Chapter 1

*Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| 1. | When your textbook describes public speaking as a form of empowerment, it means that public speaking is      |  |  | | --- | --- | | A. | a way to manipulate people. |  |  |  | | --- | --- | | B. | a way to make a difference in something we care about. |  |  |  | | --- | --- | | C. | a way to make everyone see things through our frame of reference. |  |  |  | | --- | --- | | D. | a way to demonstrate how clever we are. |  |  |  | | --- | --- | | E. | a way to make bad ideas seem good. | |

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| 2. | To say that public speaking is a way to make a difference about something we care about is to recognize that public speaking is      |  |  | | --- | --- | | A. | a form of empowerment. |  |  |  | | --- | --- | | B. | a skill similar to conversation. |  |  |  | | --- | --- | | C. | an art more than a science. |  |  |  | | --- | --- | | D. | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* a skill similar to conversation *and* an art more than a science. | |

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| 3. | |  | | --- | | As your textbook explains, many of the skills used in public speaking are the same as those used in everyday conversation. These skills include |         |  |  | | --- | --- | | A. | telling a story for maximum impact. |  |  |  | | --- | --- | | B. | tailoring your message to your audience. |  |  |  | | --- | --- | | C. | organizing your thoughts logically. |  |  |  | | --- | --- | | D. | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* telling a story for maximum impact *and* organizing your thoughts logically. | |

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| 4. | How much time does the average adult spend in conversation?      |  |  | | --- | --- | | A. | about 50 percent of waking hours |  |  |  | | --- | --- | | B. | about 10 percent of waking hours |  |  |  | | --- | --- | | C. | about 20 percent of waking hours |  |  |  | | --- | --- | | D. | about 30 percent of waking hours |  |  |  | | --- | --- | | E. | about 40 percent of waking hours | |

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| 5. | Many of the skills used in public speaking are the same as those used in everyday conversation. These skills include      |  |  | | --- | --- | | A. | organizing your thoughts logically. |  |  |  | | --- | --- | | B. | tailoring your message to your audience. |  |  |  | | --- | --- | | C. | adapting to listener feedback. |  |  |  | | --- | --- | | D. | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* tailoring your message to your audience *and* adapting to listener feedback. | |

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| 6. | |  | | --- | | When you experience stage fright, your body is producing extra \_\_\_\_\_\_\_\_\_, a hormone that is released into the bloodstream in response to physical or mental stress. |         |  |  | | --- | --- | | A. | adrenaline |  |  |  | | --- | --- | | B. | serotonin |  |  |  | | --- | --- | | C. | potassium |  |  |  | | --- | --- | | D. | glauconite |  |  |  | | --- | --- | | E. | cortisone | |

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| 7. | According to your textbook, rather than trying to eliminate every trace of stage fright, you should aim at transforming it into      |  |  | | --- | --- | | A. | general tension. |  |  |  | | --- | --- | | B. | visualized adrenaline. |  |  |  | | --- | --- | | C. | professional stage fright. |  |  |  | | --- | --- | | D. | positive nervousness. |  |  |  | | --- | --- | | E. | performance anxiety. | |

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| 8. | Which of the following does your textbook recommend as a way to deal with stage fright?  rev: 02\_06\_2013\_QC\_25655      |  |  | | --- | --- | | A. | Acquire speaking experience. |  |  |  | | --- | --- | | B. | Turn negative thoughts into positive ones. |  |  |  | | --- | --- | | C. | Don't expect perfection. |  |  |  | | --- | --- | | D. | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* acquire speaking experience *and* turn negative thoughts into positive ones. | |

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| 9. | Which of the following does your textbook recommend as a way to deal with nervousness in your speeches?      |  |  | | --- | --- | | A. | Visualize yourself giving a successful speech. |  |  |  | | --- | --- | | B. | Concentrate on communicating with the audience, rather than on your nerves. |  |  |  | | --- | --- | | C. | Choose a topic you care about and prepare thoroughly for the speech. |  |  |  | | --- | --- | | D. | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* concentrate on communicating with the audience rather than on your nerves *and* choose a topic you care about and prepare thoroughly for the speech. | |

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| 10. | Which of the following does your textbook recommend as a way to deal with nervousness in your speeches?      |  |  | | --- | --- | | A. | Remember that your nervousness is not usually visible to your audience. |  |  |  | | --- | --- | | B. | Concentrate on communicating with the audience rather than on your nerves. |  |  |  | | --- | --- | | C. | As you rehearse, visualize yourself giving a successful speech. |  |  |  | | --- | --- | | D. | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* concentrate on communicating with the audience rather than on your nerves *and* as you rehearse, visualize yourself giving a successful speech. | |

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| 11. | Which of the following does your textbook recommend as a way to deal with nervousness in your speeches?      |  |  | | --- | --- | | A. | Concentrate on thinking about your stage fright. |  |  |  | | --- | --- | | B. | Work especially hard on your conclusion. |  |  |  | | --- | --- | | C. | Avoid making eye contact with your audience. |  |  |  | | --- | --- | | D. | Try to generate extra adrenaline as you speak. |  |  |  | | --- | --- | | E. | Think of your speech as an act of communication. | |

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| 12. | Which of the following does your textbook recommend as a way to deal with nervousness in your speeches?      |  |  | | --- | --- | | A. | Visualize the worst things that could happen. |  |  |  | | --- | --- | | B. | Turn negative thoughts into positive thoughts. |  |  |  | | --- | --- | | C. | Avoid making direct eye contact with the audience. |  |  |  | | --- | --- | | D. | Stay up late the night before to finish preparing. |  |  |  | | --- | --- | | E. | Generate extra adrenaline as you speak. | |

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| 13. | Which of the following does your textbook recommend as a way to deal with nervousness in your speeches?      |  |  | | --- | --- | | A. | Tell your audience how nervous you are. |  |  |  | | --- | --- | | B. | Avoid making eye contact with the audience. |  |  |  | | --- | --- | | C. | Focus on achieving perfection in your speech. |  |  |  | | --- | --- | | D. | Visualize yourself giving a successful speech. |  |  |  | | --- | --- | | E. | Tell a lot of jokes during your speech. | |

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| 14. | |  | | --- | | One way to build confidence as a speaker is to create a vivid mental blueprint in which you see yourself succeeding in your speech. According to your textbook, this process is called |       |  |  | | --- | --- | | A. | representation. |  |  |  | | --- | --- | | B. | imagistic practice. |  |  |  | | --- | --- | | C. | anticipatory rehearsal. |  |  |  | | --- | --- | | D. | foreshadowing. |  |  |  | | --- | --- | | E. | visualization. | |

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| 15. | According to your textbook, when you employ the power of visualization as a method of controlling stage fright, you should      |  |  | | --- | --- | | A. | decrease the time necessary for preparing your speech. |  |  |  | | --- | --- | | B. | keep your mental pictures from becoming too vivid. |  |  |  | | --- | --- | | C. | focus on the positive aspects of your speech. |  |  |  | | --- | --- | | D. | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* decrease the time necessary for preparing your speech *and* keep your mental pictures from becoming too vivid. | |

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| 16. | Research has shown that the anxiety level of most speakers drops off significantly      |  |  | | --- | --- | | A. | before they rise to speak. |  |  |  | | --- | --- | | B. | as soon as they begin to speak. |  |  |  | | --- | --- | | C. | when they are 30 to 60 seconds into the speech. |  |  |  | | --- | --- | | D. | after they reach the middle of the speech. |  |  |  | | --- | --- | | E. | None of these answers are correct. | |

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| 17. | Which of the following strategies is *least* likely to help you deal with nervousness in your speeches?      |  |  | | --- | --- | | A. | thinking positively |  |  |  | | --- | --- | | B. | concentrating on your stage fright |  |  |  | | --- | --- | | C. | working especially hard on your introduction |  |  |  | | --- | --- | | D. | making eye contact with members of your audience |  |  |  | | --- | --- | | E. | using visual aids | |

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| 18. | All of the following are recommended by your textbook to help you deal with nervousness *except*:      |  |  | | --- | --- | | A. | Acquire speaking experience. |  |  |  | | --- | --- | | B. | Focus on achieving perfection. |  |  |  | | --- | --- | | C. | Remember that most nervousness is not visible to the audience. |  |  |  | | --- | --- | | D. | Visualize yourself giving a successful speech. |  |  |  | | --- | --- | | E. | Prepare your speech thoroughly. | |

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| 19. | |  | | --- | | Heather was in the midst of an excellent speech on campus history when she made a minor mistake by giving the wrong date for the opening of a campus building. She suddenly stopped speaking and said, "Oh, I messed up." Then she provided the correct date. The rest of her speech went well, but all she could think about afterward was her mistake. What is the *major* piece of advice from your textbook that Heather needs to be reminded about? |       |  |  | | --- | --- | | A. | There is no such thing as a perfect speech. |  |  |  | | --- | --- | | B. | You should work especially hard on your introduction. |  |  |  | | --- | --- | | C. | Audiences usually can't tell how nervous a speaker is. |  |  |  | | --- | --- | | D. | You should take slow, deep breaths before you speak. |  |  |  | | --- | --- | | E. | It is natural for public speakers to be nervous. | |

