**Quiz Questions for Website (for Chapters 1-27) (revised 8-17-22)**

**Quiz Questions for Chapter 1: Introduction to the Study of Conversation Analysis**

1. Your friend Ned is barbecuing at an outdoor grill. You notice that Ned’s shirt has accidentally caught fire as he says line 1 in the transcript below. According to Sacks (1984a), at which line in the conversation would you interrupt to tell him this?

Hypothetical Transcript:

\*1 Ned: I’m cooking hamburgers and vegie burgers. Which do you want?

2 Susan: I’d like a vegie burger please.

3 Ned: No problem.

4 Susan: Please make mine well done.

5 Ned: Sure.

2. What is an “ordinary conversation”?

a. A boring conversation.

b. A conversation between people who are not celebrities.

\*c. An everyday conversation between people that is not tailored to a specific institutional setting or workplace task.

3. Why is there no glossary in this textbook?

a. There are many new terms in this book but you do not need definitions.

\*b. New terms are typed in **bold face** where they are defined and are bold-faced in the index so you can easily find the definition.

c. There are no new terms in this book.

**Quiz Questions for Chapter 2: Understanding Ethnomethodology**

1. What is ethnomethodology?

a. A method for analyzing statistical data.

\*b. An approach to the study of social action.

c. A method designed specifically to study ethnicity.

2. A breaching experiment is which of the following:

a. A scientific experiment with a control group and a treatment group.

\*b. A procedure used to study social norms by deliberately breaking them and observing the responses.

c. A way to figure out if a therapist is real or not.

3. Indexicality is which of the following:

a. A method of organizing information so that it can be easily retrieved alphabetically.

\*b. The property of human action that means action is interpreted and understood in the context it occurs within.

c. A way of writing that is vague rather than precise.

4. The documentary method of interpretation is which of the following:

a. In trials lawyers must file copies of all documents referred to in order to allow for their interpretation by the judge and jury.

b. Garfinkel believed research could not be done unless you created detailed documents containing all the observations collected.

\*c. When we interact with others we do not just take what they do or say at face value, we may interpret it as a result of an underlying process which explains nature of the behavior.

5. What might a conversation analyst observe in order to study epistemics?

a. How many research documents a person must review in order to prove their level of knowledge of a subject.

\*b. The facial expression of a participant who is conveying that they do not yet know the answer to a question.

c. Whether people with college degrees have higher levels of knowledge than those without college degrees.

6. Which of these is true about how ethnomethodologists approach the study of “action formation”?

a. When people speak to each other they are not just sharing information they are also performing actions such as cooking, exercising, or driving a car.

\*b. When people speak to each other they are not just sharing information they are also performing an action such as asking a question, making a request, or giving an invitation.

c. When people speak to each other they are not just sharing information they are also performing actions such as showing which documents are necessary to prove their case.

7. Which of these might an ethnomethodologist interested in deontic authority study?

\*a. How can the unequal social status of doctors and patients be reflected in how they communicate their positions about treatments recommended by the doctor?

b. Why doctors, dentists and psychiatrists have the right to practice medicine.

c. Why if a suspect is not read their rights, their confession may be ruled invalid by a judge.

**Quiz Questions for Chapter 3: Understanding and Doing Conversation Analysis: Methodological Approach**

1. Which statement most accurately conveys the conversation analytic method?

a. Create an experiment to test an hypothesis on a random sample of data.

\*b. Collect a set of interactions and analyze the transcripts to discover how participants are interacting.

c. Discover what emotions each participant is experiencing and what they are thinking as they interact.

2. Which of these would a conversation analyst be most interested in discovering about an interaction?

a. What the participants are talking about.

b. Whether the participants like each other.

\*c. How a speaker can attract the attention of the person they’re speaking to.

3. Why do conversation analysts make audio or video recordings of interactions?

\*a. Detailed records of the interactions are necessary because even very small details of what is said and how it is said can provide clues as to the way the interaction is constructed.

b. A recording is necessary to prove the interaction was naturally occurring rather than staged.

c. In order to conduct statistical analysis of the data they need to be able to count exactly how many times specific words were used.

