Test Bank

Chapter 1: Building Confidence and Your First Speech

## Multiple Choice

1. The idea of providing students with a “playbook” implies that, in order to be an effective public speaker, you need \_\_\_\_\_\_.

a. athletic ability

b. a game plan

c. natural ability

d. prior knowledge

Ans: B

Learning Objective: 1.1: Demonstrate how developing public speaking skills helps you realize personal, professional, and societal goals

Cognitive Domain: Knowledge

Answer Location: 1.1. Identify Speechmaking’s Benefits

Difficulty Level: Easy

2. Which of the following is an area of your life benefitting from speechmaking?

a. societal life

b. professional life

c. personal life

d. all of these

Ans: D

Learning Objective: 1.1: Demonstrate how developing public speaking skills helps you realize personal, professional, and societal goals

Cognitive Domain: Knowledge

Answer Location: 1.1a. Benefits for Your Personal Life

Difficulty Level: Easy

3. Which of the following is a benefit of public speaking for your personal life?

a. It can help you understand specialized knowledge in a scientific field.

b. It can help you improve your relationships with your friends.

c. It can help you increase your self-confidence.

d. It increases your chances to become a media professional.

Ans: D

Learning Objective: 1.1: Demonstrate how developing public speaking skills helps you realize personal, professional, and societal goals

Cognitive Domain: Comprehension

Answer Location: 1.1a. Benefits for Your Personal Life

Difficulty Level: Medium

4. Which of the following is not a benefit of public speaking for your personal life?

a. You can make your friends do what you want them to.

b. You can become more confident.

c. You can better control your environment by controlling yourself.

d. You can clarify and refine your own opinions and ideas.

Ans: A

Learning Objective: 1.1: Demonstrate how developing public speaking skills helps you realize personal, professional, and societal goals

Cognitive Domain: Comprehension

Answer Location: 1.1a. Benefits for Your Personal Life

Difficulty Level: Medium

5. Our political system depends on which of the following types of people?

a. citizens who do not listen to others

b. citizens who carefully examine all sides of an issue

c. citizens who attempt to convince others to vote like them

d. citizens who do not speak honestly

Ans: C

Learning Objective: 1.1: Demonstrate how developing public speaking skills helps you realize personal, professional, and societal goals

Cognitive Domain: Application

Answer Location: 1.1c. Benefits for Society

Difficulty Level: Medium

6. Which of the following is not an element of the communication process?

a. the person who speaks

b. the people who listen

c. other people who might be referenced in the speech

d. the message

Ans: C

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Comprehension

Answer Location: 1.2. The Communication Process in Action

Difficulty Level: Medium

7. Which of the following is an aspect of the content of our communication?

a. words and visuals we use to express our ideas and feelings

b. the sounds of our voices

c. our body language or non-verbal communication

d. All of these are aspects of the content of our communication.

Ans: D

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Comprehension

Answer Location: 1.2. The Communication Process in Action

Difficulty Level: Medium

8. Which of the following refers to the pathways or media through which messages are carried?

a. channels

b. noise

c. dimensions

d. media

Ans: A

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Knowledge

Answer Location: 1.2. The Communication Process in Action

Difficulty Level: Easy

9. Communication is usually a \_\_\_\_\_\_ event.

a. single-channel

b. dual-channel

c. multi-channel

d. channel-less

Ans: C

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Knowledge

Answer Location: 1.2. The Communication Process in Action

Difficulty Level: Easy

10. A phone ringing in the audience is an example of \_\_\_\_\_\_.

a. channels

b. noise

c. dimensions

d. sound

Ans: B

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Comprehension

Answer Location: 1.2. Discuss the Context of Public Speaking

Difficulty Level: Medium

11. After John presents his speech in class, his classmate Ryan raises his hand and asks him a question regarding one of his points. Ryan’s question is a form of \_\_\_\_\_\_.

a. noise

b. feedback

c. sound

d. reaction

Ans: B

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Application

Answer Location: 1.2. Discuss the Context of Public Speaking

Difficulty Level: Medium

12. When you contemplate how conditions of place and time influence both behavior and the outcome of the communication event, you are considering \_\_\_\_\_\_.