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| 20. | According to the advice given in your textbook, if you make a mistake when you are giving a speech, the *best* thing to do is      |  |  | | --- | --- | | A. | start that part of the speech over and deliver it the way you had planned. |  |  |  | | --- | --- | | B. | keep going because your audience doesn’t know what you had planned to say. |  |  |  | | --- | --- | | C. | stop and tell your audience that you messed up because you are so nervous. |  |  |  | | --- | --- | | D. | assume that your speech is a failure because you made a mistake. |  |  |  | | --- | --- | | E. | read from your notes for the rest of the speech to avoid further mistakes. | |

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| 21. | |  | | --- | | Asad was giving an interesting speech about the earliest astronomical observatories—a subject he was very excited about—when he misidentified the founder of the Istanbul observatory. When he realized his mistake, he corrected it, but then he felt flustered and wasn’t as confident for the rest of his speech. What advice from your textbook should Asad keep in mind? |       |  |  | | --- | --- | | A. | Audiences focus more on a speaker’s ideas than on details of his or her delivery. |  |  |  | | --- | --- | | B. | Most of a speaker’s nervousness isn’t visible to the audience. |  |  |  | | --- | --- | | C. | There is no such thing as a perfect speech. |  |  |  | | --- | --- | | D. | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* most of a speaker’s nervousness isn’t visible to the audience *and* there is no such thing as a perfect speech. | |

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| 22. | |  | | --- | | Dealing with such matters as the logical relationships among ideas, the soundness of evidence, and the differences between fact and opinion are all part of what your textbook calls |       |  |  | | --- | --- | | A. | deduction. |  |  |  | | --- | --- | | B. | critical thinking. |  |  |  | | --- | --- | | C. | rational communication. |  |  |  | | --- | --- | | D. | oral deliberation. |  |  |  | | --- | --- | | E. | induction. | |

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| 23. | Which of the following aspects of public speaking is *least* likely to help strengthen your skills as a critical thinker?      |  |  | | --- | --- | | A. | researching your speech |  |  |  | | --- | --- | | B. | outlining and organizing your speech |  |  |  | | --- | --- | | C. | testing the logic of your arguments |  |  |  | | --- | --- | | D. | practicing the delivery of your speech |  |  |  | | --- | --- | | E. | assessing the validity of your evidence | |

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| 24. | Whatever a speaker communicates to someone else is termed the      |  |  | | --- | --- | | A. | channel. |  |  |  | | --- | --- | | B. | code. |  |  |  | | --- | --- | | C. | feedback. |  |  |  | | --- | --- | | D. | message. |  |  |  | | --- | --- | | E. | source. | |

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| 25. | As your textbook explains, the means by which a message is communicated is termed the      |  |  | | --- | --- | | A. | channel. |  |  |  | | --- | --- | | B. | vehicle. |  |  |  | | --- | --- | | C. | carrier. |  |  |  | | --- | --- | | D. | catalyst. |  |  |  | | --- | --- | | E. | stimulus. | |

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| 26. | As defined in your textbook, channel in the speech communication process refers to      |  |  | | --- | --- | | A. | the feedback sent to a speaker by the listener. |  |  |  | | --- | --- | | B. | the means by which a message is communicated. |  |  |  | | --- | --- | | C. | the physical location where the communication takes place. |  |  |  | | --- | --- | | D. | the process by which listeners adapt to the speaker. |  |  |  | | --- | --- | | E. | the content a speaker communicates to someone else. | |

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| 27. | |  | | --- | | Jamal attended the campus president's speech about tuition increases, while Mary listened to a podcast of the speech in her car. Later, Mary said she thought the president's words stated clearly that he opposed an increase in tuition. But Jamal said that the way the president avoided looking at students when he talked about tuition made it seem the president actually supported an increase in tuition. The difference in the messages Mary and Jamal received *most* likely resulted from the fact that |       |  |  | | --- | --- | | A. | Jamal is a better listener than Mary. |  |  |  | | --- | --- | | B. | Mary and Jamal both experienced feedback. |  |  |  | | --- | --- | | C. | Mary and Jamal received the message through different channels. |  |  |  | | --- | --- | | D. | Mary and Jamal are majoring in different subjects. |  |  |  | | --- | --- | | E. | Mary is a better listener than Jamal. | |

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| 28. | Everything a speaker says is filtered through a listener's      |  |  | | --- | --- | | A. | frame of reference. |  |  |  | | --- | --- | | B. | credibility. |  |  |  | | --- | --- | | C. | feedback. |  |  |  | | --- | --- | | D. | personal screen. |  |  |  | | --- | --- | | E. | psychological field. | |

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| 29. | |  | | --- | | According to your textbook, the knowledge, experience, goals, values, and attitudes through which each listener filters a message is called the listener's |       |  |  | | --- | --- | | A. | personal screen. |  |  |  | | --- | --- | | B. | sphere of values. |  |  |  | | --- | --- | | C. | attitudinal core. |  |  |  | | --- | --- | | D. | frame of reference. |  |  |  | | --- | --- | | E. | psychological field. | |

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| 30. | |  | | --- | | Because every person has a unique \_\_\_\_\_\_\_\_\_\_ based on his or her own knowledge, experience, and values, the meaning of a message can never be exactly the same to a listener as to a speaker. |       |  |  | | --- | --- | | A. | frame of reference. |  |  |  | | --- | --- | | B. | personal screen |  |  |  | | --- | --- | | C. | feedback mechanism |  |  |  | | --- | --- | | D. | attitudinal core |  |  |  | | --- | --- | | E. | psychological field | |

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| 31. | |  | | --- | | As you listen to a speech about campus crime, you relate the speaker's ideas to your own knowledge, goals, and experience. According to your textbook, you are filtering the speech through your own |       |  |  | | --- | --- | | A. | psychological screen. |  |  |  | | --- | --- | | B. | cognitive field. |  |  |  | | --- | --- | | C. | frame of reference. |  |  |  | | --- | --- | | D. | social perspective. |  |  |  | | --- | --- | | E. | personal vision. | |

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| 32. | \_\_\_\_\_\_\_\_\_\_ lets you know how your message is being received.      |  |  | | --- | --- | | A. | Vocal variety |  |  |  | | --- | --- | | B. | Credibility |  |  |  | | --- | --- | | C. | Feedback |  |  |  | | --- | --- | | D. | Interference |  |  |  | | --- | --- | | E. | Audience adaptation | |

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| 33. | |  | | --- | | As you present your speech, you notice that many of your listeners have interested looks on their faces and are nodding their heads in agreement with your ideas. According to your textbook, these reactions by your listeners are called |       |  |  | | --- | --- | | A. | interference. |  |  |  | | --- | --- | | B. | cognitive cues. |  |  |  | | --- | --- | | C. | feedback. |  |  |  | | --- | --- | | D. | audience cues. |  |  |  | | --- | --- | | E. | indicators. | |

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| 34. | |  | | --- | | In the midst of a speech about tsunamis, a speaker notices quizzical expressions on the faces of her listeners. In response, she says, "Let me explain that point again to make sure it's clear." When this happens, the speaker is |       |  |  | | --- | --- | | A. | building her credibility. |  |  |  | | --- | --- | | B. | adapting to feedback. |  |  |  | | --- | --- | | C. | compensating for the situation. |  |  |  | | --- | --- | | D. | interpreting the audience's frame of reference. |  |  |  | | --- | --- | | E. | adjusting the channel. | |

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| 35. | |  | | --- | | As Christopher delivered his speech, he noticed that some members of his audience looked confused as he explained one of his main points. As a result, he slowed down and explained the point again. In this case, Christopher was |       |  |  | | --- | --- | | A. | dealing with external interference. |  |  |  | | --- | --- | | B. | adjusting the channel of communication. |  |  |  | | --- | --- | | C. | interpreting the audience's frame of reference. |  |  |  | | --- | --- | | D. | compensating for the situation. |  |  |  | | --- | --- | | E. | adapting to audience feedback. | |

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| 36. | What, according to your textbook, is the term for anything that impedes the communication of a message?      |  |  | | --- | --- | | A. | divergence |  |  |  | | --- | --- | | B. | blockage |  |  |  | | --- | --- | | C. | distraction |  |  |  | | --- | --- | | D. | avoidance |  |  |  | | --- | --- | | E. | interference | |

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| 37. | |  | | --- | | Concern by a listener about an upcoming job interview, the lack of air conditioning, or a toothache are all examples of \_\_\_\_\_\_\_\_\_\_ in the speech communication process. |       |  |  | | --- | --- | | A. | feedback |  |  |  | | --- | --- | | B. | avoidance |  |  |  | | --- | --- | | C. | blockage |  |  |  | | --- | --- | | D. | interference |  |  |  | | --- | --- | | E. | divergence | |

