

## Chapter 2 Listening and Criticism

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### Multiple Choice Questions

2-1. Which skill is associated with responding during the listening process?

- a. concentration
- b. learning
- c. remembering
- d. feedback

Chapter: 02

Module: 2.1

Learning Objective: LO 2.1 Define *listening*, explain its five stages, and identify the suggestions for improvement at each stage.

Topic: Listening in Public Speaking

Difficulty: easy

Skill: Remember the Facts

Answer: d

2-2. In which stage of the listening process does hearing begin and end?

- a. receiving
- b. understanding
- c. remembering
- d. evaluating

Chapter: 02

Module: 2.1

Learning Objective: LO 2.1 Define *listening*, explain its five stages, and identify the suggestions for improvement at each stage.

Topic: Listening in Public Speaking

Difficulty: easy

Skill: Remember the Facts

Answer: a

2-3. Generally, we listen more carefully to messages that

- a. we find valuable or interesting.
- b. the speaker wants us to listen to.
- c. intrude upon our thoughts.
- d. challenge our point of view.

Chapter: 02

Module: 2.1

Learning Objective: LO 2.1 Define *listening*, explain its five stages, and identify the suggestions for improvement at each stage.

Topic: Listening in Public Speaking

Difficulty: easy

Skill: Remember the Facts

Answer: a

2-4. An audience member now grasps the speaker's thoughts, emotional tones, and meaning. In which stage of listening is this individual?

- a. understanding
- b. remembering
- c. evaluating
- d. responding

Chapter: 02

Module: 2.1

Learning Objective: LO 2.1 Define *listening*, explain its five stages, and identify the suggestions for improvement at each stage.

Topic: Listening in Public Speaking

Difficulty: moderate

Skill: Understand the Concepts

Answer: a

2-5. Our memory for speech is

- a. passive.
- b. reconstructive.
- c. evaluative.
- d. reproductive.

Chapter: 02

Module: 2.1

Learning Objective: LO 2.1 Define *listening*, explain its five stages, and identify the suggestions for improvement at each stage.

Topic: Listening in Public Speaking

Difficulty: moderate

Skill: Remember the Facts

Answer: b

2-6. While the speaker is talking, audience members use gestures—smiling, nodding, and leaning forward—to show that they are listening. These behaviors are called

- a. listener biases.
- b. tonal languages.
- c. backchannel cues.
- d. display rules.

Chapter: 02

Module: 2.1

Learning Objective: LO 2.1 Define *listening*, explain its five stages, and identify the suggestions for improvement at each stage.

Topic: Listening in Public Speaking

Difficulty: moderate

Skill: Apply what You Know

Answer: c

2-7. The speaker is finished, and it is time to respond. You say, "I wasn't quite sure what you meant when you said global warming was created by global politics." You are responding with

- a. a question of support.
- b. a question of clarification.
- c. an expression of agreement.
- d. an expression of disagreement.

Chapter: 02

Module: 2.1

Learning Objective: LO 2.1 Define *listening*, explain its five stages, and identify the suggestions for improvement at each stage.

Topic: Listening in Public Speaking

Difficulty: moderate

Skill: Apply What You Know

Answer: b

2-8. Carrie realizes she needs to become a better listener. What is the first thing she needs to understand about listening if she wants to improve?

- a. Listening is not as demanding as speaking.
- b. Listening is not a passive activity.
- c. Listening is the physical part of hearing.
- d. Listening is actually quite a simple process.

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Identify the guidelines for improving your own listening.

Topic: Guidelines for Listening

Difficulty: moderate

Skill: Understand the Concepts

Answer: b

2-9. One way to become an active listener is to

- a. assume what the speaker is saying has value.
- b. note your disagreements during the speech.
- c. always sit in a comfortable position.
- d. do your research on the topic beforehand.

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Identify the guidelines for improving your own listening.

Topic: Guidelines for Listening

Difficulty: moderate

Skill: Understand the Concepts

Answer: a

2-10. In the United States, what is perhaps the single most important rule for polite and appropriate listening during public speaking?

- a. maintain eye contact
- b. take notes
- c. focus on nonverbals
- d. agree with the message

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Identify the guidelines for improving your own listening.