a. the demographic context

b. the environmental context

c. the historical context

d. the situational/cultural context

Ans: D

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Comprehension

Answer Location: 1.2. Discuss the Context of Public Speaking

Difficulty Level: Medium

13. Jen is scheduled to make a speech about the benefits of public speaking at a professional gathering, and she is also scheduled to make a speech on the same topic in a community setting. She is working on making changes to the content and delivery of the speech based on the typesetting and location. Which element of the communication process is Jen taking into consideration?

a. noise

b. feedback

c. channels

d. situational/cultural context

Ans: D

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Application

Answer Location: 1.2. Discuss the Context of Public Speaking

Difficulty Level: Hard

14. Communication is \_\_\_\_\_\_.

a. static

b. cumulative

c. singular

d. simple

Ans: B

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Knowledge

Answer Location: 1.2a. Picture the Parts Working Together

Difficulty Level: Easy

15. Sam was in an accident as a child and received a blood transfusion, which influences his persuasive speech on blood donation. Sam’s topic was influenced by his \_\_\_\_\_\_.

a. background

b. worldview

c. culture

d. field of experience

Ans: D

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Analysis

Answer Location: 1.2a. Picture the Parts Working Together

Difficulty Level: Hard

16. Which of the following skills is not especially important for public speakers?

a. Organize ideas logically.

b. Make others believe what you are saying.

c. Encode or express ideas clearly.

d. Analyze and adapt to receivers readily.

Ans: B

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Comprehension

Answer Location: 1.2b. Consider Audience Expectations

Difficulty Level: Medium

17. Public speaking anxiety (PSA) affects what percentage of all speakers?

a. 10–20%

b. 30–40%

c. 40–80%

d. 80–100%

Ans: C

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3a. Understand Public Speaking Anxiety

Difficulty Level: Easy

18. Which of the following is not a way in which you can address the physical effects of speech anxiety?

a. Cry in private before the speech.

b. Repeat tensing and relaxing different muscles.

c. Stand tall and lean slightly forward.

d. Leaning slightly forward, stake out a broad surface with your hands.

Ans: A

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3b. Address the Physical Effects of Speech Anxiety

Difficulty Level: Medium

19. Which of the following refers to our internal communication that can often derail our attempts to control our anxiety?

a. self-deprecation

b. self-control

c. self-talk

d. thought-stopping

Ans: C

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3c. Address the Mental Effects of Speech Anxiety

Difficulty Level: Medium

20. Sally is very nervous about presenting her speech in class. While waiting to present, she thinks to herself “Stop!” and then repeats “calm” in her head. Sally is using \_\_\_\_\_\_.

a. thought-control

b. self-control

c. self-talk

d. thought-stopping

Ans: D

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Application

Answer Location: 1.3c. Address the Mental Effects of Speech Anxiety

Difficulty Level: Medium

21. \_\_\_\_\_\_ refers to a technique that focuses attention on our thoughts rather than on our bodily reactions that works by altering the beliefs people have about themselves and their abilities.

a. Self-control

b. Inner focus

c. Cognitive restructuring

d. Cognitive focus

Ans: C

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3c. Address the Mental Effects of Speech Anxiety

Difficulty Level: Medium

22. You are very nervous about your speech, so you take a deep breath and follow with a strong exhalation. Which of the following did you just enact?

a. thought-stopping

b. centering breath

c. self-talk

d. focus breath

Ans: B

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Application

Answer Location: 1.3c. Address the Mental Effects of Speech Anxiety

Difficulty Level: Medium

23. Which of the following doesn’t help combat both the physical and the mental effects of speech anxiety?

a. speaking on a topic you really care about

b. paying more attention to details than to main ideas

c. preparing thoroughly for the speechmaking event

d. keeping in mind that listeners are unlikely to perceive our signs of anxiety

Ans: B

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3d. Use Skills Training

Difficulty Level: Medium

24. Which of the following is not a part of the game plan for conquering speech anxiety?

a. I have assessed my own feelings and fears about giving a speech.

b. The morning before my speech, I went for a walk, a run, or a swim.

c. The morning before my speech, I had a big breakfast.

d. Just before my speech, I took a moment to center my breathing and thoughts.

