

# Chapter 1 Speaking in Public

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## True-False Quiz

*Indicate whether each of the following statements is true or false by circling the appropriate letter.*

1.    T F    The three major goals of public speaking are to inform, to persuade, and to entertain.
2.    T F    When you adjust to the situation of a public speech, you are doing on a larger scale what you do everyday in conversation.
3.    T F    Thinking positively about your ability to give a speech is one way to control your anxiety about speaking.
4.    T F    Critical thinking is a way of thinking negatively about everything you hear in a speech.
5.    T F    The nonverbal messages that listeners send back to speakers are called feedback.
6.    T F    Most of the time the listener's frame of reference is identical with the speaker's frame of reference.
7.    T F    When you give a speech to your classmates, you are engaged in one-way communication.
8.    T F    Avoiding ethnocentrism means that you must agree with the values and practices of all groups and cultures.
9.    T F    As your textbook explains, most of the nervousness public speakers feel internally is not visible to their listeners.
10.   T F    Although language changes from culture to culture, the meaning of nonverbal signals is consistent across cultures.

# Chapter 1 Speaking in Public

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## Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. Everything a speaker says is filtered through a listener's
  - \* a. frame of reference.
  - b. credibility.
  - c. feedback.
  - d. personal screen.
  - e. psychological field.
2. 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.
3. 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.
4. 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.
5. 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
6. 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
7. According to your textbook, when you employ the power of visualization as a method of controlling stage fright, you should
- a. decrease the time spent 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.
8. According to your textbook, the three major goals of public speaking are informing, persuading, and
- a. demonstrating.
  - \* b. entertaining.
  - c. actuating.
  - d. selling.
  - e. convincing.
9. \_\_\_\_\_ lets you know how your message is being received.
- a. Vocal variety
  - b. Credibility
  - \* c. Feedback
  - d. Interference
  - e. Audience adaptation
10. 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.

# Chapter 2 Ethics and Public Speaking

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## True-False Quiz

*Indicate whether each of the following statements is true or false by circling the appropriate letter.*

1.    T F    The first responsibility of a speaker is to make sure her or his goal is ethically sound.
2.    T F    As the Roman rhetorician Quintilian noted 2,000 years ago, the ideal of commendable speechmaking is to persuade the audience by any means necessary.
3.    T F    A speaker's ethical obligations decrease as the size of the audience decreases.
4.    T F    Ethical decisions need to be justified against a set of standards or criteria.
5.    T F    One of the best ways to avoid falling into the trap of plagiarism is to start work on your speeches well before they are due.
6.    T F    Taking someone's entire speech and passing it off as your own is a form of unethical behavior called incremental plagiarism.
7.    T F    It is necessary for a public speaker to identify his or her source whether the speaker is paraphrasing or quoting verbatim.
8.    T F    Just as public speakers have ethical responsibilities, so too do the people who listen to a speech.
9.    T F    Global plagiarism occurs when a speaker patches together several quotations or paraphrases without citing the sources of the statements.
10.   T F    It is possible to disagree entirely with a speaker's ideas but still support the speaker's right to express those ideas.

# Chapter 2 Ethics and Public Speaking

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## Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. According to your textbook, \_\_\_\_\_ plagiarism occurs when the speech as a whole is ethical but the speaker fails to give credit for particular quotations and paraphrases.
  - a. incidental
  - b. informative
  - c. inferential
  - d. invalid
  - \*e. incremental
  
2. In public speaking, sound ethical decisions involve weighing a potential course of action against
  - a. the frame of reference of the audience.
  - \*b. a set of ethical guidelines or standards.
  - c. the speaker's strategic objectives.
  - d. a specific code of legal rules.
  - e. the personal opinions of the speaker.
  
3. According to your textbook, the guidelines for ethical listening in a public speaking situation include
  - \*a. maintaining the free and open expression of ideas.
  - b. judging the speaker on the basis of her or his prestige.
  - c. taking accurate notes of what the speaker says.
  - d. all of the above.
  - e. a and c only.
  
4. As explained in your textbook, public speakers have an ethical obligation to avoid name-calling and other forms of abusive language because such language
  - a. is forbidden by the first amendment to the U.S. Constitution.
  - b. violates current standards of political correctness on college campuses.
  - c. changes meaning based on the frame of reference of the audience.
  - d. is used by speakers who are not fully prepared for their presentations.
  - \*e. demeans the personal dignity of the groups or individuals being attacked.
  
5. As your textbook explains, a speaker who assembles a speech by copying word for word from two or three sources is committing what kind of plagiarism?

- a. global
  - b. incremental
  - c. scientific
  - \*d. patchwork
  - e. credible
6. According to your textbook, \_\_\_\_\_ plagiarism occurs when a speaker takes a speech entirely from a single source and passes it off as her or his own.
- a. incremental
  - \*b. global
  - c. valid
  - d. patchwork
  - e. scientific
7. All of the following are presented in your textbook as guidelines for ethical speechmaking *except*
- a. be honest in what you say.
  - b. avoid name-calling and other forms of abusive language.
  - c. be fully prepared for each speech.
  - d. make sure your goals are ethically sound.
  - \*e. explain your credibility on the speech topic.
8. Which of the following does your textbook recommend as a way to steer clear of incremental plagiarism?
- a. Avoid using direct quotations from other people in your speech.
  - b. Only use your original ideas so there is no risk of plagiarism.
  - c. Avoid citing sources that might make someone suspect plagiarism.
  - \*d. Cite the sources of all quotations and paraphrases in your speech.
  - e. Avoid paraphrasing information from other people in your speech.
9. Jerome found several excellent sources for his informative speech. He pulled key information from them, blended those ideas into his own perspective, and cited his sources when he presented the speech. Which of the following statements *best* describes this situation?
- \*a. Jerome is ethical because he cited his sources and used them to develop his own slant on the topic.
  - b. Jerome is guilty of incremental plagiarism because he used quotations and paraphrases from other people in his speech.
  - c. Jerome is ethical because he did not copy his speech from a single source.
  - d. Jerome is guilty of patchwork plagiarism because he used ideas from several different sources in his speech.
  - e. Jerome is guilty of global plagiarism because he did not develop his speech entirely from his own knowledge and experience.
10. Because speechmaking is a form of power, we must always be sure to speak
- a. concisely.
  - b. persuasively.
  - \*c. ethically.

- d. forcefully.
- e. consistently.

# Chapter 3 Listening

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## True-False Quiz

*Indicate whether each of the following statements is true or false by circling the appropriate letter.*

1.    T F    Note taking is usually a barrier to effective listening.
2.    T F    People need effective listening skills in almost all occupations.
3.    T F    Listening to provide emotional support for someone is called empathic listening.
4.    T F    When listening critically for evidence, you should consider primarily how the evidence relates to your personal frame of reference.
5.    T F    If you disagree with a speaker, you have nothing to gain by listening carefully.
6.    T F    According to your textbook, listening to understand a classroom lecture is an example of comprehensive listening.
7.    T F    People spend more time listening than in any other communicative activity.
8.    T F    Note taking is usually a barrier to effective listening.
9.    T F    One of the major barriers to effective communication is that the brain can process words much faster than a speaker can talk.
10.   T F    According to your textbook, when focusing your listening, you should concentrate on a speaker's main points, evidence, and technique.



# Chapter 3 Listening

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## Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. In studies about communication skills within businesses, most business managers rank as the skill most crucial to their jobs.
  - a. public speaking
  - b. conversation
  - c. writing
  - d. critical thinking
  - \* e. listening
2. Tara's campus organization has invited several travel agents to speak to the group about their best deals on trips for spring break. As Tara listens, she is deciding which travel package is the best one for her. During the presentations, she is engaged in which form of listening?
  - \* a. critical
  - b. appreciative
  - c. comprehensive
  - d. empathic
  - e. intimate
3. According to your textbook, when you focus your listening as a means of becoming a better listener, you should listen for
  - a. main points.
  - b. evidence.
  - c. technique.
  - \* d. all of the above.
  - e. a and b only.
4. According to your textbook, when you listen to evaluate a speaker's message for purposes of accepting it or rejecting it, what kind of listening is involved?
  - \* a. critical
  - b. sympathetic
  - c. appreciative
  - d. empathic
  - e. comprehensive
5. When listening for a speaker's evidence, you should keep an ear out for its
  - a. sufficiency.