Topic: Guidelines for Listening

Difficulty: easy

Skill: Remember the Facts

Answer: a

2-11. When listening for total meaning, one of the specific things a listener needs to do is to

- a. consider the friend-or-foe factor.
- b. focus on both verbal and nonverbal messages.
- c. recall exactly what was said.
- d. filter out difficult messages.

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Identify the guidelines for improving your own listening.

Topic: Guidelines for Listening

Difficulty: moderate

Skill: Understand the Concepts

Answer: b

2-12. The listener feels something of what the speaker is feeling, sees the world as the speaker sees it, and even senses that she is walking in his shoes. What is this listener demonstrating?

- a. listening passively
- b. listening actively
- c. listening with empathy
- d. listening with an open mind

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Identify the guidelines for improving your own listening.

Topic: Guidelines for Listening

Difficulty: moderate

Skill: Apply What You Know

Answer: c

2-13. An audience member zeroes in on one particular comment the speaker makes because it confirms her stereotypes and prejudices about the nation's religious leaders. Which concept does this reflect?

- a. sharpening
- b. oversimplifying
- c. offensive listening
- d. leveling

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Identify the guidelines for improving your own listening.

Topic: Guidelines for Listening

Difficulty: moderate

Skill: Apply What You Know

Answer: a

2-14. Within the first minute, a listener thinks, “Oh boy, this speech is gonna be dull.” She has forgotten a guideline for listening with an open mind, which cautions listeners to avoid

- a. assimilating.
- b. using listening cues.
- c. prejudging.
- d. filtering out messages.

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Identify the guidelines for improving your own listening.

Topic: Guidelines for Listening

Difficulty: moderate

Skill: Apply What You Know

Answer: c

2-15. Which of these is a major principle governing ethical listening?

- a. Sit up front where you can see clearly.
- b. Avoid mental daydreaming.
- c. Try to understand emotionally and intellectually what the speaker is saying.
- d. Listen for orienting remarks and for key words and phrases.

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Identify the guidelines for improving your own listening.

Topic: Guidelines for Listening

Difficulty: easy

Skill: Remember the Facts

Answer: c

2-16. When criticism takes place after a public speech, it

- a. usually turns into an embarrassing confrontation.
- b. implies that the critic is superior to the speaker.
- c. should include the reason for such strong disagreement.
- d. can be positive or negative.

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Define *criticism* and identify the guidelines for giving and receiving critical evaluations.

Topic: Critical Evaluation in Public Speaking

Difficulty: easy

Skill: Remember the Facts

Answer: d

2-17. Which of the following is true about criticism in public speaking?

- a. It is almost impossible to do properly and should be avoided.
- b. It is easy to give but difficult to receive.
- c. It helps to make people better speakers by offering another perspective.
- d. It only encourages listeners to focus on finding errors.

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Define *criticism* and identify the guidelines for giving and receiving critical evaluations.

Topic: Critical Evaluation in Public Speaking

Difficulty: moderate

Skill: Understand the Concepts

Answer: c

2-18. Thomas listened to his classmate's presentation about the university's proposed plan to reduce credit hours for non-major electives. His criticism was that he agreed with the speaker and believed the message generally needed more data. How could Thomas improve his criticism?

- a. by avoiding stating that he agreed with the speech
- b. by providing specific examples of where data could be used
- c. by identifying counter arguments the university might make
- d. by offering to research data for the speaker

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Define *criticism* and identify the guidelines for giving and receiving critical evaluations.

Topic: Critical Evaluation in Public Speaking

Difficulty: moderate

Skill: Understand the Concepts

Answer: b

2-19. Four listeners provided criticism after a speech in their statements below. Which one failed to stress the positive?

- a. "The speech just didn't do anything for me."
- b. "The example about the stock market would have gained more attention in the introduction."
- c. "I felt you were more in control of the topic today than in your first speech."
- d. "I liked your topic but I would have liked it if you looked directly at me while you were speaking."

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Define *criticism* and identify the guidelines for giving and receiving critical evaluations.

Topic: Critical Evaluation in Public Speaking

Difficulty: moderate

Skill: Apply What You Know

Answer: a

2-20. Two listeners offer criticism after the speech. One says, "The speech was kind of weak," and the other says, "I thought the delivery was pretty bad." These critiques would be more effective if they were more

- a. negative.
- b. impersonal.
- c. objective.
- d. specific.

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Define *criticism* and identify the guidelines for giving and receiving critical evaluations.

