

Test Bank for
Essentials Elements of Public Speaking,
5e

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Chapter 1 Introducing Public Speaking

1-1 Multiple Choice Questions

1-1.1 What is often the number one concern of students of public speaking, related to perhaps the most important personal and social competency they can learn?

- a. overcoming distractions
- b. speaking distinctly
- c. choosing a topic
- d. managing fear

LO 1.1: Identify three benefits from studying public speaking.

Topic: Three Benefits of Studying Public Speaking

Page: 3

Difficulty: 2 medium

Skill: conceptual

Answer: d

1-1.2 Besides the obvious advantage of becoming a better speaker, what is one of the other *main* benefits of studying public speaking?

- a. developing a strong vocabulary
- b. understanding how to receive feedback
- c. improving writing and editing abilities
- d. learning academic and career skills

LO 1.1: Identify three benefits from studying public speaking.

Topic: Three Benefits of Studying Public Speaking

Page: 3

Difficulty: 2 medium

Skill: conceptual

Answer: d

1-1.3 By definition, public speaking occurs when a speaker

- a. communicates with more than one person at a time.
- b. reads or recites a prepared text to a group.
- c. presents a continuous message to an audience in a unique context.
- d. enters into a dialogue or debate with a second speaker.

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 4

Difficulty: 1 easy

Skill: factual

Answer: c

1-1.4 With today's mediated communications, digital technologies, and social media capabilities, _____ audiences are becoming significantly larger and more important.

- a. remote
- b. auditory
- c. immediate
- d. hostile

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 5

Difficulty: 2 medium

Skill: conceptual

Answer: a

1-1.5 Which statement is accurate concerning messages in public speaking?

- a. They include verbal signals but not nonverbal signals.
- b. Their organization helps listeners remember what was said.
- c. They are essentially composed at the moment of utterance.
- d. Their messages have nothing in common with conversational messages.

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 6

Difficulty: 2 medium

Skill: conceptual

Answer: b

1-1.6 Unlike the messages we use in everyday conversations, the messages we use in public speaking

- a. are researched and organized.
- b. vary the language based on the listener.
- c. have a specific purpose.
- d. are meant to inform or persuade.

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 6

Difficulty: 2 medium

Skill: conceptual

Answer: a

Test Bank

1-1.7 Sophia has never spoken in front of a group before and she isn't sure where to begin. Perhaps the *best* advice to inexperienced speakers like Sophia is to start by concentrating on

- a. delivery.
- b. listeners.
- c. content.
- d. body language.

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 6

Difficulty: 3 hard

Skill: applied

Answer: c

1-1.8 You seem to be getting more and more “spam”—those useless e-mails that contain no relevant information and only clutter your mailbox. These are examples of messages that are

- a. low on signal and low on noise.
- b. high on signal and high on noise.
- c. high on signal and low on noise.
- d. low on signal and high on noise.

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 6-7

Difficulty: 3 hard

Skill: applied

Answer: d

1-1.9 A speaker is trying to give her presentation, but a loud movie is being played in the next room and her audience is having trouble hearing her. What type of noise is she encountering?

- a. physiological
- b. physical
- c. semantic
- d. psychological

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 7

Difficulty: 3 hard

Skill: applied

Answer: b

1-1.10 All of the following regional managers just spoke at a national seminar held by their corporation. Which one was dealing with semantic noise?

- a. Sarah, whose mind kept wandering
- b. Jerry, who suddenly realized that he couldn't read his own notes
- c. Fred, who had trouble articulating due to his medical condition
- d. Justin, whose audience misunderstood what he meant

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 7

Difficulty: 3 hard

Skill: applied

Answer: d

1-1.11 A well-known writer is scheduled to deliver a humorous after-dinner speech the same day a mass shooting has occurred, dominating news and conversations across the country. Which context will probably influence her presentation the most?

- a. temporal context
- b. physical context
- c. socio-psychological context
- d. cultural context

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 7

Difficulty: 3 hard

Skill: applied

Answer: a

1-1.12 Culture is

- a. passed down from one generation to the next through communication.
- b. synonymous with regional ethnicity or nationality.
- c. a set of genetic traits including skin color and facial features.
- d. a type of environmental noise that distracts or disrupts speakers.

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 7

Difficulty: 1 easy

Skill: factual

Answer: a

Test Bank

- 1-1.13 Gender can be considered a
- a. cultural variable.
 - b. communication channel.
 - c. physical context.
 - d. social competency.

