

The **Exercises** and **In the Lab** questions in the series deserve particular mention, as they have been developed according to Bloom's Taxonomy. The exercises in each chapter have sufficient theoretical and practical questions for concept application.

Application-Based Questions is a special analytical section within Exercises, aimed at encouraging students to evaluate a picture or a situation, and answer questions based on them.

The **In the Lab** questions are similar to those under **Practice Time** except that the solutions are not given. The questions too are more complex than those found under **Practice Time**. In both, however, the questions describe

a variety of situations across subjects. Thus, both attempt to integrate the use of computers with problem-solving in other subjects.

Group Projects encourage the students to work in collaboration with their peers and implement what they learnt in the lessons.

Worksheets and Assessment Papers

Worksheets have been introduced in Classes I to V, while for Classes VI to VIII **Assessment** and **Comprehensive Assessment** papers have been included.

Teaching Resources

The teacher's resources for the *Keyboard: Computer Science with Application Software*, series have two components: (a) Teaching Guides and (b) Teacher's Digital Resources.

Teaching Guides

The Teaching Guides accompanying each of the coursebooks is carefully structured to provide useful support to teachers.

Each Teaching guide contains the following:

- A **Lesson Plan** that details the periods recommended for a particular chapter, the topics therein, the expected learning outcomes at the end of each topic, and the digital support available for each chapter. This is intended to assist teachers in respect of overall planning. Teachers may go through the lesson plan before stepping into the class or may use the recommendations for creating their own.
- A set of **chapter-wise Worksheets** follows the lesson plans, and has questions in the form of Crossword Puzzles, Word Searches, Jumbled Words, etc. designed to reinforce conceptual understanding.
- In addition to the **Worksheets**, a set of **chapter-wise test papers** has also been provided, which may be used by teachers to create their own assessment papers, or may be used as they are for classroom tests.
- The complete **Answer Key** to the Coursebook Exercises has been given in the teaching guide, including that for the In the Lab questions, Group Project, Worksheets/Assessment papers, Revision Questions, and the Cyber Olympiad Questions.

Digital Resources

The teacher's digital support for the series is accompanied by a **Test Generator**.

This comprehensive and easy-to-use **Test Generator** is an effective assessment tool designed to benefit teachers by enabling them to create a variety of test papers.

It has two sections: (a) Coursebook questions (b) Questions beyond the coursebook.

Both include an extensive pool of questions, such as multiple choice, true or false, fill in the blanks, short answer, and long answer questions, as well as lab exercises wherever relevant. Answers have been provided to enable efficient and effective evaluation. The **Test Generator** allows the teacher to create test papers for one or more chapters, with a mix of questions from both the sections. The Student's Books, and the accompanying Teaching Guides and teacher's digital support, together form a complete package enabling one to teach the subject effectively.

Continuous and Comprehensive Evaluation

Learning takes place in a variety of ways — through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing oneself in speech, movement or writing. All these modes of learning are possible both individually and in groups. It would thus be advantageous for children to be given the opportunity to involve themselves in as many of these activities as possible.

CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

The primary objectives of this system are (1) to maintain continuity in evaluation and (2) to reliably assess broad-based learning and behavioural outcomes.

In this system the term 'continuous' is meant to emphasize that evaluation of a student's progress is a continuous process rather than an event. It is spread over the entire span of an academic session, and means regularity of assessment and unit-testing. It also includes a diagnosis of learning gaps, the use of corrective measures, retesting, as well as self-evaluation.

The term 'comprehensive' suggests that the system should cover both scholastic and co-scholastic aspects of a student's growth and development.

This system expects assessment to be both **formative** and **summative**. Formative assessment is a tool used by the teacher to continuously monitor student progress in a supportive environment. It involves regular descriptive feedback, a chance for the student to reflect on the performance, take advice and improve upon it. If used effectively it can improve student performance tremendously.

Summative assessment is carried out at the end of a course of learning. It measures or 'sums-up' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or set of grades.

It has been found that assessment that is predominantly of a summative nature will not by itself be able to yield a valid measure of the growth and development of the child. It, at best, certifies the level of achievement only at a given point of time.

The paper-pencil tests are basically a one-time mode of assessment and to exclusively rely on it to decide about the development of a child is both unfair and unscientific. Over-emphasis on examination marks makes children assume that assessment is different from learning. Besides encouraging unhealthy competition, the reliance on a summative assessment system also results in great stress and anxiety among learners.

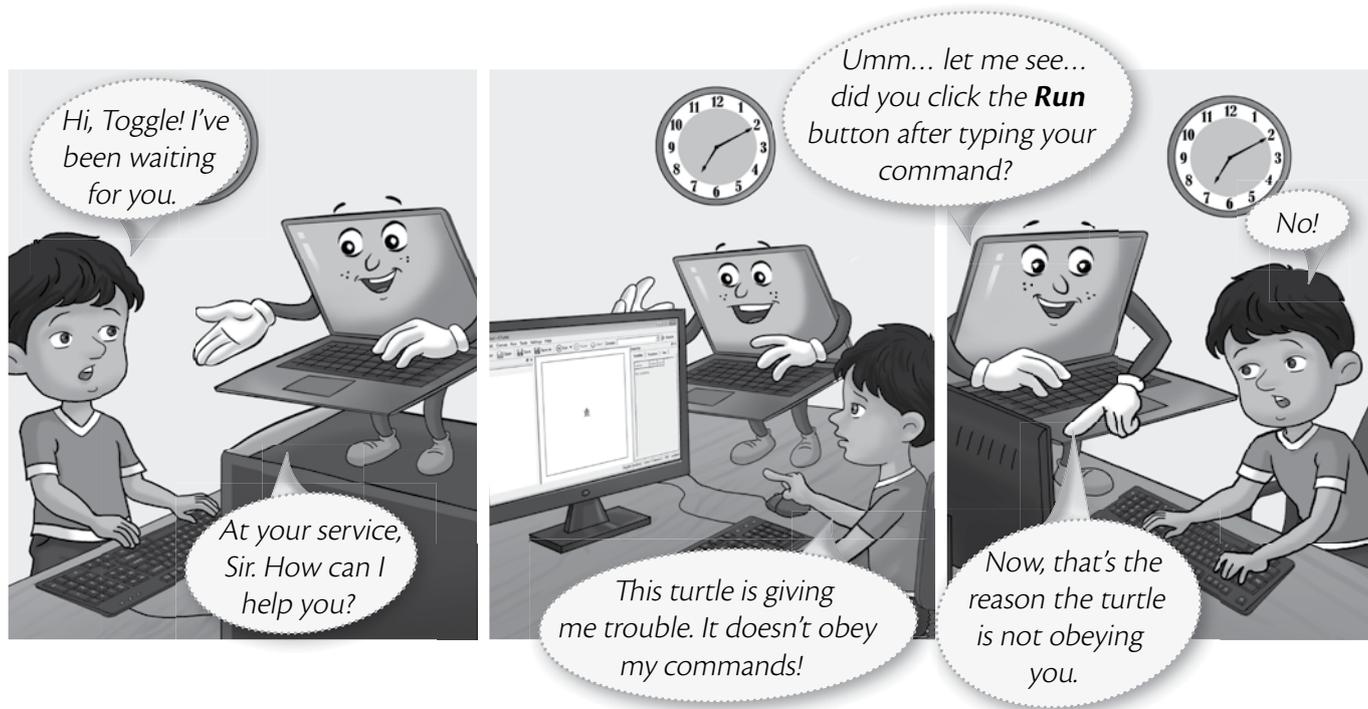
The *Keyboard: Computer Science with Application Software*, series, comprising of **Student's Books**, **Teaching Guides**, and **Digital Resources**, has a number of features that aid both continuous and comprehensive evaluation.

CONTINUOUS EVALUATION

Coursebooks

Beginning of Instruction (Formative Assessment)

- The introductory dialogue at the beginning of each chapter between Goggle and Toggle is a starter to the chapter topic and can be employed to test the prior knowledge of students by using the dialogue to ask for possible solutions or an answer to Goggle's question. For example, in the following dialogue you can also ask them what is the alternative to clicking the **Run** button.



During Instruction (Formative Assessment)

- The conceptual grasp of students can be assessed during instruction through Practice Time, which has been placed after every major topic in the **Student's Book**, by observing how fast they carry out the task as given. A couple of questions may also be added to test their understanding of the concept. For example, in the question below students may be asked if they can use the `tl` command in the solution to this question instead of the `tr` command.

PRACTICE TIME

Tania wants to draw a rectangle of breadth 40 steps and length 60 steps in K Turtle using the `turnright (tr)` command. Can you help her out?

SOLUTION

1. Tina should type the code given alongside in the K Turtle Editor pane.
2. After typing the code, she should click the **Run** button.
3. The output will appear as given here.

Note: Try doing the same using the `tl` command also.

```

1 reset
2 fw 40
3 tr 90
4 fw 60
5 tr 90
6 fw 40
7 tr 90
8 fw 60
9 tr 90

```

End-of-Chapter (Summative Assessment)

- At the end of the chapter the student can be tested on acquired knowledge through the objective and descriptive questions of the **Exercises**, the **Application-Based Questions**, and on the practical application of concepts through **In the Lab** questions, and **Group Project**.

EXERCISES

Objective Type Questions

1. Fill in the blanks with the correct words.

bottom drawing open text undo

- The canvas is present at the center of the main screen.
- The tool is used to load the already saved pictures.
- The **Help** area is present at the of the Tux Paint screen.
- The tool is used to type text and numbers in drawing area.
- The command will cancel the last drawing action.

2. Write T for the true statement and F for the false one.

- The **Eraser** tool can have different sizes.
- The **Line** tool can be used to draw curved lines.
- The **Help Area** provides information about the selected tool while drawing on the canvas.
- There are 18 colors in the Tux Paint palette. The first 17 are fixed while the 18th color can be changed.
- The Tools are present on the right side of the Tux Paint main screen.

Application-Based Questions

a. Observe the given figure on the right and answer the following questions:

- Which tool is selected in the figure?
- Name the modifier that has been used to draw line A.
- Name the modifier that has been used to draw line B.
- Which modifier will you use to draw



IN THE LAB

1. Amir has designed a NewYear greeting card in Paint as shown below. Make a New Year greeting card of your own, using the various tools in Paint, for your teacher.

End-of-Unit and Term (Formative as well as Summative Assessment)

- Assessment at the end of a unit, or a set of three or four chapters, is facilitated through **Worksheets** in classes I to V.

TEACHING GUIDES

The Teaching guides provide the following support for **formative** and **summative** assessment:

- Worksheets, one for each chapter**, have questions in the form of Crossword Puzzles, Word Searches, Jumbled Words, etc. designed to reinforce conceptual understanding.
- Test papers, one for each chapter**, which may be used by teachers by photocopying them in a larger format for classroom tests.

DIGITAL RESOURCES

The downloadable digital resources are for the series provided accompanied with **Test Generator**.

The Digital resource for *Keyboard: Computer Science with Application Software*, includes:

- Animations** for the theoretical chapters such as that on operating systems, history of computers, input and output devices, etc. that offer an interesting audio-visual element to technically complex or difficult concepts. There are one or more modules for each such chapter which may be paused at relevant points and feedback taken on what the children have seen, heard, and understood.
- Demo Videos** that are linked to one of the Practice Times in software chapters (those chapters that describe the features and commands available in a software), and present a step-by-step audio-visual guide to solving the problem described in that particular Practice Time question. One or more objective type question(s) has (have) been introduced at (a) strategic point(s) under the feature **Rapid Round** during the demo to encourage children to participate in the solution to the problem. These questions could be also be used as a formative assessment tool.
- Interactive Exercises** The **objective type questions** have been made interactive in the form of pop-up screens in which the right answer can be typed in or clicked. Clicking **Submit** will give you feedback, hence these can be used as a formative assessment tool for quick evaluation.

- **Printable documents** for every chapter in the form of soft copies of the worksheets and test papers given in the Teaching Guides. The teacher is free to use either version of the worksheets and test papers as formative assessment tools.
- Additional projects, Cyber Olympiad questions for practice, revision questions, and sample assessment papers (in classes 6 to 8).

The **Test Generator** accompanying **digital resources** is an effective assessment tool designed to benefit teachers by enabling them to create a variety of test papers.

It has two sections: (a) Coursebook questions (b) Questions beyond the coursebook.

Both have an extensive pool of questions including multiple choice, true or false, fill in the blanks, very short answer, and short answer questions, as well as lab exercises wherever relevant. The Test Generator can be used to create test papers for one or more chapters, with a mix of questions from both the sections. The wide variety of objective and descriptive type of questions makes the tool flexible enough for teachers to employ it either for formative or for summative assessment. Answers have also been provided for these questions to aid efficient and effective evaluation by teachers.

COMPREHENSIVE EVALUATION

Comprehensive evaluation involves, as explained above, both the scholastic and co-scholastic aspects of a student's growth and development. It aims to assess the student not only in the area of pure knowledge but also in the areas of their analytical and creative ability, as well as in their general attitudes and aptitudes.

The key features in *Keyboard: Computer Science with Application Software*, have been designed to provide both scholastic and co-scholastic development.

Scholastic

- The features such as Did You Know?, Fast Forward, Top Tip, Tricky Terms, and Memory Bytes, enhance and reinforce conceptual knowledge.

Did you know?

One point equals $1/72^{\text{th}}$ of an inch.

Fast forward

Font dialog box **Ctrl + D**

Top Tip

Starter images are backgrounds with outlines of images, or 3D photographs, that you can use in Tux Paint.

Tricky Terms

Template A pre-defined design layout that saves time while designing

Objects The elements you place in your publication

Guides They are horizontal and vertical lines

Scratch Area The grey area around the publication page where objects can be placed before insertion in the publication page

Drop Cap A text-formatting style that enlarges the first letter of the selected text

Memory Bytes

- The AutoFill feature lets you quickly enter a predefined series of data.
- There are two ways to create custom lists: by importing the list or by entering the list in the **Custom Lists** dialog box.
- Filtering selectively displays rows/columns that meet the criteria specified by the user.
- Conditional formatting allows you to set a cell's format according to the conditions you specify.

Co-Scholastic

- The features such as Computer Manners, Projects, and the design of the practical exercises focus both on scholastic and co-scholastic areas by creating awareness on ethical and correct use of computers, as well as the use of computers as a tool for applying their creativity and enhancing their problem-solving skills.

Computer Manners




PROJECTS

KTURTLE

Type the following commands and execute it in KTurtle. Draw the figure you see on the canvas in the space provided.

Note: Read and enter the commands column-wise.

```

reset          fw 100   fw 120
canvascolor 255,0,0  bw 40   tr 45
pencolor 0, 255,0  tr 90   fw 70
penwidth 5       fw 50   tr 90
go 150,250       tr 90   fw 70
fw 120           tr 20   tl 135
tr 90           tr 90   go 60,250
fw 100           fw 50   fontsize 40
tr 90           tr 90   pencolor 0, 0, 255
fw 120           fw 60   print "This is my house"
tr 90           tr 90   sprtehide

```

Find out how many rectangles there are in the figure.

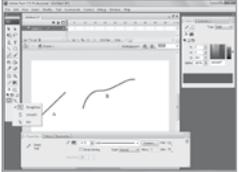
Application-Based Questions

a. Observe the given figure on the right and answer the following questions:

- Which tool is selected in the figure?
- Name the modifier that has been used to draw line A.
- Name the modifier that has been used to draw line B.
- Which modifier will you use to draw lines without any modifications?

b. Danya has to create a cartoon character using tools available in Flash CS3. Which tool will she use for the following purposes?

- Paint freely on the stage
- Draw a circle



IN THE LAB

1. Amir has designed a NewYear greeting card in Paint as shown below. Make a NewYear greeting card of your own, using the various tools in Paint, for your teacher.



SCHEME OF WORK AND LESSON PLANS

- A **Scheme of work** and **Lesson Plan** have been devised for each chapter which details the number of periods recommended for that chapter, the topics covered in that chapter, the recommended topic-wise allocation of periods, the learning outcomes, and the **downloadable digital resources** available for that chapter.
- The total number of periods in a year for computer science has been taken at 36 assuming one period in a week for the subject.
- Teachers may go through the lesson plan before stepping into the class. However, this is a proposed lesson plan, and teachers are free to modify it as per their teaching styles, sequence, and requirements in respect of the chapters.

SCHEME OF WORK*

Chapter Title	In this Chapter	Topic-wise Allocation of periods	Learning Outcomes
1. Uses of Computers	At Home	0.5	The student should be able to: <ul style="list-style-type: none"> describe the use of computers at home.
	In Schools	1	<ul style="list-style-type: none"> list the use of computers in schools.
	In Making Films	0.5	<ul style="list-style-type: none"> explain the use of computers in making films.
	In Space Technology	0.5	<ul style="list-style-type: none"> specify the use of computers in studying space.
	In Offices	0.5	<ul style="list-style-type: none"> enumerate the use of computers in offices.
	In Libraries	0.5	<ul style="list-style-type: none"> list the use of computers in libraries.
	In Medicine	0.5	<ul style="list-style-type: none"> describe the use of computers in medicine.
	In Banks	0.5	<ul style="list-style-type: none"> outline the use of computers in banks.
	In Designing	0.5	<ul style="list-style-type: none"> explain the use of computers in designing.
	In Shops and Hotels	0.5	<ul style="list-style-type: none"> list the use of computers in shops and hotels.
	In Computer-Controlled Cameras	0.5	<ul style="list-style-type: none"> describe the use of computers in computer-controlled cameras.
	In Robots	0.5	<ul style="list-style-type: none"> list the use of computers in robots.
	In Airline and Railway reservation	0.5	<ul style="list-style-type: none"> list the use of computers at airports. describe the use of computers at railway stations.
2. Input and Output Devices	Input Devices	3	The student should be able to: <ul style="list-style-type: none"> name various input devices. explain the concept of a pointing device. identify various input devices available in computer lab. specify the uses of various input devices.
	Output Devices	3	<ul style="list-style-type: none"> name various output devices. identify the output devices available in computer lab. specify the uses of various output devices.
3. More about Windows 7	Desktop	1	The student should be able to: <ul style="list-style-type: none"> define desktop and icon. identify the various icons on the desktop. explain the computer icon and computer window.
	Wallpaper and Screen Saver	1	<ul style="list-style-type: none"> access whatever is stored on the computer through the Computer icon. define file and folder. differentiate between a file and a folder. identify wallpaper and screen saver. differentiate between wallpaper and screen saver. demonstrate the various steps required to change the wallpaper and screen saver.

*The topic-wise allocation of periods for each chapter may vary, as per the individual class requirements.

