

Excellence in Business Communication, 12e (Thill/Bovee)
Chapter 5 Writing Business Messages

1) Which of the following statements that would appear in a business message best reflects the "you" attitude?

- A) You failed to enclose a check for \$25.
- B) We need a check from you for \$25 so that we can send the merchandise by May 15.
- C) We will send you the merchandise as soon as we receive your check for \$25.
- D) You will have your merchandise by July 15 if you send us your check for \$25 today.
- E) Your merchandise will be held until you send us a check for \$25.

Answer: D

Explanation: D) Focusing on the merchandise, what the customer is looking for, rather than the \$25 the company is looking for qualifies this statement clearly as a "you" statement.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

2) The best way to convey the "you" attitude is to express your message in terms of

- A) the needs and interests of your organization.
- B) your own personal needs and interests.
- C) a universal set of needs and interests.
- D) the needs and interests of your audience.
- E) the most direct method possible.

Answer: D

Explanation: D) The "you" attitude is best implemented by expressing your message in terms of the audience's interests and needs.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

3) Use _____ to avoid categorizing or stigmatizing people based on their gender, race, ethnicity, age, level of ability, or other personal characteristics.

- A) abstract language
- B) descriptive language
- C) bias-free language
- D) denotative language
- E) positive language

Answer: C

Explanation: C) Bias-free language avoids words and phrases that unfairly and even unethically categorize or stigmatize people in ways related to gender, race, ethnicity, age, disability, or other personal characteristics.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

4) Select the sentence with the best "you" attitude.

- A) Because your report was poorly written, we cannot accept it.
- B) Your report failed to meet company requirements.
- C) When we receive a report that is professional, we can act on your recommendations.
- D) Once your application is complete, you should receive a response within two weeks.
- E) You need to resubmit your report based on your lack of data.

Answer: D

Explanation: D) A "you" statement should focus on what the reader is looking for, not what the writer is looking for. Informing the reader of how he or she can make a complete application puts the focus on "you," the reader—as opposed to pointing out what was wrong with the submitted application.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Difficult

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

- 5) It is best to limit your use of the word "you" in business messages if
- A) you know your audience well.
 - B) your organization prefers an informal, personal style.
 - C) you are filling your audience's informational needs.
 - D) it will make your message sound overly authoritative or accusing.
 - E) it is being relayed digitally.

Answer: D

Explanation: D) While focusing on "you" is advised for business correspondence, overuse of the actual word "you" can result in a message that sounds bossy and dictatorial.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

- 6) Written and most forms of digital communication require _____ than oral communication.
- A) less care
 - B) fewer nouns
 - C) more tact
 - D) more informality
 - E) a stronger tone

Answer: C

Explanation: C) Lacking all forms of nonverbal communication, written formats can be fraught with misunderstanding, especially when emotional issues are expressed. For that reason, exercise extra effort in being tactful when using written forms of communication.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

7) Select the sentence with the most positive emphasis.

A) We failed to complete the process audit on time.

B) We hope to complete the process audit by Friday.

C) We haven't completed the process audit.

D) Because of Joan's inaccurate figures on the project, we are not finished with the process audit.

E) We wish we could finish this interminable audit.

Answer: B

Explanation: B) In business communication, do your best to emphasize the positive. Knowing how to deliver unpleasant news in the most positive possible way can make the difference between failure and success in business.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Difficult

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

8) When you are criticizing or correcting, it is best to

A) focus on what the audience members can do to improve.

B) emphasize the audience's mistakes so that they will not make the same ones again.

C) be honest and call attention to the audience's failures or shortcomings.

D) single out the guilty audience members as an example for everyone else to learn from.

E) enlist a partner to echo and affirm your negative comments.

Answer: A

Explanation: A) Dwelling on a person's failures does little but make the person feel bad. Since your goal is productivity, the best way to criticize is to focus on how to improve things in the future, not what went wrong in the past. Past errors should receive a lot of focus only if they offer keys in how to improve in the future.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

- 9) A euphemism is a word or phrase that is
- A) possibly offensive.
 - B) general or abstract in meaning.
 - C) highly technical.
 - D) a milder term for one with negative connotations.
 - E) often difficult to understand.

Answer: D

Explanation: D) An example of a euphemism is to call an overweight person "full figured." The phrase communicates the idea that the person is overweight without using the label of "fat" or "overweight."

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Written and oral communication

Difficulty: Easy

Classification: Conceptual

Learning Outcome: Compose and shape business messages

- 10) To improve your audience sensitivity,
- A) limit the use of the "you" attitude.
 - B) use language that is biased towards the audience.
 - C) tell the audience what type of response you need from them.
 - D) liberally use terms such as I, me, mine, we, us and ours.
 - E) maintain good standards of etiquette.

Answer: E

Explanation: E) You can improve your audience sensitivity by adopting the "you" attitude, maintaining good standards of etiquette, emphasizing the positive, and using bias-free language. On the simplest level, you can adopt the "you" attitude by replacing terms such as *I, me, mine, we, us, and ours* with *you* and *yours*.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

11) Bob N. Zing, the Director of Human Resources at CAP Co, Inc., has to write an internal message to announce impending layoffs across the company. Rather than addressing the layoffs directly, Bob decides to refer to them as *restructuring operations* and *eliminating redundancies*.

In this case, these euphemisms

- A) reflect the standards of ethical information.
- B) convey the "you attitude" for delivering bad news.
- C) help employees understand the gravity of the situation.
- D) fail to meet the "you" attitude test and ethical information standards.
- E) place an emotional burden on the reader.

Answer: D

Explanation: D) These euphemisms don't answer every employee's question, *Am I going to lose my job?* Therefore, they don't reflect a "you attitude" for employees, and they fail to meet the standards of ethical information.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Difficult

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

12) Replacing harsh, unpleasant terms with _____ can help you state your message without using words that may hurt or offend your audience.

- A) abstractions
- B) euphemisms
- C) redundancies
- D) idiomatic expressions
- E) nouns

Answer: B

Explanation: B) Euphemisms can convey meaning without carrying negative or unpleasant connotations. If used with care, they can help you state your message without using hurtful or offensive words.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

- 13) Whether consciously or not, most readers in the workplace greet incoming messages by
- A) anticipating the new knowledge they will gain.
 - B) setting aside enough time to read every one of them.
 - C) tossing them all into the trash without opening them.
 - D) asking the question, "What's in this for me?"
 - E) looking for bias from the writer

Answer: D

Explanation: D) Readers want to know how your message will benefit them. If they don't think your message applies to them or meets their needs, they won't be inclined to read it.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

- 14) Using good standards of etiquette, emphasizing the positive, and using bias-free language are examples of incorporating _____ into a message.

