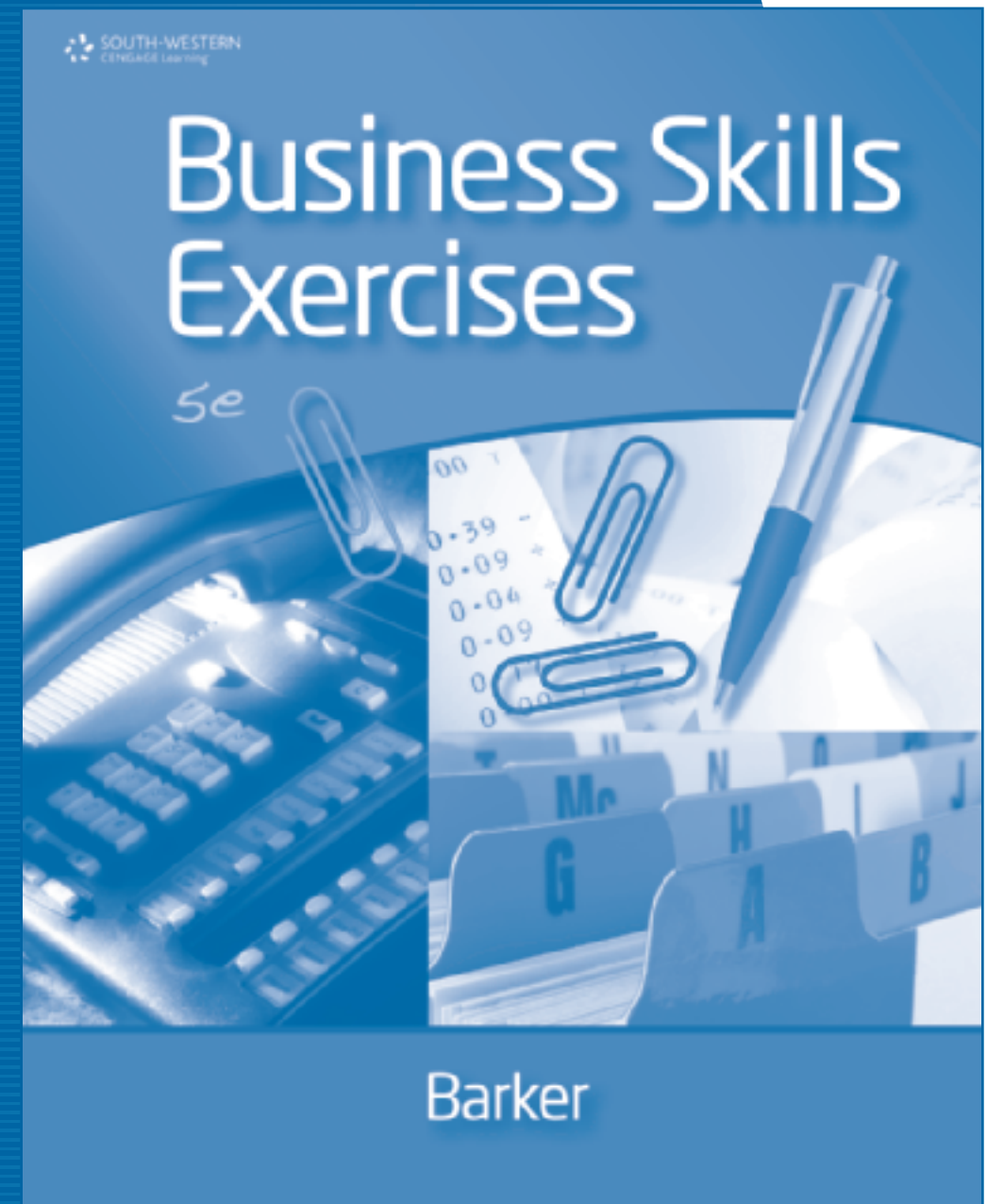


Instructor's Manual

Instructor's Manual

Business Skills Exercises, 5e

Barker



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Instructor's Manual

Business Skills Exercises

FIFTH EDITION

Instructor's Manual

Business Skills Exercises

FIFTH EDITION

Loretta Barker

Retired Teacher
Fontana High School
Fontana, California



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South-Western
5191 Natorp Boulevard
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INTRODUCTION

Business Skills Exercises is designed to provide students with realistic experience in improving skills required for entry-level business employment. The exercises concentrate on basic skills that instructors and employers typically recognize as needing improvement in entry-level employees.