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| 38. | |  | | --- | | According to your textbook, a listener anxious about an upcoming exam, worried about a recent argument with a friend, or distracted by cold air in the classroom would be experiencing |       |  |  | | --- | --- | | A. | interference. |  |  |  | | --- | --- | | B. | situational cues. |  |  |  | | --- | --- | | C. | communication apprehension. |  |  |  | | --- | --- | | D. | psychological dissonance. |  |  |  | | --- | --- | | E. | feedback. | |

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| 39. | |  | | --- | | A ringing cell phone or an audience member browsing the Web on her laptop during a speech are examples of which element in the speech communication process? |       |  |  | | --- | --- | | A. | channel |  |  |  | | --- | --- | | B. | message |  |  |  | | --- | --- | | C. | feedback |  |  |  | | --- | --- | | D. | interference |  |  |  | | --- | --- | | E. | confusion | |

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| 40. | |  | | --- | | Someone coughing in the audience or walking in late during a presentation are examples of what element in the speech communication process? |       |  |  | | --- | --- | | A. | intrusion |  |  |  | | --- | --- | | B. | message |  |  |  | | --- | --- | | C. | feedback |  |  |  | | --- | --- | | D. | interference |  |  |  | | --- | --- | | E. | disturbance | |

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| 41. | |  | | --- | | As Benita approached the podium, loud voices from the hallway filled the room. Before beginning her speech, she asked someone in the back of the room to close the door. In this case, Benita was dealing with |       |  |  | | --- | --- | | A. | stage fright. |  |  |  | | --- | --- | | B. | interference. |  |  |  | | --- | --- | | C. | nonverbal communication. |  |  |  | | --- | --- | | D. | audience attitudes. |  |  |  | | --- | --- | | E. | feedback. | |

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| 42. | |  | | --- | | Recognizing that the audience for his graduation speech would be packed into a non-air-conditioned gymnasium during the hottest week of the year, Kane decided to keep his speech at the low end of his 10- to-15-minute time limit. In making this decision, Kane was adapting to which element of the speech communication process? |       |  |  | | --- | --- | | A. | location |  |  |  | | --- | --- | | B. | feedback |  |  |  | | --- | --- | | C. | message |  |  |  | | --- | --- | | D. | channel |  |  |  | | --- | --- | | E. | situation | |

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| 43. | |  | | --- | | Public speakers who seek to communicate with listeners from cultures other than their own need to take special care to avoid \_\_\_\_\_\_\_\_\_\_ in their speeches. |       |  |  | | --- | --- | | A. | ethnocentrism |  |  |  | | --- | --- | | B. | vocalized pauses |  |  |  | | --- | --- | | C. | personal statements |  |  |  | | --- | --- | | D. | visual aids |  |  |  | | --- | --- | | E. | gestures | |

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| 44. | The tendency to see the beliefs, values, and customs of one's own culture or group as "right" or "natural" is called      |  |  | | --- | --- | | A. | ethnicity. |  |  |  | | --- | --- | | B. | egocentrism. |  |  |  | | --- | --- | | C. | ethnocentrism. |  |  |  | | --- | --- | | D. | exclusivity. |  |  |  | | --- | --- | | E. | essentialism. | |

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| 45. | According to your textbook, the belief that one's own group or culture is superior to all other groups or cultures is termed      |  |  | | --- | --- | | A. | egocentrism. |  |  |  | | --- | --- | | B. | ethnicity. |  |  |  | | --- | --- | | C. | ecumenism. |  |  |  | | --- | --- | | D. | ethnocentrism. |  |  |  | | --- | --- | | E. | exclusivity. | |

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| 46. | As your textbook explains, ethnocentrism means      |  |  | | --- | --- | | A. | showing respect to other groups and cultures. |  |  |  | | --- | --- | | B. | recognizing that listeners are interested in how a topic relates to them. |  |  |  | | --- | --- | | C. | believing one's own group or culture is superior to all other groups or cultures. |  |  |  | | --- | --- | | D. | insisting that listeners share a speaker's frame of reference. |  |  |  | | --- | --- | | E. | agreeing with the values and practices of other groups and cultures. | |

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| 47. | |  | | --- | | Sosuke is from Japan and has decided to give his informative speech on Japanese marriage customs. Because he will be getting married back home the next summer, he is very excited about the topic. He is concerned, however, that his classmates, all of whom are from the United States, may think he is saying that marriage traditions in Japan are better than those in the United States. Sosuke’s concern indicates that he is sensitive to the problem of |       |  |  | | --- | --- | | A. | egoism. |  |  |  | | --- | --- | | B. | ethical relativism. |  |  |  | | --- | --- | | C. | ethnocentrism. |  |  |  | | --- | --- | | D. | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* egoism *and* ethical relativism. | |

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| 48. | |  | | --- | | Communication skills, including public speaking, are often more important to employers than a job candidate’s undergraduate major. |     True    False |

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| 49. | |  | | --- | | In specialized fields, technical knowledge is more important to employers than communication skills when deciding whom to hire and promote. |     True    False |

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| 50. | |  | | --- | | As your textbook states, texting, tweeting, and other forms of electronic communication have significantly reduced the need for public speaking. |     True    False |

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| 51. | As your textbook states, public speaking is a form of empowerment because it gives speakers the ability to manipulate people.    True    False |

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| 52. | The teaching and study of public speaking began more than 4,000 years ago.    True    False |

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| 53. | Both public speaking and conversation involve adapting to listener feedback.    True    False |

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| 54. | Public speaking requires the same method of delivery as ordinary conversation.    True    False |

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| 55. | Public speaking usually requires more formal language than everyday conversation.    True    False |

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| 56. | Public speaking is more highly structured than everyday conversation.    True    False |

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| 57. | When you adjust to the situation of a public speech, you are doing on a larger scale what you do every day in conversation.    True    False |

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| 58. | As a speaker, you can usually assume that an audience will be interested in what you have to say.    True    False |

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| 59. | Fortunately, stage fright only affects inexperienced speakers.    True    False |

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| 60. | Most successful speakers are nervous before taking the floor.    True    False |

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| 61. | Some nervousness before you speak is usually beneficial.    True    False |

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| 62. | |  | | --- | | Many of the symptoms of stage fright are due to adrenaline, a hormone released into the bloodstream in response to physical or mental stress. |     True    False |

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| 63. | Thinking of stage fright as "stage excitement" or "stage enthusiasm" can help you get focused and energized for a speech.    True    False |

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| 64. | |  | | --- | | For most beginning speakers, the biggest part of stage fright is fear of the unknown. It has been estimated that being fully prepared for a speech can reduce stage fright by up to 75 percent. |     True    False |

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| 65. | Thinking positively about your ability to give a speech is one way to control your anxiety about speaking.    True    False |

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| 66. | Research has shown that for most speakers, anxiety decreases significantly after the first 30 to 60 seconds of a speech.    True    False |

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| 67. | |  | | --- | | Using the power of visualization to control stage fright means that you should approach your speech as a performance in which the audience is looking for perfection. |     True    False |

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| 68. | As your textbook explains, visualization involves creating a mental picture of yourself succeeding at your speech.    True    False |

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| 69. | |  | | --- | | Speakers who think positively about themselves and the speech experience are more likely to overcome their stage fright than are speakers who think negatively. |     True    False |

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| 70. | |  | | --- | | Researchers suggest that you counter every negative thought you have about your speeches with at least five positive ones. |     True    False |

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| 71. | Listeners usually realize how tense a speaker is.    True    False |

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| 72. | Most of the nervousness public speakers feel internally is not visible to their listeners.    True    False |

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| 73. | |  | | --- | | As your textbook explains, the best way to approach public speaking is to view it as an act of communication, rather than as a performance. |     True    False |

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| 74. | Audiences are usually critical of speakers for making minor mistakes.    True    False |

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| 75. | You will do the best in your speeches if you expect perfection every time.    True    False |

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| 76. | It is usually a bad idea to make eye contact with individual members of your audience.    True    False |

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| 77. | In many aspects of public speaking, you will employ the skills of critical thinking.    True    False |

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| 78. | Organizing ideas for presentation in a speech is an important aspect of critical thinking.    True    False |

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| 79. | Critical thinking is a way of thinking negatively about everything you hear in a speech.    True    False |

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| 80. | |  | | --- | | Practicing speech delivery is one of the most important ways in which public speaking helps develop your skills as a critical thinker. |     True    False |

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| 81. | Your goal in public speaking is to have your intended message be the message that is actually communicated.    True    False |

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| 82. | As your textbook explains, the speaker's message consists only of what the speaker says with language.    True    False |

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| 83. | The channel is the room in which speech communication takes place.    True    False |

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| 84. | The channel is the means by which a message is communicated.    True    False |

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| 85. | A speaker's frame of reference and a listener's frame of reference will never be exactly the same.    True    False |

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| 86. | Most of the time, the listener's frame of reference is identical to the speaker's frame of reference.    True    False |

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| 87. | |  | | --- | | Because most people share the same frame of reference, the meaning of a message is usually the same to a listener as to a speaker. |     True    False |

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| 88. | Most public speaking situations involve two-way communication.    True    False |

