Chapter 3—Test Bank

Composing Business Messages

DIFFICULTY (DIF)	TYPE	OTHER CODES
5 = Most difficult	Ap: Application question	ANS: Answer
3 = Average difficulty	Con: Conceptual question	REF: Page Reference
1 = Least difficult	Def: Definition	OBJ: Chapter Objective
		NOT: Note (feedback/explanations)
		AAC: AACSB Competencies

Multiple Choice

1. Ryan is collecting information about trends in corporate blogging for a report he is writing for his supervisor. This process of collecting information is called
   a. scientific experimentation.
   b. information processing.
   c. research.
   d. data analysis.

   ANS: c   REF: p. 53   TYPE: Def   DIF: 1
   TOP: Collecting Information to Compose Messages
   NOT: The process of gathering information is called research. Ryan must complete his research before organizing and composing his report on corporate blogging.
   AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

2. When collecting information before composing a business document, you should gather information that will answer which of these questions?
   a. *What does the receiver need to know about this topic?*
   b. *What is the receiver to do after reading this document?*
   c. *What will happen if the receiver doesn't do what you're requesting?*
   d. The information you collect should answer all of these questions.

   ANS: d   REF: p. 54   TYPE: Con   DIF: 3
   TOP: Collecting Information to Compose Messages
   NOT: The information you collect should answer all three of these questions. It should also answer the question "How is the receiver to do what you're asking and when?"
   AAC: Tier 1—Communication; Tier 2--Audience
   AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

3. Formal research methods are generally required for what type(s) of business document(s)?
   a. Routine e-mail messages
   b. Routine memos
   c. Long reports and complex business problems
   d. All of the above would require formal research.

ANS: c   REF: p. 54   TYPE: Con   DIF: 3
TOP: Formal Research Methods
NOT: Long reports and complex business problems generally require some use of formal research methods.
AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

4. Stephanie is preparing a market analysis for her business plan. For firsthand information, she should
    a. search manually in her local library.
    b. conduct interviews and surveys or organize a focus group.
    c. search the Internet for related Web sites.
    d. review scientific experiments conducted by experts.

    ANS: b   REF: p. 55   TYPE: Ap   DIF: 5
    TOP: Formal Research Methods
    NOT: For firsthand information, Stephanie should conduct interviews, surveys, or focus groups. Library sources, Internet sites, and scientific experiments by others provide secondary information.
    AAC: Tier 1—Reflective Thinking; Tier 2—Analysis, Conclusion

5. Quality Building Materials Inc. has developed a new whole-house weather blanket and needs to determine the price point at which builders would switch to this new product. The best research method for this is a(n)
    a. manual search of other companies' price lists.
    b. interview with a local builder.
    c. Internet search of insulation values for weather blankets.
    d. scientific experiment that presents price choices with controlled variables.

    ANS: d   REF: p. 55   TYPE: Ap   DIF: 5
    TOP: Formal Research Methods
    NOT: To find a competitive price for this new product, this company should conduct a scientific experiment. An interview of a builder, manual search of price lists, or Internet searches will not provide the needed information.
    AAC: Tier 1—Reflective Thinking; Tier 2—Analysis, Conclusion

6. As interns in human resource management, Brad and his team are using a professionally developed questionnaire that will be administered to all employees to collect information on workplace violence. This type of research produces data that is considered
    a. firsthand information.
    b. informal documentation.
    c. supplementary, secondary information.
    d. scientific experimentation.

    ANS: a   REF: p. 55   TYPE: Ap   DIF: 5
    TOP: Formal Research Methods

NOT: This questionnaire produces firsthand information because the human resources team is collecting workplace violence information directly from employees.
AAC: Tier 1—Reflective Thinking; Tier 2—Analysis, Conclusion

7. Ahna is sending a persuasive memo to her staff asking them to participate in the new wellness program. Which of the following sources of information would be most appropriate to help Ahna shape an effective persuasive message for her staff?
   a. Tightly controlled scientific experimentation
   b. Library research rooms
   c. Questionnaires and surveys of employees
   d. Looking in company files

