Test Bank for Invitation to Public Speaking National Geographic Edition 6th Griffin

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Name:_____ Class:_____ Date:_____

Chapter 2: Effective Listening

1. The process of giving thoughtful attention and understanding another person's words is called:
   a. confirming.
   b. hearing.
   c. listening.
   d. interference.

ANSWER: c
POINTS: 1
DIFFICULTY: Easy
REFERENCES: pg. 20
NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology
TOPICS: Why listen to others?

2. Anything that hinders or stops a listener from attending to and receiving a message is called:
   a. confirming.
   b. hearing.
   c. listening.
   d. interference.

ANSWER: d
POINTS: 1
DIFFICULTY: Easy
REFERENCES: pg. 20
NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology
TOPICS: Why we sometimes fail to listen.

3. While giving a speech of introduction Paulo referred to his classmate as a nice person who did nice things and was cool, but did not give any specifics. His audience was bored by simple language and stopped listening. What kind of speaker interference is this?
   a. speaker interference caused by information
   b. speaker interference caused by formal or technical language
   c. speaker interference caused by casual language
   d. speaker interference caused by noninclusive language

ANSWER: a
POINTS: 1
DIFFICULTY: Medium
REFERENCES: pg. 21-22
NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology
TOPICS: Why we sometimes fail to listen.

4. Li was caught in a surprise rainstorm just before class. As a result, she had to present her speech in wet clothes. Her speech opener humorously addressed this misfortune. To what type of audience reaction did Li adapt?
   a. the disruptive audience
   b. the audience who responds rather than listens
   c. the confused audience

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d. the audience distracted by the speaker

ANSWER: d
POINTS: 1
DIFFICULTY: Medium
REFERENCES: pg. 34
NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology
TOPICS: Speakers as listeners: Staying audience centered.

5. This language choice causes listener interference because the words are very informal, nonstandard and very subject to change in meaning.

a. slang
b. jargon
c. colloquialisms
d. euphemism

ANSWER: a
POINTS: 1
DIFFICULTY: Easy
REFERENCES: pg. 23
NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology
TOPICS: Why we sometimes fail to listen.

6. A listenable speech is a speech that has a sufficient amount of volume so that all audience members can hear it.

a. True
b. False

ANSWER: False
POINTS: 1
DIFFICULTY: Easy
REFERENCES: pg. 21
NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology
TOPICS: Why we sometimes fail to listen.

7. Most audiences stop listening when the speaker’s language is more formal or technical than theirs.

a. True
b. False

ANSWER: True
POINTS: 1
DIFFICULTY: Easy
REFERENCES: pg. 22
NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology
TOPICS: Why we sometimes fail to listen.

8. When a classroom speaker (who is also an Emergency Medical Technician) talks about her experience "bagging" someone then moving to "BLS" without explaining those words, she is using jargon.

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a. True
b. False

ANSWER: True
POINTS: 1
DIFFICULTY: Medium
REFERENCES: pg. 23
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9. When a speaker talking about learning how to change a tire says, "I was helped by a Mexican mechanic" they are using culturally inclusive language by spotlighting.

a. True
b. False

ANSWER: True
POINTS: 1
DIFFICULTY: Medium
REFERENCES: pg. 24
NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology
TOPICS: Why we sometimes fail to listen.

10. A speaker's values can cause speaker interference caused by differences.

a. True
b. False

ANSWER: True
POINTS: 1
DIFFICULTY: Medium
REFERENCES: pg. 27
NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology
TOPICS: Why we sometimes fail to listen.

11. A speaker concerned with making his/her speech simple and easy to process has developed a/an _____ speech.

ANSWER: considerate
POINTS: 1
DIFFICULTY: Medium
REFERENCES: pg. 22
NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology
TOPICS: Why we sometimes fail to listen.

12. _____ is language that recognizes that both women and men are active participants in the world.

ANSWER: Gender-inclusive language
POINTS: 1
DIFFICULTY: Hard

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REFERENCES: pg. 24
NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology

13. In order to gather as much information as possible, an ethical listener suspends _____.
ANSWER: judgment
POINTS: 1
DIFFICULTY: Medium
REFERENCES: pg. 30
NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology
TOPICS: Audience-centered listening.

14. Extra words in sentences that do not add meaning, such as "like" "you know" and "OK" are examples of _____.
ANSWER: verbal clutter
POINTS: 1
DIFFICULTY: Hard
REFERENCES: pg. 25
NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology
TOPICS: Why we sometimes fail to listen.

