



The *PRAXIS*[®] Study Companion

**Speech
Communication:
Content
Knowledge
(5221)**



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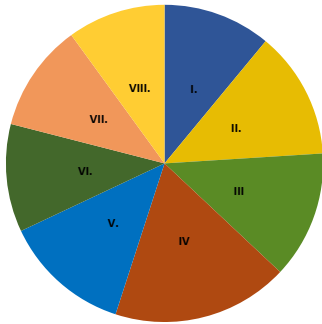
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Speech Communication: Content Knowledge (5221)

Test at a Glance

The *Praxis*® Speech Communication: Content Knowledge test is designed to measure knowledge and competencies that are important for safe and effective beginning practice as a speech communication: content knowledge specialist.

Test Name	Speech Communication: Content Knowledge		
Test Code	5221		
Time	2 hours		
Number of Questions	120		
Format	Selected-response questions		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Communication Fundamentals	13	11%
	II. Interpersonal Communication	16	13%
	III. Group Communication	16	13%
	IV. Public Speaking	21	18%
	V. Media and Their Influences	16	13%
	VI. Oral Interpretation and Performance Studies	13	11%
	VII. Forensics: Competitive Speech and Debate	13	11%
	VIII. Assessment and Evaluation Issues	12	10%

About The Test

The content knowledge test in Speech Communication is designed to measure the preparedness of examinees to teach speech communication in junior and senior high schools. The 120 selected-response questions cover a wide variety of subjects; some questions measure basic knowledge, and others call on the examinee's ability to apply principles to real-life situations.

The questions in the test require the examinee to demonstrate an understanding of the principles and concepts related to speech communication, including their development and application, the selection and use of appropriate instructional strategies, and ways of evaluating student learning.

Eight major content areas are included in the test: communication fundamentals; interpersonal communication; group communication; public speaking; media and their influences; oral interpretation and performance studies; forensics: competitive speech and debate; and assessment and evaluation issues.

Examinees typically have completed a bachelor's degree program in speech communication, communication, or similar degree, or have prepared themselves through some alternative certification program. Because there are many variations in such undergraduate programs, it is not expected that all of the material covered in the test will be familiar to every examinee. This test may contain some questions that will not count toward examinees' scores.

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

Note: The use of “e.g.” to start a list of examples implies that only a few examples are offered and the list is not exhaustive, whereas the use of “i.e.” to start a list of examples implies that the given list of examples is complete.

Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. We do **not** provide answers for the discussion questions but thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. They are written to help you gain increased understanding and facility with the test’s subject matter. You may want to discuss these questions with a teacher or mentor.

I. Communication Fundamentals

- A. Verbal and nonverbal messages
- B. Effective listening behaviors
- C. Elements of communication and their definitions
- D. Communication process: perception, self- concept, self-disclosure
- E. The functions, development, and assessment of communication competence

Discussion Questions:

Communication Fundamentals

- How do verbal and nonverbal messages interact to create meaning?
- What types of messages are conveyed by verbal and by nonverbal cues?
- How can people be most effective in listening?
- What are the elements of a communication transaction?
- How does each element contribute to or detract from the success of the communication process?
- How do the elements and sequences in the communication process facilitate or inhibit the success of messages getting from one person to another?
- What factors influence the communication process?
- What makes a person a competent communicator?

II. Interpersonal Communication

- A. Interpersonal and intrapersonal elements of the communication process
- B. Relational communication competence
- C. Goals, skills, and outcomes of interpersonal communication
- D. Effect of gender and culture
- E. Emotional and relational messages
- F. Communication processes in different types of relationships: personal, family, romantic, business

Discussion Questions: Interpersonal Communication

- What are the interpersonal and intrapersonal elements of the communication process?
- What are the characteristics of relational communication competence?
- What are the goals of interpersonal communication?
- What skills are necessary for effective interpersonal communication?
- What are the outcomes of effective and ineffective interpersonal communication?
- How do gender and culture affect communication?
- Which theories of gender and culture are relevant to interpersonal communication?
- What are the emotional and relational messages that can be conveyed through interpersonal communication?
- Which communication elements, processes, and theories are relevant to different types of interpersonal relationships?