A combination class/home study approach is presented. A learning goal is stated at the beginning of each exercise so students are aware of the purpose and necessity of each exercise.

At the completion of *Business Skills Exercises*, students should be able to:

- apply basic rules of grammar
- use proofreaders' marks when proofreading documents
- spell and define new words
- improve hand printing and handwriting
- solve basic math problems
- proofread names and numbers
- complete a wide variety of business forms
- maintain a personal checking account
- put names, numbers, and dates in order for filing
- use reference sources to find information
- prioritize personal and workplace tasks
- improve time management skills
- apply rules of ethical behavior
- write effective e-mail
- use cell phones responsibly
- search efficiently on the Internet

The text-workbook includes 100 exercises divided into six units. Each unit covers a different aspect of knowledge that will be beneficial to an entry-level employee. A pretest is provided in this manual. If desired, the pretest can be administered a second time as a posttest. Six unit tests are also provided to be administered at your discretion. Each test requires one 50-minute class period.

This edition of *Business Skills Exercises* has been reorganized to allow you more flexibility in assigning exercises. You have the option of beginning with Unit 1 and working straight through to Unit

6 or choosing to assign certain exercises from the different units. Students should be able to complete a minimum of two or three exercises in one 50-minute period. Therefore, the text-workbook and the accompanying tests can be completed in approximately forty 50-minute class periods. It is possible that your students will be able to complete more than two or three exercises in one class period. With the new structure of the text-workbook, you are able to set the pace and determine the order in which students complete the exercises.

How the Exercises Can Be Used

Because the exercises relate to business skills, they may be incorporated into many types of classes with varying time schedules. Any student with a career objective to work in business will profit from the completion of *Business Skills Exercises*. Repetition and recall of the basic skills presented in the text-workbook give students ample drill to reinforce learning and to increase their chances of employment in business.

Business Skills Exercises can fill the needs of students in office procedures courses, block programs, model offices, introduction to business classes, career exploration programs, independent study, or the related instruction class of a work-experience program such as cooperative office education, marketing and distribution education, and adult education.

Assignments can be made to an entire class, with group instruction given at the beginning of each unit to preview and discuss exercises and at the completion of each unit to review exercises and discuss any problems. You may choose to assign the units to small groups or to individuals at any time during the course and allow them to work at their own pace.

Transparency masters to support selected exercises are provided at the back of this manual.

How to Introduce the Exercises

Since the exercises can be used in a variety of instructional situations, consider the following activities and suggestions as a preview for an

entire class or for individuals working at their own pace:

1. Emphasize the importance of carefully reading and following instructions. Students should read the goal for each exercise. Impress the need to develop self-confidence in completing the exercises. Discourage dependence on one another for help. Students should seek your advice only after first attempting to follow the instructions on their own.
2. A calculator is not needed to complete the exercises. However, you may elect to allow use of calculators for certain exercises.
3. A computer and printer are required to complete Exercises 96 through 100. If you do not have this equipment available to you, you may choose to omit these exercises.
4. Exercise 35 in Unit 2 has students refer to a sales tax chart in the *Reference Sources* section of the text-workbook. Before students begin Exercise 35, demonstrate how they can locate the information on the sales tax chart. Then, before beginning Unit 5—Referencing Skills, acquaint students with the *Reference Sources* section of the text-workbook. This section contains reference information useful to business employees. An employee in a business office would use sources such as a ZIP Code directory, postal charts, tax tables, telephone directories, newspapers, airline schedules, etc.
5. Stress to students the need for home study when completing Unit 1—Communication Skills and Unit 4—Records Management Skills. Point out that spending time at home studying the concepts presented in these units will ensure successful completion of these units.
6. You may wish to prepare transparencies from the masters provided at the back of this manual. The masters are arranged in the order of their appearance in the text-workbook. You can introduce all the transparencies on the first day students begin work on a unit, or use the transparencies on a daily basis as students progress through the unit. Transparency masters are provided for approximately half of the exercises in the text-workbook. Some masters duplicate what is shown in the exercises and may be used as a basis for discussion. Some masters are blank forms that you may wish to use to demonstrate procedures for completing

exercises. Still other masters are similar to the exercises but have different variable data so as not to provide students with the answers to the problems in the exercises. Use of the transparency masters to teach *Business Skills Exercises* should prove to be an invaluable aid.