Topic: Critical Evaluation in Public Speaking

Difficulty: moderate

Skill: Apply What You Know

Answer: d

2-21. When giving criticism, listeners show that they own their comments when they use

- a. “you-messages.”
- b. “I-messages.”
- c. “we-messages.”
- d. “should-messages.”

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Define *criticism* and identify the guidelines for giving and receiving critical evaluations.

Topic: Critical Evaluation in Public Speaking

Difficulty: easy

Skill: Remember the Facts

Answer: b

2-22. A young woman realizes she has always had a hard time being evaluated and taking feedback, so she needs some advice before her speech. What is one of the tips the text gives for accepting criticism?

- a. Take it personally.
- b. Listen with detachment.
- c. Do not ask questions.
- d. Block out what upsets you.

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Define *criticism* and identify the guidelines for giving and receiving critical evaluations.

Topic: Critical Evaluation in Public Speaking

Difficulty: moderate

Skill: Apply What You Know

Answer: b

2-23. No two speakers speak exactly the same language. Each person speaks in a unique variation of the language. What is this called?

- a. tonality
- b. idiolect
- c. accent
- d. translation

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify some of the ways in which culture influences listening and criticism.

Topic: Listening, Criticism, and Culture

Difficulty: easy

Skill: Remember the Facts

Answer: b

2-24. Generally, the broad \_\_\_\_\_ culture perceives direct eye contact as a welcome expression of openness and honesty, while some other cultures view this as an inappropriate tactic, a lack of respect, or an aggressive move.

- a. American
- b. Asian
- c. European
- d. Latin American

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify some of the ways in which culture influences listening and criticism.

Topic: Listening, Criticism, and Culture

Difficulty: easy

Skill: Remember the Facts

Answer: a

2-25. Which statement is accurate concerning gender differences in listening?

- a. Men are more likely to listen quietly without giving a lot of listening cues.
- b. Men are more likely to nod in agreement and smile while listening.
- c. Women are more likely to ask more argumentative questions.
- d. Women are more likely to play up their expertise and use it to dominate the interaction.

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify some of the ways in which culture influences listening and criticism.

Topic: Listening, Criticism, and Culture

Difficulty: moderate

Skill: Understand the Concepts

Answer: a

### True/False Questions

2-26 Responses made after the speaker has stopped talking are generally more elaborate than responses made *while* the speaker is talking.

Chapter: 02

Module: 2.1

Learning Objective: LO 2.1 Define *listening*, explain its five stages, and identify the suggestions for improvement at each stage.

Topic: Listening in Public Speaking

Difficulty: easy

Skill: Remember the Facts

Answer: TRUE

2-27. Listening is consistently ranked among the most important skills that both relationship partners and employers look for.

Chapter: 02



Module: 2.2

Learning Objective: LO 2.2 Identify the guidelines for improving your own listening.

Topic: Guidelines for Listening

Difficulty: easy

Skill: Remember the Facts

Answer: TRUE

2-28. Empathic listening is best viewed in two stages: the empathy you feel for the speaker, and the empathy you feel for the message.

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Identify the guidelines for improving your own listening.

Topic: Guidelines for Listening

Difficulty: moderate

Skill: Understand the Concepts

Answer: FALSE

2-29. Offensive listening is the tendency to reconstruct and reframe neutral messages so they reflect your own attitudes, prejudices, needs, and values.

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Identify the guidelines for improving your own listening.

Topic: Guidelines for Listening

Difficulty: easy

Skill: Remember the Facts

Answer: FALSE

2-30. Our ego is very much a part of public speaking, so it is normal to take criticism of the speech personally.

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Define *criticism* and identify the guidelines for giving and receiving critical evaluations.

Topic: Critical Evaluation in Public Speaking

Difficulty: easy

Skill: Remember the Facts

Answer: TRUE

2-31. The advice to “stress the positive” when giving criticism means that you should practice empathic and polite listening by pointing out the strong aspects of the speech and ignoring the weak aspects.

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Define *criticism* and identify the guidelines for giving and receiving critical evaluations.

Topic: Critical Evaluation in Public Speaking

Difficulty: easy

Skill: Remember the Facts

Answer: FALSE

2-32. Owning criticism means accepting what others say about your speech.

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Define *criticism* and identify the guidelines for giving and receiving critical evaluations.