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 7

Difficulty: 2 medium

Skill: conceptual

Answer: a

- 1-1.14 A speaker's words say one thing. However, his lack of eye contact, stiff body movement, and facial grimace say something entirely different, sending a negative message through the
- a. mediated channel.
 - b. auditory channel.
 - c. objective channel.
 - d. visual channel.

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 8

Difficulty: 3 hard

Skill: applied

Answer: d

- 1-1.15 A social activist has a subjective view of morality and this is reflected in her riveting speech during a demonstration outside city hall. That is, she has an underlying belief that
- a. the actions of others make sense to them and should not be judged.
 - b. circumstances play a role in behavior and the end may justify the means.
 - c. ethical standards apply to all people in all situations at all times.
 - d. right and wrong exist apart from cultural values or beliefs.

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 9

Difficulty: 3 hard

Skill: applied

Answer: b

- 1-1.16 Experiencing some speaker apprehension
- a. is very difficult to curb once it begins.
 - b. can be used to your advantage.
 - c. is quite rare.
 - d. can often be a sign of deep emotional problems.

LO 1.3: Manage your fear of public speaking.
Topic: Managing Your Communication Apprehension
Page: 11
Difficulty: 1 easy
Skill: factual
Answer: b

- 1-1.17 A lecturer has no problem addressing large halls full of hundreds of people, but clams up in small roundtable discussions. She is experiencing
- a. temporal apprehension.
 - b. situational apprehension.
 - c. state apprehension.
 - d. trait apprehension.

LO 1.3: Manage your fear of public speaking.
Topic: Managing Your Communication Apprehension
Page: 11
Difficulty: 3 hard
Skill: applied
Answer: c

- 1-1.18 What is a good, practical way to reduce factors that may cause your communication apprehension?
- a. Rehearse in the room where you will give the speech.
 - b. Stand perfectly still.
 - c. Realize you are the center of attention.
 - d. Memorize the entire speech word for word.

LO 1.3: Manage your fear of public speaking.
Topic: Managing Your Communication Apprehension
Page: 12
Difficulty: 2 medium
Skill: conceptual
Answer: a

Test Bank

1-1.19 An inexperienced speaker is advised to use cognitive restructuring to reduce his fears and worries related to public speaking. This technique involves

- a. changing the way you think about a situation.
- b. doing deep breathing exercises.
- c. getting gradually used to an uncomfortable activity.
- d. picturing a positive outcome.

LO 1.3: Manage your fear of public speaking.

Topic: Managing Your Communication Apprehension

Page: 13

Difficulty: 1 easy

Skill: factual

Answer: a

1-1.20 A shy, introverted woman is now terrified because public speaking will be required in her new job. She decides to work her way up by first initiating a conversation with a friend, then asking a few coworkers some questions, then voicing her opinion in a group, and finally giving a speech to a larger audience. What technique is she using?

- a. performance visualization
- b. systematic desensitization
- c. self-affirmation
- d. enlarged conversation

LO 1.3: Manage your fear of public speaking.

Topic: Managing Your Communication Apprehension

Page: 14

Difficulty: 3 hard

Skill: applied

Answer: b

1-2 True/False Questions

1-2.1 People are not born good speakers, they make themselves into good speakers.

LO 1.1: Identify three benefits from studying public speaking.

Topic: Three Benefits of Studying Public Speaking

Page: 2

Difficulty: 1 easy

Skill: factual

Answer: TRUE

1-2.2 The immediate audience of a speech is limited, or finite. But the remote audience is unlimited, or potentially infinite.

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 4

Difficulty: 1 easy

Skill: factual

Answer: TRUE

1-2.3 The seven essential elements of public speaking that need to be addressed and considered include: sender, receiver, message, speaker, audience, feedback, and apprehension.

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 5

Difficulty: 1 easy

Skill: factual

Answer: FALSE

1-2.4 Not all public speaking situations involve noise. In most circumstances, noise is totally eliminated or never existed in the first place.

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 7

Difficulty: 2 medium

Skill: conceptual

Answer: FALSE

1-2.5 Ethics relate to communication in that they refer to the issues of right or wrong associated with the message, which is integral to all public speaking.

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 8

Difficulty: 1 easy

Skill: factual

Answer: TRUE

Test Bank

1-2.6 Public speaking apprehension is greatest during the beginning of the speech.

LO 1.3: Manage your fear of public speaking.

Topic: Managing Your Communication Apprehension

Page: 12-13

Difficulty: 1 easy

Skill: factual

Answer: TRUE

1-2.7 Using enlarged conversations is an anxiety-reducing technique that involves talking to yourself and focusing on positive thoughts concerning your strengths, virtues, and successes.