III. Group Communication

- A. Discussion principles
- B. Problem solving and decision making
- C. Group roles and functions
- D. Conflict management and mediation
- E. Effect of culture on leadership
- F. Group communication processes

Discussion Questions: Group Communication

- What makes for effective group discussion?
- What kinds of communication factors affect group decision making and problem solving?
- What kinds of roles do group members play in functional groups?
- What are some of the best practices group members should follow when communicating during episodes of conflict?
- What makes for effective leadership communication?
- How does culture affect communication?
- In what kinds of groups do individuals communicate?

IV. Public Speaking

- A. Purposes, types, and forms
- B. Audience analysis
- C. Strategies for organizing content
- D. Style and use of language
- E. Effective delivery
- F. Listening, adapting to an audience, and feedback
- G. Choosing supporting materials and ethics of using supporting materials
- H. Components of delivery: voice and diction, pronunciation, movement
- I. Criticism and evaluation of speeches; rhetorical criticism; assessing student speeches
- J. Effect of culture on public speaking
- K. Argument in public speaking settings

Discussion Questions: Public Speaking

- What are the major purposes for public speaking?
- What are several types of special-occasion speeches?
- What are demographic characteristics of audiences?
- Why is audience analysis important?
- What methods are used to gain information about an audience?
- Describe the different methods for organizing speeches.
- Which organizational methods are suitable for informative speeches?
- Which are best for persuasive speeches?
- What elements should be contained in an introduction?
- How do written and spoken language differ? How are they similar?
- What imagery devices are effective for public speeches?
- What are the four methods of delivery for public speaking?
- What style of delivery is best suited for most speeches?
- Why is feedback important during a speech?
- How can a speaker adapt to various audiences?
- How can a public speaker avoid plagiarism?
- Why should a speaker include supporting materials in a speech?
- Why types of supporting materials are commonly used in speeches?
- How do visual aids enhance a speech?
- What aspects of a speaker's voice are commonly used in speeches?
- What aspects of the speaker's body are commonly used to enhance public speaking?
- What are the most important elements in assessing the effectiveness of a speech?
- How are speeches assessed fairly?
- How should the speaker make sure the speech is inclusive of all audience members?
- What are the three types of appeals used in persuasion?
- What are the major types of argument reasoning?
- What are fallacies in reasoning?

V. Media and Their Influences

- A. Critical analysis and evaluation of media forms
- B. Influence on audiences: programming, commercials, political process
- C. Production techniques; communication technologies
- D. Environmental influences that affect the media industry
- E. Types of media: television, radio, Internet, and social media
- F. Media response to race, gender, and class issues

Discussion Questions: Media and Their Influences

- In what ways are citizens and policy makers influenced by the way information is framed?
- In what ways do mass media impact peoples' lives politically, socially, economically, and culturally?
- What constitutes a communication technology?
- In what ways do communication technologies affect the way individuals, volunteer groups, organizations, and governments interact?
- What range of social factors might influence how news is reported, how commercials are produced, what music is programmed on the radio, and how individuals use the Internet?
- In what ways does the practice of instant voting and polling using technology suggest a new paradigm in understanding public opinion?
- How do people use television, radio, newspapers, and the Internet to gratify their needs?
- How are peoples' different needs fulfilled through these media?
- How do some forms of media fill a need differently than another medium?
- How do these forms of media operate on a basic level?
- What are the ethical issues involved in copyright law?
- How are race, gender, and class represented in the media?

VI. Oral Interpretation and Performance Studies

- A. Literary principles and aesthetics
- B. Characteristics of analysis: text and context, interpretation process
- C. Principles of acting and performance techniques: voice, use of manuscripts, development of characters
- D. Dramatic theory and criticism: forms, styles, structures
- E. Readers' theater, storytelling, folklore, oral history, and creative dramatics

Discussion Questions: Oral Interpretation and Performance Studies

- What decisions must an oral interpreter make when selecting and preparing a piece of literature for performance for an audience?