   ANS: c   REF: p. 55   TYPE: Ap   DIF: 5
   TOP: Informal Research and Idea Generation
   NOT: Questionnaires and surveys of employees will provide information to shape a persuasive memo. Scientific experimentation, library research, and looking in company files are unlikely to provide the needed information.
   AAC: Tier 1—Communication; Tier 2--Audience
   AAC: Tier 1—Reflective Thinking; Tier 2—Analysis, Conclusion

8. Many routine writing tasks, such as composing e-mail messages or informational reports, require that you collect information informally by
   a. conducting extensive Web research.
   b. conducting a scientific experiment.
   c. looking in the files.
   d. searching a variety of books, journals, or magazines.

   ANS: c   REF: p. 55   TYPE: Con   DIF: 3
   TOP: Informal Research and Idea Generation
   NOT: Gathering information for routine writing tasks may involve looking in the files, talking with your boss, interviewing the target audience, conducting an informal survey, or brainstorming for ideas. Other options listed are more formal forms of research.
   AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

9. When brainstorming to generate ideas, you should
   a. critique each idea as it comes up.
   b. record ideas without judging them.
   c. always work alone for greater efficiency.
   d. allow no more than five ideas to be discussed.

   ANS: b   REF: p. 55   TYPE: Con   DIF: 3
   TOP: Informal Research and Idea Generation
   NOT: Brainstorming is the process of discussing and recording ideas without judging them. Evaluations, critiques, voting, and limiting the number of ideas can stifle ideas needed in brainstorming because brainstorming requires an open mind. Small groups are especially fruitful in brainstorming because people spin ideas off one another.
   AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

10. You will create messages that are clear and easy to read if you
    a. proceed free form from one idea to the next for maximum creative effect.
    b. avoid emphasizing important ideas so that readers may judge for themselves.
    c. group similar items together and emphasize important ideas.
    d. do not follow any pattern that might restrict the free flow of your ideas.

    ANS: c   REF: p. 55   TYPE: Con   DIF: 3
    TOP: Organizing to Show Relationships
    NOT: Your messages will be clear and easy to read if you group similar items together
    and emphasize important ideas. These techniques help readers see relationships and
    follow your arguments. Free-form messages are confusing.
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

11. Organizing data includes two processes. These processes are
    a. grouping and patterning.
    b. brainstorming and researching.
    c. outlining and drafting.
    d. drafting and editing.

    ANS: a   REF: p. 55   TYPE: Con   DIF: 3
    TOP: Organizing to Show Relationships
    NOT: Organizing involves grouping similar ideas together and creating a pattern that
    helps the reader understand relationships. Brainstorming and researching occur in the
    previous step of writing. Drafting and editing occur later.
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

12. Organizing your ideas into an outline is especially important when you are
    a. developing a complex project.
    b. writing a routine memo.
    c. replying quickly to an e-mail message.
    d. beginning the research phase of the writing process.

    ANS: a   REF: p. 56   TYPE: Con   DIF: 3
    TOP: Organizing to Show Relationships
    NOT: You need to organize your ideas into an outline when developing a complex
    project. Generally, you do not need to make an outline before writing a routine memo or
    e-mail message. When collecting research, you are not ready to outline your ideas.
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

13. Which of the following is an advantage of the direct pattern?
    a. Minimizes a negative reaction
    b. Respects the feelings of the reader
    c. Saves the reader time
    d. Encourages a fair hearing

    ANS: c   REF: p. 57   TYPE: Con   DIF: 3
    TOP: The Direct Pattern

NOT: The direct pattern saves the reader time. The direct pattern also sets a proper frame of mind and prevents frustration. The other items listed are advantages of the indirect pattern.
AAC: Tier 1—Communication; Tier 2--Patterns
AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

14. Which of the following message openings is the most direct opening for an e-mail message announcing a new telecommuting plan?
   a. *A number of employees have asked about telecommuting options.*
   b. *Many businesses have been implementing telecommuting programs, and we have studied their programs extensively.*
   c. *Rising gas prices have led many companies to allow telecommuting, and we think this might be a good idea for our company.*
   d. *Our new telecommuting program will begin on August 1.*

   ANS: d   REF: pp. 56-57   TYPE: Ap   DIF: 5
   TOP: The Direct Pattern
   NOT: Of the options shown, "Our new telecommuting program will begin on August 1" is the most direct opening. The others are more indirect because they provide background information.
   AAC: Tier 1—Communication; Tier 2--Audience
   AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

15. Yosevin began his memo with background information and explanations before announcing a reduction in health insurance coverage. The pattern Yosevin used is called
   a. frontloading.
   b. direct.
   c. passive voice.
   d. indirect.