LO 1.3: Manage your fear of public speaking.

Topic: Managing Your Communication Apprehension

Page: 13

Difficulty: 1 easy

Skill: factual

Answer: FALSE

1-2.8 Modeling your performance on that of an especially effective speaker is a way to use systematic desensitization to reduce nervousness about public speaking.

LO 1.3: Manage your fear of public speaking.

Topic: Managing Your Communication Apprehension

Page: 14

Difficulty: 1 easy

Skill: factual

Answer: FALSE

1-3 Fill-in-the-Blank

1-3.1 The Western tradition of public speaking is based on _____ tradition.

LO 1.1: Identify three benefits from studying public speaking.

Topic: Three Benefits of Studying Public Speaking

Page: 2

Difficulty: 1 easy

Skill: factual

Answer: Greco-Roman

1-3.2 Like all forms of communication, public speaking is a(n) _____ process, meaning that each element depends upon and interacts with all other elements. .

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 4-5

Difficulty: 1 easy

Skill: factual

Answer: transactional

1-3.3 The _____ context includes the relationship between the speaker and the audience, taking into account the status and position of both parties.

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 7

Difficulty: 2 medium

Skill: Conceptual

Answer: socio-psychological

1-3.4 If you claim that the morality of an act is standard and absolute, independent of the culture's values and beliefs and of the particular circumstances surrounding the act, you have a(n) _____ view of ethics.

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 9

Difficulty: 1 easy

Skill: factual

Answer: objective

1-3.5 A general fear of communication, regardless of the specific situation, is called _____.

LO 1.3: Manage your fear of public speaking.

Topic: Managing Your Communication Apprehension

Page: 10

Difficulty: 1 easy

Skill: factual

Answer: trait apprehension

Test Bank

1-3.6 _____ is a technique for reducing communication apprehension and the negative thinking that creates it by picturing yourself totally confident, fully in control, and successfully completing the speech.

LO 1.3: Manage your fear of public speaking.

Topic: Managing Your Communication Apprehension

Page: 14

Difficulty: 1 easy

Skill: factual

Answer: Performance visualization

1-4 Essay Questions

1-4.1 Discuss two types of academic or career skills that are commonly learned from public speaking.

LO 1.1: Identify three benefits from studying public speaking.

Topic: Three Benefits of Studying Public Speaking

Page: 3

Difficulty: 2 medium

Skill: conceptual

Answer: Answers will vary, but should describe two of the following: (1) conducting effective research using the latest and best techniques; (2) critically analyzing and evaluating arguments and evidence from all types of sources; (3) understanding human motivation and using insights in persuasive encounters; (4) developing an effective and comfortable communication style; (5) responding appropriately to criticism to understand strengths and weaknesses, and giving useful feedback to others; and (6) communicating competence, character, and charisma to appear believable.

1-4.2 How will this public speaking course differ from all other academic courses?

LO 1.1: Identify three benefits from studying public speaking.

Topic: Three Benefits of Studying Public Speaking

Page: 4

Difficulty: 2 medium

Skill: conceptual

Answer: Answers will vary, but should reflect the following: This is different from all other courses because it aims to provide students not only with knowledge about the topics of public speaking (ethics, persuasion, strategic argument, and critical analysis), but also with the skills for success that will be used every day of their lives. It will allow them to become competent speakers, effective listeners, discerning critics, and skilled researchers. It will develop their self-confidence, insight, and empowerment. Its techniques, skills, and benefits will permeate all aspects of their personal, social, and professional lives.

1-4.3 Define *noise* as it relates to public speaking. Then choose two types of noise (physical, physiological, psychological, semantic, or visual) and give examples of each, noting the way they may influence the presentation of a speech.

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 7

Difficulty: 3 hard

Skill: applied

Answer: *Noise* is anything that is an unwanted disruption, anything that distorts the message and prevents listeners from receiving it as intended. Noise may be classified as follows: *physical* (people talking, cars honking, notes that are illegible); *physiological* (hearing or visual impairments, articulation disorders); *psychological* (preconceived ideas, wandering thoughts); *semantic* (misunderstood meanings); or *visual* (speakers whose eyes cannot be seen behind sunglasses, slides that cannot be read). Examples will vary.

1-4.4 Briefly define *ethics* as it relates to public speaking. Then explain the difference between subjective and objective views of ethics.