- When analyzing literature for oral interpretation, what are the important literary elements to consider for cutting selections for performance and for conveying the author's intent?
- In oral interpretation, how can performers bring text to life for an audience without costumes or props and with only a printed manuscript?
- How do the genre of the literature being performed and the characteristics of the genre affect the performance of the literature and the approach an interpreter takes during preparation?
- How has oral interpretation evolved from early humankind until today, and what are some of the specific forms of oral interpretation that exist today as unique types of performances and records of human culture and history?
- How can performers best use their voices and bodies to create unique personae and characters in oral interpretation and bring literature to life for an audience?

VII. Forensics: Competitive Speech and Debate

- A. Individual events: public address, interpretation, extemporaneous speaking, oratory
- B. Writing and/or performing individual events
- C. Effective program management: tournament and team management, coaching philosophy, school relations

- D. Argumentation and debate: Lincoln-Douglas debate, persuasion, policy

Discussion Questions: Competitive Speech and Debate

- At the high school level, which events are written by students, and which must be performed from published works?
- What are the National Forensic League rules for individual events?
- How are competitive speech events different at the high school level from the collegiate level?
- How is interpretation different from acting?
- What is meant by extemporaneous speaking in competitive speech?
- What skills are necessary for effective coaching of debate and competitive speech?
- How can a coach best prepare for hosting a tournament?
- What are the stock issues in policy debate?
- What differentiates policy debate from Lincoln-Douglas debate?
- What are the major types of debate cases?

VIII. Assessment and Evaluation Issues

- A. Teacher responsibility: ethics, promptness of feedback, objective assessment of performance
- B. Assessment techniques for oral performance: classroom behaviors, written and oral critiques, rubrics
- C. Test construction and alternate forms of communication assessment

- D. Curriculum development: implementation, appropriate assignments, textbook selection

Discussion Questions: Assessment and Evaluation Issues

- What are guidelines for teaching and modeling ethics to students?
- What are guidelines for the timing of feedback?
- What are characteristics of objective assessment of performance?
- What are the purposes and elements of curriculum development and implementation?
- What are guidelines for developing appropriate assignments?
- What is the process of textbook selection?
- What are guidelines for managing classroom behavior?
- What are guidelines for providing written and oral critiques?
- What are the principles of rubric construction and utilization?
- What are the principles of test construction and administration?
- What are types of alternate forms of assessment, and what are the principles for their construction and use?

Speech Communication: Content Knowledge (5221) Sample Test Questions

Sample Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. The questions are followed by answers and explanations.

Directions: Each of the questions or statements below is followed by five suggested answers or completions. Select the one that is best in each case.

1. Which of the following statements about the effects of the perception of space on communication behavior is accurate?
 - (A) People usually accept uninvited entry into their personal space but not into their social space.
 - (B) Seating arrangements have no effect on who is likely to dominate a conversation.
 - (C) People who are cooperating are more likely to sit at opposite ends of the table.
 - (D) Interpersonal distances are the same from culture to culture.
 - (E) Environmental qualities can affect how people send and interpret messages.

2. The communication process of decoding refers to
 - (A) the sender's decision to transmit a message
 - (B) the sender's selection of what words to say
 - (C) the receiver's mental visualization of the communication
 - (D) the relay of a message through an inappropriate channel
 - (E) the receiver's interpretation of the sender's message

3. When a group is faced with a problem requiring immediate action, the most effective leadership style is
 - (A) authoritarian
 - (B) democratic
 - (C) laissez-faire
 - (D) charismatic
 - (E) permissive

4. When members join an existing group, they have to learn about the group's expectations, roles, culture, and manner of working together. The process described is referred to as
 - (A) socialization
 - (B) the assembly effect
 - (C) synergy
 - (D) mentoring
 - (E) symbolic convergence

5. A startling introductory statement is most useful in establishing contact with which of the following kinds of audience?
 - (A) Hostile
 - (B) Apathetic
 - (C) Attentive
 - (D) Homogeneous
 - (E) Political

6. According to diffusion theory, opinion leaders are
 - (A) very successful with followers whose backgrounds differ from their own
 - (B) very likely to make themselves available to the media
 - (C) less socially active and more introverted than their followers
 - (D) uniformly disregarded by other agents of change
 - (E) unlikely to be influential until they have built a strong group of followers

