

Student name: _____

- 1) List and describe the five categories of nonverbal communication.

- 2) Explain with an example how you might convey conflicting signals while communicating with another person.

- 3) List and explain the five listening components from The Listening Model.

- 4) Explain the difference between passive and active listening. When is each type of listening appropriate?

- 5) Discuss any five barriers to listening and how you could overcome them.

- 6) Lenny is attending a training session on how to achieve work-life balance. Discuss the steps he can follow to ensure that he has retained the content of the speaker's message.
- 7) Discuss the ways in which you can prepare yourself physically and mentally to listen attentively to a speaker at a training session.
- 8) List and discuss, with examples, five ways in which you can use nonverbal cues to show speakers that you are listening to them.
- 9) List the five steps you should follow when previewing material before taking notes.

10) Describe the points to remember when you are rereading and reviewing your work.

11) Sharon's boss is giving her some feedbacks about her missed deadlines over the past few months. Sharon is not open to feedbacks and sighs at repeated intervals because she is resistant to what her boss is saying. Sharon's nonverbal communication is an example of _____.

12) _____, as it relates to nonverbal communication, is the physical distance maintained with others.

13) For North Americans, the distance of 18 inches to 3 feet, used for casual and friendly conversations, is known as _____.

14) A handshake is an example of _____ communication.

15) _____ is hearing something with thoughtful attention.

16) _____ noise includes distractions such as pain, fatigue, hunger, worry, or a personality conflict with the speaker.

17) In the listening model, _____ is the act of using retained and interpreted sounds.

18) A(n) _____ is a meeting held by means of advanced telephone and sometimes computer technology that enables people from several locations to participate simultaneously.

19) _____ refers to understanding the content of the reading material.

20) _____ refers to remembering the content of the reading material.

21) Which of the following *is not* an example of nonverbal communication?

- A) maintaining eye contact
- B) facial expressions

- C) asking questions
- D) taking notes

- A) environment
- B) kinesics

- C) paralanguage
- D) haptic communication

23) Body language is also known as _____.

- A) verbal communication
- B) paraphrasing

- C) haptic communication
- D) kinesics

24) Andrea has been finding it difficult to perform at work recently. Deborah, her boss, is concerned and calls her in for a one-on-one meeting. In the meeting, Andrea admits that she is going through a tough time because she is in the middle of a divorce. While talking, Andrea gets emotional. To demonstrate her understanding, Deborah reaches out and pats

Andrea's hand. This action from Deborah is an example of

- A) verbal communication.
- B) paralanguage.

- C) kinesics.
- D) haptic communication.

25) A large desk in a corner office with windows communicates high status within an organization utilizing

which category of nonverbal communication?

- A) environment
- B) kinesics

- C) space
- D) paralanguage

26) Which of the following is true of passive listening?

- A) It is appropriate only when you listen for pleasure.
- B) It requires a high level of concentration.

- C) It is most

appropriate in school or in the workplace.

D) It enhances the ability of a listener to retain vital information and signals.

27) In the listening model, interpreting is the act of

- A) filtering out distractions to allow you to comprehend the meaning of sounds.
- B) using retained and analyzed sounds.
- C) remembering analyzed sounds for later use.

D) analyzing the sounds that you comprehended.

28) Dan had been nominated for a seminar on how to be a better manager. The night before the seminar, he had to stay up all night because his daughter was unwell. During the seminar, he was unable to listen attentively to the speaker due to concerns about his daughter's health. In this scenario, Dan's listening was affected by

- A) internal noise.
- B) external noise.

C) red noise.
D) flicker noise.

29) Which of the following is considered to be a listening barrier?

- A) Using filters while listening
- B) Interrupting the speaker
- C) Making eye contact with the speaker

D) Paraphrasing the content presented to you by the speaker

30) Which of the following helps you retain the content of a speaker's message?

