

Complete Chapters ✓

Answers Included ✓



Chapter-by-Chapter  
Test Questions  
for  
*The Art of Public  
Speaking*

# 1

## Speaking in Public

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The questions for each chapter are organized according to type: true-false, multiple-choice, short-answer, and essay. Within each of these categories, questions are clustered by topic, roughly following the order of topics in the textbook.

To provide as much flexibility as possible in constructing examinations, there is deliberate overlap among the questions, both within and across question types. This enables you to choose the wording and question type that best fits your testing objectives. In deciding which questions to use, take care to avoid items such as a multiple-choice question that gives away the answer to a true-false or short-answer question, or an essay question that covers essentially the same ground as a true-false, short-answer, or multiple-choice question.

Each type of question—true-false, multiple-choice, short-answer, and essay—has an automatic numbering system, which means you can copy and paste items from within a question type, and they will automatically number themselves consecutively, beginning with “1.” The five answer choices for each multiple-choice question are also ordered automatically, so you can add, change, or reorder answer choices without rearranging the lettering.

If you would like to preserve the fonts, indents, and tabs of the original questions, you can copy and paste questions into the Exam Master provided at the end of the *Test Bank*. In the Exam Master, spaces for your course name, exam type, and the student’s name and section are followed by headings and instructions for true-false, multiple-choice, short-answer, and essay questions. You can add elements unique to your exams and delete elements you don’t want to use. After you customize the Exam Master, you can save it with your changes. Then, each time you open it, click “Save As” to give it the name of the exam you are currently constructing.

## True-False Questions

1. T F Communication skills, including public speaking, are often more important to employers than a job candidate's undergraduate major.
2. T F In specialized fields, technical knowledge is more important to employers than communication skills when deciding whom to hire and promote.
3. T F As your textbook states, texting, tweeting, and other forms of electronic communication have significantly reduced the need for public speaking.
4. T F As your textbook states, public speaking is a form of empowerment because it gives speakers the ability to manipulate people.
5. T F The teaching and study of public speaking began more than 4,000 years ago.
6. T F Both public speaking and conversation involve adapting to listener feedback.
7. T F Public speaking requires the same method of delivery as ordinary conversation.
8. T F Public speaking usually requires more formal language than everyday conversation.
9. T F Public speaking is more highly structured than everyday conversation.
10. T F When you adjust to the situation of a public speech, you are doing on a larger scale what you do every day in conversation.
11. T F As a speaker, you can usually assume that an audience will be interested in what you have to say.
12. T F Fortunately, stage fright only affects inexperienced speakers.
13. T F Most successful speakers are nervous before taking the floor.
14. T F Some nervousness before you speak is usually beneficial.
15. T F Many of the symptoms of stage fright are due to adrenaline, a hormone released into the bloodstream in response to physical or mental stress.
16. T F Thinking of stage fright as “stage excitement” or “stage enthusiasm” can help you get focused and energized for a speech.
17. T F For most beginning speakers, the biggest part of stage fright is fear of the unknown.
18. T F It has been estimated that being fully prepared for a speech can reduce stage fright by up to 75 percent.

19. T F Thinking positively about your ability to give a speech is one way to control your anxiety about speaking.
20. T F Research has shown that for most speakers, anxiety decreases significantly after the first 30 to 60 seconds of a speech.
21. T F 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.
22. T F As your textbook explains, visualization involves creating a mental picture of yourself succeeding at your speech.
23. T F Speakers who think positively about themselves and the speech experience are more likely to overcome their stage fright than are speakers who think negatively.
24. T F Researchers suggest that you counter every negative thought you have about your speeches with at least five positive ones.
25. T F Listeners usually realize how tense a speaker is.
26. T F Most of the nervousness public speakers feel internally is not visible to their listeners.
27. T F 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.
28. T F Audiences are usually critical of speakers for making minor mistakes.
29. T F You will do the best in your speeches if you expect perfection every time.
30. T F It is usually a bad idea to make eye contact with individual members of your audience.
31. T F In many aspects of public speaking, you will employ the skills of critical thinking.
32. T F Organizing ideas for presentation in a speech is an important aspect of critical thinking.
33. T F Critical thinking is a way of thinking negatively about everything you hear in a speech.
34. T F Practicing speech delivery is one of the most important ways in which public speaking helps develop your skills as a critical thinker.
35. T F Your goal in public speaking is to have your intended message be the message that is actually communicated.
36. T F As your textbook explains, the speaker's message consists only of what the speaker says with language.