Chapter Title	In this Chapter	Topic-wise Allocation of periods	Learning Outcomes
	Windows Explorer	2	<ul style="list-style-type: none"> explain the use of Windows Explorer. describe the two panes of Windows Explorer. locate the default libraries in Windows 7. demonstrate how the files are viewed and managed through Windows Explorer. create a new folder and rename it.
	Copying and Moving a File or Folder	2	<ul style="list-style-type: none"> differentiate between moving and copying a file or folder. copy and move a file or folder from one location to another.
	Deleting a File or Folder	1	<ul style="list-style-type: none"> demonstrate how to delete a file or folder. explain the purpose of Recycle Bin. delete a file or folder permanently.
	Gadgets	1	<ul style="list-style-type: none"> define gadget. demonstrate how to add a gadget to the desktop. customize a gadget on the desktop. remove a gadget from the desktop.
4. More about Tux Paint	Stamp Tool	1	<p>The student should be able to:</p> <ul style="list-style-type: none"> define stamps. demonstrate how to change the size of the images and enable/disable the sound effects.
	Create a Storyboard	2	<ul style="list-style-type: none"> create a storyboard.
	Storyboard as a Slide Show	2	<ul style="list-style-type: none"> view the storyboard as a slideshow. explain how to adjust the speed of a slideshow.
	Quit Tool	1	<ul style="list-style-type: none"> explain the working of Quit tool. understand the options available in the Quit message box.
	Print Tool	1	<ul style="list-style-type: none"> demonstrate how to print a picture using the Print tool.
5. More KTurtle Commands	Basic KTurtle Commands	2	<p>The student should be able to:</p> <ul style="list-style-type: none"> recall the various KTurtle commands learnt in previous class.
	Message and Ask	2	<ul style="list-style-type: none"> differentiate between message and ask commands. define a dialog box. explain the working of the Input dialog box. explain the working of the message and ask commands and use them.
	More Commands	2	<ul style="list-style-type: none"> define container. differentiate between variable and string. understand the use of the penup and pendown commands. use penup and pendown commands. understand the concept of the repeat command. use the repeat command in drawing various shapes.

*The topic-wise allocation of periods for each chapter may vary, as per the individual class requirements.

Chapter Title	In this Chapter	Topic-wise Allocation of periods	Learning Outcomes
	Drawing Polygon and Circles	2	<ul style="list-style-type: none"> explain the concept of degrees in polygons and circles. draw polygons and circles using the repeat command. draw patterns using repeat inside repeat. employ wait command in drawing designs.
6. Formatting in Word 2013	Page Formatting	4	<p>The student should be able to:</p> <ul style="list-style-type: none"> explain the meaning of page formatting. demonstrate how to apply page formatting using PAGE LAYOUT tab. set margins using rulers. explain page orientation and types of page orientations. change the page orientation. set paper size and insert a page break.
	Column Formatting	1	<ul style="list-style-type: none"> demonstrate how to set a column style.
	Paragraph Formatting	2.5	<ul style="list-style-type: none"> differentiate between line spacing and paragraph spacing. demonstrate how to change line spacing and paragraph spacing. explain the meaning of alignment and types of alignment. demonstrate how to change vertical and horizontal alignments.
	Printing a Document	0.5	<ul style="list-style-type: none"> print a document and set print properties.
7. Features of Word 2013	Spelling and Grammar	1	<p>The student should be able to:</p> <ul style="list-style-type: none"> demonstrate how to spellcheck a document. explain what the green and red wavy lines indicate.
	Thesaurus	1	<ul style="list-style-type: none"> explain the use of the Thesaurus. demonstrate how to use the Thesaurus.
	Change Case	1	<ul style="list-style-type: none"> explain different Change Case options. demonstrate how to use Change Case options.
	Find And Replace	1	<ul style="list-style-type: none"> search a word in a document. search a word and replace it with another word.
	Bullets and Numbering	1	<ul style="list-style-type: none"> create a bulleted list. change the bullet style. create a numbered list.
	Symbols	1	<ul style="list-style-type: none"> explain what symbols are. demonstrate how to insert a symbol.
8. Creating Tables in Word 2013	Creating a Table	3	<p>The student should be able to:</p> <ul style="list-style-type: none"> insert a table using the Grid. insert a table using the Insert Table option. demonstrate how to use Quick Tables. demonstrate how to draw a Custom Table. demonstrate how to enter text in a table.
	Working with table	1	<ul style="list-style-type: none"> demonstrate how to select a row or a column. demonstrate how to select adjacent cells.

*The topic-wise allocation of periods for each chapter may vary, as per the individual class requirements.

Chapter Title	In this Chapter	Topic-wise Allocation of periods	Learning Outcomes
	Modifying a table	1	<ul style="list-style-type: none"> insert or delete rows, columns, or cells. merge or split cells.
	Formatting a table	3	<ul style="list-style-type: none"> apply different table styles. change row height. change column width. apply borders and shading. change the alignment. explain various alignment options. demonstrate how to insert a picture in a table cell.
9. Introduction to PowerPoint 2013	Starting PowerPoint 2013	1	The student should be able to: <ul style="list-style-type: none"> start MS PowerPoint.
	Parts of the PowerPoint 2013 window	1	<ul style="list-style-type: none"> identify the various parts of the MS PowerPoint screen.
	Creating a New Presentation	5	<ul style="list-style-type: none"> demonstrate the two ways of creating a presentation - using themes and templates. define a theme and a template. describe how to insert a new slide in a presentation. understand the concept of a placeholder. insert text in a placeholder. demonstrate how to insert picture files, and online pictures. explain how to save a presentation. save a document in a format that can be opened directly in the previous versions of PowerPoint.
			<ul style="list-style-type: none"> describe how to close a presentation. open an already saved presentation. explain how to move through the slides in a presentation.
	Slide Show	1	<ul style="list-style-type: none"> define slide show. demonstrate different ways to start a slide show.
10. Text in PowerPoint 2013	Working with text	4	The student should be able to: <ul style="list-style-type: none"> create a text box anywhere on the slide. format text using Font group of Home tab. demonstrate how to use different Change Case options. delete text from a slide. change horizontal and vertical alignments. explain how to check spellings.
	Bulleted List	1	<ul style="list-style-type: none"> create bulleted lists. change the bullet style.
	Numbered List	1	<ul style="list-style-type: none"> create a numbered list. change the numbering style.

*The topic-wise allocation of periods for each chapter may vary, as per the individual class requirements.

LESSON PLANS*

Chapter 1: Uses of Computers

Time for each lesson: 40 minutes

Resources: a toy Abacus

Introduction (5 minutes)

You may begin the session by asking students to name the places where they have seen computers, and to try and identify their purpose (for being there). For example, at a supermarket, where they are used for billing. Encourage students to participate in this discussion by sharing their observations of uses of computers at home, school, offices, etc.

Explanation (25 minutes)

Explain to your students that these days computers can be found everywhere. Then one by one discuss in detail the different areas, mentioned in the textbook, where computers are used. As an activity, you can ask students to make a note of all the different reasons for which they use computers.

Let the students read from the text with your assistance. You may have a discussion time towards the end of the reading to clear any doubts that they may have. You can then assign any of the following tasks for classwork.

- Exercises
- In the Lab
- Group Project
- Worksheets

Assessment

Students' learning should be assessed on Bloom's taxonomy model, as well as on their class participation, enthusiasm, inquiry, and team work. The following assessments can be taken as a whole or can be split in more than one lesson. At the end of the lesson, students will be able to:

- list the use of computers at home, schools, offices, libraries, banks, shops, hotels, airports, and railway stations.
- specify the use of computers in designing, film-making, and studying space.
- describe the use of computers in computer-controlled cameras.
- list the use of computers in robots.

Conclusion (10 minutes)

Have a discussion on any one on the topics mentioned in the teacher's notes, given at the end of the chapter.

*. The lesson plan for each chapter has a flexible structure. It can be split up into daily lesson plans to suit various classroom needs.

Chapter 2: Input and Output Devices

Time for each lesson: 40 minutes

Resources: dummy computer toys, discarded hard drives

Introduction (5 minutes)

Start the lesson off by asking students to draw a rough sketch of the different parts of a computer that they have seen. Next, you may initiate a discussion with them where they identify the parts that they have drawn. It's not necessary that students get the names right. They will learn all about those devices in this chapter.

Explanation (25 minutes)

Explain to your students what input and output devices are. You may take them to the computer lab to show the different devices and explain how each of them works. (You could type something in MS Word to show the function of a keyboard, click on an icon on the desktop to show the function of a mouse, print a page to demonstrate how printers work, or scan a picture or a document, etc.). This will help familiarise them with different input and output devices.

Let the students read from the text with your assistance. You can assign any of the following tasks for classwork.

- Exercises
- In the Lab
- Group Project
- Worksheets

Assessment

Students' learning should be assessed on Bloom's taxonomy model, as well as on their class participation, enthusiasm, inquiry, and team work. The following assessments can be taken as a whole or can be split in more than one lesson. At the end of the lesson, students will be able to:

- Name various input devices.
- Explain the concept of a pointing device.
- Identify various input devices available in the computer lab.
- Specify the uses of various input devices.
- Name various output devices.
- Identify the output devices available in the computer lab.
- Specify the uses of various output devices.

Conclusion (10 minutes)

Have a discussion on any one on the topics mentioned in the teacher's notes, given at the end of the chapter.

*. The lesson plan for each chapter has a flexible structure. It can be split up into daily lesson plans to suit various classroom needs.

Chapter 3: More about Windows 7

Time for each lesson: 40 minutes

Resources: computer lab

Introduction (5 minutes)

Formally begin the chapter, and initiate a discussion with your students regarding different operating systems. Ask if they know the name of the founder of Microsoft (Bill Gates). Tell them about Windows 7 and how there were other operating systems before it like, Windows 95, Windows 98, Windows XP etc. You could give the dates of each version to students for their information.

Windows I	1985	Windows 2	1987	Windows 3	1990	Windows 3.1	1992
Windows 95	1995	Windows 98	1998	Windows 2000	February 2000	Windows ME	September 2000
Windows XP	October 2001	Windows Vista	2007	Windows 7	2009	Windows 8	2012
Windows 8.1	2013	Windows 10	2014				

You may like to research further about the history of Windows operating systems to inspire students how technology has developed so far and continues to evolve.

Explanation (25 minutes)

For this lesson, you may take your students to the computer lab. Familiarise them with the different elements on the desktop screen. Demonstrate to them how to change wallpapers and screensavers, and how to create new folders, and rename them. They might be familiar with the process of copying and moving files or folders. It is a good idea, if you allow students to practice all the actions taught in the chapter. This will help them retain the processes in memory. Finally, explain to your students what gadgets are and how to insert and customise them on the desktop.

Let the students read from the text with your assistance. You may have a discussion time towards the end of the reading to clear any doubts that students may have. You can then assign any of the following tasks for classwork.

- Exercises
- In the Lab
- Group Project
- Worksheets

Assessment

Students' learning should be assessed on Bloom's taxonomy model, as well as on their class participation, enthusiasm, inquiry, and team work. The following assessments can be taken as a whole or can be split in more than one lesson. At the end of the lesson, students will be able to:

- define desktop and icon.
- identify the various icons on the desktop.
- explain the computer icon and computer window.
- access whatever is stored on the computer through the Computer icon.
- define file and folder and differentiate between them.
- identify wallpaper and screen saver.

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- demonstrate the various steps required to change the wallpaper and screen saver.
- explain the use of Windows Explorer.
- describe the two panes of Windows Explorer.
- locate the default libraries in Windows 7.
- demonstrate how the files are viewed and managed through Windows Explorer.
- create a new folder and rename it.
- differentiate between moving and copying a file or folder.
- copy and move a file or folder from one location to another.
- demonstrate how to delete a file or folder.
- explain the purpose of Recycle Bin.
- delete a file or folder permanently.
- define gadget and demonstrate how to add a gadget to the desktop.
- Customize and remove a gadget on the desktop.

Conclusion (10 minutes)

Have a discussion on any one on the topics mentioned in the teacher's notes, given at the end of the chapter.

*. The lesson plan for each chapter has a flexible structure. It can be split up into daily lesson plans to suit various classroom needs.

Chapter 4: More about Tux Paint

Time for each lesson: 40 minutes

Resources: Tux Paint, computer lab

Introduction (5 minutes)

Begin the lesson by asking students to recall what they learnt about Tux Paint in their previous years. Have a small discussion in which they can talk about the different features that they have studied over the past year.

Explanation (25 minutes)

For this lesson, you may take your students to the computer lab. Demonstrate to them the various tools that are discussed in the chapter, i.e. stamp tool, quit tool, print tool. Encourage your students to practice those actions individually on their own. Also, teach them how to create a storyboard, and how to display it as a slideshow.

Let the students read from the text with your assistance and give them ample time to practice the Practice Time question from their textbooks. You can assign any of the following tasks for classwork.

- Exercises
- In the Lab
- Group Project
- Worksheets

Assessment

Students' learning should be assessed on Bloom's taxonomy model, as well as on their class participation, enthusiasm, inquiry, and team work. The following assessments can be taken as a whole or can be split in more than one lesson. At the end of the lesson, students will be able to:

- define stamps.
- demonstrate how to change the size of the images and enable/ disable the sound effects.
- create a storyboard and view it as a slideshow.
- explain how to adjust the speed of a slideshow.
- explain the working of Quit tool.
- understand the options available in the Quit message box.
- demonstrate how to print a picture using the Print tool.

Conclusion (10 minutes)

Have a discussion on any one on the topics mentioned in the teacher's notes, given at the end of the chapter.

*. The lesson plan for each chapter has a flexible structure. It can be split up into daily lesson plans to suit various classroom needs.

Chapter 5: More Kturtle Command

Time for each lesson: 40 minutes

Resources: Kturtle, computer lab

Introduction (5 minutes)

Begin the lesson by asking students to recall what they learnt about Kturtle in their previous years. Have a small discussion in which they can talk about the different features that they have studied over the past year.

Explanation (25 minutes)

This lesson requires that you take your students to the computer lab. Explain to them the basic Kturtle commands mentioned in the chapter. Demonstrate how the MESSAGE AND ASK command works, how the REPEAT command works, how the PENUP and PENDOWN commands work, how the WAIT command works, how the REPEAT inside REPEAT command works etc. Also, make sure that they understand the difference between the PENUP and PENDOWN commands.

Let the students read from the text with your assistance and give them ample time to practice all the actions mentioned in the chapter. Also they must be given time to perform the Practice Time questions individually. You can then assign any of the following tasks for classwork.

- Exercises
- In the Lab
- Group Project
- Worksheets

Assessment

Students' learning should be assessed on Bloom's taxonomy model, as well as on their class participation, enthusiasm, inquiry, and team work. The following assessments can be taken as a whole or can be split in more than one lesson. At the end of the lesson, students will be able to:

- recall the various Kturtle Commands learnt in the previous class.
- differentiate between message and ask commands.
- define a dialog box.
- explain the working of the Input dialog box.
- explain the working of the message and ask commands and use them.
- define container.
- differentiate between variable and string.
- understand the use of the penup and pendown commands.
- use penup and pendown commands.
- outline the concept of the repeat command.
- use the repeat command in drawing various shapes.
- explain the concept of degrees in polygons and circles.
- draw polygons and circles using the repeat command.
- draw patterns using repeat inside repeat.
- employ wait command in drawing designs.

Conclusion (10 minutes)

Have a discussion on any one on the topics mentioned in the teacher's notes, given at the end of the chapter.

*. The lesson plan for each chapter has a flexible structure. It can be split up into daily lesson plans to suit various classroom needs.

Chapter 6: Formatting in Word 2013

Time for each lesson: 40 minutes

Resources: MS Word 2013, computer lab

Introduction (5 minutes)

Begin the lesson by asking students to recall what they learnt about Word 2013 in their previous year. Have a small discussion in which they can talk about the different features that they have studied over the past year.

Explanation (25 minutes)

For this lesson, you may take your students to the computer lab. Demonstrate how to format pages by setting margins, changing page orientation, inserting page breaks etc., Show them how to format columns and paragraphs including line spacing, paragraph spacing, setting alignment, and how to print a document. Make sure that students are given ample time to practice all the actions mentioned in the chapter.

Let the students read from the text with your assistance. You may also have them perform the Practice Time questions given in the chapter. You can then assign any of the following tasks for classwork.

- Exercises
- In the Lab
- Group Project
- Worksheets

Assessment

Students' learning should be assessed on Bloom's taxonomy model, as well as on their class participation, enthusiasm, inquiry, and team work. The following assessments can be taken as a whole or can be split in more than one lesson. At the end of the lesson, students will be able to:

- explain the meaning of page formatting.
- demonstrate how to apply page formatting using PAGE LAYOUT tab.
- set margins using rulers.
- explain page orientation and types of page orientations.
- change the page orientation.
- set paper size and insert a page break.
- demonstrate how to set a column style.
- differentiate between line spacing and paragraph spacing.
- demonstrate how to change line spacing and paragraph spacing.
- explain the meaning of alignment and types of alignment.
- demonstrate how to change vertical and horizontal alignments.
- print a document and set print properties.

Conclusion (10 minutes)

Have a discussion on any one on the topics mentioned in the teacher's notes, given at the end of the chapter.

*. The lesson plan for each chapter has a flexible structure. It can be split up into daily lesson plans to suit various classroom needs.

Chapter 7: Features of Word 2013

Time for each lesson: 40 minutes

Resources: MS Word 2013, computer lab

Introduction (5 minutes)

You may begin the session by having students recall what they have learnt in the previous chapter. A general discussion of all the commands that they have previously studied will help set the foundation for this chapter.

Explanation (25 minutes)

For this lesson, you may take your students to a computer lab. In order to teach them how the spelling and grammar function works in MS Word, you may conduct an activity by asking them to type out the following sentence: 'Some students brought there books to clas.' Ask them if they notice red and blue wavy lines under certain words. Explain to them that spelling mistakes are highlighted by red wavy lines whereas grammatical mistakes are highlighted by blue wavy lines. Next, ask them to right click on the highlighted words and correct the spelling and grammar. After the corrections, the sentence now reads: 'Some students brought their books to class.'

Demonstrate to your students how the find and replace command works. Tell them the use of the Thesaurus feature, the bullets and numbering feature, and the symbols feature and demonstrate how each of them works. Ensure that your students are given ample time to practice all the features and commands discussed in the chapter.

Finally, let the students read from the text with your assistance. Give them time to perform all the Practice Time questions from their textbooks and then you can assign any of the following tasks for classwork.

- Exercises
- In the Lab
- Group Project
- Worksheets

Assessment

Students' learning should be assessed on Bloom's taxonomy model, as well as on their class participation, enthusiasm, inquiry, and team work. The following assessments can be taken as a whole or can be split in more than one lesson. At the end of the lesson, students will be able to:

- demonstrate how to spellcheck a document.
- explain what the green and red wavy lines indicate.
- explain the use of the Thesaurus.
- demonstrate how to use the Thesaurus.
- explain different Change Case options.
- demonstrate how to use Change Case options.
- search a word in a document.
- search a word and replace it with another word.
- create a bulleted list.
- change the bullet style.
- create a numbered list.
- explain what symbols are.
- demonstrate how to insert a symbol.