- A) audience awareness
- B) the "you" attitude
- C) connotative language
- D) an indirect
- E) euphemisms

Answer: B

Explanation: B) You can improve your audience sensitivity by adopting the "you" attitude, maintaining good standards of etiquette, emphasizing the positive, and using bias-free language.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

15) To help foster a more successful environment for communication, use _____ to incorporate high standards of etiquette.

- A) biased words
- B) the word "you" liberally
- C) careful planning when writing for a mobile device
- D) redundancies
- E) words that trigger negative emotional reactions

Answer: E

Explanation: E) Good etiquette not only indicates respect for your audience but also helps foster a more successful environment for communication by minimizing negative emotional reaction.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

16) Regarding the use of the "you" attitude in business communication,

- A) cultural differences are not a concern, since it is universally acceptable.
- B) it is important to recognize and accommodate cultural differences.
- C) you should assume that members of high-context cultures would find it offensive.
- D) you should avoid it completely in intercultural communication.
- E) its no more complicated than using the word "you" as much as possible.

Answer: B

Explanation: B) As you practice using the "you" attitude, be sure to consider the attitudes of other cultures and the policies of your organization. In some cultures, it is improper to single out one person's achievements because the whole team is responsible for the outcome; in that case, using the pronoun "we" or "our" would be more appropriate. Also, some companies have a tradition of avoiding references to "you" and "I" in most messages and reports. This is not a matter of high- or low-context cultures. Some cultures accept and prefer it, and others do not.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

17) Adopting a "you" attitude in business writing is simply a matter of using the pronoun "you" as much as possible.

Answer: FALSE

Explanation: A "you" attitude means that the text is focusing on the audience rather than the writer.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Easy

Classification: Conceptual

Learning Outcome: Compose and shape business messages

18) Using the word "young" to describe an employee can have negative implications.

Answer: TRUE

Explanation: The negative connotations of "young" could include "inexperienced," "naive," and "immature."

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

19) List three strategies to become more sensitive to your audience's needs.

Answer: You should adopt the "you" attitude, maintain good standards of etiquette, emphasize the positive, and use bias-free language.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

20) Define bias-free language.

Answer: Bias-free language avoids words and phrases that unfairly and even unethically categorize or stigmatize people in ways related to gender, race, ethnicity, age, or disability. For example, rather than using female-gender words (e.g., actress or stewardess) use gender neutral words, such as actor or flight attendant.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

21) What is the difference between delivering negative news and being negative?

Answer: Sensitive communicators understand the difference between delivering negative news and being negative. Without hiding the negative news, they look for ways to emphasize positive aspects. When offering criticism or advice, for example, they don't focus on a person's shortcomings; instead, they focus on what he or she can do to improve. In persuasive situations, they help audiences see the benefits of taking specific actions. Finally, they use euphemisms carefully and ethically to soften the impact of negative news and avoid words that carry negative or unpleasant connotations.

LO: 5.1: Identify the four aspects of being sensitive to audience needs when writing business messages.

AACSB: Reflective thinking

Difficulty: Difficult

Classification: Synthesis

Learning Outcome: Compose and shape business messages

22) To establish credibility with your audience, you should

A) impress them with a long list of your accomplishments.

B) be modest and deferential.

C) show that you are confident and that you believe in yourself and in your message.

D) use hedging words ("maybe," "perhaps") to demonstrate you're willing to tell your audience what they want to hear.

E) directly state that you know more about your topic than they do.

Answer: C

Explanation: C) People respond well to confidence. If you show that you believe in yourself and your product, people usually find you credible. On the other hand, if you show a lack of confidence in either yourself or your product, your audience typically views you in a very negative light.

LO: 5.2: Explain how establishing your credibility and projecting your company's image are vital aspects of building strong relationships with your audience.

AACSB: Reflective thinking

Difficulty: Easy

Classification: Conceptual

Learning Outcome: Compose and shape business messages

- 23) In business messages, using terms such as "if," "hope," and "trust" is
- A) usually a bad idea since it takes away from the writer's credibility.
 - B) a good way to show your modesty.
 - C) common courtesy.
 - D) acceptable for very formal contexts.
 - E) a way to display a "you" attitude.

Answer: A

Explanation: A) On their own, the words "if," "hope," and "trust" are acceptable. However, when used too frequently they tend to give a message a "conditional" tone, suggesting that you are "hoping" that events will turn out well rather than being confident that things will turn out well.

LO: 5.2: Explain how establishing your credibility and projecting your company's image are vital aspects of building strong relationships with your audience.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

- 24) To build, maintain, or repair your credibility, emphasize
- A) why the audience should agree with and welcome your message.
 - B) become emotionally invested in your message.
 - C) explain to the audience why the message is important to them.
 - D) impressive communication skills.
 - E) sincerity by pointing out specific qualities that warrant praise.

Answer: E

Explanation: E) When you offer praise, don't use hyperbole, such as "you are the most fantastic employee I could ever imagine." Instead, point out specific qualities that warrant praise.

LO: 5.2: Explain how establishing your credibility and projecting your company's image are vital aspects of building strong relationships with your audience.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

25) Audience responses to your messages depend heavily on your _____, a measure of your believability based on how reliable you are and how much trust you evoke in others.

- A) persona
- B) savoir-faire
- C) credibility
- D) audience awareness
- E) performance

Answer: C

Explanation: C) The way an audience responds to your message will depend heavily on your credibility; that is, how much others believe that they can rely on and trust you.

LO: 5.2: Explain how establishing your credibility and projecting your company's image are vital aspects of building strong relationships with your audience.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

26) You can build credibility by letting your audience know that you believe in yourself and your message.

Answer: TRUE

Explanation: While a touch of humility is preferred over arrogance and bravado, you should strive to project a sense of self-confidence based on hard work, conscientiousness, and preparation.

LO: 5.2: Explain how establishing your credibility and projecting your company's image are vital aspects of building strong relationships with your audience.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

27) List at least three personal characteristics that can help establish credibility with your audience.

Answer: Audiences assign credibility to individuals who display (1) honesty, (2) objectivity, (3) awareness of audience needs, (4) credentials, knowledge, and expertise, (5) endorsements, (6) performance, and (7) sincerity.

LO: 5.2: Explain how establishing your credibility and projecting your company's image are vital aspects of building strong relationships with your audience.