LO 1.2: Define *public speaking* and its essential elements.

Topic: The Essential Elements of Public Speaking

Page: 8-10

Difficulty: 3 hard

Skill: analysis

Answer: *Ethics* refers to issues of right and wrong, the moral implication of the message. Ethical issues must be considered when a speaker develops a topic, presents research, creates persuasive appeals, and handles many other tasks related to the presentation. An *objective view of ethics* says the morality of an act (such as delivering a communication message) is absolute and exists apart from any values or beliefs of individuals or cultures, that certain standards apply to all people in all situations at all times. A *subjective view of ethics* says the morality of an act depends on the culture's values and beliefs and on the particular circumstances surrounding the situation, that the end might justify the means even if the means might initially appear to be unethical.

1-4.5 Identify three ways to reverse factors that cause communication apprehension.

LO 1.3: Manage your fear of public speaking.

Topic: Managing Your Communication Apprehension

Page: 12-13

Difficulty: 2 medium

Skill: conceptual

Answer: Answers will vary. Answers should describe three of the following: (1) reducing newness of public speaking by gaining experience; (2) reducing self-focus by visualizing public speaking as enlarged conversation; (3) reducing differentness by stressing similarity with the audience; (4) reducing fear of failure by preparing and practicing; (5) reducing nervousness by breathing deeply and moving around; and (6) reducing further problems by avoiding chemicals as tension relievers.

1-4.6 Define *cognitive restructuring* and explain how it helps manage speaker apprehension. Then give an example of a self-affirmation you might use during cognitive restructuring.

LO 1.3: Manage your fear of public speaking.

Topic: Managing Your Communication Apprehension

Page: 13

Difficulty: 3 hard

Skill: analysis

Answer: Answers will vary. *Cognitive restructuring* is a proven technique for reducing fears and stresses. It says that if you change the way you think about a situation – by reframing it, restructuring it, or reappraising it—you can change your reactions to it. In public speaking, it replaces unrealistic or self-defeating thoughts about a speech with more realistic and positive ones. Examples of self-affirmations will vary, but may reflect the following: “I’m friendly and can communicate this in my speech,” “I can learn techniques for controlling my fear,” “I’m a competent person and can be an effective speaker,” and “I can make mistakes and learn from them.”

Chapter 2 Listening and Criticism

2-1 Multiple Choice Questions

2-1.1 In which stage of the listening process do the circumstances of hearing begin and end?

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

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

Topic: Listening in Public Speaking

Page: 19

Difficulty: 1 easy

Skill: factual

Answer: a

2-1.2 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

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

Topic: Listening in Public Speaking

Page: 20

Difficulty: 1 easy

Skill: factual

Answer: a

2-1.3 Our memory for speech is

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

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

Topic: Listening in Public Speaking

Page: 21

Difficulty: 1 easy

Skill: factual

Answer: b

Test Bank

2-1.4 While the speaker is talking, an audience member gestures—smiling, nodding, and leaning forward—to show that she is listening. These behaviors are called

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

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

Topic: Listening in Public Speaking

Page: 21

Difficulty: 2 medium

Skill: conceptual

Answer: c

2-1.5 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(n)

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

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

Topic: Listening in Public Speaking

Page: 21-22

Difficulty: 3 hard

Skill: applied

Answer: b

2-1.6 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 much less demanding than speaking.
- b. Listening is not a passive activity.
- c. Listening is the physical part of hearing.
- d. Listening is actually quite a simple process.

LO 2.2 Apply the guidelines to improve your own listening.

Topic: Guidelines for Listening

Page: 22

Difficulty: 2 medium

Skill: conceptual

Answer: b

2-1.7 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.

LO 2.2 Apply the guidelines to improve your own listening.

Topic: Guidelines for Listening

Page: 23

Difficulty: 1 easy

Skill: factual

Answer: a

2-1.8 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. rely on assimilation.

LO 2.2 Apply the guidelines to improve your own listening.

Topic: Guidelines for Listening

Page: 24

Difficulty: 2 medium

Skill: conceptual

Answer: b

2-1.9 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 *specifically* demonstrating?

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

LO 2.2 Apply the guidelines to improve your own listening.

Topic: Guidelines for Listening

Page: 24

Difficulty: 2 medium

Skill: conceptual

Answer: c

Test Bank

2-1.10 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

LO 2.2 Apply the guidelines to improve your own listening.

Topic: Guidelines for Listening

Page: 25

Difficulty: 2 medium

Skill: conceptual

Answer: a

2-1.11 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.