At the end of each unit, use your chosen procedure for submitting a completed unit and progressing to the next unit. Consider these suggestions as you adopt a schedule:

1. Reproduce the solutions found in this manual for each unit or for selected exercises and place them in a notebook that is available to students. Students can then check their own answers to completed exercises. If a student is not successful with an exercise, you must decide how the work will be redone. You also have the option of having the students turn in their completed work to be corrected by you.
2. Have students keep completed exercises in a file folder (which you issue with the text-workbook). They may submit the folder to you to be checked after completing a certain number of exercises or all exercises in a unit. After the unit has been checked by you and reviewed by the students, keep the completed units in another folder in your classroom file.
3. A Unit Production Evaluation form is provided at the end of this manual. Duplicate six forms for each student, one form per unit. Students are evaluated on several factors. Notice that there are more points allotted for accuracy than for speed.
4. Carefully read the *Teaching Tips* section for each unit, located before the solutions.

How to Evaluate the Student

A pretest is provided in this manual. You may reproduce and administer the test before students begin the exercises in the text-workbook. This test should be an indicator of a student's strengths and weaknesses in the basic skills presented in the text-workbook. Do not grade the pretest; however, consider allowing students to self-check their pretest. The results of the pretest should be used to guide you and the students in the reinforcement of learning in areas where the pretest indicates a need for improvement. The pretest may also be used as a posttest, which you may then wish to grade.

Six unit tests, one for each unit, are also included in this manual. Each unit test covers only the information presented in that unit. Students should complete each test in one class period (50 minutes). All tests appear with the answers at the right margin. If the tests are to be reproduced and used in their entirety, the answers can be masked out. You may decide to adapt portions of the tests, adding questions of your own. Announce your procedure for testing. Students should have all exercises to review prior to taking a test. For the Unit 5 Test—Referencing Skills, students will need access to the *Reference Sources* section of the text-workbook. You may have students remove and staple these pages together to use when taking the test.

The Unit Production Evaluation form, discussed previously, may be used at the end of each unit. Accuracy, speed, attitude, and attendance are the factors evaluated on this form. The Unit Production Evaluation form has a point value of 100. Each test for Units 1–5 has a point value of 50. The test for Unit 6 has a point value of 25. You may adapt the scores to your numeric- or letter-grade reporting system.

Summary

The evaluation methods for *Business Skills Exercises* provide you with two grades for each unit—a unit test grade and a Unit Production

Evaluation grade—for a total of 12 grades. Administering the pretest as a posttest at the completion of the text-workbook will result in 13 grades. Choose a testing and grading system that best fits your instruction style and course.

The following time schedule is suggested:

- Pretest—one 50-minute class period
- Unit 1—eight 50-minute class periods
- Unit 1 Test—one 50-minute class period
- Unit 2—six 50-minute class periods
- Unit 2 Test—one 50-minute class period
- Unit 3—six 50-minute class periods
- Unit 3 Test—one 50-minute class period
- Unit 4—six 50-minute class periods
- Unit 4 Test—one 50-minute class period
- Unit 5—three 50-minute class periods
- Unit 5 Test—one 50-minute class period
- Unit 6—four 50-minute class periods
- Unit 6 Test—one 50-minute class period
- Posttest—one 50-minute class period

Solutions

The exercise solutions are arranged by exercise number in this manual. The pretest, unit tests, and their solutions are also provided in this manual.

TEACHING TIPS—UNIT 1

COMMUNICATION SKILLS

General Tips for the Unit

- Explain the procedure you want students to follow for completing the exercises. Emphasize the need to read and follow instructions carefully. You may vary the order in which the exercises are completed.
- Discourage students from waiting until the completion of the unit to review for the unit test. Daily home study is better preparation for the test. Encourage students to use their time wisely in both class and home study.
- Transparencies are provided as an aid in discussing the grammar exercises in this unit. For the most effective use of the transparencies, it is recommended that you use the transparency for a particular exercise on the day students are expected to complete that exercise.
- As students complete each handwriting and spelling exercise in this unit, encourage them to pronounce the words in syllables to you. Hearing and affirming their pronunciations of the words will be more effective than students pronouncing the words only to themselves.
- Stress the importance of learning the meanings and spellings of the vocabulary words. These words are among the most frequently misspelled English words in everyday use.
- Advise students of your testing and evaluation procedure. If you choose to give the pretest, it should be given before work has begun on any of the exercises.
- You may duplicate and distribute the solutions key from this manual before issuing the text-workbook. If you do not make the key available for self-checking, explain your procedure for using the key and for evaluating the completed exercises.
- The Unit 1 Test should be administered after students have completed all Unit 1 exercises. Give students advance notice of when the test will be given so they have the

opportunity to take their work home to study before the test.