AACSB: Reflective thinking

Difficulty: Difficult

Classification: Conceptual

Learning Outcome: Compose and shape business messages

- 28) The acronyms and shortcuts used in texting and IM are
- A) incompatible with professional business writing.
 - B) your ticket to the inside track in today's multinational corporations.
 - C) a great way to show coworkers and managers that you're tech-savvy.
 - D) commonly used to communicate with top management.
 - E) best used with customers and suppliers.

Answer: A

Explanation: A) Shortcuts used in IM and texting are okay for casual messages. However, such shortcuts are inappropriate for professional business writing.

LO: 5.3: Explain how to achieve a tone that is conversational but businesslike, explain the value of using plain language, and define active and passive voice.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Synthesis

Learning Outcome: Compose and shape business messages

- 29) Why should writers avoid phrases such as, "attached please find" and "we are in receipt of"?
- A) They are rude.
 - B) They are too intimate.
 - C) They are stale and pompous.
 - D) They involve preaching and bragging.
 - E) They are too conversational.

Answer: C

Explanation: C) Effective business writers avoid stale or pompous language. Instead, they use plain language to write business messages in a conversational tone.

LO: 5.3: Explain how to achieve a tone that is conversational but businesslike, explain the value of using plain language, and define active and passive voice.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Compose and shape business messages

- 30) Most business communication should aim for a _____ tone.

- A) formal
- B) colloquial
- C) conversational
- D) confrontational
- E) passive

Answer: C

Explanation: C) Most business communication uses a conversational tone: plain language that sounds businesslike without being stuffy at one extreme or too informal at the other extreme.

LO: 5.3: Explain how to achieve a tone that is conversational but businesslike, explain the value of using plain language, and define active and passive voice.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Compose and shape business messages

31) Using humor in business messages is

- A) an effective way to build strong relationships with international clients you are not familiar with.
- B) usually not effective, and is always inappropriate for formal and intercultural messages.
- C) appropriate for external messages, but never for internal.
- D) expected in virtually every profession.
- E) a method to support the use of the "you" attitude.

Answer: B

Explanation: B) Humor can be effective, but it can also backfire and cause problems and misunderstanding. In a face-to-face meeting, you might use humor to charm a client. However, in a business message, humor is almost never worth the risk.

LO: 5.3: Explain how to achieve a tone that is conversational but businesslike, explain the value of using plain language, and define active and passive voice.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

32) Plain language is a style of writing

- A) used only for casual correspondence.
- B) designed to make complex materials more understandable to the audience.
- C) aimed primarily at readers for whom English is a second language.
- D) inappropriate for business communication.
- E) used in industry to describe products and technical issues, but never in professional settings.

Answer: B

Explanation: B) Unnecessary complexity won't help you communicate effectively; instead, use plain language to help your audience understand your message.

LO: 5.3: Explain how to achieve a tone that is conversational but businesslike, explain the value of using plain language, and define active and passive voice.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

- 33) Which of the following sentences contains the strongest and most effective wording?
- A) Given the parameters of the situation, the most propitious choice would be to make adjustments in certain budget areas.
 - B) We need to cut the operating budget by 12 percent or profits will decrease.
 - C) Someone's going to need to do some budget cutting around here or heads will roll.
 - D) Perusal of budgetary figures reveals that a 12 percent reduction in operations is called for if we are to stave off a negative impact on profits.
 - E) Having dissected the latest budget figures, it is clear to me that we have a real need to re-examine our priorities and revamp the budget along the lines I have suggested herein.

Answer: B

Explanation: B) This choice uses plain language. It gets the message across without any unnecessary terms or complexity.

LO: 5.3: Explain how to achieve a tone that is conversational but businesslike, explain the value of using plain language, and define active and passive voice.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

- 34) Identify the voice in the following sentence: "Based on negative client feedback, the marketing department abandoned the campaign."

- A) active
- B) passive
- C) vocative
- D) state of being
- E) conversational

Answer: A

Explanation: A) In the active voice, the subject performs the action and the object receives the action. Here, the subject, the marketing department, performs the action, abandonment, of the object, the campaign.

LO: 5.3: Explain how to achieve a tone that is conversational but businesslike, explain the value of using plain language, and define active and passive voice.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Application

Learning Outcome: Compose and shape business messages

- 35) Using the passive voice makes sense when
- A) you want to be diplomatic in pointing out a problem or error.
 - B) you want your sentence to be easier to understand.
 - C) you need to make your sentences shorter.
 - D) you want to emphasize the subject.
 - E) you are unsure what action the subject of the sentence will take.

Answer: A

Explanation: A) With the passive voice, the subject is often unnamed. This can be useful when you want to avoid placing blame on someone. Using "Mistakes were made," a passive voice sentence, avoids placing blame like this active voice sentence: "You made mistakes."

LO: 5.3: Explain how to achieve a tone that is conversational but businesslike, explain the value of using plain language, and define active and passive voice.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

- 36) Using the active voice is helpful when you
- A) want to be diplomatic in pointing out a problem or error.
 - B) want to point out what's being done, without giving credit or assigning blame.
 - C) want to make your writing more direct, livelier, and easier to read.
 - D) need to avoid personal pronouns in order to create an objective tone.
 - E) are unsure what action the subject of your sentence will take.

Answer: C

Explanation: C) Using the active voice helps make your writing more direct, livelier, and easier to read. The passive voice is often cumbersome, can be unnecessarily vague, and can make sentences overly long. In most cases, the active voice is your best choice. Regardless of your choice of active or passive voice, you should always know what action the subject of your sentence will take.

LO: 5.3: Explain how to achieve a tone that is conversational but businesslike, explain the value of using plain language, and define active and passive voice.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

37) The term _____ refers to the overall impression of your messages.

- A) tone
- B) climate
- C) style
- D) dialect
- E) medium

Answer: A

Explanation: A) Your communication style involves the choices you make to express yourself: the words you select, the manner in which you use those words in a sentences, and way you build paragraphs from individual sentences. Your style creates a tone, or overall impression in your messages. Climate, dialect, and medium do not refer to the overall impression of your message.

LO: 5.3: Explain how to achieve a tone that is conversational but businesslike, explain the value of using plain language, and define active and passive voice.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

38) A sentence is in the active voice when

- A) the subject receives the action performed by the object.
- B) both the subject and the object receive the action.
- C) the subject performs the action and the object receives it.
- D) neither the subject nor the object receives the action.
- E) the object performs the action and the subject receives it.