   ANS: d   REF: p. 57   TYPE: Ap   DIF: 5
   TOP: The Indirect Pattern
   NOT: Yosevin has used an indirect pattern for his bad news memo. The direct approach, also known as frontloading, would place the main idea of health insurance coverage reduction first in the memo.
   AAC: Tier 1—Communication; Tier 2--Patterns
   AAC: Tier 1—Reflective Thinking; Tier 2—Analysis, Conclusion

16. When you expect a reader of your message to be uninterested, unwilling, displeased, or hostile, you should
   a. put the bad news first to get it over with.
   b. begin with the main idea.
   c. explain all background information first.
   d. send the message via e-mail, text message, or IM.

   ANS: c   REF: p. 57   TYPE: Con   DIF: 3
   TOP: The Indirect Pattern

NOT: When you expect a reader to uninterested, unwilling, displeased, or hostile, you should place the main idea later in the message (after the details, explanation, or evidence). You should not put bad news first. In addition, bad news should not be sent via e-mail, text message, or IM.
AAC: Tier 1—Communication; Tier 2--Patterns
AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

17. Which of the following is a simple sentence?
    a. *If health insurance costs continue to rise, employee copays may increase.*
    b. *Having healthy employees decreases the cost of monthly premiums; therefore, we will be implementing a wellness program.*
    c. *HMO and PPO insurance plans offer additional cost savings.*
    d. *Because we will be reducing employee health insurance benefits, some employees may be unhappy; however, we must make sure that they understand the reason for the change.*

    ANS: c   REF: p. 59   TYPE: Ap   DIF: 5
    TOP: Achieving Variety With Four Sentence Types
    NOT: Only the sentence "HMO and PPO insurance plans offer additional cost savings" is a simple sentence. The sentence beginning with "if" is a complex sentence. The sentence with the conjunction "therefore" is a compound sentence. The sentence containing the conjunctions "Because" and "however" is a compound-complex sentence.
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

18. Which of the following contains no sentence faults?
    a. *Which is why we are considering new health insurance options.*
    b. *HealthNet's coverage is extensive, and the rates are fair.*
    c. *Review the list of benefits, then let me know what you think.*
    d. *Having good health insurance is important to employees we need to keep that in mind.*

    ANS: b   REF: pp. 59-60 TYPE: Ap   DIF: 5
    TOP: Avoiding Three Common Sentence Faults
    NOT: Only "Health Net's coverage is extensive, and it rates are fair" is a complete sentence. It is grammatically complete and makes sense standing alone. The sentence beginning with "Which" is a fragment. The sentence beginning with "Review" contains a comma splice. The sentence beginning with "Having" is a run-on.
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Analysis, Conclusion

19. How should the following be classified*? ReliaCare Health increased insurance premiums by 28 percent for our next fiscal year, that is why we are seeking new insurance bids.*
    a. Complete sentence
    b. Fragment
    c. Fused or run-on sentence
    d. Comma splice

    ANS: d   REF: p. 60   TYPE: Ap   DIF: 5
    TOP: Avoiding Three Common Sentence Faults
    NOT: This group of words represents a comma splice. A comma is used to splice together two independent clauses. To remedy this fault, change the comma to a semicolon.
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Analysis, Conclusion

20. How should the following be classified? *Liana called ReliaCare she also requested a new bid for health insurance premiums.*
    a. Complete sentence
    b. Fused or run-on sentence
    c. Fragment
    d. Comma splice

    ANS: b   REF: p. 60   TYPE: Ap   DIF: 5
    TOP: Avoiding Run-On (Fused) Sentences
    NOT: This group of words represents a fused or run-on sentence. Two independent clauses have been neither separated by punctuation nor joined by a conjunction. To remedy this fault, separate the two clauses be placing a semicolon or period after "called."
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Analysis, Conclusion

21. To emphasize an idea through style, place it
    a. in a simple sentence.
    b. in a dependent clause.
    c. in the middle of a sentence.
    d. Any of the above techniques would emphasize the idea.