Ans: C

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3d. Use Skills Training

Difficulty Level: Medium

25. The night before the speech, Mara tried standing tall, leaning forward, and opening her arms to the audience, staking out a broad surface with her hands. Which part of the game plan for conquering speech anxiety was Mara pursuing?

a. practicing a powerful pose

b. relaxing before the speech

c. centering her breadth before the speech

d. being ready to deliver her speech

Ans: A

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Application

Answer Location: 1.3d. Use Skills Training

Difficulty Level: Medium

26. Instead of focusing on negative thoughts and fears, Amanda is focusing on potential positives of her performance. Which strategy for using her anxiety to perform more effectively is Amanda employing?

a. preparing thoroughly

b. visualizing a positive experience

c. reminding herself that the audience cannot usually see or hear fear

d. focusing on her audience, not herself

Ans: B

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Application

Answer Location: 1.3e. Anxiety Can Be Transformative

Difficulty Level: Medium

27. During the speech, Breanne takes time to make eye contact with various audience members. Which strategy for using her anxiety to perform more effectively is Breanne employing?

a. preparing thoroughly

b. visualizing a positive experience

c. reminding herself that the audience cannot usually see or hear fear

d. focusing on her audience, not herself

Ans: D

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Application

Answer Location: 1.3e. Anxiety Can Be Transformative

Difficulty Level: Medium

28. Which of the following is not a suggestion for handling speech anxiety?

a. systematic desensitization

b. a single practice session to harness nervous energy

c. cognitive restructuring

d. skills training

Ans: B

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3e. Anxiety Can Be Transformative

Difficulty Level: Medium

29. By mastering the ability to communicate your ideas in public, you harness the power of \_\_\_\_\_\_.

a. persuasion

b. interaction

c. speech

d. desensitization

Ans: C

Learning Objective: 1.1: Demonstrate how developing public speaking skills helps you realize personal, professional, and societal goals

Cognitive Domain: Comprehension

Answer Location: 1.1a. Benefits for Your Personal Life

Difficulty Level: Easy

30. Which of the following is a meaning of freedom of speech?

a. You can speak freely without fear of being punished for expressing your ideas.

b. You can make decisions freely based on your evaluation of the choices confronting you.

c. You can debate freely all disputable questions of fact, value, or policy.

d. All of these are meanings of freedom of speech.

Ans: D

Learning Objective: 1.1: Demonstrate how developing public speaking skills helps you realize personal, professional, and societal goals

Cognitive Domain: Comprehension

Answer Location: 1.1c. Benefits for Society

Difficulty Level: Medium

31. Comparing and contrasting your expectations of the speech with your actual experience is part of what?

a. post-presentation analysis

b. visualization of presentation

c. audience analysis

d. pre-presentation analysis

Ans: A

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Comprehension

Answer Location: 1.4d. Conduct a Post-Presentation Analysis

Difficulty Level: Easy

32. Highly anxious speakers tend to be \_\_\_\_\_\_.

a. mindful

b. poorly-paced

c. self-obsessed

d. patient

Ans: C

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3a. Understand Public Speaking Anxiety

Difficulty Level: Medium

33. Each of the following is step you should take once you have selected a speech topic, except \_\_\_\_\_\_.

a. formulate your speech’s purpose

b. identify main points of the speech

c. research and select materials to support the main points

d. all of these are appropriate steps

Ans: D

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Comprehension

Answer Location: 1.4b. Develop, Support, and Organize Your Speech

Difficulty Level: Medium

34. Once you have become more capable of assessing your speeches, what can you use for a more comprehensive assessment?

a. a scorecard

b. a gradebook

c. a professional

d. Internet resources

Ans: A

Learning Objective: 1.6: Score your first speech performance to establish a baseline on which to build your skills

Cognitive Domain: Knowledge

Answer Location: 1.4d. Conduct a Post-Presentation Analysis

Difficulty Level: Easy

35. Which question about the speech you have delivered should you ask in your post-presentation scorecard?

a. Was I nervous?

b. Did my speech persuade the audience?

c. How well did I do?

d. What did I do wrong?