- b. accuracy.
  - c. objectivity.
  - d. relevance.
  - \*e. all of the above.
  
- 6. Lance is enjoying Chris Rock's stand-up comedy routine at the Civic Center. According to your textbook, Lance is engaged in \_\_\_\_\_ listening.
  - a. critical
  - \*b. appreciative
  - c. comprehensive
  - d. empathic
  - e. intimate
  
- 7. Ted is listening to the introduction of Janine's speech when he thinks to himself, "Man, this is really going to be boring." What aspect of poor listening identified in your textbook is Ted exhibiting in this example?
  - a. listening too hard
  - \*b jumping to conclusions
  - c. rejecting the speaker's frame of reference
  - d. giving in to distractions
  - e. not listening comprehensively
  
- 8. Sarah is listening to her roommate to provide emotional support in a time of distress. According to your textbook, Sarah is engaged in \_\_\_\_\_ listening.
  - a. critical
  - b. appreciative
  - \*c. empathic
  - d. personal
  - e. comprehensive
  
- 9. Which of the following is included among the four major causes of poor listening discussed in your textbook?
  - a. trying to remember everything the speaker says
  - b. jumping to conclusions about the speaker's ideas
  - c. taking written notes while the speech is in progress
  - d. all of the above
  - \*e. a and b only
  
- 10. Your textbook recommends \_\_\_\_\_ as the most effective method of note taking for listening to a speech.
  - a. trying to write down everything a speaker says
  - \*b. creating a keyword outline
  - c. writing down a speaker's most interesting ideas
  - d. creating a full-sentence outline
  - e. using the Harvard listening system

# Chapter 4

## Selecting a Topic and a Purpose

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### True-False Quiz

*Indicate whether each of the following statements is true or false by circling the appropriate letter.*

1.    T F    The first step in speechmaking is choosing a topic for your speech.
2.    T F    Most often, a speaker's general purpose will fall into one of two categories—to inform or to demonstrate.
3.    T F    The central idea indicates precisely what the speaker hopes to accomplish in a speech.
4.    T F    "To inform my audience of the major steps in responding to a medical emergency" is an example of an effective specific purpose statement for an informative speech.
5.    T F    The specific purpose of a speech usually "sums up" the main points to be developed in the body of the speech.
6.    T F    The central idea of a speech should be stated as a full sentence.
7.    T F    "The three major expenses for people traveling abroad are transportation, food, and lodging" is an example of a well-worded central idea for a speech.
8.    T F    The specific purpose statement should usually be phrased as a question.
9.    T F    "To inform my audience about the origins of martial arts and how to perform yoga" is an example of an effective specific purpose statement for an informative speech.
10.   T F    The central idea reveals more about the content of a speech than does the specific purpose.

# Chapter 4 Selecting a Topic and a Purpose

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## Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. According to your textbook, brainstorming is especially helpful when you are having trouble
  - \* a. choosing a speech topic.
  - b. determining the general purpose.
  - c. determining the specific purpose.
  - d. phrasing the central idea.
  - e. analyzing the audience.
  
2. Which of the following is out of place in a speech to inform?
  - \* a. advocating
  - b. explaining
  - c. reporting
  - d. demonstrating
  - e. telling
  
3. “To inform my audience about the three basic steps in preventive medicine” is an example of a
  - a. main point.
  - \* b. specific purpose.
  - c. thesis statement.
  - d. central idea.
  - e. general purpose.
  
4. According to your textbook, what is the *most important* early step in the process of developing a successful speech?
  - a. phrasing the general purpose
  - b. researching for speech materials
  - \* c. formulating the specific purpose
  - d. brainstorming for a central idea
  - e. selecting the residual message
  
5. As a specific purpose statement, “To inform my audience about computer technology” is too
  - a. figurative.

- \*b. broad.
  - c. trivial.
  - d. technical.
  - e. detailed.
6. Which of the following is appropriate in a speech to persuade?
- a. advocating
  - b. exhorting
  - c. convincing
  - \*d. all of the above
  - e. a and c only
7. “To inform about saving for retirement” is a poorly phrased specific purpose statement because it
- a. is too specific.
  - b. contains figurative language.
  - c. is written as a statement instead of a question.
  - \*d. does not include a reference to the audience.
  - e. is too trivial.
8. The central idea of a speech should
- a. avoid figurative language.
  - b. be written as a full sentence.
  - c. be phrased as a question.
  - d. all of the above.
  - \*e. a and b only.
9. According to your textbook, “Getting an internship at a major corporation requires a great deal of work, but the rewards are well worth the effort” is an example of a(n)
- a. speech proposal.
  - b. specific purpose.
  - c. informative thesis.
  - d. topic statement.
  - \*e. central idea.
10. “To persuade my audience that continuing to spend money on the space program is like throwing good money after bad” is a poorly phrased specific purpose statement for a speech because it is
- \*a. expressed in figurative language.
  - b. written as a declarative sentence rather than a question.
  - c. too technical.
  - d. all of the above.
  - e. a and c only.

# Chapter 5 Analyzing the Audience

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## True-False Quiz

*Indicate whether each of the following statements is true or false by circling the appropriate letter.*

1.    T F    Adapting to audiences is one of the easiest tasks facing beginning speakers.
2.    T F    Audience analysis first comes into play after a speaker has chosen a specific purpose.
3.    T F    Even when listeners pay close attention, they don't process a speaker's message exactly as the speaker intended.
4.    T F    Gender, sexual orientation, age, race, ethnicity, and group membership are all factors to consider when conducting a demographic audience analysis.
5.    T F    As a general rule, the larger your audience the less formal your speech presentation should be.
6.    T F    Knowing how the physical setting might affect your listeners' receptivity to your ideas is an important factor in situational audience analysis.
7.    T F    Interest, knowledge, and attitude are the three most important factors to consider when determining an audience's disposition toward a speaker's topic.
8.    T F    No matter what the occasion, listeners will have fairly definite expectations about the kinds of speeches appropriate for the occasion.
9.    T F    Egocentrism means that audiences typically approach speeches by asking "Why is this important for me?"
10.   T F    The process of audience adaptation is over by the time a speaker starts delivering the speech.

# Chapter 5 Analyzing the Audience

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## Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. Audience analysis is an important factor in which of the following?
  - a. selecting a topic
  - b. organizing the speech
  - c. choosing supporting materials
  - \*d. all of the above
  - e. a and c only
2. The *primary* purpose of speechmaking is to
  - \*a. gain a desired response from listeners.
  - b. please the majority of the audience.
  - c. display the speaker's research skills.
  - d. practice getting up in front of an audience.
  - e. test new ideas through audience feedback.
3. Dimitri plans to give a speech to his classmates about the principles of physics behind the design of hybrid automobiles. The most important factor for Dimitri to consider when analyzing his audience is probably its
  - a. age.
  - b. group membership.
  - c. attitude toward the speaker.
  - \*d. knowledge about the topic.
  - e. size.
4. The process by which a speaker seeks to create a bond with listeners by emphasizing common values, goals, and experiences is referred to as \_\_\_\_\_ by communication scholars.
  - a. framing
  - \*b. identification
  - c. egocentrism
  - d. structuring
  - e. affiliation
5. According to your textbook, which of the following is a factor in situational audience analysis?

- a. the audience's cultural background
  - b. the audience's religious beliefs
  - c. the audience's group membership
  - d. the audience's gender
  - \*e. the audience's attitude toward the topic
6. Which of the following is a demographic characteristic of a speech audience?
- \*a. age
  - b. interest
  - c. size
  - d. attitude
  - e. knowledge
7. Which of the following is a demographic characteristic of a speech audience?
- \*a. age
  - b. interest
  - c. size
  - d. attitude
  - e. knowledge
8. To say that people usually want to hear about things that are meaningful to them is to say that people are
- a. empathic.
  - b. eclectic.
  - c. egotistic.
  - d. egalitarian.
  - \*e. egocentric.
9. Which of the following elements usually has the greatest impact on the length a speech should be?
- a. the audience's disposition toward the topic
  - b. the physical setting for the speech
  - c. the audience's attitudes toward the speaker
  - \*d. the occasion for the speech
  - e. the group membership of the audience
10. As the size of your audience increases, your presentation should usually become more
- \*a. formal.
  - b. flexible.
  - c. extemporaneous.
  - d. punctual.
  - e. informal.



