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| 1. Normal visual sensation in the absence of complete visual perception is best illustrated by   |  |  |  | | --- | --- | --- | |  | a. | prosopagnosia. | |  | b. | priming. | |  | c. | the difference threshold. | |  | d. | sensory adaptation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 2. Bosco is having dinner with his family at a local restaurant when he sees a friend from college. Based on information provided in the text, how long will it take Bosco to recognize his friend?   |  |  |  | | --- | --- | --- | |  | a. | less than a second | |  | b. | 2 seconds | |  | c. | 30 seconds | |  | d. | almost a minute |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 3. Simone hears the cry of her baby over all the noise in a large crowded room. This demonstrates that   |  |  |  | | --- | --- | --- | |  | a. | human sensory perception allows us to obtain essential information. | |  | b. | environmental contexts are important for obtaining essential information. | |  | c. | learning experiences are important for obtaining essential information. | |  | d. | Simone can easily detect essential information now that she is a mother. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 4. The process of detecting and encoding stimulus energies by the sensory receptors and the nervous system is called   |  |  |  | | --- | --- | --- | |  | a. | priming. | |  | b. | sensory adaptation. | |  | c. | top-down processing. | |  | d. | sensation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 5. Gerald’s excellent peripheral vision enabled him to detect a brief flash of light far to his right, even though he did not recognize what he had seen. His experience best illustrates   |  |  |  | | --- | --- | --- | |  | a. | top-down processing. | |  | b. | prosopagnosia. | |  | c. | sensation. | |  | d. | priming.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 6. Marco is watching a movie when he detects a loud noise outside his home. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | transduction. | |  | b. | sensation. | |  | c. | perception. | |  | d. | Weber’s law. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 7. Sensory nerve endings that respond to stimuli are called   |  |  |  | | --- | --- | --- | |  | a. | perceptions. | |  | b. | sensory receptors. | |  | c. | sensory stimulation. | |  | d. | transduction. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 8. Skylar is having dinner with a friend from high school. Although paying close attention to the conversation, Skylar is able to detect information from the surrounding environment. Which of the following enables her to do this?   |  |  |  | | --- | --- | --- | |  | a. | bottom-up processing | |  | b. | transduction | |  | c. | sensory receptors | |  | d. | sensory adaptation |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 9. Melroy is talking to his co-worker Albert. Melroy uses his \_\_\_\_\_\_\_\_ to detect information about his environment.   |  |  |  | | --- | --- | --- | |  | a. | sensory receptors | |  | b. | priming | |  | c. | top-down processing | |  | d. | transduction |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 10. Perception is the process by which   |  |  |  | | --- | --- | --- | |  | a. | stimulus energies are detected. | |  | b. | stimulus energies are transformed into neural activity. | |  | c. | sensory input is organized and interpreted by the brain. | |  | d. | nerve cells respond to specific features of a stimulus. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 11. As Kayla is eating a cupcake, she finds a bitter taste in the center and identifies it as baking soda that was not mixed in well. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | transduction. | |  | b. | sensation. | |  | c. | perception. | |  | d. | Weber’s law. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 12. Recognizing an odor as the familiar smell of blueberry pie is an example of   |  |  |  | | --- | --- | --- | |  | a. | perception. | |  | b. | prosopagnosia. | |  | c. | sensory adaptation. | |  | d. | subliminal stimulation.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 13. Sensation is to \_\_\_\_\_\_\_\_ as perception is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | representing; receiving | |  | b. | receiving; interpreting | |  | c. | interpreting; organizing | |  | d. | organizing; accommodating  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 14. Hearing a sequence of sounds of different pitches is to \_\_\_\_\_\_\_\_ as recognizing the sound sequence as a familiar melody is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | absolute threshold; difference threshold | |  | b. | sensory adaptation; signal detection | |  | c. | perceptual set; sensory adaptation | |  | d. | sensation; perception  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 15. Bottom-up processing involves analysis that begins with the   |  |  |  | | --- | --- | --- | |  | a. | hypothalamus. | |  | b. | sensory receptors. | |  | c. | cerebral cortex. | |  | d. | absolute threshold. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 16. Juanita has developed cataracts in both eyes, preventing her from being able to see her husband’s face clearly. Juanita most clearly is deficient in   |  |  |  | | --- | --- | --- | |  | a. | priming. | |  | b. | perceptual set. | |  | c. | bottom-up processing. | |  | d. | sensory adaptation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 17. Information processing guided by higher-level mental processes is called   |  |  |  | | --- | --- | --- | |  | a. | prosopagnosia. | |  | b. | signal detection. | |  | c. | top-down processing. | |  | d. | transduction. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 18. Top-down processing constructs perceptions from sensory input based on   |  |  |  | | --- | --- | --- | |  | a. | neural impulses. | |  | b. | signal detections. | |  | c. | absolute thresholds. | |  | d. | experiences and expectations. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 19. Patients who have negative expectations about the outcome of a surgical procedure may experience increased postoperative pain. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | subliminal stimulation. | |  | b. | sensory adaptation. | |  | c. | difference thresholds. | |  | d. | top-down processing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 20. Jerry is reading a chapter for his psychology class but finds that he does not know some of the words used by the author in as sentence. He is better able to grasp the words’ full meaning when he reads the entire sentence because he can then use context clues to determine the meaning of words he does not understand. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | top-down processing. | |  | b. | perception. | |  | c. | transduction. | |  | d. | bottom-up processing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 21. Three steps that are basic to all sensory systems include the \_\_\_\_\_\_\_\_ of information to the brain.   |  |  |  | | --- | --- | --- | |  | a. | adaptation, stimulation, and detection | |  | b. | receiving, transforming, and delivering | |  | c. | priming, tracking, and categorizing | |  | d. | activation, transduction, and sensory adaptation  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 22. Which of the following represents the first of three steps basic to all sensory systems?   |  |  |  | | --- | --- | --- | |  | a. | forming perceptual sets | |  | b. | delivering neural information to the brain | |  | c. | receiving sensory stimulation | |  | d. | transforming stimulus energies into neural impulses |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 23. Transduction refers to the process of   |  |  |  | | --- | --- | --- | |  | a. | organizing and interpreting sensory information. | |  | b. | activating mental associations. | |  | c. | transforming stimulus energies into neural impulses. | |  | d. | drawing on our experience and expectations to construct perceptions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 24. The process by which our sensory systems transform stimulus energies into neural impulses is called   |  |  |  | | --- | --- | --- | |  | a. | priming. | |  | b. | sensory adaptation. | |  | c. | transduction. | |  | d. | signal detection. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 25. The aroma of freshly baked bread is converted into neural impulses by sensory receptor cells in a process called   |  |  |  | | --- | --- | --- | |  | a. | top-down processing. | |  | b. | transduction. | |  | c. | sensory adaptation. | |  | d. | priming. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 26. The pain of a broken bone is converted by pain receptors into neural impulses. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | priming. | |  | b. | transduction. | |  | c. | subliminal stimulation. | |  | d. | sensory adaptation.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 27. Santiago is at home playing a video game. He has no problem making out the movement of the ninjas as they battle for control. Converting the physical energy from the game into neural impulses involves a process called   |  |  |  | | --- | --- | --- | |  | a. | top-down processing. | |  | b. | perception. | |  | c. | transduction. | |  | d. | bottom-up processing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 28. Which of the following is the third step in sensory processing?   |  |  |  | | --- | --- | --- | |  | a. | receiving sensory stimuli | |  | b. | detecting signals from the environment | |  | c. | delivering neural information to the brain | |  | d. | transforming stimuli into a neural impulse |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 29. Which early scientist and philosopher was the first to refer to our awareness of very faint stimuli as an indication of our absolute thresholds?   |  |  |  | | --- | --- | --- | |  | a. | Lee Ross | |  | b. | Gustav Fechner | |  | c. | Dennis Proffitt | |  | d. | Ernst Weber |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 30. The minimum amount of stimulation a person needs to detect a stimulus 50 percent of the time is called the   |  |  |  | | --- | --- | --- | |  | a. | masking stimulus. | |  | b. | just noticeable difference. | |  | c. | perceptual set. | |  | d. | absolute threshold. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 31. When Douglas began having trouble hearing, his doctor ordered a hearing test that sounded tones of various intensity levels in each of Douglas' ears. The sounds that Douglas was unable to detect were below his   |  |  |  | | --- | --- | --- | |  | a. | perceptual set. | |  | b. | absolute threshold. | |  | c. | prosopagnosia. | |  | d. | difference threshold.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 32. If a person’s ability to hear certain sounds \_\_\_\_\_\_\_\_, their absolute threshold for sound \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | improves; remains unchanged | |  | b. | worsens; decreases | |  | c. | worsens; remains unchanged | |  | d. | improves; decreases |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 33. Based on signal detection theory, we can predict when we will detect weak signals by   |  |  |  | | --- | --- | --- | |  | a. | measuring the ratio of hits and false alarms. | |  | b. | converting one form of energy into another. | |  | c. | assessing the intensity of psychological experiences. | |  | d. | interpreting sensory information. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 34. Which theory predicts when we will first notice a faint stimulus presented amid competing background stimulation?   |  |  |  | | --- | --- | --- | |  | a. | Weber's law | |  | b. | subliminal persuasion theory | |  | c. | signal detection theory | |  | d. | sensory perception theory |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 35. Which theory emphasizes that personal expectations and motivations influence the level of absolute thresholds?   |  |  |  | | --- | --- | --- | |  | a. | signal detection theory | |  | b. | Weber's law | |  | c. | subliminal persuasion theory | |  | d. | sensory perception theory |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 36. Which theory would suggest that watching a horror movie late at night could lower your absolute threshold for sound as you subsequently tried to fall asleep?   |  |  |  | | --- | --- | --- | |  | a. | subliminal persuasion theory | |  | b. | Weber's law | |  | c. | sensory perception theory | |  | d. | signal detection theory |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 37. According to signal detection theory, detection of a stimulus depends on all of the following EXCEPT a person’s   |  |  |  | | --- | --- | --- | |  | a. | experiences. | |  | b. | motivation. | |  | c. | absolute threshold. | |  | d. | alertness. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 38. A subliminal stimulus is one that is   |  |  |  | | --- | --- | --- | |  | a. | below one’s absolute threshold for conscious awareness. | |  | b. | unconsciously persuasive. | |  | c. | presented with very soft background music. | |  | d. | repetitious. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 39. Subliminally presented stimuli   |  |  |  | | --- | --- | --- | |  | a. | can sometimes be consciously perceived. | |  | b. | effectively influence purchases of consumer goods. | |  | c. | increase our absolute thresholds for visual images. | |  | d. | are usually mentally processed as completely as any other stimuli. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 40. In experiments, an image is quickly flashed and then replaced by a masking stimulus that inhibits conscious perception of the original image. In these experiments, the researchers are studying the effects of   |  |  |  | | --- | --- | --- | |  | a. | sensory adaptation. | |  | b. | the just noticeable difference. | |  | c. | subliminal messages. | |  | d. | prosopagnosia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 41. After a photo of a nude man or woman was flashed and immediately masked before being perceived, people's attention was unconsciously drawn to images in a way that reflected their   |  |  |  | | --- | --- | --- | |  | a. | perceptual set. | |  | b. | absolute threshold. | |  | c. | sexual orientation. | |  | d. | difference threshold. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 42. Priming refers to the activation of certain   |  |  |  | | --- | --- | --- | |  | a. | blind spots. | |  | b. | difference thresholds. | |  | c. | nerve cells. | |  | d. | associations. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 43. Under certain conditions, people are affected by stimuli so weak that they fail to consciously notice them. This is best illustrated by experiments involving   |  |  |  | | --- | --- | --- | |  | a. | sensory adaptation. | |  | b. | subliminal priming. | |  | c. | perceptual set. | |  | d. | prosopagnosia. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 44. Wayne immediately liked his new boss because her behavior and attitudes triggered memories of his favorite cousin. This best illustrates the effect of   |  |  |  | | --- | --- | --- | |  | a. | priming. | |  | b. | prosopagnosia. | |  | c. | sensory adaptation. | |  | d. | Weber’s law. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 45. People's response to subliminal priming indicates that   |  |  |  | | --- | --- | --- | |  | a. | they are capable of processing information without any conscious awareness of doing so. | |  | b. | their unconscious mind is incapable of resisting subliminally presented suggestions. | |  | c. | they are more sensitive to subliminal sounds than to subliminal sights. | |  | d. | they experience a sense of discomfort whenever they are exposed to subliminal stimuli. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 46. Which of the following strategies best illustrates the use of subliminal stimulation?   |  |  |  | | --- | --- | --- | |  | a. | A store plays a musical soundtrack in which a faint and imperceptible verbal warning against shoplifting is repeated frequently. | |  | b. | The laughter of a studio audience is dubbed into the soundtrack of a televised situation comedy. | |  | c. | A radio advertiser repeatedly smacks her lips before biting into a candy bar. | |  | d. | An unseen television narrator repeatedly suggests that you are thirsty while a cold drink is visually displayed on the screen. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 47. Experiments evaluating the impact of subliminal messages for improving recall of information indicated that they   |  |  |  | | --- | --- | --- | |  | a. | interfere with people's capacity for sensory adaptation. | |  | b. | did not help more than a placebo. | |  | c. | improve people's capacity for transduction. | |  | d. | have a positive long-lasting impact on people's health. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 48. Shawna is trying to quit smoking and has purchased an audio series that claims she can play the audio while sleeping and it will help her stop smoking. Shawna is convinced that this works. What would you say to her?   |  |  |  | | --- | --- | --- | |  | a. | “That will never work.” | |  | b. | “There are a few research studies that support this but it isn’t very many.” | |  | c. | “You’re not too bright if you’re buying into this.” | |  | d. | “If this works for you, it is likely because you believe it will work and not because of the effectiveness of the technique.” |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 49. In an experiment, researchers expose participants to subliminal recordings designed to boost their self-esteem. Based on existing research, you would be correct in predicting that the recordings will   |  |  |  | | --- | --- | --- | |  | a. | interfere with the participants' capacity for sensory adaptation. | |  | b. | have no more impact on participants' self-esteem than a placebo. | |  | c. | improve participants' capacity for auditory transduction. | |  | d. | have a positive and long-lasting impact on participants' mood states. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 50. Professor Psychology is conducting a research study on subliminal priming. She hypothesizes that participants who have been exposed to subliminal messages related to fast food will be more likely to select fast food for their complimentary snack than those who have not been exposed to those messages. This hypothesis best illustrates   |  |  |  | | --- | --- | --- | |  | a. | Weber's law. | |  | b. | prosopagnosia. | |  | c. | sensory adaptation. | |  | d. | the two-track mind. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 51. The minimum difference between two stimuli required for detection 50 percent of the time is called   |  |  |  | | --- | --- | --- | |  | a. | signal detection. | |  | b. | the absolute threshold. | |  | c. | perceptual set. | |  | d. | the difference threshold. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 52. According to \_\_\_\_\_\_\_\_, for an average person to perceive a difference, two stimuli must differ by a constant minimum \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | Weber’s law; percentage | |  | b. | Weber’s law, amount | |  | c. | Young-Helmholtz trichromatic theory; percentage | |  | d. | Young-Helmholtz trichromatic theory; amount |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 53. Yesterday, while carrying her textbooks that weighed 5 pounds while she walked to class, Christine picked up her purse, which weighed half a pound. She immediately noticed a change in the weight of what she was carrying. If her groceries had weighed 10 pounds, the just noticeable difference with the addition of her purse would be \_\_\_\_\_\_\_\_ pound(s).   |  |  |  | | --- | --- | --- | |  | a. | 1 | |  | b. | 2 | |  | c. | 4 | |  | d. | 5 |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 54. Mrs. Worth asks her daughter Everly rather than her son Ethan to tune the piano because Everly is better at detecting whether specific keys are playing too sharp or too flat. With respect to tone sensitivity, Ethan apparently has a \_\_\_\_\_\_\_\_ threshold than does Everly.   |  |  |  | | --- | --- | --- | |  | a. | lower absolute | |  | b. | higher absolute | |  | c. | smaller difference | |  | d. | larger difference |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 55. The minimum stimulus difference that a person can detect half the time is called   |  |  |  | | --- | --- | --- | |  | a. | subliminal stimuli. | |  | b. | the absolute threshold. | |  | c. | top-down processing. | |  | d. | the just noticeable difference. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 56. Addison is watching a movie at home but the sound on her television is rather low. She asks her brother to turn up the sound. After he increases the volume only 5 decibels, Addison says “OK. That's good. Thank you.” Addison’s detection of this slight increase in volume demonstrates   |  |  |  | | --- | --- | --- | |  | a. | subliminal stimuli. | |  | b. | the absolute threshold. | |  | c. | top-down processing. | |  | d. | the just noticeable difference. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 57. The principle that two stimuli must differ by a constant minimum proportion for their difference to be perceived is known as   |  |  |  | | --- | --- | --- | |  | a. | prosopagnosia. | |  | b. | Weber's law. | |  | c. | signal detection. | |  | d. | sensory adaptation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 58. Marco’s bag of stones is twice as heavy as Jeff’s. If it takes five extra stones to make Jeff’s bag feel heavier, it will take 10 extra stones to make Marco’s bag feel heavier. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | bottom-up processing. | |  | b. | perceptual set. | |  | c. | sensory adaptation. | |  | d. | Weber’s law.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 59. Sensory adaptation refers to   |  |  |  | | --- | --- | --- | |  | a. | the process by which stimulus energies are changed into neural impulses. | |  | b. | diminished sensitivity to an unchanging stimulus. | |  | c. | the process of organizing and interpreting sensory information. | |  | d. | the effect of our expectations on perception. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 60. When Jennifer's car stopped behind a garbage truck making pickups, Jennifer was initially overwhelmed by the odor. After a few minutes, she hardly noticed it. This is because Jennifer's nerve cells   |  |  |  | | --- | --- | --- | |  | a. | quit functioning properly. | |  | b. | were damaged. | |  | c. | began to fire less frequently. | |  | d. | began to fire more frequently. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 61. How do new technologies take advantage of our attention to changing stimuli?   |  |  |  | | --- | --- | --- | |  | a. | They understand our desire for what is scarce, and so they create new technologies more frequently for consumers to purchase. | |  | b. | They understand our need for consistency and ensure that newer technologies are made durable. | |  | c. | They understand our need for social interaction and have developed social media platforms to help us form social connections. | |  | d. | They understand that changing stimuli, such as new tweets or breaking news stories, are more likely to grab our attention, and thus our clicks. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 62. After listening to your high-volume car stereo for 15 minutes, you fail to realize how loudly the music is blasting. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | Weber's law. | |  | b. | subliminal stimulation. | |  | c. | sensory adaptation. | |  | d. | prosopagnosia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 63. The constant movement of our eyes enables us to   |  |  |  | | --- | --- | --- | |  | a. | focus the light on the back of our eyes. | |  | b. | adjust the amount of light entering our eyes. | |  | c. | minimize sensory adaptation. | |  | d. | do all of these things. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 64. Which of the following statements is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | We perceive the world exactly as it is. | |  | b. | Sensory adaptation increases our sensitivity. | |  | c. | We perceive the world in a way that is useful for us to perceive it. | |  | d. | When repeatedly exposed to the same stimulus, we become more aware of it. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 65. A perceptual set refers to   |  |  |  | | --- | --- | --- | |  | a. | an unnoticed image that activates certain associated memories. | |  | b. | an inability to recognize familiar faces or voices. | |  | c. | a diminished sensitivity to an unchanging stimulus. | |  | d. | a mental predisposition that influences what we perceive. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 66. Four-year-old Lara is afraid of the dark. When the lights are turned out at bedtime, she sees the shadows of various objects in the bedroom as terrifying monsters. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | difference thresholds. | |  | b. | perceptual set. | |  | c. | subliminal persuasion. | |  | d. | sensory adaptation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 67. When researchers at Massachusetts Institute of Technology added a few drops of vinegar to a brand-name beer and called it “MIT brew,” the beer tasters preferred it—unless the researchers had told them that they were drinking vinegar-laced beer. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | sensory adaptation. | |  | b. | prosopagnosia. | |  | c. | perceptual set. | |  | d. | subliminal stimulation.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 68. After hearing about the outbreak of norovirus on the cruise ship, Iona began to perceive her normal muscle aches and headaches as disease-related symptoms. Her reaction best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | difference thresholds. | |  | b. | sensory adaptation. | |  | c. | subliminal stimulation. | |  | d. | perceptual set. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 69. The tendency to perceive a moving light in the night sky as belonging to an airplane rather than a meteor best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | signal detection. | |  | b. | sensory adaptation. | |  | c. | perceptual set. | |  | d. | bottom-up processing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 70. A concept that helps us to interpret ambiguous sensations is called a   |  |  |  | | --- | --- | --- | |  | a. | sensory adaptation. | |  | b. | schema. | |  | c. | signal detector. | |  | d. | masking stimulus. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 71. The influence of schemas on our interpretations of unfamiliar information best illustrates   |  |  |  | | --- | --- | --- | |  | a. | context effects. | |  | b. | top-down processing. | |  | c. | bottom-up processing. | |  | d. | sensory adaptation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 72. Stereotypes are mental conceptions that can strongly influence the way we interpret the behaviors of individuals belonging to specific racial or ethnic groups. A stereotype is most similar to a   |  |  |  | | --- | --- | --- | |  | a. | signal detector. | |  | b. | sensory adaptation. | |  | c. | perceptual set. | |  | d. | difference threshold. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 73. When having friends over for dinner, Elana bought two bottles of the same moderately priced wine. As an experiment, she told half her guests that their wine was from an expensive bottle she had received for her birthday, and she told the other half that theirs was a cheap wine she had purchased on sale. Her guests overwhelmingly preferred the supposedly expensive wine. This example illustrates the effect of   |  |  |  | | --- | --- | --- | |  | a. | difference thresholds. | |  | b. | sensory adaptation. | |  | c. | subliminal stimulation. | |  | d. | perceptual set.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 74. Visual perceptions of objects often change when the objects are viewed in different surroundings. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | prosopagnosia. | |  | b. | Weber's law. | |  | c. | context effects. | |  | d. | subliminal stimulation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 75. In one study, a pictured woman was perceived by some as balancing a box on her head and by others as sitting under a window. The study best illustrated that perceptions are influenced by   |  |  |  | | --- | --- | --- | |  | a. | sensory adaptation. | |  | b. | masking stimuli. | |  | c. | context effects. | |  | d. | subliminal sensation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 76. Marcia sees her coworker dressed in a suit every day at work, but she didn’t recognize him when she saw him in a T-shirt at the local hardware store. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | bottom-up processing. | |  | b. | context effects. | |  | c. | subliminal priming. | |  | d. | sensory adaptation.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 77. When Hudson learned that many students had received a failing grade on the midterm exam, he was no longer disappointed by his C grade. His experience best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | sensory adaptation. | |  | b. | subliminal sensation. | |  | c. | context effects. | |  | d. | masking stimuli. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 78. Avera has been on a diet and has lost 50 pounds. What will she experience when she climbs the stairs to her second period sociology class?   |  |  |  | | --- | --- | --- | |  | a. | The stairs will seem difficult to walk up. | |  | b. | She will view the stairs as steep. | |  | c. | She will be out of breath by the time she gets to the top of the stairs. | |  | d. | The stairs will not seem as steep to her now. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 79. Sofia is playing pickleball and returns every serve her opponent hits. Which of the following is true of Sofia?   |  |  |  | | --- | --- | --- | |  | a. | She has obviously spent a considerable amount of time practicing. | |  | b. | She must love to play tennis. | |  | c. | She perceives the pickleball as bigger than it actually is. | |  | d. | She perceives the pickleball as closer than it actually is. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 80. To those throwing a very heavy rather than a light object at a target, the target is likely to be perceived as   |  |  |  | | --- | --- | --- | |  | a. | softer. | |  | b. | slower moving. | |  | c. | larger. | |  | d. | farther away. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 81. We may perceive a granola bar as less expensive when we are most hungry. This best illustrates that perceptions are influenced by   |  |  |  | | --- | --- | --- | |  | a. | subliminal stimulation. | |  | b. | Weber’s law. | |  | c. | sensory adaptation. | |  | d. | motivation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 82. While listening to sad rather than happy music, people are more likely to perceive a spoken word as *mourning* rather than *morning*. This best illustrates that perception is influenced by   |  |  |  | | --- | --- | --- | |  | a. | sensory adaptation. | |  | b. | subliminal stimuli. | |  | c. | Weber's law. | |  | d. | top-down processing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 83. Loud, dramatic music accompanied a TV scene in which deep-sea divers swam through a shark-infested reef. The fact that the music made the swimming appear more dangerous to viewers illustrates that perceptions are influenced by   |  |  |  | | --- | --- | --- | |  | a. | emotion. | |  | b. | sensory adaptation. | |  | c. | prosopagnosia. | |  | d. | subliminal stimulation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 84. A football may appear smaller to players who have not been able to catch every throw by the quarterback than to players who have returned every toss. This best illustrates that perceptions are influenced by   |  |  |  | | --- | --- | --- | |  | a. | Weber’s law. | |  | b. | top-down processing. | |  | c. | sensory adaptation. | |  | d. | absolute thresholds.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 85. Our eyes receive light energy and \_\_\_\_\_\_\_\_ neural messages.   |  |  |  | | --- | --- | --- | |  | a. | transduce it into | |  | b. | modify it as | |  | c. | move it as | |  | d. | send it to |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 86. As Penny goes outside her eyes receive light energy from the sun. Her eyes then \_\_\_\_\_\_\_\_ the light energy into neural messages that create what she sees outside.   |  |  |  | | --- | --- | --- | |  | a. | transduce | |  | b. | perceive | |  | c. | interpret | |  | d. | understand |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 87. Visible light is a section of the   |  |  |  | | --- | --- | --- | |  | a. | gamma waves. | |  | b. | ultraviolet light. | |  | c. | wavelength. | |  | d. | spectrum of electromagnetic energy. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 88. The hue of a color is determined by its   |  |  |  | | --- | --- | --- | |  | a. | proximity. | |  | b. | wavelength. | |  | c. | continuity. | |  | d. | amplitude. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 89. The wavelength of visible light determines its   |  |  |  | | --- | --- | --- | |  | a. | interposition. | |  | b. | amplitude. | |  | c. | difference threshold. | |  | d. | hue.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 90. Layla is taking her dog to the park where there are lots of trees and flowers. She sees some flowers that are pink and others that are orange. The color that she is seeing is referred to as the \_\_\_\_\_\_\_\_ that is determined by the light’s \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | length; intensity | |  | b. | hue; wavelength | |  | c. | length; amplitude | |  | d. | hue; intensity |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 91. A light wave's intensity is determined by its   |  |  |  | | --- | --- | --- | |  | a. | wavelength. | |  | b. | hue. | |  | c. | brightness. | |  | d. | amplitude. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 92. Virginia’s yellow shirt is extremely bright. This is because it has   |  |  |  | | --- | --- | --- | |  | a. | short wavelengths. | |  | b. | long wavelengths. | |  | c. | small amplitude. | |  | d. | great amplitude. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 93. The amount of energy a light wave contains is its   |  |  |  | | --- | --- | --- | |  | a. | wavelength. | |  | b. | hue. | |  | c. | brightness. | |  | d. | intensity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 94. The perceived brightness of visible light waves is determined by their   |  |  |  | | --- | --- | --- | |  | a. | relative motion. | |  | b. | hue. | |  | c. | amplitude. | |  | d. | frequency. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 95. Brightness is to intensity as hue is to   |  |  |  | | --- | --- | --- | |  | a. | amplitude. | |  | b. | color. | |  | c. | pitch. | |  | d. | wavelength. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 96. Claire was surprised when a bouquet of flowers that had a bright purple appearance was delivered. Compared with the entire range of visible light waves, the flowers reflected relatively \_\_\_\_\_\_\_\_ frequency and \_\_\_\_\_\_\_\_ amplitude light waves.   |  |  |  | | --- | --- | --- | |  | a. | high; small | |  | b. | high; great | |  | c. | low; small | |  | d. | low; great |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 97. Humans experience the longest visible electromagnetic waves as the color \_\_\_\_\_\_\_\_ and the shortest visible waves as \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | blue-violet; red | |  | b. | red; green | |  | c. | red; blue-violet | |  | d. | black; white |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 98. Light first enters the eye through the front surface structure known as the   |  |  |  | | --- | --- | --- | |  | a. | fovea. | |  | b. | pupil. | |  | c. | cornea. | |  | d. | retina. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 99. The pupil is the   |  |  |  | | --- | --- | --- | |  | a. | adjustable opening in the center of the eye through which light passes. | |  | b. | transparent structure that focuses light rays in a process called accommodation. | |  | c. | light-sensitive inner surface of the eye, containing both rods and cones. | |  | d. | central focal point in the retina, around which the eye's cones cluster. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 100. The amount of light entering the eye is regulated by the   |  |  |  | | --- | --- | --- | |  | a. | iris. | |  | b. | retina. | |  | c. | optic nerve. | |  | d. | feature detectors. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 101. The colored muscle that constricts when you feel disgust or enter a dark room is the   |  |  |  | | --- | --- | --- | |  | a. | cornea. | |  | b. | iris. | |  | c. | retina. | |  | d. | fovea. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 102. Elijah is feeling romantic toward his wife. She is most likely to detect his interest in her by changes in the appearance of his eyes caused by   |  |  |  | | --- | --- | --- | |  | a. | curvature changes in the lens. | |  | b. | dilation of the pupils. | |  | c. | increased retinal disparity. | |  | d. | disappearance of the blind spot.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 103. Nicole is talking to her close friend, Sherilyn, whom she trusts. This will be evident in her   |  |  |  | | --- | --- | --- | |  | a. | dilated pupils. | |  | b. | retracted cornea. | |  | c. | constricted iris. | |  | d. | blind spot. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 104. Which process allows more light to reach the retina?   |  |  |  | | --- | --- | --- | |  | a. | accommodation of the lens | |  | b. | transduction of the blind spot | |  | c. | dilation of the pupil | |  | d. | perceptual adaptation of feature detectors |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 105. The light-sensitive inner surface of the eye is called the   |  |  |  | | --- | --- | --- | |  | a. | cornea. | |  | b. | pupil. | |  | c. | retina. | |  | d. | iris. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 106. The retina is best described as the   |  |  |  | | --- | --- | --- | |  | a. | area where light enters the eye. | |  | b. | transparent area that focuses light rays into an image on the inner surface of your eye. | |  | c. | area of your eye where light passes through. | |  | d. | light-sensitive inner surface of the eye that contains rods and cones. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 107. Noah is reading a post on his Facebook page. The path through which the words on the screen travel through his eye is   |  |  |  | | --- | --- | --- | |  | a. | pupil, lens, cornea, iris. | |  | b. | cornea, pupil, lens, retina. | |  | c. | pupil, lens, iris, retina. | |  | d. | lens, pupil, retina, iris.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 108. Objects are brought into focus on the retina by changes in the curve and thickness of the   |  |  |  | | --- | --- | --- | |  | a. | rods and cones. | |  | b. | lens. | |  | c. | bipolar cells. | |  | d. | optic nerve. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 109. The process by which the eye’s lens changes shape to focus near or far objects on the retina is called   |  |  |  | | --- | --- | --- | |  | a. | accommodation. | |  | b. | intensity. | |  | c. | the opponent-process theory. | |  | d. | parallel processing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 110. Accommodation refers to the   |  |  |  | | --- | --- | --- | |  | a. | diminishing sensitivity to an unchanging stimulus. | |  | b. | eye movements that enable the retina to detect continuous stimulation. | |  | c. | process by which stimulus energies are changed into neural messages. | |  | d. | process by which the lens changes shape to focus images on the retina. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 111. Luca has no problem reading nearby advertising signs but has trouble reading distant signs. He likely has   |  |  |  | | --- | --- | --- | |  | a. | a blind spot. | |  | b. | myopia. | |  | c. | blindsight. | |  | d. | cataracts. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 112. Which of the following explains how the upside-down image on the retina produces a right-side-up image?   |  |  |  | | --- | --- | --- | |  | a. | The eye’s watery fluids bend the light rays, re-inverting the image to an upright position as it reaches the retina. | |  | b. | The retina receives an upside-down image, and the image is reversed via the eye's watery fluids. | |  | c. | The millions of receptor cells in the retina convert particles of light energy into neural impulses and forward them to the brain, which reassembles them into an upright image. | |  | d. | There is no upside-down image on the retina. Rather, the upside-down image is located on the iris. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 113. The encoding and analysis of visual information begin within the neural layers of the   |  |  |  | | --- | --- | --- | |  | a. | lens. | |  | b. | optic nerve. | |  | c. | retina. | |  | d. | thalamus. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 114. Which of the following is the correct order in which the retina's neural layers process visual stimulation?   |  |  |  | | --- | --- | --- | |  | a. | ganglion cells, rods and cones, bipolar cells | |  | b. | rods and cones, ganglion cells, bipolar cells | |  | c. | bipolar cells, ganglion cells, rods and cones | |  | d. | rods and cones, bipolar cells, ganglion cells |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 115. Which of the following are the light-sensitive photoreceptor cells in the retina?   |  |  |  | | --- | --- | --- | |  | a. | lens and cornea | |  | b. | pupil and lens | |  | c. | rods and cones | |  | d. | bipolar and ganglion cells |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 116. Which cells for visual processing are located closest to the back of the retina?   |  |  |  | | --- | --- | --- | |  | a. | ganglion cells | |  | b. | bipolar cells | |  | c. | rods and cones | |  | d. | feature detectors |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 117. Neural impulses are transmitted to bipolar cells when light energy triggers \_\_\_\_\_\_\_\_ in the rods and cones.   |  |  |  | | --- | --- | --- | |  | a. | top-down processing | |  | b. | constriction | |  | c. | accommodation | |  | d. | chemical changes |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 118. Bipolar cells activate neighboring ganglion cells, which combine to form the \_\_\_\_\_\_\_\_ that proceeds through the thalamus.   |  |  |  | | --- | --- | --- | |  | a. | rods | |  | b. | cones | |  | c. | retina | |  | d. | optic nerve |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 119. Axons of the \_\_\_\_\_\_\_\_ twine together to form the \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ganglion cells; optic nerve | |  | b. | receptor cells; retina | |  | c. | cones; retina | |  | d. | supercell clusters; optic nerve |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 120. The nerve that carries neural impulses from the eye to the brain is referred to as the   |  |  |  | | --- | --- | --- | |  | a. | optic nerve. | |  | b. | supercell cluster. | |  | c. | retina. | |  | d. | cone. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 121. The blind spot is located in the area of the retina   |  |  |  | | --- | --- | --- | |  | a. | called the fovea. | |  | b. | that contains rods but no cones. | |  | c. | where the optic nerve leaves the eye. | |  | d. | where bipolar cells connect with ganglion cells. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 122. When she was learning how to drive, Jennifer's father repeatedly told her not to rely on the rearview mirrors when checking for cars. He has told her that she will also need to turn her head to check for cars because she has a(n) \_\_\_\_\_\_\_\_ that would prevent her from seeing all the cars.   |  |  |  | | --- | --- | --- | |  | a. | optic nerve | |  | b. | blind spot | |  | c. | blindsight | |  | d. | bipolar cell |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 123. The \_\_\_\_\_\_\_\_ is(are) located in the center of the retina.   |  |  |  | | --- | --- | --- | |  | a. | rods | |  | b. | bipolar cells | |  | c. | iris | |  | d. | cones |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 124. The fovea refers to   |  |  |  | | --- | --- | --- | |  | a. | the outer protective surface of the eye. | |  | b. | a colored muscle that adjusts light intake. | |  | c. | an area of the thalamus that receives information from the optic nerve. | |  | d. | the central focal point in the retina. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 125. The direct link between a single cone and a single \_\_\_\_\_\_\_\_ preserves the fine details in the cone's message.   |  |  |  | | --- | --- | --- | |  | a. | rod | |  | b. | ganglion cell | |  | c. | blind spot | |  | d. | bipolar cell |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 126. Which of the following can detect white and enable you to perceive color during the day?   |  |  |  | | --- | --- | --- | |  | a. | rods | |  | b. | the fovea | |  | c. | the iris | |  | d. | cones |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 127. Which of the following has a low sensitivity to dim light?   |  |  |  | | --- | --- | --- | |  | a. | rods | |  | b. | the fovea | |  | c. | the iris | |  | d. | cones |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 128. Which receptor cells most directly enable us to distinguish different wavelengths of light?   |  |  |  | | --- | --- | --- | |  | a. | rods | |  | b. | cones | |  | c. | bipolar cells | |  | d. | feature detectors |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 129. Kingston is attending an art studio opening and viewing all the colorful paintings and sculptures. Which of the following helps give rise to the color sensations that Kingston sees in the paintings?   |  |  |  | | --- | --- | --- | |  | a. | the fovea | |  | b. | rods | |  | c. | cones | |  | d. | the blind spot |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 130. Rods are   |  |  |  | | --- | --- | --- | |  | a. | more light-sensitive and more color-sensitive than are cones. | |  | b. | less light-sensitive and less color-sensitive than are cones. | |  | c. | more light-sensitive and less color-sensitive than are cones. | |  | d. | less light-sensitive and more color-sensitive than are cones. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 131. Damage to the fovea would probably have the LEAST effect on visual sensitivity to \_\_\_\_\_\_\_\_ stimuli.   |  |  |  | | --- | --- | --- | |  | a. | brilliantly colored | |  | b. | finely detailed | |  | c. | dimly illuminated | |  | d. | highly familiar |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 132. When Ava entered the darkened night club, she could see very little. But 20 minutes or so later she could see very well in the dark because of   |  |  |  | | --- | --- | --- | |  | a. | visual afterimages. | |  | b. | retinal disparity. | |  | c. | pupil dilation. | |  | d. | color constancy.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 133. Any given retinal area relays its information to a corresponding location in the visual cortex, which is in the   |  |  |  | | --- | --- | --- | |  | a. | frontal lobe. | |  | b. | parietal lobe. | |  | c. | occipital lobe. | |  | d. | temporal lobe. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 134. Half of each eye’s sensory information arrives in the opposite side of the brain, crossing the X-shaped   |  |  |  | | --- | --- | --- | |  | a. | fusiform facial area. | |  | b. | optic chiasm. | |  | c. | feature detector. | |  | d. | optic nerve. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 135. When we are exposed to the narrow band of wavelengths visible to the human eye, we see a red object as red because it rejects waves of   |  |  |  | | --- | --- | --- | |  | a. | blue-violet light. | |  | b. | red light. | |  | c. | green light. | |  | d. | yellow light. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 136. Who proposed the idea that color, like all aspects of vision, lives not in the object itself but in the theater of our brain?   |  |  |  | | --- | --- | --- | |  | a. | Sir Isaac Newton | |  | b. | Hermann von Helmholtz | |  | c. | Thomas Young | |  | d. | Torsten Wiesel |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 137. Mike is explaining theories related to color processing to his friend and says that three main colors can produce the perception of any color. Mike is referring to the \_\_\_\_\_\_\_\_ theory of color processing.   |  |  |  | | --- | --- | --- | |  | a. | Young-Helmholtz trichromatic | |  | b. | opponent-process | |  | c. | sensory perceptual processing | |  | d. | parallel processing |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 138. Who first hypothesized that the eye must have three different types of color receptors, with each especially sensitive to one of the three primary colors?   |  |  |  | | --- | --- | --- | |  | a. | Eleanor Gibson and Richard Walk | |  | b. | David Hubel and Torsten Wiesel | |  | c. | Thomas Young and Hermann von Helmholtz | |  | d. | John Locke and William Molyneux |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 139. Evidence that some cones are especially sensitive to red light, others to green light, and still others to blue light is most directly supportive of the Young-Helmholtz   |  |  |  | | --- | --- | --- | |  | a. | feature detection theory. | |  | b. | trichromatic theory. | |  | c. | Gestalt theory. | |  | d. | opponent-process theory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 140. Evidence that some cones are especially sensitive to red light, others to green light, and still others to blue light is most directly supportive of   |  |  |  | | --- | --- | --- | |  | a. | figure-ground perception. | |  | b. | the Young-Helmholtz theory. | |  | c. | Kant's theory. | |  | d. | the opponent-process theory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 141. According to the Young-Helmholtz theory, when both red-sensitive and green-sensitive cones are stimulated simultaneously, a person should see   |  |  |  | | --- | --- | --- | |  | a. | red. | |  | b. | yellow. | |  | c. | blue. | |  | d. | green. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 142. Color-deficient vision is characterized by   |  |  |  | | --- | --- | --- | |  | a. | trichromatic visual processing. | |  | b. | limited receptor cells in the eye. | |  | c. | a lack of ability to bend light to provide focus during visual processing. | |  | d. | a lack of functioning red- or green-sensitive cones, or both. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 143. Clayton has color-deficient vision. This means that he   |  |  |  | | --- | --- | --- | |  | a. | has overfunctioning red- and green-sensitive cones. | |  | b. | lacks functioning red- or green-sensitive rods. | |  | c. | has overfunctioning red- and green-sensitive rods. | |  | d. | lacks functioning red- or green-sensitive cones. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 144. Brenda is “colorblind.” This is rather rare for women (1 in 200 women are colorblind). Color-deficient is much more common among, with men being “colorblind.”   |  |  |  | | --- | --- | --- | |  | a. | 1 in 12 | |  | b. | 2 in 35 | |  | c. | 1 in 50 | |  | d. | 1 in 76 |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 145. Who first proposed the opponent-process theory of color vision?   |  |  |  | | --- | --- | --- | |  | a. | Isaac Newton | |  | b. | Ewald Hering | |  | c. | Adelbert Ames | |  | d. | Herman von Helmholtz |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 146. Ewald Hering found a clue to the mystery of color vision in   |  |  |  | | --- | --- | --- | |  | a. | blindsight. | |  | b. | afterimages. | |  | c. | retinal disparity. | |  | d. | the Moon illusion. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 147. Liam’s biology instructor is discussing color processing. The instructor shows a solid red square on the projector and asks students to stare at the red square for 30 seconds. The instructor then shows a blank white screen. Liam sees a green square that is not actually on the screen. What has the instructor demonstrated?   |  |  |  | | --- | --- | --- | |  | a. | opposite colors | |  | b. | afterimages | |  | c. | transduction | |  | d. | intensity |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 148. When you stare first at a yellow circle and then shift your eyes to a white wall, the afterimage of the circle usually appears   |  |  |  | | --- | --- | --- | |  | a. | yellow. | |  | b. | red. | |  | c. | green. | |  | d. | blue.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 149. Which of the following theories proposes that opposing retinal processes enable color vision?   |  |  |  | | --- | --- | --- | |  | a. | Young-Helmholtz trichromatic theory | |  | b. | opponent-process theory | |  | c. | sensory perceptual processing theory | |  | d. | parallel processing theory |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 150. Which of the following is NOT a set of opposing retinal processes, as proposed by the opponent-process theory?   |  |  |  | | --- | --- | --- | |  | a. | red-green | |  | b. | pink-purple | |  | c. | blue-yellow | |  | d. | white-black |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 151. Color receptors are to \_\_\_\_\_\_\_\_ as opposing retinal processes are to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | parallel processing theory; sensory perceptual processing theory | |  | b. | Young-Helmholtz trichromatic theory; opponent-process theory | |  | c. | parallel processing theory; Young-Helmholtz trichromatic theory | |  | d. | opponent-process theory; Young-Helmholtz trichromatic theory |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 152. People with color-deficient vision for red and green may still see yellow. This is most easily explained by   |  |  |  | | --- | --- | --- | |  | a. | the Young-Helmholtz theory. | |  | b. | Locke's theory. | |  | c. | Gestalt psychology. | |  | d. | the opponent-process theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 153. Opponent-process cells have been located in the   |  |  |  | | --- | --- | --- | |  | a. | retina and the thalamus. | |  | b. | cornea and the lens. | |  | c. | lens and the retina. | |  | d. | thalamus and the hypothalamus. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 154. According to the opponent-process theory, cells that are turned “on” by   |  |  |  | | --- | --- | --- | |  | a. | green light are turned “off” by blue light. | |  | b. | yellow light are turned “off” by red light. | |  | c. | green light are turned “off” by red light. | |  | d. | red light are turned “off” by blue light. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 155. Which of the following best explains the current understanding of color processing?   |  |  |  | | --- | --- | --- | |  | a. | Information processing in the eye and brain is due to opposing retinal processes. | |  | b. | Information processing in the eye and brain is caused by three different color receptors located in the retina. | |  | c. | Information processing in the eye and brain is directly related to parallel processing. | |  | d. | Information processing in the eye and brain occurs in two stages. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 156. The processing of color begins with the activation of \_\_\_\_\_\_\_\_, followed by the activation of \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | opponent-process cells; cells sensitive to one of the three colors red, yellow, or blue | |  | b. | cells sensitive to one of the three colors red, yellow, or blue; opponent-process cells | |  | c. | opponent-process cells; cells sensitive to one of the three colors red, green, or blue | |  | d. | cells sensitive to one of the three colors red, green, or blue; opponent-process cells |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 157. Our visual processing deconstructs visual images and then reassembles them, according to research by   |  |  |  | | --- | --- | --- | |  | a. | Young and Helmholtz. | |  | b. | Hering. | |  | c. | Hubel and Wiesel. | |  | d. | Gibson. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 158. Hubel and Wiesel discovered nerve cells in the brain’s visual cortex that respond to specific aspects of a stimulus. These are called   |  |  |  | | --- | --- | --- | |  | a. | cones. | |  | b. | ganglion cells. | |  | c. | rods. | |  | d. | feature detectors. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 159. Visual information is processed by   |  |  |  | | --- | --- | --- | |  | a. | feature detectors before it is processed by rods and cones. | |  | b. | ganglion cells before it is processed by feature detectors. | |  | c. | bipolar cells before it is processed by rods and cones. | |  | d. | feature detectors before it is processed by bipolar cells. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 160. The feature detectors identified by Hubel and Wiesel consist of   |  |  |  | | --- | --- | --- | |  | a. | nerve cells in the brain. | |  | b. | rods and cones. | |  | c. | bipolar cells. | |  | d. | ganglion cells. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 161. Incoming visual stimuli are processed by feature detectors that are located in the   |  |  |  | | --- | --- | --- | |  | a. | somatosensory cortex. | |  | b. | frontal and temporal lobes. | |  | c. | frontal-temporal lobe border. | |  | d. | occipital lobe's visual cortex. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 162. The feature detectors identified by Hubel and Wiesel respond to specific aspects of   |  |  |  | | --- | --- | --- | |  | a. | a visual scene. | |  | b. | a musical recording. | |  | c. | pain sensations. | |  | d. | familiar odors. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 163. When we look at our watch showing 7 A.M., certain brain cells in our visual cortex are more responsive than when the hands show 11 A.M. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | retinal disparity. | |  | b. | feature detection. | |  | c. | perceptual adaptation. | |  | d. | priming. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 164. Bill loves to play baseball and is excellent at detecting when the ball is approaching him. This is related to   |  |  |  | | --- | --- | --- | |  | a. | accommodation. | |  | b. | feature detection. | |  | c. | the Young-Helmholtz trichromatic theory. | |  | d. | opponent-process theory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 165. Carolyn is driving when she notices that the car in the next lane is drifting into her lane. She quickly moves her car over to avoid being hit as the other driver moves into her lane. Her ability to anticipate the other driver’s next move is most likely related to the action of   |  |  |  | | --- | --- | --- | |  | a. | supercell clusters. | |  | b. | afterimages. | |  | c. | opponent-process theory. | |  | d. | her blind spot. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 166. Teams of neurons in several cortical areas enable us to identify a familiar table by recognizing its unique visual patterns. These neural teams have been called   |  |  |  | | --- | --- | --- | |  | a. | optic nerves. | |  | b. | ganglion cells. | |  | c. | supercell clusters. | |  | d. | bipolar cells. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 167. An area of the brain dedicated to the specialized task of recognizing faces is located in the right \_\_\_\_\_\_\_\_ lobe.   |  |  |  | | --- | --- | --- | |  | a. | frontal | |  | b. | parietal | |  | c. | occipital | |  | d. | temporal |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 168. If the \_\_\_\_\_\_\_\_ of the temporal lobe is stimulated, a person might spontaneously see faces.   |  |  |  | | --- | --- | --- | |  | a. | supercell clusters | |  | b. | fusiform face area | |  | c. | hippocampus | |  | d. | superior temporal gyrus |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 169. Dr. Marigol is conducting a research study that examines how people identify those from similar ethnic backgrounds. When looking at the brain, she should pay attention to the   |  |  |  | | --- | --- | --- | |  | a. | thalamus. | |  | b. | visual cortex. | |  | c. | optic chiasm. | |  | d. | fusiform face area. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 170. Lin can no longer recognize familiar faces. She can still recognize other objects and forms, however. Which area of Lin’s brain was most likely damaged?   |  |  |  | | --- | --- | --- | |  | a. | temporal lobes | |  | b. | fusiform face area | |  | c. | hippocampus | |  | d. | superior temporal gyrus |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 171. Simultaneously analyzing distinct subunits of information received by different areas of the brain is known as   |  |  |  | | --- | --- | --- | |  | a. | interposition. | |  | b. | perceptual adaptation. | |  | c. | parallel processing. | |  | d. | feature detection. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 172. The human ability to speedily recognize familiar objects best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | closure. | |  | b. | afterimages. | |  | c. | retinal disparity. | |  | d. | parallel processing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 173. The ability to simultaneously process the size, color, shape, and distance of a squirrel best illustrates   |  |  |  | | --- | --- | --- | |  | a. | relative luminance. | |  | b. | accommodation. | |  | c. | perceptual adaptation. | |  | d. | parallel processing.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 174. When 6-year-old Elsa hears noises overhead, she looks up. Her brain simultaneously processes information about the object’s color, movement, form, and depth. “Look, it’s bird!” she cries. This recognition involves   |  |  |  | | --- | --- | --- | |  | a. | parallel processing. | |  | b. | sequential processing. | |  | c. | inattentional blindness. | |  | d. | selective attention. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 175. Face recognition requires connections between all of the following networks EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | visual. | |  | b. | auditory. | |  | c. | social. | |  | d. | kinesthetic. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 176. People who demonstrate blindsight have most likely suffered damage to their   |  |  |  | | --- | --- | --- | |  | a. | cornea. | |  | b. | lens. | |  | c. | fovea. | |  | d. | visual cortex. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 177. While Sam is functionally blind, he is able to locate and move the wooden blocks placed on the table in front of him. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | grouping. | |  | b. | blindsight. | |  | c. | depth perception. | |  | d. | retinal disparity. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 178. Certain stroke victims report seeing nothing when shown a series of sticks, yet they are able to correctly report whether the sticks are vertical or horizontal. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | relative luminance. | |  | b. | retinal disparity. | |  | c. | accommodation. | |  | d. | blindsight. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 179. Early in the twentieth century a group of German psychologists noticed that people tend to organize a cluster of sensations into a(n)   |  |  |  | | --- | --- | --- | |  | a. | parallel process. | |  | b. | monocular cue. | |  | c. | afterimage. | |  | d. | gestalt. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 180. A gestalt is best described as a(n)   |  |  |  | | --- | --- | --- | |  | a. | binocular cue. | |  | b. | illusion. | |  | c. | organized whole. | |  | d. | linear perspective. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 181. Which of the following psychologists would believe that, in perception, the whole may exceed the sum of its parts?   |  |  |  | | --- | --- | --- | |  | a. | gestalt psychologist | |  | b. | psychophysicist | |  | c. | social psychologist | |  | d. | perceptual psychologist |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 182. Jerome is shown a Necker cube and asked what he sees. He responds that he sees a cube. This supports the idea of gestalt psychologists that   |  |  |  | | --- | --- | --- | |  | a. | the whole may exceed the sum of its parts. | |  | b. | we process many aspects of a stimulus simultaneously. | |  | c. | the visual cortex responds to specific features of a stimulus. | |  | d. | the eye’s lens changes shape to focus objects on the retina. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 183. The organizational rules identified by Gestalt psychologists illustrate that   |  |  |  | | --- | --- | --- | |  | a. | perception is the same as sensation. | |  | b. | we learn to perceive the world through experience. | |  | c. | the perceived whole may exceed the sum of its parts. | |  | d. | sensation has no effect on perception. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 184. The perception of an object as distinct from its surroundings is called   |  |  |  | | --- | --- | --- | |  | a. | linear perspective. | |  | b. | perceptual constancy. | |  | c. | figure-ground. | |  | d. | interposition. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 185. The fact that we visually perceive icons as distinct from their background on the computer screen best illustrates   |  |  |  | | --- | --- | --- | |  | a. | retinal disparity. | |  | b. | figure‑ground perception. | |  | c. | the phi phenomenon. | |  | d. | perceptual adaptation.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 186. Avery is at the movies with her friend Luna. As they sit in the movie theater, when Luna talks to her and she attends to Luna, Luna’s words become the   |  |  |  | | --- | --- | --- | |  | a. | figure. | |  | b. | ground. | |  | c. | set. | |  | d. | group. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 187. Amanda is reading a novel. Which of the following would be considered the ground in the novel she is reading?   |  |  |  | | --- | --- | --- | |  | a. | the cover of the book | |  | b. | the words on the pages | |  | c. | the white of the paper | |  | d. | the table of contents |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 188. As the airplane ascended after takeoff, the pilot saw large white, fluffy clouds floating in a vast blue sky. In this instance, the sky is a   |  |  |  | | --- | --- | --- | |  | a. | figure. | |  | b. | binocular cue. | |  | c. | ground. | |  | d. | perceptual adaptation.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 189. Figure is to ground as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | form; substance | |  | b. | looking up; looking down | |  | c. | sensation; perception | |  | d. | a white cloud; blue sky |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 190. The perceptual tendency to group together stimuli that are near one another is called   |  |  |  | | --- | --- | --- | |  | a. | interposition. | |  | b. | perceptual constancy. | |  | c. | proximity. | |  | d. | closure. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 191. Aubrey, Easton, and Hannah were standing close to one another outside the theater, so Madelyn perceived that they were a group of friends. This best illustrates the organizational principle of   |  |  |  | | --- | --- | --- | |  | a. | proximity. | |  | b. | interposition. | |  | c. | closure. | |  | d. | continuity.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 192. The principles of continuity and closure best illustrate that   |  |  |  | | --- | --- | --- | |  | a. | sensations are organized into meaningful patterns. | |  | b. | perception is the direct product of sensation. | |  | c. | cultural experiences shape perception. | |  | d. | visual information is especially likely to capture our attention. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 193. Silas’ brother sent a map with driving instructions for their class reunion. Silas sees the “X” on the map as two lines that cross rather than four individual lines. Silas is demonstrating the gestalt principle of   |  |  |  | | --- | --- | --- | |  | a. | linear perspective. | |  | b. | proximity. | |  | c. | closure. | |  | d. | continuity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 194. The perception of the letter “t” as two intersecting lines rather than as four nonintersecting lines illustrates the principle of   |  |  |  | | --- | --- | --- | |  | a. | linear perspective. | |  | b. | proximity. | |  | c. | closure. | |  | d. | continuity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 195. The perceptual tendency to fill in gaps in order to perceive disconnected parts as a whole object is called   |  |  |  | | --- | --- | --- | |  | a. | interposition. | |  | b. | closure. | |  | c. | continuity. | |  | d. | proximity. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 196. Although two strings on the guitar were missing, Tammy mentally filled in the missing notes of the familiar tunes. This best illustrates the principle of   |  |  |  | | --- | --- | --- | |  | a. | proximity. | |  | b. | closure. | |  | c. | perceptual constancy. | |  | d. | interposition. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 197. When hearing the words “eel is on the wagon,” you would likely perceive the first word as “wheel.” Given “eel is on the orange,” you would likely perceive the first word as “peel.” This context effect best illustrates the organizational principle of   |  |  |  | | --- | --- | --- | |  | a. | proximity. | |  | b. | interposition. | |  | c. | closure. | |  | d. | accommodation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 198. When Michelle saw her father and brother running toward her, she quickly recognized that her brother was running ahead of her father. This best illustrates Michelle’s capacity for   |  |  |  | | --- | --- | --- | |  | a. | retinal disparity. | |  | b. | closure. | |  | c. | depth perception. | |  | d. | perceptual adaptation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 199. The ability to see objects in three dimensions is most essential for making judgments of   |  |  |  | | --- | --- | --- | |  | a. | continuity. | |  | b. | distance. | |  | c. | relative luminance. | |  | d. | color constancy. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 200. Experiments using a visual cliff to test for depth perception in infants were conducted by   |  |  |  | | --- | --- | --- | |  | a. | Hering. | |  | b. | Young and Helmholtz | |  | c. | Gibson and Walk. | |  | d. | Gestalt psychologists. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 201. The visual cliff is a laboratory device for testing \_\_\_\_\_\_\_\_ in infants.   |  |  |  | | --- | --- | --- | |  | a. | size constancy | |  | b. | accommodation | |  | c. | depth perception | |  | d. | perceptual adaptation |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 202. Audrey is concerned that her 8-month-old son might crawling over the edge of a tall platform in the church auditorium because his depth perception has not yet developed adequately. Researchers could safely assess her son’s perceptual ability using   |  |  |  | | --- | --- | --- | |  | a. | a visual afterimage. | |  | b. | a Necker cube. | |  | c. | a visual cliff. | |  | d. | the Moon illusion. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 203. Most infants who were exposed to the visual cliff   |  |  |  | | --- | --- | --- | |  | a. | tried to climb up the cliff if their mother was at the top. | |  | b. | gave no evidence that they could perceive depth. | |  | c. | refused to cross the glass over the cliff to their mothers. | |  | d. | eagerly crossed to their mothers by means of the “bridge” provided. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 204. Karen Adolph found that crawling, no matter when it begins, increases an infant’s fear of heights. This demonstrates that   |  |  |  | | --- | --- | --- | |  | a. | parallel processing is involved in depth perception. | |  | b. | depth perception in infancy is related to grouping. | |  | c. | infant learning increases their ability to perceive depth. | |  | d. | infant motion perception decreases their depth perception. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 205. Depth perception that uses information transmitted to both eyes depends on   |  |  |  | | --- | --- | --- | |  | a. | visual afterimages. | |  | b. | binocular cues. | |  | c. | shape constancy. | |  | d. | monocular cues. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 206. The inward angle of the eyes focusing on a near object is referred to as   |  |  |  | | --- | --- | --- | |  | a. | depth perception. | |  | b. | grouping. | |  | c. | parallel processing. | |  | d. | convergence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 207. Retinal disparity is an important cue for   |  |  |  | | --- | --- | --- | |  | a. | perceiving color. | |  | b. | shape constancy. | |  | c. | perceiving distance. | |  | d. | brightness constancy. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 208. Retinal disparity refers to the   |  |  |  | | --- | --- | --- | |  | a. | tendency to see parallel lines as coming together in the distance. | |  | b. | tendency to see stimuli that are near one another as parts of a unified object. | |  | c. | somewhat different images our two eyes receive of the same object. | |  | d. | inability to distinguish figure from ground. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 209. Holding two index fingers in front of the eyes can create the perception of a floating finger sausage. This best illustrates the effect of   |  |  |  | | --- | --- | --- | |  | a. | relative height. | |  | b. | retinal disparity. | |  | c. | interposition. | |  | d. | relative luminance. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 210. Kevin has more difficulty catching footballs that are thrown to him than his classmates do because he was born blind in his right eye. His difficulty can best be attributed to his lack of the depth cue known as   |  |  |  | | --- | --- | --- | |  | a. | proximity. | |  | b. | interposition. | |  | c. | retinal disparity. | |  | d. | linear perspective. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 211. Monocular cues to depth perception   |  |  |  | | --- | --- | --- | |  | a. | are based on the distance between the two eyes. | |  | b. | use information transmitted to both eyes. | |  | c. | depend on the object’s distance from the perceiver. | |  | d. | use information transmitted to only one eye. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 212. Indicators of distance such as interposition and linear perspective are   |  |  |  | | --- | --- | --- | |  | a. | visual cliffs. | |  | b. | feature detectors. | |  | c. | monocular cues. | |  | d. | cataracts. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 213. Relative height is a cue involving our perception of objects higher in our field of vision as   |  |  |  | | --- | --- | --- | |  | a. | brighter. | |  | b. | farther away. | |  | c. | hazier. | |  | d. | smaller. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 214. Brenda is painting a picture of the forest. She is painting some trees as smaller than others, which should lead viewers to interpret those trees as farther away. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | relative height. | |  | b. | the phi phenomenon. | |  | c. | relative motion. | |  | d. | perceptual adaptation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 215. If two objects are assumed to be the same size, the object that casts the smaller retinal image is perceived to be   |  |  |  | | --- | --- | --- | |  | a. | moving faster. | |  | b. | less hazy. | |  | c. | more distant. | |  | d. | closer. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 216. Jeremy is drawing a picture of a restaurant and is attempting to show that some tables and chairs are closer to the viewer than others. He can do this by taking advantage of which monocular cue?   |  |  |  | | --- | --- | --- | |  | a. | relative size | |  | b. | the phi phenomenon | |  | c. | relative motion | |  | d. | perceptual adaptation |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 217. Juan is looking at three automobiles: a blue car, a yellow car, and a red truck. The red truck is partially blocking the blue car. Based on the information provided, which auto will Juan perceive as closer?   |  |  |  | | --- | --- | --- | |  | a. | blue car | |  | b. | yellow car | |  | c. | red truck | |  | d. | It is not possible to determine which auto is closer based on the information provided. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 218. If you stared at a house as you walked down a street, the trees in front of the house would appear to be moving   |  |  |  | | --- | --- | --- | |  | a. | in the opposite direction to you, and the trees behind the house would appear to be moving in the opposite direction as you. | |  | b. | in the same direction as you, and the trees behind the house would appear to be moving in the opposite direction to you. | |  | c. | in the same direction as you, and the trees behind the house would appear to be moving in the same direction as you. | |  | d. | in the opposite direction to you, and the trees behind the house would appear to be moving in the same direction as you. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 219. As Ines sits in her parked car waiting for her son to come out of school, the car beside her begins to back out to leave. When that happens, Ines feels as though her car is moving. This is related to   |  |  |  | | --- | --- | --- | |  | a. | relative motion. | |  | b. | relative size. | |  | c. | interposition. | |  | d. | linear perspective. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 220. Based on \_\_\_\_\_\_\_\_, when parallel lines appear to meet in the distance, the sharper the angle of convergence the greater the perceived distance.   |  |  |  | | --- | --- | --- | |  | a. | relative height | |  | b. | linear perspective | |  | c. | interposition | |  | d. | relative motion |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 221. As the farmer looked across her field, the parallel rows of young corn plants appeared to converge in the distance. This provided her with a distance cue known as   |  |  |  | | --- | --- | --- | |  | a. | proximity. | |  | b. | linear perspective. | |  | c. | closure. | |  | d. | continuity. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 222. The monocular depth cue in which an object blocking another object is perceived as closer is   |  |  |  | | --- | --- | --- | |  | a. | interposition. | |  | b. | relative height. | |  | c. | continuity. | |  | d. | linear perspective. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 223. Which of the following is a cue that would be used by artists to convey depth on a flat canvas?   |  |  |  | | --- | --- | --- | |  | a. | proximity | |  | b. | continuity | |  | c. | interposition | |  | d. | closure |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 224. The steadily increasing size of the retinal image of an approaching object is especially important for perceiving the object's   |  |  |  | | --- | --- | --- | |  | a. | shape. | |  | b. | motion. | |  | c. | height. | |  | d. | weight. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 225. Aurora is in the living room, watching her cat approach from the kitchen. Her retinal image of the cat is growing increasingly larger. Aurora most likely perceives the cat to be changing in its   |  |  |  | | --- | --- | --- | |  | a. | size. | |  | b. | color. | |  | c. | shape. | |  | d. | distance. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 226. When large and small objects move at the same speed   |  |  |  | | --- | --- | --- | |  | a. | small objects appear to move more slowly. | |  | b. | large objects appear to move more slowly. | |  | c. | large objects appear to move more quickly. | |  | d. | both objects appear to move at the same speed. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 227. The quick succession of briefly flashed images in a cartoon produces   |  |  |  | | --- | --- | --- | |  | a. | retinal disparity. | |  | b. | blindsight. | |  | c. | stroboscopic movement. | |  | d. | linear perspective. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 228. The phi phenomenon refers to   |  |  |  | | --- | --- | --- | |  | a. | a binocular cue for perceiving depth. | |  | b. | the perception of movement created by the successive blinking on and off of adjacent lights. | |  | c. | the ability to adjust to an artificially displaced visual field. | |  | d. | the tendency to fill in gaps to perceive disconnected parts as a whole object. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 229. The movie theater sign uses sequentially flashing lights to make it appear as though the arrows were moving around the edges of the sign. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | relative motion. | |  | b. | retinal disparity. | |  | c. | the phi phenomenon. | |  | d. | interposition.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 230. Perceiving objects as unchanging even as illumination and retinal images change is known as   |  |  |  | | --- | --- | --- | |  | a. | interposition. | |  | b. | blindsight. | |  | c. | perceptual constancy. | |  | d. | parallel processing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 231. Our capacity for perceptual constancy even as illumination and retinal image change illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | difference thresholds. | |  | b. | proximity. | |  | c. | top-down processing. | |  | d. | closure. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 232. Color constancy refers to the fact that   |  |  |  | | --- | --- | --- | |  | a. | light waves reflected by an object remain constant despite changes in lighting. | |  | b. | objects are perceived to be the same color even if the light they reflect changes. | |  | c. | the perceived color of an object has a constant relation to its brightness. | |  | d. | the frequency of light waves is directly proportional to the light's wavelength. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 233. To experience color constancy, we should view things   |  |  |  | | --- | --- | --- | |  | a. | from very short distances. | |  | b. | for long periods. | |  | c. | under low levels of illumination. | |  | d. | in relation to surrounding objects. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 234. Abby’s parrot looks just as green outdoors as it does in the cage inside. This illustrates what is known as   |  |  |  | | --- | --- | --- | |  | a. | interposition. | |  | b. | parallel processing. | |  | c. | color constancy. | |  | d. | continuity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 235. To Gina, the paper in her lecture notebook has the same level of brightness regardless of the lighting where she is when reviewing her notes. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | shape constancy. | |  | b. | perceptual adaptation. | |  | c. | relative size. | |  | d. | brightness constancy. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 236. An object’s level of brightness depends on   |  |  |  | | --- | --- | --- | |  | a. | relative size. | |  | b. | relative luminance. | |  | c. | relative motion. | |  | d. | relative height. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 237. \_\_\_\_\_\_\_\_ is related to relative luminance as \_\_\_\_\_\_\_\_ is related to light reflected by an object relative to the objects surrounding it.   |  |  |  | | --- | --- | --- | |  | a. | Brightness constancy; color constancy | |  | b. | Depth perception; retinal disparity | |  | c. | Figure; ground | |  | d. | Color processing; feature detection |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 238. The amount of light reflected by an object relative to the amount reflected by surrounding objects is called   |  |  |  | | --- | --- | --- | |  | a. | continuity. | |  | b. | interposition. | |  | c. | retinal disparity. | |  | d. | relative luminance. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 239. Although open books cast a trapezoidal image on the retina, readers typically perceive the books as rectangular objects. This illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | size constancy. | |  | b. | linear perspective. | |  | c. | shape constancy. | |  | d. | binocular cues. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 240. A friend is running toward you. Although the retinal image of your friend becomes larger, it is unlikely that you will see the friend as growing larger. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | relative luminance. | |  | b. | size constancy. | |  | c. | closure. | |  | d. | relative motion.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 241. Vicki is 2 years old and loves riding in cars and playing in them. She even tries to get into her toy cars. Her perception, which is normal for 2-year-olds, is directly related to   |  |  |  | | --- | --- | --- | |  | a. | shape constancy. | |  | b. | color constancy. | |  | c. | relative size. | |  | d. | size constancy. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 242. The perceived size of an object is most strongly influenced by that object's perceived   |  |  |  | | --- | --- | --- | |  | a. | shape. | |  | b. | color. | |  | c. | distance. | |  | d. | motion. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 243. Suppose two objects cast retinal images of the same size. The object that appears to be more distant is perceived as \_\_\_\_\_\_\_\_ the object that appears to be closer.   |  |  |  | | --- | --- | --- | |  | a. | overlapping | |  | b. | smaller than | |  | c. | larger than | |  | d. | the same size as |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 244. Because the pyramid appeared to be close to them, the group perceived the pyramid to be \_\_\_\_\_\_\_\_ than it actually was.   |  |  |  | | --- | --- | --- | |  | a. | higher | |  | b. | smaller | |  | c. | more richly colorful | |  | d. | larger |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 245. When the Moon is near the horizon, it appears larger than when it is high in the sky. This effect is primarily a result of   |  |  |  | | --- | --- | --- | |  | a. | the slightly dimmer appearance of the horizon Moon. | |  | b. | the scattering of the horizon Moon's light waves, which penetrate the atmosphere at an angle. | |  | c. | monocular distance cues, which make the horizon Moon seem farther away. | |  | d. | the brighter appearance of the horizon Moon. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 246. Knowing about the effects of the perceived distance of objects on their perceived size helps us to understand   |  |  |  | | --- | --- | --- | |  | a. | the Moon illusion. | |  | b. | blindsight. | |  | c. | shape constancy. | |  | d. | relative luminance. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 247. The tendency to hear the steady drip of a leaky sink faucet as if it were a repeating rhythm of two or more beats best illustrates   |  |  |  | | --- | --- | --- | |  | a. | interposition. | |  | b. | perceptual organization. | |  | c. | relative luminance. | |  | d. | perceptual adaptation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 248. Who emphasized that perceptual understanding comes from inborn ways of organizing sensory experience?   |  |  |  | | --- | --- | --- | |  | a. | Immanuel Kant | |  | b. | Aristotle | |  | c. | John Locke | |  | d. | Sigmund Freud |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 249. Professor Neisen argues that knowledge comes from our inborn ways of organizing sensory experiences. This is consistent with the views of   |  |  |  | | --- | --- | --- | |  | a. | William Molyneux. | |  | b. | James Gibson. | |  | c. | John Locke. | |  | d. | Immanuel Kant. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 250. The ability of newborn infants to perceive depth best serves to support the views of   |  |  |  | | --- | --- | --- | |  | a. | John Locke. | |  | b. | Immanuel Kant. | |  | c. | Sigmund Freud. | |  | d. | Aristotle. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 251. Jeremy had been blind from birth. Immediately after corrective eye surgery, he could visually perceive figure-ground relationships. This fact would serve to support the position advanced by   |  |  |  | | --- | --- | --- | |  | a. | Immanuel Kant. | |  | b. | Thomas Young. | |  | c. | Ewald Hering. | |  | d. | John Locke. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 252. John Locke is to Immanuel Kant as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | figure; ground | |  | b. | perception; sensation | |  | c. | nurture; nature | |  | d. | experience; learning |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 253. The philosopher John Locke believed that people   |  |  |  | | --- | --- | --- | |  | a. | learn to perceive the world through experience. | |  | b. | are endowed at birth with perceptual skills. | |  | c. | perceive whole figures as greater than the sum of their parts. | |  | d. | are unable to adapt to an inverted visual world. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 254. Dr. Davis believes that it is through our experiences that we learn to perceive the world. This is consistent with the ideas of   |  |  |  | | --- | --- | --- | |  | a. | William Molyneux. | |  | b. | James Gibson. | |  | c. | John Locke. | |  | d. | Immanuel Kant. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 255. A clouding of the lens of the eye is called a   |  |  |  | | --- | --- | --- | |  | a. | blind spot. | |  | b. | cataract. | |  | c. | fovea. | |  | d. | gestalt.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 256. Researchers restricted the vision of infant kittens. When their vision was restored, the kittens   |  |  |  | | --- | --- | --- | |  | a. | behaved much like humans with glaucoma. | |  | b. | could distinguish form but not color. | |  | c. | no longer had healthy eyes. | |  | d. | remained functionally blind to shape. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 257. Research from psychological science best supports which of the following?   |  |  |  | | --- | --- | --- | |  | a. | Knowledge comes from our inborn ways of organizing sensory experiences. | |  | b. | We learn to perceive the world through our experiences. | |  | c. | Knowledge about our world comes from both inborn abilities of processing sensory information and our own experiences. | |  | d. | Research from psychological science does not support any of these ideas. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 258. One of your parents was born blind but has recently had their vision restored. Research suggests that your parent would have the greatest difficulty visually distinguishing   |  |  |  | | --- | --- | --- | |  | a. | peaches from tennis balls. | |  | b. | the Sun from the Moon. | |  | c. | blue from yellow. | |  | d. | a white star from the black sky. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 259. Rebecca was born with cataracts that were not surgically removed until she was 3 years old. As a result, Rebecca is most likely to   |  |  |  | | --- | --- | --- | |  | a. | have lost visual receptor cells in her eyes. | |  | b. | be unable to perceive figure-ground relationships. | |  | c. | have inadequate neural connections in her visual cortex. | |  | d. | be unable to sense colors. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 260. Miguel was born with cataracts. He had them surgically removed when he was 10 years old. However, he never gained full visual abilities. What is the best explanation for this?   |  |  |  | | --- | --- | --- | |  | a. | There is no best explanation for this as Miguel should have developed normal vision after surgical removal of the cataracts. | |  | b. | Unfortunately, cataracts were not the only reason that Miguel’s vision was impaired. | |  | c. | It seems as though the cortical cells in Miguel’s brain developed multiple connections, which were related to vision impairment after surgical removal of cataracts. | |  | d. | Unfortunately, Miguel missed the critical period for visual exposure in order to develop normal vision. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 261. Sensory restriction is much more likely to hinder visual development in early infancy than during other times of life. This suggests that there is a \_\_\_\_\_\_\_\_ for normal visual development.   |  |  |  | | --- | --- | --- | |  | a. | difference threshold | |  | b. | retinal disparity | |  | c. | critical period | |  | d. | blind spot  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 262. The ability to adjust to changed sensory input is called   |  |  |  | | --- | --- | --- | |  | a. | retinal disparity. | |  | b. | accommodation. | |  | c. | perceptual adaptation. | |  | d. | shape constancy. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 263. When Dominic first wore a new pair of glasses, he felt dizzy. After a few days, however, he felt fine while wearing the glasses and appreciated his corrected vision. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | perceptual constancy. | |  | b. | sensory restriction. | |  | c. | perceptual adaptation. | |  | d. | perceptual interpretation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 264. Research with distorting goggles best supports the view of human perception advanced by   |  |  |  | | --- | --- | --- | |  | a. | John Locke. | |  | b. | Hermann von Helmholtz. | |  | c. | Immanuel Kant. | |  | d. | Ewald Hering. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 265. Sam was given a pair of glasses that shifted the apparent location of objects 40 degrees to the right. After practicing for about a half hour Sam was still able to play volleyball very effectively. This best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | linear perspective. | |  | b. | shape constancy. | |  | c. | retinal disparity. | |  | d. | perceptual adaptation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 266. Our sense of hearing is known as   |  |  |  | | --- | --- | --- | |  | a. | the vestibular sense. | |  | b. | kinesthesia. | |  | c. | audition. | |  | d. | tinnitus. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 267. The process of transforming air pressure waves into neural messages that the brain interprets as meaningful sound is known as   |  |  |  | | --- | --- | --- | |  | a. | sensory interaction. | |  | b. | the vestibular sense. | |  | c. | kinesthesia. | |  | d. | audition. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 268. The loudness of sounds is determined by the \_\_\_\_\_\_\_\_ of sound waves.   |  |  |  | | --- | --- | --- | |  | a. | length | |  | b. | telepathy | |  | c. | amplitude | |  | d. | frequency |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 269. A sound wave’s \_\_\_\_\_\_\_\_, or height, determines its loudness.   |  |  |  | | --- | --- | --- | |  | a. | length | |  | b. | brightness | |  | c. | transduction | |  | d. | amplitude |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 270. Brightness is to light as \_\_\_\_\_\_\_\_ is to sound.   |  |  |  | | --- | --- | --- | |  | a. | pitch | |  | b. | loudness | |  | c. | frequency | |  | d. | wavelength |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 271. Brad is at a concert. The loudness of the sounds he hears are due to the height, or \_\_\_\_\_\_\_\_, of the sound waves.   |  |  |  | | --- | --- | --- | |  | a. | length | |  | b. | brightness | |  | c. | transduction | |  | d. | amplitude |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 272. The number of complete wavelengths that pass a point in a given time is referred to as the wave’s   |  |  |  | | --- | --- | --- | |  | a. | frequency. | |  | b. | audition. | |  | c. | pitch. | |  | d. | wavelength. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 273. The frequency of sound waves, which is \_\_\_\_\_\_\_\_, determines their pitch.   |  |  |  | | --- | --- | --- | |  | a. | measured in decibels | |  | b. | measured in hertz | |  | c. | examined using amplitude | |  | d. | examined using frequency |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 274. A tone’s experienced highness or lowness is referred to as its   |  |  |  | | --- | --- | --- | |  | a. | frequency. | |  | b. | audition. | |  | c. | pitch. | |  | d. | wavelength. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 275. The pitch of sound is determined by the sound's   |  |  |  | | --- | --- | --- | |  | a. | intensity. | |  | b. | tone. | |  | c. | wavelength. | |  | d. | amplitude. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 276. The high notes from a cello always produce \_\_\_\_\_\_\_\_ sound waves than the low notes.   |  |  |  | | --- | --- | --- | |  | a. | greater-amplitude | |  | b. | smaller-amplitude | |  | c. | higher-frequency | |  | d. | lower-frequency |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 277. Mihaela is listening to a concert on her iPad. The sound of the singer’s voice is low-pitched, which means that the   |  |  |  | | --- | --- | --- | |  | a. | sound waves have great amplitude. | |  | b. | wavelengths are short. | |  | c. | sound waves have small amplitude. | |  | d. | wavelengths are long. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 278. High-frequency sound waves are to \_\_\_\_\_\_\_\_ as low-frequency sound waves are to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | a loud voice; a soft voice | |  | b. | a high-pitched voice; a low-pitched voice | |  | c. | a soft voice; a loud voice | |  | d. | a low-pitched voice; a high-pitched voice |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 279. Carmen's young daughters are playing and shouting outside. Their voices are high-pitched, which is determined by the \_\_\_\_\_\_\_\_ of the sound waves.   |  |  |  | | --- | --- | --- | |  | a. | frequency | |  | b. | amplitude | |  | c. | height | |  | d. | width |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 280. The absolute threshold for hearing is defined as zero   |  |  |  | | --- | --- | --- | |  | a. | decibels. | |  | b. | amps. | |  | c. | ESPs. | |  | d. | hertz. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 281. An 80-decibel sound is \_\_\_\_\_\_\_\_ times more intense than a 60-decibel sound.   |  |  |  | | --- | --- | --- | |  | a. | 2 | |  | b. | 10 | |  | c. | 20 | |  | d. | 100 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 282. Prolonged exposure to sounds above \_\_\_\_\_\_\_\_ decibels is related to hearing loss.   |  |  |  | | --- | --- | --- | |  | a. | 10 | |  | b. | 35 | |  | c. | 85 | |  | d. | 110 |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 283. In 2017, the University of Kentucky broke the Guinness World Record for the loudest indoor stadium at \_\_\_\_\_\_\_\_ decibels.   |  |  |  | | --- | --- | --- | |  | a. | 60 | |  | b. | 85 | |  | c. | 126 | |  | d. | 152 |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 284. After a sound passes through the auditory canal, it first strikes a tight membrane to vibrate. This membrane is called the   |  |  |  | | --- | --- | --- | |  | a. | basilar membrane. | |  | b. | oval window. | |  | c. | eardrum. | |  | d. | vestibular sac. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 285. The bones of the middle ear relay vibrations received from the   |  |  |  | | --- | --- | --- | |  | a. | cochlea. | |  | b. | eardrum. | |  | c. | vestibular sacs. | |  | d. | semicircular canals. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 286. Eardrum vibrations are transmitted by \_\_\_\_\_\_\_\_ made up of the hammer, anvil, and stirrup.   |  |  |  | | --- | --- | --- | |  | a. | vestibular sacs | |  | b. | semicircular canals | |  | c. | a cochlea | |  | d. | a piston |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 287. Eardrum vibrations are transmitted to the cochlea by a piston consisting of   |  |  |  | | --- | --- | --- | |  | a. | protruding hair cells. | |  | b. | the basilar membrane. | |  | c. | the hammer, anvil, and stirrup. | |  | d. | vestibular sacs. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 288. Incoming vibrations cause the cochlea's \_\_\_\_\_\_\_\_ to vibrate.   |  |  |  | | --- | --- | --- | |  | a. | oval window | |  | b. | basilar membrane | |  | c. | hammer | |  | d. | anvil |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 289. Membrane-covered opening is to \_\_\_\_\_\_\_\_ as fluid-filled tube is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | basilar membrane; auditory nerve | |  | b. | oval window; cochlea | |  | c. | middle ear; auditory nerve | |  | d. | auditory cortex; inner ear |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 290. The \_\_\_\_\_\_\_\_ is a snail-shaped tube in the inner ear.   |  |  |  | | --- | --- | --- | |  | a. | cochlea | |  | b. | hammer | |  | c. | anvil | |  | d. | stirrup |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 291. The cochlea is located in the   |  |  |  | | --- | --- | --- | |  | a. | inner ear. | |  | b. | middle ear. | |  | c. | basilar membrane. | |  | d. | oval window. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 292. Cochlea is the name for   |  |  |  | | --- | --- | --- | |  | a. | interconnected nerve fibers in the spinal cord. | |  | b. | a fluid-filled tube in the inner ear. | |  | c. | olfactory receptor cells at the top of each nasal cavity. | |  | d. | neural networks located within each temporal lobe.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 293. Which of the following is NOT one of the three tiny bones that make up the piston in the middle ear?   |  |  |  | | --- | --- | --- | |  | a. | malleus | |  | b. | incus | |  | c. | basilar | |  | d. | stapes |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 294. Which of the following is the correct sequence of events regarding incoming vibrations and audition?   |  |  |  | | --- | --- | --- | |  | a. | nerve cells à hair cells à oval window à auditory nerve | |  | b. | basilar membrane à auditory nerve à oval window à nerve cells | |  | c. | hair cells à nerve cells à auditory nerve à oval window | |  | d. | oval window à basilar membrane à hair cells à nerve cells à auditory nerve |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 295. In the process of transforming sound waves into nerve impulses that our brain interprets, vibrations of the \_\_\_\_\_\_\_\_ send ripples through the fluid that is located inside the \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | hammer; inner ear | |  | b. | oval window; cochlea | |  | c. | anvil; eardrum | |  | d. | middle ear; cochlea |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 296. Which of the following is located on the tips of hair cells in the inner ear?   |  |  |  | | --- | --- | --- | |  | a. | cilia | |  | b. | hammer | |  | c. | anvil | |  | d. | stirrup |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 297. Sharat hears the radio playing in the other room. Which of the following is responsible for transmitting information about the sound to the temporal love of Sharat’s brain?   |  |  |  | | --- | --- | --- | |  | a. | cochlea | |  | b. | inner ear | |  | c. | auditory nerve | |  | d. | basilar membrane |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 298. On the way to the temporal lobe's auditory cortex, neural impulses from the auditory nerve are first relayed to the   |  |  |  | | --- | --- | --- | |  | a. | thalamus. | |  | b. | amygdala. | |  | c. | hippocampus. | |  | d. | hypothalamus. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 299. The auditory nerve carries neural messages to the auditory cortex, which is located in the brain's \_\_\_\_\_\_\_\_ lobe.   |  |  |  | | --- | --- | --- | |  | a. | frontal | |  | b. | temporal | |  | c. | occipital | |  | d. | parietal |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 300. Margery is experiencing hearing loss. She is not alone, as \_\_\_\_\_\_\_\_ people worldwide have this experience.   |  |  |  | | --- | --- | --- | |  | a. | 100,000 | |  | b. | 1 million | |  | c. | 10 million | |  | d. | 1.23 billion |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 301. Nerve deafness is most often called   |  |  |  | | --- | --- | --- | |  | a. | auditory nerve damage. | |  | b. | sensorineural hearing loss. | |  | c. | conduction hearing loss. | |  | d. | impaired cochlea. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 302. When the cochlea’s hair cell receptors are damaged, the most likely result is   |  |  |  | | --- | --- | --- | |  | a. | phantom limb sensations. | |  | b. | conduction hearing loss. | |  | c. | loss of the sense of balance. | |  | d. | sensorineural hearing loss.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 303. As a rapper who has experienced prolonged exposure to high-amplitude sounds, Mark is beginning to lose his hearing. It is most likely that this hearing loss involves problems in the   |  |  |  | | --- | --- | --- | |  | a. | auditory canal. | |  | b. | eardrum. | |  | c. | tiny bones of the middle ear. | |  | d. | cochlea.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 304. George is now in his early eighties and has trouble discerning what people are saying, even though he is able to hear the sound of their voices. This may be the result of   |  |  |  | | --- | --- | --- | |  | a. | auditory nerve damage. | |  | b. | a damaged eardrum. | |  | c. | damage to the auditory cortex. | |  | d. | impaired cochlea. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 305. Damage to the hammer, anvil, and stirrup is most likely to cause   |  |  |  | | --- | --- | --- | |  | a. | dissociation. | |  | b. | sensorineural hearing loss. | |  | c. | phantom limb sensations. | |  | d. | conduction hearing loss. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 306. Lisa suffers from hearing loss that is caused by damage to the mechanical system that conducts sound waves to the cochlea. She is experiencing   |  |  |  | | --- | --- | --- | |  | a. | sensorineural hearing loss. | |  | b. | auditory cortex damage. | |  | c. | conduction hearing loss. | |  | d. | a cochlear implant. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 307. Mel Logan, age 60, has been told by an ear doctor that he needs hearing aids to help with his conduction hearing loss. It is likely that Mel’s hearing loss involves problems within the   |  |  |  | | --- | --- | --- | |  | a. | inner ear. | |  | b. | middle ear. | |  | c. | auditory nerve. | |  | d. | basilar membrane.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 308. Ringing of the ears after exposure to loud music is most likely to be caused by damage to   |  |  |  | | --- | --- | --- | |  | a. | nociceptors. | |  | b. | hair cells. | |  | c. | cochlear implants. | |  | d. | bipolar cells. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 309. Dennis is in his late teens and already suffers from hearing loss. Which of the following is a likely cause?   |  |  |  | | --- | --- | --- | |  | a. | watching online videos | |  | b. | getting excited and yelling while playing video games | |  | c. | listening to loud music through headphones | |  | d. | using a cell phone to make phone calls |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 310. A cochlear implant converts sounds into   |  |  |  | | --- | --- | --- | |  | a. | decibels. | |  | b. | electrical signals. | |  | c. | air pressure changes. | |  | d. | fluid vibrations. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 311. Which of the following best explains why a cochlear implant may NOT work?   |  |  |  | | --- | --- | --- | |  | a. | Hearing has a critical period. | |  | b. | The implants are only effective for sensorineural hearing loss. | |  | c. | The implants do not work for conduction hearing loss. | |  | d. | The middle ear is damaged when there is hearing loss. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 312. The greatest number of hair cells lining the basilar membrane are activated in response to \_\_\_\_\_\_\_\_ sound waves.   |  |  |  | | --- | --- | --- | |  | a. | great-amplitude | |  | b. | small-amplitude | |  | c. | high-frequency | |  | d. | low-frequency |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 313. Many hard-of-hearing people are still sensitive to \_\_\_\_\_\_\_\_ sounds.   |  |  |  | | --- | --- | --- | |  | a. | loud | |  | b. | high-pitched | |  | c. | prolonged | |  | d. | unpredictable |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 314. Phyllis suffers from hearing loss. This means that her perception of \_\_\_\_\_\_\_\_ sounds is the same as those with normal hearing, but her perception of \_\_\_\_\_\_\_\_ sounds is different.   |  |  |  | | --- | --- | --- | |  | a. | high-pitched; low frequency | |  | b. | low-pitched; high frequency | |  | c. | soft; loud | |  | d. | loud; soft |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 315. Place theory suggests that   |  |  |  | | --- | --- | --- | |  | a. | structures in the inner ear provide us with a sense of the position of our body in space. | |  | b. | we have a system for sensing the position and movement of the various parts of our body. | |  | c. | we can locate the place from which a sound is emitted because of the distance between our ears. | |  | d. | the pitch we hear is related to the place where the cochlea's basilar membrane is stimulated. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 316. Professor Johnson believes that the pitch we hear is connected to the place where the cochlea’s membrane is stimulated. This is consistent with   |  |  |  | | --- | --- | --- | |  | a. | frequency theory. | |  | b. | place theory. | |  | c. | gate-control theory. | |  | d. | pain control theory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 317. After a small section of his basilar membrane was damaged, Denny experienced a noticeable loss of hearing for high-pitched sounds only. Jason's hearing loss is best explained by the \_\_\_\_\_\_\_\_ theory.   |  |  |  | | --- | --- | --- | |  | a. | gate-control | |  | b. | frequency | |  | c. | dissociation | |  | d. | place |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 318. According to place theory, the perception of   |  |  |  | | --- | --- | --- | |  | a. | low-pitched sounds is associated with large vibrations of the eardrum closest to the oval window. | |  | b. | high-pitched sounds is associated with large vibrations of the eardrum closest to the oval window. | |  | c. | low-pitched sounds is associated with large vibrations of the basilar membrane closest to the oval window. | |  | d. | high-pitched sounds is associated with large vibrations of the basilar membrane closest to the oval window. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 319. Temporal coding is another term for   |  |  |  | | --- | --- | --- | |  | a. | frequency theory. | |  | b. | place theory. | |  | c. | gate-control theory. | |  | d. | pain control theory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 320. According to \_\_\_\_\_\_\_\_, we hear pitch in relation to the rate of nerve impulses traveling up the auditory nerve.   |  |  |  | | --- | --- | --- | |  | a. | frequency theory | |  | b. | place theory | |  | c. | gate-control theory | |  | d. | pain control theory |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 321. In his lecture on audition, Professor Colbert states that the rate of nerve impulses traveling up the auditory nerve matches the frequency of a tone. This is consistent with   |  |  |  | | --- | --- | --- | |  | a. | frequency theory. | |  | b. | place theory. | |  | c. | gate-control theory. | |  | d. | pain control theory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 322. Which of the following best explains how we perceive very low-pitched sounds?   |  |  |  | | --- | --- | --- | |  | a. | place theory | |  | b. | volley principle | |  | c. | frequency theory | |  | d. | dissociation theory |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 323. Individual nerve cells increase the frequency of neural impulses in the auditory nerve by firing in rapid succession. This is said to illustrate   |  |  |  | | --- | --- | --- | |  | a. | gate-control theory. | |  | b. | the McGurk effect. | |  | c. | the volley principle. | |  | d. | top-down processing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 324. The volley principle is most directly relevant to our perception of   |  |  |  | | --- | --- | --- | |  | a. | touch. | |  | b. | taste. | |  | c. | pain. | |  | d. | pitch. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 325. Some combination of place theory and frequency theory appears to be most necessary in accounting for how we sense   |  |  |  | | --- | --- | --- | |  | a. | high-frequency sound waves. | |  | b. | intermediate-frequency sound waves. | |  | c. | low-frequency sound waves. | |  | d. | low-amplitude sound waves. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 326. Sound waves strike our left and right ears at slightly different times. This is important for accurately   |  |  |  | | --- | --- | --- | |  | a. | locating sounds. | |  | b. | detecting pitch. | |  | c. | recognizing rhythms. | |  | d. | judging amplitude.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 327. Cocking your head would be most useful for detecting the \_\_\_\_\_\_\_\_ of a sound.   |  |  |  | | --- | --- | --- | |  | a. | pitch | |  | b. | loudness | |  | c. | location | |  | d. | amplitude |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 328. The barn owl's right ear opens slightly upward, while its left ear opens slightly downward. This difference enables the owl to detect the \_\_\_\_\_\_\_\_ of a sound.   |  |  |  | | --- | --- | --- | |  | a. | pitch | |  | b. | location | |  | c. | loudness | |  | d. | amplitude |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 329. Infant rats deprived of their mothers' grooming touch produce   |  |  |  | | --- | --- | --- | |  | a. | less growth hormone and have a higher metabolic rate. | |  | b. | more growth hormone and have a lower metabolic rate. | |  | c. | less growth hormone and have a lower metabolic rate. | |  | d. | more growth hormone and have a higher metabolic rate. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 330. Premature human babies gain weight faster if they are stimulated by   |  |  |  | | --- | --- | --- | |  | a. | blinking lights. | |  | b. | rhythmic sounds. | |  | c. | hand massage. | |  | d. | phantom limb sensations. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 331. The sense of touch includes the four basic sensations of   |  |  |  | | --- | --- | --- | |  | a. | pleasure, pain, warmth, and cold. | |  | b. | pain, pressure, hot, and cold. | |  | c. | wetness, pain, hot, and cold. | |  | d. | pressure, pain, warmth, and cold. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 332. Stroking adjacent pressure spots is most likely to trigger a sense of   |  |  |  | | --- | --- | --- | |  | a. | being tickled. | |  | b. | itchiness. | |  | c. | tinnitus. | |  | d. | synesthesia. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 333. Jessica is tickling her younger sister Ashlyn. The tickling sensation felt by Ashlyn is caused by   |  |  |  | | --- | --- | --- | |  | a. | Jessica touching adjacent pressure spots. | |  | b. | the large fibers that travel up her spine. | |  | c. | Ashlyn experiencing phantom limb sensations. | |  | d. | Ashlyn experiencing dissociation from her environment. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 334. A cold metal necklace on your neck that lies on top of adjacent cold and pressure spots is most likely to trigger a sense of   |  |  |  | | --- | --- | --- | |  | a. | wetness. | |  | b. | itchiness. | |  | c. | tinnitus. | |  | d. | synesthesia. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 335. A sensual leg caress evokes a different somatosensory cortex response when a heterosexual man believes it comes from an attractive woman rather than a man. This best illustrates the impact of \_\_\_\_\_\_\_\_ on our brain's sensory response.   |  |  |  | | --- | --- | --- | |  | a. | kinesthesia | |  | b. | nociceptors | |  | c. | psychokinesis | |  | d. | cognition |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 336. Nolan is 4 years old and really enjoys it when his mother tickles him. However, his mother working now, so he decides to tickle himself instead. But when he tickles himself, he doesn't feel tickled. Why is this?   |  |  |  | | --- | --- | --- | |  | a. | Nolan’s somatosensory cortex is experiencing increased activation. | |  | b. | Nolan misses his mother. | |  | c. | The social influences related to tickling are missing. | |  | d. | Nolan’s cognition influences his brain's response to sensory stimuli. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 337. As a child, Wayne lacked the ability to feel pain. While this was great as a child, now as an adult he is   |  |  |  | | --- | --- | --- | |  | a. | at risk for severe injury. | |  | b. | at risk for an early death. | |  | c. | at risk for severe injury or early death. | |  | d. | not at risk for severe injury or early death. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 338. Which of the following is true of the experience of pain?   |  |  |  | | --- | --- | --- | |  | a. | It has specialized sensory receptors to process its signals. | |  | b. | It reflects both bottom-up sensations and top-down cognition. | |  | c. | There are four different types of pain. | |  | d. | It is unrelated to experience. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 339. Pain control is best understood in terms of expectations, activity in the spinal cord’s large and small fibers, and cultural expectations, which is most clearly provided by   |  |  |  | | --- | --- | --- | |  | a. | parapsychology. | |  | b. | dissociation theory. | |  | c. | a biopsychosocial approach. | |  | d. | the volley principle. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 340. Shannon just broke her leg and is in pain. Her level of pain is NOT likely to be influenced by her   |  |  |  | | --- | --- | --- | |  | a. | genetics. | |  | b. | physical characteristics. | |  | c. | biological sex. | |  | d. | ethnicity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 341. The biopsychosocial approach to pain is likely to emphasize the importance of both   |  |  |  | | --- | --- | --- | |  | a. | top-down and bottom-up processing. | |  | b. | frequency and place theories. | |  | c. | kinesthesia and psychokinesis. | |  | d. | telepathy and clairvoyance. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 342. Sensory receptors in our skin that detect hurtful temperatures, pressure, or chemicals are called   |  |  |  | | --- | --- | --- | |  | a. | vestibular sacs. | |  | b. | hair cells. | |  | c. | nociceptors. | |  | d. | olfactory nerves. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 343. In response to hurtful temperatures, \_\_\_\_\_\_\_\_ initiate neural impulses leading to the sensation of pain.   |  |  |  | | --- | --- | --- | |  | a. | endorphins | |  | b. | nociceptors | |  | c. | olfactory receptor cells | |  | d. | the semicircular canals |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 344. Men's sense of hearing tends to be \_\_\_\_\_\_\_\_ sensitive than women's, and women are \_\_\_\_\_\_\_\_ pain sensitive than men.   |  |  |  | | --- | --- | --- | |  | a. | more; more | |  | b. | less; less | |  | c. | more; less | |  | d. | less; more |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 345. Which theory suggests that large-fiber activity in the spinal cord can prevent pain signals from reaching the brain?   |  |  |  | | --- | --- | --- | |  | a. | place theory | |  | b. | dissociation theory | |  | c. | gate-control theory | |  | d. | frequency theory |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 346. The gate-control theory suggests that pain is experienced when small nerve fibers activate and open a neural gate in the   |  |  |  | | --- | --- | --- | |  | a. | basilar membrane. | |  | b. | semicircular canals. | |  | c. | olfactory bulb. | |  | d. | spinal cord. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 347. Stephanie is in labor and has decided on an epidural as a means of pain management. The epidural contains medication that is injected into the spinal cord and has been proven to be an effective form of pain management for women in labor. Which of the following can best explain this?   |  |  |  | | --- | --- | --- | |  | a. | the volley principle | |  | b. | temporal theory | |  | c. | place theory | |  | d. | the gate-control theory |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 348. According to the gate-control theory, a back massage would most likely reduce your physical aches and pains by causing the   |  |  |  | | --- | --- | --- | |  | a. | release of painkilling endorphins in your muscles. | |  | b. | activation of large nerve fibers in your spinal cord. | |  | c. | release of adrenaline into your bloodstream. | |  | d. | deactivation of the pain receptors on the surface of your skin. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 349. Stella works as a salesperson in a large department store, and so has to stand for many hours at a time. Of course, by the time she gets home, her back is really sore, so her husband gives her a back massage to help relieve her back pain. This always helps Stella, which can best be explained by   |  |  |  | | --- | --- | --- | |  | a. | the volley principle. | |  | b. | temporal theory. | |  | c. | place theory. | |  | d. | gate-control theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 350. Our own natural painkillers are referred to as   |  |  |  | | --- | --- | --- | |  | a. | GABA. | |  | b. | glutamates. | |  | c. | norepinephrines. | |  | d. | endorphins. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 351. The brain's release of endorphins reduces   |  |  |  | | --- | --- | --- | |  | a. | pain. | |  | b. | tinnitus. | |  | c. | kinesthesia. | |  | d. | sensory interaction. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 352. When Evelyn exercises, her own natural painkillers, or \_\_\_\_\_\_\_\_, are released.   |  |  |  | | --- | --- | --- | |  | a. | GABA | |  | b. | glutamates | |  | c. | norepinephrines | |  | d. | endorphins |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 353. Jerry lost his right hand in a work-related accident. However, Jerry continues to experience pain in the nonexistent hand. Jerry’s experience illustrates   |  |  |  | | --- | --- | --- | |  | a. | dissociation. | |  | b. | tinnitus. | |  | c. | phantom limb sensations. | |  | d. | the McGurk effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 354. The brain, responding to the absence of auditory stimulation, may amplify irrelevant neural activity to produce   |  |  |  | | --- | --- | --- | |  | a. | tinnitus. | |  | b. | kinesthesia. | |  | c. | sensory interaction. | |  | d. | psychokinesis. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 355. Betty is very hard of hearing and so wears hearing aids in both ears. When she removes them before getting into bed, she hears ringing in her ears. This phantom ringing in the ears is called   |  |  |  | | --- | --- | --- | |  | a. | dissociation. | |  | b. | tinnitus. | |  | c. | phantom limb sensations. | |  | d. | the McGurk effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 356. Clay has lost his vision to cataracts. Even so, he experiences nonthreatening visual hallucinations referred to as   |  |  |  | | --- | --- | --- | |  | a. | phantom sights. | |  | b. | phantom limb sensations. | |  | c. | a phantom hand. | |  | d. | phantom tastes. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 357. After painful medical procedures, people's memory snapshots tend to overlook   |  |  |  | | --- | --- | --- | |  | a. | the final moments of pain associated with the procedure. | |  | b. | the peak moments of pain associated with the procedure. | |  | c. | the total duration of the pain associated with the procedure. | |  | d. | all of these periods of pain. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 358. Considering psychological influences on pain, physicians with patients undergoing colon exams have \_\_\_\_\_\_\_\_ their discomfort by one minute but \_\_\_\_\_\_\_\_ its intensity at the end of the procedure.   |  |  |  | | --- | --- | --- | |  | a. | shortened; increased | |  | b. | increased; reduced | |  | c. | shortened; reduced | |  | d. | lengthened; lessened |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 359. Before eating their fifth and final piece of chocolate, experimental participants were told that it was their “next” piece or that it was their “last” piece. Those told that it was their “last” piece liked it \_\_\_\_\_\_\_\_ and rated the whole experiment as \_\_\_\_\_\_\_\_ enjoyable than those told it was their “next” piece.   |  |  |  | | --- | --- | --- | |  | a. | less; less | |  | b. | better; less | |  | c. | less; more | |  | d. | better; more |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 360. Groups of Australian keyboard operators during the mid-1980s suffered outbreaks of severe pain while typing or performing other repetitive work. The researchers could not find any discernible physical abnormalities that would cause such pain. This best illustrates the role of \_\_\_\_\_\_\_\_ in the perception of pain.   |  |  |  | | --- | --- | --- | |  | a. | phantom limb sensations | |  | b. | psychokinesis | |  | c. | social-cultural influences | |  | d. | dissociation |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 361. We tend to feel more pain when we perceive that others seem to be experiencing pain. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | synesthesia. | |  | b. | the McGurk effect. | |  | c. | phantom limb sensations. | |  | d. | top-down processing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 362. Willow has been told that the pill she has been given will reduce the pain of her broken leg. In fact, the pill is a placebo. Willow is most likely to respond with a(n) \_\_\_\_\_\_\_\_ in her brain’s release of \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | decrease; nociceptors | |  | b. | decrease; endorphins | |  | c. | increase; nociceptors | |  | d. | increase; endorphins  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 363. Steve felt very little pain as he played during the closing quarter of an exciting school basketball game even though he had severely sprained his wrist when he tried to make a 3-point basket. It is likely that Steve’s pain was psychologically minimized by \_\_\_\_\_\_\_\_ and physically minimized by the brain’s release of \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | synesthesia; nociceptors | |  | b. | distraction; endorphins | |  | c. | synesthesia; endorphins | |  | d. | distraction; nociceptors |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 364. Virtual reality may be used to control pain because it   |  |  |  | | --- | --- | --- | |  | a. | is a placebo. | |  | b. | alters biological influences on pain. | |  | c. | serves as a distraction. | |  | d. | is a form of hypnosis. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 365. For burn victims, computer-generated virtual reality can help to control pain by means of   |  |  |  | | --- | --- | --- | |  | a. | synesthesia. | |  | b. | thought distraction. | |  | c. | phantom limb sensations. | |  | d. | kinesthesia. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 366. A social interaction in which one person suggests to another that certain perceptions, feelings, thoughts, or behaviors will spontaneously occur is called   |  |  |  | | --- | --- | --- | |  | a. | hypnosis. | |  | b. | gate-control theory. | |  | c. | a placebo. | |  | d. | social influence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 367. Hypnosis involves a state of   |  |  |  | | --- | --- | --- | |  | a. | increased physical stamina. | |  | b. | heightened openness to suggestion. | |  | c. | improved perceptual skills. | |  | d. | elevated physical arousal. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 368. Research on susceptibility to hypnosis indicates that   |  |  |  | | --- | --- | --- | |  | a. | very few people can actually be hypnotized. | |  | b. | people who are most easily hypnotized usually have difficulty paying attention to their own personal thoughts and feelings. | |  | c. | how well a person responds to hypnotic suggestion depends primarily on the skill and experience of the hypnotist. | |  | d. | people who are highly responsive to hypnotic induction are especially imaginative. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 369. Hang is a highly hypnotizable person. This means that she is   |  |  |  | | --- | --- | --- | |  | a. | suggestible. | |  | b. | imaginative. | |  | c. | suggestible and imaginative. | |  | d. | neither suggestible nor imaginative. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 370. In surgical experiments, hypnotized patients have required \_\_\_\_\_\_\_\_ medication and they have recovered \_\_\_\_\_\_\_\_ than patients in unhypnotized control groups.   |  |  |  | | --- | --- | --- | |  | a. | less; sooner | |  | b. | more; later | |  | c. | less; no sooner | |  | d. | more; no sooner |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 371. One theory suggests that hypnosis simply involves getting caught up in role-playing the feelings and behaviors appropriate for “good hypnotic subjects.” This theory emphasizes that hypnosis is a form of   |  |  |  | | --- | --- | --- | |  | a. | dissociation. | |  | b. | synesthesia. | |  | c. | social influence. | |  | d. | phantom limb sensation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 372. Jerome is in a great deal of pain since the automobile accident. He has decided to try hypnosis as a form of pain treatment and wants to be a good subject during the procedure. When the hypnotist does the procedure, Jerome’s pain is reduced. One theory would suggest that Jerome’s pain was reduced because of   |  |  |  | | --- | --- | --- | |  | a. | precognition. | |  | b. | social influence. | |  | c. | psychokinesis. | |  | d. | dissociation.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 373. Suppose that unhypnotized adults who are encouraged to behave like children act just as genuinely childlike as hypnotized adults who are encouraged to act in a childlike manner. This fact would most clearly support the view that hypnosis involves   |  |  |  | | --- | --- | --- | |  | a. | precognition. | |  | b. | social influence. | |  | c. | psychokinesis. | |  | d. | dissociation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 374. A split between normal sensations of pain and conscious awareness of pain is called   |  |  |  | | --- | --- | --- | |  | a. | embodied cognition. | |  | b. | dissociation. | |  | c. | psychokinesis. | |  | d. | posthypnotic suggestion. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 375. Ernest Hilgard considered the results of experiments involving pain control as evidence of a split between different levels of consciousness. This split is referred to as   |  |  |  | | --- | --- | --- | |  | a. | synesthesia. | |  | b. | dissociation. | |  | c. | psychokinesis. | |  | d. | a phantom limb sensation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 376. When performing her floor routine at a long-awaited gymnastics meet, Gemma notices a slight twinge in her ankle. It is not until she is done and has received her score that she feels pain, and she is surprised to learn later that she has broken a bone. Gemma's experience was likely related to   |  |  |  | | --- | --- | --- | |  | a. | selective attention. | |  | b. | social influence. | |  | c. | dissociation. | |  | d. | posthypnotic suggestion. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 377. The claim that hypnotic phenomena occur outside our normal awareness is associated with the theory that hypnosis involves   |  |  |  | | --- | --- | --- | |  | a. | phantom limb sensations. | |  | b. | dissociation. | |  | c. | synesthesia. | |  | d. | role playing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 378. A posthypnotic suggestion is made \_\_\_\_\_\_\_\_ a hypnosis session and intended to be carried out in the future when the subject is \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | after; once again hypnotized | |  | b. | during; once again hypnotized | |  | c. | after; no longer hypnotized | |  | d. | during; no longer hypnotized |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 379. Just prior to awakening Chanda from a hypnotic state, the therapist told him that during the next few days he would feel nauseated whenever he lit a cigarette. Chanda’s therapist was attempting to make use of   |  |  |  | | --- | --- | --- | |  | a. | ESP. | |  | b. | posthypnotic suggestion. | |  | c. | the McGurk effect. | |  | d. | phantom limb sensations. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 380. People hypnotized for pain relief may show brain activity in areas that receive sensory information but not in areas that normally process pain-related information. This fact most clearly supports   |  |  |  | | --- | --- | --- | |  | a. | social influence theory. | |  | b. | the McGurk effect. | |  | c. | claims of extrasensory perception. | |  | d. | dissociation theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 381. One plausible theory suggests that hypnotic pain relief may result from   |  |  |  | | --- | --- | --- | |  | a. | selective attention. | |  | b. | stereophonic hearing. | |  | c. | extrasensory perception. | |  | d. | phantom limb sensations. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 382. Brain scans have shown that hypnosis increases activity in the frontal lobe attention systems. Although hypnosis does not block sensory input, it appears to block our attention to it, lending support to the role of \_\_\_\_\_\_\_\_ in hypnosis.   |  |  |  | | --- | --- | --- | |  | a. | dissociation | |  | b. | distraction | |  | c. | selective attention | |  | d. | social influence |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 383. Another name for taste is   |  |  |  | | --- | --- | --- | |  | a. | gustation. | |  | b. | audition. | |  | c. | somatosensation. | |  | d. | olfaction. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 384. Our sense of taste was once thought to involve only the four sensations of   |  |  |  | | --- | --- | --- | |  | a. | sweet, salty, starch, and bitter. | |  | b. | salty, fatty, bitter, and sweet. | |  | c. | sour, bitter, sweet, and starchy. | |  | d. | bitter, sweet, sour, and salty. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 385. The taste sensation umami is most likely to attract us to foods that are   |  |  |  | | --- | --- | --- | |  | a. | sweet. | |  | b. | bitter. | |  | c. | starchy. | |  | d. | rich in protein. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 386. Which taste sensation is best experienced as MSG?   |  |  |  | | --- | --- | --- | |  | a. | sweet | |  | b. | sour | |  | c. | umami | |  | d. | salty |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 387. Aubrey is eating beef and broccoli from a local Chinese restaurant. This dish is likely to have a   |  |  |  | | --- | --- | --- | |  | a. | strong umami flavor. | |  | b. | mild bitter taste. | |  | c. | strong sour taste. | |  | d. | minimal salty flavor. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 388. Sweet flavors tend to   |  |  |  | | --- | --- | --- | |  | a. | provide a source of energy. | |  | b. | be potentially poisonous. | |  | c. | aid in repairing tissue. | |  | d. | provide sodium. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 389. Bitter flavors may   |  |  |  | | --- | --- | --- | |  | a. | provide a source of energy. | |  | b. | be potentially poisonous. | |  | c. | aid in repairing tissue. | |  | d. | provide sodium. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 390. Which of the following is an example of how our ancestors may have used taste to survive?   |  |  |  | | --- | --- | --- | |  | a. | spitting out a food that tasted unpleasant | |  | b. | trying a new food several times before learning to like the taste of the food | |  | c. | enjoying the taste of fresh berries | |  | d. | breastfeeding offspring until they were around 3 or 4 years old |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 391. Bryson is 4 years old and his mother is trying to persuade him to eat the spinach served with dinner. He refuses. His refusal may demonstrate   |  |  |  | | --- | --- | --- | |  | a. | the need for eating to bring pleasure. | |  | b. | the inheritance of biological wisdom related to food toxicity. | |  | c. | his strive for independence from his mother. | |  | d. | that he is not hungry right now. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 392. The sense of \_\_\_\_\_\_\_\_ is a chemical sense.   |  |  |  | | --- | --- | --- | |  | a. | taste | |  | b. | kinesthesia | |  | c. | equilibrium | |  | d. | pain |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 393. Inside each little bump on the top and sides of your tongue are 200 or more taste buds, each containing a pore that   |  |  |  | | --- | --- | --- | |  | a. | catches food chemicals. | |  | b. | releases neurotransmitters. | |  | c. | catches food chemicals and releases neurotransmitters. | |  | d. | does not catch food chemicals nor release neurotransmitters. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 394. Sensory receptor cells that project antenna-like hairs are located within   |  |  |  | | --- | --- | --- | |  | a. | the eardrum. | |  | b. | phantom limbs. | |  | c. | taste buds. | |  | d. | nociceptors. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 395. Interestingly, each of the 50 to 100 receptor cells located in each of our taste bud pores   |  |  |  | | --- | --- | --- | |  | a. | responds increasingly to sweet-tasting molecules. | |  | b. | transmits its message to a matching partner cell in our temporal lobe. | |  | c. | is present at birth and last our entire lifetime. | |  | d. | doubles in size as we age. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 396. Information from the taste buds travels to an area of the   |  |  |  | | --- | --- | --- | |  | a. | frontal lobe. | |  | b. | parietal lobe. | |  | c. | occipital lobe. | |  | d. | temporal lobe. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 397. Receptor cells for our sense of \_\_\_\_\_\_\_\_ reproduce themselves every week or two.   |  |  |  | | --- | --- | --- | |  | a. | body position | |  | b. | hearing | |  | c. | taste | |  | d. | equilibrium |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 398. Maria preferred the taste of the caramel candies when they cost $20 a pound than when they cost $10. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | the McGurk effect. | |  | b. | top-down processing. | |  | c. | synesthesia. | |  | d. | precognition. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 399. The sense of smell is known as   |  |  |  | | --- | --- | --- | |  | a. | telepathy. | |  | b. | the vestibular sense. | |  | c. | transduction. | |  | d. | olfaction. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 400. Which of the following senses is best described as a chemical sense?   |  |  |  | | --- | --- | --- | |  | a. | kinesthesia | |  | b. | audition | |  | c. | equilibrium | |  | d. | smell |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 401. Suppose that you forgot to turn off your gas stove and the gas is enveloping your enclosed kitchen. Which of the following would be most useful in alerting you to the gas?   |  |  |  | | --- | --- | --- | |  | a. | nociceptors | |  | b. | olfactory receptors | |  | c. | vestibular sacs | |  | d. | the basilar membrane |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 402. Messages from olfactory receptor cells are NOT relayed to the   |  |  |  | | --- | --- | --- | |  | a. | limbic system. | |  | b. | thalamus. | |  | c. | temporal lobes. | |  | d. | olfactory bulb. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 403. Sensory information from \_\_\_\_\_\_\_\_ instantly alerts the brain by bypassing the thalamus.   |  |  |  | | --- | --- | --- | |  | a. | kinesthetic receptor cells | |  | b. | olfactory receptor cells | |  | c. | taste receptor cells | |  | d. | nociceptors |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 404. The olfactory receptors are activated by   |  |  |  | | --- | --- | --- | |  | a. | nociceptors. | |  | b. | phantom limb sensations. | |  | c. | airborne molecules. | |  | d. | the basilar membrane. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 405. There are so many different odor molecules that it takes many different \_\_\_\_\_\_\_\_, designed by a large family of \_\_\_\_\_\_\_\_, to detect them.   |  |  |  | | --- | --- | --- | |  | a. | nociceptors; neurons | |  | b. | olfactory bulbs; receptor cells | |  | c. | receptors; genes | |  | d. | membranes; olfactors |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 406. When straight men smelled ovulating women’s T-shirts, the men became more sexually interested and experienced increased testosterone. This is directly related to the impact of   |  |  |  | | --- | --- | --- | |  | a. | pheromones. | |  | b. | olfaction. | |  | c. | umami. | |  | d. | gustation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 407. Research has found that when people in relationships smell their romantic partner’s scent, their   |  |  |  | | --- | --- | --- | |  | a. | stress levels decrease. | |  | b. | stress levels increase. | |  | c. | anxiety levels decrease. | |  | d. | anxiety levels increase. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 408. Researchers have found that when mice smell a predator’s scent, their brain   |  |  |  | | --- | --- | --- | |  | a. | signals anxiety. | |  | b. | signals stress. | |  | c. | instigates the fight-or-flight mechanism. | |  | d. | initiates the activity of olfactory receptors. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 409. Compared with how we experience and remember sights and sounds, we may struggle to learn to identify subtle \_\_\_\_\_\_\_\_ differences.   |  |  |  | | --- | --- | --- | |  | a. | smell | |  | b. | bone | |  | c. | muscle | |  | d. | taste |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 410. Areas of the brain involved in memory are closest to areas of the brain responsible for our sense of   |  |  |  | | --- | --- | --- | |  | a. | touch. | |  | b. | smell. | |  | c. | vision. | |  | d. | hearing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 411. As Claire walks in the mall, she smells the scent from the candle store. The smell reminds her of celebrating Christmas at her grandmother’s house as a child. This demonstrates the connection between   |  |  |  | | --- | --- | --- | |  | a. | childhood memories and gender. | |  | b. | smell and memory.  C candles and olfaction. | |  | c. | olfaction and the brain. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 412. Because of the brain’s circuitry, memories are likely to be most quickly evoked by exposure to   |  |  |  | | --- | --- | --- | |  | a. | bright colors. | |  | b. | soft touches. | |  | c. | fragrant odors. | |  | d. | loud sounds.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 413. Which of the following is NOT associated with our ability to identify scents?   |  |  |  | | --- | --- | --- | |  | a. | gender | |  | b. | age | |  | c. | ethnicity | |  | d. | expertise |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 414. Our sense of the position and movement of individual body parts is called   |  |  |  | | --- | --- | --- | |  | a. | the vestibular sense. | |  | b. | olfaction. | |  | c. | kinesthesia. | |  | d. | sensory interaction. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 415. Millions of position and motion sensors in muscles, tendons, and joints all over your body, called \_\_\_\_\_\_\_\_, provide constant feedback to your brain, enabling your sense of \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | proprioceptors; kinesthesia | |  | b. | pheromones; olfaction | |  | c. | proprioceptors; olfaction | |  | d. | pheromones; kinesthesis |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 416. Receptor cells for kinesthesia are located in the   |  |  |  | | --- | --- | --- | |  | a. | temporal lobe. | |  | b. | tendons, joints, and muscles. | |  | c. | olfactory bulb. | |  | d. | auditory nerve. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 417. A quarterback is able to sense the position and movement of his throwing arm while passing a football. This ability best illustrates   |  |  |  | | --- | --- | --- | |  | a. | synesthesia. | |  | b. | kinesthesia. | |  | c. | psychokinesis. | |  | d. | tinnitus. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 418. Your sense of equilibrium is controlled by   |  |  |  | | --- | --- | --- | |  | a. | semicircular canals. | |  | b. | vestibular sacs. | |  | c. | both semicircular canals and vestibular sacs. | |  | d. | neither semicircular canals nor vestibular sacs. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 419. The semicircular canals are one of the structures most directly relevant to   |  |  |  | | --- | --- | --- | |  | a. | hearing. | |  | b. | kinesthesia. | |  | c. | the vestibular sense. | |  | d. | dissociation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 420. Fluid-filled \_\_\_\_\_\_\_\_ that look like a three-dimensional pretzel are involved in our sense of equilibrium.   |  |  |  | | --- | --- | --- | |  | a. | semicircular canals | |  | b. | vestibular sacs | |  | c. | proprioceptors | |  | d. | olfactory bulbs |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 421. Which structure involved in our sense of equilibrium is calcium-crystal-filled?   |  |  |  | | --- | --- | --- | |  | a. | semicircular canals | |  | b. | vestibular sacs | |  | c. | proprioceptors | |  | d. | the olfactory bulb  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 422. Judith falls down regularly. This may demonstrate that she has a problem with her   |  |  |  | | --- | --- | --- | |  | a. | olfactory sense. | |  | b. | vestibular sense. | |  | c. | sense of gustation. | |  | d. | sense of pain. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 423. Tiny hair-like receptors that monitor the tilting of your head are located in the   |  |  |  | | --- | --- | --- | |  | a. | temporal lobe. | |  | b. | tendons, joints, and muscles. | |  | c. | olfactory bulb. | |  | d. | vestibular sacs. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 424. Which of the following play the biggest role in our feeling dizzy and unbalanced after a thrilling roller coaster ride?   |  |  |  | | --- | --- | --- | |  | a. | olfactory receptors | |  | b. | nociceptors | |  | c. | basilar membranes | |  | d. | semicircular canals |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 425. Carrie was spinning in circles and has stopped suddenly. Now she feels dizzy. This is related to her   |  |  |  | | --- | --- | --- | |  | a. | olfactory sense. | |  | b. | vestibular sense. | |  | c. | sense of gustation. | |  | d. | sense of pain. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 426. If you have difficulty with balance it may be due to the two structures in your inner ear not properly sending signals to your   |  |  |  | | --- | --- | --- | |  | a. | cerebellum. | |  | b. | occipital lobe. | |  | c. | frontal lobe. | |  | d. | sensory cortex. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 427. One sense influencing another is called   |  |  |  | | --- | --- | --- | |  | a. | embodied cognition. | |  | b. | the vestibular sense. | |  | c. | sensory interaction. | |  | d. | kinesthesia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 428. Landon is at the doctor’s office. Because of the COVID-19 pandemic, Landon and the doctor both have to wear masks. Because Landon is hard of hearing, he often can’t understand what a person is saying without seeing mouth movements. With the doctor wearing a mask, Landon is finding it difficult to understand what she is saying. Landon’s need to see a person speaking demonstrates   |  |  |  | | --- | --- | --- | |  | a. | embodied cognition. | |  | b. | the vestibular sense. | |  | c. | sensory interaction. | |  | d. | kinesthesia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 429. Baseball umpires’ vision informs their hearing of when the ball hits a player’s glove to determine if a base runner is safe or out. This demonstrates how   |  |  |  | | --- | --- | --- | |  | a. | smell and touch interact. | |  | b. | vision and hearing interact. | |  | c. | hearing and touch interact. | |  | d. | taste and smell interact. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 430. The McGurk effect best illustrates   |  |  |  | | --- | --- | --- | |  | a. | phantom limb sensations. | |  | b. | anosmia. | |  | c. | tinnitus. | |  | d. | sensory interaction. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 431. Hearing *ba* and seeing mouth movements for *ga* may result in our perceiving *da*. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | synesthesia. | |  | b. | psychokinesis. | |  | c. | sensory interaction. | |  | d. | kinesthesia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 432. During the months when there is a large amount of pollen in the air, your hay fever severely affects your sense of smell. At the same time, your food all seems to taste the same. This illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | sensory interaction. | |  | b. | kinesthesia. | |  | c. | tinnitus. | |  | d. | dissociation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 433. You are face-to-face with Lisa, who is silently mouthing the words, “Show me the can.” At the same time, Myra, who is standing behind you, says aloud, “Show me the pan.” Your perceiving that Myra actually said, “Show me the man” would best illustrate   |  |  |  | | --- | --- | --- | |  | a. | dissociation. | |  | b. | synesthesia. | |  | c. | the McGurk effect. | |  | d. | embodied cognition. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 434. All of us visually read lips as part of our hearing. This is best illustrated by   |  |  |  | | --- | --- | --- | |  | a. | retinal disparity. | |  | b. | cochlear implants. | |  | c. | phantom limb sensations. | |  | d. | the McGurk effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 435. When sounds were accompanied by a puff of air on people's neck or hands, they more often misheard airless sounds such as *ba* or *da* as *pa* or *ta*. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | synesthesia. | |  | b. | psychokinesis. | |  | c. | sensory interaction. | |  | d. | kinesthesia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 436. The influence of our physical gestures on our psychological preferences is said to be an indication of   |  |  |  | | --- | --- | --- | |  | a. | embodied cognition. | |  | b. | dissociation. | |  | c. | psychokinesis. | |  | d. | phantom limb sensations. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 437. The interconnection of brain circuits that process sensory experiences with brain circuits responsible for abstract thinking contributes to what psychologists call   |  |  |  | | --- | --- | --- | |  | a. | parapsychology. | |  | b. | embodied cognition. | |  | c. | precognition. | |  | d. | kinesthesia. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 438. After wearing a sweater rather than a T-shirt, students are more likely to perceive other students as socially warmer. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the McGurk effect. | |  | b. | psychokinesis. | |  | c. | synesthesia. | |  | d. | embodied cognition. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 439. In the library, Jayden was sitting on a hard wood chair while studying for his psychology exam. Malcolm was studying for the exam while sitting on his soft bed. When Jayden and Malcolm were told that a friend had cheated on the last exam, Jayden was more likely than Malcolm to suggest that the student should be expelled from school. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | dissociation. | |  | b. | synesthesia. | |  | c. | the McGurk effect. | |  | d. | embodied cognition. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 440. If hikers perceive a hill as steeper when carrying heavy backpacks rather than light backpacks, this would best illustrate   |  |  |  | | --- | --- | --- | |  | a. | embodied cognition. | |  | b. | synesthesia. | |  | c. | phantom limb sensations. | |  | d. | psychokinesis. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 441. Delilah is drinking a warm latte with Emery. She previously had a cold Pepsi with Emery’s identical twin Vivian. Delilah may perceive Emery to be the warmer sister. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | dissociation. | |  | b. | synesthesia. | |  | c. | psychokinesis. | |  | d. | embodied cognition. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 442. When put in a foul-smelling rather than a pleasant-smelling room, members of a jury perceived immoral acts such as stealing as more disgusting. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | dissociation. | |  | b. | the McGurk effect. | |  | c. | embodied cognition. | |  | d. | synesthesia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 443. For some people, hearing certain sounds may activate color-sensitive regions of the cortex so as to trigger a sensation of color. This phenomenon is called   |  |  |  | | --- | --- | --- | |  | a. | tinnitus. | |  | b. | telepathy. | |  | c. | synesthesia. | |  | d. | kinesthesia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 444. While listening to music, Gloria feels as though she can see the sound of music. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | synesthesia. | |  | b. | embodied cognition. | |  | c. | kinesthesia. | |  | d. | olfaction. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 445. Psychics' suggestions that perception can occur apart from sensory input involve claims for the existence of   |  |  |  | | --- | --- | --- | |  | a. | phantom limb sensations. | |  | b. | posthypnotic suggestion. | |  | c. | synesthesia. | |  | d. | ESP. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 446. Telepathy refers to the   |  |  |  | | --- | --- | --- | |  | a. | extrasensory transmission of thoughts from one mind to another. | |  | b. | extrasensory perception of events that occur at places remote to the perceiver. | |  | c. | perception of future events, such as a person's fate. | |  | d. | ability to understand and share the emotions of another person. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 447. Leonard insists that he is psychic and knows where the jewelry store burglars have hidden their loot. Leonard is claiming to possess the power of   |  |  |  | | --- | --- | --- | |  | a. | psychokinesis. | |  | b. | precognition. | |  | c. | telepathy. | |  | d. | clairvoyance. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 448. The extrasensory ability to perceive a skiing accident taking place in a distant location is to \_\_\_\_\_\_\_\_ as the extrasensory ability to know at any moment exactly what your brother is thinking is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | telepathy; precognition | |  | b. | precognition; psychokinesis | |  | c. | psychokinesis; clairvoyance | |  | d. | clairvoyance; telepathy |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 449. Ruby insists that her dreams frequently enable her to perceive and predict future events. Ruby is claiming to possess the power of   |  |  |  | | --- | --- | --- | |  | a. | telepathy. | |  | b. | clairvoyance. | |  | c. | precognition. | |  | d. | psychokinesis. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 450. Thomas claims that he can make a grandfather clock begin to run again simply by entering a state of intense mental concentration. Thomas is claiming to possess the power of   |  |  |  | | --- | --- | --- | |  | a. | precognition. | |  | b. | telepathy. | |  | c. | clairvoyance. | |  | d. | psychokinesis. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 451. Vince just watched a movie in which one of the characters could levitate objects. The character’s ability is known as   |  |  |  | | --- | --- | --- | |  | a. | telepathy. | |  | b. | psychokinesis. | |  | c. | clairvoyance. | |  | d. | precognition. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 452. Parapsychology refers to the   |  |  |  | | --- | --- | --- | |  | a. | study of phenomena such as ESP and psychokinesis. | |  | b. | study of perceptual illusions. | |  | c. | study of synesthesia. | |  | d. | direct transmission of thoughts from one mind to another. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 453. Dr. Balantac is a university professor whose main area of research is \_\_\_\_\_\_\_\_, the study of paranormal phenomena.   |  |  |  | | --- | --- | --- | |  | a. | embodied cognition | |  | b. | parapsychology | |  | c. | clairvoyance | |  | d. | precognition  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 454. Psychics who have worked with police departments in an effort to solve difficult crimes have demonstrated the value of   |  |  |  | | --- | --- | --- | |  | a. | clairvoyance | |  | b. | telepathy | |  | c. | precognition | |  | d. | None of these things  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 455. The greatest difficulty facing contemporary parapsychology is the   |  |  |  | | --- | --- | --- | |  | a. | inability to subject claims of ESP to scientific testing. | |  | b. | lack of a reproducible ESP phenomenon. | |  | c. | willingness of many experts to accept fraudulent evidence. | |  | d. | difficulty of persuading many ordinary people that there really is such a thing as ESP. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 456. The existence of convincing scientific evidence that ESP is possible would pose the greatest challenge to the   |  |  |  | | --- | --- | --- | |  | a. | contemporary scientific understanding of human nature. | |  | b. | continued existence of parapsychology. | |  | c. | continuation of research on the processes that underlie ordinary forms of sensation and perception. | |  | d. | ordinary belief systems of most Americans. |  |  |  | | --- | --- | | *ANSWER:* | a | |