4. When is a “single case analysis” a useful approach for a conversation analytic study?

a. When there is only one thing you are interested in studying (such as invitations).

b. When the researcher does not have time to create a collection of data.

\*c. A single case analysis is often used when there were problems in communication in the interaction.

**Quiz Questions for Chapter 4: Preparing the Data: Transcription Practices**

1. Which symbol indicates a tentative transcription?

\*a. “he (went to the) store”

b. “he we::nt to the sto::re”

c. “he [went to the store]”

2. Which word is cut off abruptly?

a. mystery::

\*b. mystery-

c. mysteRY

3. Which symbol indicates simultaneous talk?

\*a. [ ]

b. ( )

c. =

4. In which excerpt does the speaker increase the volume of their speech?

a. Have you seen the movie- yet?

b. Have you seen °the movie° yet?

\*c. Have you seen THE MOVIE yet?

5. Which symbol would you use to indicate an audible inhalation?

a. =time

\*b. .h time

c. [time]

6. Which of the following would be the best for a study of turn taking in ordinary conversation?

a. A transcript which only showed the words spoken.

b. A transcript which showed the words spoken and the length and location of any pauses.

\*c. A transcript which showed the words spoken, the length and location of any pauses, and shifts in gaze direction or body orientation.

7. Why do conversation analytic transcripts sometimes deliberately “misspell” words?

a. They do not think spelling is important.

b. They think pauses, laughter and breaths are more important.

\*c. They try to spell the words as they were pronounced by the speaker.

d. They have not taken the time to proofread the transcript.

**Quiz Questions for Chapter 5 The Turn Taking System**

1. At which points in Excerpt 1 has B's turn at talk reached a possibly complete turn constructional unit? (choose from items a through g below; more than 1 can be correct)

Excerpt 1 (Hypothetical)

1 A: Where are you going for vacation Bertha?

2 B: I might go to the beach in Florida or maybe I’ll spend the week at home in

3 Michigan.

4 A: I’m going to vacation in Maine. (0.5) We’ll be by the beach.

5 (0.5)

6 B: I like beaches.

\*a. After “beach” in line 2

\*b. After “Florida” in line 2

c. After “I” in line 2

\*d. After “home” in line 2

e. After “maybe” in line 2

f. After “spend” in line 2

\*g. After “Michigan.” in line 3

2. At what point in Excerpt 1 above does a current speaker select a next speaker?

a. End of line 6

\*b. End of line 1

c. After “Maine.” in line 4

d. After “Michigan.” in line 3

3. At what point in Excerpt 1 above does a current speaker select them self as next speaker?

a. In line 2 Speaker B is a current speaker selecting themself with “to the beach”

b. In line 2 Speaker B is a current speaker selecting themself with “I might go...”

c. In line 6 Speaker B is a current speaker selecting themself with “I like beaches.”

\*d. In line 4 Speaker A is a current speaker selecting themself after the (0.5) pause after “Maine.”

4. At what points in Excerpt 1 above does a next speaker select themself as next speaker?

\*a. Line 6

\*b. Line 4

c. Line 2

**Quiz Questions for Chapter 6: Adjacency Pairs, Preference Organization, and Assessments**

1. Which of the following hypothetical transcript excerpts are examples of adjacency pairs?

\*a. A: What time is it?

B: It’s 9:45

b. A: I wish it would stop snowing.

B: Oh--I forgot to set my alarm.

\*c. A: Do you want to go get some lunch?

B: Sure.

2. Which of the following adjacency pair first pair parts have two possible categories of second pair parts?

\*a. Request

b. Summons

\*c. Invitation

d. Greeting

3. Which of the following is due to the property of “conditional relevance”

a. A is talking about their job, and B responds with a comment about A’s job.

\*b. A says hello to B, and B does not respond. A notices the absent response and says hello again.