# Chapter 6 Gathering Materials

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## True-False Quiz

Indicate whether each of the following statements is true or false by circling the appropriate letter.

1.    T F    If you use a tape recorder in a research interview, you should keep it secret from the person being interviewed.
2.    T F    Periodical databases help you locate magazine and journal articles.
3.    T F    Because the Internet is such a vast source of information, your textbook recommends using it to replace library research when preparing your speeches.
4.    T F    You can almost always count on the reliability of Internet research materials found through major search engines such as Google and Yahoo.
5.    T F    One of the great strengths of the Internet as a research tool is the access it provides to government documents and publications.
6.    T F    According to your textbook, the three major criteria against which to test documents that you locate on the Internet are authorship, sponsorship, and recency.
7.    T F    When taking research notes, it is important to distinguish between direct quotations, paraphrases, and your own ideas.
8.    T F    The only way you can use a search engine to find information on the Internet is by conducting a keyword search.
9.    T F    One advantage of using virtual libraries for speech research is that they contain only material that has been screened for accuracy and reliability.
10.   T F    Your most important task before conducting a research interview is to work out the questions you will ask during the interview.

# Chapter 6

## Gathering Materials

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### Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. The most important task when preparing to conduct a research interview is
  - \* a. devising questions to ask during the interview.
  - b. deciding whether or not to use a tape recorder.
  - c. choosing what to wear during the interview.
  - d. selecting an appropriate interviewing style.
  - e. deciding whether or not to take notes during the interview.
2. The best source for numerical data about life in the United States is
  - a. *Who's Who*.
  - b. *Encyclopedia Americana*.
  - c. *World Almanac and Book of Facts*.
  - d. *New York Times Index*.
  - \* e. *Statistical Abstract of the United States*.
3. A(n) \_\_\_\_\_ is a research aid that catalogues articles from a large number of journals or magazines.
  - a. abstract
  - b. biographical aid
  - c. reference work
  - \* d. periodical database
  - e. keyword index
4. The \_\_\_\_\_ is the key to finding information in the library.
  - a. general index
  - \* b. catalogue
  - c. periodicals guide
  - d. encyclopedia
  - e. browser
5. When taking research notes, you should
  - a. put all notes from each source on a single index card or sheet of paper.
  - b. record notes only when you're sure you'll use the information in your speech.
  - c. take all notes as direct quotations.
  - d. all of the above.
  - \* e. none of the above.
6. According to your textbook, the three criteria for judging the reliability of documents located on the Internet are recency, authorship, and

- a. indexing.
  - \*b. sponsorship.
  - c. interactivity.
  - d. graphics.
  - e. creativity.
7. If you can't identify the author of a document on the World Wide Web, your textbook recommends that you
- a. look up the year the document was published.
  - b. bookmark the document and return to it later.
  - \*c. try to determine the sponsoring organization for the document.
  - d. double check the accuracy of the document's URL.
  - e. search for the document in the library.
8. As your textbook explains, the best kind of search aid for locating reliable, high quality information on the Internet is a(n)
- a. search engine.
  - b. electronic catalogue.
  - c. metasearch engine.
  - d. research pilot.
  - \*e. virtual library.
9. The part of the library that contains encyclopedias, yearbooks, dictionaries, biographical aids, atlases, and indexes is usually called the
- a. research room.
  - b. periodical room.
  - \*c. reference section.
  - d. circulation section.
  - e. information room.
10. According to your textbook, when citing an Internet document in a speech bibliography, you should include the
- a. date on which you accessed the document.
  - b. organization responsible for the document if the author's name is not known.
  - c. URL of the document.
  - \*d. all of the above.
  - e. b and c only.

# Chapter 7 Supporting Your Ideas

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## True-False Quiz

*Indicate whether each of the following statements is true or false by circling the appropriate letter.*

1.    T F    One of the main reasons to use examples in a speech is that they put abstract ideas into concrete terms that listeners can easily understand.
2.    T F    Brief examples can be used either to illustrate a point or to introduce a topic.
3.    T F    Whenever you use a hypothetical example in a speech, it is usually a good idea to follow it with statistics or testimony to show that the example is not unrealistic.
4.    T F    It is seldom necessary to cite the source of statistics in a speech.
5.    T F    Research has shown that the more statistics you use, the more effective your speech is likely to be.
6.    T F    Unlike testimony, which can easily be quoted out of context, statistics are difficult to manipulate for biased purposes.
7.    T F    Acceptable testimony can include either statements from recognized experts or from ordinary people with special expertise on the topic.
8.    T F    You should almost always round off statistics in a speech.
9.    T F    Using strong, credible testimony is the best way to add human interest to a speech.
10.   T F    Examples and testimony are most effective in persuasive speeches, while statistics work best in informative speeches.

# Chapter 7 Supporting Your Ideas

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## Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. The best way to add human interest to your speech is to use
  - \* a. examples.
  - b. quotations.
  - c. graphs.
  - d. statistics.
  - e. metaphors.
2. The main value of using statistics in a speech is to
  - a. lend realism to the speech.
  - b. enhance the speaker's credibility.
  - c. make the speech more vivid.
  - d. avoid relying on testimony.
  - \* e. quantify the speaker's ideas.
3. According to your textbook, if you quoted your cousin about her experience digging for dinosaur bones last summer, you would be using \_\_\_\_\_ testimony.
  - \* a. peer
  - b. personal
  - c. paraphrased
  - d. ordinary
  - e. direct
4. To give the gist of someone's statement in your own words is to
  - \* a. paraphrase.
  - b. hypothesize.
  - c. corroborate.
  - d. testify.
  - e. quote.
5. Which of the following is recommended by your textbook as a way to enhance the effectiveness of your examples?
  - a. Practice delivery to enhance your extended examples.
  - b. Avoid using examples drawn from your personal experience.
  - c. Make your examples vivid and richly textured.
  - d. all of the above
  - \* e. a and c only
6. When using statistics in a speech, you should usually
  - a. manipulate the statistics to make your point.

- b. cite exact numbers rather than rounding off.
  - c. increase your speaking rate when giving statistics.
  - \*d. avoid using too many statistics.
  - e. conceal the source of the statistics.
7. According to your textbook, if you quoted Harvard business professor John B. Matthews on the strengths and weaknesses of U.S. business schools, you would be using testimony.
- a. peer
  - b. professional
  - \*c. expert
  - d. unbiased
  - e. valid
8. The more \_\_\_\_\_ your examples, the greater impact they are likely to have.
- a. hypothetical
  - b. complex
  - c. unusual
  - d. expert
  - \*e. vivid
9. According to your textbook, a good way to clarify statistical trends is to
- a. increase your speaking rate when giving statistics.
  - b. consult the *Guinness Book of World Records*.
  - c. use exact numbers rather than rounding off.
  - \*d. use visual aids when presenting statistics.
  - e. make sure the statistics are from unbiased sources.
10. The main value of using expert testimony in a speech is to
- a. enhance the vividness of the speaker's ideas.
  - b. gain attention in the introduction of the speech.
  - \*c. build the credibility of speakers who are not experts on their topics.
  - d. keep the audience's attention throughout the body of the speech.
  - e. relate the speaker's ideas directly to the audience.

# Chapter 8 Organizing the Body of the Speech

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## True-False Quiz

*Indicate whether each of the following statements is true or false by circling the appropriate letter.*

1.    T   F    Clear organization is usually less important in speaking than in writing.
2.    T   F    Audiences find well-organized speakers to be more credible than poorly organized speakers.
3.    T   F    According to your textbook, the introduction of a speech usually should be prepared before the body.
4.    T   F    According to your textbook, most speeches should contain from five to eight main points.
5.    T   F    Chronological organization is used primarily for informative speeches.
6.    T   F    Speeches arranged in causal order usually have three main points.
7.    T   F    Problem-solution order is used most often in persuasive speeches.
8.    T   F    In topical order the main points proceed from top to bottom, left to right, front to back, east to west, or some similar route.
9.    T   F    “The most important point to remember about . . .” is an example of a signpost.
10.   T   F    According to your textbook, transitions state both the idea the speaker is leaving and the one the speaker is coming to.