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| 89. | When you give a speech to your classmates, you are engaged in one-way communication.    True    False |

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| 90. | The nonverbal messages that listeners send back to speakers are called feedback.    True    False |

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| 91. | Interference is anything that impedes the communication of a message.    True    False |

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| 92. | Interference can come from either inside or outside your audience.    True    False |

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| 93. | Speechmaking becomes more complex as cultural diversity increases.    True    False |

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| 94. | Although language changes from culture to culture, the meaning of nonverbal signals is consistent across cultures.    True    False |

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| 95. | |  | | --- | | Ethnocentrism is an advantage to speakers who seek to understand the values, beliefs, and customs of audiences from different cultures. |     True    False |

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| 96. | Ethnocentrism often leads to prejudice and hostility toward people of different racial, ethnic, and cultural backgrounds.    True    False |

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| 97. | Public speakers who seek to avoid being ethnocentric need to show respect for the cultures of the people they address.    True    False |

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| 98. | Avoiding ethnocentrism means that you must agree with the values and practices of all groups and cultures.    True    False |

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| 99. | Ethnocentrism needs to be avoided when you are in the role of listener as well as when you are in the role of speaker.    True    False |

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| 100. | Ethnocentrism is unique to western cultures such as those in the United States and Europe.    True    False |

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| 101. | Ethnocentrism is a part of every culture.    True    False |

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| 102. | Ethnocentrism is the belief that one's own group or culture is superior to all other groups or cultures.    True    False |

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| 103. | |  | | --- | | When you experience stage fright, your body is producing extra \_\_\_\_\_\_\_\_\_\_\_\_\_\_, a hormone that is released into the bloodstream in response to physical or mental stress. |     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 104. | Mental imaging in which a speaker vividly pictures himself or herself giving a successful presentation is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 105. | The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the means by which a message is communicated.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 106. | |  | | --- | | Because a listener's \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can never be exactly the same as a speaker's, the meaning of a message will never be exactly the same to a listener as to a speaker. |     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 107. | The messages sent by listeners to a speaker are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 108. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lets you know how your message is being received by your audience.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 109. | |  | | --- | | Concern by a listener about lawn mower noise outside the room, an upcoming test, or a sick relative are all examples of \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 110. | The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the time and place in which speech communication takes place.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 111. | The belief that one's own group or culture is superior to all other groups or cultures is termed \_\_\_\_\_\_\_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 112. | |  | | --- | | As discussed in your textbook, conversation and public speaking share at least four similarities. Name three of these similarities. | |

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| 113. | What are the three primary differences discussed in your textbook between public speaking and conversation? |

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| 114. | List five measures you can take to help control your nervousness when giving a speech. |

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| 115. | Explain two ways in which public speaking and conversation differ, and two ways in which they are similar. |

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| 116. | |  | | --- | | Briefly explain the four skills you use in everyday conversation that are also among the skills required for effective public speaking. | |

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| 117. | In a brief essay, identify and discuss six methods a public speaker can use to help control stage fright. |

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| 118. | |  | | --- | | Explain the following statement: "Because a listener's frame of reference can never be the same as a speaker's, the meaning of a message will never be exactly the same to a listener as to a speaker." | |

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| 119. | Explain the difference between one-way communication and two-way communication. |

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| 120. | |  | | --- | | Identify and briefly explain the seven elements of the speech communication process. Include in your answer a sketch of the complete speech communication model presented in the textbook. Be sure to label each part of the model. | |

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| 121. | Briefly discuss the impact of cultural diversity on the speechmaking process. |

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| 122. | |  | | --- | | What is ethnocentrism? Why does it often pose a barrier to speakers who are addressing audiences of different racial, cultural, or ethnic background from the speaker? Identify two steps a speaker can take to avoid ethnocentrism in her or his speech. | |

Chapter 1 Key

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| 1. | When your textbook describes public speaking as a form of empowerment, it means that public speaking is      |  |  | | --- | --- | | A. | a way to manipulate people. |  |  |  | | --- | --- | | **B.** | a way to make a difference in something we care about. |  |  |  | | --- | --- | | C. | a way to make everyone see things through our frame of reference. |  |  |  | | --- | --- | | D. | a way to demonstrate how clever we are. |  |  |  | | --- | --- | | E. | a way to make bad ideas seem good. | |

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| *Gradable: automatic Lucas - Chapter 01 #1 Topic: Importance of Public Speaking* |

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| 2. | To say that public speaking is a way to make a difference about something we care about is to recognize that public speaking is      |  |  | | --- | --- | | **A.** | a form of empowerment. |  |  |  | | --- | --- | | B. | a skill similar to conversation. |  |  |  | | --- | --- | | C. | an art more than a science. |  |  |  | | --- | --- | | D. | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* a skill similar to conversation *and* an art more than a science. | |

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| *Gradable: automatic Lucas - Chapter 01 #2 Topic: Importance of Public Speaking* |

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| 3. | |  | | --- | | As your textbook explains, many of the skills used in public speaking are the same as those used in everyday conversation. These skills include |         |  |  | | --- | --- | | A. | telling a story for maximum impact. |  |  |  | | --- | --- | | B. | tailoring your message to your audience. |  |  |  | | --- | --- | | C. | organizing your thoughts logically. |  |  |  | | --- | --- | | **D.** | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* telling a story for maximum impact *and* organizing your thoughts logically. | |

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| *Gradable: automatic Lucas - Chapter 01 #3 Topic: Importance of Public Speaking* |

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| 4. | How much time does the average adult spend in conversation?      |  |  | | --- | --- | | A. | about 50 percent of waking hours |  |  |  | | --- | --- | | B. | about 10 percent of waking hours |  |  |  | | --- | --- | | C. | about 20 percent of waking hours |  |  |  | | --- | --- | | **D.** | about 30 percent of waking hours |  |  |  | | --- | --- | | E. | about 40 percent of waking hours | |

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| *Gradable: automatic Lucas - Chapter 01 #4 Topic: Importance of Public Speaking* |

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| 5. | Many of the skills used in public speaking are the same as those used in everyday conversation. These skills include      |  |  | | --- | --- | | A. | organizing your thoughts logically. |  |  |  | | --- | --- | | B. | tailoring your message to your audience. |  |  |  | | --- | --- | | C. | adapting to listener feedback. |  |  |  | | --- | --- | | **D.** | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* tailoring your message to your audience *and* adapting to listener feedback. | |

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| *Gradable: automatic Lucas - Chapter 01 #5 Topic: Importance of Public Speaking* |

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| 6. | |  | | --- | | When you experience stage fright, your body is producing extra \_\_\_\_\_\_\_\_\_, a hormone that is released into the bloodstream in response to physical or mental stress. |         |  |  | | --- | --- | | **A.** | adrenaline |  |  |  | | --- | --- | | B. | serotonin |  |  |  | | --- | --- | | C. | potassium |  |  |  | | --- | --- | | D. | glauconite |  |  |  | | --- | --- | | E. | cortisone | |

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| *Gradable: automatic Lucas - Chapter 01 #6 Topic: Nervousness* |

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| 7. | According to your textbook, rather than trying to eliminate every trace of stage fright, you should aim at transforming it into      |  |  | | --- | --- | | A. | general tension. |  |  |  | | --- | --- | | B. | visualized adrenaline. |  |  |  | | --- | --- | | C. | professional stage fright. |  |  |  | | --- | --- | | **D.** | positive nervousness. |  |  |  | | --- | --- | | E. | performance anxiety. | |

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| *Gradable: automatic Lucas - Chapter 01 #7 Topic: Nervousness* |

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| 8. | Which of the following does your textbook recommend as a way to deal with stage fright?  rev: 02\_06\_2013\_QC\_25655      |  |  | | --- | --- | | A. | Acquire speaking experience. |  |  |  | | --- | --- | | B. | Turn negative thoughts into positive ones. |  |  |  | | --- | --- | | C. | Don't expect perfection. |  |  |  | | --- | --- | | **D.** | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* acquire speaking experience *and* turn negative thoughts into positive ones. | |

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| *Gradable: automatic Lucas - Chapter 01 #8 Topic: Nervousness* |

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| 9. | Which of the following does your textbook recommend as a way to deal with nervousness in your speeches?      |  |  | | --- | --- | | A. | Visualize yourself giving a successful speech. |  |  |  | | --- | --- | | B. | Concentrate on communicating with the audience, rather than on your nerves. |  |  |  | | --- | --- | | C. | Choose a topic you care about and prepare thoroughly for the speech. |  |  |  | | --- | --- | | **D.** | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* concentrate on communicating with the audience rather than on your nerves *and* choose a topic you care about and prepare thoroughly for the speech. | |

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| *Gradable: automatic Lucas - Chapter 01 #9 Topic: Nervousness* |

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| 10. | Which of the following does your textbook recommend as a way to deal with nervousness in your speeches?      |  |  | | --- | --- | | A. | Remember that your nervousness is not usually visible to your audience. |  |  |  | | --- | --- | | B. | Concentrate on communicating with the audience rather than on your nerves. |  |  |  | | --- | --- | | C. | As you rehearse, visualize yourself giving a successful speech. |  |  |  | | --- | --- | | **D.** | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* concentrate on communicating with the audience rather than on your nerves *and* as you rehearse, visualize yourself giving a successful speech. | |

