### Solutions

For your convenience in this Tenth Edition, we have reorganized the Solutions Instructor’s Manual so that many solutions for the end-of-chapter exercises, activities, and cases are grouped by chapter.

**Writing Improvement Exercises.** Although solutions for the Writing Improvement Exercises appear in the Annotated Instructor’s Edition, we are placing these solutions here as well so that instructors have a digital copy to send to online learning students.

Additional Writing Improvement Exercises for instructors are provided for those instructors who feel their students need more practice to improve basic skills.

**Radical Rewrites and Chapter Activities and Cases.** Solutions for the Radical Rewrites and the Activities and Cases are also grouped by chapter. The solutions we provide, of course, are proposed; other good solutions and discussion resources are certainly possible. For activities that do not produce a written solution, we provide discussion and research material.

**Editing Challenge Exercises.** Following the chapter solutions are two additional sets of solutions. PDFs of solutions to the Editing Challenge exercises are available to send to students.

**Cumulative Editing Quizzes.** Solutions for the Cumulative Editing Quizzes found in the student Grammar/Mechanics Handbook are provided at the end of the solutions section of this Instructor's Manual.

### design1bChapter 1 Solutions

No Writing Improvement Exercises appear in Chapter 1.

### Activities and Cases

**1.1 Test Your Communication Skills** (Obj. 1)

Encourage students to go to **www.cengagebrain.com** (click Quizzes) and evaluate their communication skills using the interactive quiz. Reassure them that no matter what their scores are, they can still succeed in your course. Encourage them to recognize their shortcomings, and explain that doing so will help them improve. After they have chosen the traits they intend to work on immediately, encourage them to begin an action plan and record their progress in a journal detailing daily what they have done to improve their communication skills.

**1.2 Pump Up Your Language Muscles** (Obj. 1)

Encourage your students to brush up their basic grammar and mechanics skills by completing one to three workouts per week in *Your Personal Language Trainer* at the premium website, **www.cengagebrain.com**. They should submit a “fitness” (completion) certificate when they finish a workout module. You may also require them to complete the spelling exercises in *Spell Right!* and submit a certification of completion for the spelling final exam. **Note:** Students receive access to the premium website when they purchase a new textbook. Instructors gain access to both the instructor and student websites by registering at **www.cengagebrain.com**. If you already have an account with Cengage Learning and know your username and password, you do not need to register.

**1.3 Introduce Yourself** (Obj. 1)

This e-mail or memo is an excellent way to assess students’ skills and, at the same time, get to know them. Don’t grade this assignment, but be sure to write a friendly comment on all papers or send friendly e-mail replies to demonstrate that you have an interest in them as students and as individuals.

**1.4 Small-Group Presentation: Introduce Each Other** (Objs. 1, 2)

Students are asked to (a) interview another group member and introduce that person to the group or (b) introduce himself or herself to the group. Class members should practice listening skills by taking notes. They should be prepared to discuss three important facts about each speaker, as well as some other details.

**1.5 Rating Your Listening Skills** (Obj. 2)

This quiz focuses on good listening techniques as presented in the textbook. Although some of the answers are obvious, an interactive quiz presents an alternative learning mode that can pique student interest and reinforce good habits.

## ****1.6 Remembering a Time When Someone Didn’t Listen to You** (Obj. 2)**

Usually, people feel devalued, angry, upset, or hurt when they find that someone is not listening to them. The exercise can also be combined with a discussion of nonverbal messages. Much of the nonlistening behavior is nonverbal; for example, poor listeners may play with a pen, doodle, yawn openly, glance at their smartphones, or let their eyes wander. Poor listening can lead to errors, sometimes even costly ones. For instance, in a restaurant the server may not listen well to the guest and bring the wrong order. In more extreme cases, poor listening in a hospital could be downright dangerous to patients’ health. Miscommunication due to poor listening between pilots and air control personnel could cause an accident, and so forth. Ideally, students would identify reassuring, positive behaviors that signal attentiveness beyond the cues described in this chapter. The discussion could also focus on factors that disrupt or prevent active listening, such as fatigue and distress.

**1.7 Listening: An In-Person or Virtual Social Media Interview** (Obj. 2)

The answers will vary. Students could brainstorm and discuss their interview questions in class or prepare questions at home. Then they could approach their interviewees in person, by phone, by e-mail, or via LinkedIn or Facebook. A special word of caution when contacting professionals on LinkedIn: Warn students not to relentlessly pursue random strangers, but to work from within their own established LinkedIn circle of professional acquaintances or their acquaintances’ contacts. This assignment could be done orally or in writing (e-mail, memo) individually, in small groups, or in class. The task could be expanded to a group oral presentation or written report.]