# Chapter 8 Organizing the Body of the Speech

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## Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. What organizational pattern would probably be most effective for arranging the main points of a speech with the specific purpose "To inform my audience about three major ways to block junk mail from their e-mail system"?
  - \*a. topical
  - b. logistical
  - c. chronological
  - d. technical
  - e. causal
  
2. Here are the main points for a speech about the major steps involved in a successful job interview:
  - I. The first step is preparing for the interview before it takes place.
  - II. The second step is presenting yourself well during the interview itself.
  - III. The third step is following up after the interview.

These main points are arranged in \_\_\_\_\_ order.

  - a. topical
  - b. spatial
  - \*c. chronological
  - d. informative
  - e. causal
  
3. According to your textbook, if the following statement occurred in the body of a speech, it would be an example of what kind of connective?
 

In discussing the problem of childhood asthma, we shall look at the symptoms of the disease, its causes, and current treatments.

  - a. signpost
  - \*b internal preview
  - c. transition
  - d. internal summary
  - e. bridge
  
4. When main ideas follow a directional pattern, they are organized in



- a. geographical order.
  - b. topical order.
  - \*c. spatial order.
  - d. causal order.
  - e. chronological order.
  
- 5. Which pattern of organization would probably be most effective for arranging the main points of a speech with the specific purpose "To persuade my audience that high school and college football programs should act now to reduce the incidents of serious injuries in their sport."
  - a. spatial
  - b. causal
  - \*c. problem-solution
  - d. chronological
  - e. topical
  
- 6. A speech about the causes and effects of domestic violence would most likely be organized in \_\_\_\_\_ order.
  - \*a. causal
  - b. problem-solution
  - c. topical
  - d. informative
  - e. scientific
  
- 7. The most effective order of main points in a speech depends above all on your topic, purpose, and
  - \*a. audience.
  - b. research.
  - c. visual aids.
  - d. credibility.
  - e. delivery.
  
- 8. Problem-solution order is most appropriate for organizing \_\_\_\_\_ speeches.
  - a. acceptance
  - b. informative
  - c. after-dinner
  - d. commemorative
  - \*e. persuasive
  
- 9. "Now that we have seen the causes of unrest in central Africa, we shall turn to their effects . . ." is an example of a(n)
  - a. internal preview.
  - \*b. transition.
  - c. internal summary.
  - d. signpost.
  - e. main point.
  
- 10. Which of the following organizational patterns is used more than any other method of speech organization because of its applicability to almost any subject?
  - a. chronological

- b. spatial
- c. problem-solution
- \*d. topical
- e. causal

# Chapter 9 Beginning and Ending the Speech

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## True-False Quiz

*Indicate whether each of the following statements is true or false by circling the appropriate letter.*

1.    T F    Regardless of what other methods you use to gain attention, you should almost always relate the topic to your audience in the introduction of a speech.
2.    T F    Goodwill is the audience's perception of whether the speaker has the best interests of the audience in mind.
3.    T F    If your topic is clear in the body of the speech, there is no need to state it in the introduction.
4.    T F    Establishing credibility is an important function of a speech introduction.
5.    T F    One function of a preview statement is to signal that the body of the speech is about to begin.
6.    T F    Under normal circumstances, you should work out the exact wording of your introduction after you have finished preparing the body of your speech.
7.    T F    The crescendo conclusion is essentially a matter of the speaker getting louder and louder as the speech comes to an end.
8.    T F    It is overly repetitious to restate the central idea in the conclusion of a speech.
9.    T F    It is inappropriate for a public speaker to say anything so obvious as “in conclusion.”
10.   T F    One function of a speech conclusion is to reinforce the speaker’s central idea.

# Chapter 9 Beginning and Ending the Speech

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## Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. Which of the following would you *most* likely find in a speech introduction?
  - \*a. a credibility statement
  - b. a transition
  - c. a causal argument
  - d. an internal summary
  - e. a call to action
2. Which of the following would you *least* likely find in a speech introduction?
  - a. a preview statement
  - \*b. a call to action
  - c. a credibility statement
  - d. a provocative quotation
  - e. a startling statement
3. Which of the following would you *most* likely find in a speech introduction?
  - a. a transition
  - b. an internal summary
  - c. a lengthy quotation
  - \*d. a startling statement
  - e. a causal argument
4. In the introduction of his speech on the Special Olympics, Mason mentioned that he had attended the events last year to cheer on a family friend who was competing in some races. Sharing this information with the audience helped Mason achieve which goal of a speech introduction?
  - a. relating to the audience
  - b. generating emotional appeal
  - c. stating the importance of the topic
  - \*d. establishing credibility
  - e. previewing the body
5. Which objective of a good speech introduction is fulfilled by the following statement?

Today we will explore the three most important forms of intellectual property protection—copyrights, trademarks, and patents.

- \*a. preview the body
  - b. establish the speaker's goodwill
  - c. state the importance of the topic
  - d. summarize the introduction
  - e. relate to the audience
6. According to your textbook, the best time to work out the exact wording of a speech introduction is
- a. shortly after you determine the central idea.
  - b. before you work out the conclusion.
  - c. when you prepare your speaking outline.
  - d. as you rise to deliver an extemporaneous speech.
  - \*e. after you prepare the body of the speech.
7. Which of the following is recommended in your textbook as a way to reinforce the central idea in a speech conclusion?
- a. end with a quotation
  - b. make a dramatic statement
  - c. refer to the introduction
  - \*d. all of the above
  - e. a and b only
8. Which of the following would you be *most* likely to find in a speech conclusion?
- a. a preview statement
  - \*b. a restatement of the central idea
  - c. a gesture of goodwill
  - d. a credibility statement
  - e. an announcement of the topic
9. What does your textbook say about preparing an effective speech conclusion?
- a. Make your conclusion about 5 to 10 percent of the entire speech.
  - b. Work especially hard on establishing your credibility in the conclusion.
  - c. Keep an eye out for concluding materials as you research the speech.
  - d. all of the above
  - \*e. a and c only
10. An appeal to action is most appropriate in the conclusion of a(n) \_\_\_\_\_ speech.
- a. informative
  - b. after-dinner
  - c. acceptance
  - d. commemorative
  - \*e. persuasive

# Chapter 10 Outlining the Speech

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## True-False Quiz

*Indicate whether each of the following statements is true or false by circling the appropriate letter.*

1.    T F    The preparation outline should be drawn up before a speaker begins research for a speech.
2.    T F    In a preparation outline, the specific purpose is usually stated before the introduction.
3.    T F    Stating main points in a word or two is usually sufficient for a preparation outline.
4.    T F    The speaking outline is a more complete version of the preparation outline.
5.    T F    A preparation outline should include transitions and internal summaries.
6.    T F    In the most common system of outlining, main points are identified by capital letters.
7.    T F    A speaking outline should be written on both sides of an index card or sheet of paper.
8.    T F    You should keep your speaking outline as brief as possible.
9.    T F    A speaking outline should usually include directions for delivering the speech.
10.   T F    A bibliography is necessary in both the preparation outline and the speaking outline.

# Chapter 10 Outlining the Speech

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## Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. Outlining is an important part of public speaking because
  - a. an outline helps the speaker compile an organized preliminary bibliography.
  - \*b. an outline helps ensure that ideas flow clearly from one to another.
  - c. an outline helps the speaker choose an interesting, sharply focused topic.
  - d. all of the above.
  - e. a and b only.
  
2. Which of the following should be included in a preparation outline?
  - \*a. the central idea
  - b. a general purpose statement
  - c. the preliminary bibliography
  - d. directions for delivering the speech
  - e. all of the above
  
3. When making a preparation outline, you should
  - a. label transitions and internal summaries.
  - b. indicate the introduction, body, and conclusion with Roman numerals.
  - c. state the specific purpose as a separate unit before the outline itself.
  - d. all of the above.
  - \*e. a and c only.
  