Answer: C

Explanation: C) In active voice, the subject performs the action and the object receives the action: "Jodi sent the email message."

LO: 5.3: Explain how to achieve a tone that is conversational but businesslike, explain the value of using plain language, and define active and passive voice.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

39) In workplace writing, doing all of the following except _____ will help you achieve a tone that is conversational yet still businesslike.

- A) using text messaging acronyms throughout the message
- B) being careful about the use of humor in the message
- C) being careful about the level of intimacy in the message
- D) avoiding stale and pompous language in the message
- E) avoiding preaching and bragging

Answer: A

Explanation: A) Use the following techniques to help you achieve a tone that's conversational yet businesslike in your workplace messages: understand the difference between texting and writing, avoid stale and pompous language, avoid preaching or bragging, and use intimacy or humor with caution.

LO: 5.3: Explain how to achieve a tone that is conversational but businesslike, explain the value of using plain language, and define active and passive voice.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Reflection

Learning Outcome: Compose and shape business messages

40) A conversational tone is not appropriate for most business messages.

Answer: FALSE

Explanation: A conversational tone is now the preferred tone for most business correspondence. Just be sure that "conversational" doesn't slip into being overly informal or folksy.

LO: 5.3: Explain how to achieve a tone that is conversational but businesslike, explain the value of using plain language, and define active and passive voice.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Compose and shape business messages

41) What is the difference between tone and style in business writing?

Answer: Your communication style involves the choices you make to express yourself: the words you select, the manner in which you use those words in sentences, and the way you use individual sentences to build paragraphs. Your style creates a certain tone, or overall impression, when you write. The right tone depends on the nature of your message and your relationship with the reader.

LO: 5.3: Explain how to achieve a tone that is conversational but businesslike, explain the value of using plain language, and define active and passive voice.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

42) List at least three guidelines to follow if you want to achieve a conversational tone in business messages.

Answer: (1) Understand the difference between texting and writing; (2) Avoid obsolete and pompous language such as "in due course" or "we are in receipt of"; (3) avoid preaching and bragging; (4) be careful with intimacy—don't be overly friendly or chatty; and (5) be careful with humor.

LO: 5.3: Explain how to achieve a tone that is conversational but businesslike, explain the value of using plain language, and define active and passive voice.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

43) Briefly explain the difference between the active voice and the passive voice. Include an example of each one.

Answer: You are using the active voice when the subject performs the action, and the object receives the action: "John rented the office." You are using the passive voice when the subject receives the action: "The office was rented by John."

LO: 5.3: Explain how to achieve a tone that is conversational but businesslike, explain the value of using plain language, and define active and passive voice.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Compose and shape business messages

44) List three situations in which the passive voice can help you demonstrate the "you" attitude.

Answer: The passive voice can be helpful when you need to shift emphasis away from the person who is the subject of your message. These situations include (1) when you need to be diplomatic in pointing out a problem or error, (2) when you want to point out what's being done without taking or attributing either the credit or the blame, and (3) when you want to avoid personal pronouns in order to create an objective tone.

LO: 5.3: Explain how to achieve a tone that is conversational but businesslike, explain the value of using plain language, and define active and passive voice.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

45) If your workplace writing contains grammar errors and word choice mistakes, your readers will

- A) be understanding if they are an internal audience member.
- B) question your professionalism.
- C) expect some grammatical errors since everyone is busy.
- D) probably not notice thanks to spelling and grammar checking features of word processing software.
- E) be surprised that autocorrect features of word processing software did not catch them.

Answer: B

Explanation: B) If you make grammatical or usage errors, you'll lose credibility with your audience, even if your message is correct in other respects.

LO: 5.4: Describe how to select words that are both correct and effective.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

46) The connotative meaning of a word is

- A) its dictionary meaning.
- B) its literal meaning.
- C) all the associations and feelings the word evokes.
- D) its objective meaning.
- E) lacking in the ability to be interpreted based on circumstance.

Answer: C

Explanation: C) The connotations of a word include all of the "baggage" that goes with the word. For example, calling your boss a "rigid" thinker has connotations that are negative – that your boss is stubborn, inflexible, and closed-minded. When "rigid" is used to describe a top for a convertible sports car, it implies that the top is tough, strong, and durable.

LO: 5.4: Describe how to select words that are both correct and effective.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

47) When choosing words to convey a message, successful writers pay attention to

- A) convenience and mannerisms.
- B) correctness and effectiveness.
- C) metaphors and euphemisms.
- D) connotation and vocalization.
- E) using words that don't convey too much power.

Answer: B

Explanation: B) Successful writers pay close attention to the correct usage of words. They also seek out the most effective words and phrases to convey their meaning.

LO: 5.4: Describe how to select words that are both correct and effective.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

48) The _____ of a word is its literal or dictionary meaning.

- A) figurative meaning
- B) denotative meaning
- C) connotative meaning
- D) contextual meaning
- E) euphemistic meaning

Answer: B

Explanation: B) The denotative meaning of a word is its literal or dictionary meaning. For example, a desk is "a piece of furniture with a flat work surface and various drawers for storage."

LO: 5.4: Describe how to select words that are both correct and effective.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

49) As you create and refine your messages, evaluate your writing at all of the following levels except

- A) strong words.
- B) effective sentences.
- C) coherent paragraphs.
- D) multimedia enhancements.
- E) use of words that convey power.

Answer: D

Explanation: D) Effective writers view their writing at three levels: strong words, effective sentences, and coherent paragraphs.

LO: 5.4: Describe how to select words that are both correct and effective.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Compose and shape business messages

50) Some terms and phrases called _____ have become so common that they have lost some of their power to communicate, and _____ are newly coined terms often associated with technology, business, or cultural changes.

- A) euphemisms; idioms
- B) clichés; buzzwords
- C) colloquialisms; clichés
- D) pull quotes; derivations
- E) idioms; colloquialisms

Answer: B

Explanation: B) Clichés are so common that they have lost some of their power to communicate. Buzzwords are often associated with technology, business, or cultural changes.

LO: 5.4: Describe how to select words that are both correct and effective.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Compose and shape business messages

51) Most _____ express a concept, quality, or characteristic. Most _____ represent something you can see, touch, or visualize.

- A) abstract words; concrete words
- B) interpretive words; explanatory words
- C) incisive words; generalized words
- D) selective words; common words
- E) generalized; abstract

Answer: A

Explanation: A) An abstract word encompasses a category of ideas, often academic, intellectual, or philosophical. A concrete word is anchored in the tangible, material world.