Conclusion (10 minutes)

Have a discussion on any one on the topics mentioned in the teacher's notes, given at the end of the chapter.

*. The lesson plan for each chapter has a flexible structure. It can be split up into daily lesson plans to suit various classroom needs.

Chapter 8: Creating Tables in Word 2013

Time for each lesson: 40 minutes

Resources: MS Word 2013, computer lab

Introduction (5 minutes)

You may begin the session by having students recall what they have learnt in the previous two chapters. A general discussion of all the commands that they have previously studied will help set the foundation for this chapter.

Explanation (25 minutes)

For this lesson, you may take your students to a computer lab. Demonstrate the four different ways in which tables can be created in MS Word (using grids, using the insert table option, using quick tables, or by drawing a custom table). Show them how to format tables (change row height and column width, apply borders and shades or insert pictures), how to convert text to table etc. Make sure they are given ample time to practice all the actions discussed in the chapter.

Also, let the students read from the text with your assistance. Give them time to perform all the Practice Time questions from their textbooks and then you can assign any of the following tasks for classwork.

- Exercises
- In the Lab
- Group Project
- Worksheets

Assessment

Students' learning should be assessed on Bloom's taxonomy model, as well as on their class participation, enthusiasm, inquiry, and team work. The following assessments can be taken as a whole or can be split in more than one lesson. At the end of the lesson, students will be able to:

- insert a table using the Grid.
- insert a table using the Insert Table option.
- demonstrate how to use Quick Tables.
- demonstrate how to draw a Custom Table.
- demonstrate how to enter text in a table.
- demonstrate how to select a row or a column.
- demonstrate how to select adjacent cells.
- insert or delete rows, column, or cells.
- merge or split cells.
- apply different table styles.
- change row and column heights.
- apply borders and shading.
- change the alignment.
- explain various alignment options.
- demonstrate how to insert a picture in a table cell.

Conclusion (10 minutes)

Have a discussion on any one on the topics mentioned in the teacher's notes, given at the end of the chapter.

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Chapter 9: Introduction to PowerPoint 2013

Time for each lesson: 40 minutes

Resources: MS PowerPoint 2013, computer lab

Introduction (5 minutes)

You may begin the session by asking a few students to give a speech (say a few lines) about their favourite sport. Then tell them that there are different ways of making their speech more interesting and that one of them is by using MS PowerPoint 2013.

Explanation (25 minutes)

For this lesson, you may take your students to a computer lab. Introduce them to MS PowerPoint and its various elements. Demonstrate to them how to create a new presentation, how to select themes and use templates, insert text and pictures.

Let the students read from the text with your assistance. Give them time to perform all the actions discussed in their textbooks and also the Practice Time questions. You can then assign any of the following tasks for classwork.

- Exercises
- In the Lab
- Group Project
- Worksheets

Assessment

Students' learning should be assessed on Bloom's taxonomy model, as well as on their class participation, enthusiasm, inquiry, and team work. The following assessments can be taken as a whole or can be split in more than one lesson. At the end of the lesson, students will be able to:

- start MS PowerPoint.
- identify the various parts of the MS PowerPoint screen.
- define a theme and a template.
- demonstrate the two ways of creating a presentation: using themes and templates.
- describe how to insert a new slide in a presentation.
- outline the concept of a placeholder.
- insert text in a placeholder.
- demonstrate how to insert picture files, and online pictures.
- explain how to save a presentation.
- save a document in a format that can be opened directly in the previous versions of PowerPoint.
- describe how to close a presentation.
- open an already saved presentation.
- explain how to move through the slides in a presentation.
- define slide show.
- demonstrate different ways to start a slide show.

Conclusion (10 minutes)

Encourage students to give you a recap of the main points they have learnt in the lesson. Have a discussion on any one on the topics mentioned in the teacher's notes, given at the end of the chapter.

*. The lesson plan for each chapter has a flexible structure. It can be split up into daily lesson plans to suit various classroom needs.

Chapter 10:Text in PowerPoint 2013

Time for each lesson: 40 minutes

Resources: MS PowerPoint 2013, computer lab

Introduction (5 minutes)

You may begin the session by having students recall what they have learnt in the previous chapter. A general discussion of all the commands that they have previously studied will help set the foundation for this chapter.

Explanation (25 minutes)

For this lesson, you may take your students to a computer lab. Demonstrate how to insert a text box in a presentation and how to format text (change case and alignment, how to check for spelling errors and how to create bulleted / numbered lists.

Finally, let the students read from the text with your assistance. Give them time to perform all the Practice Time questions from their textbooks and then you can assign any of the following tasks for classwork.

- Exercises
- In the Lab
- Group Project
- Worksheets

Assessment

Students' learning should be assessed on Bloom's taxonomy model, as well as on their class participation, enthusiasm, inquiry, and team work. The following assessments can be taken as a whole or can be split in more than one lesson. At the end of the lesson, students will be able to:

- create a text box anywhere on the slide.
- format text using Font group of Home tab.
- demonstrate how to use different Change Case options.
- delete text from a slide.
- change horizontal and vertical alignments.
- explain how to check spellings.
- create bulleted lists.
- change the bullet style.
- create a numbered list.
- change the numbering style.

Conclusion (10 minutes)

Have a discussion on any one on the topics mentioned in the teacher's notes, given at the end of the chapter.

*. The lesson plan for each chapter has a flexible structure. It can be split up into daily lesson plans to suit various classroom needs.

ANSWER KEY TO THE COURSEBOOK

- The complete Answer Key to the Coursebook Exercises has been given here including that for the In the Lab questions, group project, Worksheets/Assessment papers, Revision Questions, and the Cyber Olympiad Questions.
- These are only suggested answers, and variations are possible especially for the open-ended questions, such as the descriptive questions, group project, and those of In the Lab. Teachers may use their discretion while checking the answers provided by the students, and give them marks based on conceptual accuracy and conceptual clarity.

Chapter 1 Uses of Computers**OBJECTIVE TYPE QUESTIONS**

1. a. T b. F c. F d. T
e. T
2. a. iv. all of these b. iii. both (i) and (ii) c. iv. all of these d. i. architect
e. i. preparing projects

DESCRIPTIVE TYPE QUESTIONS

1. a. In schools, computers are used:
i. by teachers to prepare lessons.
ii. by students to learn different subjects.
- b. An ATM is used for withdrawing money at any time.
- c. I feel that I am not using certain skills like writing letters, as text messages and emails have replaced the need to do so. I am not using my dictionary-using skills because it is much easier to use online dictionaries.
- d. The use of computers in schools has benefitted schools because they can now generate school report cards efficiently. The teachers can save a lot of time for other activities as they do not have to calculate students' marks manually.
- e. Computers have made places like shopping malls, airports, and hotels more secure in today's society with the use of CCTV cameras and surveillance systems. Surveillance cameras in public places help ensure public safety because they are being monitored for any suspicious activity. By using these recordings of a crime scene the police can gather evidence against the responsible persons.

APPLICATION-BASED QUESTIONS

- a. Tanya can get the money from an ATM (Automated Teller Machine).
- b. Yousuf can convince his father by describing how convenient and beneficial computers are in preparing bills and maintaining stock and prices in a shop.
- c. She will use the computer to design buildings.

IN THE LAB

Instruct the children to be very observant on their trip to the shopping mall. If they are unable to visit a shopping mall, show them a video of a shopping mall. They might notice that computers are used:

- at the check-out counter when a person pays for any item purchased
- in the staff room where employees may clock in when they start work and finish their day
- in the security rooms where security camera footage is stored and data within computers is reviewed to help prevent theft
- Automated Teller Machines (ATMs) are installed in the mall to enable customers to withdraw money at any time.
- Smartphones are being used by many people in the mall.

GROUP PROJECT

Discuss with the children the importance of having a book with the name of its author and the year it was published in order to help the librarian. A short one-line or two-line review describing the contents of the book would be helpful for anyone who chooses to read a certain book.

A sample list of fiction and non-fiction books is given below.

Title (fiction)	<i>The Hobbit</i>	<i>Harry Potter and the Goblet of Fire</i>	<i>Little Women</i>	<i>The Lion, the Witch and the Wardrobe</i>	<i>Charlie and the Chocolate Factory</i>
Author	J.R.R. Tolkien	J. K. Rowling	Louisa May Alcott	C.S. Lewis	Roald Dahl
Year of publishing	2011	2005	2009	2005	2001
Short review	brilliantly written story about a fictional, humanoid race who inhabit the lands of Middle-Earth	The fourth book in the Potter sequel takes us deeper into the characters' minds and the darkness of the Wizarding World.	Louisa May Alcott's autobiographical account of her life with her three sisters in Concord, Massachusetts in the 1860s.	The story is set in Narnia, a land of talking animals and mythical creatures that one White Witch has ruled for 100 years.	The adventures of young Charlie Bucket inside the chocolate factory of eccentric chocolatier Willy Wonka.

Title (fiction)	<i>Great Moghuls</i>	<i>A Children's History of Balochistan (English Version)</i>	<i>A Children's History of Khyber Pakhtunkhwa (English Version)</i>	<i>I Am Malala: How One Girl Stood Up for Education and Changed the World</i>	<i>A Children's History of Sindh (English Version)</i>
Author	Ruth Wyte	Hamida Khuhro	Hamida Khuhro	Malala Yousafzai, Patricia McCormick	Hamida Khuhro
Year of publishing	(ask students to find out)	(ask students to find out)	(ask students to find out)	2014	2012
Short review	A varied collection of stories, based on the historical accounts of the Moghuls	A young girl travels with her parents to Balochistan where their host, a Baloch Sardar, tells her about the rich history and culture of the area.	Two girls, Hafsa and Ansa, travel to Khyber Pakhtunkhwa and on the way discover a wealth of information about the history of this region.	An inspiring memoir of teen Nobel Laureate shot by Taliban	An introduction to the rich history of Sindh—a land that was home to one of the oldest civilisations of the world

Chapter 2 Input and Output Devices**OBJECTIVE TYPE QUESTIONS**

1. a. i. Printer b. ii. Digital camera c. iii. Scanner d. i. Mouse e. i. Soft copy

DESCRIPTIVE TYPE QUESTIONS

- a. Hard copy is the output produced on paper by printer. Soft copy is the output on a monitor.
- b. The devices through which we see the output from a computer are called output devices. Monitor and printer are two output devices.
- c. The list of four different pieces of computer hardware in our school lab is given below:
- a keyboard
 - a mouse
 - a monitor and
 - a cabinet housing the CPU

All these different computer hardware components are essential for the running of the computer. The Central Processing Unit processes the data that is fed into the computer with the help of the mouse or keyboard and the processed data is displayed on the monitor. Hence, all the components work together for effective functioning of the computer.

- d. The best input device for an architect to use whilst designing the floorplan of a house is a light pen. It enables the architect to draw directly on the screen. Drawing smooth straight lines with precision is easier to do with a light pen than a mouse.
- e. Some examples to illustrate the uses of cameras are:
- Cameras built into the computer facilitate immediate communication with people who are not physically around. It is better than a traditional telephone conversation because you can see the other person as you speak.
 - It makes distance learning easier because the instructor can explain concepts visually using sketches and diagrams and conduct online training sessions or group study.
 - Inbuilt cameras support video surveillance in security systems for public safety.

APPLICATION-BASED QUESTIONS

- a. i. Monitor
ii. Visual display unit (VDU)
iii. It is a device used to display output.
- b. i. Speaker
ii. Microphone
- c. Scanner

IN THE LAB

1. Make a collage of input devices such as keyboard, microphone, mouse etc. and of output devices such as monitor, printer, speakers etc.
2. Input devices that may be present in a computer lab are: Keyboard, mouse, scanner, etc. Output devices that may be present in a computer lab are: Projector, monitor, printer etc.

- Ask the children to bring a photo, a newspaper or magazine cutting, or a drawing which illustrates their passion for their favourite hobby. In the lab demonstrate the use of the scanner. Give the students turns to scan their images and give them titles. They should save their scanned image to the computer in the lab.

GROUP PROJECT

Encourage teamwork and collaboration amongst students through this activity. If students require your assistance, give them the following ideas for five input and three output devices.

- I am an input device. Architects use me to point to things on the screen – what am I?
(Answer – light pen)
- I am an input device. I help you to type my name on the screen – what am I?
(Answer - keyboard)
- I am an input device. You use me to transfer pictures into the computer – what am I?
(Answer – scanner)
- I am an input device. You can use me to move objects in games – what am I?
(Answer - joystick)
- I am an input device. People use me to record their voices – what am I?
(Answer - microphone)
- I am an output device. I give you a hard copy of what you see on the computer screen – what am I?
(Answer – printer)
- I am an output device. I help by giving sound to the computer – what am I?
(Answer – speaker)
- I am an output device. I display images and text on the computer screen – what am I?
(Answer – monitor)

Ask them to discuss together their ideas for the rules of the game. They should also think how to quiz other groups; and how to make this game more challenging. They could also jumble up the words and add images to their cards to make them attractive.

Chapter 3 More about Windows 7

OBJECTIVE TYPE QUESTIONS

- T
 - F
 - F
 - .
 - F
- iv. all of these
 - iii. both (i) and (ii)
 - ii. recycle Bin
 - ii. address bar
 - iv. all of these

DESCRIPTIVE TYPE QUESTIONS

- The three ways of copying or moving a file or a folder are using the: Organize menu, context menu, and drag-and-drop method.

- b. i. In the left pane of the **Windows Explorer** screen, click the drive or the folder in which a new folder is to be created.
- ii. Click **New** folder.

Or

In the right pane of the **Windows Explorer** screen, right-click the folder in which a new folder is to be created. Bring the pointer to the **New** option. Click the **Folder** option.

- iii. A '**New folder**' will appear in the right pane of the screen. To rename the folder:
 - select it.
 - Click **Organize ► Rename**.
- c. To delete the contents of the recycle bin, click the **Empty the Recycle Bin** button.
- d. The different projects are all saved under different folders. Each document relating to a certain project can be saved as a separate file and will be named according to its content matter. The files should be sorted into folders. Labelling them by name and by the year they were created can help organise them.
- e. Students may provide the following steps to set an image of their choice as a wallpaper.
 - I click the Start button and click on the Control Panel option.
 - I then click the Personalization option in the Control Panel window.
 - I right-click the desktop to open the context menu.
 - I click on Personalize.
 - I choose a wallpaper I like from the Personalization gallery.
 - I click Desktop Background and select the picture I want.
 - I click Save Changes and return to the Personalization gallery.
 - When I close the Personalization gallery, my desktop displays the picture I have saved as its background.

APPLICATION-BASED QUESTIONS

- a. i. To preview the screen saver, he should:
 - On the **Personalization** window, click **Screen Saver**. The **Screen Saver Settings** window appears.
 - Click the **Preview** button to preview the screensaver set by him.
- ii. To make the screen saver appear after 5 minutes:
 - On the **Personalization** window, click **Screen Saver**. The **Screen Saver Settings** window appears.
 - In the **Wait** box, specify the minutes as "5".
 - Click **Apply**, and then click **OK**.
- b. i. To copy the folder 'Assignments' from D: drive to desktop:
 - In **Windows Explorer**, go to D: drive.
 - Right click at 'Assignments' folder.
 - Click **Copy** option in the context menu that appears.
 - Right click anywhere on the desktop. Click **Paste** option in the context menu that appears.
- ii. To delete the 'Assignments' folder,
 - Click the 'Assignments' folder.
 - Click **Organize ► Delete**.

Or

Right-click the folder and select the **Delete** option from the context menu.

- c. i. To get the **Picture Puzzle** gadget on the desktop:

- Right-click the desktop and select **Gadgets**.
 - The Gadgets gallery will appear. Select and drag the **Picture Puzzle** gadget and place it on the desktop.
- ii. Yes, she can choose a picture puzzle to solve. To do so:
- Click the **Options** button in the **Picture Puzzle** gadget.
 - The **Picture Puzzle** dialog box will appear. Here, select a puzzle.
 - Finally, click **OK**.

IN THE LAB

1. a. Steps needed to create a Word document and change the wallpaper:
 - Open **Word 2013**. Click **New** and select a **Blank document**.
 - Write down the following steps to change the wallpaper:
 - In the **Personalization** window, click **Desktop Background**. The **Desktop Background** window appears. You can select the background set you want from the **Picture location** list.
 - Click **Save changes**. You will return to the **Personalization** window.
 - Click the **Close** button of the **Personalization** window. The picture you have selected appears as the background of the desktop.
 - b. Steps needed to create a Word document and change the screensaver:
 - Open **Word 2013**. Click **New** and select a **Blank document**.
 - Write down the following steps to change the screensaver:
 - On the **Personalization** window, click **Screen Saver**. The **Screen Saver Settings** window appears.
 - Select the screen saver from the **Screen saver** drop-down list.
 - In the **Wait** box, specify the minutes.
 - Click **Apply**, and then click **OK**.
 - c. To save the documents in D: drive:
 - In the document window, click **FILE** tab.
 - In the left pane of the **File** window, click **Save As**. Browse the folder in which the file is to be saved; in this case **D: drive**.
 - Select the D: drive. Type the file name in the **Save As** dialog box. Then, click on **Save** to save the file. In a similar manner save the other document also in D: drive.
2. a. To create a new folder, follow these steps:
 - Right-click on the **Desktop** screen. Bring the pointer to the **New** option. Click the **Folder** option.
 - A '**New folder**' will appear on the screen.
 - The name of the folder, i.e., **New Folder** will be highlighted. To change the name of the folder, type 'My Work' and press **Enter**.
 - b. To copy the files in the previous question,
 - Click the file to be copied.
 - Click **Organize ► Copy** to copy the selected file or folder.

Or

 - Right-click the file you want to copy and select **Copy** in the context menu.
 - Click the destination folder, i.e., the **My Work** folder on the **Desktop**.
 - Click **Organize ► Paste**.

Or

Right-click the **My Work** folder and select **Paste**.

You will find the file copied to this folder. Similarly, copy the other file.

3. To delete a file, do as follows:
- Click the file to be deleted.
 - Click **Organize ► Delete**.

Or

Right-click the folder and select the **Delete** option from the context menu.

- A message box will appear.
 - Click **Yes**. You will find that the file has been deleted.
 - When a file is deleted, it moves to the **Recycle Bin**.
 - To delete the file or the folder permanently, click **Empty the Recycle Bin** in the Recycle Bin.
4. a. To get the calendar gadget on the desktop,
- Right-click the desktop and select **Gadgets**.
 - The **Gadgets** gallery will appear. Select and drag the Calendar gadget and place it on the desktop.
- b. To make changes in the Calendar gadget,
- Right-click the Calendar gadget.
 - In the menu that appears change the settings and appearance of the gadget according to your requirement.
5. Ask the children if they know the difference between a wallpaper and a screensaver. A wallpaper is an image displayed in the background, whereas a screensaver takes over your entire screen after a specified period of inactivity, temporarily replacing whatever was on your screen with an image or a slideshow of images.
- Revise the steps required to change the screensaver with the students once more. Follow these steps to change the screen. Instruct them to specify the minutes in the Wait box, signifying how long the computer stays inactive before the screensaver comes on. Tell them to find pictures which will make them happy.