- A) Sit facing away from the speaker
- B) Take minimal notes
- C) Ensure that the speaker knows whether you agree or disagree with him or her at every step of the speech

D) Identify the speaker's ideas and the connections among the ideas

31) _____ is a way of delivering education or training anytime and anyplace—the teacher and learner are separated by space, time, or both.

- A) Distance learning
- B) A lecture

- C) A meeting
- D) Note taking

32) Imagine that your manager wants to talk to you about a project. Identify the nonverbal cue that you can use to let your manager know that you are listening to him or her.

- A) Stand or sit facing away from your manager to help him or her feel more comfortable.
- B) Do not take notes while talking to your manager because it gives the impression that you are distracted.
- C) Give the manager your undivided attention so that

he or she is comfortable.

- D) Ensure minimum eye contact with your manager while he or she is talking.

33) Rick is attending a training session on communication skills at work. The session is being conducted by a famous life-skills coach from another country. Rick is distracted by the speaker's accent and style of speaking because it is so different. In this situation, which of the following actions

should Rick take to ensure that his listening is maximized?

- A) He should maintain his mental focus on the speaker's message.
- B) He should turn away from the speaker so that he can listen more carefully.
- C) He should leave the training session.

- D) He should maintain less eye contact so that he can listen more actively.

34) Which of the following is a useful tip on taking lecture or meeting notes?

- A) Do not write notes directly on handouts.

- B) Try and take down everything the

speaker says.

C) Ask questions if permitted.

D) Do not leave any margins or empty spaces in your

notes.

35) Fergie is attending a training session conducted by a senior executive at work. The room that the session is being conducted in is very large and brightly lit. To ensure that she

gains the most from the session, Fergie should choose a seat

A) at the front and center of the room.

B) in a location amidst distracting sights and sounds.

C) in a dark area if the room has inconsistent lighting.

D) at the back of the room.

36) Which of the following *isnot* a tip on taking lecture or meeting notes?

A) Listen for cues that something is important.

B) Leave a wide left-hand margin in your notes.

C) Use complete sentences, not phrases.

D) Begin a new page for each meeting or session.

37) Which of the following is a strategy for previewing reading material?

A) Do not get distracted by the table of contents, headings, and other features.

B) Read each sentence carefully and make notes while doing so.

C) Read the first paragraph of the chapter, section, or article.

D) Do not get distracted by illustrations.

38) Where is the main idea of a written paragraph usually found?

- A) In the third line of the paragraph
- B) In the footer

- C) In the topic sentence
- D) In the header

39) Which of the following is a tip to follow when taking reading notes?

- A) Use complete sentences.
- B) Always take verbatim notes.
- C) Do not use abbreviations.

- D) Use pen rather than pencil.

40) _____ is a way of delivering education or training anytime and anyplace.

- A) Distance learning
- B) Classroom training
- C) Vestibule training

- D) Close-to-the-job learning

41) During her boss's presentation at a work conference, Patricia is bored and cannot help yawning and looking at her watch. Her behavior is an example of nonverbal communication.

- ☐ true
- ☐ false

42) When nonverbal cues contradict verbal cues, people tend to trust their perception of the verbal cues over the nonverbal cues.

- ☐ true
- ☐ false

43) Posture and physical appearance contribute to the kinesics category of nonverbal communication.

- ☐ true
- ☐ false

44) With regard to spatial nonverbal communication, 7 feet and beyond is considered a public distance and is usually for public speaking.

- ☐ true
- ☐ false

45) Haptic communication is not status-driven.

- ☐ true
- ☐ false

46) The difference between passive and active listening is the level of the listener's involvement.

- ☐ true
- ☐ false

47) External noise includes sounds from conversations, cell phones, radios, televisions, machinery, and so on.

- ☐ true
- ☐ false

48) Having preconceived thoughts and opinions when listening to a talk is an example of a listening barrier.

- ☐ true
- ☐ false

49) One reason listeners stop paying attention is that they hear faster than most speakers can speak.

- ☐ true
- ☐ false

50) Paraphrasing refers to the organization of paragraphs in a textbook.