LO: 5.4: Describe how to select words that are both correct and effective.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

52) Which of the following words are the most abstract?

- A) two, contract, performance
- B) software, code, signal
- C) kick, move, walk
- D) productivity, excellence, motivation
- E) chair, table, horse

Answer: D

Explanation: D) Abstract words express a concept, quality, or characteristic. The word excellence is abstract because it describes the quality of being superior or better than other things.

LO: 5.4: Describe how to select words that are both correct and effective.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

53) The _____ meaning of a word is its literal, dictionary meaning; the _____ meaning includes all the associations and feelings it evokes.

- A) connotative; denotative
- B) objective; subjective
- C) denotative; connotative
- D) transactional; transcendental
- E) euphemistic; subjective

Answer: C

Explanation: C) The denotative meaning of the word *abrupt* is sudden, unexpected, or brief. However, describing a waiter in a restaurant as being *abrupt* connotes that he/she is impatient or unkind.

LO: 5.4: Describe how to select words that are both correct and effective.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Conceptual

Learning Outcome: Compose and shape business messages

- 54) When you begin to write your first draft of a message,
- A) try to write and edit at the same time.
 - B) make the draft as perfect as possible to save time later.
 - C) show the draft to several others to gain feedback.
 - D) start with an introduction, and then move to the body of the message.
 - E) be as creative as possible.

Answer: E

Explanation: E) As you write your first draft, let your creativity flow. Don't try to write and edit at the same time or worry about getting everything perfect. The introduction is often the hardest part to write, so put it aside and work on whichever parts of the document you're most comfortable with.

LO: 5.4: Describe how to select words that are both correct and effective.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

55) When choosing words that communicate well with the audience, a writer should focus on using

- A) unfamiliar but professional sounding words.
- B) jargon.
- C) buzzwords.
- D) a limited use of nouns.
- E) precise words.

Answer: E

Explanation: E) Choose words that express your thoughts clearly, specifically, and dynamically. If you find yourself using a lot of adjectives and adverbs, you're probably trying to compensate for weak nouns and verbs.

LO: 5.4: Describe how to select words that are both correct and effective.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

56) When communicating with members of the same, specialized field, the use of _____ can be an efficient way to convey complex ideas quickly.

- A) clichés
- B) buzzwords
- C) anecdotes
- D) jargon
- E) simple sentences

Answer: D

Explanation: D) Using jargon is usually an efficient way to communicate within the specific groups that understand these terms. After all, that's how jargon develops in the first place, as people with similar interests devise ways to communicate complex ideas quickly.

LO: 5.4: Describe how to select words that are both correct and effective.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

57) In business communication, it is best to use words that are low in connotative meaning.

Answer: TRUE

Explanation: To avoid misunderstanding and ambiguity, use concrete terms and avoid words that are loaded with connotative meaning.

LO: 5.4: Describe how to select words that are both correct and effective.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

58) How is the denotative meaning of a word different from its connotative meaning?

Answer: The denotative meaning is the literal, or dictionary, meaning of a word. The connotative meaning includes all the associations and feelings evoked by the word.

LO: 5.4: Describe how to select words that are both correct and effective.

AACSB: Reflective thinking

Difficulty: Difficult

Classification: Synthesis

Learning Outcome: Compose and shape business messages

59) Explain what it means to choose "words that communicate well," then list four techniques for selecting the best words when writing business messages.

Answer: Choosing words that communicate means finding the most powerful words for each situation. Selecting the best words in business messages involves (1) choosing powerful words—verbs and nouns are better than adjectives and adverbs; (2) choosing familiar words—terms that are familiar to both you and your readers; (3) avoiding clichés and buzzwords; and (4) using jargon carefully.

LO: 5.4: Describe how to select words that are both correct and effective.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Synthesis

Learning Outcome: Compose and shape business messages

60) Discuss the difference between connotative and denotative words, and when each might be appropriate to use in business writing.

Answer: In addition to using words correctly, successful writers and speakers take care to use the most effective words and phrases. Selecting and using words effectively is often more challenging than using words correctly because doing so is a matter of judgment and experience. The denotative meaning is the literal, or dictionary, meaning. The connotative meaning includes all the associations and feelings evoked by the word. When you compose your business messages, think carefully to find the most powerful words for each situation. Choose words that express your thoughts clearly, specifically, and dynamically, most often denotative words.

LO: 5.4: Describe how to select words that are both correct and effective.

AACSB: Reflective thinking

Difficulty: Difficult

Classification: Synthesis

Learning Outcome: Compose and shape business messages

61) "Although our servers are stable, the telephone system is a serious concern" is a

A) simple sentence.

B) compound sentence.

C) complex sentence.

D) compound-complex sentence.

E) simple-compound sentence.

Answer: C

Explanation: C) A complex sentence contains one main thought, "the telephone system is a serious concern," and one supporting thought, "Although our servers are stable." Note that the supporting thought is a dependent clause; it cannot stand on its own.

LO: 5.5: Define the four types of sentences, and explain how sentence style affects emphasis within a message.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Application

Learning Outcome: Compose and shape business messages

- 62) "Insurance premiums have increased, and cost-of-living raises have not kept up" is a
- A) simple sentence.
 - B) compound sentence.
 - C) complex sentence.
 - D) compound-complex sentence.
 - E) simple-compound sentence.

Answer: B

Explanation: B) A compound sentence contains two completely independent clauses, both of which could stand as sentences on their own. The clause "Insurance premiums have increased," could stand as a sentence on its own. Similarly, "cost-of-living raises have not kept up" could also stand as a sentence on its own.

LO: 5.5: Define the four types of sentences, and explain how sentence style affects emphasis within a message.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Application

Learning Outcome: Compose and shape business messages

- 63) Which of the following is a compound sentence?

- A) Interest rates are low, and now is an excellent time to buy a home.
- B) Because interest rates are low, now is an excellent time to buy a home.
- C) Low interest rates make this an excellent time to buy a home.
- D) With interest rates low, now is an excellent time to buy a home.
- E) Interest rates are low.

Answer: A

Explanation: A) A compound sentence contains two completely independent clauses, both of which could stand as sentences on their own. The clause "Interest rates are low," could stand as a sentence on its own. Similarly, "now is an excellent time to buy a home" could also stand as a sentence on its own.

LO: 5.5: Define the four types of sentences, and explain how sentence style affects emphasis within a message.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Compose and shape business messages

- 64) A complex sentence consists of
- A) two independent clauses joined by a coordinating conjunction.
 - B) a single subject and a single predicate plus any modifying phrases.
 - C) two or more independent clauses along with all modifying phrases.
 - D) one main thought and one or more subordinate thoughts.
 - E) words that are hard to understand.