GROUP PROJECT

Encourage students to listen to each other's opinions to decide as a group which gadgets are most useful. You might want to inform them that the following gadgets are available on Windows 7:

- All CPU Meter
 - Calendar
 - Clock
 - Currency
 - Feed Headlines
 - Picture Puzzle
 - Slide Show
 - Weather
 - Windows Media Center
-

Worksheet—1

1. Who am I?

- a. Icon b. Folder c. Wallpaper d. Animation e. Joystick

2. Identify and name the devices shown below.

- a. Scanner b. Joystick c. Webcam

3. Jumbled words

- a. SPEAKER b. WALLPAPER c. DESKTOP
d. ROBOTS e. ANIMATION

4. Give the full form of the following.

- a. Automated Teller Machine b. Visual Display Unit

5. The steps to change the wallpaper and the screen saver are given below in random order. Number the steps correctly as 1, 2, 3... and so on.

1. c 2. a 3. b 4. e 5. d

6. The steps to create a new folder in My Documents with your name as the folder name are given below in random order. Number the steps correctly as 1, 2, 3.... and so on.

1. c 2. a 3. d 4. b 5. e
-

Chapter 4 More about Tux Paint**OBJECTIVE TYPE QUESTIONS**

1. a. ii. Slides b. ii. Alt + S c. i. Play d. ii. Lower-left e. iv. Close

DESCRIPTIVE TYPE QUESTIONS

1. a. Five categories of stamps in Tux Paint are animals, plants, outer space, vehicles, and people.
b. To open an already existing picture:
i. Click the Open tool in the Tux Paint window. A list of all the previously saved images will be displayed.
ii. Select the picture that you want to open.
iii. Click the Open button present at the bottom-left corner.
c. To print a picture:
i. Click the Print tool. The Print dialog box appears on the screen.
ii. Click Yes, print it!. A dialog box appears.
iii. Select the Printer, the Number of copies, and click print.
d. The stamp tool is like a rubber stamp. It enables the user to paste pictures of different-sized creatures on the drawing canvas. The control tools at the bottom of the screen allows the user to change the size of the stamp, flip it, or show its mirror image. The user can create a booklet using stamps of different sized creatures on each page.

- e. Another Tux tool the user can use is the text tool to add text to describe the creatures. The shapes tool can be used to create shape borders around the creatures. The magic tools can be used to add a brick wall and place the bird on the brick wall. There are many different tools for the user to utilise in a variety of ways to make the booklet attractive. The advantage of Tux Paint is that it is an easy and simple program for young children to use. However, it would have been better had the program had some advanced features.
- f. In the next Tux project, the size tool will be used to create buses of different sizes so that ten buses will easily fit on the drawing canvas. If a bus is too large, the eraser tool can be used to erase it and then sizes can be adjusted accordingly.

APPLICATION-BASED QUESTIONS

- a. i. To number the pictures in a slideshow:
- Click the Open tool. It displays the list of saved pictures.
 - Click the Slides button.
 - Click the pictures you wish to display in a slide show presentation one by one.
 - Each picture that you click will be marked by a number. It lets you know the order in which they will be displayed.
- ii. To run the slide show click the Play button.
- iii. To delete picture number 3:
- Click the Open tool. It displays the list of saved pictures.
 - Click the Slides button.
 - Click the selected image, i.e. 3, to unselect it and remove it from the slide show. The picture number 3 will be removed and the other pictures will be renumbered.
- b. i. To manually advance in the slide show, click the leftmost setting button nearest to the Play button in the Slides screen.
- ii. The different ways to manually advance in a slideshow are by pressing the SPACEBAR, ENTER, RIGHT ARROW key, and by clicking the Next button.
- c. i. When you click the Back button, the slide show returns to the picture selection screen.
- ii. Clicking the ESC button will exit the slide show.

IN THE LAB

1. To create a slide show of numbers from 1 to 10, first a storyboard has to be created.
- a. To create the first picture of the storyboard, follow these steps:
- Click the **New** tool. A list of backgrounds with different colors appears.
 - Click the green background and click **Open**.
 - Click the **Text** tool.
 - Click **white** in the color palette and select the text style from the options given on the right.
 - Type the text, i.e., 1. Click the up/down arrow in the **Selector** to increase/decrease the text size.
 - Click the **Stamp** tool.
 - Place the image of a cake in the picture.
 - Click the **Save** tool.
- b. To create the second picture do the following:
- Click the **New** tool. Select the yellow background and click **Open**.
 - Click the **Stamp** tool.
 - Click the **cap stamp** twice. Set the required size for each and place them in the picture as shown.

- Click the **Text** tool. Select a color and the text style. Type the text, i.e., 2. Increase or decrease the text size, if required.
 - Click the **Save** tool to save the picture.
 - To create the other pictures, follow the same steps as for pictures 1 and 2.
- c. To display the pictures in a slide show:
- Click the **Open** tool. It displays the list of saved pictures.
 - Click the **Slides** button.
 - Click the pictures you wish to display in a slide show presentation one by one.
 - Each picture that you click will be marked by a number. It lets you know the order in which they will be displayed.
 - To run the slide show click the **Play** button.
2. To create a picture showing traffic light signals:
- Click the **New** tool. A list of backgrounds with different colors appears.
 - Click the light green background and click **Open**.
 - Click the **Text** tool.
 - Click **yellow** in the color palette and select the text style from the options given on the right.
 - Type the text. Click the up/down arrow in the **Selector** to increase/decrease the text size.
 - Click the **Stamp** tool.
 - Place the image of a traffic light with different lights glowing and place each in the picture as shown in the figure.
 - Click the **Save** tool.
3. To create a picture showing mathematical problems:
- Click the **New** tool. A list of backgrounds with different colors appears.
 - Click the orange background and click **Open**.
 - Click the **Text** tool.
 - Click **white** in the color palette and select the text style from the options given on the right.
 - Type the text. Click the up/down arrow in the **Selector** to increase/decrease the text size.
 - Click the **Save** tool.
4. To type the name of friends:
- Click the **New** tool. A list of backgrounds with different colors appears.
 - Click the yellow background and click **Open**.
 - Click the **Text** tool.
 - Click colour of your choice in the colour palette and select the text style from the options given on the right.
 - Type the text. Click the up/down arrow in the **Selector** to increase/decrease the text size.
5. Follow the steps below to create a drawing of your dream garden:
- a. Click on the Tux Paint program (windowed) as in full screen some options are not available.
 - b. The main screen appears with the drawing canvas.
 - c. Click on the Stamp tool and use the arrows to find the different plants and flowers stamps.
 - d. Use the size bar to determine the size of the plants or flowers.
 - e. Make a tree on the side of the canvas with a larger size tree stamp. Be creative.
 - f. Find the bird stamps and adjust the size of the birds and set them in your garden.
- Encourage each child to use their own creativity. Remember to praise their efforts and compliment their work.

This will make the turtle wait for half a second before executing each step.

c. The output will be:

```
Sum = 30
Product = 200
Division = 0.5
Subtraction = 10
```

The code does the following:

- i. The `go 10, 10` command moves the turtle counted from the upper-left corner 10 steps across from the left and 10 steps down from the top of the canvas.
- ii. Then the container variables `a` and `b` take the values 10 and 20 respectively.
- iii. The variable `c` takes the value 30 i.e. the sum of variables `a` and `b`.
- iv. The variable `d` takes the value 10 i.e. the difference of the variables `a` and `b`.
- v. The `print` command then prints `Sum = 30`.
- vi. The `go 10, 20` command then moves the turtle counted from the upper-left corner 10 steps across from the left and 20 steps down from the top of the canvas.
- vii. The `print` command then prints the product of the two variables `a` and `b` i.e. `Product = 200`.
- viii. The `go 10, 30` command moves the turtle counted from the upper-left corner 10 steps across from the left and 30 steps down from the top of the canvas.
- ix. The `print` command then prints the division of the two variables `a` and `b` i.e. `Division = 0.5`.
- x. The `go 10, 40` command moves the turtle counted from the upper-left corner 10 steps across from the left and 40 steps down from the top of the canvas.
- xi. The `print` command then prints the value of variable `d` i.e. `Subtraction = 10`.

IN THE LAB

1. To print "Hello! <your name>"

a. On the canvas:

```
$a = ask "Enter your name"
print "Hello " + $a
```

b. In the Message dialog box:

```
$a = ask "Enter your name"
message "Hello " + $a
```

2. `$a = ask "Enter the first number"`
`$b = ask "Enter the second number"`
`$c = $a * $b`
`print "The product is " + $c`

3. `$a = ask "Enter the time for the turtle to wait"`
`repeat 18 { fw 5 tr 20 wait $a }`

4. a. To draw the first figure:

```
repeat 6 { fw 100 tr 60 }
```

b. To draw the second figure:

```
reset
fw 60
tr 90 fw 20
tl 90 fw 20
tr 90 fw 80
tr 90 fw 20
tl 90 fw 20
tr 90 fw 60
tr 90 fw 20
tl 90 fw 20
tr 90 fw 80
tr 90 fw 20
tl 90 fw 20
```

c. repeat 5 { fw 50 tr 72 fw 50 tl 144 }

5. Instruct the children to draw an octagon with Kturtle. They can add a small semi-circle to one end of the octagon to show the head of the turtle. (They can refer to the book if needed).

GROUP PROJECT

Discuss with the students the different shapes they can choose from: triangle, square, pentagon, hexagon, heptagon, octagon, and circles. (Instructions on how to draw these shapes are available on Page 52 and the children can revise them.)

Chapter 6 Formatting in Word 2013

OBJECTIVE TYPE QUESTIONS

- | | | | | |
|----------------|------------|-------------------|---------------|---------------------|
| 1. a. T | b. T | c. T | d. F | e. F |
| 2. a. ii. FILE | b. i. VIEW | c. ii. Horizontal | d. ii. 1 inch | e. iii. Orientation |

DESCRIPTIVE TYPE QUESTIONS

- (i) CTRL + 1 (ii) CTRL + 2
 - Settings that are standard or pre-defined in a software are called default settings.
 - To insert a page break, click the position where you want to insert a page break and then click the INSERT tab. In the Pages group, click Page Break.
 - Horizontal alignment is the position of text in relation to the left and right page margins. Vertical alignment is the position of text in relation to the top and bottom page margins.

- e. A4 paper is the most widely used size of paper because it is a convenient size that has become the standard size in most countries.
- f. The school magazine could be formatted to have five columns. To do this, first select the text. Click the Page Layout tab. In the Page Setup group, click Columns and specify the number of columns by clicking five in the Columns dropdown menu. The designer could choose any number of columns; however, care must be taken to ensure that the column width is the same for it to look presentable. An even number of columns may look better visually.

APPLICATION-BASED QUESTIONS

- a.
 - i. **FILE** tab
 - ii. HP Deskjet F4400 series
 - iii. 1
- b.
 - i. He can get the **Page Setup** dialog box by clicking the **PAGE LAYOUT** tab.
 - ii. Left margin: 2.54 cm Right margin: 2.54 cm Top margin: 2.54 cm Bottom margin: 2.54 cm
 - iii. **Portrait** page orientation has been set. The default orientation is also **Portrait**.
- c.
 - i. **PAGE LAYOUT** tab, **Page Setup** group
 - ii. **HOME** tab, **Font** group
 - iii. **HOME** tab, **Paragraph** group

IN THE LAB

1. Create a new document in Word 2013 as follows:
 - Click the **FILE** tab, select **New** and then select blank document.
 - In the page that appears, type the following:

MEDICINAL PLANTS AND THEIR USES

Plants are useful to us in many ways. One of the major uses is their medicinal value. Here we will mention three such plants along with their uses.

Neem: Its scientific name is *Azadirachta Indica*. It is highly used in South Asia and is also commonly called as the "Village Dispensary". Neem helps in fighting against skin infections, cold, worms, etc.

Aloe Vera: Aloe vera leaves are highly beneficial in healing burns, wounds and other skin ailments. Aloe vera gel is also used for cosmetic purposes.

Tulsi: Tulsi or Holy Basil, is yet another medicinal plant which is highly used in South Asia. Its herbal properties make it an excellent treatment for cold and cough.

- To apply paragraph formatting:
 - Select the paragraph.
 - Then click the **HOME** tab and in the **Paragraph** group, select either of the four alignment options, i.e., Left, Right, Justify and Center.
 - To enhance the appearance of the paragraph, select the heading of the paragraph and in the **Font** group select a font color of your choice. You can also change the size and font style of the heading. In a similar manner, you can change the style of the text as well.
2. Create a new document in Word 2013 as follows:
 - Click the **FILE** tab, select **New** and then select blank document.

- In the page that appears, type a poem of your choice.
- To change the line spacing to 1.5:
 - Place the cursor within the paragraph or select the paragraph. Click the **HOME** tab.
 - In the **Paragraph** group, click the **Line and Paragraph Spacing** button.
 - Select 1.5 from the drop-down menu.

Or

Use the keyboard shortcut **CTRL + 5** to change the line spacing to 1.5.

- To enhance the appearance of the paragraph, select the heading of the paragraph and in the **Font** group select a font color of your choice. You can also change the size and font style of the heading. In a similar manner, you can change the style of the text as well.
3. Create a new document in Word 2013 as follows:
- Click the **FILE** tab, select **New** and then select **Blank document**.
 - In the page that appears, type the following:

My First day in School

Our summer vacations ended on 13th June. On 14th, i.e., our first day in school after the summer break, I met all my friends and teachers. We talked about our summer vacations and the places we visited. I told everyone about my family's visit to Gilgit. In the class we also submitted our holiday homework. It was a fun day at school.

- To change the alignment of the heading:
 - Select the heading. Click the **HOME** tab.
 - In the **Paragraph** group, select the **Center** button.

Or

Use the keyboard shortcut **CTRL + E** to center-align the heading.

- To change the alignment of the paragraph,
 - Select the paragraph. Click the **HOME** tab.
 - In the **Paragraph** group, select the **Justify** button.

Or

Use the keyboard shortcut **CTRL + J** to justify-align the paragraph.

- To change the line spacing to 1.5:
 - Place the cursor within the paragraph or select the paragraph. Click the **HOME** tab.
 - In the **Paragraph** group, click the **Line and Paragraph Spacing** button.
 - Select 1.5 from the drop-down menu.

Or

Use the keyboard shortcut **CTRL + 5** to change the line spacing to 1.5.

4. Check that students have formatted the text and indicated the margins and line spacing.

GROUP PROJECT

Encourage students to discuss the rules of the games they select. A sample list of rules for basketball are given below.

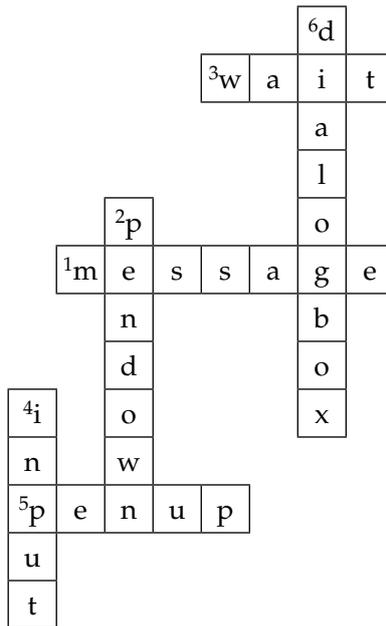
- The court is rectangular in shape and is split in half by a mid-court line.
- There are a variety of ways players can line up on the court.

- Each team consists of 5 players on the court at a time.
- Teams are assigned where to shoot for the first half, and they switch ends at half-time.
- The object of the game is to outscore your opponent by shooting the ball and preventing the opposite team from doing so.
- The ball can be advanced up the floor with hands only, by dribbling or passing to teammates.
- The team in possession of the ball is on offense and takes the ball toward their basket to score against their opponent who is on defense.

The purpose of this activity is not to assess whether they have come up with the correct rules, but to assess whether they have demonstrated the skills to format their work.

Worksheet—2

1. Crossword



2. Answer the following in one word.

- a. Play b. go c. Quit d. Print e. Inspector Pane

3. Fill in the blanks to draw the figure of an octagon on the screen in KTurtle.

```
repeat 8{fw 20 tr 45}
```

4. Write T for the true statement and F for the false one.

- a. T b. T c. F d. F e. T

5. Name the tab and the group that has the options for the following:

- a. Tab: **PAGE LAYOUT** Group: **Page Setup**
 b. Tab: **PAGE LAYOUT** Group: **Paragraph**
-

Chapter 7 Features of Word 2013**OBJECTIVE TYPE QUESTIONS**

1. a. iv. Convert to symbol b. iv. all of these c. ii. Change All
d. i. Thesaurus e. ii. REVIEW

DESCRIPTIVE TYPE QUESTIONS

1. a. A blue wavy line indicates a grammatical mistake in a document.
b. Bulleted
c. **INSERT** tab
d. To correct a misspelled word 'freind' which recurs throughout a passage written in MS Word, the Spelling & Grammar tool is used. It allows the spellings of words to be checked either as an entire document or as a part of the document.

The steps are as follows:

- Select the word 'freind'.
- Click the Review tab.
- Click the Spelling & Grammar button In the Proofing group.
- The Spelling task pane appears on the right side of the document window with the correct spelling suggestion.
- Click on the option Change All.

It is not always correct to use spell checkers. For example, both 'stationery' and 'stationary' are different words with different meanings. The spell checker will not know which spelling should be used in the context of that sentence. In this case, the spell checker may not pick the correct spelling.

- e. There is an advantage to use a numbered list when the order of items is important, for example, a sequence of events or steps. A bullet list is used when the order of items is not of any significance. For example, when writing out a recipe there is a distinct advantage for having a numbered list so the method is in proper order.