7. Which of the following most accurately describes the research on the relationship between viewing violence on television and engaging in violent behavior?
 - (A) It has demonstrated fairly conclusively that there is no substantive relationship between the two activities.
 - (B) It suggests that there is a substantial relationship, in that television viewing patterns predict about 75 percent of violent behavior.
 - (C) It suggests that viewing violence is associated with an increased likelihood of intimate violence, but not a change in the likelihood of violence towards a stranger.
 - (D) It shows a significant relationship between the two but explains no more than a small amount of violent behavior.
 - (E) It concludes that there is a substantial relationship for children but not for adults.

8. It is a generally accepted first principle of oral interpretation that the reader must be true to
- (A) the performance space
 - (B) the author
 - (C) the method
 - (D) the audience
 - (E) his or her training
9. In debate, a prima facie case is one that
- (A) minimally meets the negative side's burden of proof
 - (B) is presented in the second affirmative rebuttal
 - (C) is necessary only when a proposition of fact is being argued
 - (D) is necessary only when a proposition of value is being argued
 - (E) minimally meets the affirmative side's unattached burden of proof
10. Which of the following best describes a speech delivered by a demagogue?
- (A) It is given in a place of worship
 - (B) It is characterized by a high degree of structure
 - (C) It adheres to a strict formula in terms of content
 - (D) It attempts to win over an audience by appealing to prejudice
 - (E) It is given by a professor in an educational setting
11. A speech that relates facts of the events leading up to the Boston Tea Party would be classified as which of the following types of speech?
- (A) Informative
 - (B) Persuasive
 - (C) Ceremonial
 - (D) Adaptive
 - (E) Eulogy

12. A debate in which the affirmative constructive is six minutes long and the negative constructive is seven minutes long is following which of the following formats?
- (A) Standard
 - (B) Lincoln-Douglas
 - (C) Oxford
 - (D) Cross-examination
 - (E) Mock trial
13. When authorities claim that communication competence is situational, they mean that
- (A) the physical situation is the dominant factor in determining appropriateness
 - (B) a speaker can be very good at one form of speaking, such as leading a meeting, but not good at making an argument
 - (C) most speakers who excel at public speaking excel in interpersonal situations as well
 - (D) all speakers react the same in similar situations
 - (E) all situations require the same response
14. "Excessive consumption of caffeine can lead to high blood pressure. Therefore, people seeking to improve their health whose caffeine exceeds a safe level should reduce their caffeine intake." The argument above illustrates which of the following?
- (A) Deductive reasoning
 - (B) An ad hominem argument
 - (C) Adaptive inductive reasoning
 - (D) Analogical reasoning
 - (E) Abductive reasoning
15. In oral interpretation, a slow tempo to suggest a serious idea may be created with
- (A) a pitch change
 - (B) greater vocal resonance
 - (C) sustained vowel or certain other sounds such as "m" or "ng"
 - (D) an increase in the frequency of words spoken during a specified time
 - (E) a change of tone

16. Within the communication process, the component that causes the most breakdowns is
- (A) noise
 - (B) feedback
 - (C) the situation
 - (D) the channel
 - (E) the message
17. An informative speech that explains the history of genetics most likely follows which of the following methods of organization?
- (A) Comparison-contrast
 - (B) Cause-effect
 - (C) Chronological
 - (D) Problem-solution
 - (E) Spatial
18. A speech that is brief and is delivered off the cuff is most likely which of the following types of speech?
- (A) Oration
 - (B) Informative
 - (C) Persuasive
 - (D) Extemporaneous
 - (E) Impromptu
19. Which of the following is most important in planning and developing curriculum?
- (A) The teacher should follow his or her favorite textbook.
 - (B) The teacher should follow standards adopted by the district and state.
 - (C) The teacher should follow the textbook used when he or she was in college.
 - (D) The teacher should allow the students to choose what curriculum is covered.
 - (E) The teacher should cover topics that he or she likes the most.