Topic: Critical Evaluation in Public Speaking

Difficulty: easy

Skill: Remember the Facts

Answer: FALSE

2-33. Listening to criticism with an open mind means you should do as the critics say if you ever expect to improve your speaking abilities.

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Define *criticism* and identify the guidelines for giving and receiving critical evaluations.

Topic: Critical Evaluation in Public Speaking

Difficulty: easy

Skill: Remember the Facts

Answer: FALSE

2-34. When listening, you also “listen” to the speaker’s nonverbal communication, and if it is drastically different from his or her words, you will likely perceive it as noise.

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify some of the ways in which culture influences listening and criticism.

Topic: Listening, Criticism, and Culture

Difficulty: easy

Skill: Remember the Facts

Answer: TRUE

2-35. Men and women tend to show distinctly different styles and behaviors when listening, but they generally act in these customary ways only when listening to members of the opposite sex.

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify some of the ways in which culture influences listening and criticism.

Topic: Listening, Criticism, and Culture

Difficulty: easy

Skill: Remember the Facts

Answer: FALSE

### **Fill-in-the-Blank**

2-36. \_\_\_\_\_ is something that just happens involuntarily when you get within earshot of some auditory

stimulus.

Chapter: 02

Module: 2.1

Learning Objective: LO 2.1 Define *listening*, explain its five stages, and identify the suggestions for improvement at each of the stages.

Topic: Listening in Public Speaking

Difficulty: easy

Skill: Remember the Facts

Answer: Hearing

2-37. At the \_\_\_\_\_ stage of listening, your own biases and prejudices really have an impact, affecting what you single out to review or analyze, and what you decide to dismiss or ignore.

Chapter: 02

Module: 2.1

Learning Objective: LO 2.1 Define *listening*, explain its five stages, and identify the suggestions for improvement at each of the stages.

Topic: Listening in Public Speaking

Difficulty: easy

Skill: Remember the Facts

Answer: evaluating

2-38. When a listener is able to understand the speaker's total message, the verbal and the nonverbal as well as the content and feelings, the listener is involved in \_\_\_\_\_ listening.

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Identify the guidelines for improving your own listening.

Topic: Guidelines for Listening

Difficulty: easy

Skill: Remember the Facts

Answer: active

2-39. Part of listening actively is to avoid the \_\_\_\_\_, or the expectation that you'll be amused by a speaker. (two words)

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Identify the guidelines for improving your own listening.

Topic: Guidelines for Listening

Difficulty: easy

Skill: Remember the Facts

Answer: entertainment syndrome

2-40. \_\_\_\_\_ occurs when a listener understands a speaker's thoughts and experiences much of what a speaker is feeling, then communicates back to the speaker that he or she is understood.

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Identify the guidelines for improving your own listening.

Topic: Guidelines for Listening

Difficulty: easy

Skill: Remember the Facts

Answer: Empathy

2-41. In \_\_\_\_\_ listening, you think logically and dispassionately about what the speaker is saying by listening with an open mind.

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Identify the guidelines for improving your own listening.

Topic: Guidelines for Listening

Difficulty: easy

Skill: Remember the Facts

Answer: critical

2-42. The ethical critic is \_\_\_\_\_ sensitive by being aware of his or her own ethnocentrism.

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Define *criticism* and identify the guidelines for giving and receiving critical evaluations.

Topic: Critical Evaluation in Public Speaking

Difficulty: moderate

Skill: Understand the Concepts

Answer: culturally

2-43. Criticism reflects the listener's \_\_\_\_\_, so it is important for the critic to speak from their own experience and not speak for the entire audience.

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Define *criticism* and identify the guidelines for giving and receiving critical evaluations.

Topic: Critical Evaluation in Public Speaking

Difficulty: moderate

Skill: Understand the Concepts

Answer: perception

2-44. \_\_\_\_\_ is the tendency to evaluate the values, beliefs, and behaviors of your own culture as being more positive, logical, and natural than those of other cultures.

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify some of the ways in which culture influences listening and criticism.

Topic: Listening, Criticism, and Culture

Difficulty: easy

Skill: Remember the Facts

Answer: Ethnocentrism

2-45. People from \_\_\_\_\_ cultures are likely to find giving and receiving public criticism quite uncomfortable because they value face-saving.

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify some of the ways in which culture influences listening and criticism.