    ANS: a   REF: pp. 61-62 TYPE: Con   DIF: 3
    TOP: Achieving Emphasis Through Style
    NOT: To emphasize an idea through style, you may place it in a simple sentence, in an independent clause, or first or last in a sentence. Placing the idea in a dependent clause or in the middle of a sentence will de-emphasize it.
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

22. Which of the following sentences is most effective in de-emphasizing the bad news?
    a. *Although cash refunds are not offered, you can exchange resalable merchandise.*
    b. *Although you can exchange returned merchandise, cash refunds are not available.*
    c. *Since we only exchange merchandise, it is impossible for you to receive a cash refund.*
    d. *Because of our exchange policy, you may not receive a cash refund.*

    ANS: a   REF: p. 62   TYPE: Ap   DIF: 5
    TOP: De-emphasizing When Necessary
    NOT: "Although cash refunds are not offered, you can exchange resalable merchandise" puts the bad news in the dependent clause and the good news in the independent clause, where it receives emphasis. Other options emphasize the bad news or business policy, which may anger customers.
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Analysis, Conclusion

23. Which of the following uses active voice in a complete sentence?
    a. *The company's rigid return policy was criticized by a few unhappy customers.*
    b. *Because a few unhappy customers criticized the company's rigid return policy.*
    c. *Managers were told about the unhappy customers who criticized the company's rigid return policy.*
    d. *A few unhappy customers criticized the company's rigid return policy.*

    ANS: d   REF: p. 62   TYPE: Ap   DIF: 5
    TOP: Using Active and Passive Voice
    NOT: The only option that includes an active-voice verb (criticized) in a complete sentence is *"A few unhappy customers criticized the company's rigid return policy."* The sentence beginning with "Because" is a fragment, and the other two sentences are in the passive voice.
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Analysis, Conclusion

24. When should passive voice be used in business writing?
    a. When you want to de-emphasize the action or the recipient of the action
    b. When you want to emphasize the doer of the action
    c. When you want to de-emphasize negative news
    d. Never

    ANS: c   REF: p. 62   TYPE: Con   DIF: 3
    TOP: Using Active and Passive Voice
    NOT: Use the passive voice to de-emphasize bad news. You can also use passive voice to emphasize an action or the recipient of an action or to conceal the doer of an action.
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

25. Which of the following uses parallel structure?
    a. *Our new paralegal must be smart, efficient, and have flexibility.*
    b. *The accident shattered her pelvis, dislocated her foot, and her spinal column was broken in three places.*
    c. *Big business demands superior forecasting, reporting, and analyzing.*
    d. *A good financial planner must be certified, competent, and must possess ethical standards.*

    ANS: c   REF: pp. 62-63 TYPE: Ap   DIF: 5
    TOP: Achieving Parallelism
    NOT: Only "Big business demands superior forecasting, reporting, and analyzing" uses parallel structure. Other choices fail to use similar grammatical structures to express similar ideas.
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Analysis, Conclusion

26. What do most writers use as the first sentence in a paragraph?
    a. Supporting sentence
    b. Transitional sentence
    c. Topic sentence
    d. Pivoting sentence

    ANS: c REF: p. 64   TYPE: Con   DIF: 3
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

    TOP: Crafting Topic Sentences
    NOT: A topic sentence states the main idea of the paragraph. Business writers generally place the topic sentence first in the paragraph because it tells readers what to expect and helps them understand the paragraph's central thought immediately.

27. Paragraphs are coherent when
    a. all sentences are written in the active voice.
    b. each sentence includes dependent and independent clauses.
    c. ideas are linked; that is, one idea leads logically to the next.
    d. All answer choices are correct.

