

Type: multiple choice question

Title: Chapter 2, Question 1

1) Which of the following are causes of dysfunctional speech anxiety?

- a. Fear of catastrophic failure
- b. Desire for complete approval from an audience
- c. Novelty of the speaking situation
- *d. All of the above

Type: multiple choice question

Title: Chapter 2, Question 2

2) Which of the following are effective and productive strategies for managing speech anxiety?

Feedback: Answer a is unrealistic and counterproductive: apathy won't motivate effective speechmaking. A noncompetitive communication orientation (placing the focus on presenting your message clearly to the audience) is a very effective strategy for managing speech anxiety. Striving for perfection may increase your speech anxiety, and perfection is unreachable anyway, so the goal is silly. Concentrating on early mistakes will likely stoke speech anxiety and lead to fear of catastrophic failure.

- a. Don't care about the speech
- *b. Adopt a noncompetitive communication orientation
- c. Strive for perfection as the goal of your speech
- d. Concentrate on mistakes made during the introduction so you don't repeat the mistakes.

Type: multiple choice question

Title: Chapter 2, Question 3

3) You experience high anxiety before giving a speech. Which of the following indicate that your anxiety has reached an irrational level?

Feedback: The formula for rational speech anxiety is the severity of the feared occurrence times the probability of the feared occurrence. Answers a, b, and c are irrational speech anxiety. If the consequences of failure are minor, who cares whether failure occurs? If the consequences of failure are severe but highly unlikely to occur, again why should you be very concerned? Only if the consequences are severe and the likelihood of failure is high should your anxiety be fairly high. Even in this circumstance, high anxiety may not be necessarily productive and steps may need to be taken to manage the anxiety.

- a. The consequences of failure are severe, but the probability of failure occurring is very low
- b. The consequences of failure are minor, but the probability of failure is fairly high
- c. The consequences of failure are minor, and the probability of failure is low
- *d. All of the above

Type: multiple choice question

Title: Chapter 2, Question 4

4) As a means of managing speech anxiety, the communication orientation

Feedback: The communication orientation is a successful strategy to manage speech anxiety because it takes the emphasis away from performance, evaluation, and error avoidance, and puts the emphasis on presenting a clear and interesting message.

- a. emphasizes the performance aspects of a speech
- *b. emphasizes making the message clear and interesting to listeners
- c. focuses on avoiding errors
- d. focuses on the evaluation of the speech by listeners

Type: multiple choice question

Title: Chapter 2, Question 5

5) You experience "butterflies" in your stomach when you are anxious about giving a speech because

Feedback: The fight-or-flight response delays digestion because digesting a meal is not very helpful when you may need to grapple with a crazed ape or flee an impending danger. Adrenaline increases as part of the fight-or-flight response.

- a. your digestive system is working harder
- *b. your digestive system decreases activity
- c. blood flow to the stomach increases

d. adrenaline decreases

Type: multiple choice question

Title: Chapter 2, Question 6

6) A speaker often experiences dry mouth when anxious about giving a speech because

Feedback: Adrenaline increases and blood vessels dilate when the fight-or-flight response activates. Digestion also decreases because it doesn't help fighting or fleeing.

a. digestive activity increases drawing saliva into the stomach

*b. secretion of saliva is a digestive function and not relevant as a response to a perceived threatening situation

c. adrenaline decreases

d. blood vessels contract in the skin

Type: multiple choice question

Title: Chapter 2, Question 7

7) As you become more experienced as a public speaker you can expect

Feedback: Even experienced performers experience some anxiety. Speech anxiety may reach high levels at the beginning of a presentation but will drop precipitously very quickly once the speech has commenced. The key is to manage speech anxiety, not eliminate it.

a. complete elimination of any anxiety before speaking to an audience

b. some anxiety before speaking but complete elimination of anxiety once you begin to speak

c. high levels of anxiety throughout your speeches because the fight-or-flight response kicks in automatically and can't be minimized

*d. to manage your anxiety effectively if proper steps are taken

Type: multiple choice question

Title: Chapter 2, Question 8

8) Self-defeating thoughts that can provoke speech anxiety include

Feedback: The text discusses each of these as primary self-defeating thoughts that trigger speech anxiety.

a. fear of catastrophic failure

b. perfectionist thinking

c. illusion of transparency

*d. all of the above

Type: multiple choice question

Title: Chapter 2, Question 9

9) Anxiety that occurs when you face the audience and begin to speak is which phase of speech anxiety?