4. Arranged in random order below are a main point, two subpoints, and two sub-subpoints from a speech preparation outline. Which is the main point?
  - a. Melanoma is the least common but most deadly form of skin cancer.
  - b. Each year about 7,400 people die from melanoma in the U.S.
  - c. Basal cell carcinoma is the most common type of skin cancer.
  - \*d. Two types of skin cancer are melanoma and basal cell carcinoma.
  - e. Of all skin cancers diagnosed in the U.S., only 4 percent are melanoma.
  
5. Which of the following is a correctly worded main point for a speech preparation outline?
  - a. Leadership.
  - b. What are the major types of leadership?
  - c. Two major types of leadership.
  - \*d. There are two major types of leadership.
  - e. Leadership: major types.

6. Subpoints in a preparation outline are
  - a. listed just before the conclusion.
  - b. written in keywords to jog the memory.
  - c. indicated by Roman numerals.
  - d. indented farther to the left than main points.
  - \*e. written in full sentences.
7. All of the following are necessary in a preparation outline *except*
  - a. labels for the introduction, body, and conclusion.
  - \*b. directions for delivering the speech.
  - c. transitions, internal previews, and internal summaries.
  - d. a consistent pattern of indentation and symbolization.
  - e. a specific purpose statement.
8. A catchy speech title is fine as long as it is
  - a. phrased as a question.
  - \*b. relevant to the speech.
  - c. written as a full sentence.
  - d. all of the above.
  - e. b and c only.
9. A speaking outline
  - a. does not contain statistics and quotations.
  - b. uses full sentences to jog the speaker's memory.
  - \*c. is as brief as possible.
  - d. all of the above.
  - e. a and c only.
10. When Terrence creates a speaking outline for his informative speech on hockey, he should
  - a. include cues for delivering the speech.
  - b. write out quotations he plans to use in the speech.
  - c. follow the visual framework of the preparation outline.
  - \*d. all of the above.
  - e. a and b only.



# Chapter 11 Using Language

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## True-False Quiz

*Indicate whether each of the following statements is true or false by circling the appropriate letter.*

1.    T F    The words we use to label an event determine to a great extent how we respond to that event.
2.    T F    The denotative meaning of a word includes all the feelings, associations, and emotions that the word touches off in different people.
3.    T F    As your textbook explains, a public speaker needs to use big words to impress the audience.
4.    T F    “History is a drama with many acts” is an example of metaphor.
5.    T F    The more abstract a word, the more ambiguous it will be.
6.    T F    In dealing with technical topics, a speaker has little choice but to use technical language.
7.    T F    “She darted around the bookstore like a hummingbird in a flower garden” is an example of simile.
8.    T F    Antithesis and alliteration are excellent ways to enhance the imagery of a speech.
9.    T F    Avoiding sexist language is important in public speaking both as a matter of audience adaptation and as a matter of accuracy in language.
10.   T F    The connotative meaning of a word is more variable, figurative, and subjective than its denotative meaning.

# Chapter 11 Using Language

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## Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. Which of the following is discussed in your textbook as a basic criterion for the effective use of language in public speaking?
  - a. use language technically
  - b. use language appropriately
  - c. use language clearly
  - d. all of the above
  - \*e. b and c only
  
2. Jerome wants his audience to appreciate the harsh reality of life for migrant workers in the United States. In addition to using strong supporting materials, he decides to use words with connotative meanings because he knows they will help him
  - a. have stronger delivery.
  - b. appear as impartial as possible.
  - \*c. arouse an emotional response.
  - d. add rhythm to his language.
  - e. increase his accuracy.
  
3. To use language vividly your textbook recommends that speakers employ
  - a. metaphor and rhyme.
  - \*b. imagery and rhythm.
  - c. concrete words and quotations.
  - d. testimony and examples.
  - e. antithesis and parallelism.
  
4. Phrases such as “dry as a bone,” “clear as a bell,” “dark as night,” and “smart as a whip” should be avoided in speeches because they are
  - a. abstract.
  - \*b. clichés.
  - c. similes.
  - d. connotative.
  - e. figurative.
  
5. “Just like an iceberg, the most important dimensions of culture are below the surface” is an example of

- \*a. simile.
  - b. antithesis.
  - c. repetition.
  - d. alliteration.
  - e. metaphor.
6. When used effectively, repetition in a speech
- a. unifies a sequence of ideas.
  - b. helps to build a strong cadence.
  - c. reinforces an idea.
  - \*d. all of the above.
  - e. b and c only.
7. “Let us never negotiate out of fear. But let us never fear to negotiate” is an example of
- a. imagery.
  - \*b. antithesis.
  - c. repetition.
  - d. metaphor.
  - e. illustration.
8. Public speakers should strive to avoid sexist language because such language
- a. may offend people in the audience.
  - b. is not politically correct.
  - c. is often inaccurate in portraying gender roles.
  - d. all of the above.
  - \*e. a and c only.
9. Which of the following is discussed in your textbook as a way to use language clearly?
- a. use familiar words
  - b. choose concrete words
  - c. eliminate clutter
  - \*d. all of the above
  - e. a and b only
10. “Our mission is to right wrong, to do justice, and to serve humanity” is an example of
- a. simile.
  - b. antithesis.
  - c. metaphor
  - d. imagery.
  - \*e. parallelism.

# Chapter 12 Delivery

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## True-False Quiz

*Indicate whether each of the following statements is true or false by circling the appropriate letter.*

1.    T F    Good speech delivery conveys a speaker's ideas without calling attention to itself.
2.    T F    The question-and-answer session can have as much impact on an audience as what a speaker says during the speech itself.
3.    T F    Pitch is the relative highness or lowness of the speaker's voice.
4.    T F    "Conversational quality" in a speech means that the speaker talks the same as she or he would in ordinary conversation.
5.    T F    Vocalized pauses are an effective way to increase a speaker's credibility.
6.    T F    If you say the "s" in Illinois or the "p" in pneumonia, you are making a mistake in articulation.
7.    T F    Dialects are usually based on regional or ethnic speech patterns.
8.    T F    When a speaker's nonverbal communication is inconsistent with his or her words, listeners tend to believe the words rather than the nonverbal communication.
9.    T F    When conducting a question-and-answer session, you should usually restate or paraphrase each question before you answer it.
10.   T F    You should start to establish eye contact with the audience even before you begin to speak.

# Chapter 12 Delivery

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## Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. Good speech delivery
  - a. has a conversational quality.
  - b. does not call attention to itself.
  - c. requires a strong voice.
  - d. all of the above.
  - \*e. a and b only.
2. When speaking from a manuscript, you should
  - a. practice aloud to make sure the speech sounds natural.
  - b. be certain the final manuscript is legible at a glance.
  - c. work on establishing eye contact with the audience.
  - \*d. all of the above.
  - e. a and b only.
3. The \_\_\_\_\_ speaker uses only brief notes or a speaking outline to jog the memory.
  - a. after-dinner
  - b. commemorative
  - c. informative
  - \*d. extemporaneous
  - e. persuasive
4. “Conversational quality” in speech delivery means that the
  - \*a. speech sounds spontaneous even though it has been rehearsed.
  - b. speaker is not speaking from memory.
  - c. speaker talks the same as she or he would in ordinary conversation.
  - d. all of the above.
  - e. b and c only.
5. The relative highness or lowness of sounds produced by the human voice is called
  - a. rate.
  - \*b. pitch.
  - c. tone.
  - d. quality.
  - e. volume.

6. According to your textbook, when people in one region of the country say “warter,” while people in another region of the country say “water,” the difference is a matter of
  - a. inflection.
  - b. verbalization.
  - \*c. dialect.
  - d. enunciation.
  - e. intonation.
7. A public speaker who frequently says “uh,” “er,” or “um” is failing to make effective use of
  - a. vocal variety.
  - \*b. pauses.
  - c. pitch.
  - d. rate.
  - e. inflection.
8. In which of the following situations will the personal appearance of the speaker have an impact on the audience?
  - a. a politician presenting a campaign speech
  - b. a business executive giving a financial report
  - c. a professor giving a lecture
  - \*d. all of the above
  - e. a and b only
9. What does your textbook advise regarding the use of gestures in a speech?
  - a. Gestures should be suited to the audience and occasion.
  - b. Speakers should have a vast number of graceful gestures.
  - c. Gestures should appear natural and spontaneous.
  - d. all of the above
  - \*e. a and c only
10. When conducting a question-and-answer session, you should
  - \*a. view the session as one more opportunity to communicate your ideas.
  - b. respond to hostile questions in a defensive and argumentative manner.
  - c. allow each questioner to ask as many follow-up questions as they wish.
  - d. all of the above.
  - e. a and c only.