Ans: C

Learning Objective: 1.6: Score your first speech performance to establish a baseline on which to build your skills

Cognitive Domain: Comprehension

Answer Location: 1.4d. Conduct a Post-Presentation Analysis

Difficulty Level: Medium

## Fill-in-the-Blank

1. In addition to benefiting your personal life and society, being a skilled public speaker can also benefit your \_\_\_\_\_\_.

Ans: career

Learning Objective: 1.1: Demonstrate how developing public speaking skills helps you realize personal, professional, and societal goals

Cognitive Domain: Application

Answer Location: 1.1b. Benefits for Your Career

Difficulty Level: Medium

2. The idea of providing students with a “playbook” implies that, in order to be an effective public speaker, you need a \_\_\_\_\_\_.

Ans: game plan

Learning Objective: 1.1: Demonstrate how developing public speaking skills helps you realize personal, professional, and societal goals

Cognitive Domain: Knowledge

Answer Location: Chapter 1. Public Speaking and You: Building Confidence

Difficulty Level: Easy

3. Becoming a skilled public speaker has benefits for the individual, both personal and professional, and for \_\_\_\_\_\_.

Ans: society as a whole

Learning Objective: 1.1: Demonstrate how developing public speaking skills helps you realize personal, professional, and societal goals

Cognitive Domain: Knowledge

Answer Location: 1.1. Identify Speechmaking’s Benefits

Difficulty Level: Easy

4. \_\_\_\_\_\_ refers to the pathways or media through which messages pass.

Ans: Channels

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Knowledge

Answer Location: 1.2. The Communication Process in Action

Difficulty Level: Easy

5. The speaker is also referred to as the \_\_\_\_\_\_ of the message, and the listener is referred to as the \_\_\_\_\_\_ of the message.

Ans: source; receiver

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Comprehension

Answer Location: 1.2. Discuss the Context of Public Speaking

Difficulty Level: Medium

6. Mohammad is answering questions from the audience after the speech. Mohammad is receiving \_\_\_\_\_\_.

Ans: feedback

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Application

Answer Location: 1.2. Discuss the Context of Public Speaking

Difficulty Level: Medium

7. Physical discomfort, a psychological state, intellectual ability, or the environment can create \_\_\_\_\_\_.

Ans: noise

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Comprehension

Answer Location: 1.2. Discuss the Context of Public Speaking

Difficulty Level: Medium

8. The night before the speech, trying to stand tall, lean forward, and open your arms to the audience, is an example of \_\_\_\_\_\_.

Ans: practicing a powerful pose

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Application

Answer Location: 1.3d. Use Skills Training

Difficulty Level: Medium

9. \_\_\_\_\_\_ anxiety is fear of preparing a speech, and \_\_\_\_\_\_ anxiety is fear of presenting a speech.

Ans: Process; performance

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3a. Understand Public Speaking Anxiety

Difficulty Level: Medium

10. Mo is giving a speech about his ethnic heritage. In a few parts of the speech, he boasts that he feels his ethnicity is much more advanced and intelligent than others. And toward the conclusion he states that he feels his heritage is the most important for anyone to become aware of and appreciate. Though he was trying to sound confident, his overcompensation was presented as a form of \_\_\_\_\_\_.

Ans: fear of difference

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Application

Answer Location: 1.3a. Understand Public Speaking Anxiety

Difficulty Level: Hard

11. Josh succeeds to strike a powerful pose during the speech and thus increase the effectiveness of the speech. Josh is addressing the \_\_\_\_\_\_ effects of speech anxiety.