Feedback: The three phases of speech anxiety, in order, are anticipation, confrontation, and adaptation.

a. the anticipation phase

b. the adaptation phase

c. the probability phase

*d. the confrontation phase

Type: multiple choice question

Title: Chapter 2, Question 10

10) Gaining proper perspective about your speech anxiety includes which of the following?

Feedback: You do not want to concentrate on the severity of failure; that's a self-defeating thought (fear of catastrophic failure). Anxiety levels do increase usually at the beginning of a speech, but concentrating on this is counterproductive. Recognizing the difference between rational and irrational fear can help put speech anxiety in proper perspective.

a. Concentrating on possible severe consequences of failure

b. Concentrating on your anxiety level when it increases quickly and substantially as you begin to speak

*c. Recognizing when your anxiety has reached irrational levels

d. None of the above

Type: multiple choice question

Title: Chapter 2, Question 11

11) A narrative speech is typically composed of

Feedback: Although not always true, typical narratives are composed of a challenge, a resulting struggle, and a resolution.

- a. challenge
- b. struggle
- c. resolution
- *d. all of the above

Type: multiple choice question

Title: Chapter 2, Question 12

12) The most effective way to address symptoms of the fight-or-flight response is to

Feedback: Answer a asks you to do the impossible; b is a realistic goal; c also is an unreasonable goal and counterproductive; d is the opposite of an effective strategy—you want a communication orientation.

- a. ignore the symptoms
- *b. moderate the response, not try to pick and choose which symptoms to deactivate
- c. find ways to completely deactivate the response in its entirety
- d. employ a competitive performance orientation

Type: multiple choice question

Title: Chapter 2, Question 13

13) Preparation before giving a speech is important. This preparation should include

Feedback: Answers a, b, and c will all increase your anxiety or are counterproductive.

- a. eating plentiful energy foods such as donuts
- b. ingesting caffeinated drinks to boost your brain power
- c. drinking some alcohol to quiet your nerves
- *d. none of the above

Type: multiple choice question

Title: Chapter 2, Question 14

14) It is important to address speech anxiety early on because high anxiety can

Feedback: All three answers are discussed in the text as justifications for addressing speech anxiety very early in the speech process.

- a. hinder your preparation of your speech
- b. continue to increase to dysfunctional levels if left unaddressed
- c. result in a desire to drop your public speaking class
- *d. all of the above

Type: multiple choice question

Title: Chapter 2, Question 15

15) Speech anxiety is

Feedback: A survey from Chapman University places the prevalence at 62%. It is not a problem for everyone, but it is pervasive.

- a. pervasive, affecting every person who gives a speech
- b. only a problem for novice speakers
- *c. a challenge for almost two-thirds of the population
- d. none of the above

Type: multiple choice question

Title: Chapter 2, Question 16

16) The relaxation response is

Feedback: Any and all of these can help reduce the fight-or-flight response by producing a relaxation response.

- a. an antidote to the fight-or-flight response
- b. produced by slow, controlled deep breathing
- c. engaging in tensing and relaxing exercises
- *d. all of the above

Type: true-false

Title: Chapter 2, Question 17

17) Professional speakers rarely experience speech anxiety.

Feedback: Even professional speakers experience some speech anxiety in the anticipation stage, but they learn to control the anxiety and even use it to their advantage.

a. True

***b.** False

Type: true-false

Title: Chapter 2, Question 18

18) Dysfunctional speech anxiety occurs when the intensity of the fight-or-flight response prevents an individual from performing appropriately.

Feedback: When speech anxiety interferes with speech performance, it becomes dysfunctional by definition.

***a.** True

b. False

Type: true-false

Title: Chapter 2, Question 19

19) The formula for distinguishing rational from irrational speech anxiety is the severity of the feared occurrence times the intensity of the feared occurrence.

Feedback: The formula is severity times probability. Intensity is a form of severity.

a. True

***b.** False

Type: true-false

Title: Chapter 2, Question 20

20) Approaching a speech as a competitive performance can substantially reduce anxiety.

Feedback: Competition heightens anxiety, and viewing a speech as a performance focuses the speaker on evaluation and criticism, which will likely increase anxiety.

a. True

***b.** False

Type: true-false

Title: Chapter 2, Question 21

21) Overestimating the extent to which audience members detect a speaker's nervousness is called catastrophic thinking.

Feedback: It is called the illusion of transparency.

a. True

***b.** False

Type: true-false

Title: Chapter 2, Question 22

22) Telling a speaker "don't be nervous" is an effective way to overcome the illusion of transparency that increases nervousness.