**Quiz Questions for Chapter 7: Sequential Organization: Interrogative Series, Insertion Sequences, and Pre-Sequences**

1. Which of the following responses to the question “Do you want to go get lunch with us?” could be the initiation of an insertion sequence?

\*a. Which restaurant are you going to?

b. I’m not hungry.

c. I’ve got a lot of work to do.

2. Which of the following is not true of an interrogative series (“adjacency pair chain”)

a. A series of turns in which one person asks all the questions and the other person provides the answers.

b. Can be a useful tool for controlling the topic.

\*c. The speakers alternate asking questions.

3. Which of the following is not something that can be done with a presequence?

a. Projecting an action to come.

b. Projecting a pre-delicate.

c. Getting the floor to produce an explanation or justification for a future action.

\*d. Assessing a story.

4. Which example below illustrates a potential benefit of using a pre-invitation rather than going straight to the invitation?

a. You can avoid inviting people to your party who you do not want to attend.

\*b. The preinvitation may elicit information about the availability of the invitee to accept an invitation if produced.

c. The pre-invitation prevents a topic change.

5. How many adjacency pairs are typically in an unexpanded action sequence?

a. Two.

\*b. One.

c. Three or more.

d. None.

**Quiz Questions for Chapter 8: Openings**

1. Why is the greeting exchange not the first thing that occurs in the traditional land line phone calls analyzed in Chapter 8?

a. In those times people were not always as polite as they should be.

\*b. The summons must be answered first in order to establish availability to talk.

c. Cultural differences lead to it happening later in the call.

d. The greeting exchange was not an adjacency pair.

2. Which of these was true of the American traditional landline phone calls that Schegloff (1979) studied?

\*a. There was a preference for voice recognition over explicit identification.

\*b. The exchange of “how are you’s” was optional.

c. The called party answered the phone with their name.

d. The called party typically introduced the reason for the call.

3. Why were the opening sequences of emergency service calls typically shorter than those of ordinary conversational calls between friends?

\*a. It was not necessary to exchange names or personal identities during the opening sequence.

\*b. It was not necessary to exchange greetings.

\*c. The dispatcher would answer the summons of the phone ringing by producing their institutional identification.

d. It was not necessary to establish availability to talk.

4. Which answer below best explains how availability to talk can be established in face-to-face customer service encounters?

a. By ringing a bell.

b. By pointing at the product one wants to buy.

\*c. Through multimodal communication including verbal actions, positioning, orientation, and gaze direction.

**Quiz Questions for Chapter 9: Closings**

1. What is a terminal exchange?

a. Railway station

\*b. Bilateral farewells

c. Preclosing sequence

2. Are preclosing sequences more likely to occur

a. In the middle of a topic of talk

\*b. At the end of a topic of talk

c. After a question has been asked

3. How do participants in ordinary conversations typically indicate that they have nothing more to say on the topic of discussion?

\*a. Instead of contributing to the subject of discussion, they just say something like “yeah” or “okay”

b. They tell the other person they are bored.

c. The initiate a presequence.

4. In an ordinary conversation between friends, which are you most likely to see immediately prior to a speaker’s “Goodbye”?

\*a. “okay”

b. “Why are you taking Spanish classes?

c. “Can we get together next week?”

5. In an ordinary conversation between friends, which of the following excerpts are a possible location for speaker B to produce a preclosing move (such as “okay,” “alright”, “yeah”, “hm hm”)? (choose as many as fit)

a.

A: Are you ready for supper?

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*b.

A: Sounds like it was a challenging situation.

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*c. A: Like I always say, the early bird gets the worm.

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d. A: Hi, how are you?

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Quiz Questions for Chapter 10:** **Error Avoidance and Repair**

1. Why is self-repair more common than other-initiated repair?

a. People enjoy correcting other’s mistakes.

\*b. The speaker has the floor so they can repair an error in their turn before listeners have a chance to.

c. Speakers often hesitate or use “um” or “uh.”

d. Speakers often have trouble remembering names or words.