# Chapter 13 Using Visual Aids

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## True-False Quiz

*Indicate whether each of the following statements is true or false by circling the appropriate letter.*

1.    T F    One of the advantages of using visual aids in a speech is that their meaning is instantly clear to the audience.
2.    T F    Research has shown that an average speaker who uses visual aids will come across as more credible and better prepared than a speaker who does not use visual aids.
3.    T F    Because a picture is worth a thousand words, it is a good idea to pass photographs among the audience in order to illustrate your point.
4.    T F    If you were summarizing statistical trends in a speech, the best visual aid to use would probably be a graph.
5.    T F    In most circumstances it is an excellent idea to present visual aids by drawing or writing on the chalkboard.
6.    T F    It is important to maintain eye contact with your audience when you are presenting a visual aid.
7.    T F    When making a multimedia presentation, you should always be prepared to give your speech even if the equipment malfunctions.
8.    T F    If you wanted to summarize the steps of a process in a speech, the best kind of visual aid to use would probably be a chart.
9.    T F    In most circumstances you should keep your visual aids on display throughout your speech.
10.   T F    When you are going to give an audience material to take home from a speech, you should usually distribute the material after you are finished speaking.

# Chapter 13 Using Visual Aids

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## Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. According to your textbook, which of the following is an advantage of using visual aids in a speech?
  - a. Using visual aids can increase the clarity of a speaker's message.
  - b. Using visual aids can increase the audience's retention of a speaker's message.
  - c. Using visual aids can increase the persuasiveness of a speaker's message.
  - \*d. all of the above
  - e. a and b only
2. If the object you want to use as a visual aid is not available, the next best option ideally is a
  - \*a. model.
  - b. chart.
  - c. slide.
  - d. photograph.
  - e. drawing.
3. Which of the following would probably be the best kind of visual aid to demonstrate the five major areas of spending in the federal budget?
  - \*a. a pie graph
  - b. a diagram
  - c. a line graph
  - d. a chart
  - e. a photograph
4. According to your textbook, charts are especially useful as visual aids when a speaker needs to
  - a. summarize the steps in a process.
  - b. present information the audience might want to write down.
  - c. include more categories than can be presented in a pie or bar graph.
  - \*d. all of the above.
  - e. a and c only.
5. Visual aids are most effective when they are



- a. integrated with the rest of the speech.
  - b. explained clearly.
  - c. passed among the audience.
  - d. all of the above.
  - \*e. a and b only.
6. According to your textbook, when using visual aids in a speech, you should
- \*a. avoid drawing visual aids on the chalkboard.
  - b. not worry about keeping eye contact with the audience.
  - c. try to pass visual aids among the audience.
  - d. keep visual aids on display throughout the speech.
  - e. set up visual aids to the left of the lectern.
7. \_\_\_\_\_ are clear sheets of acetate that can be used to present a variety of visual aids.
- a. Graphs
  - \*b. Transparencies
  - c. Slides
  - d. Videotapes
  - e. Charts
8. Elisa is giving a speech on women's athletics and has brought a petition for her listeners to sign. When should she circulate the petition?
- a. before she begins her speech
  - b. after she reveals the topic of her speech
  - c. after explaining the problems faced by women's athletic teams
  - d. while urging her audience to take action during the conclusion of the speech
  - \*e. after she has finished speaking
9. According to your textbook, when giving a multimedia presentation, you should
- a. give yourself plenty of time to prepare your slides and to rehearse the delivery of your presentation.
  - b. double check your equipment before the audience arrives to make sure the equipment is working properly.
  - c. be prepared to give your speech effectively even if all the multimedia equipment were to malfunction.
  - \*d. all of the above.
  - e. a and b only.
10. When selecting fonts for a visual aid, you should usually use
- a. a minimum of four fonts to provide visual variety.
  - b. decorative fonts because they will make the aid more interesting.
  - c. all capital letters so the lettering will be easy to read.
  - d. all of the above.
  - \*e. none of the above.

# Chapter 14 Speaking to Inform

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## True-False Quiz

*Indicate whether each of the following statements is true or false by circling the appropriate letter.*

1.    T F    An informative speech about a process that has as many as ten or twelve steps is one of the few times it is acceptable to have more than five main points.
2.    T F    When giving an informative speech that explains a process, you will most likely arrange your main points in chronological order.
3.    T F    One reason to use clear and straightforward language even when talking about complex ideas is that listeners must understand your message in the time it takes you to say it.
4.    T F    A summary is seldom necessary in the conclusion of an informative speech.
5.    T F    Informative speeches are seldom organized in topical order.
6.    T F    The more you assume your audience knows about your speech topic, the greater are your chances of being misunderstood.
7.    T F    One of the biggest barriers to effective informative speaking is using language that is too simple for the audience.
8.    T F    Your textbook recommends comparison and contrast as ways to avoid abstractions in an informative speech.
9.    T F    Although essay writers are often urged to avoid personal references such as “I,” “you,” and “we,” you should usually try to include such references in an informative speech.
10.   T F    Informative speakers need to work as hard as persuasive speakers at relating the topic directly to the audience.

# Chapter 14 Speaking to Inform

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## Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. Which of the following is an instance of informative speaking?
  - a. a student urging an instructor to reconsider the due date for an assignment
  - \*b. a student sharing ideas about leadership based on a book she has read
  - c. a student on stage telling jokes during the intermission of a play
  - d. all of the above
  - e. a and b only
2. “To inform my audience how to add memory to a computer” is a specific purpose statement for an informative speech about a(n)
  - a. operation.
  - b. function.
  - c. event.
  - d. concept.
  - \*e. process.
3. If your specific purpose statement were “To inform my audience about the major kinds of dog breeds,” you would probably organize your speech in \_\_\_\_\_ order.
  - a. chronological
  - b. spatial
  - c. descriptive
  - \*d. topical
  - e. causal
4. If your specific purpose were “To inform my audience of the major steps in an effective job interview,” you would probably organize your speech in \_\_\_\_\_ order.
  - a. comparative
  - b. spatial
  - \*c. chronological
  - d. causal
  - e. illustrative
5. “To inform my audience about the removal of the Cherokee Indians from their native lands” is an example of a specific purpose statement for a speech about a(n)

- a. function.
  - \*b. event.
  - c. condition.
  - d. object.
  - e. concept.
6. When giving an informative speech to a general audience, you should take special care to
- a. state your ideas in abstract terms.
  - b. establish goodwill with the audience in the introduction.
  - \*c. avoid being too technical.
  - d. all of the above.
  - e. a and b only.
7. Your textbook recommends using \_\_\_\_\_ in your informative speeches as a way to keep your ideas from being overly abstract.
- a. contrast
  - b. description
  - c. comparison
  - \*d. all of the above
  - e. a and c only
8. If your specific purpose statement were “To inform my audience about the different layers of the atmosphere,” you would probably organize your speech in \_\_\_\_\_ order.
- a. topical
  - b. chronological
  - \*c. spatial
  - d. comparative
  - e. causal
9. What does your textbook mean when it recommends that you “personalize your ideas” in an informative speech?
- \*a. Bring information to life by using examples and illustrations.
  - b. Use dramatic statistics for a personal effect.
  - c. Use true-to-life examples rather than hypothetical examples.
  - d. Use slang and jargon to give the speech a personal tone.
  - e. Avoid concrete language because it makes ideas vague and impersonal.
10. “To inform my audience about the basic beliefs of Buddhism” is an example of a specific purpose statement for an informative speech about a(n)
- \*a. concept.
  - b. event.
  - c. function.
  - d. process.
  - e. object.

# Chapter 15 Speaking to Persuade

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## True-False Quiz

Indicate whether each of the following statements is true or false by circling the appropriate letter.