Specific Tips for the Exercises

1. In Exercise 1 students are asked to identify the main idea in a paragraph. You may want to use the transparency master provided for a discussion of how students can be sure they have found the main point.
2. In Exercise 2 students identify the subjects of sentences. Use of the transparency master provided will help students identify the complete and simple subjects.
3. Nouns and pronouns are introduced in Exercise 3. Stress the difference between proper and common nouns. Point out that the more common categories of pronouns are covered in this exercise. A transparency master is provided to aid in your discussion of nouns and pronouns.
4. Prepositions are introduced in Exercise 4. Stress to students the necessity of being able to properly identify prepositions, prepositional phrases, and objects of prepositions. The transparency masters provided will help you present these concepts more effectively.
5. Exercise 5 gives students practice in identifying and using verbs correctly. Discuss with students how to determine whether a verb is action or linking. Use of the transparency master provided will aid in your discussion of this exercise.
6. Exercises 6 and 7 give students practice improving their proofreading skills and using proofreaders' marks. Proofreaders' marks are provided in the *Reference Sources* section of the text-workbook. Use the transparency master provided of the proofreaders' marks to emphasize to students the importance of learning each mark and its meaning. Point out that these common proofreaders' marks should be used when correcting any document.

7. Exercises 8, 9, 10, 11, and 12 will improve students' handwriting and spelling of proper names. The proper names in these exercises are the capital cities and states of the United States and its territories. Point out the United States territories that appear in these exercises (for example, San Juan, Puerto Rico, in Exercise 8), and explain what a territory is. Students should drill on the correct pronunciation, spelling, and writing of these proper names. Encourage students to pronounce these words in syllables to you and to write each word slowly and legibly. Students should also spend time in home study learning the capital city of each state and territory presented in these exercises. Samples of the alphabet in script letters and block letters appear in Figure 1-5 of Exercise 8. Announce your preference for using cursive or printing to complete Exercises 8-12. Use the transparency master provided for Exercise 8 to demonstrate neat cursive or printed writing.
 8. Exercises 13-24 comprise the vocabulary section of this unit. The vocabulary words provided in these exercises are among those most frequently misspelled. These exercises provide practice defining the words. Advise students to spend time in both class and home study learning the spellings and definitions of the vocabulary words. Review of syllabic pronunciations of the words is included in these exercises. Students should not confuse these syllabic word divisions with end-of-line word divisions.
 9. Announce your procedure for ending the study of Unit 1 and commencing the study of Unit 2. Instruct students to review the grammar rules, proofreaders' marks, states/capitals/territories, and the vocabulary words presented in Unit 1 prior to taking the Unit 1 Test.

SOLUTIONS–UNIT 1

EXERCISE 1

1. Pyramids were built as burial tombs for Egyptian kings.
2. The Kentucky Derby takes place every year at Churchill Downs in Kentucky.
3. Motorcycle racing is a dangerous sport.
4. The Home Decorating Showcase is in progress at the convention center.
5. Preparing a family tree is a fun way to learn about your ancestors and preserve your family's heritage.
6. On the night of the recital, the violinist played beautifully without making a single mistake.
7. Bill finally learned to key on a computer keyboard.
8. Dr. Charles Mannes has announced the addition of Dr. Marcia Brunner to his staff.
9. Jordan is an accomplished horsewoman.
10. The ability to operate a computer is a necessity in today's workplace.
11. The annual Fourth of July picnic and parade will begin at 10:00 A.M.
12. In 1877 Thomas Edison invented the phonograph, a device for recording and replaying sound.
13. Competing in off-road racing competitions is an expensive hobby.
14. When working in an office, it is important to have good reference sources close at hand.
15. Synthesis is the combination of separate parts, or elements, to create a new whole.

EXERCISE 2 a

1. I am anxious to attend the baseball game.
2. The climate in our region is usually mild.

3. The instruction book was difficult to understand.
4. You will enjoy a peaceful life in the country.
5. All branches of the company are linked by the internet.
6. She wanted investors to back a dot.com company.
7. We look forward to “casual Fridays” in our office.
8. Drive-through restaurants are not allowed in our city.
9. My best friend moved to New York.
10. Have you ever wished to live in a beachside community?