LO 2.2 Apply the guidelines to improve your own listening.

Topic: Guidelines for Listening

Page: 25

Difficulty: 2 medium

Skill: conceptual

Answer: c

2-1.12 When criticism takes place after a public speech in a classroom setting, 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.

LO 2.3 Define *criticism*, and explain its role in public speaking.

Topic: Criticism in Public Speaking

Page: 26

Difficulty: 1 easy

Skill: factual

Answer: d

2-1.13 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 makes people better speakers by offering another point of view.
- d. It only encourages listeners to focus on finding errors.

LO 2.3 Define *criticism*, and explain its role in public speaking.

Topic: Criticism in Public Speaking

Page: 27

Difficulty: 2 medium

Skill: conceptual

Answer: c

2-1.14 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 would have liked it if you looked directly at me while you were speaking."

LO 2.4 Apply the guidelines for giving and receiving criticism.

Topic: Guidelines for Criticism

Page: 28-29

Difficulty: 3 hard

Skill: applied

Answer: a

2-1.15 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." The big problem with these criticisms is that they are *not*

- a. kind.
- b. positive.
- c. objective.
- d. specific.

LO 2.4 Apply the guidelines for giving and receiving criticism.

Topic: Guidelines for Criticism

Page: 29

Difficulty: 3 hard

Skill: applied

Answer: d

Test Bank

2-1.16 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.”

LO 2.4 Apply the guidelines for giving and receiving criticism.

Topic: Guidelines for Criticism

Page: 31

Difficulty: 1 easy

Skill: factual

Answer: b

2-1.17 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.

LO 2.4 Apply the guidelines for giving and receiving criticism.

Topic: Guidelines for Criticism

Page: 33

Difficulty: 1 easy

Skill: factual

Answer: b

2-1.18 No two speakers speak exactly the same language. Each person speaks in a unique variation of the language. What is this called?

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

LO 2.5 Identify some of the ways in which culture influences listening and criticism.

Topic: Listening, Criticism, and Culture

Page: 34

Difficulty: 1 easy

Skill: factual

Answer: b

2-1.19 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

LO 2.5 Identify some of the ways in which culture influences listening and criticism.

Topic: Listening, Criticism, and Culture

Page: 35

Difficulty: 1 easy

Skill: factual

Answer: a

2-1.20 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.

LO 2.5 Identify some of the ways in which culture influences listening and criticism.

Topic: Listening, Criticism, and Culture

Page: 36

Difficulty: 2 medium

Skill: conceptual

Answer: a

2-2 True/False Questions

2-2.1 Responses made *after* the speaker has stopped talking are generally more elaborate than responses made *while* the speaker is talking.

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

Topic: Listening in Public Speaking

Page: 21

Difficulty: 1 easy

Skill: factual

Answer: TRUE

Test Bank

2-2.2 Empathic listening is *best* viewed in two stages: the empathy you feel for the speaker, and the empathy you feel for the message.

LO 2.2 Apply the suggested guidelines to improve your own listening.

Topic: Guidelines for Listening

Page: 24

Difficulty: 1 easy

Skill: factual

Answer: FALSE

2-2.3 Offensive listening is the tendency to reconstruct and reframe neutral messages so they reflect your own attitudes, prejudices, needs, and values.

LO 2.2 Apply the suggested guidelines to improve your own listening.

Topic: Guidelines for Listening

Page: 24

Difficulty: 1 easy

Skill: factual

Answer: FALSE

2-2.4 Our ego is very much a part of public speaking, so it is normal to take criticism of the speech quite personally.

LO 2.3 Define *criticism*, and explain its role in public speaking.

Topic: Criticism in Public Speaking

Page: 27

Difficulty: 1 easy

Skill: factual

Answer: TRUE

2-2.5 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.

LO 2.4 Apply the guidelines for giving and receiving criticism.

Topic: Guidelines for Criticism

Page: 28-29

Difficulty: 1 easy

Skill: factual

Answer: FALSE

2-2.6 Listening to criticism with an open mind means you should do as the critics say if you ever expect to improve your speaking abilities.

LO 2.4 Apply the guidelines for giving and receiving criticism.

Topic: Guidelines for Criticism

Page: 33

Difficulty: 1 easy

Skill: factual

Answer: FALSE

2-2.7 When listening, you also “listen” to the speaker’s nonverbal communication, and if it is drastically different from his or her words, you will perceive it as noise.

LO 2.5 Identify some of the ways in which culture influences listening and criticism.