1.    T F    One way for a persuasive speaker to uphold the ethical obligations of speechmaking is to learn about all sides of an issue.
2.    T F    A persuasive speech on a question of fact is essentially the same as an informative speech.
3.    T F    “To persuade my audience that cloning human beings is morally unjustifiable” is a specific purpose statement for a persuasive speech on a question of value.
4.    T F    “To persuade my audience that video games are a major cause of youth violence” is a specific purpose statement for a persuasive speech on a question of policy.
5.    T F    Research indicates that audiences often engage in a mental give-and-take with the speaker as they listen to a persuasive speech.
6.    T F    Audience analysis and adaptation are less challenging in persuasive speaking than in speaking to inform.
7.    T F    When you give a persuasive speech on a question of policy, you can seek either passive agreement or immediate action from your audience.
8.    T F    When you discuss a question of policy, you must deal with three basic issues—need, plan, and practicality.
9.    T F    If you advocate a new policy in a persuasive speech, your main points will usually fall naturally into topical order.
10.   T F    Monroe’s motivated sequence is most appropriate for speeches that try to persuade listeners to take immediate action.

# Chapter 15 Speaking to Persuade

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## Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. Which of the following is an instance of persuasive speaking?
  - a. A president of a company presenting an award to an outstanding employee.
  - b. A marketing manager explaining a new product to the company's sales force.
  - c. A personnel manager defining employee benefits at a meeting of workers.
  - \*d. A union representative urging management to avoid a strike by raising wages.
  - e. A finance officer reporting sales figures to the board of directors.
  
2. "To persuade my audience that long-term exposure to electromagnetic fields can cause serious health problems" is a specific purpose statement for a persuasive speech on a question of
  - a. value.
  - b. opinion.
  - c. attitude.
  - d. policy.
  - \*e. fact.
  
3. As your textbook explains, if you want to persuade a skeptical audience, you need to
  - a. Organize the speech in Monroe's motivated sequence.
  - b. Urge the audience to take immediate action.
  - c. Circulate an audience-analysis questionnaire.
  - \*d. Answer the reasons for the audience's skepticism.
  - e. Focus your speech on questions of practicality.
  
4. Which of the following specific purpose statements is from a persuasive speech seeking immediate action?
  - a. To persuade my audience that the federal government should increase funding to provide computers for children in low-income housing.
  - b. To persuade my audience that the state must increase funding for wetland preservation.
  - c. To persuade my audience that federal campaign finance laws must be reformed to preserve the integrity of electoral process.
  - \*d. To persuade my audience to decrease the amount of electricity they use during the summer in order to prevent blackouts.
  - e. To persuade my audience that the college administration should increase spending for intramural athletics on campus.
  
5. That part of the audience a speaker most wants to persuade is called the

- a. specific audience.
  - b. designated audience.
  - c. central audience.
  - d. special audience.
  - \*e. target audience.
6. Persuasive speeches on questions of \_\_\_\_\_ argue for or against particular courses of action.
- a. need
  - b. value
  - \*c. policy
  - d. fact
  - e. plan
7. Regardless of whether your aim is to encourage passive agreement or immediate action, you must deal with three basic issues whenever you discuss a question of policy. They are
- a. cause, effect, and practicality.
  - b. evidence, practicality, and reasoning.
  - c. need, action, and reaction.
  - d. problem, plan, and solution.
  - \*e. need, plan, and practicality.
8. If you give a persuasive speech advocating a change in policy, your main points often will fall naturally into \_\_\_\_\_ order.
- \*a. problem-solution
  - b. chronological
  - c. causal
  - d. comparative advantages
  - e. topical
9. According to your textbook, “To persuade my audience that downloading music from the Internet for personal use is ethically wrong” is a specific purpose statement for a persuasive speech on a question of
- a. policy.
  - b. opinion.
  - \*c. value.
  - d. legality.
  - e. fact.
10. Which organizational pattern is especially effective for persuasive speeches that seek immediate action by listeners?
- a. comparative advantages order
  - \*b. Monroe’s motivated sequence
  - c. problem-solution order
  - d. reflective-thinking sequence
  - e. psychological process order

# Chapter 16 Methods of Persuasion

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## True-False Quiz

Indicate whether each of the following statements is true or false by circling the appropriate letter.

1.    T F    Competence and character are the most important factors affecting a speaker's credibility.
2.    T F    Research shows that a speaker's credibility is strongly affected by his or her delivery.
3.    T F    Research indicates that evidence is usually more persuasive when it is stated in specific rather than general terms.
4.    T F    Reasoning from specific instances involves progressing from a number of particular facts to a general conclusion.
5.    T F    The following statement is an example of reasoning from principle: "Places such as Singapore that allow caning and other forms of corporal punishment have exceedingly low crime rates. If caning were used in the United States, the U.S. would have lower crime rates as well."
6.    T F    In addition to being illogical, the *ad hominem* fallacy is also unethical.
7.    T F    The slippery slope fallacy assumes that because something is popular, it is therefore good, correct, or desirable.
8.    T F    One of the advantages of using causal reasoning in a persuasive speech is that the relationship between causes and effects is usually fairly obvious.
9.    T F    As your textbook explains, it is unethical to use emotional appeal in a persuasive speech on a question of policy.
10.   T F    The most important question to ask when assessing analogical reasoning is whether the two cases being compared are essentially alike.



# Chapter 16 Methods of Persuasion

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## Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. According to your textbook, the two most important factors affecting the credibility of a persuasive speaker are
  - \* a. competence and character.
  - b. prestige and charisma.
  - c. character and reputation.
  - d. popularity and intelligence.
  - e. charisma and competence.
  
2. According to your textbook, the following statement is an example of what type of fallacy?
 

How can we be so concerned about shielding children in the U.S. from Internet pornography when millions of children around the world continue to be sold into slavery every year?

  - a. either-or
  - \* b. red herring
  - c. false deduction
  - d. *ad hominem*
  - e. invalid analogy
  
3. When giving a persuasive speech to an audience that opposes your point of view, it is especially important that you use \_\_\_\_\_ to answer their objections to your views.
  - a. visual aids
  - b. syllogisms
  - c. credibility statements
  - d. emotional appeals
  - \* e. evidence
  
4. According to your textbook, as a persuasive speaker, your two *major* concerns with respect to reasoning are to
  - a. establish credibility and reason correctly.
  - b. make sure your reasoning is clear and credible.
  - c. avoid fallacies and support reasoning with testimony.
  - d. adapt reasoning to both hostile and favorable listeners.
  - \* e. make sure your reasoning is sound and persuasive.
  
5. Which of the following is presented in your textbook as a guideline for reasoning from specific instances in a persuasive speech?

- a. reinforce your argument with statistics and testimony
  - b. include at least one extended example among your specific instances
  - c. avoid generalizing too hastily
  - d. all of the above
  - \*e. a and c only
6. According to your textbook, emotional appeal is *not* appropriate in which kind of persuasive speech?
- \*a. the speech on a question of fact
  - b. the speech on a question of value
  - c. the speech on a question of proof
  - d. the speech on a question of policy
  - e. the speech on a question of ethics
7. To create common ground with an audience in the introduction of a persuasive speech, your textbook recommends that you
- \*a. show the audience that you share their values.
  - b. use statistics to show the extent of a problem.
  - c. confront the audience for failing to do the right thing.
  - d. all of the above.
  - e. a and b only.
8. According to your textbook, when you reason from principle in a persuasive speech, you should give special attention to
- \*a. deciding whether you need to support your general principle with evidence.
  - b. showing that the analogy underlying your general principle is valid.
  - c. establishing your credibility to speak on the matter of principle at hand.
  - d. avoiding the fallacy of *post hoc, ergo proper hoc* in your reasoning.
  - e. balancing the time you spend on your general principle and minor premise.
9. What error in reasoning is exemplified by the following statement?
- I always wear my blue sweater when I take an exam, but I couldn't find it yesterday. If I had worn it yesterday, I would not have flunked my accounting exam.
- a. circular thinking
  - b. hasty generalization
  - c. invalid analogy
  - \*d. false cause
  - e. faulty deduction
10. When reasoning analogically, you infer that
- a. a causal relationship can be established between two or more events.
  - \*b. what is true in one case will also be true in a similar case.
  - c. a general principle is validated by a question of fact.
  - d. your position is true because it is demonstrated by statistical trends.