APPLICATION-BASED QUESTIONS

- a. i. **HOME** tab and **Paragraph** group
ii. To convert the list to a bulleted list:
 - Select the numbered list.
 - Click the **HOME** tab.
 - Click the **Bullets** drop-down menu arrow and then select the type of bulleted list from the **Bullet Library**.
- b. i. **REVIEW** tab, **Proofing** group and **Spelling & Grammar** button.
ii. To add a word to the dictionary, click the **Add** button in the **Spelling** task pane.
iii. **Ignore All**
- c. i. **Thesaurus**
ii. **REVIEW** tab and **Proofing** group

IN THE LAB

1. a. To create a **bulleted** list:
 - Position the cursor at the location where you want to start the list.
 - Click the **HOME** tab.
 - In the **Paragraph** group, click the **Bullets** drop-down menu arrow.
 - The **Bullet Library** appears. Select the desired bullet style.
 - Type the names of your favourite books.
- b. To create a **numbered** list:
 - Position the cursor at the location where you want to start the list.
 - Click the **HOME** tab.
 - In the **Paragraph** group, click the **Numbering** drop-down menu arrow.
 - The **Numbering Library** appears. Select the desired numbering style.
 - Type the names of your favourite books.
2. To create a border design using **symbols**:
 - Place the cursor at the position where you want to insert a symbol. Click the **Insert** tab.
 - In the **Symbols** group, click the **Symbol** option.
 - A list of symbols appears. Click the desired symbol.
 - If you want to see more options, click **More Symbols**.
 - The **Symbol** dialog box appears.
 - Click the **Symbols** tab.
 - Select the desired font in the **Font** list. Then select the desired symbol.
 - Click the **Insert** button, then click **Close**.
 - Repeat these steps to create a border.
3. a. To create a **bulleted** list:
 - Position the cursor at the location where you want to start the list.
 - Click the **HOME** tab.
 - In the **Paragraph** group, click the **Bullets** drop-down menu arrow.
 - The **Bullet Library** appears. Select the desired bullet style.
 - Type the names of the dishes.
- b. To create a **numbered** list:
 - Position the cursor at the location where you want to start the list.
 - Click the **HOME** tab.
 - In the **Paragraph** group, click the **Numbering** drop-down menu arrow.
 - The **Numbering Library** appears. Select the desired numbering style.
 - Type the names of dishes.
4. A sample list of instructions is given below for reference.
How to make a sandcastle?
 - Mix water with sand until you can roll a ball of sand without it crumbling.
 - Squeeze the sand as hard as you can. The more you compress it, the stronger it is.
 - Start with a strong base. Make a flat surface of wet sand. Compress it by pushing it with your hands or stepping on it with bare feet.
 - Pack the sand into small buckets or other containers to get different shapes. If you can use containers that have a hole in the base, it will be easier to force the sand out.
 - Put the larger sand structures on the base and the smaller ones on the top of your castle.

- If the sand dries out and crumbles, pour a handful of water and pat it together again.
- If you decide to add a moat, make the water channels a little further away from your castle.

GROUP PROJECT

A sample list of a few places is given below for reference. Peer learning is an important aspect of this activity.

- Lahore. I want to walk through the Lahore Fort, the Old Walled City and see the Badshahi Mosque which is the second largest mosque in Pakistan.
- The Karakoram Highway. It is one of the world's hardest alpine climbs and the views are supposed to be spectacular.
- Islamabad. I want to see the Shah Faisal Mosque, famous for its architecture; it looks like a desert tent, and is situated between four pencil-like minarets.
- Gilgit-Baltistan. Three of the world's longest glaciers are found in Gilgit-Baltistan. I want to go trekking there and in the mountains.
- Karachi. It has a wonderful mix of old and new buildings.

Chapter 8 Creating Tables in Word 2013

OBJECTIVE TYPE QUESTIONS

- DESIGN**
 - row
 - cell
 - LAYOUT**
 - Tab
- iv. all of these
 - iii. **LAYOUT**
 - ii. Table Styles
 - iii. **TAB**
 - iii. both (i) and (ii)

DESCRIPTIVE TYPE QUESTIONS

- To select a column in a table:
 - Move the mouse pointer to the area at the top of a column (**column selection bar**).
 - The mouse pointer changes to an arrow pointing downwards.
 - Click to select the column.
 - Yes. To select adjacent cells using the mouse, click, and drag through the cells.
 - To merge the cells of a column:
 - Select the cells to be merged.
 - Click the **LAYOUT** tab.
 - In the **Merge** group, click the **Merge Cells** option.
 - To convert the exam marks into a table, the following steps should be taken:
 - Select the text.
 - Click the Insert tab.
 - Click the Table option.
 - In the drop-down menu that appears, select Convert Text to Table.
 - Close the 'Convert Text to Table' dialog box.
 - The selected text will appear in table form.

The benefits of converting text into tables is that the data is then presented in a more systematic way. The table organises the information which in turn helps reveal patterns and relationships. It is easier to compare information, calculate averages and analyse the exam results.

- e. The steps to modify the table are given below:
- The shopkeeper can add two more columns to include cabbage and carrots in the table. To modify the table, he will have to take the following steps:
 - Click the column where he wants to insert a new blank row.
 - Right-click, select Insert in the context menu, and then select the appropriate option.
 - Click the Layout tab.
 - In the Rows & Columns group, select Insert Right.
 - A new column appears on the right.
 - Repeat the process to add another column.
- f. There are benefits from using Quick Tables as it provides various template options and designs for creating a table. Once the layout has been selected, data can be added.
- The calendar can be used to insert a prepared table of a month which may be needed in a report. Tabular data can also be inserted and the table can be edited as often as required.

APPLICATION-BASED QUESTIONS

- a. i. Number of rows: 4 Number of columns: 3
 ii. In the first row, the **Merge Cells** and the **Center align** options have been used.
 iii. **Left align**
- b. i. **INSERT** tab, **Tables** group and **Insert Table** option.
 ii. Number of rows: 5 Number of columns: 7
- c. i. Tables
 ii. **LAYOUT** tab and **Alignment** group.

IN THE LAB

1. To insert a table:
- Click the position where you want to insert a table and then click the **INSERT** tab.
 - In the **Tables** group, click the **Table** option and then click **Insert Table**. The **Insert Table** dialog box appears.
 - Specify the number of rows and columns and then click **OK**.
 - The desired table is inserted in the document.
 - Type the text of your choice.
2. To insert a table:
- Click the position where you want to insert a table and then click the **INSERT** tab.
 - In the **Tables** group, click the **Table** option and then click **Insert Table**. The **Insert Table** dialog box appears.
 - Specify the number of rows and columns and then click **OK**.
 - The desired table is inserted in the document.
 - Type the text of your choice.
- To insert a picture in a table cell:
- Click the cell where you want to insert a picture.
 - Click the **INSERT** tab. in the **Illustrations** group, click the **Pictures** option.
 - The **Insert Pictures** dialog box appears. Browse and select the picture to be inserted. Click the **Insert** button.
 - The selected picture will be inserted in the table cell.

3. To insert a table:

- Click the position where you want to insert a table and then click the **INSERT** tab.
- In the **Tables** group, click the **Table** option and then click **Insert Table**. The **Insert Table** dialog box appears.
- Specify the number of rows and columns and then click **OK**.
- The desired table is inserted in the document.
- Type the text of your choice.

To align the text:

- Click the cell that contains the text you want to align.
- Click the **LAYOUT** tab.
- In the **Alignment** group, choose the text alignment you want.
- To apply borders and shading:
 - Select the cells where you want to apply border or select the table.
 - Under **TABLE TOOLS**, click the **DESIGN** tab.
 - In the **Table Styles** group, click the **Borders** drop-down menu arrow and then choose from the following:
 - Click one of the pre-defined border sets.
- Or
 - Click **Borders and Shading**. The **Borders and Shading** dialog box appears. Click the **Borders** tab and then choose the options you want.
- Select a border setting from the **Setting** options.
- Choose a line style from the **Style** drop-down list.
- Select the desired line color from the **Color** drop-down list.
- Select a line width from the **Width** drop-down list.

Now, click the **Shading** tab.

- Select the desired shading colour. If you want to remove the shading, click **No Color**. Click **OK**.

4. To create a table:

- Click the position where you want to insert a table and then click the **INSERT** tab.
- In the **Tables** group, click **Table** option and then click **Insert Table**. The **Insert Table** dialog box appears.
- Specify the number of rows and columns and then click **OK**.
- The desired table is inserted in the document.
- Type the text of your choice.

5. Example - The teams could be called Dolphins and Bears. They may play on every Saturday and Sunday and their scores can be tabulated for a month to see which team scores the most goals.

Dates when the teams played matches	Dolphins: Goals scored	Bears: Goals scored

GROUP PROJECT

You could show what clothes you will wear, what things you will need, and what activities you might pursue in different seasons. You could add pictures in the tables to show what each season may entail. The example below should give your students an idea as to what is expected of them. Please instruct them to add pictures to make their work look as attractive as possible. More things can be added to the weather table, by right clicking in the table and click Insert so as to add more columns or rows. For example, to use this weather table in western countries a fall/ Autumn season row could be added.

Kind of weather	Average temperature	How you will feel	What you will wear	What you will need	Your activities
spring		pleasant	a light sweater		trekking
summer		hot	T-shirt	cap, sunglasses	swimming
monsoon		wet	raincoat	umbrella	reading indoors
winter		freezing	a thick jacket	woolen cap	sitting by the fireplace

Chapter 9 Introduction to PowerPoint 2013

OBJECTIVE TYPE QUESTIONS

1. a. F b. T c. T d. F e. T
2. a. iii. Ribbon b. ii. Layout c. ii. Top-half d. iii. DESIGN e. ii. Images

DESCRIPTIVE TYPE QUESTIONS

1. a. To start PowerPoint 2013:
 - Click **Start ► All Programs ► Microsoft Office 2013 ► PowerPoint 2013**.
 - The **Start screen** will appear. From here, you can create a new presentation, choose a template, or access your recently edited presentation.
 - Click **Blank Presentation**. A new presentation will appear.
- b. To add text to a placeholder, click inside it and start typing.
- c. A slide show can be started in one of the following ways:
 - Click the **Start From Beginning** button on the **Quick Access Toolbar**.
 - Press **F5**.
 - Click the **Slide Show** button at the bottom of the PowerPoint window to begin a presentation from the current slide.
 - Click the **SLIDE SHOW** tab. Click the **From Beginning** button in the **Start Slide Show** group.
- d. The students may say that they would give their presentations in PowerPoint because it would give them the opportunity to create a systematic display of information on a particular topic in a series of slides with a combination of text, images, and sound.
- e. There can be certain disadvantages to presenting information in a slide show. For example, students may respond that they lack the necessary skills to create a successful presentation. With little or no computer experience, they may find it difficult to do. They would also require a computer, projector, screen, and electricity to create a slideshow but if they do not have access to all this, there would not be a presentation.

Also, the success of the presentation depends entirely on the proper functioning of technology. If the file is lost or accidentally deleted, there would be no slideshow to view.

APPLICATION-BASED QUESTIONS

- a.
 - i. To save the changes in the same file, just click on the **Save** button in the **FILE** tab menu.
 - ii. To save changes in another file:
 - Click the **FILE** tab.
 - Click the **Save As** button. The **Save As** dialog box appears.
 - In this dialog box, select the location where the file is to be saved. Enter the name of the file and click **Save**.
- b.
 - i. To review the slides, click the **Reading View** option in the **Views** group.
 - ii. A slide show can be started in one of the following ways:
 - Click the **Start From Beginning** button on the **Quick Access Toolbar**.
 - Press **F5**.
 - Click the **Slide Show** button at the bottom of the PowerPoint window to begin a presentation from the current slide.
 - Click the **SLIDE SHOW** tab. Click the **From Beginning** button in the **Start Slide Show** group.
- c.
 - i. To apply a theme to a selected slide of a presentation:
 - Click the **DESIGN** tab.
 - In the **Themes** group, click the **More** drop-down menu arrow.
 - More themes will appear on the screen. Select the required theme.
 - Right-click the selected theme to view the different ways of applying the theme. Select **Apply to selected slides** option.
 - ii. To apply a theme to the entire presentation:
 - Click the **DESIGN** tab.
 - In the **Themes** group, click the **More** drop-down menu arrow.
 - More themes will appear on the screen. Select the required theme.
 - Right-click the selected theme to view the different ways of applying the theme. Select **Apply to all slides** option.

IN THE LAB

1.
 - a. To start PowerPoint 2013:
 - Click **Start ► All Programs ► Microsoft Office 2013 ► PowerPoint 2013**.
 - The **Start screen** will appear. From here, you can create a new presentation, choose a template, or access your recently edited presentation.
 - Click **Blank Presentation**. A new presentation will appear.
 - b. To insert a new slide, do as follows:
 - Click the **HOME** tab. Click the **New Slide** drop-down menu in the **Slides** group.
 - Select the desired slide layout from the menu that appears.
 - c. To apply a theme to a blank presentation:
 - Click the **DESIGN** tab.
 - In the **Themes** group, click the **More** drop-down menu arrow.
 - More themes will appear on the screen. Select the required theme.
 - Right-click the selected theme to view the different ways of applying the theme. Otherwise, the theme will be applied to the entire presentation.

- d. To add text to a placeholder, click inside it and start typing.
 - e. To save changes:
 - Click the **FILE** tab.
 - Click the **Save As** button. The **Save As** dialog box appears.
 - In this dialog box, select the location in which the file is to be saved. Write the name of the file and click **Save**.
- 2.
- a. To start PowerPoint 2013:
 - Click **Start ► All Programs ► Microsoft Office 2013 ► PowerPoint 2013**.
 - The **Start screen** will appear. From here, you can create a new presentation, choose a template, or access your recently edited presentation.
 - Click **Blank Presentation**. A new presentation will appear.
 - b. To insert a new slide, do as follows:
 - Click the **HOME** tab. Click the **New Slide** drop-down menu in the **Slides** group.
 - Select the desired slide layout from the menu that appears.
 - c. To apply a theme to a blank presentation:
 - Click the **DESIGN** tab.
 - In the **Themes** group, click the **More** drop-down menu arrow.
 - More themes will appear on the screen. Select the required theme.
 - Right-click the selected theme to view the different ways of applying the theme. Otherwise, the theme will be applied to the entire presentation.
 - d. To add text to a placeholder, click inside it and start typing.
 - e. To save changes:
 - Click the **FILE** tab.
 - Click the **Save As** button. The **Save As** dialog box appears.
 - In this dialog box, select the location in which the file is to be saved. Write the name of the file and click **Save**.
- 3.
- a. To start PowerPoint 2013:
 - Click **Start ► All Programs ► Microsoft Office 2013 ► PowerPoint 2013**.
 - The **Start screen** will appear. From here, you can create a new presentation, choose a template, or access your recently edited presentation.
 - Click **Blank Presentation**. A new presentation will appear.
 - b. To insert a new slide, do as follows:
 - Click the **HOME** tab. Click the **New Slide** drop-down menu in the **Slides** group.
 - Select the desired slide layout from the menu that appears.
 - c. To apply theme to the entire presentation:
 - Click the **DESIGN** tab.
 - In the **Themes** group, click the **More** drop-down menu arrow.
 - More themes will appear on the screen. Select the required theme.
 - Right-click the selected theme to view the different ways of applying the theme. Select **Apply to all slides** option.
- 4.
- a. To start PowerPoint 2013:
 - Click **Start ► All Programs ► Microsoft Office 2013 ► PowerPoint 2013**.
 - The **Start screen** will appear. From here, you can create a new presentation, choose a template, or access your recently edited presentation.
 - Click **Blank Presentation**. A new presentation will appear.

- b. To insert a new slide, do as follows:
- Click the **HOME** tab. Click the **New Slide** drop-down menu in the **Slides** group.
 - Select the desired slide layout from the menu that appears.
- c. To add pictures:
- Click the **INSERT** tab. Click the **Pictures** button in the **Images** group.
 - The **Insert Picture** dialog box appears.
 - Locate the picture and click **Insert**. Drag the picture to the desired place.
5. Open a new PowerPoint document and create a rough list of things corresponding to each colour of the rainbow. Then look for these images that will represent each colour. A great opening slide would be a hand-drawn complete rainbow with a cloud or a star. Different colours and fonts could be used to label each page accordingly.

GROUP PROJECT

Students could create a group slideshow showing what they do every day in school. Assess their slideshow on the basis of how they have presented the information. Encourage them to collaborate and contribute to the task.

Chapter 10 Text in PowerPoint 2013

OBJECTIVE TYPE QUESTIONS

1. a. iv. all of these b. i. **HOME** c. i. **Paragraph**
 d. iii. Capitalize e. Each Word e. i. Dot

DESCRIPTIVE TYPE QUESTIONS

1. a. A **bulleted** list is used when the order of items in a list does not matter. A **numbered** list is used when the order of items is important.
- b. To insert a text box in a slide:
- Click the **INSERT** tab.
 - In the **Text** group, click the **Text Box** option.
 - The mouse pointer changes to .
 - Move the pointer to the place on the slide where you want to add a text box.
 - Click and drag the mouse on the slide to insert a text box.
 - Release the mouse button when the text box is of the desired size.
 - To reposition a text box, move the pointer over the border. When the pointer changes to , click and drag the text box to a new location. Click and then type in the text box to insert text
- c. It is important to go beyond the basics so students learn how to use different options and add details so as to create an effective presentation. This chapter teaches how to present and format slides so they are visually attractive.
- d. The case structure may be changed for the following reasons:
- To capitalize the first letter of a sentence and leave all other letters as lowercase, Sentence case is used.
 - To exclude capital letters from the text, lowercase is used.

- To capitalize all the letters, UPPERCASE is to be used.
- To capitalize the first letter of each word and leave the other letters lowercase, Capitalize Each Word is used.

Each of us may have different requirements for the slide show and may use different case structure accordingly. Alignment determines the appearance and orientation of the edges of the paragraph: how the text is aligned. It is very important to format the text so that the key message to be imparted stands out in an attractive and efficient manner.

- e. The spelling tool is a very valuable tool but it may not be a correct indicator all the time. For example, both the words 'sea' and 'see' are correctly spelt. The spelling tool will not know which spelling should be used in the context of that sentence. Hence, along with the spelling tool, a dictionary should also be used, to check more difficult spellings in the correct context.

APPLICATION-BASED QUESTIONS

- a. i. **Bullets**
- ii. To change the dot symbol:
- Select the **bulleted** list.
 - Click the **HOME** tab.
 - Click the **Bullets** drop-down menu arrow and then select the type of bulleted list from the **Bullet Library**.
- iii. **HOME** tab and **Font** group
- b. i. Left-aligned
- ii. To change the alignment of the text, select the text and choose the desired alignment in the **Paragraph** group on the **HOME** tab.
- iii. UPPERCASE
- c. i. To check spelling and grammar:
- Position the cursor at the beginning of the letter.
 - Click the **REVIEW** tab.
 - In the **Proofing** group, click the **Spelling & Grammar** button.
 - In the **Spelling** task pane that appears, click the correctly spelled word in the **Suggestions** list.
 - Click **Change** to change the word, or click **Change All** to change the word in the entire document.
 - Click **Ignore** if no correction is needed, or click **Ignore All** to continue checking the document but leaving all instances of the highlighted text unchanged.
- ii. To get the heading in capital letters, he should chose **UPPERCASE** option in the **Change Case** button.
- iii. **Font** group on the **HOME** tab.