- ☐ true
- ☐ false

51) While listening to a lecture, highlighting major points in your notes defeats the purpose of taking notes.

- ☐ true
- ☐ false

52) Typing and printing your notes will make them easier to read, but this process will not help you learn the material.

- ☐ true
- ☐ false

53) Messages are made stronger when both the verbal and the nonverbal communications convey the same thing.

☐ true

☐ false

54) When reading technical material filled with new concepts and vocabulary, it may be necessary to read the

material two or more times to fully comprehend it.

- ☐ true
- ☐ false

55) One way to organize your reading notes is to make an outline.

- ☐ true
- ☐ false

Answer Key

Test name: College English and Business

Communication Author: Camp 11th ch2

1) Student responses will vary. The five categories of nonverbal communication are:

a) Paralanguage - It is nonverbal communications through factors such as tone, pitch, quality, rate of speech, laughing, crying, belching, and even hesitating or sighing. Paralanguage can help reinforce a verbal message.

b) Body language, or kinesics - It is the gestures, movements, and mannerisms by which a person communicates with others. Physical attributes such as appearance, facial expressions, eye contact, and posture all contribute to kinesics or body language.

c) Environment - Environmental factors of nonverbal communication include objects in our surroundings or the surroundings themselves.

Touch or haptic communication - It is a primary method for achieving connection with

2) Student responses will vary. Messages are made stronger when both the verbal and the nonverbal communications convey the same thing. Sometimes, subconsciously, we send two distinctly different messages. For

people, indicating intention, or expressing emotion. Like other factors of nonverbal communication, the use of touch is culturally bound.

d) Space - It is the physical distance maintained with others. How you use space to communicate depends upon cultural norms, your relationship with the receivers of your communication, and the activities involved.

example, when discussions become emotionally driven, one participant may say to the other,

"You're angry." Immediately, the other emotionally charged participant shouts, "I'm not angry!" Here there is a conflict between what is actually said and the volume and tone of the voices. Another common example is that of a quiet, preoccupied, and withdrawn person. When asked if anything is wrong, the person insists he or she is fine. Depending on the circumstances, most questioners would either leave the person alone or ask more

3) Student responses will vary. Listening has five components: hearing, listening, interpreting, retaining, and recalling. Hearing is the physical ability to perceive sounds. Listening is the act of filtering out distractions to allow you to comprehend the meaning of sounds. Interpreting is analyzing the sounds that you comprehended. Retaining is the act of remembering the interpreted sounds for

4) With passive listening, listeners concentrate at a low level and absorb just enough of what they are hearing to stay involved in the message. With active listening, listeners concentrate at a high level on what is being said and participate mentally in the conversation. Passive listening is appropriate when you are listening for pleasure or when it does not matter whether or not you retain what

5) Students' answers will vary. Becoming an

questions. The person who answers the question by saying, "I am fine," however, does nothing to alter the questioner's view that something is wrong.

later use. Recalling is the act of using retained and interpreted sounds. All five components together represent The Listening Model.

you are hearing. Active listening is appropriate when you must remember what you are hearing, such as in school or in the workplace.

effective listener

requires conscious effort. Overcoming listening barriers takes continued practice. Listening barriers are any distractions that interfere with listening. Some examples are:

- a) Not concentrating on what is being said.
- b) Becoming distracted by noise.
- c) Talking, texting, or tweeting instead of listening.
- d) Having preconceived thoughts and opinions.
- e) Not being interested in what is being said.