2. Which of these types of “troubles in talk” could be repaired?

\*a. Mispronunciation

\*b. Poor word choice

\*c. Grammatical error

\*d. unintentionally rude comment

\*e. Inability to hear the speaker’s turn

3. Under what conditions can a listener suspect that a speaker may have “avoided” an error in speech?

a. When a speaker mispronounces a word.

\*b. Hesitation or hesitation markers such as “uh” or “um” may signal editing of an utterance-in-progress.

c. When a speaker accidentally says the wrong name, and then replaces it with the correct name.

4. Which are techniques a listener can use to initiate an other-repair of a speaker’s utterance?

\*a. Request clarification.

\*b. Partial repeat of the trouble source

\*c. “What?”

d. If a speaker mispronounces a word, the listener interrupts to produce the correct pronunciation.

**Quiz Questions for Chapter 11: Creating Topical Coherence**

1. In what way can nonverbal behaviors such as hand gestures and body posture assist listeners in following the structure of the story?

a. Expresses the speaker’s personality.

b. Displays cultural background.

\*c. Signals transitions from one part of the story to another.

2. What is a “Topic Initial Elicitor”

\*a. An utterance which works to elicit the first turn of a new topic from the recipient.

b. The first turn in a new topic.

c. The first topic in a conversation.

d. A topic introduced by a solicitor.

3. What is "format tying"?

a. A connection between two speakers who have been acquainted for a long time.

b. A method of reformulating text.

\*c. Using part or all of a prior speaker's utterance in your response to their turn.

4. Why might a "lapse in talk" be a good place to introduce a new topic in a conversation?

a. Excessive silence is rude and to be avoided.

\*b. It is likely that no one has anything urgent to say on the prior topic.

c. Participants who are not speaking are probably not paying attention.

**Quiz Questions for Chapter 12: Referring to Persons: Membership Categorization and Identity Work**

1. Which of these categories are part of the same collection?

\*a. teacher, student

b. asparagus, apples, books, ideas

c. doctors, painters, second graders

2. Which category is probably not linked to the category-bound activity of driving a car?

a. taxi-driver

b. chauffeur

\*c. jockey

3. Which of the following rules Sacks (1974) proposed argues that typically only one category is necessary to identify a person being referred to?

\*a. economy rule

b. consistency rule

c. hearer’s maxim

**Quiz Questions for Chapter 13: Routine Service Calls: Emergency Calls to the Police**

1. Why are there no greetings or exchange of ritual inquiries in emergency service calls?

a. Callers are too anxious to be polite.

\*b. Participants are oriented to time constraints.

c. Speakers of different languages do not use those sequences.

2. Why do emergency service calls have an interrogative series?

\*a. The call taker knows what information they require before they send help; they obtain this information through a series of questions.

b. The response to the request is delayed.

c. In caller’s first turn they typically provide a reason for the call, a request for help, or a location.

3. Which type of sequential organization typically appears in 911 calls?

a. Greeting exchange

\*b. Insertion Sequence

c. Assessment and second assessment

4. What are some techniques call takers can use to help calm down callers whose emotions are getting in the way of their ability to communicate?

\*a. Reassurance

\*b. Expressions of empathy

c. Pre-sequences

5. Which of the following are challenges that non-native speakers might experience when calling emergency services?

\*a. Lack of interpreters

\*b. Lack of precise vocabulary to describe the suspects to the call taker

\*c. Inability to understand the type of action being performed by an utterance (e.g., an informational question vs. a request)

d. Too many topic shifts

**Quiz Questions for Chapter 14: Problematic Emergency Service Calls**

1. What is an “unresolved disjuncture”?

a. An argument between the caller and the call taker

\*b. An utterance which contradicts a prior turn in some way without explanation or account for the shift.

c. A topic transition.

2. In the call analyzed by Whalen et al. (1988), why did the caller’s “informing” of his mother’s condition fail to convince the call taker that an ambulance was needed?

a. It was too informal.

b. It was not a fact.

\*c. It occurred in the context of an argument.