Answer: D

Explanation: D) A complex sentence contains one main thought that could stand as an independent sentence on its own, and one subordinate thought that would not make sense if it were left to stand alone without the main independent clause.

LO: 5.5: Define the four types of sentences, and explain how sentence style affects emphasis within a message.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Conceptual

Learning Outcome: Compose and shape business messages

- 65) You can emphasize key points by
- A) using few, but strong, words to describe them.
 - B) making less important ideas the subject of the topic sentence.
 - C) placing them at the end of the paragraph.
 - D) using several simple sentences in a row.
 - E) giving the most important points the most space.

Answer: E

Explanation: E) You can emphasize these key ideas through your sentence style. One obvious technique is to give important points the most space. When you want to call attention to a thought, use extra words to describe it.

LO: 5.5: Define the four types of sentences, and explain how sentence style affects emphasis within a message.

AACSB: Written and oral communication

Difficulty: Easy

Classification: Conceptual

Learning Outcome: Compose and shape business messages

66) To downplay a dependent clause in a complex sentence, you should

- A) place it at the beginning of the sentence.
- B) place it at the end of the sentence.
- C) place it in the middle of the sentence.
- D) set it off with a semicolon.
- E) use two simple sentences.

Answer: C

Explanation: C) Placing the dependent clause at the end or the beginning of a sentence generally gives the clause the most emphasis. Placing the independent clause in the middle of the sentence between other clauses generally deemphasizes the importance of the clause.

LO: 5.5: Define the four types of sentences, and explain how sentence style affects emphasis within a message.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Synthesis

Learning Outcome: Compose and shape business messages

67) Consider the following sentence: "Employee turnover has decreased significantly this quarter, so even though you may question Sam's training methods, you'll have to admit that his results are impressive." What type of sentence does it represent?

- A) compound
- B) complex
- C) congruent
- D) compound-complex
- E) simple-run on

Answer: D

Explanation: D) A compound-complex sentence has two main clauses, at least one of which contains a subordinate clause.

LO: 5.5: Define the four types of sentences, and explain how sentence style affects emphasis within a message.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Compose and shape business messages

68) _____ sentences express two or more independent but related thoughts of equal importance, usually joined by a coordinating conjunction.

- A) Complex
- B) Compound
- C) Conjoined
- D) Compound-complex
- E) Simple-active

Answer: B

Explanation: B) A compound sentence has two main clauses that express two or more independent but related thoughts of equal importance, usually joined by a coordinating conjunction.

LO: 5.5: Define the four types of sentences, and explain how sentence style affects emphasis within a message.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

69) _____ sentences express one main thought and one or more subordinate thoughts related to it.

- A) Complex
- B) Compound
- C) Confounded
- D) Compound-complex
- E) Conjoined

Answer: A

Explanation: A) A complex sentence contains one main thought that could stand as an independent sentence on its own and one subordinate thought that would not make sense, if it were to stand alone without the main independent clause.

LO: 5.5: Define the four types of sentences, and explain how sentence style affects emphasis within a message.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

70) To emphasize a dependent clause, it is better to place it at the end of a sentence rather than in the middle.

Answer: TRUE

Explanation: Placing a dependent clause at the beginning or end of a sentence provides it with more emphasis in most cases.

LO: 5.5: Define the four types of sentences, and explain how sentence style affects emphasis within a message.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Conceptual

Learning Outcome: Compose and shape business messages

71) Identify and define the four basic varieties of sentences.

Answer: Sentences come in four basic varieties: simple, compound, complex, and compound-complex. A simple sentence has one main clause (a single subject and a single predicate), although it may be expanded by nouns and pronouns that serve as objects of the action and by modifying phrases. A compound sentence has two main clauses that express two or more independent but related thoughts of equal importance, usually joined by or, but, or and. A complex sentence expresses one main thought (the independent clause) and one or more subordinate, related thoughts (dependent clauses that cannot stand alone as valid sentences). A compound-complex sentence has two main clauses, at least one of which contains a subordinate clause.

LO: 5.5: Define the four types of sentences, and explain how sentence style affects emphasis within a message.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Conceptual

Learning Outcome: Compose and shape business messages

72) A typical paragraph contains the three basic elements of

A) a topic sentence, support sentences, and transitional words and phrases.

B) simple, compound, and complex sentences followed by compound-complex sentences.

C) the main idea, supporting ideas, and evidence.

D) a problem, discussion, and a solution.

E) strengths, weaknesses, and opportunities.

Answer: A

Explanation: A) The topic sentence introduces the subject or main idea of the paragraph. Support sentences enhance and justify the topic sentence by providing explanation, details, examples, reasoning, and other forms of evidence that make the topic sentence more meaningful, truthful, convincing, or believable.

LO: 5.6: Define the three key elements of a paragraph, and list five ways to develop unified, coherent paragraphs.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

73) Words such as "nevertheless," "however," "but," and "therefore"

- A) are called pointer words.
- B) introduce modifiers.
- C) occur only in complex sentences.
- D) are useful for making transitions.
- E) are used as connotative words.

Answer: D

Explanation: D) Conjunctions such as "nevertheless," "however," "but," and "therefore" are useful for connecting one paragraph, phrase, or sentence to another.

LO: 5.6: Define the three key elements of a paragraph, and list five ways to develop unified, coherent paragraphs.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

74) Skillful writers use transitional elements to

- A) automate text entry and correction.
- B) track footnotes and endnotes.
- C) ensure consistent formatting throughout a document.
- D) connect ideas and show the relationships between them.
- E) reinforce the "you" attitude.

Answer: D

Explanation: D) In addition to helping readers understand the connections you're trying to make, transitions give your writing a smooth, even flow.

LO: 5.6: Define the three key elements of a paragraph, and list five ways to develop unified, coherent paragraphs.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

75) In business writing, the topic sentence of a paragraph is

- A) usually implied and is rarely included in the paragraph.
- B) generally explicit and is often the first sentence in the paragraph.
- C) often vague and is usually placed in the middle of the paragraph.
- D) most often understated and normally is the last sentence in the paragraph.
- E) used to present specific data for the reader.

Answer: B

Explanation: B) In business writing, the topic sentence is generally explicit and is often the first sentence in the paragraph.

LO: 5.6: Define the three key elements of a paragraph, and list five ways to develop unified, coherent paragraphs.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

76) In _____ paragraph, a writer analyzes the reasons for and/or the consequences of an action, an event, or a decision.