Topic: Listening, Criticism, and Culture

Page: 34

Difficulty: 1 easy

Skill: factual

Answer: TRUE

2-2.8 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.

LO 2.5 Identify some of the ways in which culture influences listening and criticism.

Topic: Listening, Criticism, and Culture

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Difficulty: 1 easy

Skill: factual

Answer: FALSE

2-3 Fill-in-the-Blank

2-3.1 _____ is something that just happens involuntarily when you get within earshot of some auditory stimulus.

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

Page: 19

Difficulty: 1 easy

Skill: factual

Answer: Hearing

Test Bank

2-3.2 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.

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

Page: 21

Difficulty: 1 easy

Skill: factual

Answer: evaluating

2-3.3 _____ 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.

LO 2.2 Apply the suggested guidelines to improve your own listening.

Topic: Guidelines for Listening

Page: 24

Difficulty: 1 easy

Skill: factual

Answer: Empathy

2-3.4 People who act as _____ are culturally sensitive, and are careful to keep any personal feelings about the speaker or about the issue itself out of their final evaluation of the presentation and the argument.

LO 2.4 Apply the guidelines for giving and receiving criticism.

Topic: Guidelines for Criticism

Page: 31

Difficulty: 1 easy

Skill: factual

Answer: ethical critics

2-3.5 _____ listening occurs when people listen to members of other cultures and consider them as inferior, uninformed, illogical, or lacking in expertise *only* because they are from different cultures.

LO 2.5 Identify some of the ways in which listening and criticism are influenced by culture.

Topic: Listening, Criticism, and Culture

Page: 35

Difficulty: 1 easy

Skill: factual

Answer: Ethnocentric

2-3.6 People from _____ cultures are likely to find giving and receiving public criticism quite uncomfortable, while those from _____ cultures often welcome this as a natural part of learning.

LO 2.5 Identify some of the ways in which listening and criticism are influenced by culture.

Topic: Listening, Criticism, and Culture

Page: 36

Difficulty: 2 medium

Skill: conceptual

Answer: collectivist; individualist

2-4 Essay Questions

2-4.1 What are the five steps or stages of the listening process? Briefly define each one.

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

Page: 19-22

Difficulty: 2 medium

Skill: conceptual

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.

2-4.2 Name at least three of the six guidelines for listening more effectively, and briefly explain each one.

LO 2.2 Apply the suggested guidelines to improve your own listening.

Topic: Guidelines for Listening

Page: 22-26

Difficulty: 2 medium

Skill: conceptual

Answer: Answers will vary. The six 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 ethically – give the speaker an honest hearing and honest feedback.

Test Bank

2-4.3 Compare the concepts of *thinking empathy* and *feeling empathy*, and give a real-life example of each as they would apply to listening during public speaking.

LO 2.2 Apply the suggested guidelines to improve your own listening.

Topic: Guidelines for Listening

Page: 25

Difficulty: 3 hard

Skill: applied

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. Incommunicating *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.

2-4.4 What are the three principles of public speaking, and how do you evaluate a speech based on these principles?

LO 2.4 Apply the guidelines for giving and receiving criticism.

Topic: Guidelines for Criticism

Page: 28

Difficulty: 3 hard

Skill: analysis

Answer: A good standard to use in evaluating a classroom speech involves how well it conforms to the principles of public speaking. You evaluate a speech positively when it follows the principles of public speaking established by the critics, theorists, and practitioners of public speaking. You evaluate it negatively to the degree that it deviates from these principles. The three principles of public speaking are as follows: 1) Speaking on a subject that is worthwhile, relevant, and interesting to listeners. 2) Designing a speech for a specific audience. 3) Constructing a speech that is based on sound research.

2-4.5 In simple terms, define the three steps for giving criticism in a public speaking classroom. Give an example of each step.

LO 2.4 Apply the guidelines for giving and receiving criticism.

Topic: Guidelines for Criticism

Page: 28

Difficulty: 2 medium

Skill: conceptual

Answer: Criticism in the public speaking classroom can be viewed as a simple three-part process: 1) Say something positive. 2) Identify something that was not effective for you. 3) Suggest a way to improve whatever you felt was ineffective. Examples will vary.

2-4.6 What is face-saving? How might it influence criticism in public speaking?
Discuss two “communication rules” of face-saving cultures.

LO 2.5 Identify some of the ways in which listening and criticism are influenced by culture.

Topic: Listening, Criticism, and Culture

Page: 37

Difficulty: 3 hard

Skill: analysis

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.