Ans: physical

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Application

Answer Location: 1.3b. Address the Physical Effects of Speech Anxiety

Difficulty Level: Medium

12. Aya takes her nerves about public speaking and uses them to her advantage. Aya is harnessing her \_\_\_\_\_\_.

Ans: positive energy

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Application

Answer Location: 1.3c. Address the Mental Effects of Speech Anxiety

Difficulty Level: Medium

13. Public speaking anxiety has two dimensions: \_\_\_\_\_\_ and \_\_\_\_\_\_\_.

Ans: process anxiety; performance anxiety

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3a. Understand Public Speaking Anxiety

Difficulty Level: Medium

14. We often feel more \_\_\_\_\_\_ presenting a speech when it does not interest us.

Ans: anxious

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3d. Use Skills Training

Difficulty Level: Medium

15. Highly anxious speakers tend to be \_\_\_\_\_\_.

Ans: self-obsessed

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Comprehension

Answer Location: 1.14a. Select Your Topic

Difficulty Level: Easy

16. The first step in \_\_\_\_\_\_ is to analyze your interests.

Ans: topic selection

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Comprehension

Answer Location: 1.4a. Select Your Topic

Difficulty Level: Easy

17. Your speech’s \_\_\_\_\_\_ are the blueprint for your speech containing those major ideas your speech will relay to receivers.

Ans: Answer would ideally be “main points” or “thesis statements”

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Comprehension

Answer Location: 1.4b. Develop, Support, and Organize Your Speech

Difficulty Level: Easy

18. A speaker will use the specific purpose to develop their central idea or \_\_\_\_\_\_.

Ans: thesis

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Comprehension

Answer Location: 1.4b. Develop, Support, and Organize Your Speech

Difficulty Level: Easy

19. You can use \_\_\_\_\_\_, such as “first,” “next,” and “finally,” to let receivers know where you are in your speech.

Ans: signposts

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Comprehension

Answer Location: 1.4b. Develop, Support, and Organize Your Speech

Difficulty Level: Easy

20. A(n) \_\_\_\_\_\_ provides the skeleton upon which you hang your main ideas and support.

Ans: outline

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Comprehension

Answer Location: 1.4b. Develop, Support, and Organize Your Speech

Difficulty Level: Medium

21. When it comes to vocal cues, you will want to regulate your \_\_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_\_, and \_\_\_\_\_\_.

Ans: rate; pitch; volume; vocal variety

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Comprehension

Answer Location: 1.4c. Practice Delivery

Difficulty Level: Medium

22. Following a speech, \_\_\_\_\_\_ may come in the form of questions from the audience.

Ans: feedback

Learning Objective: 1.5: Deliver your first speech

Cognitive Domain: Comprehension

Answer Location: 1.4c. Practice Delivery

Difficulty Level: Medium

## True/False

1. Becoming a skilled public speaker has benefits for the individual, both personal and professional, and society as a whole.

Ans: T

Learning Objective: 1.1: Demonstrate how developing public speaking skills helps you realize personal, professional, and societal goals

Cognitive Domain: Knowledge

Answer Location: Chapter 1. Public Speaking and You: Building Confidence

Difficulty Level: Easy

2. Sending the message is the exclusive job of the source.

Ans: F

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Comprehension

Answer Location: 1.2. Discuss the Context of Public Speaking

Difficulty Level: Medium

3. By mastering the ability to communicate your ideas in public, you harness the power of interaction.

Ans: F

Learning Objective: 1.1: Demonstrate how developing public speaking skills helps you realize personal, professional, and societal goals

Cognitive Domain: Comprehension

Answer Location: 1.1a. Benefits for Your Personal Life

Difficulty Level: Medium

4. If you are answering questions from the audience after the speech, you are receiving feedback.

Ans: T

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Application

Answer Location: 1.2. Discuss the Context of Public Speaking

Difficulty Level: Easy

5. The speaker is also referred to as the source of the message, and the listener is referred to as the receiver of the message.

Ans: T

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Comprehension

Answer Location: 1.2. Discuss the Context of Public Speaking

Difficulty Level: Easy

6. Physical discomfort, a psychological state, intellectual ability, or the environment can create noise.

Ans: T

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Comprehension

Answer Location: 1.2. Discuss the Context of Public Speaking

Difficulty Level: Medium

7. If you say something you regret, it doesn’t take much to “erase” that communication in your audience’s mind.

Ans: F

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Comprehension

Answer Location: 1.2a. Picture the Parts Working Together

Difficulty Level: Medium

8. It is possible to use your stress and anxiety to build your confidence as a speaker.

Ans: T

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Knowledge

Answer Location: 1.3a. Understand Public Speaking Anxiety

Difficulty Level: Medium

9. Keeping in mind that listeners are unlikely to perceive our signs of anxiety helps combat both the physical and the mental effects of speech anxiety.