    ANS: c   REF: p. 65   TYPE: Def   DIF: 1
    TOP: Building Paragraph Coherence
    NOT: Paragraph coherence occurs when ideas are linked. For example, the writer can use transitional phrases to show how one idea leads logically to the next.
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

28. Transitional expressions such as *next*, *first*, and *finally* are useful to show
    a. cause and effect.
    b. illustration.
    c. comparison and contrast.
    d. time association.

    ANS: d   REF: p. 65   TYPE: Ap   DIF: 5
    TOP: Building Paragraph Coherence
    NOT: Transitional expressions (next, first, and finally) are useful to show time association. Effective business writers select transitional expressions suited to the organization of the paragraph; transitional expressions help to achieve coherence between ideas.
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Analysis, Conclusion

29. *Writer's block* can best be defined as
    a. a block of time set aside to compose documents and projects.
    b. the organization of research and ideas into an outline or scratch list.
    c. an inability to produce a first draft because of poor preparation.
    d. A neighborhood in a city or town where writers live and work together.

    ANS: c   REF: p. 66   TYPE: Def   DIF: 1
    TOP: Composing the First Draft
    NOT: Writer's block is the inability to produce the first draft. This problem typically is caused by poor or incomplete preparation in research and organization of ideas.
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

30. Most writers can compose their business messages more effectively if they
    a. have a quiet environment in which to concentrate.
    b. turn on a TV, CD player, stereo, or other device to stimulate their thinking.
    c. maintain a normal working environment, including accepting phone calls, text messages, IMs, and occasional visitors.
    d. hold off writing until the perfect wording forms the complete message in their minds.

    ANS: a REF: p. 66   TYPE: Con   DIF: 3
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion
    TOP: Composing the First Draft
    NOT: Most writers can write more effectively if they have a quiet environment in which to concentrate. TVs, CD players, stereos, and other devices are distracting, as are phone calls, text messages, IMs, and visitors. Waiting for the perfect wording means that messages may never be written.

True-False

1. Research is necessary only when composing formal documents.

   ANS: F   REF: p. 53   TYPE: Con   DIF: 3
   TOP: Collecting Information to Compose Messages
   NOT: Research is necessary before beginning to write both formal and informal
   documents because the information you collect helps shape the message.
   AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

2. When you fail to collect all needed research before beginning to organize and write your
   business document, you may end up starting over and reorganizing.

   ANS: T   REF: p. 54   TYPE: Con   DIF: 3
   TOP: Collecting Information to Compose Messages
   NOT: Careful writers complete their research before beginning to write to avoid starting
   over and reorganizing.
   AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

3. Jonathan is researching the financial impact of a job-sharing benefit for employees.
   Talking with his boss about the possible effects of offering this benefit to employees is
   an effective method of formal research.

   ANS: F   REF: p. 55   TYPE: Ap   DIF: 5
   TOP: Formal Research Methods
   NOT: Jonathan needs to conduct formal research on financial impacts; talking with his
   boss may be helpful, but this is an informal research method.
   AAC: Tier 1—Reflective Thinking; Tier 2—Analysis, Conclusion

4. Most routine business writing tasks allow you to use informal research techniques to
   gather sufficient information.

   ANS: T   REF: p. 55   TYPE: Con   DIF: 3
   TOP: Informal Research and Idea Generation
   NOT: Most routine tasks—such as composing e-mail messages, memos, letters,
   informational reports, and oral presentations—require data that you can collect
   informally.
   AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

5. Many communication experts regard poor organization as the greatest failing of business
   writers.

   ANS: T   REF: p. 55   TYPE: Con   DIF: 3
   TOP: Organizing to Show Relationships

NOT: Because unorganized messages fail to emphasize important points, readers can't see how the pieces fit together, and they become frustrated and irritated. Therefore, many communication experts regard poor organization as the greatest failing of business writers.
AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

6. When you expect the reader to be pleased, mildly interested, or neutral, use the indirect pattern of organization.

ANS: F REF: p. 56 TYPE: Con DIF: 3
TOP: The Direct Pattern
NOT: Use the direct pattern of organization when you expect your reader to be pleased, mildly interested, or neutral. When you expect the audience to be uninterested, unwilling, displeased, or perhaps even hostile, the indirect pattern is more appropriate.
AAC: Tier 1—Communication; Tier 2--Patterns
AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

7. Another name for the direct pattern is *frontloading*.

ANS: T REF: p. 57 TYPE: Def DIF: 1
TOP: The Direct Pattern
NOT: The direct pattern is also called frontloading because the main idea is expressed immediately.
AAC: Tier 1—Communication; Tier 2--Patterns
AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

8. The indirect pattern works well with three kinds of messages: (a) bad news, (b) ideas that require persuasion, and (c) sensitive news.