20. David is preparing a speech about why Hollywood became the center of the motion picture industry and the impact that its development as the center had on filmmaking. David's speech should be organized using which of the following methods?
- (A) Spatial
 - (B) Chronological
 - (C) Cause-effect
 - (D) Problem-solution
 - (E) Topical
21. Which of the following statements best describes a difference between verbal and nonverbal communication?
- (A) Nonverbal communication starts and stops, whereas verbal communication is continuous.
 - (B) Nonverbal communication reflects culture, whereas verbal communication does not.
 - (C) Nonverbal communication is less believable than verbal communication.
 - (D) Nonverbal communication is multichanneled, whereas verbal communication tends to take place in a single channel.
 - (E) Nonverbal communication is intentional, whereas verbal communication is unintentional.
22. Audience factors such as age, gender, and ethnicity are referred to as
- (A) personality traits
 - (B) minor characteristics
 - (C) situational variables
 - (D) demographics
 - (E) dispositions
23. To determine whether groupthink is taking place, group leaders should watch for which of the following symptoms?
- (A) Statements of group vulnerability ("Lots can go wrong with this project.")
 - (B) Out-group valuing ("We should not underestimate our competition.")
 - (C) Welcoming dissenters ("Let's hear the downsides of this choice.")
 - (D) Group rationalizing ("We know there are problems, but it's all good.")
 - (E) Group feelings of uneasiness ("We should take our time in making this decision.")

24. Which of the following best describes the largest quadrant of the Johari window for a person who keeps to himself or herself and does not disclose much information to others?
- (A) Blind
 - (B) Hidden
 - (C) Unknown
 - (D) Known
 - (E) Secret
25. The Telecommunications Act of 1996 allowed for an increase in which of the following?
- (A) Cross-ownership of media industries
 - (B) Advertising revenue for online newspapers
 - (C) The legal sharing of MP3 music files
 - (D) The regulation of indecency in broadcasting
 - (E) Research on the impacts of media violence
26. Which of the following is the best guideline for effective vocal delivery?
- (A) Speak with a monotonous pitch.
 - (B) Slur speech sounds.
 - (C) Never pause.
 - (D) Maintain adequate volume.
 - (E) Mispronounce words.
27. Which of the following is the most problematic source in terms of credibility to use for an extemporaneous speech?
- (A) U.S. News and World Report
 - (B) Wikipedia
 - (C) Time magazine
 - (D) Huffington Post
 - (E) The New York Times

28. Which of the following statements best explains the role of interpersonal communication in the development of the self-concept?
- (A) The self-concept is formed through an indefinite process that is not linked to interpersonal communication.
 - (B) Interpersonal communication impacts the self-concept in adulthood, but not in childhood.
 - (C) Biological predispositions overrule the influence of any social interaction.
 - (D) Only communication with close friends influences the self-concept.
 - (E) Social interactions influence the way one sees him or herself.
29. Which of the following is a benefit that synergy provides for members of a small group?
- (A) An increased level of motivation to get work done
 - (B) Relationship development in addition to accomplishment
 - (C) A level of accomplishment that is greater than the members could have achieved working alone
 - (D) Greater support for the group's ideas by people outside the group
 - (E) A reduced level of conflict in getting work done
30. Speech tournament competitions are preferably held in which of the following locations?
- (A) A theater
 - (B) A classroom
 - (C) A cafeteria
 - (D) A library
 - (E) A gymnasium