15. "He done flew off his chair" is an example of a _____
ANSWER: colloquialism
POINTS: 1
DIFFICULTY: Medium
REFERENCES: pg. 23
NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology
TOPICS: Why we sometimes fail to listen.

16. _____ language respectfully recognizes the differences among the many cultures in our society.
ANSWER: Culturally inclusive
POINTS: 1
DIFFICULTY: Medium
REFERENCES: pg. 24
NATIONAL STANDARDS: United States - AACSB: Diversity - AACSB: Communication
TOPICS: Why we sometimes fail to listen.

17. Define interference.
ANSWER: Interference is anything that stops or hinders a listener from receiving a message.
POINTS: 1
DIFFICULTY: Medium
REFERENCES: pg. 20
NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology
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Chapter 2: Effective Listening

18. List three "problem audiences" and a suggestion for dealing with each.

ANSWER: Audiences who think they aren't interested-Make introduction and first main points compelling, innovative, and pertinent to the audience's particular biases.
Audiences who are distracted or disruptive-Ask questions of entire audience or of particular members. Use audience participation. Bring disruptors to front of audience with reason.
Audiences who are confused-Slow down, explaining clearer, acknowledge audience eagerness to participate positively.
Audiences who plan their responses rather than listen-Verbally and nonverbally acknowledge their eagerness to participate, and approach it as a positive sign of interest.
Audience distracted by the speaker-Explain the distraction.

POINTS: 1

DIFFICULTY: Medium

REFERENCES: pg. 33-36

NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology

TOPICS: Speakers as listeners: Staying audience centered.

19. List four tips for becoming a careful listener.

ANSWER: Listen for the speaker's purpose.
Listen for the main ideas.
Listen for supporting evidence and sources.
Write down new words, ideas, and questions.
Listen for the conclusion.
Offer nonverbal feedback

POINTS: 1

DIFFICULTY: Medium

REFERENCES: pg. 28-29

NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology

TOPICS: Audience-centered listening.

20. List and define the three types of casual language.

ANSWER: Slang is an informal nonstandard vocabulary, usually made up of arbitrarily changed words.
Colloquialism is a local or regional informal dialect or expression.
Euphemism substitutes an agreeable or inoffensive expression for one that may offend or suggest something unpleasant

POINTS: 1

DIFFICULTY: Medium

REFERENCES: pg. 23

NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology

TOPICS: Why we sometimes fail to listen.

21. Define gender-inclusive language and provide two examples.

ANSWER: Gender inclusive language is the use of neutral language that includes all genders. For example, if I were not sure of the sex of a person, such as a doctor, I would not assume they are male. I would say something like "when a doctor chooses his or her specialty." The student might also choose something like saying "fire fighter" instead of "fireman."

POINTS: 1

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DIFFICULTY: Medium
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22. Define spotlighting and provide an example.
ANSWER: Spotlighting is the practice of highlighting a person's race, ethnicity, sex, sexual orientation, physical ability, etc. during a speech, resulting in language that is not culturally inclusive. An example might be talking about a group of three men and an Asian American woman at a table, or saying that the surgical team includes a female doctor.
POINTS: 1
DIFFICULTY: Hard
REFERENCES: pg. 24-25
NATIONAL STANDARDS: United States - AACSB: Diversity - AACSB: Communication
TOPICS: Why we sometimes fail to listen.

23. Which kind of problem listener are you most likely to be in your class? Why? Which kind of problem listener are you least likely to be? Why?
ANSWER: Students responses will vary and may include:
Listener who thinks they aren't interested.
Listener who is distracted or disruptive.
Listener who is confused.
Listener who plan responses rather than listen.
Listener distracted by the speaker.
POINTS: 1
DIFFICULTY: Medium
REFERENCES: pg. 33-36
NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology
TOPICS: Speakers as listeners: Staying audience centered.

24. Identify and define three strategies for listening effectively you will you use this semester. Choose one general listening tip, one critical listening tip and one ethical listening tip.
ANSWER: Students should be able to clearly identify strategies outlined in the textbook. They should be able to distinguish between the different types of strategies.
POINTS: 1
DIFFICULTY: Hard
REFERENCES: pg. 28-32
NATIONAL STANDARDS: United States - AACSB: Reflective Thinking - AACSB: Technology
TOPICS: Audience-centered listening.

25. As a speaker, you know that you will also be a listener. Which three of the six steps of careful listening will be most helpful for you? Why?
ANSWER: Students responses will be personal but should specifically mention the steps outlined on pgs. 28-29: listen for the speaker's purpose; listen for the main ideas; listen for supporting evidence and sources; write down new words, ideas and questions; listen for the conclusion; offer nonverbal feedback.

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POINTS: 1
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