3. What is format tying?

\*a. A response that incorporates all or part of the prior speaker’s turn.

b. A connection between one type of turn and another.

c. A mode of arguing.

4. What type of use of racial/ethnic categories is the most inappropriate “racial profiling” in an emergency services call?

a. As part of a description of a person to help the responding officers locate or identify that person.

\*b. Using the racial/ethnic category of the person as a justification for reporting them to the police.

c. As a way of describing how the person appeared.

**Quiz Questions for Chapter 15: Mobile phones, computer-mediated and online interaction**

1. What are some ways that openings in mobile phone calls differ from the openings in traditional land line calls studied in Chapter 8?

a. The identification and recognition of participants does not occur.

b. The greetings are always omitted from the mobile phone calls.

\*c. The answer to the summons can also be a greeting or other action.

2. Participants in chat text-based conversations can use emoji in which of the following ways?

a. To make a distinction between participants based on their social role.

\*b. To simulate laughter.

\*c. To accomplish a transition to closing a conversation.

3. Which aspects of a successful counseling session did Stommel (2016) find in use in Dutch counseling sessions that were held entirely via text-based chat?

\*a. Providing emotional support.

\*b. Determining what the client's problem was.

\*c. Discuss goals for the therapy.

**Quiz Questions for Chapter 16: Doctor/Patient Communication**

1. According to Frankel’s (1995) research on doctor/patient consultations described in Chapter 16, what is one reason a doctor should depart from the question/answer series in a diagnostic interview?

a. To take notes in the patient’s record.

\*b. To respond to emotionally important content in the patient’s answers.

c. To answer a phone call from another patient.

2. According to Gill’s (1998) research on the diagnostic process in doctor/patient consultations, what is one reason patients may describe their symptoms in an indirect or tentative way?

\*a. To avoid challenging or disrespecting the authority of the doctor.

b. To make their descriptions as accurate as possible.

c. To produce a dispreferred structure since symptoms of illness are dispreferred in our culture.

3. What interactional work is done by an unmarked invitation in a perspective display sequence?

\*a. The physician asks for the patient’s perspective in order to discover their level of awareness of their medical issue.

b. The doctor invites the patient to take diagnostic tests.

c. The patient declines to describe their medical problem.

4. Which line in Excerpt 7 would have been a good place for the doctor to address the issue of the patient’s emotional condition?

a. After line 2

b. After line 6

c. After line 7

\*d. After line 9

Excerpt 7: Frankel (1995, p. 244)

1 D: How long have you been having trouble feeling dizzy?

2 P: Around- I started back I would say about a week ago.

3 D: When do you notice that- that you feel dizzy?

4 (pause)

5 P: I think it was last Friday or Saturday (morning)//I forgot what day it

6 was.

7 D: What were you doing?

8 D: What were you doing at the time?

9 P: I (don't know) I just went to getting dizzy and I started crying, I told

10 Bobby I wanted to go to the hospital or somewhere so- I finally felt a

11 little better and I just got into bed and went to sleep.

12 D: Okay. Tell me a little more about the itching.

**Quiz Questions for Chapter 17: Counselling and Psychotherapy**

1. Which of these are true of talk in both ordinary conversations and therapy sessions?

\*a. Use of interactional techniques such as minimal responses, sentence completions, supportive laughter, reformulations and repairs.

b. Length of interaction locally managed

\*c. Turn types can vary

\*d. Turn length locally managed

2. Which of these is a technique therapists can use for making suggestions?

\*a. Sentence completion after a pause.

b. Laughter.

c. Topic shift.

3. What is one technique therapists can use to help clients be more aware of their emotions?

\*a. Lexical substitution

\*b. Voicing client’s emotions for them

c. Shifting to a new topic.

4. Which technique does a therapist in one of the chapter excerpts use to focus the client’s attention on progress they have made?

a. minimal response

\*b. compliment

c. topic shift

5. What are some techniques the therapists in the excerpts in this chapter used to display active listenership and attention to what the client is saying?