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| *Gradable: automatic Lucas - Chapter 01 #10 Topic: Nervousness* |

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| 11. | Which of the following does your textbook recommend as a way to deal with nervousness in your speeches?      |  |  | | --- | --- | | A. | Concentrate on thinking about your stage fright. |  |  |  | | --- | --- | | B. | Work especially hard on your conclusion. |  |  |  | | --- | --- | | C. | Avoid making eye contact with your audience. |  |  |  | | --- | --- | | D. | Try to generate extra adrenaline as you speak. |  |  |  | | --- | --- | | **E.** | Think of your speech as an act of communication. | |

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| *Gradable: automatic Lucas - Chapter 01 #11 Topic: Nervousness* |

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| 12. | Which of the following does your textbook recommend as a way to deal with nervousness in your speeches?      |  |  | | --- | --- | | A. | Visualize the worst things that could happen. |  |  |  | | --- | --- | | **B.** | Turn negative thoughts into positive thoughts. |  |  |  | | --- | --- | | C. | Avoid making direct eye contact with the audience. |  |  |  | | --- | --- | | D. | Stay up late the night before to finish preparing. |  |  |  | | --- | --- | | E. | Generate extra adrenaline as you speak. | |

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| *Gradable: automatic Lucas - Chapter 01 #12 Topic: Nervousness* |

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| 13. | Which of the following does your textbook recommend as a way to deal with nervousness in your speeches?      |  |  | | --- | --- | | A. | Tell your audience how nervous you are. |  |  |  | | --- | --- | | B. | Avoid making eye contact with the audience. |  |  |  | | --- | --- | | C. | Focus on achieving perfection in your speech. |  |  |  | | --- | --- | | **D.** | Visualize yourself giving a successful speech. |  |  |  | | --- | --- | | E. | Tell a lot of jokes during your speech. | |

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| *Gradable: automatic Lucas - Chapter 01 #13 Topic: Nervousness* |

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| 14. | |  | | --- | | One way to build confidence as a speaker is to create a vivid mental blueprint in which you see yourself succeeding in your speech. According to your textbook, this process is called |       |  |  | | --- | --- | | A. | representation. |  |  |  | | --- | --- | | B. | imagistic practice. |  |  |  | | --- | --- | | C. | anticipatory rehearsal. |  |  |  | | --- | --- | | D. | foreshadowing. |  |  |  | | --- | --- | | **E.** | visualization. | |

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| *Gradable: automatic Lucas - Chapter 01 #14 Topic: Nervousness* |

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| 15. | According to your textbook, when you employ the power of visualization as a method of controlling stage fright, you should      |  |  | | --- | --- | | A. | decrease the time necessary for preparing your speech. |  |  |  | | --- | --- | | B. | keep your mental pictures from becoming too vivid. |  |  |  | | --- | --- | | **C.** | focus on the positive aspects of your speech. |  |  |  | | --- | --- | | D. | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* decrease the time necessary for preparing your speech *and* keep your mental pictures from becoming too vivid. | |

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| *Gradable: automatic Lucas - Chapter 01 #15 Topic: Nervousness* |

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| 16. | Research has shown that the anxiety level of most speakers drops off significantly      |  |  | | --- | --- | | A. | before they rise to speak. |  |  |  | | --- | --- | | B. | as soon as they begin to speak. |  |  |  | | --- | --- | | **C.** | when they are 30 to 60 seconds into the speech. |  |  |  | | --- | --- | | D. | after they reach the middle of the speech. |  |  |  | | --- | --- | | E. | None of these answers are correct. | |

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| *Gradable: automatic Lucas - Chapter 01 #16 Topic: Nervousness* |

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| 17. | Which of the following strategies is *least* likely to help you deal with nervousness in your speeches?      |  |  | | --- | --- | | A. | thinking positively |  |  |  | | --- | --- | | **B.** | concentrating on your stage fright |  |  |  | | --- | --- | | C. | working especially hard on your introduction |  |  |  | | --- | --- | | D. | making eye contact with members of your audience |  |  |  | | --- | --- | | E. | using visual aids | |

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| *Gradable: automatic Lucas - Chapter 01 #17 Topic: Nervousness* |

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| 18. | All of the following are recommended by your textbook to help you deal with nervousness *except*:      |  |  | | --- | --- | | A. | Acquire speaking experience. |  |  |  | | --- | --- | | **B.** | Focus on achieving perfection. |  |  |  | | --- | --- | | C. | Remember that most nervousness is not visible to the audience. |  |  |  | | --- | --- | | D. | Visualize yourself giving a successful speech. |  |  |  | | --- | --- | | E. | Prepare your speech thoroughly. | |

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| *Gradable: automatic Lucas - Chapter 01 #18 Topic: Nervousness* |

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| 19. | |  | | --- | | Heather was in the midst of an excellent speech on campus history when she made a minor mistake by giving the wrong date for the opening of a campus building. She suddenly stopped speaking and said, "Oh, I messed up." Then she provided the correct date. The rest of her speech went well, but all she could think about afterward was her mistake. What is the *major* piece of advice from your textbook that Heather needs to be reminded about? |       |  |  | | --- | --- | | **A.** | There is no such thing as a perfect speech. |  |  |  | | --- | --- | | B. | You should work especially hard on your introduction. |  |  |  | | --- | --- | | C. | Audiences usually can't tell how nervous a speaker is. |  |  |  | | --- | --- | | D. | You should take slow, deep breaths before you speak. |  |  |  | | --- | --- | | E. | It is natural for public speakers to be nervous. | |

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| *Gradable: automatic Lucas - Chapter 01 #19 Topic: Critical Thinking* |

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| 20. | According to the advice given in your textbook, if you make a mistake when you are giving a speech, the *best* thing to do is      |  |  | | --- | --- | | A. | start that part of the speech over and deliver it the way you had planned. |  |  |  | | --- | --- | | **B.** | keep going because your audience doesn’t know what you had planned to say. |  |  |  | | --- | --- | | C. | stop and tell your audience that you messed up because you are so nervous. |  |  |  | | --- | --- | | D. | assume that your speech is a failure because you made a mistake. |  |  |  | | --- | --- | | E. | read from your notes for the rest of the speech to avoid further mistakes. | |

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| *Gradable: automatic Lucas - Chapter 01 #20 Topic: Confidence Topic: Nervousness* |

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| 21. | |  | | --- | | Asad was giving an interesting speech about the earliest astronomical observatories—a subject he was very excited about—when he misidentified the founder of the Istanbul observatory. When he realized his mistake, he corrected it, but then he felt flustered and wasn’t as confident for the rest of his speech. What advice from your textbook should Asad keep in mind? |       |  |  | | --- | --- | | A. | Audiences focus more on a speaker’s ideas than on details of his or her delivery. |  |  |  | | --- | --- | | B. | Most of a speaker’s nervousness isn’t visible to the audience. |  |  |  | | --- | --- | | C. | There is no such thing as a perfect speech. |  |  |  | | --- | --- | | **D.** | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* most of a speaker’s nervousness isn’t visible to the audience *and* there is no such thing as a perfect speech. | |

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| *Gradable: automatic Lucas - Chapter 01 #21 Topic: Confidence Topic: Nervousness* |

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| 22. | |  | | --- | | Dealing with such matters as the logical relationships among ideas, the soundness of evidence, and the differences between fact and opinion are all part of what your textbook calls |       |  |  | | --- | --- | | A. | deduction. |  |  |  | | --- | --- | | **B.** | critical thinking. |  |  |  | | --- | --- | | C. | rational communication. |  |  |  | | --- | --- | | D. | oral deliberation. |  |  |  | | --- | --- | | E. | induction. | |

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| *Gradable: automatic Lucas - Chapter 01 #22 Topic: Critical Thinking* |

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| 23. | Which of the following aspects of public speaking is *least* likely to help strengthen your skills as a critical thinker?      |  |  | | --- | --- | | A. | researching your speech |  |  |  | | --- | --- | | B. | outlining and organizing your speech |  |  |  | | --- | --- | | C. | testing the logic of your arguments |  |  |  | | --- | --- | | **D.** | practicing the delivery of your speech |  |  |  | | --- | --- | | E. | assessing the validity of your evidence | |

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| *Gradable: automatic Lucas - Chapter 01 #23 Topic: Critical Thinking* |

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| 24. | Whatever a speaker communicates to someone else is termed the      |  |  | | --- | --- | | A. | channel. |  |  |  | | --- | --- | | B. | code. |  |  |  | | --- | --- | | C. | feedback. |  |  |  | | --- | --- | | **D.** | message. |  |  |  | | --- | --- | | E. | source. | |

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| *Gradable: automatic Lucas - Chapter 01 #24 Topic: Speech Communication Process* |