Ans: F

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3d. Use Skills Training

Difficulty Level: Medium

10. Thought stopping is an example of cognitive restructuring.

Ans: T

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Knowledge

Answer Location: 1.3c. Address the Mental Effects of Speech Anxiety

Difficulty Level: Medium

11. We often feel more anxious presenting a speech when it does not interest us.

Ans: T

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3d. Use Skills Training

Difficulty Level: Medium

12. Practicing is not considered a component of your speech preparation.

Ans: F

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3d. Use Skills Training

Difficulty Level: Medium

13. If you take your nerves about public speaking and use them to your advantage, you are harnessing positive energy.

Ans: T

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Application

Answer Location: 1.3c. Address the Mental Effects of Speech Anxiety

Difficulty Level: Medium

14. Performance anxiety is fear of preparing a speech, and process anxiety is fear of presenting a speech.

Ans: F

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3a. Understand Public Speaking Anxiety

Difficulty Level: Medium

15. Ethnocentricity is the belief that your own group or culture is better than others.

Ans: T

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3a. Understand Public Speaking Anxiety

Difficulty Level: Easy

16. Visualizing a positive experience is a helpful way in refocusing your speech anxiety, and visualizing success from start to finish.

Ans: T

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3e. Anxiety Can Be Transformative

Difficulty Level: Easy

17. The first step in topic selection is to analyze your interests.

Ans: T

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Comprehension

Answer Location: 1.4a. Select Your Topic

Difficulty Level: Easy

18. The specific purpose expresses the central theme of your speech in one sentence.

Ans: F

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Comprehension

Answer Location: 1.4b. Develop, Support and Organize Your Speech/The Thesis Statement

Difficulty Level: Medium

19. The conclusion of your speech should introduce one bit of new information to keep the audience engaged with your content.

Ans: F

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Comprehension

Answer Location: 1.4b. Develop, Support, and Organize Your Speech

Difficulty Level: Hard

20. Signposts signal transitions between sections of your speech to help focus the audience’s attention.

Ans: T

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Comprehension

Answer Location: 1.4b. Develop, Support, and Organize Your Speech

Difficulty Level: Medium

21. Presenting a speech should become effortless.

Ans: F

Learning Objective: 1.5: Deliver your first speech

Cognitive Domain: Comprehension

Answer Location: 1.4c. Practice Delivery

Difficulty Level: Medium

## Short Answer/Essay

1. List and discuss the three areas in which being a skilled public speaker could benefit you.

Ans: Answer would ideally include: personal, career, society

Learning Objective: 1.1: Demonstrate how developing public speaking skills helps you realize personal, professional, and societal goals

Cognitive Domain: Comprehension

Answer Location: 1.1. Identify Speechmaking’s Benefits

Difficulty Level: Medium

2. List and discuss the four meanings of freedom of speech as referenced in the text.

Ans: Answer would ideally include: (1) You can speak freely without fear of being punished for expressing your ideas. (2) You can expose yourself freely to all sides of a controversial issue. (3) You can debate freely all disputable questions of fact, value, or policy. (4) You can make decisions freely based on your evaluation of the choices confronting you.

Learning Objective: 1.1: Demonstrate how developing public speaking skills helps you realize personal, professional, and societal goals

Cognitive Domain: Comprehension

Answer Location: 1.1c. Benefits for Society

Difficulty Level: Easy

3. Define and discuss the element of “noise” from the communication process. How can that impact a speaker?

Ans: Answer would ideally include: anything that interferes with our ability to send or receive a message. Noise need not be sound. Physical discomfort, a psychological state, intellectual ability, or the environment also can create noise. Noise can enter the communication event at any point; it can come from the context, the channel, the message, or the persons themselves. Different languages, translators, generational terms, jargon, and technical terms play a role in the day-to-day noise of communication in our diverse world.

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Analysis

Answer Location: 1.2. The Communication Process in Action

Difficulty Level: Hard

4. List and discuss three elements of the communication process and how they are pertinent to your speechmaking opportunities.