\*a. minimal responses

\*b. head nods

c. suggestions for new activities

d. topic shifts

**Quiz Questions for Chapter 18: Interaction in Educational Settings**

1. The turn taking system for classroom talk results in which of the following:

\*a. The instructor typically having more turns at talk than the students.

b. Students routinely selecting others to speak next.

c. Students routinely correcting other student’s answers.

\*d. Instructors getting the floor back after student’s answers to provide “feedback” on their response.

2. Which techniques for restoring student attention are described in the chapter?

\*a. Asking a “subversive question” to test whether a student is paying attention.

b. Insulting the student in front of peers.

c. Providing feedback.

d. Letting the students select the topics of discussion.

3. The purpose of the IRF sequence in classroom talk is:

a. To get the students to take turns while talking instead of all talking at once.

b. For the students to ask questions of the instructor.

\*c. The instructor creates an opportunity for a student to display their knowledge followed by an opportunity for the instructor to provide feedback on the student’s response.

4. The purpose of choral responses to teacher’s questions is to

\*a. Give all students a chance to participate and practice answering the questions.

b. Help the students practical their musical skills.

c. Provide practice in working together.

**Quiz Questions for Chapter 19: Teaching and Learning Languages and Second Languages**

1. Which of the following are things repetition can be used for in second language instruction?

a. Shifting to a new topic.

\*b. Teacher’s confirmation that student’s answer was correct.

\*c. Other-initiation of repair of a student’s response

d. Selecting a next speaker.

2. Why is collective use of a “call and response” pattern particularly useful for learning a second language?

\*a. Students get to rehear and repeat the correct word along with its pronunciation and intonation.

b. Students get a chance to practice coordinating their actions.

c. Repetition indicates repair.

3. Which of the following are aspects of learning the pragmatics of a language?

a. Clarifying the meaning of a new word.

\*b. Learning how preferred and dispreferred responses are constructed in a given language.

c. Learning the correct pronunciation of a new word.

d. Learning how verbs are conjugated.

4. How can embodied action help second language learners in a classroom setting?

\*a. The instructor can convey whether an answer is correct via facial expressions.

\*b. The instructor can demonstrate the meaning of new words through gestures and body language.

c. Embodied action only works to teach words about physical activity, such as running or walking.

**Quiz Questions for Chapter 20: Trials and Other Public Legal Proceedings**

1. What is a common way attorneys can formulate a question in order to limit the ways the witness can answer the question?

a. Ask the witness a rhetorical question.

b. Ask the witness an open-ended question.

c. Ask the witness to explain what happened.

\*d. Design fixed category response questions ("polar questions") with a preference for a yes or no answer.

2. What is one reason an attorney may avoid producing minimal responses when a witness is speaking?

a. They want them to stop speaking quickly.

b. They are always in disagreement with what the witness is saying.

\*c. It is important that the answer be seen to be produced by the witness, not with the support or assistance of the attorney.

d. Attorneys are not supposed to follow rules of politeness.

3. Why do attorneys often lead up to accusations rather than stating them outright at the beginning of an interrogation of a witness?

\*a. The accusation will be more convincing if the attorney has already elicited the information needed to make it look as if the accusation is true.

b. They are not constrained for time.

c. They do not know what the witness will say.

4. Why do attorneys sometimes reformulate a reference or description made by a witness?

a. The witness’s claim is obviously false.

\*b. The witness is trying to convey a positive impression for themselves, while the attorney may be trying to discredit the witness.

c. The attorney thinks the witness is being inaccurate.

5. How do the questions asked by a “friendly” interrogator differ from adversarial questions?

a. The questions will not be “yes” or “no” questions.

b. The questions will be multi-part.

\*c. The questions are constructed to provide an opportunity for the witness to reveal favorable information to support their side of the case.

**Quiz Questions for Chapter 21: Behind the scenes legal procedures: Doing interrogations, traffic stops and other police work**

1. Why might saying nothing in response to a question be a risky strategy for a suspect being interrogated by the police? Choose the best answer.