- e. a specific conclusion is true because it is verified by a general principle.

# Chapter 17 Speaking on Special Occasions

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## True-False Quiz

*Indicate whether each of the following statements is true or false by circling the appropriate letter.*

1.    T F    The primary purpose of a special occasion speech is to convey information to an audience.
2.    T F    One major purpose of a speech of introduction is to establish a welcoming climate that will boost the credibility of the main speaker.
3.    T F    When giving a speech of presentation, you should usually explain why the recipient is being given his or her award.
4.    T F    The three major traits of a good acceptance speech are brevity, humility, and graciousness.
5.    T F    The fundamental purpose of a commemorative speech is to inspire your listeners.
6.    T F    A speech urging Congress to construct a memorial in Washington, D.C., to recognize women's contributions to the American Revolution is an example of a commemorative speech.
7.    T F    An after-dinner speech is best thought of as a kind of speech to inform.
8.    T F    "To entertain my audience by telling them about the typical mishaps that happen during family vacations" is an appropriate specific purpose statement for an after-dinner speech.
9.    T F    A commemorative speech paying tribute to a person is essentially a biography of that person.
10.   T F    The basic purpose of an acceptance speech is to give thanks for a gift or an award.

# Chapter 17 Speaking on Special Occasions

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## Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. One main purpose of a speech of introduction is to
  - a. explain why the person being introduced is receiving her or his award.
  - b. inspire the audience with a sense of the significance of the occasion.
  - \*c. create a welcoming climate to build enthusiasm for the main speaker.
  - d. explain why listeners should pay tribute to a person, idea, or institution.
  - e. enhance the credibility of the speaker who is making the introduction.
  
2. When giving a speech of presentation, you should usually
  - \*a. tell why the recipient is receiving her or his award.
  - b. present the main speaker briefly and accurately.
  - c. avoid mentioning the losers of the award competition.
  - d. adapt your presentation to the main speaker.
  - e. give a brief biography of the main speaker.
  
3. According to your textbook, when your fundamental purpose in a speech is to inspire the audience, you are most likely going to be giving a(n) \_\_\_\_\_ speech.
  - a. informative
  - b. persuasive
  - c. after-dinner
  - \*d. commemorative
  - e. acceptance
  
4. Which of the following is an appropriate specific purpose statement for an after-dinner speech?
  - a. To entertain my audience by telling them the lengths parents go to in order to get kids to eat healthy foods.
  - b. To entertain my audience by examining the lighter side of terrorism and insurgency in the Middle East.
  - c. To entertain my audience by discussing the absurd questions people ask when they call for technical support.
  - d. all of the above
  - \*e. a and c only
  
5. Which of the following is an example of a commemorative speech?

- a. the President's State of the Union message
  - b. a soccer coach's pep talk
  - c. a speaker's acceptance of an award
  - d. a teacher's lecture on banking ethics
  - \*e. a daughter's eulogy in honor of her father
6. All of the following are presented in your textbook as guidelines for a speech of introduction *except*
- a. be brief.
  - b. adapt your remarks to the occasion.
  - \*c. bring the speech to life by using a hypothetical example.
  - d. try to create a sense of anticipation and drama.
  - e. make sure your remarks are completely accurate.
7. According to your textbook, a speech in which an individual gives thanks for a gift or award is termed a(n)
- a. speech of presentation.
  - b. commemorative speech.
  - c. after-dinner speech.
  - \*d. acceptance speech.
  - e. speech of introduction.
8. When giving a speech of presentation, you should usually
- \*a. tell why the recipient is receiving her or his award.
  - b. present the main speaker briefly and accurately.
  - c. avoid mentioning the losers of the award competition.
  - d. adapt your presentation to the main speaker.
  - e. give a brief biography of the main speaker.
9. When delivering a commemorative speech, you should take special care to
- a. mention all the achievements of the person being commemorated.
  - b. heighten appreciation for the person being commemorated.
  - c. use creative language to express feelings and sentiments.
  - d. all of the above.
  - \*e. b and c only.
10. Although it is always based on materials chosen for their entertainment value, the \_\_\_\_\_ speech should strive to make a thoughtful point about its theme.
- \*a. after-dinner
  - b. presentation
  - c. commemorative
  - d. acceptance
  - e. introductory

# Chapter 18 Speaking in Small Groups

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## True-False Quiz

Indicate whether each of the following statements is true or false by circling the appropriate letter.

1.    T F    Most experts set the maximum number of members for a small group at seven or eight.
2.    T F    The newest or least experienced member of a small group is usually referred to as the implied leader.
3.    T F    The task needs of a small group include such matters as distributing the workload among group members, keeping the group on track, and helping the group reach consensus.
4.    T F    The procedural needs of a small group include such matters as whether members get along with each other and feel good about their roles in the group.
5.    T F    Collecting information about the discussion topic is an example of a maintenance need in a small group.
6.    T F    Hidden agendas are necessary for effective group discussion.
7.    T F    Disagreements in a small group should be kept at the task level rather than the interpersonal level.
8.    T F    “What steps should be taken to reduce gun violence in the U.S.?” is an example of a well-worded question for a problem-solving group discussion.
9.    T F    The best way to reach a consensus decision in a problem-solving group is to take a vote on the issue in dispute.
10.   T F    In a symposium, each participant in turn delivers a prepared speech on a different aspect of a common topic.

# Chapter 18 Speaking in Small Groups

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## Multiple Choice Quiz

Indicate the best answer for each of the following questions by circling the correct letter.

1. A group member to whom other members defer because of his or her rank or expertise is called a(n)
  - \*a. implied leader.
  - b. specific leader.
  - c. emergent leader.
  - d. designated leader.
  - e. appointed leader.
  
2. Randall is talkative and offers his opinions freely during small group meetings. Because he participates more than the other members, he has assumed a leadership role within the group. What kind of leader is Randall?
  - a. task leader
  - b. implied leader
  - \*c. emergent leader
  - d. designated leader
  - e. accidental leader
  
3. According to your textbook, what are the three kinds of leadership needs faced by all problem-solving small groups?
  - a. agenda needs, task needs, and consensus needs
  - b. decision needs, maintenance needs, and personal needs
  - c. procedural needs, agenda needs, and participation needs
  - d. research needs, schedule needs, and judgment needs
  - \*e. task needs, procedural needs, and maintenance needs
  
4. According to your textbook, when formulating a question for discussion, a problem-solving small group should phrase the question
  - a. so the whole group can answer it.
  - b. so the group can reach a majority decision.
  - \*c. so as to allow a wide variety of answers.
  - d. so as to avoid interpersonal conflict in the group.
  - e. all of the above.



5. Which of the following is mentioned in your textbook as a responsibility of *every* member in a small group?
  - a. reach solutions swiftly
  - b. develop hidden agendas
  - c. call for a vote on major issues
  - d. avoid disagreement at all costs
  - \*e. encourage full participation
6. Once a problem-solving small group has defined the problem, what is the *next* step they should follow in the reflective-thinking method for small group discussion?
  - a. establish criteria for solutions
  - b. select the best solution
  - c. set an agenda for solving the problem
  - d. reach a consensus decision
  - \*e. analyze the problem
7. As your textbook explains, a decision that is acceptable to all members of a small group is called a \_\_\_\_\_ decision.
  - a. prudent
  - \*b. consensus
  - c. deliberative
  - d. compromise
  - e. judicious
8. If Max is designated to present the findings and recommendations of his small group's deliberations to a large group of stockholders, he will most likely need to
  - \*a. prepare an oral report.
  - b. create a panel discussion.
  - c. give an impromptu presentation.
  - d. plan a town hall meeting.
  - e. moderate a symposium.
9. Which of the following is a maintenance need of a problem-solving small group?
  - \*a. easing interpersonal tensions among group members
  - b. using the Internet to research the issue under consideration
  - c. ordering lunch for the group during its scheduled break
  - d. outlining the major reason for adopting the group's policy
  - e. organizing a symposium to present the group's decision
10. As explained in your textbook, which of the following is a defining trait of a small group?
  - a. the group assembles for a specific purpose
  - b. the group contains a minimum of three members
  - c. the group has a designated leader
  - d. all of the above
  - \*e. a and b only