Ans: Answer would ideally include: three of the following—source, receiver, message, channel, noise, feedback, situational, and cultural context.

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Analysis

Answer Location: 1.2. Discuss the Context of Public Speaking

Difficulty Level: Hard

5. As the source of communication in the communicative model, what does your success ultimately depend on?

Ans: Answer would ideally include: establish common ground with your receivers, encode or formulate a message effectively, adapt to cultural and situational differences, alleviate the effects of noise, and understand and respond to the reactions of those with whom you are interacting.

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Comprehension

Answer Location: 1.2a. Picture the Parts Working Together

Difficulty Level: Easy

6. How should a speaker consider audience expectations when preparing a speech?

Ans: Answer would ideally include: Although being able to (1) organize ideas logically, (2) encode or express ideas clearly, and (3) analyze and adapt to receivers readily are skills every communicator needs, they are particularly important for public speakers. Receivers usually have higher expectations for public speakers than for other communicators. For example, we expect public speakers to use more formal standards of grammar and usage, pay more attention to their presentation style and appearance, fit what they say into a specific time limit, and anticipate and then respond to questions their receivers will ask. So, when speaking in public you will need to polish, formalize, and build on your basic conversational skills to reach your goal.

Learning Objective: 1.2: Explain the context of public speaking by listing and identifying the essential elements of communication

Cognitive Domain: Comprehension

Answer Location: 1.2b. Consider Audience Expectations

Difficulty Level: Medium

7. List and discuss three reasons for public speaking anxiety.

Ans: Answer would ideally include: three of the following—ear of failure, fear of the unknown, fear of evaluation, fear of being the center of attention, fear of being judged, fear of difference, fear imposed by culture.

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3a. Understand Public Speaking Anxiety

Difficulty Level: Medium

8. Discuss and provide three examples of how skills training can make us better public speakers.

Ans: Answer would ideally include: When you actively attempt to become a more skilled speaker, you will become more consciously competent. The more prepared you are, the less threatening the idea of public speaking becomes. When you speak about a topic with which you are familiar and passionate about, you naturally feel more confident.

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3d. Use Skills Training

Difficulty Level: Medium

9. Explain how you could use anxiety to perform more effectively.

Ans: Answer would ideally include: You can change any negative feelings you are having into positive feelings, which can help you present your speech more effectively. Remind yourself that the audience is unlikely to see or hear your fear. Channel your anxiety into preparing for your speech. Shift your attention away from your anxious feelings and focus instead on your audience.

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3e. Anxiety Can Be Transformative

Difficulty Level: Medium

10. Define and describe ethnocentrism. What impact can that have on the speaker and audience?

Ans: Answer would ideally include: Fear of difference; ethnocentricity is the belief that one’s own group or culture is better than others; makes some speakers think they share nothing in common with the members of their audience. Feelings of difference make it harder to find common ground, which in turn increases the anxiety about making a speech.

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3a. Understand Public Speaking Anxiety

Difficulty Level: Medium

11. Explain what cognitive restructuring is and how it works.

Ans: Answer would ideally include: A technique that focuses attention on our thoughts rather than on our bodily reactions. Cognitive restructuring works by altering the beliefs people have about themselves and their abilities; thought stopping is an example of this.

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3c. Address the Mental Effects of Speech Anxiety

Difficulty Level: Medium

12. What are three ways to combat the physical and mental effects of speech anxiety?

Ans: Answer would ideally include: Speak on a topic about which we truly care; prepare thoroughly for the speechmaking event; keep in mind that our listeners are unlikely to perceive our signs of anxiety.

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3d. Use Skills Training

Difficulty Level: Medium

13. How can speech anxiety be transformative? Give examples.

Ans: Answer would ideally include: any conversation on nonverbal communication; enhancing mood; prepare thoroughly and rehearse; visualize a positive experience; remind yourself that users cannot usually see or hear your fear.

Learning Objective: 1.3: Assess and build your speechmaking confidence

Cognitive Domain: Comprehension

Answer Location: 1.3e. Anxiety Can Be Transformative

Difficulty Level: Medium

14. Explain why practicing your speech is important.

Ans: Answer will ideally include: How well you do is based on how effectively you prepared. Speechmaking, like a sport, requires practice to become skilled. Through practice, you can revise and improve your speech and speaking ability.