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| 25. | As your textbook explains, the means by which a message is communicated is termed the      |  |  | | --- | --- | | **A.** | channel. |  |  |  | | --- | --- | | B. | vehicle. |  |  |  | | --- | --- | | C. | carrier. |  |  |  | | --- | --- | | D. | catalyst. |  |  |  | | --- | --- | | E. | stimulus. | |

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| *Gradable: automatic Lucas - Chapter 01 #25 Topic: Speech Communication Process* |

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| 26. | As defined in your textbook, channel in the speech communication process refers to      |  |  | | --- | --- | | A. | the feedback sent to a speaker by the listener. |  |  |  | | --- | --- | | **B.** | the means by which a message is communicated. |  |  |  | | --- | --- | | C. | the physical location where the communication takes place. |  |  |  | | --- | --- | | D. | the process by which listeners adapt to the speaker. |  |  |  | | --- | --- | | E. | the content a speaker communicates to someone else. | |

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| *Gradable: automatic Lucas - Chapter 01 #26 Topic: Speech Communication Process* |

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| 27. | |  | | --- | | Jamal attended the campus president's speech about tuition increases, while Mary listened to a podcast of the speech in her car. Later, Mary said she thought the president's words stated clearly that he opposed an increase in tuition. But Jamal said that the way the president avoided looking at students when he talked about tuition made it seem the president actually supported an increase in tuition. The difference in the messages Mary and Jamal received *most* likely resulted from the fact that |       |  |  | | --- | --- | | A. | Jamal is a better listener than Mary. |  |  |  | | --- | --- | | B. | Mary and Jamal both experienced feedback. |  |  |  | | --- | --- | | **C.** | Mary and Jamal received the message through different channels. |  |  |  | | --- | --- | | D. | Mary and Jamal are majoring in different subjects. |  |  |  | | --- | --- | | E. | Mary is a better listener than Jamal. | |

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| *Gradable: automatic Lucas - Chapter 01 #27 Topic: Speech Communication Process* |

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| 28. | Everything a speaker says is filtered through a listener's      |  |  | | --- | --- | | **A.** | frame of reference. |  |  |  | | --- | --- | | B. | credibility. |  |  |  | | --- | --- | | C. | feedback. |  |  |  | | --- | --- | | D. | personal screen. |  |  |  | | --- | --- | | E. | psychological field. | |

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| *Gradable: automatic Lucas - Chapter 01 #28 Topic: Speech Communication Process* |

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| 29. | |  | | --- | | According to your textbook, the knowledge, experience, goals, values, and attitudes through which each listener filters a message is called the listener's |       |  |  | | --- | --- | | A. | personal screen. |  |  |  | | --- | --- | | B. | sphere of values. |  |  |  | | --- | --- | | C. | attitudinal core. |  |  |  | | --- | --- | | **D.** | frame of reference. |  |  |  | | --- | --- | | E. | psychological field. | |

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| *Gradable: automatic Lucas - Chapter 01 #29 Topic: Speech Communication Process* |

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| 30. | |  | | --- | | Because every person has a unique \_\_\_\_\_\_\_\_\_\_ based on his or her own knowledge, experience, and values, the meaning of a message can never be exactly the same to a listener as to a speaker. |       |  |  | | --- | --- | | **A.** | frame of reference. |  |  |  | | --- | --- | | B. | personal screen |  |  |  | | --- | --- | | C. | feedback mechanism |  |  |  | | --- | --- | | D. | attitudinal core |  |  |  | | --- | --- | | E. | psychological field | |

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| *Gradable: automatic Lucas - Chapter 01 #30 Topic: Speech Communication Process* |

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| 31. | |  | | --- | | As you listen to a speech about campus crime, you relate the speaker's ideas to your own knowledge, goals, and experience. According to your textbook, you are filtering the speech through your own |       |  |  | | --- | --- | | A. | psychological screen. |  |  |  | | --- | --- | | B. | cognitive field. |  |  |  | | --- | --- | | **C.** | frame of reference. |  |  |  | | --- | --- | | D. | social perspective. |  |  |  | | --- | --- | | E. | personal vision. | |

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| *Gradable: automatic Lucas - Chapter 01 #31 Topic: Speech Communication Process* |

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| 32. | \_\_\_\_\_\_\_\_\_\_ lets you know how your message is being received.      |  |  | | --- | --- | | A. | Vocal variety |  |  |  | | --- | --- | | B. | Credibility |  |  |  | | --- | --- | | **C.** | Feedback |  |  |  | | --- | --- | | D. | Interference |  |  |  | | --- | --- | | E. | Audience adaptation | |

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| *Gradable: automatic Lucas - Chapter 01 #32 Topic: Speech Communication Process* |

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| 33. | |  | | --- | | As you present your speech, you notice that many of your listeners have interested looks on their faces and are nodding their heads in agreement with your ideas. According to your textbook, these reactions by your listeners are called |       |  |  | | --- | --- | | A. | interference. |  |  |  | | --- | --- | | B. | cognitive cues. |  |  |  | | --- | --- | | **C.** | feedback. |  |  |  | | --- | --- | | D. | audience cues. |  |  |  | | --- | --- | | E. | indicators. | |

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| *Gradable: automatic Lucas - Chapter 01 #33 Topic: Speech Communication Process* |

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| 34. | |  | | --- | | In the midst of a speech about tsunamis, a speaker notices quizzical expressions on the faces of her listeners. In response, she says, "Let me explain that point again to make sure it's clear." When this happens, the speaker is |       |  |  | | --- | --- | | A. | building her credibility. |  |  |  | | --- | --- | | **B.** | adapting to feedback. |  |  |  | | --- | --- | | C. | compensating for the situation. |  |  |  | | --- | --- | | D. | interpreting the audience's frame of reference. |  |  |  | | --- | --- | | E. | adjusting the channel. | |

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| *Gradable: automatic Lucas - Chapter 01 #34 Topic: Speech Communication Process* |

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| 35. | |  | | --- | | As Christopher delivered his speech, he noticed that some members of his audience looked confused as he explained one of his main points. As a result, he slowed down and explained the point again. In this case, Christopher was |       |  |  | | --- | --- | | A. | dealing with external interference. |  |  |  | | --- | --- | | B. | adjusting the channel of communication. |  |  |  | | --- | --- | | C. | interpreting the audience's frame of reference. |  |  |  | | --- | --- | | D. | compensating for the situation. |  |  |  | | --- | --- | | **E.** | adapting to audience feedback. | |

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| *Gradable: automatic Lucas - Chapter 01 #35 Topic: Speech Communication Process* |

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| 36. | What, according to your textbook, is the term for anything that impedes the communication of a message?      |  |  | | --- | --- | | A. | divergence |  |  |  | | --- | --- | | B. | blockage |  |  |  | | --- | --- | | C. | distraction |  |  |  | | --- | --- | | D. | avoidance |  |  |  | | --- | --- | | **E.** | interference | |

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| *Gradable: automatic Lucas - Chapter 01 #36 Topic: Speech Communication Process* |

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| 37. | |  | | --- | | Concern by a listener about an upcoming job interview, the lack of air conditioning, or a toothache are all examples of \_\_\_\_\_\_\_\_\_\_ in the speech communication process. |       |  |  | | --- | --- | | A. | feedback |  |  |  | | --- | --- | | B. | avoidance |  |  |  | | --- | --- | | C. | blockage |  |  |  | | --- | --- | | **D.** | interference |  |  |  | | --- | --- | | E. | divergence | |

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| *Gradable: automatic Lucas - Chapter 01 #37 Topic: Speech Communication Process* |

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| 38. | |  | | --- | | According to your textbook, a listener anxious about an upcoming exam, worried about a recent argument with a friend, or distracted by cold air in the classroom would be experiencing |       |  |  | | --- | --- | | **A.** | interference. |  |  |  | | --- | --- | | B. | situational cues. |  |  |  | | --- | --- | | C. | communication apprehension. |  |  |  | | --- | --- | | D. | psychological dissonance. |  |  |  | | --- | --- | | E. | feedback. | |

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| *Gradable: automatic Lucas - Chapter 01 #38 Topic: Speech Communication Process* |

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| 39. | |  | | --- | | A ringing cell phone or an audience member browsing the Web on her laptop during a speech are examples of which element in the speech communication process? |       |  |  | | --- | --- | | A. | channel |  |  |  | | --- | --- | | B. | message |  |  |  | | --- | --- | | C. | feedback |  |  |  | | --- | --- | | **D.** | interference |  |  |  | | --- | --- | | E. | confusion | |

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| *Gradable: automatic Lucas - Chapter 01 #39 Topic: Speech Communication Process* |

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| 40. | |  | | --- | | Someone coughing in the audience or walking in late during a presentation are examples of what element in the speech communication process? |       |  |  | | --- | --- | | A. | intrusion |  |  |  | | --- | --- | | B. | message |  |  |  | | --- | --- | | C. | feedback |  |  |  | | --- | --- | | **D.** | interference |  |  |  | | --- | --- | | E. | disturbance | |

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| *Gradable: automatic Lucas - Chapter 01 #40 Topic: Speech Communication Process* |