EXERCISE 2 b

1. The birthday party was a wonderful success.
2. We must use teamwork to complete this project by Wednesday.
3. Ms. Viterna is organizing the benefit for the flood victims.
4. You should arrive at the meeting early to set up the podium for the speaker.
5. A new home improvement store is being built at the south end of town.
6. Our travel group is looking forward to the trip to Italy.
7. Will you take the dog to the veterinarian tomorrow afternoon?
8. The firefighters in our town organize a Community Muster each spring.
9. The majority of the voters were in favor of funding the grant.
10. I am glad the neighbors are excited about the block party.

EXERCISE 3 a

1. Mary was excited to see the stars in the Andromeda Galaxy when she visited the planetarium.
2. Madison High School's senior class took a trip to San Francisco.
3. Lucy's parents told her of their plan to move to southern Arizona.
4. How many times has Dr. Portillo traveled to Asia?
5. The train slowed as it approached the city.
6. Why did Lakeisha transfer to the other class?
7. Tennis is Allison's favorite form of recreation.
8. How often does your family play board games?
9. Arthur is carefully planning his trip to Australia.
10. In Washington the monuments are popular with visitors.

EXERCISE 3 b

Ex. They

- | | |
|---------|--------|
| 1. He | 6. he |
| 2. they | 7. it |
| 3. her | 8. We |
| 4. She | 9. His |
| 5. him | 10. it |

EXERCISE 3 c

Ex. P, CN, CN, PN

1. CN, CN, P, CN
2. P, CN, CN, PN
3. PN, P, PN
4. PN, P, CN

5. PN, P, P, CN
6. CN, P, PN
7. CN, PN, CN
8. P, CN
9. PN, PN
10. P, CN, PN, PN

EXERCISE 4 a

1. The dishes in the dishwasher are clean.
2. The boy with the ball ran fast.
3. Please pass the lemonade to them.
4. We spent the day at the beach.
5. The wind blew through the trees.
6. The deer disappeared into the forest.
7. Sally threw the ball over the fence.
8. The buildings in the city are very tall.
9. How many bubbles did she blow into the sky?
10. During dinner the conversation was animated.

EXERCISE 4 b

1. All agreed she danced with style.
2. Place the planter beside the tall bookcase.
3. Please bring the bandages from the supply cabinet.
4. After the class, we ate lunch.
5. I read the journals written by my grandmother.
6. Among the guests was a noted author.
7. We waltzed under the stars.
8. I found my pencil between the books.
9. Our dog, Max, jumped over his doghouse.
10. Behind our home is a beautiful park.

EXERCISE 4 c

1. She returned to the office before noon.
2. Our cats prefer to sleep in the sun instead of the shade.
3. The apartment on the hill by the river has a great view.
4. Our supervisor sits in the black chair during staff meetings.
5. Down the valley and over the plain the river wanders.
6. The tourist strolled around the museum beyond the main exhibit.
7. Until yesterday, all supplies had arrived except the tablecloths.
8. From the south, the train rolls along the track toward the next station.
9. I looked at my reflection in the mirror.
10. The boy with the green hair is standing near the third row of the auditorium and is causing a disturbance.

EXERCISE 4 d

1. At the street festival, we danced the tango.
2. Formal wear is required in the dining room.
3. Willa Cather was born in Back Creek Valley near Winchester, Virginia.
4. A gaggle of geese waddled past.
5. The student at the back of the room asked several pertinent questions.
6. Marco was pleased that he swam 100 laps instead of taking a nap.
7. Sylvia and Karen baked a cake from scratch over the weekend.
8. According to robotics experts, Dr. Krieger is a scientist of great renown.
9. The woman with the helmet is a motorcyclist.

10. I saw a spider spinning a web among the flowers behind the house.

EXERCISE 5 a

- Ex. I tasted the pie. A
1. Audrey feels better today. L
 2. The manager addressed the staff. A
 3. Robert Walsh is the manager. L
 4. Traffic moves slowly at rush hour. A
 5. The economy appears bright. L
 6. He was a pilot and adventurer. L
 7. Manny sent an e-mail to members. A
 8. Please raise the window blinds. A
 9. The jacket seems comfortable. L
 10. She grew into a tall woman. A

EXERCISE 5 b

1. Her family has been traveling to the mountains on vacation for years.
2. Anyone can appreciate the new ice cream flavors.
3. You should have asked for help with the report.
4. Anthony is working on the presentation.
5. We are waiting for the revised insurance information.
6. Marta Johansen will be making the arrangements for the trip to Europe.
7. She might not have listened to the entire speech.
8. The money may have been invested in mutual funds.
9. Would you deliver the files to Mr. Kinney's office?
10. Juan did explain the procedure for counting inventory.