Answers

1. Option (E) is correct. Research shows that environment is an important factor affecting both judgment making and communication. Research also shows that people are more protective of personal space (1½–4 feet) than social space (4–12 feet), and thus, are less willing to accept uninvited entry; that seating arrangements have a pronounced effect on communication; that people who are working together will probably sit side by side; and that interpersonal distances vary considerably across cultures.
2. Option (E) is correct, which presents the definition of decoding. The decision to transmit a message is referred to as sending, the selection of what words to say is encoding, the visualization of the communication is transmission, and a relay through an inappropriate channel is interference.
3. Option (A) is correct. Authoritarian, democratic, and laissez-faire are the three common styles of leadership. In situations requiring immediate action, such as one involving stress because of an impending deadline, an authoritarian style is most often considered appropriate and is in fact frequently welcomed by group members due to its ability to get work done more quickly. Both democratic and laissez-faire styles of leadership promote lengthier discussion that slows the pace of group progress.
4. Option (A) is correct. The process described is that of socialization. The assembly effect refers to the idea that putting the right people together will result in better outcomes. Synergy is the effect that happens when groups accomplish more than individuals could have accomplished working alone. Mentoring is the activity of an experienced member helping a newer member succeed; while effective mentoring can help a person better socialize into a group, mentoring is the action of an established member, not the process by which someone assimilates into a group. Symbolic convergence is a theory that explains how sharing imaginative ideas within a group generates shared understanding of symbols; it builds culture within a group but is a process that all members do together that helps create group culture, not the process of a new member learning about existing culture.
5. Option (B) is correct. Research shows that a startling opening statement is very likely to be effective in catching the attention of an audience that has little or no interest in the speaker or the topic. An apathetic audience is more likely to be affected by such an opening than are any of the other kinds of audiences listed.
6. Option (B) is correct. An opinion leader spreads information to others who rely on him or her as a source. Such an individual is likely to maintain close contact with the media as a means of both obtaining information and disseminating it. Opinion leaders tend to have backgrounds that resemble, rather than differ from, those of their followers. If social activity is involved, the leaders will be more active than their followers; opinion leaders are usually respected by their peers.

7. Option (D) is correct. Although a connection has been established between violence on television and violent behavior, in both children and adults, the evidence is far from conclusive and accounts for only a small amount of real-life violence.
8. Option (B) is correct. The primary aim of the oral interpreter should be to act as a medium for the ideas, images, and emotions of a literary text. The interpreter must care about the author's material and must want to share it with others.
9. Option (E) is correct. The first requirement that the affirmative must meet, whether debating fact or value, is that of "burden of proof": the affirmative must prove something in order to win a judge's decision. The minimal proof is a case that will persuade "a reasonable and prudent person" that the affirmative resolution deserves acceptance. This minimal case is called a prima facie case, one that is convincing at first glance.
10. Option (D) is correct. A speech delivered by a demagogue refers to an attempt to win over an audience through appeals to prejudice or spiteful emotions like fear, anger, and frustration. A speech delivered in a place of worship is better classified as homiletics rather than demagoguery. A speech delivered by a demagogue can have a variety of structure and/or content, while a professor in an educational setting does not typically attempt to win over an audience by appealing to prejudice and spiteful emotions.
11. Option (A) is correct. Speech or writing that conveys information or offers an explanation is termed "informative." The type of speech described here would by nature be informative.
12. Option (B) is correct. In the standard accepted format for Lincoln-Douglas debates, the affirmative constructive is six minutes long and the negative constructive is seven minutes long. This is not true of any of the other debate formats listed.
13. Option (B) is correct. The notion of "situational competence" implies that speakers might have different levels of comfort and competence in different communication situations. Research indicates that some people are more effective when communicating in one situation (e.g., giving a speech to a group) but may be less effective in others (e.g., interpersonal communication in a business setting). Thus, speakers who excel in one area may not necessarily be effective in a different type of communication, because different situations may require different responses and different approaches.
14. Option (A) is correct. Deductive reasoning is defined as the process of reasoning from general principles to specific instances. In this case, the argument moves from the general idea that consumption of caffeine leads to high blood pressure to the conclusion that, in order to help avoid high blood pressure, it is important to reduce caffeine intake.

15. Option (C) is correct. The only choice here that would lead to a slower tempo involves sustaining the sounds (vowel sounds and certain consonants, like “m” or “ng,” are the best possibilities when speakers are looking for places to sustain sounds). Pitch and resonance can be altered at any tempo, and both fewer pauses and greater frequency of words would increase, rather than decrease, the tempo of the interpretation.

16. Option (A) is correct. Even though communication breakdowns can occur at any point in the communication process, only interference is a problem in and of itself. Noise, whether physical, psychological, or semantic, is a kind of interference that disrupts the communication process.

17. Option (C) is correct. Chronological order organizes the speech in the order in which things occurred and would suit a speech charting the history of genetics. Comparison-contrast would need two separate areas to compare and contrast; cause-effect would be appropriate only if the purpose of the speech were to cover the reasons why the study of genetics occurred; problem-solution would be suited to a persuasive speech, and spatial refers to organization based on direction order.