Topic: Listening, Criticism, and Culture

Difficulty: moderate

Skill: Understand the Concepts

Answer: collectivist

### Essay Questions

2-46. What are the five steps or stages of the listening process? Briefly define each one.

Chapter: 02

Module: 2.1

Learning Objective: LO 2.1 Define *listening*, explain its five stages, and identify the suggestions for improvement at each of the stages.

Topic: Listening in Public Speaking

Difficulty: moderate

Skill: Understand the Concepts

Answer: Answers will vary. The five steps of the listening process are as follows: 1) Receiving – selectively tuning into the speaker's messages, both verbal and nonverbal. 2) Understanding – grasping the thoughts expressed and their emotional tone. 3) Remembering – retaining for some time the messages that are received and understood. 4) Evaluating – judging the message and the speaker's credibility, truthfulness, or usefulness. 5) Responding – showing support when the speaker is talking and replying with questions and opinions when the speaker has stopped.

2-47. Name at least three of [the seven guidelines](#) for listening more effectively, and briefly explain each one.

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Identify the guidelines for improving your own listening.

Topic: Guidelines for Listening

Difficulty: moderate

Skill: Understand the Concepts

Answer: Answers will vary. The seven guidelines are as follows: 1) Listen actively – focus your complete attention on the speaker. 2) Listen politely – demonstrate that what the speaker is saying is important. 3) Listen for total meaning – note what the speaker says and what the speaker doesn't say. 4) Listen with empathy – feel what the speaker is feeling and show that you understand. 5) Listen with an open mind – recognize your own biases and avoid prejudging or filtering out messages. 6) Listen critically – avoid oversimplification and combat the tendency to sharpen. 7) Listen ethically – give the speaker an honest hearing and honest feedback.

2-48. Compare the concepts of *thinking empathy* and *feeling empathy*, and give a real-life example of each as it would apply to listening during public speaking.

Chapter: 02

Module: 2.2

Learning Objective: LO 2.2 Identify the guidelines for improving your own listening.

Topic: Guidelines for Listening

Difficulty: difficult

Skill: Apply What You Know

Answer: The second part of empathy—expressing your empathy back to the speaker—can best be accomplished in two steps corresponding to the two parts of true empathy: thinking empathy and feeling empathy. In communicating *thinking empathy*, you express an understanding of what the person means. (Example: paraphrasing the message, nodding your head). In communicating *feeling empathy*, you express your feeling of what the other person is feeling. (Example: showing a facial expression, gesturing). Examples will vary.

2-49. In simple terms, define the three steps for giving criticism in a public speaking classroom. Give an example of each step.

Chapter: 02

Module: 2.3

Learning Objective: LO 2.3 Define *criticism* and identify the guidelines for giving and receiving critical evaluations.

Topic: Critical Evaluation in Public Speaking

Difficulty: moderate

Skill: Apply What You Know

Answer: Criticism in the public speaking classroom can be viewed as a simple three-part process: 1) Say something positive such as “your attention-getting device did a good job of energizing me as an audience member.” 2) Identify something that was not effective for you such as “the organization of your first main point was confusing to me.” 3) Suggest a way to improve whatever you felt was ineffective like “if you organized the first point chronologically, it would make it easier for me to understand.” Examples will vary.

2-50. What is face-saving? How might it influence criticism in public speaking? Discuss two “communication rules” of face-saving cultures.

Chapter: 02

Module: 2.4

Learning Objective: LO 2.4 Identify some of the ways in which culture influences listening and criticism..

Topic: Listening, Criticism, and Culture

Difficulty: difficult

Skill: Analyze It

Answer: Answers will vary. Face-saving is the tendency to always allow people to appear in a positive light and to avoid any chance of negativity or embarrassment. People in collectivist cultures place a high value on face-saving. They may feel uncomfortable with open and direct criticism like that in public speaking, and may not want to say anything negative in public. Some may even avoid saying anything positive in public, for fear that it may be misinterpreted and considered negative. In public speaking criticism, they may feel more comfortable if it is openly explained, or they may prefer offering written

criticism or having a private consultation. The communication rules of face-saving cultures are as follows: 1) Don't negatively evaluate someone in public; compliment instead. 2) Don't prove someone wrong, especially in public; agree instead even if you know it's wrong. 3) Don't correct someone's errors; in fact, don't even acknowledge errors. 4) Don't ask someone difficult questions that might cause embarrassment; in fact, avoid asking questions entirely.