Feedback: Merely telling nervous speakers to stop being nervous is empty advice. If they could simply turn off the nervousness spigot, don't you think they would?

a. True

***b.** False

Type: true-false

Title: Chapter 2, Question 23

23) Uncertainty reduction theory posits that as you gain speaking experience, the novelty wears off and anxiety consequently diminishes.

Feedback: Reducing uncertainty (novelty) with experience can reduce anxiety.

***a.** True

b. False

Type: true-false

Title: Chapter 2, Question 24

24) All types of speeches and speaking situations produce the same amount of speech anxiety for someone who experiences this problem.

Feedback: Different speaking situations can produce different levels of nervousness. Speaking to a group of peers can be much worse for some than speaking to strangers.

a. True

***b.** False

Type: true-false

Title: Chapter 2, Question 25

25) Being indifferent about giving a speech is an effective solution to speech anxiety.

Feedback: Indifference (not caring) may help with nervousness for some, but it likely will produce a very bad speech that may actually produce anxiety as the speech falls apart in front of an audience.

a. True

***b.** False

Type: true-false

Title: Chapter 2, Question 26

26) Ingesting caffeine, such as drinking an energy drink right before speaking, is an effective strategy for addressing not only speech anxiety but fear of going blank that can arouse anxiety.

Feedback: Caffeine likely will increase anxiety, and that increased anxiety can increase the likelihood of going blank.

a. True

***b.** False

Type: true-false

Title: Chapter 2, Question 27

27) It is sufficient to simply provide a list of strategies for effectively addressing speech anxiety.

Feedback: A mere list of strategies provides no understanding of the causes of such anxiety and provides no means for determining which strategies are likely to be most effective.

a. True

***b.** False

Type: true-false

Title: Chapter 2, Question 28

28) Symptoms of the fight-or-flight response are never appropriate for giving a speech because they interfere with one's effectiveness.

Feedback: Eliminating the symptoms of the fight-or-flight response should not be the goal. Some aspects of the response (increased adrenaline, glucose, etc.) can actually aid a person when giving a speech. The key is managing the fight-or-flight response for optimal effectiveness.

a. True

***b.** False

Type: true-false

Title: Chapter 2, Question 29

29) Predictions of public speaking catastrophes are unrealistic because they are highly unlikely to occur no matter how inexperienced you might be.

Feedback: Catastrophic thinking is a cause of high anxiety. The predicted catastrophe almost never occurs, especially if the speaker prepares and practices the speech.

***a.** True

b. False

Type: true-false

Title: Chapter 2, Question 30

30) It is reasonable to expect that, with sufficient experience, one can give flawless speeches.

Feedback: Even highly trained and experienced speakers make mistakes. These are usually only minor flaws that go unnoticed by audiences, but everyone makes at least little mistakes when giving speeches. Perfectionist thinking will increase anxiety and impede performance.

a. True

*b. False

Type: true-false

Title: Chapter 2, Question 31

31) When compared to other methods of anxiety reduction and control, the communication orientation is the most successful.

Feedback: Research supports this conclusion. The communication orientation takes the focus away from a speaker's anxiety and focuses attention on the clarity of the message. This allows a speaker to almost forget about anxiety.

*a. True

b. False

Type: true-false

Title: Chapter 2, Question 32

32) A narrative speech, typical of an introductory first speech in class, typically has three components: a challenge, a struggle, and a resolution.

Feedback: Although not true of every narrative speech, the logical components for a narrative speech to be satisfying to an audience require these three.

*a. True

b. False

Type: true-false

Title: Chapter 2, Question 33

33) The spotlight effect refers to a desire to be conspicuous and receive attention from an audience to divert your attention away from any anxiety that you may experience giving a speech.

Feedback: The spotlight effect refers to feeling conspicuous or "on stage" and this center of attention feeling can increase speech anxiety.

a. True

*b. False

Type: true-false

Title: Chapter 2, Question 34

34) Presenting a speech before a highly supportive audience of fellow students in your class will likely reduce you anxiety.

Feedback: A "classroom community" of highly supportive students reduces anxiety according to research.

*a. True

b. False

Type: true-false

Title: Chapter 2, Question 35

35) Physical exercise on a sustained basis can help reduce speech anxiety.

Feedback: Research shows that making a habit of working out regularly prepares your body to deal with stressors.

*a. True

b. False

Type: true-false

Title: Chapter 2, Question 36

36) During the adaptation phase of speech anxiety, symptoms of the fight-or-flight response steadily increase in response to the stress of giving a speech.

Feedback: During this phase, anxiety steadily diminishes.

a. True

*b. False