18. Option (E) is correct. The question provides the description of an impromptu speech. The four other choices describe speeches that are lengthier, may provide more than one point of view, allow the use of research from multiple sources, and are not delivered exclusively from memory.

19. Option (B) is correct. Although instructors might consider a variety of factors when planning and developing curriculum, the district and state standards are by far the most important to follow.

20. Option (C) is correct. Cause and effect is an explanation of why Hollywood became the center of industry and what impact that had will focus on what forces led to the rise of Hollywood, and the consequence its ascension has on the industry.

21. Option (D) is correct. Nonverbal communication often occurs simultaneously in two or more channels. It may be seen, heard, and felt. In contrast, verbal communication tends only to be heard if it is oral in nature or only seen if it is written in nature.

22. Option (D) is correct. Demographics are traits such as age, gender, ethnicity, and group membership that speech writers should take into account when trying to reach an audience.

23. Option (D) is correct. All of the other choices other than (D) are the opposite of the symptoms of groupthink. As in (D), rationalization is taking place which would mean groupthink is taking place.

24. Option (B) is correct. Any traits that are known to the person but not to that person's peers are referred to as hidden.

25. Option (A) is correct. The 1996 Telecommunications Act eliminated the laws that limited the number of radio stations that any one company could own. It also allowed for restructuring in the recording industry in which significant mergers took place. It did not address any of the other items listed.

26. Option (D) is correct. The following are characteristics of effective vocal delivery: adequate volume, clearly and distinctly articulated speech sounds (as opposed to slurred), accurately pronounced words, varied pitch, varied speaking rate, and pauses to emphasize key ideas. Effective vocal delivery is necessary for the audience to understand and maintain interest in the speech.

27. Option (B) is correct. Whereas the most credible sources have professional editors to review material, Wikipedia can be edited by anyone who accesses the website, so there is relatively less screening for bias or inaccuracies.

28. Option (E) is correct. Social interactions (or ongoing communication with family, friends, romantic partners, and other interactants) influence the way we see ourselves. Interpersonal communication affects the self-concept across the lifespan. Moreover, aspects of the self-concept can often be traced to specific verbal and nonverbal exchanges. (For example, a belief that one is clumsy can be linked to repeated comments by a parent.) Although biological predispositions (such as shyness) are consequential, so are social interactions.

29. Option (C) is correct. Synergy refers to the potential gains in performance from the diverse perspectives and access to resources that a group possesses that is superior to what any individual could have produced alone.

30. Option (B) is correct. Speech tournament competitions are usually held in a high school classroom.

Understanding Question Types

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions, you respond by selecting an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

“We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other ‘tangible’ factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.”

 - A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
 - B. What was the rationale given by the justices for their 1954 ruling?
- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*
 - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
 - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.
- *“Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job.”*
 - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep these things in mind when you respond to a constructed-response question:

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
5. **Take notes on scratch paper** so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.
6. **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

General Assistance For The Test

Praxis® Interactive Practice Test

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

ETS provides a free interactive practice test with each test registration. You can learn more [here](#).

Doing Your Best

Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your *Praxis* test and make the best use of your time. Learn more at [Strategy and Tips for Taking a *Praxis* Test](#).

Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at [Develop a Study Plan](#).

Helpful Links

[Ready to Register](#) – How to register and the information you need to know to do so.

[Disability Accommodations](#) – Testing accommodations are available for test takers who meet ETS requirements.

[PLNE Accommodations \(ESL\)](#) – If English is not your primary language, you may be eligible for extended testing time.

[What To Expect on Test Day](#) – Knowing what to expect on test day can make you feel more at ease.

[Getting Your Scores](#) – Find out where and when you will receive your test scores.

[State Requirements](#) – Learn which tests your state requires you to take.

[Other Praxis Tests](#) – Learn about other *Praxis* tests and how to prepare for them.

To search for the *Praxis* test prep resources
that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators
of the *Praxis* tests, visit the ETS Store:

www.ets.org/praxis/store



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