You could overcome them by concentrating on the speaker's message, using filters to manage and control noise, resisting the urge to

6) To ensure that he has retained the speaker's message, Lenny should:

- a) Identify ideas and relationships. As he begins to grasp the speaker's ideas, he should look for relationships among them.
- b) Summarize main points. As he listens, he should summarize the speaker's words by paraphrasing them in his own words. By reducing the speaker's message to its most basic terms, he will be able to understand and remember the message better.
- c) Assess the message. As he summarizes the speaker's message and sees the organization

talk instead of listening, focusing on the message, listening with a positive attitude, turning good listening skills into effective communication, improving your listening skills, paraphrasing, evaluating your skills, and preparing yourself physically and mentally.

and the relationship structure of the speaker's ideas, he will probably find himself beginning to agree or disagree with the speaker. When this happens, he can try to trace his response to the speaker's reasons or arguments. He should ask himself if the arguments and

ideas of the speaker really lead to his or her conclusions. Also, he should determine if the speaker is trying to convince him with reason or to persuade him by pleading, coaxing, or insisting. He should make sure that he is in favor of the speaker's views for substantive and tangible reasons, not just because they are presented with humor, enthusiasm, or charm.

d) Formulate questions. Formulating questions will help him stay focused on what the speaker is saying. He might ask questions of the speaker to clarify a point that is unclear or to determine if he has interpreted the material correctly.

e) Associate ideas with familiar concepts. As he listens to the speaker's ideas, he should relate this information to what he already knows about the topic or related topics. Doing so allows him to quickly grasp the information presented by the speaker.

7) Listening is a combination of physical and mental activities. Although the mental part of listening is more complex, you must also remember to take responsibility for the physical part of listening as well. If you are experiencing any hearing difficulties, schedule a hearing examination with a medical professional. The most important factor in effective listening is being mentally prepared. Mental preparation involves a receptive frame

f) Consider ways to use the information. One of the best ways to personally integrate the speaker's message is to determine how he can best use the information in the message.

g) Take notes. He is most likely to take notes in meetings or in a lecture or conference setting. Notes, however, should be more than just aids to memory.

of mind and certain communication tools, such as an extensive vocabulary. Good listeners clear their minds of extraneous thoughts so that their minds are open to receive the

speaker's message. If your professional goals include progressing through positions of added responsibility and reward, then the general vocabulary you acquired in high school and college may not be adequate for effective listening in the workplace. Almost every field has its own lexicon or specialized vocabulary, and the listener must master this vocabulary to understand the material under discussion. When you communicate with co-

8) Student responses will vary. As a listener, you can employ body language to convey to a speaker or speakers your interest in what they are saying. Here are a few nonverbal cues that let people know you are listening to them:

- a) Stand or sit facing the speaker.
- b) Give the speaker your undivided attention.
- c) Use facial expressions to convey you are listening intently to the conversation. Nodding

9) To preview material, follow these steps:

- a) Read headings.
- b) Read the first paragraph of the chapter, section, or article.
- c) Read the first sentence of each of the remaining paragraphs.

10) How often you reread or review material will depend on its difficulty and how you plan

workers and supervisors, follow the same procedure of collecting and learning new and useful words so that they become part of your own vocabulary.

affirmatively encourages a person to continue the conversation.

d) Take notes about the conversation if it is appropriate.

e) Follow the listening customs of different countries.

d) Read the last paragraph of the chapter, section, or article.

e) Review any illustrations.

to use the information. Often,

quick scanning or rereading of your notes will be adequate for review if the first reading was done carefully. However, if the material is technical and filled with new concepts and specific subject-matter jargon, including new vocabulary, it may be necessary to read the

text a second or third time to fully comprehend the material.

11) paralanguage

12) Space

13) personal distance

14) haptic or touch

15) Listening

16) Internal

17) recalling

18) teleconference

19) Comprehension

20) Retention

21) C

22) C

23) D

24) D

25) A

26) A

- 27) D
- 28) A
- 29) B
- 30) D
- 31) A
- 32) C
- 33) A
- 34) C
- 35) A
- 36) C
- 37) C
- 38) C
- 39) D
- 40) A
- 41) TRUE
- 42) FALSE
- 43) TRUE
- 44) TRUE
- 45) FALSE
- 46) TRUE
- 47) TRUE

48) TRUE

49) TRUE

50) FALSE

51) FALSE

52) FALSE

53) TRUE

54) TRUE

55) TRUE