- A) an illustration
- B) a comparison and contrast
- C) a cause and effect
- D) a problem and solution
- E) an augmentation

Answer: C

Explanation: C) A cause and effect paragraph focuses on two things: an event that took place and why that event took place. The event that took place is the effect. The reason for why the event took place is the cause.

LO: 5.6: Define the three key elements of a paragraph, and list five ways to develop unified, coherent paragraphs.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

77) When you want to develop a paragraph by showing how a general idea is broken into specific categories, which of these methods would you use?

- A) illustration
- B) comparison and contrast
- C) cause and effect
- D) classification
- E) problem and solution

Answer: D

Explanation: D) A classification paragraph focuses on putting items in categories. For example, a paragraph that focuses on identifying movies as "hit," "blockbuster," "disappointment," or "bomb" would be a classification paragraph.

LO: 5.6: Define the three key elements of a paragraph, and list five ways to develop unified, coherent paragraphs.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Conceptual

Learning Outcome: Compose and shape business messages

78) Effective paragraphs are both _____ (focused on a single idea) and _____ (organized logically).

- A) brief; constrained
- B) intense; systematic
- C) unified; coherent
- D) dense; collated
- E) simple; specific

Answer: C

Explanation: C) Effective paragraphs are unified (focused on a single idea) and coherent (logically organized).

LO: 5.6: Define the three key elements of a paragraph, and list five ways to develop unified, coherent paragraphs.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

79) In which of the following situations are transitional elements useful?

- A) eliminating a shift in ideas between paragraphs
- B) isolating specific points within a paragraph
- C) linking major sections or chapters in a long report
- D) eliminating a string of nouns
- E) switching from historic information to current information

Answer: C

Explanation: C) You can use transitions to tie ideas together within and between paragraphs, as well as to connect major sections or chapters in a long report.

LO: 5.6: Define the three key elements of a paragraph, and list five ways to develop unified, coherent paragraphs.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Synthesis

Learning Outcome: Compose and shape business messages

80) If a writer focuses on the similarities and differences of a topic to compose a paragraph, then he or she is using the _____ approach.

- A) connotative and denotative
- B) problem and solution
- C) comparison or contrast
- D) cause and effect
- E) illustration

Answer: C

Explanation: C) A comparison or contrast paragraph focuses on the similarities or differences of a topic.

LO: 5.6: Define the three key elements of a paragraph, and list five ways to develop unified, coherent paragraphs.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

81) A(n) _____ is a cluster of sentences related to the same general topic.

- A) paradigm
- B) paraphrase
- C) paragraph
- D) classification
- E) illustration

Answer: C

Explanation: C) A paragraph consists of a topic sentence, supporting sentences, and transitional words and phrases.

LO: 5.6: Define the three key elements of a paragraph, and list five ways to develop unified, coherent paragraphs.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

- 82) Skillful writers use transitional elements to
- A) automate text entry and correction.
 - B) track footnotes and endnotes.
 - C) ensure consistent formatting throughout a document.
 - D) erect a verbal cushion between themselves and their readers.
 - E) connect ideas and show the relationships between them.

Answer: E

Explanation: E) In addition to helping readers understand the connections you're trying to make, transitions give your writing a smooth, even flow.

LO: 5.6: Define the three key elements of a paragraph, and list five ways to develop unified, coherent paragraphs.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

- 83) A paragraph that is developed using a cause and effect relationship will

- A) give examples that demonstrate the general idea.
- B) use similarities or difference to develop the topic.
- C) focus on the reasons for something.
- D) show how an idea is broken into specific categories.
- E) present a problem and then discuss the solution.

Answer: C

Explanation: C) Cause and effect relationships focus on the reasons for something.

LO: 5.6: Define the three key elements of a paragraph, and list five ways to develop unified, coherent paragraphs.

AACSB: Written and oral communication

Difficulty: Easy

Classification: Conceptual

Learning Outcome: Compose and shape business messages

- 84) Breaking ideas down into specific categories uses _____ to develop a paragraph.

- A) problem and solution
- B) illustration
- C) cause and effect
- D) comparison or contrast
- E) classification

Answer: E

Explanation: E) Classification shows how a general idea is broken into specific categories.

LO: 5.6: Define the three key elements of a paragraph, and list five ways to develop unified, coherent paragraphs.

AACSB: Written and oral communication

Difficulty: Easy

Classification: Conceptual

Learning Outcome: Compose and shape business messages

85) Transitions connect ideas by showing how one thought is related to another.

Answer: TRUE

Explanation: Transitional words and phrases function as links between different thoughts and ideas.

LO: 5.6: Define the three key elements of a paragraph, and list five ways to develop unified, coherent paragraphs.

AACSB: Analytic thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

86) When developing paragraphs, you should use only one method within each paragraph and throughout a document.

Answer: FALSE

Explanation: A well-written document uses a number of different writing methods, sentence styles, and organizational techniques. One of the hallmarks of good writing is that it provides meaning by approaching ideas from a variety of different angles.

LO: 5.6: Define the three key elements of a paragraph, and list five ways to develop unified, coherent paragraphs.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

87) Identify and describe the elements of an effective paragraph.

Answer: Paragraphs vary widely in length and form, but a typical paragraph contains three basic elements: a topic sentence, support sentences that develop the topic, and transitional words and phrases. An effective paragraph deals with a single topic, and the sentence that introduces that topic is called the topic sentence. In most paragraphs, the topic sentence needs to be explained, justified, or extended with one or more support sentences. These related sentences must all have a bearing on the general subject and must provide enough specific details to make the topic clear. Transitions connect ideas by showing how one thought is related to another. They also help alert the reader to what lies ahead so that shifts and changes don't cause confusion. In addition to helping readers understand the connections you're trying to make, transitions give your writing a smooth, even flow.

LO: 5.6: Define the three key elements of a paragraph, and list five ways to develop unified, coherent paragraphs.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Synthesis

Learning Outcome: Compose and shape business messages

88) As a rule, keep subject lines and headlines to around _____ when writing messages for smartphone users.

- A) 5 characters
- B) 10 characters
- C) 15 characters
- D) 20 characters
- E) 25 characters

Answer: E

Explanation: E) When you're writing for mobile devices, a good rule is to keep subject lines and headlines to around 25 characters.

LO: 5.7: List five techniques for writing effective messages for mobile readers.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Compose and shape business messages

89) All of the following except _____ will help you compose effective mobile messages.