ANS: T REF: p. 57 TYPE: Con DIF: 3
TOP: The Indirect Pattern
NOT: The indirect pattern should be used for messages that contain: (a) bad news, (b) ideas that require persuasion, and (c) sensitive news, especially when being transmitted to superiors.
AAC: Tier 1—Communication; Tier 2--Patterns
AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

9. The most compelling and effective messages contain one repeated sentence pattern rather than a variety of sentences.

ANS: F REF: p. 58 TYPE: Con DIF: 3
TOP: Composing Effective Sentences
NOT: The most compelling and effective messages contain a variety of sentences rather than just one repeated pattern. Messages that repeat the same sentence pattern soon become boring. Effective messages also avoid common sentence faults, and they achieve emphasis and parallelism with special sentence-writing techniques.
AAC: Tier 1—Communication; Tier 2—Standard English
AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

10. Because sentences of 20 or fewer words have the most impact, business writers must restrict all sentences to fewer than 20 words.

    ANS: F   REF: p. 59   TYPE: Con   DIF: 3
    TOP: Controlling Sentence Length
    NOT: Business writers should strive for sentences that are about 20 words long, although some sentences will be longer or shorter.
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

11. Sentence fragments are often introduced by such words as *although, as, because, even, if, that,* and *which*.

    ANS: T   REF: p. 59   TYPE: Con   DIF: 3
    TOP: Avoiding Three Common Sentence Faults
    NOT: These words (although, as, because, even, if, that, and which) often introduce dependent clauses. These clauses should not stand alone and should not be punctuated as complete sentences because they are fragments.
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

12. Mechanical techniques to emphasize important ideas include underlining, italics, boldface, font changes, all caps, dashes, tabulation, columns, and headings.

    ANS: T   REF: pp. 60-61 TYPE: Con   DIF: 3
    TOP: Achieving Emphasis Through Mechanics
    NOT: Underlining, italics, boldface, font changes, all caps, dashes, tabulations, columns, and headings are examples of mechanical means of emphasis.
    AAC: Tier 1—Technology; Tier 2—Word processing
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

13. Although mechanical means are occasionally appropriate, more often a writer achieves emphasis stylistically.

    ANS: T   REF: p. 61   TYPE: Con   DIF: 3
    TOP: Achieving Emphasis Through Style
    NOT: Although mechanical means (underlining, italics, boldface, font changes, all caps, dashes, tabulations, columns, and headings) are occasionally appropriate, more often a writer achieves emphasis stylistically. That is, the writer chooses words carefully and constructs sentences skillfully to emphasize main ideas and de-emphasize minor or negative ideas.
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

14. Careful writers avoid labeling main ideas because they know that readers prefer to identify main ideas for themselves.

    ANS: F   REF: p. 61   TYPE: Con   DIF: 3
    TOP: Achieving Emphasis Through Style
    NOT: If an idea is important, tell the reader. Using words such as "Most importantly" gains the reader's attention and helps the reader focus on what's important.
    AAC: Tier 1—Communication; Tier 2--Audience
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

15. The following sentence effectively uses a stylistic device to de-emphasize the bad news: *Although we don't have any available positions at this time, we were pleased to receive your application and will keep it on file for six months.*

    ANS: T   REF: p. 62   TYPE: Ap   DIF: 5
    TOP: De-emphasizing When Necessary
    NOT: This sentence effectively de-emphasizes the bad news, which is placed in the dependent clause. The good news is in the independent clause, which receives the major emphasis of the sentence.
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Analysis, Conclusion