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| 41. | |  | | --- | | As Benita approached the podium, loud voices from the hallway filled the room. Before beginning her speech, she asked someone in the back of the room to close the door. In this case, Benita was dealing with |       |  |  | | --- | --- | | A. | stage fright. |  |  |  | | --- | --- | | **B.** | interference. |  |  |  | | --- | --- | | C. | nonverbal communication. |  |  |  | | --- | --- | | D. | audience attitudes. |  |  |  | | --- | --- | | E. | feedback. | |

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| *Gradable: automatic Lucas - Chapter 01 #41 Topic: Speech Communication Process* |

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| 42. | |  | | --- | | Recognizing that the audience for his graduation speech would be packed into a non-air-conditioned gymnasium during the hottest week of the year, Kane decided to keep his speech at the low end of his 10- to-15-minute time limit. In making this decision, Kane was adapting to which element of the speech communication process? |       |  |  | | --- | --- | | A. | location |  |  |  | | --- | --- | | B. | feedback |  |  |  | | --- | --- | | C. | message |  |  |  | | --- | --- | | D. | channel |  |  |  | | --- | --- | | **E.** | situation | |

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| *Gradable: automatic Lucas - Chapter 01 #42 Topic: Speech Communication Process* |

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| 43. | |  | | --- | | Public speakers who seek to communicate with listeners from cultures other than their own need to take special care to avoid \_\_\_\_\_\_\_\_\_\_ in their speeches. |       |  |  | | --- | --- | | **A.** | ethnocentrism |  |  |  | | --- | --- | | B. | vocalized pauses |  |  |  | | --- | --- | | C. | personal statements |  |  |  | | --- | --- | | D. | visual aids |  |  |  | | --- | --- | | E. | gestures | |

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| *Gradable: automatic Lucas - Chapter 01 #43 Topic: Cultural Diversity* |

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| 44. | The tendency to see the beliefs, values, and customs of one's own culture or group as "right" or "natural" is called      |  |  | | --- | --- | | A. | ethnicity. |  |  |  | | --- | --- | | B. | egocentrism. |  |  |  | | --- | --- | | **C.** | ethnocentrism. |  |  |  | | --- | --- | | D. | exclusivity. |  |  |  | | --- | --- | | E. | essentialism. | |

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| *Gradable: automatic Lucas - Chapter 01 #44 Topic: Cultural Diversity* |

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| 45. | According to your textbook, the belief that one's own group or culture is superior to all other groups or cultures is termed      |  |  | | --- | --- | | A. | egocentrism. |  |  |  | | --- | --- | | B. | ethnicity. |  |  |  | | --- | --- | | C. | ecumenism. |  |  |  | | --- | --- | | **D.** | ethnocentrism. |  |  |  | | --- | --- | | E. | exclusivity. | |

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| *Gradable: automatic Lucas - Chapter 01 #45 Topic: Cultural Diversity* |

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| 46. | As your textbook explains, ethnocentrism means      |  |  | | --- | --- | | A. | showing respect to other groups and cultures. |  |  |  | | --- | --- | | B. | recognizing that listeners are interested in how a topic relates to them. |  |  |  | | --- | --- | | **C.** | believing one's own group or culture is superior to all other groups or cultures. |  |  |  | | --- | --- | | D. | insisting that listeners share a speaker's frame of reference. |  |  |  | | --- | --- | | E. | agreeing with the values and practices of other groups and cultures. | |

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| *Gradable: automatic Lucas - Chapter 01 #46 Topic: Cultural Diversity* |

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| 47. | |  | | --- | | Sosuke is from Japan and has decided to give his informative speech on Japanese marriage customs. Because he will be getting married back home the next summer, he is very excited about the topic. He is concerned, however, that his classmates, all of whom are from the United States, may think he is saying that marriage traditions in Japan are better than those in the United States. Sosuke’s concern indicates that he is sensitive to the problem of |       |  |  | | --- | --- | | A. | egoism. |  |  |  | | --- | --- | | B. | ethical relativism. |  |  |  | | --- | --- | | **C.** | ethnocentrism. |  |  |  | | --- | --- | | D. | All of these answers are correct. |  |  |  | | --- | --- | | E. | *Both* egoism *and* ethical relativism. | |

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| *Gradable: automatic Lucas - Chapter 01 #47 Topic: Cultural Diversity* |

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| 48. | |  | | --- | | Communication skills, including public speaking, are often more important to employers than a job candidate’s undergraduate major. |     **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #48 Topic: Importance of Public Speaking* |

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| 49. | |  | | --- | | In specialized fields, technical knowledge is more important to employers than communication skills when deciding whom to hire and promote. |     **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #49 Topic: Importance of Public Speaking* |

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| 50. | |  | | --- | | As your textbook states, texting, tweeting, and other forms of electronic communication have significantly reduced the need for public speaking. |     **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #50 Topic: Importance of Public Speaking* |

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| 51. | As your textbook states, public speaking is a form of empowerment because it gives speakers the ability to manipulate people.    **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #51 Topic: Importance of Public Speaking* |

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| 52. | The teaching and study of public speaking began more than 4,000 years ago.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #52 Topic: Importance of Public Speaking* |

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| 53. | Both public speaking and conversation involve adapting to listener feedback.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #53 Topic: Speech Communication Process* |

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| 54. | Public speaking requires the same method of delivery as ordinary conversation.    **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #54 Topic: Speech Communication Process* |

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| 55. | Public speaking usually requires more formal language than everyday conversation.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #55 Topic: Speech Communication Process* |

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| 56. | Public speaking is more highly structured than everyday conversation.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #56 Topic: Speech Communication Process* |

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| 57. | When you adjust to the situation of a public speech, you are doing on a larger scale what you do every day in conversation.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #57 Topic: Speech Communication Process* |

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| 58. | As a speaker, you can usually assume that an audience will be interested in what you have to say.    **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #58 Topic: Speech Communication Process* |

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| 59. | Fortunately, stage fright only affects inexperienced speakers.    **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #59 Topic: Nervousness* |

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| 60. | Most successful speakers are nervous before taking the floor.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #60 Topic: Nervousness* |

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| 61. | Some nervousness before you speak is usually beneficial.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #61 Topic: Nervousness* |

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| 62. | |  | | --- | | Many of the symptoms of stage fright are due to adrenaline, a hormone released into the bloodstream in response to physical or mental stress. |     **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #62 Topic: Nervousness* |

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| 63. | Thinking of stage fright as "stage excitement" or "stage enthusiasm" can help you get focused and energized for a speech.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #63 Topic: Nervousness* |

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| 64. | |  | | --- | | For most beginning speakers, the biggest part of stage fright is fear of the unknown. It has been estimated that being fully prepared for a speech can reduce stage fright by up to 75 percent. |     **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #64 Topic: Nervousness* |

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| 65. | Thinking positively about your ability to give a speech is one way to control your anxiety about speaking.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #65 Topic: Nervousness* |

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| 66. | Research has shown that for most speakers, anxiety decreases significantly after the first 30 to 60 seconds of a speech.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #66 Topic: Nervousness* |

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| 67. | |  | | --- | | Using the power of visualization to control stage fright means that you should approach your speech as a performance in which the audience is looking for perfection. |     **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #67 Topic: Nervousness* |

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| 68. | As your textbook explains, visualization involves creating a mental picture of yourself succeeding at your speech.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #68 Topic: Nervousness* |

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| 69. | |  | | --- | | Speakers who think positively about themselves and the speech experience are more likely to overcome their stage fright than are speakers who think negatively. |     **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #69 Topic: Nervousness* |

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| 70. | |  | | --- | | Researchers suggest that you counter every negative thought you have about your speeches with at least five positive ones. |     **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #70 Topic: Nervousness* |

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| 71. | Listeners usually realize how tense a speaker is.    **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #71 Topic: Nervousness* |

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| 72. | Most of the nervousness public speakers feel internally is not visible to their listeners.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #72 Topic: Nervousness* |

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| 73. | |  | | --- | | As your textbook explains, the best way to approach public speaking is to view it as an act of communication, rather than as a performance. |     **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #73 Topic: Speech Communication Process* |

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| 74. | Audiences are usually critical of speakers for making minor mistakes.    **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #74 Topic: Nervousness* |

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| 75. | You will do the best in your speeches if you expect perfection every time.    **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #75 Topic: Nervousness* |

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| 76. | It is usually a bad idea to make eye contact with individual members of your audience.    **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #76 Topic: Nervousness* |

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| 77. | In many aspects of public speaking, you will employ the skills of critical thinking.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #77 Topic: Critical Thinking* |

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| 78. | Organizing ideas for presentation in a speech is an important aspect of critical thinking.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #78 Topic: Critical Thinking* |

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| 79. | Critical thinking is a way of thinking negatively about everything you hear in a speech.    **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #79 Topic: Critical Thinking* |

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| 80. | |  | | --- | | Practicing speech delivery is one of the most important ways in which public speaking helps develop your skills as a critical thinker. |     **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #80 Topic: Critical Thinking* |