IN THE LAB

1. To create a presentation:
- a. Start PowerPoint and create a blank presentation.
- b. To insert a text box, do as follows:
- Click the **INSERT** tab. In the **Text** group, click the **Text Box** option.
 - The mouse pointer changes to .
 - Move the pointer to the place on the slide where you want to add a text box.
 - Click and drag the mouse on the slide to insert a text box.
 - Release the mouse button when the text box is of the desired size.

- c. To insert a new slide, do as follows:
 - Click the **HOME** tab. Click the **New Slide** drop-down menu in the **Slides** group.
 - Select the desired slide layout from the menu that appears.
 - d. To add pictures:
 - Click the **INSERT** tab. Click the **Pictures** button in the **Images** group.
 - The **Insert Picture** dialog box appears.
 - Locate the picture and click **Insert**. Drag the picture to the desired place.
 - e. The steps to change the font, colour, and size of the text are:
 - Select the text. Click the **HOME** tab.
 - In the **Font** group, select the desired font, font size, and colour.
 - f. To save changes:
 - Click the **FILE** tab.
 - Click the **Save As** button. The **Save As** dialog box appears.
 - In this dialog box, select the location in which the file is to be saved. Write the name of the file and click **Save**.
2. To create a presentation:
- a. Start PowerPoint and create a blank presentation.
 - b. To insert a text box, do as follows:
 - Click the **INSERT** tab. In the **Text** group, click the **Text Box** option.
 - The mouse pointer changes to ↓.
 - Move the pointer to the place on the slide where you want to add a text box.
 - Click and drag the mouse on the slide to insert a text box.
 - Release the mouse button when the text box is of the desired size.
 - c. To insert a new slide, do as follows:
 - Click the **HOME** tab. Click the **New Slide** drop-down menu in the **Slides** group.
 - Select the desired slide layout from the menu that appears.
 - d. To add pictures:
 - Click the **INSERT** tab. Click the **Pictures** button in the **Images** group.
 - The **Insert Picture** dialog box appears.
 - Locate the picture and click **Insert**. Drag the picture to the desired place.
 - e. The steps to change the font, colour, and size of the text are:
 - Select the text. Click the **HOME** tab.
 - In the **Font** group, select the desired font, font size, and colour.
 - f. To save changes:
 - Click the **FILE** tab.
 - Click the **Save As** button. The **Save As** dialog box appears.
 - In this dialog box, select the location in which the file is to be saved. Write the name of the file and click **Save**.
3. To create a presentation:
- a. Start PowerPoint and create a blank presentation.
 - b. To insert a text box, do as follows:
 - Click the **INSERT** tab. In the **Text** group, click the **Text Box** option.
 - The mouse pointer changes to ↓.
 - Move the pointer to the place on the slide where you want to add a text box.

- Click and drag the mouse on the slide to insert a text box.
 - Release the mouse button when the text box is of the desired size.
- c. To insert a new slide, do as follows:
- Click the **HOME** tab. Click the **New Slide** drop-down menu in the **Slides** group.
 - Select the desired slide layout from the menu that appears.
- d. To add pictures:
- Click the **INSERT** tab. Click the **Pictures** button in the **Images** group.
 - The **Insert Picture** dialog box appears.
 - Locate the picture and click **Insert**. Drag the picture to the desired place.
- e. The steps to change the font, colour, and size of the text are:
- Select the text. Click the **HOME** tab.
 - In the **Font** group, select the desired font, font size, and colour.
- f. To save changes:
- Click the **FILE** tab.
 - Click the **Save As** button. The **Save As** dialog box appears.
 - In this dialog box, select the location in which the file is to be saved. Write the name of the file and click **Save**.
4. To create a presentation:
- a. Start PowerPoint and create a blank presentation.
- b. To insert a text box, do as follows:
- Click the **INSERT** tab. In the **Text** group, click the **Text Box** option.
 - The mouse pointer changes to \downarrow .
 - Move the pointer to the place on the slide where you want to add a text box.
 - Click and drag the mouse on the slide to insert a text box.
 - Release the mouse button when the text box is of the desired size.
- c. To insert a new slide, do as follows:
- Click the **HOME** tab. Click the **New Slide** drop-down menu in the **Slides** group.
 - Select the desired slide layout from the menu that appears.
- d. To add pictures:
- Click the **INSERT** tab. Click the **Pictures** button in the **Images** group.
 - The **Insert Picture** dialog box appears.
 - Locate the picture and click **Insert**. Drag the picture to the desired place.
- e. The steps to change the font, colour, and size of the text are:
- Select the text. Click the **HOME** tab.
 - In the **Font** group, select the desired font, font size, and colour.
- f. To save changes:
- Click the **FILE** tab.
 - Click the **Save As** button. The **Save As** dialog box appears.
 - In this dialog box, select the location in which the file is to be saved. Write the name of the file and click **Save**.

5. Open a new PowerPoint document and create a list of the reasons you love your country. Find images to match every item you list. To make the list look attractive, you can use different colours and fonts. For example: -

Slides	Text	Image
Slide 1	I love my country because...	flag of Pakistan
Slide 2	It is very beautiful.	K-2/ mountains, beaches, etc.
Slide 3	Its people are hardworking.	people from different communities/ Kalash etc.
Slide 4	They are very talented.	musician, truck art, fashion
Slide 5	They have passion for different sports.	street cricket, making of football
Slide 6	It has the best food in the world!	Pakistani food

GROUP PROJECT

A sample topic for this project could be: How to make a delicious French toast. Each slide can have step-by-step instructions to make the French toast, e.g.

- Beat together egg, milk, and sugar.
 - Heat a lightly oiled frying pan over medium heat.
 - Soak bread slices in egg mixture on each side.
 - Cook bread until both sides are lightly browned and crisp.
 - Serve hot.
-

Worksheet—3

1. Who am I?

- a. Slide b. Presentation c. Placeholder
d. Bullet e. Numbered list

2. Observe the following figure and answer the questions.

- a. Bulleted list
b. Tab: HOME Group: Paragraph

3. Observe the following table and answer the questions.

- a. Number of rows: 3 Number of columns: 3
b. Merge
c. Center
d. Tab: INSERT Group: Tables

4. Write the keyboard shortcuts for the following:

- a. Ctrl + S b. F5 c. F7

5. Observe the figure given below and answer the questions that follow:

- a. Numbered list
- b. Bullet. Yes. To change the symbols in the list:
 - Select the list
 - Click the **Bullet** drop-down menu arrow in the **Paragraph** group on the **HOME** tab
 - Click at the desired symbol in the bullet list that appears
- c.
 - i. **atmosphere** is **BOLD**
 - ii. *greenhouse effect* is **BOLD** and *italicized*

Cyber Olympiad Questions

- | | | | | | |
|-------|-------|-------|-------|-------|-------|
| 1. a | 2. a | 3. b | 4. d | 5. d | 6. c |
| 7. b | 8. c | 9. a | 10. d | 11. d | 12. b |
| 13. d | 14. d | 15. d | 16. d | 17. a | 18. b |
| 19. d | 20. a | 21. c | 22. a | 23. b | 24. d |
| 25. c | 26. c | 27. a | 28. c | 29. c | 30. d |
| 31. a | 32. b | 33. d | 34. c | 35. c | 36. a |
| 37. d | 38. c | 39. b | 40. b | | |

Revision Questions

Answers

1. Automated Teller Machine; it enables the user to withdraw money at any time.
2. Computer-controlled cameras are used to take still photographs and record video. They are also used in video conferencing and video chatting.
3. Computers can be used in banks to provide account details to customers and to print account statements. They are also used to operate ATMs enabling customers to withdraw money at any time.
4. Robots
5. Input devices enter data and instructions into the computer from outside. Keyboard and mouse.
6. Input and output devices are together called computer peripherals.
7. Input devices that are moved to point and select options on a screen are called pointing devices. Mouse and trackball.
8. Joystick
9. Wallpaper; Yes
10. A wallpaper always appears on the desktop while a screen saver appears on the desktop only when your computer is idle for a specified period of time.
11. True

12. By clicking at the options Start ► Control Panel ► Personalization.
13. Windows Explorer is a program that helps in viewing and managing files and folders.
By clicking at the options Start ► All Programs ► Accessories ► Window Explorer

Or



by clicking the  icon.

14. Gadgets are small programs that you can place on your desktop for information at a glance. Clock and calendar.
15. Templates are examples of layouts or designs provided in a software which a user can use to create his/her own layout and/or design.
16. To change the layout of a selected slide, click the **Layout** button in the **Slides** group on the **HOME** tab and then choose the desired layout from the drop-down menu that appears.
17. To move through the slides in a presentation in the Normal view, you can use the **Previous Slide** and **Next Slide** buttons on the vertical scroll bar.
18. A theme is a unique set of colours, fonts, and effects that can quickly change the look of an entire slide show. Yes.
19. A PowerPoint slide show can be started in any one of the following ways:
 - Click the **Start From Beginning** button on the **Quick Access Toolbar**
 - Press F5
 - Click the **Slide Show** button at the bottom of the PowerPoint window to begin a presentation from the current slide
 - Click the **SLIDE SHOW** tab. Click the **From Beginning** button in the **Start Slide Show** group
20. \$x = ask "Enter a value"
21. Modifying the properties of the selected characters in a document is termed as character formatting. Character formatting includes changing font, color, style and the look of the selected characters.
22. Print "\$x" prints the two characters (\$x) while print \$x prints the value stored in the variable \$x.
23. Select the text and then:
 - click **B** for bold and **U** for underline

Or

- press Ctrl + B for bold and Ctrl + U for underline
24. Point.
 25. A red wavy line under a word indicates that the word is misspelled. Any word which is not listed in the MS Word's internal dictionary is marked as misspelled.
 26.
 - Select the list
 - Click the **HOME** tab
 - In the **Paragraph** group, click the **Bullets** drop-down menu arrow and then click **None**
 27.
 - Position the cursor at the location where to start the list

Or

Select the paragraphs to be included in the list

- Click the **HOME** tab
- In the **Paragraph** group, click the **Numbering** drop-down menu arrow

- Select the desired numbering style from the **Numbering Library** that appears
28. The Thesaurus option provides a list of synonyms or words with similar meaning for a given word, and can be used to replace a word with one of its synonyms.
29. "mAKE iN Pakistan"
"Make In Pakistan"
30. To change the column width:
- Select or click the column whose width is to be changed
 - Click the **LAYOUT** tab
 - In the **Cell Size** group, click the **Table Column Width** scroll box to change the column width
31. Yes.
To insert a picture in a cell:
- Click in the cell where the picture is to be inserted
 - Click the **INSERT** tab and in the **Illustrations** group, click the **Pictures** option
 - Browse and select the picture to be inserted in the **Picture** dialog box that appears
 - Click the **Insert** button
32. Illustrations.
33. **pendown** or **pd**
34. (a) 360^0
(b) 180^0
35. True.
36. Printer.
Soft copy.
37. Five **Change Case** options are available in MS Word:
- Sentence case
 - lowercase
 - UPPERCASE
 - Capitalize Each Word
 - tOGGLE cASE
38. Convert Text to Table.
39. repeat 8{fw 100 tr 45}

Or

- repeat 8{fw 100 tl 45}
40. \$nam = ask "Enter your name:"
print "How are you " + \$nam

WORKSHEETS

- Worksheets have been provided for all the chapters of the course book.
- Each worksheet is of 15 marks and is recommended as a formative assessment paper.
- It is possible to use these worksheets as they are by photocopying them in magnified size (120% approx.) and distributing to the students.
- The questions in the worksheets may also be used as samples to create your own additional worksheets.
- They are also available as printable documents online digital resources.

Chapter 1 Uses of Computers**1. Who am I? (5)**

Identify what is being talked about from the hints given.

- a. I design dresses on a computer.
- b. I am a place where computers provide account details to customers and print account statements.
- c. I am used to look inside the human body for diagnosing diseases.
- d. I am a machine which enables the customer to withdraw money at any time.
- e. I am a human like machine guided and controlled by computers.

2. Jumbled Words (4)

Unjumble the letters to form words using the hints given.

- a. Tsalelites

Hint – Computers are used to monitor or control this in space.

- b. Chools

Hint – Place where computers are used by teachers.

- c. Pomcutre

Hint – A machine used in schools, banks, airports and railways

- d. Talspish.

Hint – Computers are used here to perform medical test and surgeries.

3. Give three facts about the following: (3 × 2 = 6)

- a. Use of computers in Banks
- b. Use of computers in medicine

Chapter 2 Input and Output Devices

1. Who am I?

(5)

Identify what is being talked about from the hints given.

- I am an input device with keys for alphabets and numbers.
- I am a device which has a scroll wheel.
- I am plugged to the ear to listen to music.
- I am used for moving objects on the screen usually while playing games.
- I am used to transfer photos, hand drawn pictures or text to the computer.

2. Jumbled Words

(5)

Unjumble the letters to form words using the hints given.

- orminot

Hint: You can see the soft copy of a document on it.

- Batarckll

Hint: A mouse-like input device

- Pinretr

Hint: Device used to produce hard copies

- Kerspea

Hint: Device used to play music and sound

- Cromhonepi

Hint: Device used to talk using the computer.

3. Word Search

(5)

Search for different input and output devices of a computer in the grid below:

J	O	Y	S	T	I	C	K	S
Z	S	T	U	S	V	W	X	C
C	O	A	L	P	Q	R	S	A
W	E	B	C	A	M	I	O	N
B	E	R	M	O	U	S	E	N
J	X	T	E	E	M	A	R	E
P	R	O	J	E	C	T	O	R
K	L	E	P	T	I	K	Q	W

Chapter 3 More about Windows 7

1. Who am I? (5)

Identify what is being talked about from the hints given.

- I am a very popular operating system.
- I am the first screen you see on the computer after Windows is loaded.
- I am used to view and manage files and folders.
- I am a collection of data or information.
- I am the background image you see on the desktop.

2. Jumbled Words (5)

Unjumble the letters to form words using the hints given.

- Coni

Hint: A small image or picture on the desktop

- Elif

Hint: A collection of data or information

- Retpumoc

Hint: whatever is stored on the computer is accessible from this icon

- Llpawaper

Hint: Background image on the desktop

- Rarybil

Hint: A special type of folder

3. Word Search (5)

Search for the words related to Windows 7 in the grid below:

E	O	Y	S	T	I	C	K	S
X	S	T	U	S	V	W	X	P
P	O	A	L	P	Q	R	S	A
L	E	S	C	R	E	E	N	N
O	E	F	O	L	D	E	R	E
R	F	I	L	E	M	A	R	E
E	T	A	S	K	B	A	R	R
R	L	W	I	N	D	O	W	S

Chapter 4 More about Tux Paint

1. Who am I?

(5)

Identify what is being talked about from the hints given.

- I am a tool like a rubber stamp or a sticker.
- I am the place where you draw images.
- I am the keyboard shortcut for muting sound.
- I am a series of pictures that tell a story.
- I am a systematic display of pictures one by one.

2. Jumbled Words

(5)

Unjumble the letters to form words using the hints given.

- Tuiq

Hint: Command to come out of Kturtle

- Eplacer

Hint: To change an old object with a new object

- Nirpt

Hint: Command used to get hard copy of an image

- Etum

Hint: To turn off the volume

- Rabloot

Hint: Contains drawing and editing tools

3. Word Search

(5)

Search for the words related to Tux Paint in the grid below:

E	S	Y	P	A	I	N	T	S
X	A	T	U	S	V	W	X	L
P	V	A	L	P	Q	R	S	I
L	E	S	C	R	E	E	N	D
S	T	O	R	Y	D	E	R	E
R	E	I	L	E	M	A	R	E
E	O	N	I	T	O	R	E	R
P	I	C	T	U	R	E	W	S

Chapter 5 More KTurtle Commands**1. Who am I? (5)**

Identify what is being talked about from the hints given.

- a. I am a simple computer language used to draw figures, type text and perform arithmetic calculations.
- b. I am the pen used in KTurtle.
- c. I am the command used to make the Turtle visible again after it has been hidden.
- d. I am a command in KTurtle used to get input from the user.
- e. I am used to store numbers or text.

2. Jumbled Words (4)

Unjumble the letters to form words using the hints given.

- a. Mandsmoc

Hint: Instructions given by KTurtle to perform various tasks.

- b. Sagesem

Hint: This command pops up a dialog box

- c. Colnepor

Hint: Helps choose color

- d. Savnac

Hint: Place where you put drawings

3. Give three facts about the following: (3 × 2 = 6)

- a. reset
- b. dir

Chapter 6 Formatting in Word 2013**1. Who am I? (5)**

Identify what is being talked about from the hints given.

- a. I am the amount of white space between the text and the edge of the page on all four sides.
- b. I am the unit of measurement of the amount of white space between lines of text in a paragraph.
- c. I am the direction in which the page is printed.
- d. I am the type of alignment which refers to the position of the text in relation to the right and left page margins.
- e. I am the type of text which is placed in such a manner that both the left and right margins are even.

2. Jumbled Words (4)

Unjumble the letters to form words using the hints given.

- a. Tintges

Hint: Features of a software

- b. Phargpara

Hint: Line spacing is the amount of white space within this.

- c. Ewiv

Hint: One of the main tabs of Word which contains zoom option.

- d. Relur

Hint: It is found in the Show group of the View tab, and is used to set the margins.

3. Give three facts about the following: (3 × 2 = 6)

- a. Alignment
- b. Orientation

Chapter 7 Features of Word 2013

1. Who am I? (5)

Identify what is being talked about from the hints given.

- I am the color of the wavy underline that shows spelling mistakes.
- I am the tool in Word which lets you check the spelling of words in the entire document.
- I am a tool that provides a list of synonyms for a given word.
- I am the Change Case option in which the first character in a sentence is capitalized and the rest are in lower case.
- I am a dot or a symbol which marks an important line of information.

2. Jumbled Words (5)

Unjumble the letters to form words using the hints given.

- Marmarg
Hint: Rules of a language
- Esac
Hint: Is of 4 type: upper, lower and toggle and sentence.
- Bedermun
Hint: Type of a list where the order of items is important
- Ivangation
Hint: A pane to move around in Word
- Cerepla
Hint: To change something

3. Word Search (5)

Search for the words related to Word 2013 in the grid below:

T	H	E	S	A	U	R	U	S
X	A	F	I	N	D	W	X	R
P	L	A	Y	O	U	T	S	E
L	V	S	C	O	L	O	R	P
R	E	V	I	E	W	T	E	H
R	S	I	L	E	M	A	R	O
V	E	R	T	I	C	A	L	M
S	P	E	L	L	I	N	G	E

Chapter 8 Creating Tables in Word 2013**1. Who am I? (5)**

Identify what is being talked about from the hints given.

- a. I am the process of joining cells together.
- b. I am the vertical series of cells in a table.
- c. I am a rectangular box formed at the intersection between rows and columns.
- d. I provide various templates for a table.
- e. I am the tab on which the Alignment group is found.