\*a. Preference organization suggests that a delay may indicate a dispreferred response. If you are being accused of something, a quick denial may be more convincing than a delayed one.

b. The officer may think you are angry.

c. People who are silent appear more thoughtful.

2. What technique can the interrogator use to pursue an answer to a question?

\*a. Other-initiated repair can be used to request a repeat (or new) answer.

b. Making knowledge claims.

c. Changing the topic.

3. When the police interrogator produces knowledge claims along with the facts of the case, what interactional work do these knowledge claims do?

\*a. Pre-empt a denial by showing how the facts were obtained.

b. Show that the suspect knows more than the officer.

c. Change the topic.

4. Why does the suspect being interrogated typically withhold listener responses?

a. In question/answer chains the answerer always refrains from listener responses.

\*b. If a suspect says “okay” or “right” during the interrogator’s turn it may appear that the suspect is agreeing with the interrogator.

c. The suspect does not want to change the topic.

**Quiz Questions for Chapter 22: Talk in Mediation Sessions**

1. Which of the following may be true of arguments?

\*a. When escalation occurs voices may be raised.

\*b. Speakers may respond to each other with oppositional utterances.

\*c. Format tying may be used.

d. Presequences are used to project a delicate action.

e. Participants delay production of their response to indicate a “dispreferred” response.

2. Which of the following are true of the turn taking system of typical mediation sessions?

\*a. Disputants wait to be selected to speak next by a mediator.

\*b. Disputants address their remarks to the mediator rather than directly to the opposing disputant.

c. The person bringing the complaint typically gets more turns.

3. Which of the following actions may help a mediator display neutrality during a mediation session?

\*a. Representing the disputant’s positions to each other rather than including their own opinions.

b. Replacing a disputant in an exchange with the opposing disputant by arguing with them on behalf of the other disputant.

\*c. Avoiding siding with the position of one disputant.

d. Avoiding naming one individual when using the current speaker selects next turn taking option.

**Quiz Questions for Chapter 23: Television News Interviews and Online News Media**

1. Which of these statements about the interactional organization of televised news interviews are true?

a. In TV news interviews institutional role (IR, IE) is typically tied to turn type. (True)

b. In TV news interviews IR can use questions to guide the topic. (True)

c. In TV news interviews IEs are powerless to evade negative implications of IR’s questions. (False)

d. In TV news interviews minimal responses are rare. (True)

e. In TV news interviews the IE can decide when to open and close the interaction. (False)

2. Which of the options below are techniques IEs can use to avoid answering IR questions in TV news interviews?

\*a. Answer the question and continue with an explanation that addresses different issues or topics.

\*b. Give a yes or no answer without any details or evidence to support your position.

\*c. Restate the question in a way which changes the question, and then answer the changed question.

3. What do conversation analysts mean when they say television news journalists work to display a neutral stance regarding the IE and their stated positions?

a. The IR always strives to agree with the IE.

b. The IR truly believes the IE is right.

c. The IR is genuinely free of bias about the topic of the interview.

\*d. The IR constructs their questions in order to separate the question from any controversial or potentially biased positions.

4. What are some ways IRs can pursue answers to questions that IEs have evaded answering?

\*a. Repeat the question.

b. Directly accuse the IE of lying.

\*c. Reformulate the question.

d. Change the topic.

**Quiz Questions for Chapter 24: Call-in Radio Talk Shows, Blogs, Livestreams, and Podcasts**

1. Which of the following are true about openings in exchanges between typical radio talk show hosts and callers to radio call in shows in the U. S.?

a. The opening sequence is the same as in the openings to telephone calls between friends.

\*b. The exchange of ritual inquiries (e.g., “how are you?”) is rare in radio talk show openings.

\*c. The host typically summons the caller to the air with their location and/or their first name.

\*d. As in emergency telephone calls to the police, time is of the essence, so opening exchanges between host and caller in radio call in shows are truncated when compared with ordinary conversational openings.

2. What are some techniques through which callers can concisely convey aspects of their identity that are relevant to their call?