- A) using short subject lines and page headings
- B) using a top-to-bottom linear flow to organize the message
- C) saving space by presenting the message in one long paragraph
- D) putting what your readers want to know at the top of the message
- E) using linear organization

Answer: C

Explanation: C) In addition to grouping your message into discrete blocks of information, short paragraphs are less intimidating and let readers take "micro rests" as they read the message.

LO: 5.7: List five techniques for writing effective messages for mobile readers.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Synthesis

Learning Outcome: Compose and shape business messages

90) When you're writing for mobile devices, use _____ to present the most important information first and provide successive layers of detail that readers can consume, if they want to.

- A) an indirect approach
- B) an inverted pyramid style
- C) a data-dispersion approach
- D) a curvilinear methodology
- E) a pyramid style

Answer: B

Explanation: B) If you're writing for small screens, use the *inverted pyramid style* to reveal the most important information briefly at first and then provide successive layers of detail that readers can explore according to their needs.

LO: 5.7: List five techniques for writing effective messages for mobile readers.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

91) All of the following except _____ will help you write effective messages for mobile device users.

- A) prioritizing information
- B) writing shorter, more focused messages
- C) using a linear organization
- D) including longer paragraphs
- E) developing more focused messages

Answer: D

Explanation: D) The following techniques will help make your messages "mobile friendly": using a linear organization; prioritizing information; writing shorter, more focused messages/documents; using shorter subject lines/headings; and using shorter paragraphs.

LO: 5.7: List five techniques for writing effective messages for mobile readers.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

92) When developing your message for mobile technology and different user interface features, _____ must be adapted.

- A) the direct approach
- B) use of connotative words
- C) use of text language
- D) paragraph layout
- E) the design and layout of the message.

Answer: E

Explanation: E) One obvious adaptation to make for audiences using mobile devices is to modify the design and layout of your messages to fit smaller screen sizes and different user interface features.

LO: 5.7: List five techniques for writing effective messages for mobile readers.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

93) How does user comprehension of information change when using a mobile device?

- A) User comprehension improves because of the ability to view imbedded links.
- B) User comprehension decreases because users tend to scroll past important information.
- C) User comprehension increases because of increased focus while viewing the message.
- D) User comprehension decreases because of text language usage.
- E) User comprehension increases because of the increased use of visuals and graphics.

Answer: B

Explanation: B) Research shows that comprehension can drop by 50 percent when users move from reading on a full-size screen to reading on a smartphone, and they can scroll right past vital information without noticing it.

LO: 5.7: List five techniques for writing effective messages for mobile readers.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

94) When developing a message for a mobile device, how should a message be organized?

- A) using the indirect method
- B) with low priority items first
- C) with general information leading to more specific information
- D) with a linear flow from the top to the bottom
- E) with a series of links leading to specific data

Answer: D

Explanation: D) With small mobile device screens, a complicated organization requires readers to zoom in and out and pan around to see all these elements at readable text sizes. To simplify reading, organize with a linear flow from the top to the bottom of the message or article.

LO: 5.7: List five techniques for writing effective messages for mobile readers.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

95) Using an inverted pyramid for message development on a small screen requires the writer to

- A) put the most important information first.
- B) use a linear writing style.
- C) only include important details.
- D) write messages that are general or vague in nature.
- E) include an executive summary.

Answer: A

Explanation: A) Use the inverted pyramid style favored by journalists, in which you reveal the most important information briefly at first and then provide successive layers of detail that readers can consume if they want.

LO: 5.7: List five techniques for writing effective messages for mobile readers.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

96) When a writer needs to send a long document that might be accessed by the receiver on a mobile device, the writer should

A) send each major section in a separate email.

B) send a short executive summary that can be read on a mobile device, with the longer document accessible on a PC.

C) send the entire document at one time.

D) send the entire document at one time, including with several imbedded links.

E) incorporate specific headings and subheading that provide key pieces of information without the need to read the text.

Answer: B

Explanation: B) Mobile users often lack the patience or opportunity to read lengthy messages or documents, so keep it short. In some cases, this could require you to write two documents, a shorter executive summary for mobile use and a longer supporting document that readers can access with their PCs if they want more details.

LO: 5.7: List five techniques for writing effective messages for mobile readers.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Conceptual

Learning Outcome: Compose and shape business messages

97) When you're writing for mobile devices, using a linear organization will make your messages easier to read on small mobile screens.

Answer: TRUE

Explanation: To make a message easier to read on a small mobile screen, organize it with a linear flow from the top to the bottom of the message or article.

LO: 5.7: List five techniques for writing effective messages for mobile readers.

AACSB: Written and oral communication

Difficulty: Easy

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

98) If you intend for your message to reach users of mobile devices, present the content in short paragraphs.

Answer: TRUE

Explanation: Mobile screens can't display much text at a time; therefore, keep paragraphs as short as possible so users don't have to swipe through multiple screens before getting to paragraph breaks.

LO: 5.7: List five techniques for writing effective messages for mobile readers.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Compose and shape business messages

99) What are the five most common techniques for developing paragraphs?

Answer: There are several common techniques for developing paragraphs. Illustration involves giving examples to demonstrate the general idea. Comparison and contrast both involve using similarities or differences to develop the topic. Cause and effect requires focusing on the reasons for something. Classification involves showing how a general idea is broken into specific categories. Finally, problem and solution requires presenting a problem and then discussing the solution.

LO: 5.7: List five techniques for writing effective messages for mobile readers.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Compose and shape business messages

100) Describe five techniques you can use to compose effective messages for mobile devices.

Answer: Use these five techniques to make your mobile messages more effective: (1) Use a linear organization. With small mobile device screens, a complicated organization requires readers to zoom in and out and pan around to see the message. To simplify reading, organize with a linear flow from the top to the bottom of the message or article. (2) Prioritize information. Small screens make it difficult for readers to scan the page to find the information they want. Use the inverted pyramid style to reveal the most important information briefly at first and then provide successive layers of detail that readers can consume if they want. (3) Write shorter and more-focused messages and documents. Mobile users often lack the patience or opportunity to read lengthy messages or documents, so keep it short. (4) Use shorter subject lines and headings. Mobile devices can't display as many characters in a single line of text as the typical computer screen can. As a rule, keep subject lines and headlines to around 25 characters. (5) Use shorter paragraphs. Shorter paragraphs are less intimidating and let readers take frequent "micro rests" as they move through a document.

LO: 5.7: List five techniques for writing effective messages for mobile readers.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Conceptual

Learning Outcome: Compose and shape business messages