2. Jumbled Words (4)

Unjumble the letters to form words using the hints given.

- a. Drig

Hint: An option to create a table

- b. Wor

Hint: Horizontal series of cells in a table

- c. Ifydom

Hint: To change

- d. Eteled

Hint: To remove

3. Give three facts about the following: (3 × 2 = 6)

- a. Tables
- b. Any three ways of creating a table

Chapter 9 Introduction to PowerPoint 2013

1. Who am I? (5)

Identify what is being talked about from the hints given.

- I am a systematic display of information on a particular topic.
- I am a very user-friendly software for creating presentations.
- I am the function key used to run a slide show.
- I am the extension of a PowerPoint file.
- I am a unique set of colors, fonts, and effects that can quickly change the look of an entire slide show.

2. Jumbled Words (5)

Unjumble the letters to form words using the hints given.

- Sedsil

Hint: Individual pages of a presentation.

- Knalb

Hint: An empty presentation or slide

- Ratts

Hint: The Screen from where you can begin a presentation

- Platemet

Hint: Examples of layouts or designs

- Bbonir

Hint: It is displayed just below the title bar and contains multiple tabs.

3. Word Search (5)

Search for the words related to PowerPoint 2013 in the grid below:

R	H	I	N	S	E	R	T	F
U	C	O	L	U	M	N	X	O
L	L	A	Y	O	U	T	S	R
E	V	N	O	R	M	A	L	M
R	A	V	I	G	A	T	E	A
B	A	C	K	S	T	A	G	E
V	E	R	T	I	T	L	E	C
D	E	S	I	G	N	N	G	E

Chapter 10 Text in PowerPoint 2013

1. Who am I?

(5)

Identify what is being talked about from the hints given.

- I am the change Case option which changes lowercase characters to uppercase and uppercase characters to lowercase.
- I am the dotted rectangular box that contains text, tables, etc.
- I am the tool in PowerPoint 2013 that lets you check the spellings of the words.
- I am a dot or symbol which marks an important line of information.
- I am the change Case option used to convert all the characters to small letters.

2. Jumbled Words

(5)

Unjumble the letters to form words using the hints given.

- Pingty
Hint: Writing on a computer
- Letlub
Hint: A type of list where sequence is not important
- Ecas
Hint: Changes letters to small from capital
- Rarybil
Hint: Contains options for bullets and numbering.
- lisedhwso
Hint: Series of slides which may tell a story.

3. Word Search

(5)

Search for the words related to text in PowerPoint 2013 in the grid below:

T	E	X	T	B	O	X	T	N
H	C	O	L	U	M	N	X	U
E	L	A	Y	O	U	T	S	M
S	P	E	L	L	I	N	G	B
E	R	E	V	I	E	W	E	E
B	A	C	K	S	T	A	G	R
U	P	P	E	R	C	A	S	E
D	E	S	I	G	N	N	G	E

Worksheet Answers

Chapter 1 Uses of Computers

- Designer
 - Bank
 - Cameras
 - ATM
 - Robot
- Satellites
 - School
 - Computer
 - Hospitals
- Use of computers in Banks
 - Computers provide account details to customers.
 - Computers print account statements.
 - Computers operate ATMs which are used to withdraw money.
 - Use of computers in medicine
 - Computers are used to maintain medical records for patients.
 - Computerised equipment is used to perform medical tests.
 - Computerised machines help in manufacturing medicines.

Chapter 2 Input and Output Devices

- Keyboard
 - Mouse
 - Earphone/Headphone
 - Joystick
 - Scanner
- Monitor
 - Trackball
 - Printer
 - Speaker
 - Microphone
- JOYSTICK, SCANNER, WEBCAM, MOUSE, PROJECTOR

J	O	Y	S	T	I	C	K	S
Z	S	T	U	S	V	W	X	C
C	O	A	L	P	Q	R	S	A
W	E	B	C	A	M	I	O	N
B	E	R	M	O	U	S	E	N
J	X	T	E	E	M	A	R	E
P	R	O	J	E	C	T	O	R
K	L	E	P	T	I	K	Q	W

Chapter 3 More about Windows 7

- Windows 7
 - Desktop
 - Windows Explorer
 - File
 - Wallpaper
- Icon
 - File
 - Computer
 - Wallpaper
 - Library
- EXPLORER, FOLDER, PANE, TASKBAR, WINDOWS

E	O	Y	S	T	I	C	K	S
X	S	T	U	S	V	W	X	P
P	O	A	L	P	Q	R	S	A
L	E	S	C	R	E	E	N	N
O	E	F	O	L	D	E	R	E
R	F	I	L	E	M	A	R	E
E	T	A	S	K	B	A	R	R
R	L	W	I	N	D	O	W	S

Chapter 4 More about Tux Paint

- Stamp
 - Canvas
 - Alt + S
 - Storyboard
 - Slide-show
- Quit
 - Replace
 - Print
 - Mute
 - Toolbar
- STORY, PAINT, SLIDE, PICTURE, SAVE

E	S	Y	P	A	I	N	T	S
X	A	T	U	S	V	W	X	L
P	V	A	L	P	Q	R	S	I
L	E	S	C	R	E	E	N	D
S	T	O	R	Y	D	E	R	E
R	E	I	L	E	M	A	R	E
E	O	N	I	T	O	R	E	R
P	I	C	T	U	R	E	W	S

Chapter 5 More Kturtle Commands

- KTurtle
 - Turtle
 - ss or spriteshow
 - ask
 - container
 - Commands
 - Message
 - Pencolor
 - Canvas
 - reset
 - reset is a Kturtle command.
 - It sets everything like it was when you started Kturtle.
 - The reset command sets the Kturtle at the centre of the screen.
 - dir
 - dir is Direction command in Kturtle.
 - It turns the turtle in the clockwise direction.
 - Degrees, by which the turtle turns, are counted from previous position of the turtle.
-

Chapter 6 Formatting in Word 2013

1. a. margin b. point c. orientation d. horizontal e. justified
 2. a. Setting b. Paragraph c. View d. Ruler
 3. a. Alignment
 - i. Alignment is the manner in which text is placed within the margins of the page.
 - ii. Vertical alignment refers to the position of the text in relation to the top and bottom page margins.
 - iii. Horizontal alignment refers to position of the text in relation to left and right page margins.
 - b. Orientation
 - i. Orientation refers to the direction along which a page is printed.
 - ii. Portrait document is printed along the width of the paper.
 - iii. Landscape document is printed along the length of the paper.
-

Chapter 7 Features of Word 2013

1. a. blue b. Spelling & Grammar c. Thesaurus
 - d. Sentence case e. bullet
2. a. Grammar b. Case c. Numbered
 - d. Navigation e. Replace
3. FIND, HOME, THESAURUS, SPELLING, REVIEW

T	H	E	S	A	U	R	U	S
X	A	F	I	N	D	W	X	R
P	L	A	Y	O	U	T	S	E
L	V	S	C	O	L	O	R	P
R	E	V	I	E	W	T	E	H
R	S	I	L	E	M	A	R	O
V	E	R	T	I	C	A	L	M
S	P	E	L	L	I	N	G	E

Chapter 8 Creating Tables in Word 2013

1. a. Merge b. Columns c. Cell d. Quick Tables e. Layout
2. a. Grid b. Row c. Modify d. Delete
3. a. Tables
 - i. It is a set of data arranged in rows and columns.
 - ii. Columns are the vertical series of cells in a table.
 - iii. Rows are the horizontal series of cells in a table.
- b. Any three ways of creating a table
 - i. Tables can be created by using a **grid** by clicking the **Table** option in the **Tables** group of the **INSERT** tab.

- ii. They can also be created by using **Quick Tables** which provide various templates for a table.
 iii. Tables can also be created by **Drawing a Custom Table**.

Chapter 9 Introduction to PowerPoint 2013

1. a. Presentation b. PowerPoint c. F7 d. .pptx e. Theme
 2. a. Slides b. Blank c. Start d. Template e. Ribbon
 3. RULER, TITLE, BACKSTAGE, INSERT, NORMAL

R	H	I	N	S	E	R	T	F
U	C	O	L	U	M	N	X	O
L	L	A	Y	O	U	T	S	R
E	V	N	O	R	M	A	L	M
R	A	V	I	G	A	T	E	A
B	A	C	K	S	T	A	G	E
V	E	R	T	I	T	L	E	C
D	E	S	I	G	N	N	G	E

Chapter 10 Text in PowerPoint 2013

1. a. Toggle b. Placeholder c. Spelling d. Bullet e. Lowercase
 2. a. Typing b. Bullet c. Case d. Library e. Slideshow
 3. SPELLING, TEXTBOX, NUMBER, REVIEW, UPPERCASE

T	E	X	T	B	O	X	T	N
H	C	O	L	U	M	N	X	U
E	L	A	Y	O	U	T	S	M
S	P	E	L	L	I	N	G	B
E	R	E	V	I	E	W	E	E
B	A	C	K	S	T	A	G	R
U	P	P	E	R	C	A	S	E
D	E	S	I	G	N	N	G	E

TEST PAPERS

- Test papers have been provided for all the chapters of the course book.
- Each test paper is of **25 marks** and has both theory (20) and practical (5) components.
- The test papers may be used for pen and paper assessment or the questions in them could be used to create your own assessment papers.
- They are also available as printable documents in online digital resources.

Chapter 1 Uses of Computers

1. Fill in the blanks with correct words: (5)

- are human-like machines guided and controlled by computers.
- In Space Technology, are linked to computers, which provide information for space research.
- is a technique of giving an object the appearance of movement by rapidly running a series of images of the object or character in different positions.
- In the field of medicine, computers are used to maintain of patients for future reference.
- Computers are used in libraries for maintaining the of all the books available in the library

2. Write T for the true statement and F for the false one: (5)

- The acronym ATM stands for "Any Time Money".
- Computer-controlled cameras on highways are used to shoot movies.
- Robots, when put inside active volcanoes, get burnt.
- In Airline and Railway Reservation, computers are used to check the availability of tickets.
- A computer can be used at home for listening to music.

3. Very Short Answer Questions (4)

- What is the name of the machine that is installed outside the banks that enables customers to withdraw money at any time?
- Give one use of a computer in a shop.
- Name any film to be produced completely using 3D computer graphics.
- What does the following picture indicate?



4. Short Answer Questions (6)

- Name any two tasks that can be performed by a robot.
- Write down any two uses of computers in offices.
- State one use of a computer controlled camera.

Chapter 2 Input and Output Devices

- 1. Fill in the blanks with correct words:** (5)
- The devices through which we enter data and instructions into a computer are called devices.
 - A can be used to play games on a computer.
 - The output that we get on a computer is called the
 - A is a camera attached to a computer.
 - A is a device that is used to take output on a paper.
- 2. Write T for the true statement and F for the false one:** (5)
- The output from a printer is called the hard copy.
 - A microphone is used to listen to sound or music from the computer.
 - A projector can be used for classroom teaching.
 - A scanner is an output device.
 - The full form of VDU is "Video Display Unit".
- 3. Very Short Answer Questions** (4)
- Name the input device that is used to play music and sound from a computer.
 - Name any two pointing devices.
 - Which input device is used to draw objects directly on the screen?
 - Name the input device that has keys similar to that of a typewriter.
- 4. Short Answer Questions** (6)
- What do you mean by output device? Give an example of the same.
 - What is the function of the scanner?
 - Is microphone an input device or an output device? What is it used for?

Chapter 3 More about Windows 7

1. **Fill in the blanks with correct words:** (5)
 - a. Files are organised and stored in a
 - b. The first screen that appears after Windows has loaded is called the
 - c. help you access all your content of one type through a single folder.
 - d. We can a file or a folder to give it a new name.
 - e. We can access anything on the computer from the icon.

2. **Write T for the true statement and F for the false one:** (5)
 - a. The background image that we see when the computer is idle for a specified time is called the wallpaper.
 - b. The Windows Explorer screen is divided into four panes.
 - c. When we delete a folder, its contents are also deleted.
 - d. A file cannot contain pictures in it.
 - e. The left pane of the Windows Explorer is known as the Navigation pane.

3. **Very Short Answer Questions** (4)
 - a. What are the small programs that can be placed on the desktop for information called?
 - b. In which form is the work that we do on a computer stored?
 - c. From which option in the Control Panel window can you change the wallpaper and screen saver settings?
 - d. What is the background image of a desktop called?

4. **Short Answer Questions** (6)
 - a. What is the difference between copying and moving a file?
 - b. List the steps to delete a file or a folder.
 - c. What is Windows Explorer? In how many panes is it divided?

Chapter 4 More about Tux Paint

1. Fill in the blanks with correct words: (5)

- The tool is used to paste images of a car, airplane etc. on the drawing canvas.
- The button at the lower-left corner of the screen is used to begin the slide show.
- Clicking the tool will quit Tux paint.
- We can use the tool to increase or decrease the size of the stamp.
- Disabling the sound effects of the stamps is called

2. Write T for the true statement and F for the false one: (5)

- The stamps can be increased or decreased in size.
- When you click the **Stamp** tool, buttons at the lower-right corner of the screen can be used to replay sound effects.
- The **Back** button is used to exit the slide show.
- In Tux Paint, you can place multiple images of the same stamp in your picture.
- The systematic display of pictures one by one is called the storyboard.

3. Very Short Answer Questions (5)

- Which tool is used to print a picture in Tux Paint?
- What is the keyboard shortcut for disabling the sound effects of the stamps?
- What do you call a series of pictures that tell a story?
- How are the pictures in a slideshow marked?
- What is the use of the sliding scale at the bottom-left corner of the Tux Paint screen?

4. Lab Exercise (5)

Narmeen has decided to send invitations to her friends for her birthday party. She wants to make the invitation attractive by using slides created in Tux Paint. Can you help her create the invitation for her birthday party?

Chapter 5 More KTurtle Commands

1. Fill in the blanks with correct words: (5)
- Containers that can contain text are called
 - The command reduces the number of lines of commands you need to write in order to draw.
 - A is a flat shape with at least three sides and three angles.
 - The command makes the turtle wait for a given period of time.
 - is the command used to move the turtle to any part of the screen, without drawing a line.
2. Write T for the true statement and F for the false one: (5)
- A Septagon has 6 sides.
 - KTurtle can be used to draw only straight lines, and not diagonal lines.
 - In KTurtle, a semicircle is drawn with 180 degrees.
 - In KTurtle, using one repeat command inside another repeat command gives syntax error.
 - A container is preceded by the character '\$'.
3. Very Short Answer Questions (5)
- Which of the following commands will result in a smaller circle?
 - `repeat 360{fw 1 tr 1}`
 - `repeat 36{fw 5 tr 10}`
 - Name the two types of dialog boxes in KTurtle.
 - What is the input taken by the **pendown** command in KTurtle?
 - In KTurtle, what does the command `wait 20` do?
 - Using the command `tr 15`, what is the number of turns required to make a full circle?
4. Lab exercise (5)
- Ahsan has to write a code in KTurtle which asks the user to enter two numbers and then prints the sum of the two numbers. Can you help him do the task?

Chapter 6 Formatting in Word 2013

1. Fill in the blanks with correct words: (5)

- refers to the direction in which a Word page is printed.
- We can find the options for page formatting on the tab of Word.
- is the amount of white space between the lines of text in a paragraph.
- settings are the settings that are standard or pre-defined in a software.
- indicates the end of a page.

2. Write T for the true statement and F for the false one: (5)

- By default, a Word document has two columns.
- Spacing is the manner in which text is placed between the margins of a page.
- In case of Portrait orientation, the document is printed along the width of the paper.
- Paragraph spacing is the amount of white space between paragraphs.
- The default settings of Word cannot be changed.

3. Very Short Answer Questions (5)

- What is the default setting of all the margins in Word?
- In which unit is the line spacing of a paragraph measured?
- The horizontal alignment refers to the position of text in relation to which page margins?
- What is the meaning of the term **Flush**?
- What is the keyboard shortcut for aligning text to the left, in Word?

4. Lab exercise (5)

Azra has created a Word document with the following text in it. She wants to format the text in the way given below. Can you help her do this task?

Text:

Benefits of Physical Activity

Physical activities are very important to keep us healthy and fit. We should include some form of physical activity in our daily routine. Different kinds of physical activities are running, exercising, walking, cycling, swimming etc.

There are a lot of benefits of doing physical exercise. It helps in keeping us active and also increase our metabolism. It also increases our energy level and keeps us away from many diseases.

- Change the alignment of the heading to Center-aligned.
- Set the top margin to 2 inches and left margin to 2.5 inches.
- Set the paragraph spacing to 20 points.

Chapter 7 Features of Word 2013

1. **Fill in the blanks with correct words:** (5)
 - a. The tool provides a list of synonyms.
 - b. The **find** command is found in the group on the **HOME** tab.
 - c. A is a dot or a symbol that marks an important line of information.
 - d. A is a sign or special character that can be inserted in a Word document.
 - e. The bullets drop-down list can be found in the group on the **HOME** tab.

2. **Write T for the true statement and F for the false one:** (5)
 - a. By default, Word uses a simple black star as a bullet.
 - b. The keyboard shortcut F7 can be used to check spelling and grammar.
 - c. A red wavy line indicates a grammatical mistake in a document.
 - d. Colorful Case is an option in the **Change Case** menu.
 - e. The **Change Case** option **Capitalize Each Word** converts each word into capital letters.

3. **Very Short Answer Questions** (5)
 - a. In which tab of Word can we find the option for Thesaurus?
 - b. Which option of the **Change Case** feature is used to change the lowercase characters to uppercase and the uppercase characters to lowercase?
 - c. Which two commands can be combined to find a particular word in a document and replace it with another word?
 - d. Which list is used for listing when the order of items is important?
 - e. Which group of the **REVIEW** tab has the **Spelling & Grammar** option?

4. **Lab Exercise** (5)

Shazia has written a paragraph on "The Solar System" in Word as given below.

The Solar System

the Solar System comprises of the Sun, the planets and their moons. there are eight planets in our Solar system. all the planets revolve around the sun in their **respective** orbits. earth is the only known planet in our solar system that supports life.

Since Shazia is new to Word, she needs help to do the following:

 - a. Change the case of the paragraph to sentence case.
 - b. Use Thesaurus for the word "respective" and replace it with a synonym.
 - c. Find the word 'comprises' in the paragraph and replace it with 'consists of'.

Chapter 8 Creating Tables in Word 2013

1. Fill in the blanks with correct words: (5)

- A is a set of data arranged in rows and columns.
- The tab has options to change the row height of tables in Word.
- The horizontal series of cells in a table is called a
- To apply borders to a table, the group is to be clicked.
- A is the vertical series of cells in a table.