16. In active voice, the subject is acted upon. In passive voice, the subject is the doer of the action.

    ANS: F   REF: p. 62   TYPE: Con   DIF: 3
    TOP: Using Active and Passive Voice
    NOT: In active voice, the subject is the doer of the action (*The supervisor scheduled a meeting*). In passive voice, the subject is acted upon (*The meeting was scheduled by the supervisor*).
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

17. Active voice is more direct, clear, and concise. Therefore, passive voice should never be used in business writing.

    ANS: F   REF: p. 62   TYPE: Con   DIF: 3
    TOP: Using Active and Passive Voice
    NOT: Although active voice is more direct, clear, and concise, passive voice is useful in certain instances, such de-emphasizing and action or the recipient of the action, de-emphasizing negative news, and concealing the doer of the action.
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

18. To achieve parallel construction, use similar structure to express similar ideas.

ANS: T   REF: pp. 62-63 TYPE: Con   DIF: 3
TOP: Achieving Parallelism
NOT: Parallelism is a writing device that involves balanced writing. It can be achieved by using similar structures to express similar ideas.
AAC: Tier 1—Communication; Tier 2—Standard English
AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

19. The following sentence contains a dangling or misplaced modifier: *Working all night, the brief was filed with the court on time.*

ANS: T   REF: p. 64   TYPE: Ap   DIF: 5
TOP: Avoiding Dangling and Misplaced Modifiers
NOT: This sentence contains a dangling modifier. This revision fixes the error: "Working all night, we filed the brief with the court on time."
AAC: Tier 1—Communication; Tier 2—Standard English
AAC: Tier 1—Reflective Thinking; Tier 2—Analysis, Conclusion

20. Pronouns can be used to promote paragraph coherence.

ANS: T   REF: p. 65   TYPE: Con   DIF: 3
TOP: Building Paragraph Coherence
NOT: Pronouns can promote sentence and paragraph coherence, but they must have clear antecedents.
AAC: Tier 1—Communication; Tier 2—Standard English
AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

21. Good writers should avoid repetition of words or key ideas because it shows lack of creativity.

ANS: F   REF: p. 65   TYPE: Con   DIF: 3
TOP: Building Paragraph Coherence
NOT: Repetition of key words and key ideas is an effective writing technique that skilled writers use to build coherent paragraphs.
AAC: Tier 1—Communication; Tier 2—Standard English
AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

22. Words and phrases such as *as opposed to, conversely,* and *on the other hand* can be used to show contrast in business messages.

ANS: T   REF: p. 65   TYPE: Ap   DIF: 5
TOP: Building Paragraph Coherence
NOT: These transitional expressions can improve business messages and build paragraph coherence by identifying contrasting ideas.
AAC: Tier 1—Communication; Tier 2—Standard English
AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

23. Business writers should strive for paragraphs with eight or fewer printed lines.

    ANS: T   REF: p. 65   TYPE: Con   DIF: 3
    TOP: Controlling Paragraph Length
    NOT: Although no rule regulates the length of paragraphs, business writers recognize the value of short paragraphs. Paragraphs with eight or fewer printed lines look inviting and readable.
    AAC: Tier 1—Communication; Tier 2—Standard English
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

24. Communicators who have not completed their preparatory work may suffer from writer's block as they sit staring at their computer screens waiting for inspiration.

    ANS: T   REF: p. 66   TYPE: Con   DIF: 3
    TOP: Composing the First Draft
    NOT: Communicators can avoid writer's block by collecting information, organizing their ideas, and establishing a plan. Working in a quiet environment also helps prevent writer's block.
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

25. Experts recommend that business writers avoid freewriting, which is similar to cramming for final exams and likely to produce similarly poor results.