EXERCISE 6

May 17, 2011

Mr. Iron Nguyen
2206 E. Pratt Ave
Baltimore, MD 21218-4515

Dear Mr. Nguyen:

Thank you for asking about the tech training program at Belt College. Whether you are seeking your first job, refreshing your skills, or hoping to move to an administrative position, our program will give you the technological skills you need for success.

Occupations that generate the most interest in our program relate to computers. They are computer engineers, computer support specialists, computer systems analysts, database administrators, and desktop publishing specialists. Our tech training program will prepare you for these high-growth positions.

Many jobs, including non-technical jobs, also require technological skills. For example, almost every worker must know how to use cell phones and telephone systems with multiple lines, call forwarding, and voice mail. Also beneficial is experience with word processing software, e-mail software, fax machines, company intranets, and the Internet.

If you are seeking an administrative position in almost any field, you will need additional technological skills in such areas as accounting, billing, and human resources software. Our experienced instructors can help you gain these skills.

The enclosed brochure describes the tech training program in full. If you need further help, please write to me again.

Sincerely,

James Lopez
Program Coordinator

cc

Enclosure

EXERCISE 7a

November 6, 20—

Mr. Jeremy Ward
361 Lakeview Street
Wilmington, WV 26003-1418

Dear Jeremy:

Congratulations on your appointment to teach employment skills at the "Wilmington Job Bank." I would be glad to provide some specific suggestions for your students on what employers mean when they say that they expect you to be responsible at work.

- You're supposed to show up on time.
- You're not supposed to call in sick unless you really are sick.
- You're supposed to do your work without being told repeatedly to do it.
- If you're going to be late getting to work or finishing a task, you're supposed to let your supervisor know.
- You're not supposed to make personal calls on company time.

I hope this advice will be helpful to you and your students. If I can be of any further assistance, please let me know.

Sincerely,

Robert Edison

ml

EXERCISE 7b

During the Great Depression, the American writer Eudora Welty got a job ^{as} publicity agent with the Works Progress ^S Administration. She traveled through ^{the} ~~the~~ ^{the} state of Mississippi, reporting about how people were managing during those difficult times—and taking photographs. ^{Beginning} ~~Begin~~ ^{ing} with a small Eastman Kodak camera with a bellows, she made what she later called a ^{record} ~~record~~ ^{of} "life in those times" and "of a time and a place."

The pictures, taken in Mississippi ^{in the 1930s} ~~in the 1930s~~, show the rural poor and convey the want and worry of the Great ^{Depression} ~~Depression~~. But more than that they show the photographer's wide-ranging ^{curiosity} ~~curiosity~~ and unstinting sympathy—which would mark her work as a writer, too.

Welty has remarked, "It was taking photographs of human ^{beings} ~~beings~~ ^{because} ~~because~~ they were real life and they were there in front of me and ^{that} ~~that~~ ^{was} ~~was~~ the reality. It was the record of it. . . . These people . . . kept alive on the determination to get back to work and to make a living again. . . . The photographs speak for themselves."¹

¹ Sources: Eudora Welty, *Photographs* (Jackson, MS: University Press of Mississippi, 1983), p. xv and pp. xv-xvii.

Eudora Welty as Photographer, T-4, Fall, April 2000. www.southsonianmag.com/arts-culture/The-Writers-Eye.html

EXERCISES 8, 9, 10, 11, and 12

Students should pronounce each city and state or territory in syllables to you, then neatly write and correctly spell each word one time in syllables and twice as complete words.

EXERCISE 13

1. literature
2. stationary
3. breathe
4. financier
5. utilize
6. absence
7. principle
8. especially
9. immediate
10. sacrifice
11. apology
12. together
13. noticeable
14. describe
15. guidance
16. receive
17. competition
18. jewelry
19. peculiar
20. minuscule

EXERCISE 14

1. foreign
2. statistics
3. budget
4. numerous
5. vacuum
6. acceptable
7. privilege
8. tragedy
9. judgment
10. difference
11. recognize
12. apparent
13. livelihood
14. harass
15. penniless
16. exaggerate
17. salutation
18. miscellaneous
19. completely
20. immense