2. Write T for the true statement and F for the false one: (5)

- The keyboard shortcut to move to the next cell in a table is the TAB key.
- A column is the horizontal series of cells in a table.
- Once you have created a table in Word, you cannot insert more rows in it.
- You can convert an existing text into a table.
- The **DESIGN** tab has options to merge the cells of a table.

3. Very Short Answer Questions (5)

- What is the name of the rectangular box formed at the intersection of a column and a row?
- What name is given to the examples of layouts or designs provided in a software?
- What do you call the area at the top of a column that is used to select that particular column?
- Which group of the **LAYOUT** tab has the **Split Cells** options?
- Which feature of Word provides the various templates for a table?

4. Lab exercise (5)

Jehan has been given a task by her teacher to create a table in Word listing the names of 10 countries of the world with their capitals. After that, she has to perform the following tasks on the text.

- Make the heading bold.
- Center-align the text in the cells

The output should be as shown in the figure given alongside. Can you help her with the task?

S.No	Country	Capital
1	Afghanistan	Kabul
2	China	Beijing
3	Japan	Tokyo
4	Australia	Canberra
5	Canada	Ottawa
6	Egypt	Cairo
7	Italy	Rome
8	Pakistan	Islamabad
9	Russia	Moscow
10	United States of America	Washington D.C.

Chapter 9 Introduction to PowerPoint 2013

1. Fill in the blanks with correct words: (5)
- The displays the name of the presentation currently opened.
 - The allows the user to view all the slides in the presentation.
 - The is a dotted rectangular box on a slide that holds text, images, etc.
 - A is a unique set of colours, fonts, and effects that can quickly change the look of an entire slide show.
 - A is a pre-designed presentation that includes custom formatting and designs.
2. Write T for the true statement and F for the false one: (5)
- In order to quickly add a slide having the same layout as the selected slide, the bottom-half of the **New Slide** button must be clicked.
 - The **Pictures** button can be found in the **Images** group on the **INSERT** tab.
 - PowerPoint gives an option of presenting a series of slides in a fashion which is called a slide show.
 - To apply a theme to a set of slides, one needs to click the **DESIGN** tab.
 - It is not possible to change the layout of an existing slide.
3. Very Short Answer Questions (5)
- What is the default extension for a PowerPoint presentation?
 - Which view in PowerPoint 2013 has the options to create a new presentation, save a presentation, and open or close a presentation?
 - Name the four **View buttons** in PowerPoint 2013 that can be used to view the slides.
 - In which group of the **INSERT** tab is the **Online Pictures** button found in PowerPoint 2013?
 - What is the keyboard shortcut for starting a slideshow?
4. Lab Exercise (5)
- Vali has to create a presentation on 'Animals in a Zoo' using a suitable theme and show it to his friends in the class. Can you help him in doing the task?

Chapter 10 Text in PowerPoint 2013

1. Fill in the blanks with correct words: (5)
- The group on the **HOME** tab is used to adjust the alignment of text within a placeholder or text box.
 - The **Spelling** tool is available in the group on the **REVIEW** tab.
 - The **Change Case** button is found in the group on the **HOME** tab.
 - In order to create a text box, the user needs to click the **Text Box** option in the group on the **INSERT** tab.
 - is the case in which the first letter of the first word of the sentence is capitalized.
2. Write T for the true statement and F for the false one: (5)
- The **Toggle Case** option changes lowercase characters to uppercase and uppercase characters to lowercase.
 - A numbered list is used for listing when the order of items is important, e.g., a sequence of events or steps.
 - When the mouse is moved over various bullets/numbering styles, a live preview of the style will appear in the document.
 - The **Bullet/ Numbering Library** can be accessed on the **DESIGN** tab.
 - The purpose of the **Text Shadow** button in the **Font** group is to add a shadow behind the text box.
3. Very Short Answer Questions (5)
- When repositioning a text box, the pointer should be in which shape?
 - What are the four options of horizontal alignment of text?
 - In which group of the **HOME** tab is the **Text Direction** command found?
 - Which tab and group need to be accessed in order to delete a slide from a presentation?
 - Which command is used to change the vertical alignment of text on a slide?
4. Lab Exercise (5)
- Shahrukh school is celebrating Independence Day. His class teacher has asked him to prepare a presentation listing key facts about the day and use proper text formatting so that the slide can be displayed on the school notice board for everyone to read. He can also use images to make his presentation more attractive. Can you help Shahrukh with the task?

Test Paper Answers**Chapter 1 Uses of Computers**

1. a. Robots b. Satellites c. Animation d. Medical Records e. Database
 2. a. F b. F c. F d. T e. T
 3. a. The machine that is installed outside the banks that enables customers to withdraw money at any time is called the Automated Teller Machine.
b. In a shop, a computer can be used for preparing bills.
c. Examples of films to be produced completely using 3D computer are Jurassic Park and Toy Story.
d. The picture indicates a satellite orbiting the Earth.
 4. a. Two tasks that can be performed by a robot are:
 - i. Robots can handle chemicals that are too dangerous for humans to touch.
 - ii. Robots help doctors perform operations.b. Two uses of computers in offices are:
 - i. Maintaining office records.
 - ii. Communicating through emails.c. Computer controlled cameras can be used to bring pictures from the deepest oceans, from the inside of volcanoes, and even distant galaxies in space.
-

Chapter 2 Input and Output Devices

1. a. Input b. Joystick c. Soft copy d. Webcam e. Printer
 2. a. T b. F c. T d. F e. F
 3. a. Speakers are used to play music and sound from a computer.
b. Two pointing devices are mouse and joystick.
c. A light pen is used to draw objects directly on the screen.
d. A keyboard has keys similar to that of a typewriter.
 4. a. An output device is a device through which we see the output from a computer. An example of output device is the monitor.
b. A scanner is used to scan or transfer photos, pictures, or text into the computer.
c. Microphone is an input device used to input and record voice, sound, and music into a computer.
-

Chapter 3 More about Windows 7

1. a. Folder b. Desktop c. Libraries d. Rename e. Computer
 2. a. F b. F c. T d. F e. T
 3. a. The small programs that can be placed on the desktop for information are called gadgets.
b. The work that we do on a computer is stored in the form of files.
c. We can change the wallpaper and screen saver settings from the Personalization option in the Control Panel window.
d. The background image of a desktop is called the wallpaper.
 4. a. Copying a file means placing the file in another location without removing it from its original location, whereas moving a file means shifting it from its original location to another location.
b. To delete a file or a folder,
 - i. Click the file or the folder to be deleted.
 - ii. Click **Organize ► Delete**.
 - iii. In the message box that appears, click **Yes** to delete the file.
c. Windows Explorer is a program that helps in viewing and managing the files and folders. It is divided into two panes.
-

Chapter 4 More about Tux Paint

1. a. Stamp b. Play c. Quit d. Control e. Sound muting
2. a. T b. F c. F d. T e. F
3. a. The **Print** tool is used to print a picture in Tux Paint.
b. The keyboard shortcut for disabling the sound effects of the stamps is Alt + S.
c. A series of pictures that tell a story is called the storyboard.
d. The pictures in a slideshow are marked by numbers.
e. The sliding scale at the bottom-left corner of the Tux Paint screen is used to adjust the speed of the slide show.
4. Solution:
 - a. To create the first slide:
 - i. Click the **New** tool. A list of backgrounds with different colors appears.
 - ii. Select a colour as the background color, say, pink and click **Open**.
 - iii. Click the **Text** tool.
 - iv. Select purple colour from the colour palette and select the text style from the options given on the right.
 - v. Type the text. Click the up/down arrow in the **Selector** to increase/decrease the text size.

vi. Click the **Save** tool. The slide will look like as shown below.



b. To create another slide:

- i. Click the **New** tool. A list of backgrounds with different colours appears.
- ii. Select a colour as the background colour, say, violet and click **Open**.
- iii. Click the **Text** tool.
- iv. Select purple colour from the color palette and select the text style from the options given on the right.
- v. Type the text. Click the up/down arrow in the **Selector** to increase/decrease the text size.
- vi. Click the **Stamp** tool. Select and insert stamps of some food items like cake, pizza slice, cupcake, etc.
- vii. Click the **Save** tool. The slide will look as given below.



c. Repeat the steps given in (2) above to create the 3rd slide. It will look as given below.



- d. To play the slideshow:
 - i. Click the **Open** tool. It will display a list of saved pictures.
 - ii. Click the **Slides** button.
 - iii. Select the slides, you want to insert in your slideshow, one by one.
 - iv. After adjusting the speed of the slideshow, press the **Play** button to begin the slideshow.
-

Chapter 5 More KTurtle Commands

1. a. Strings b. repeat c. Polygon d. wait e. penup
2. a. F b. F c. T d. F e. T
3. a. Command (b) will result in a smaller circle.
b. There are two types of dialog boxes in KTurtle: Message and Ask.
c. In KTurtle, the pendown command does not take any input.
d. In KTurtle, the given command makes the turtle wait for 20 seconds.
e. Using the command `tr 15, 24` turns would be required to make a full circle.

4. Solution:

- a. Enter the program code as given below:

```
$a = ask "Enter the first number"  
$b = ask "Enter the second number"  
$c = $a + $b  
Message "The sum of the numbers is " + $c
```

- b. Run the program.
-

Chapter 6 Formatting in Word 2013

1. a. Orientation b. Page Layout c. Line spacing d. Default e. Page break
2. a. F b. F c. T d. T e. F
3. a. The default setting of all the margins in Word is 1 inch.
b. The line spacing of a paragraph is measured in a unit called points.
c. The horizontal alignment refers to the position of text in relation to the left and right margins of the page.
d. The term **Flush** means the paragraph lines are leveled evenly along one edge.
e. The keyboard shortcut for aligning text to the left is Ctrl + L.

4. Solution:

- a. To center-align the heading, do as follows:
 - i. Select the heading.

- ii. Click the **HOME** tab.
 - iii. In the **Paragraph** group, click the **Paragraph** dialog box launcher.
 - iv. The **Paragraph** dialog box appears. Click the **Indents and Spacing** tab.
 - v. Select **Centered** in the **Alignment** drop-down menu.
- b. To set the top and left margins, do as follows:
- i. Click the **PAGE LAYOUT** tab.
 - ii. In the **Page Setup** group, click **Margins** and then select **Custom Margins**.
 - iii. The **Page Setup** dialog box appears. Set the top margin to 2 inches and the left margin to 2.5 inches.
 - iv. Click **OK** to close the dialog box.
- c. To set the paragraph spacing, do as follows:
- i. Place the cursor within the first paragraph.
 - ii. Click the **PAGE LAYOUT** tab.
 - iii. In the **Paragraph** group, set the **After** spacing to 20 points.
-

Chapter 7 Features of Word 2013

1. a. Thesaurus b. Editing c. Bullet d. Symbol e. Paragraph
2. a. F b. T c. F d. F e. F
3. a. We can find the option for Thesaurus in the **REVIEW** tab of Word.
- b. The **Toggle Case** option is used to change the lowercase characters to uppercase and the uppercase characters to lowercase.
- c. The **Find and Replace** commands can be combined to find a particular word in a document and replace it with another word.
- d. A numbered list is used for listing when the order of items is important.
- e. The **Spelling & Grammar** option is present in the **Proofing** group of the **REVIEW** tab.
4. **Solution:**
 - a. The steps to change the case of the paragraph are as follows:
 - i. Select the paragraph text.
 - ii. Click the **HOME** tab.
 - iii. In the **Font** group, click the **Change Case** button.
 - iv. Select **Sentence case** in the drop-down menu.
 - b. The steps to use Thesaurus for the word “repective” are as follows:
 - i. Select the word “respective”.
 - ii. Click the **REVIEW** tab.
 - iii. In the **Proofing** group, click **Thesaurus**.

- iv. The **Thesaurus** task pane appears to the right of the document window with a list of synonyms for the selected word.
 - v. To use one of the words in the list of results, select it, pause over the word and click the drop-down arrow, and then click Insert or Copy.
- c. The steps to find and replace the word “comprises” are as follows:
- i. Click the **HOME** tab.
 - ii. In the **Editing** group, click **Replace**.
 - iii. The **Find and Replace** dialog box is displayed with the **Replace** tab selected.
 - iv. In the **Find what** box, type the words ‘comprises’.
 - v. In the **Replace with** box, type the word ‘consists of’.
 - vi. Click the **Replace All** button to replace all occurrences of ‘comprises’ in the **Find what** box with ‘consists of’ in the **Replace with** box.
 - vii. A message box appears. Click **OK**.
-

Chapter 8 Creating Tables in Word 2013

1. a. Table b. Layout c. Row d. Table styles e. Column
 2. a. T b. F c. F d. T e. F
 3. a. The rectangular box formed at the intersection of a column and a row is called the cell.
 - b. The name given to the examples of layouts or designs provided in a software is **Templates**.
 - c. The area at the top of a column that is used to select that particular column is called the **column selection bar**.
 - d. The **Merge** group of the **LAYOUT** tab has the **Split Cells** option.
 - e. The **Quick Tables** feature provides the various templates for a table.
4. **Solution:**
- a. To insert the table, do as follows:
 - i. Click the **INSERT** tab.
 - ii. In the **Tables** group, click the **Table** option and then click **Insert Table**.
 - iii. The **Insert Table** dialog box appears.
 - iv. Enter the number of rows as 11 and the number of columns as 3.
 - b. To enter text in the table, do as follows:
 - i. Click within a cell.
 - ii. Type the text.
 - c. To make the heading bold:
 - i. Click and drag the left mouse button to select the heading row.
 - ii. In the **Font** group of the **HOME** tab, click **Bold**.

- d. To center-align the text, do the following:
 - i. Click the cells that contain the text that are to be aligned.
 - ii. Click the **LAYOUT** tab.
 - iii. In the **Alignment** group, choose the center alignment.
-

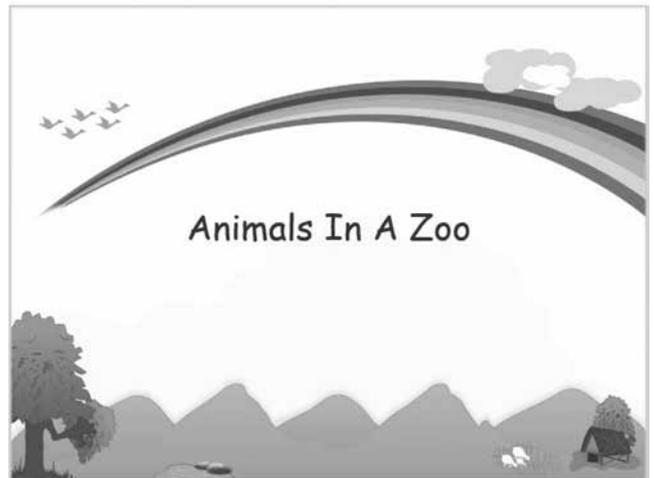
Chapter 9 Introduction to PowerPoint 2013

1. a. Title bar b. Slide Navigation pane c. Placeholder
d. Theme e. Template
2. a. F b. T c. T
d. T e. F
3. a. The default extension for a PowerPoint presentation is .pptx.
b. The **Backstage** view in PowerPoint 2013 has the options to create a new presentation, save a presentation, and open or close a presentation.
c. The four **View buttons** in PowerPoint 2013 that can be used to view the slides are:
 - i. **Normal**;
 - ii. **Slide Sorter**;
 - iii. **Reading View**;
 - iv. **Slide Show**.
- d. In PowerPoint 2013, the **Online Pictures** button can be found in the **Images** group of the **INSERT** tab.
e. The keyboard shortcut of starting a slideshow is **F5**.

4. Solution:

To create a presentation:

- a. Start PowerPoint 2013.
- b. Click the **FILE** tab. The **Backstage** view appears. Click **New** in the left pane and then select the required theme on the right pane.
- c. A dialog box appears with choices of background color. Select the required background and click **Create**.
- d. A new presentation appears with the **Title Slide** in the Slide pane.
- e. In the Title box, type the title "Animals In A Zoo".



- f. To add text, click inside the textbox and start typing.
 - g. To insert a picture:
 - i. If required, download pictures from the Internet and save them first.
 - ii. Click the **INSERT** tab. Click the **Pictures** button in the **Images** group.
 - iii. The **Insert Picture** dialog box appears.
 - iv. Locate the picture and click **Insert**. Drag the picture to the desired place.
 - h. To insert a new slide, do as follows:
 - i. Click the **HOME** tab. Click the **New Slide** drop-down menu in the **Slides** group.
 - ii. Select the “**Picture with Caption**” layout from the menu that appears.
 - i. By following steps given above, create the rest of the slides.
 - j. To save the presentation, follow these steps:
 - i. Click the **FILE** tab. The **Backstage** view appears. Click **Save As**.
 - ii. The **Save As** pane appears on the right.
 - iii. Select **Computer** and then click **Browse**.
 - iv. The **Save As** dialog box appears. Select the desired drive and folder.
 - v. In the **File name** text box, type the file name “Animals In A Zoo” and click **Save**.
 - k. To run the slide show, press **F5** on the keyboard.
-

Chapter 10 Text in PowerPoint 2013

1. a. Paragraph b. Proofing c. Font d. Text e. Sentence case
2. a. T b. T c. T d. F e. F
3. a. When repositioning a text box, the pointer should change to a four-headed arrow.
- b. The four options of horizontal alignment of text are:
 - i. Left;
 - ii. Right;
 - iii. Center;
 - iv. Justified.
- c. The **Text Direction** command is found in the **Paragraph** group of the **HOME** tab.
- d. In order to delete a slide from a presentation, the **Slides** group in the **HOME** tab needs to be accessed.
- e. The **Align Text** command is used to change the vertical alignment of text on a slide.
4. **Solution:**
 - a. Start PowerPoint and create a blank presentation.
 - b. In the **Title Box**, write “Pakistan’s Independence Day”.

- c. To insert a text box in the slide, do as follows:
 - i. Click the **INSERT** tab. In the **Text** group, click the **Text Box** option.
 - ii. The mouse pointer changes to ↓.
 - iii. Move the pointer to the place on the slide where you want to add a text box.
 - iv. Click and drag the mouse on the slide to insert a text box.
 - v. Release the mouse button when the text box is of the desired size.
- d. Since the order of the key facts is not important, create a bulleted list using the default bullet style provided by PowerPoint.
- e. Write down 4 key facts about the Independence Day.
- f. In order to highlight important terms, perform the following steps:
 - i. Select the text to be formatted.
 - ii. Click the **HOME** tab and in the **Font** group, click on the option **BOLD**.
 - iii. In the **Font** group, click on the drop down menu for **Font Color** and select a colour of your choice.
- g. The formatting steps given in (6) above can be followed for all key terms in the slide.
- h. To insert images in the presentation:
 - i. Click the **INSERT** tab. Click the **Pictures** button in the **Images** group.
 - ii. The **Insert Picture** dialog box appears.
 - iii. Locate the picture and click **Insert**. Drag the picture to the desired place.