    ANS: F   REF: p. 66   TYPE: Con   DIF: 3
    TOP: Composing the First Draft
    NOT: Some experts recommend writers use freewriting for the first draft of projects. After research is completed and information is organized, freewriting lets the writer record ideas quickly. Revisions can happen later.
    AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

Fill-in-the-Blank

1. Nicola is collecting information for a business document she is writing. We call this collection process_____.

   ANS: research
   REF: p. 53   TYPE: Def   DIF: 1
   TOP: Collecting Information to Compose Messages
   NOT: The process of collecting information needed for a business document is called research. This research may be formal or informal depending upon the complexity of the project.
   AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

2. Long reports and complex business problems generally require some use of
_____ research methods.

ANS: formal
REF: p. 54   TYPE: Con   DIF: 3
TOP: Formal Research Methods
NOT: The more complex a business problem is, the more likely the need for formal
research. Shorter, less complex projects may use informal research, such as a quick
search of company files or an impromptu survey of a few employees.
AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

3. Looking in the files and talking with your boss are methods of _____ research.

ANS: informal
REF: p. 55   TYPE: Con   DIF: 3
TOP: Informal Research and Idea Generation
NOT: Looking in the files and talking with your boss are informal research methods.
Other methods of informal research include interviewing the target audience and
conducting an informal survey.
AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

4. In the _____ pattern of organization, the main idea comes first, followed by
details, an explanation, or evidence.

ANS: direct
REF: p. 56   TYPE: Def   DIF: 1
TOP: The Direct Pattern
NOT: In the direct pattern, the main idea comes at the beginning of the message,
followed by details, an explanation, or evidence.
AAC: Tier 1—Communication; Tier 2--Patterns
AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

5. Persuasive and bad news messages should usually use the _____ pattern.

ANS: indirect
REF: p. 57   TYPE: Con   DIF: 3
TOP: The Indirect Pattern
NOT: The indirect pattern is used for persuasive and bad news messages. By starting
with the explanation and background, you prepare your audience for the main idea (the
request for persuasive messages and the bad news for bad news messages) to follow.
AAC: Tier 1—Communication; Tier 2--Patterns
AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

6. A _____ sentence contains an independent clause (a complete thought)
   and a dependent clause (a thought that cannot stand by itself).

   ANS: complex
   REF: p. 59   TYPE: Con   DIF: 3
   TOP: Achieving Variety With Four Sentence Types
   NOT: A complex sentence contains an independent clause (a complete thought) and a
   dependent clause (a thought that cannot stand by itself).
   AAC: Tier 1—Communication; Tier 2—Standard English
   AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

7. *The refund authorization was processed by our customer service representative* is an
   example of a sentence using the _____ voice.

   ANS: passive
   REF: p. 62   TYPE: Ap   DIF: 5
   TOP: Using Active and Passive Voice
   NOT: The passive voice is used in this sentence. Because the doer of the action
   (customer service representative) comes after the verb, you can identify the verb as
   being in the passive voice.
   AAC: Tier 1—Communication; Tier 2—Standard English
   AAC: Tier 1—Reflective Thinking; Tier 2—Analysis, Conclusion

8. A dangling _____ results when the word or phrase the modifier describes is
   missing from its sentence.

   ANS: modifier
   REF: p. 64   TYPE: Con   DIF: 3
   TOP: Avoiding Dangling and Misplaced Modifiers
   NOT: When the word or phrase a modifier describes is missing from its sentence, a
   dangling modifier results.
   AAC: Tier 1—Communication; Tier 2—Standard English
   AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

9. A(n) _____ is a group of sentences about one idea.

   ANS: paragraph
   REF: p. 64   TYPE: Con   DIF: 3
   TOP: Drafting Powerful Paragraphs
   NOT: A paragraph is a group of sentences about one idea. Paragraphs are most effective
   when they contain (a) a topic sentence, (b) support sentences that expand and explain
   only the main idea, and (c) techniques to build coherence.
   AAC: Tier 1—Communication; Tier 2—Standard English
   AAC: Tier 1—Reflective Thinking; Tier 2—Conclusion

10. *Before* and *meanwhile* are examples of transitional expressions that show
_____ association.

ANS: time
REF: p. 65   TYPE: Ap   DIF: 5
TOP: Building Paragraph Coherence
NOT: Time association is indicated by the words "when" and "whenever." Other typical
time transitions include "next" and "finally." These transitions can be helpful in
showing time structure within a business document.
AAC: Tier 1—Communication; Tier 2—Standard English
AAC: Tier 1—Reflective Thinking; Tier 2—Analysis, Conclusion