\*a. Providing a membership category (e.g., spouse, partner, husband or wife) that indirectly conveys their identity.

\*b. Convey whether they are a first time caller.

c. Give their full name and address.

3. In bilingual environments where callers may speak different languages than call takers, what are some ways callers can request to speak in their preferred language?

\*a. Begin their turn with a greeting in their preferred language.

\*b. Explicitly state which language they prefer to speak in.

c. Refuse to answer questions that are not in their preferred language.

d. Remain silent.

4. Which of the following may be true of interaction between performers and audience members during video weblogs?

\*a. Performer speaks and audience members post texts.

\*b. Two-way exchanges may occur, with audience members making requests of the performer and the performer asking questions of the audience members.

c. Audience members are constantly harassed the performers.

\*d. Audience members can give virtual “gifts” to the performers.

**Quiz Questions for Chapter 25: Doing Customer Service, Client Contacts and Sales**

1. Why do customer service call takers often use scripted call openings?

\*a. To eliminate opportunities for callers to extend the length of the opening sequences by such actions as the exchange of greetings.

b. To make the exchange as impersonal as possible.

c. To try to persuade the caller to buy services.

2. What is one way a client can complain about a service without criticizing the server’s work?

\*a. First compliment the service, then provide an indirect criticism (e.g., an account for why a change is needed).

b. State that one is angry.

c. Refuse to follow up on suggestions for resolution provided by the call taker.

3. The customer service representative studied by Vinkhuyzen (2011) was unsuccessful in meeting the customer’s expectations for the size of the image on the copies she had ordered. The reasons for this were:

a. He did not spend enough time on a greeting and introductory sequence.

b. He gave her incorrect information.

\*c. The customer service representative was knowledgeable about how reductions in copy size worked but did not detect from the interactional cues provided by the customer that she did not share this knowledge.

**Quiz Questions for Chapter 26: Talk in Business Contexts: Meetings**

1. What are some ways the turn taking system of meetings in business and organizational contexts affects the organization of the interaction?

\*a. Access to turn taking options may differ with institutional role.

b. When participants are not all native speakers of the language being used in the meeting more gestures may be used.

\*c. Listeners may signal their desire for next speakership through body orientation and gaze direction.

d. Problems can be solved through negotiation.

2. What are some ways leaders or facilitators of meetings can control topic transitions?

\*a. Freestanding “okay”

\*b. Questions

\*c. Summaries or “glosses” of prior talk

\*d. Transition markers (“so”)

e. Using different methods of pointing or gesturing depending on the language of the recipient.

3. How can participants in meetings mitigate criticism, disagreement, or negative feedback?

\*a. Using a dispreferred format to construct a response.

\*b. Using a hypothetical “if then” formulation to critique a proposal instead of rejecting the proposal.

c. Assign tasks fairly.

4. In meetings with large groups of people, how can team members convey their status as a team?

\*a. Completing each other’s sentences.

\*b. Expressing agreement with each other’s turns in progress with nonverbal behaviors (e.g., nods).

c. Creating an “imagination space.”

**Quiz Questions for Chapter 27: Talk in Business Contexts: Interviews**

1. Which of the following are some techniques supervisors can use to mitigate criticism in employee's performance appraisal interviews?

\*a. Delay the criticism.

\*b. Minimize the importance of the criticism with a preface.

c. Explain in detail exactly what the employee has done wrong.

2. Which of the following are techniques a supervisor can use to indirectly express disagreement with an employee in a performance appraisal interview?

a. The supervisor can present documents with evidence supporting their position.

b. The supervisor can change the topic.

\*c. The supervisor can withhold supportive responses during the employee's story to avoid appearing to agree with or support the employee's perspective.

3. Which of the following is a useful interactional strategy for coaching employees during performance appraisal interviews:

\*a. Give advice through modeling proper interactional techniques to be used with clients rather than criticizing the employee.

b. Tell the employee they will not get a raise unless they improve their interactions with clients.

c. Advise the employee to find a different position within the firm.