- 37. T F The channel is the room in which speech communication takes place.
- 38. T F The channel is the means by which a message is communicated.
- 39. T F A speaker's frame of reference and a listener's frame of reference will never be exactly the same.
- 40. T F Most of the time, the listener's frame of reference is identical to the speaker's frame of reference.
- 41. T F 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.
- 42. T F Most public speaking situations involve two-way communication.
- 43. T F When you give a speech to your classmates, you are engaged in one-way communication.
- 44. T F The nonverbal messages that listeners send back to speakers are called feedback.
- 45. T F Interference is anything that impedes the communication of a message.
- 46. T F Interference can come from either inside or outside your audience.
- 47. T F Speechmaking becomes more complex as cultural diversity increases.
- 48. T F Although language changes from culture to culture, the meaning of nonverbal signals is consistent across cultures.
- 49. T F Ethnocentrism is an advantage to speakers who seek to understand the values, beliefs, and customs of audiences from different cultures.
- 50. T F Ethnocentrism often leads to prejudice and hostility toward people of different racial, ethnic, and cultural backgrounds.
- 51. T F Public speakers who seek to avoid being ethnocentric need to show respect for the cultures of the people they address.
- 52. T F Avoiding ethnocentrism means that you must agree with the values and practices of all groups and cultures.
- 53. T F Ethnocentrism needs to be avoided when you are in the role of listener as well as when you are in the role of speaker.
- 54. T F Ethnocentrism is unique to Western cultures such as those in the United States and Europe.

55. T F Ethnocentrism is a part of every culture.
56. T F Ethnocentrism is the belief that one's own group or culture is superior to all other groups or cultures.

## Multiple-Choice Questions *(Students are to indicate the best answer for each question by circling the correct letter.)*

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.
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 the above.
  - e. b and c only.
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 the above.
  - e. a and c only.
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

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 the above.
  - e. b and c only.
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
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.
8. Which of the following does your textbook recommend as a way to deal with stage fright?
  - a. Acquire speaking experience.
  - b. Turn negative thoughts into positive ones.
  - c. Don't expect perfection.
  - d. all of the above
  - e. a and b only
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 the above
  - e. b and c only
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 the above
  - e. b and c only
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.
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.
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.
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.
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 the above.
  - e. a and b only.
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 the above.
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
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.
19. 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.
20. 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 the above
  - e. b and c only

21. 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.
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.
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
24. Whatever a speaker communicates to someone else is termed the
  - a. channel.
  - b. code.
  - c. feedback.
  - d. message.
  - e. source.
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.

26. As defined in your textbook, channel in the speech communication process refers to
- the feedback sent to a speaker by the listener.
  - the means by which a message is communicated.
  - the physical location where the communication takes place.
  - the process by which listeners adapt to the speaker.
  - the content a speaker communicates to someone else.
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 like the president actually supported an increase in tuition. The difference in the messages Mary and Jamal received *most* likely resulted from the fact that
- Jamal is a better listener than Mary.
  - Mary and Jamal both experienced feedback.
  - Mary and Jamal received the message through different channels.
  - Mary and Jamal are majoring in different subjects.
  - Mary is a better listener than Jamal.
28. Everything a speaker says is filtered through a listener's
- frame of reference.
  - credibility.
  - feedback.
  - personal screen.
  - psychological field.
29. According to your textbook, the knowledge, experience, goals, values, and attitudes through which each listener filters a message is called the listener's
- personal screen.
  - sphere of values.
  - attitudinal core.
  - frame of reference.
  - psychological field.
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.
- frame of reference.
  - personal screen
  - feedback mechanism
  - attitudinal core
  - psychological field

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.
  
32. \_\_\_\_\_ lets you know how your message is being received.
  - a. Vocal variety
  - b. Credibility
  - c. Feedback
  - d. Interference
  - e. Audience adaptation
  
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.
  
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.
  
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.

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
37. Concern by a listener about an upcoming job interview, the lack of air conditioning, or the pain from a toothache are all examples of \_\_\_\_\_ in the speech communication process.
- a. feedback
  - b. avoidance
  - c. blockage
  - d. interference
  - e. divergence
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.
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
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

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.
  
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
  
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
  
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.
  
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.