Learning Objective: 1.5: Deliver your first speech

Cognitive Domain: Comprehension

Answer Location: 1.4c. Practice Delivery

Difficulty Level: Medium

15. Why is it important to replicate the conditions of the speech as much as you can when you’re practicing?

Ans: Areas to discuss: The purpose of practice is to help you appear as if you are a naturally skilled speaker. If you experience unexpected situations during your speech, you could become more anxious. Attempting to prepare for all possible situations can help you avoid this.

Learning Objective: 1.5: Deliver your first speech

Cognitive Domain: Analysis

Answer Location: 1.4c. Practice Delivery

Difficulty Level: Medium

16. Define and describe the purpose of the main points of a speech. Give an example of three possible main points for an informative speech about pet ownership.

Ans: Answer would ideally include: Your speech’s main points are the blueprint for your speech containing those major ideas your speech will relay to receivers.

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Application

Answer Location: 1.4b. Develop, Support, and Organize Your Speech

Difficulty Level: Medium

17. What are signposts? Give a few examples and show how they are used in a speech.

Ans: Answer would ideally include: Create transitions that connect the parts. You can use signposts, such as “first,” “next,” and “finally,” to let receivers know where you are in your speech, and brief statements, such as “most important,” to help focus the audience’s attention.

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Comprehension

Answer Location: 1.4b. Develop, Support and Organize Your Speech

Difficulty Level: Medium

18. What are supporting materials? Give examples of some, and explain supporting materials are important.

Ans: Answer would ideally include: After formulating your main points, your attention turns to conducting research and gathering supporting materials for your speech. To develop your speech, for example, you will use personal experiences, examples and illustrations, definitions, expert testimony, statistics, and analogies. The better your research and selection of support, the more credible receivers will find your speech.

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Application

Answer Location: 1.4b. Develop, Support and Organize Your Speech

Difficulty Level: Medium

19. What is the difference between the specific purpose and the thesis statement?

Ans: Answer would ideally include: specific purpose—a single sentence specifying your goal. For example, if your goal were to inform receivers about self-driving cars, your specific purpose might be “to inform my audience about three ways self-driving cars will impact society.” You then use the specific purpose to develop your central idea or thesis; thesis statement expresses the central theme of your speech in just one sentence.

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Comprehension

Answer Location: 1.4b. Develop, Support and Organize Your Speech

Difficulty Level: Medium

20. What are examples of vocal cues? Why are they important?

Ans: Answer would ideally include: When it comes to vocal cues, for example, you’ll want to regulate your volume, rate, pitch, and vocal variety, being especially careful not to speak in a monotone, and being certain to use correct pronunciation and clear articulation so you convey ideas accurately and clearly.

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Application

Answer Location: 1.4c. Practice Delivery

Difficulty Level: Medium

21. What is the benefit of conducting a post-presentation analysis?

Ans: Answer would ideally include: Like an athlete or any performer, you’ll want to review and critique your own performance, comparing and contrasting your expectations with your actual experience. Try to learn as much as possible from the first speech so you can apply these lessons to your next one. Complete a self-assessment scorecard or checklist that you can compare to the one your professor and/or peers offer.

Learning Objective: 1.4: Demonstrate your understanding of basic speechmaking by approaching public speaking systematically

Cognitive Domain: Comprehension

Answer Location: 1.4d. Conduct a Post-Presentation Analysis

Difficulty Level: Medium

22. What is a self-assessment? How can this benefit the speaker in the future?

Ans: Answer would ideally include: A self-assessment after a speech will help the speaker learn as much as possible from the first speech, so you can apply these lessons to your next one. Completing a self-assessment scorecard or checklist that you can compare to the one your professor and/or peers offer can give detailed feedback.

Learning Objective: 1.6: Score your first speech performance to establish a baseline on which to build your skills

Cognitive Domain: Comprehension

Answer Location: 1.4d. Conduct a Post-Presentation Analysis

Difficulty Level: Medium