**1.8 Listening and Nonverbal Cues: Skills Required in Various Careers** (Objs. 2, 3)

Student teams should generate lists of listening and nonverbal cues that include some of the following: good eye contact, avoiding being distracted by others, not interrupting, taking notes, paraphrasing instructions, asking pertinent questions in a nonthreatening manner, leaning forward, and showing empathy and compassion. *Critical listening* involves judging and evaluating what you are hearing. *Discriminative listening* is necessary when you must identify main ideas and understand an argument. Teams should generate different cues and behaviors to reflect these forms of listening in relation to the professional roles they are analyzing.

**1.9 Body Language** (Obj. 3)

a. Whistling, wringing hands Nervousness or fear

b. Bowed posture, twiddling thumbs Boredom

c. Steepled hands, sprawling sitting position Contemplation or relaxation

d. Rubbing hand through hair Frustration or nervousness

e. Open hands, unbuttoned coat Relaxation, confidence

f. Wringing hands, tugging ears Distress or nervousness

**1.10 Nonverbal Communication: Universal Sign for *I Goofed*** (Obj. 3)

This is a good exercise for teams. Suggest that team members take turns demonstrating each of the nonverbal messages described here. They should then discuss how effective each would be. Of course, some would be quite dangerous if they require taking your hands off the steering wheel. Be sure to discuss with students the difficulty of cultural implications. Although a gesture works in one country, it might not work in another.

**1.11 Nonverbal Communication: Signals Sent by Casual Attire** (Obj. 3)

This activity can be expanded into a research paper topic. A variation on this activity relies on student experiences. Instead of conducting interviews in the community, they can conduct a forum among students who work, asking them to comment on casual-dress policies in the jobs they have had.

**1.12 Nonverbal Communication Around the World** (Obj. 3, 4)

Students should be able to find a number of gestures and their meanings discussed at various websites. Here is one example: "The fingertip kiss, in which the tips of the thumb and fingers are kissed and quickly moved forward away from the face, is a sign of affection and may be used as a greeting in Sicily and Portugal. The fingertip kiss is not used often in Italy and the British Isles, but it is common in France, Germany, Greece, and Spain to signify praise." [See Martin, J., & Chaney, L. 2006. *Global business etiquette*. Westport, CT: Praeger, p. 53.]

**1.13 Making Sense of Idioms** (Obj. 4)

a. have an axe to grind have a dispute with someone

b. under wraps concealed or suppressed

c. come out of left field to be completely unexpected, a total surprise

d. hell on wheels an extremely difficult person

e. drop the ball handle things badly, make a mistake

f. get your act together get more organized

g. stay the course pursue a goal regardless of obstacles

h. in the limelight at the center of attention

i. low on the totem pole the last person in a chain of command

**1.14 Examining Cultural Stereotypes** (Objs. 4, 5)

This activity drives home the limiting nature of stereotypes, even the positive ones. Very few of us are comfortable representing our entire culture, although others may perceive and designate us as “ambassadors” of our countries of origin. Students may find some stereotypes flattering, but most will recognize that they are ambivalent at best. Few Jewish students, for example, would enjoy being called “good with money” because it’s an old anti-Semitic prejudice couched in positive language. Likewise, being seen as a “Latin lover” is a mixed blessing, and not all Asian students are studious and nerdy. Students should also recognize that we may be amused by positive and even negative stereotypes leveled at others, but we may react with less humor once the barbs of prejudice are pointed at us.

**1.15 Examining Diversity in Job Interviews** (Objs. 4, 5)

Role-playing relies on a solid knowledge of the workplace and interviewing techniques. If role-playing is too advanced for students, a discussion of differences between the interviewer and interviewee and how they could be bridged might be productive. In the first example, students should recognize the preconceived notions that come with gender expectations. A female boss interviewing a male assistant is still in a minority.

1. Students should recognize that explicit references to gender roles would be inappropriate and that the sex of the applicant has no bearing on job qualifications.
2. Any questions about the candidate’s national origin should be avoided unless the interviewee volunteers such information. If the accent does not hinder communication, only the skills, experience, and ability of the candidate should be considered.
3. In the last decade, turbans and other religious symbols have been perceived negatively because some Americans associate them with radical Muslims and even terrorists. Yet in a job interview, turbans and other forms of religious garb should not be addressed, nor should they be considered relevant to the hiring decision.
4. Age discrimination against people over forty is outlawed in the United States. Any question making age a factor in the hiring process would be illegal and should be avoided. Questions should be relevant, referring solely to the requirements of the job.
5. Disability cannot and should not be used against the candidate applying for the job. The interviewer could put the candidate at ease by extending common courtesy to him or her and striving to speak with the person at eye level. Patronizing behavior should be avoided.