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| 81. | Your goal in public speaking is to have your intended message be the message that is actually communicated.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #81 Topic: Speech Communication Process* |

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| 82. | As your textbook explains, the speaker's message consists only of what the speaker says with language.    **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #82 Topic: Speech Communication Process* |

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| 83. | The channel is the room in which speech communication takes place.    **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #83 Topic: Speech Communication Process* |

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| 84. | The channel is the means by which a message is communicated.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #84 Topic: Speech Communication Process* |

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| 85. | A speaker's frame of reference and a listener's frame of reference will never be exactly the same.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #85 Topic: Speech Communication Process* |

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| 86. | Most of the time, the listener's frame of reference is identical to the speaker's frame of reference.    **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #86 Topic: Speech Communication Process* |

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| 87. | |  | | --- | | Because most people share the same frame of reference, the meaning of a message is usually the same to a listener as to a speaker. |     **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #87 Topic: Speech Communication Process* |

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| 88. | Most public speaking situations involve two-way communication.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #88 Topic: Speech Communication Process* |

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| 89. | When you give a speech to your classmates, you are engaged in one-way communication.    **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #89 Topic: Speech Communication Process* |

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| 90. | The nonverbal messages that listeners send back to speakers are called feedback.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #90 Topic: Speech Communication Process* |

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| 91. | Interference is anything that impedes the communication of a message.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #91 Topic: Speech Communication Process* |

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| 92. | Interference can come from either inside or outside your audience.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #92 Topic: Speech Communication Process* |

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| 93. | Speechmaking becomes more complex as cultural diversity increases.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #93 Topic: Cultural Diversity* |

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| 94. | Although language changes from culture to culture, the meaning of nonverbal signals is consistent across cultures.    **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #94 Topic: Cultural Diversity* |

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| 95. | |  | | --- | | Ethnocentrism is an advantage to speakers who seek to understand the values, beliefs, and customs of audiences from different cultures. |     **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #95 Topic: Cultural Diversity* |

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| 96. | Ethnocentrism often leads to prejudice and hostility toward people of different racial, ethnic, and cultural backgrounds.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #96 Topic: Cultural Diversity* |

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| 97. | Public speakers who seek to avoid being ethnocentric need to show respect for the cultures of the people they address.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #97 Topic: Cultural Diversity* |

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| 98. | Avoiding ethnocentrism means that you must agree with the values and practices of all groups and cultures.    **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #98 Topic: Cultural Diversity* |

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| 99. | Ethnocentrism needs to be avoided when you are in the role of listener as well as when you are in the role of speaker.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #99 Topic: Cultural Diversity* |

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| 100. | Ethnocentrism is unique to western cultures such as those in the United States and Europe.    **FALSE** |

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| *Gradable: automatic Lucas - Chapter 01 #100 Topic: Cultural Diversity* |

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| 101. | Ethnocentrism is a part of every culture.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #101 Topic: Cultural Diversity* |

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| 102. | Ethnocentrism is the belief that one's own group or culture is superior to all other groups or cultures.    **TRUE** |

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| *Gradable: automatic Lucas - Chapter 01 #102 Topic: Cultural Diversity* |

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| 103. | |  | | --- | | When you experience stage fright, your body is producing extra \_\_\_\_\_\_\_\_\_\_\_\_\_\_, a hormone that is released into the bloodstream in response to physical or mental stress. |     **adrenaline** |

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| *Gradable: automatic Lucas - Chapter 01 #103 Topic: Nervousness* |

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| 104. | Mental imaging in which a speaker vividly pictures himself or herself giving a successful presentation is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_.    **visualization** |

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| *Gradable: automatic Lucas - Chapter 01 #104 Topic: Nervousness* |

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| 105. | The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the means by which a message is communicated.    **channel** |

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| *Gradable: automatic Lucas - Chapter 01 #105 Topic: Speech Communication Process* |

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| 106. | |  | | --- | | Because a listener's \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can never be exactly the same as a speaker's, the meaning of a message will never be exactly the same to a listener as to a speaker. |     **frame of reference** |

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| *Gradable: automatic Lucas - Chapter 01 #106 Topic: Speech Communication Process* |

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| 107. | The messages sent by listeners to a speaker are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_.    **feedback** |

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| *Gradable: automatic Lucas - Chapter 01 #107 Topic: Speech Communication Process* |

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| 108. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lets you know how your message is being received by your audience.    **Feedback** |

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| *Gradable: automatic Lucas - Chapter 01 #108 Topic: Speech Communication Process* |

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| 109. | |  | | --- | | Concern by a listener about lawn mower noise outside the room, an upcoming test, or a sick relative are all examples of \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |     **interference** |

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| *Gradable: automatic Lucas - Chapter 01 #109 Topic: Speech Communication Process* |

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| 110. | The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the time and place in which speech communication takes place.    **situation** |

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| *Gradable: automatic Lucas - Chapter 01 #110 Topic: Speech Communication Process* |

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| 111. | The belief that one's own group or culture is superior to all other groups or cultures is termed \_\_\_\_\_\_\_\_\_\_\_\_\_\_.    **ethnocentrism** |

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| *Gradable: automatic Lucas - Chapter 01 #111 Topic: Nervousness* |

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| 112. | |  | | --- | | As discussed in your textbook, conversation and public speaking share at least four similarities. Name three of these similarities. |       |  | | --- | | Organizing one's thoughts logically, tailoring a message to one's audience, telling a story for maximum impact, adapting to listener feedback | |

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| *Gradable: manual Lucas - Chapter 01 #112 Topic: Importance of Public Speaking* |

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| 113. | What are the three primary differences discussed in your textbook between public speaking and conversation?      |  | | --- | | Public speaking is more highly structured. Public speaking requires more formal language. Public speaking requires a different manner of delivery. | |

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| *Gradable: manual Lucas - Chapter 01 #113 Topic: Importance of Public Speaking* |

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| 114. | List five measures you can take to help control your nervousness when giving a speech.     Major methods of controlling stage fright mentioned in the chapter are:  Acquire speaking experience. Prepare thoroughly for every speech. Think positively about your speech. Use the power of visualization. Know that your nervousness is not visible to the audience. Don't expect perfection.  Other methods mentioned in the chapter are:  Be at your best physically and mentally. Quietly flex and relax your muscles while waiting to speak. Take a couple of deep breaths before starting to speak. Work especially hard on your introduction. Make eye contact with members of the audience. Concentrate on communicating with the audience. Use visual aids. |

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| *Gradable: manual Lucas - Chapter 01 #114 Topic: Nervousness* |

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| 115. | Explain two ways in which public speaking and conversation differ, and two ways in which they are similar.     Answers will vary. |

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| *Gradable: manual Lucas - Chapter 01 #115 Topic: Importance of Public Speaking* |

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| 116. | |  | | --- | | Briefly explain the four skills you use in everyday conversation that are also among the skills required for effective public speaking. |      Answers will vary. |

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| *Gradable: manual Lucas - Chapter 01 #116 Topic: Importance of Public Speaking* |

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| 117. | In a brief essay, identify and discuss six methods a public speaker can use to help control stage fright.     Answers will vary. |

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| *Gradable: manual Lucas - Chapter 01 #117 Topic: Nervousness* |

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| 118. | |  | | --- | | Explain the following statement: "Because a listener's frame of reference can never be the same as a speaker's, the meaning of a message will never be exactly the same to a listener as to a speaker." |      Answers will vary. |

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| *Gradable: manual Lucas - Chapter 01 #118 Topic: Speech Communication Process* |

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| 119. | Explain the difference between one-way communication and two-way communication.     Answers will vary. |

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| *Gradable: manual Lucas - Chapter 01 #119 Topic: Speech Communication Process* |

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| 120. | |  | | --- | | Identify and briefly explain the seven elements of the speech communication process. Include in your answer a sketch of the complete speech communication model presented in the textbook. Be sure to label each part of the model. |      Answers will vary. |

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| *Gradable: manual Lucas - Chapter 01 #120 Topic: Speech Communication Process* |

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| 121. | Briefly discuss the impact of cultural diversity on the speechmaking process.     Answers will vary. |

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| *Gradable: manual Lucas - Chapter 01 #121 Topic: Cultural Diversity* |

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| 122. | |  | | --- | | What is ethnocentrism? Why does it often pose a barrier to speakers who are addressing audiences of different racial, cultural, or ethnic background from the speaker? Identify two steps a speaker can take to avoid ethnocentrism in her or his speech. |      Answers will vary. |

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| *Gradable: manual Lucas - Chapter 01 #122 Topic: Cultural Diversity* |

Chapter 1 Summary

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| *Category* | *# of Questions* |
| Gradable: automatic | 111 |
| Gradable: manual | 11 |
| Lucas - Chapter 01 | 122 |
| Topic: Confidence | 2 |
| Topic: Critical Thinking | 7 |
| Topic: Cultural Diversity | 17 |
| Topic: Importance of Public Speaking | 14 |
| Topic: Nervousness | 37 |
| Topic: Speech Communication Process | 47 |