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| 1. *Motivation* is defined by psychologists as   |  |  |  | | --- | --- | --- | |  | a. | an impulse to accomplish something of significance. | |  | b. | rigidly patterned behavior characteristic of all people. | |  | c. | a need or desire that energizes and directs behavior. | |  | d. | the cause of behavior. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 2. Dr. Laghari is studying how those with substance use disorder may ignore other fundamental needs in order to obtain drugs. Dr. Laghari's area of research is   |  |  |  | | --- | --- | --- | |  | a. | emotion. | |  | b. | cognition. | |  | c. | motivation. | |  | d. | self-actualization. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 3. Michelle has a profound desire to do well in her psychology class. She is experiencing   |  |  |  | | --- | --- | --- | |  | a. | a physiological need. | |  | b. | motivation. | |  | c. | homeostasis. | |  | d. | a safety need. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 4. Motivations arise from the interplay between \_\_\_\_\_\_\_\_, the bodily “push,” and \_\_\_\_\_\_\_\_, the “pulls” from our personal experiences, thoughts, and culture.   |  |  |  | | --- | --- | --- | |  | a. | nature; nurture | |  | b. | nurture; nature | |  | c. | nature; homeostasis | |  | d. | incentives; homeostasis |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 5. In their efforts to explain motivated behavior, psychologists have viewed it from four perspectives: instincts, optimum arousal, a hierarchy of needs, and   |  |  |  | | --- | --- | --- | |  | a. | drive reduction. | |  | b. | homeostasis. | |  | c. | sensation-seeking. | |  | d. | affiliation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 6. A complex, unlearned, and fixed pattern of behavior common to all members of a species is called   |  |  |  | | --- | --- | --- | |  | a. | homeostasis. | |  | b. | a drive. | |  | c. | an instinct. | |  | d. | an incentive. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 7. Which of the following is always true of an instinctive behavior?   |  |  |  | | --- | --- | --- | |  | a. | It is designed to reduce drives. | |  | b. | It is triggered by a sexual incentive. | |  | c. | It is similar in all living organisms. | |  | d. | It is unlearned. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 8. Imprinting in birds is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | instinct. | |  | b. | drive. | |  | c. | incentive. | |  | d. | need. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 9. As soon as sea turtles are hatched on a beach, they head directly for the ocean. This behavior is an example of   |  |  |  | | --- | --- | --- | |  | a. | homeostasis. | |  | b. | an incentive. | |  | c. | arousal. | |  | d. | an instinct. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 10. It is characteristic of spiders to spin a web. This behavior is an example of   |  |  |  | | --- | --- | --- | |  | a. | an instinct. | |  | b. | homeostasis. | |  | c. | an incentive. | |  | d. | a drive. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 11. Although instincts can’t explain most human motives, which of the following can be considered an innate tendency for human infants?   |  |  |  | | --- | --- | --- | |  | a. | grabbing a bottle | |  | b. | learning a language | |  | c. | rooting and sucking | |  | d. | being potty trained |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 12. Darian tells his friends that aggression is an unlearned behavior exhibited by all children. In other words, Darian believes that aggression is a(n)   |  |  |  | | --- | --- | --- | |  | a. | incentive. | |  | b. | homeostatic mechanism. | |  | c. | instinct. | |  | d. | drive. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 13. The theory that does not account for the many human behaviors directed by both physiological needs and psychological wants is   |  |  |  | | --- | --- | --- | |  | a. | drive-reduction theory. | |  | b. | homeostasis theory. | |  | c. | arousal theory. | |  | d. | instinct theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 14. Which theory of motivation most clearly emphasizes the importance of genetically predisposed behaviors?   |  |  |  | | --- | --- | --- | |  | a. | drive-reduction theory | |  | b. | instinct theory | |  | c. | hierarchy of needs theory | |  | d. | arousal theory |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 15. A researcher at a university in Nevada claims to have discovered that humans have a “gambling instinct.” Another researcher in Hawaii claims humans have found a “surfing instinct.” What is wrong with these claims?   |  |  |  | | --- | --- | --- | |  | a. | These claims do not explain behavior. | |  | b. | Gambling and surfing are not learned behaviors. | |  | c. | They are instincts in men but not in women. | |  | d. | There is no incentive in gambling and surfing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 16. Although instincts cannot explain most human motives, the underlying assumption that genes predispose some species-typical behaviors continues in   |  |  |  | | --- | --- | --- | |  | a. | evolutionary psychology. | |  | b. | the Yerkes-Dodson law. | |  | c. | arousal theory. | |  | d. | drive-reduction theory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 17. Alexa is 2 months old. When her mother holds her, she roots for the breast or bottle. How would Dr. Dundon, who is an evolutionary psychologist, explain her behavior?   |  |  |  | | --- | --- | --- | |  | a. | Alexa has learned that if she roots for the breast or bottle, an adult caregiver will feed her. | |  | b. | Alexa’s rooting is not a fixed pattern. | |  | c. | Alexa has a genetic instinct for rooting that aids her ability to survive. | |  | d. | Alexa has been imprinted to root for a breast or bottle. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 18. \_\_\_\_\_\_\_\_ is a theory in which a physiological need creates an aroused state that motivates us to satisfy that need.   |  |  |  | | --- | --- | --- | |  | a. | Drive-reduction theory | |  | b. | Instinct theory | |  | c. | Evolutionary theory | |  | d. | Arousal theory |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 19. Tia, whose mouth is dry, realizes that she has been running for two hours without stopping to drink something. Tia feels thirsty, so she immediately heads for the nearest water fountain. Which of the following can be used to explain why Tia is motivated to get a drink of water?   |  |  |  | | --- | --- | --- | |  | a. | drive-reduction theory | |  | b. | incentive theory | |  | c. | arousal theory | |  | d. | instincts |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 20. According to drive-reduction theory, a need refers to   |  |  |  | | --- | --- | --- | |  | a. | a physiological state that usually triggers motivational arousal. | |  | b. | anything that is perceived as having positive or negative value in motivating behavior. | |  | c. | a desire to perform a behavior in order to avoid punishment. | |  | d. | a rigidly patterned behavioral urge characteristic of all people. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 21. A basic bodily requirement is a   |  |  |  | | --- | --- | --- | |  | a. | psychological need. | |  | b. | physiological need. | |  | c. | psychological want. | |  | d. | physiological want. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 22. A physiological need (such as for food or hunger) creates an aroused state that motivates an organism to reduce the need, according to   |  |  |  | | --- | --- | --- | |  | a. | arousal theory. | |  | b. | drive-reduction theory. | |  | c. | hierarchy of needs theory. | |  | d. | evolutionary theory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 23. Dawid is studying for an organic chemistry exam. He is finding it more and more difficult to focus because he is hungry. His hunger becomes so distracting that he leaves his studies and heads to the nearest deli. Which of the following best explains Dawid’s behavior?   |  |  |  | | --- | --- | --- | |  | a. | drive-reduction theory | |  | b. | arousal theory | |  | c. | need for affiliation | |  | d. | incentive theory |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 24. An inadequate level of glucose circulating in your bloodstream is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | incentive. | |  | b. | instinct. | |  | c. | physiological need. | |  | d. | arousal. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 25. An inadequate supply of calcium in your body, which is needed for bone strength, is an example of   |  |  |  | | --- | --- | --- | |  | a. | an incentive. | |  | b. | a drive. | |  | c. | a physiological need. | |  | d. | arousal. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 26. Nancy is too warm, so she takes off her sweater. Nancy’s body temperature is a physiological state that has produced a motivational state. The physiological state is called   |  |  |  | | --- | --- | --- | |  | a. | a need. | |  | b. | homeostasis. | |  | c. | a drive. | |  | d. | an incentive. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 27. Ned, who is extremely thirsty after a 5-mile run, drinks a large bottle of water. Ned’s thirst is an example of   |  |  |  | | --- | --- | --- | |  | a. | a drive. | |  | b. | a need. | |  | c. | homeostasis. | |  | d. | an incentive. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 28. Allycin has been driving for several hours and realizes she needs to use a restroom. As she searches for a rest area, she begins to feel more and more desperate. In this instance, her push to use the restroom is best described as a(n)   |  |  |  | | --- | --- | --- | |  | a. | incentive. | |  | b. | drive. | |  | c. | primary need. | |  | d. | instinct. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 29. An aroused, motivated state that is often triggered by a physiological need is called   |  |  |  | | --- | --- | --- | |  | a. | an instinct. | |  | b. | an incentive. | |  | c. | a drive. | |  | d. | homeostasis. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 30. For a thirsty person, drinking water serves to reduce   |  |  |  | | --- | --- | --- | |  | a. | a drive. | |  | b. | an instinct. | |  | c. | an incentive. | |  | d. | homeostasis. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 31. Food deprivation is to \_\_\_\_\_\_\_\_ as hunger is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | homeostasis; thirst | |  | b. | incentive; instinct | |  | c. | need; drive | |  | d. | pornography; lust |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 32. For a hungry person, eating a piece of bread serves to reduce   |  |  |  | | --- | --- | --- | |  | a. | a drive. | |  | b. | stimulation. | |  | c. | an incentive. | |  | d. | homeostasis. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 33. Victims of a famine will often eat unappetizing and nutritionally poor foods simply to relieve their constant hunger. Their behavior is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | arousal theory. | |  | b. | instinct theory. | |  | c. | drive-reduction theory. | |  | d. | incentive theory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 34. Lydia has a morning class in biology and must walk across campus on a very hot day. She starts to perspire, begins fanning herself with her notebook, and scans her surroundings for a water fountain. Which theory most clearly explains her behavior?   |  |  |  | | --- | --- | --- | |  | a. | evolutionary theory | |  | b. | drive-reduction theory | |  | c. | arousal theory | |  | d. | hierarchy of needs theory |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 35. Which of the following examples would contradict drive-reduction theory?   |  |  |  | | --- | --- | --- | |  | a. | Marshall is hungry but has not eaten all day so he can eat more during Thanksgiving dinner. | |  | b. | John is thirsty and spends money for a bottle of water. | |  | c. | Virginia is sleepy and decides to take a nap. | |  | d. | Jessica exercises very hard and eats a snack when she arrives home. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 36. *Homeostasis*, which is the goal of drive reduction, is defined as   |  |  |  | | --- | --- | --- | |  | a. | a rigidly patterned behavior characteristic of an entire species. | |  | b. | an aroused tension state that is often triggered by a physiological need. | |  | c. | the body's tendency to maintain a constant internal state. | |  | d. | a physical need that usually triggers motivational arousal. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 37. Which theory most clearly emphasizes the importance of homeostasis in motivation?   |  |  |  | | --- | --- | --- | |  | a. | incentive theory | |  | b. | drive-reduction theory | |  | c. | arousal theory | |  | d. | Maslow's hierarchy of needs theory |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 38. While we are pushed to reduce \_\_\_\_\_\_\_\_, we are pulled by \_\_\_\_\_\_\_\_ which can be positive or negative environmental stimuli that lure or repel us.   |  |  |  | | --- | --- | --- | |  | a. | incentives; instincts | |  | b. | drives; incentives | |  | c. | drives; instincts | |  | d. | instincts; drives |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 39. Our body's temperature cools, our blood vessels constrict (to conserve warmth), and we feel driven to put on more clothes or seek a warmer environment. Our cooling body is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | incentive. | |  | b. | instinct. | |  | c. | physiological need. | |  | d. | arousal. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 40. Positive and negative environmental stimuli that motivate behavior are called   |  |  |  | | --- | --- | --- | |  | a. | needs. | |  | b. | incentives. | |  | c. | instincts. | |  | d. | drives. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 41. Which of the following is clearly NOT an example of an incentive?   |  |  |  | | --- | --- | --- | |  | a. | $1000 | |  | b. | threat of punishment | |  | c. | smell of popcorn | |  | d. | dehydration |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 42. Gina spends several hours a day practicing softball. Her goal is to eventually play for National Pro Fastpitch. Gina’s goal is an example of   |  |  |  | | --- | --- | --- | |  | a. | drive-reduction. | |  | b. | an incentive. | |  | c. | an arousal. | |  | d. | homeostasis. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 43. Garry who has never run more than a few blocks, decides to participate in a 5K charity race. When he maps out his first practice run, he notices a frozen yogurt shop a mile along the route and plans to stop there as a reward. The frozen yogurt is a(n) \_\_\_\_\_\_\_\_ for running a mile.   |  |  |  | | --- | --- | --- | |  | a. | arousal | |  | b. | drive-reduction | |  | c. | incentive | |  | d. | homeostasis |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 44. Jeffrey is on the high school football team and has been rewarded for outstanding performance with a gold star on his helmet. This practice best illustrates the use of   |  |  |  | | --- | --- | --- | |  | a. | arousal. | |  | b. | drive-reduction. | |  | c. | incentives. | |  | d. | instincts. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 45. The role of learning in motivation is most obvious from the influence of   |  |  |  | | --- | --- | --- | |  | a. | instincts. | |  | b. | homeostasis. | |  | c. | arousal. | |  | d. | incentives. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 46. Brenda has been invited to dinner with friends, but she already ate. While she doesn’t feel hungry, she decides to go with her friends anyway. At the restaurant, as her friends are ordering food, Brenda decides to order food also. In this example, Brenda is eating as a result of   |  |  |  | | --- | --- | --- | |  | a. | drives. | |  | b. | instincts. | |  | c. | incentives. | |  | d. | evolutionary forces. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 47. Incentives have been found to increase our \_\_\_\_\_\_\_\_ levels, causing our underlying drives to become active impulses.   |  |  |  | | --- | --- | --- | |  | a. | ghrelin | |  | b. | leptin | |  | c. | serotonin | |  | d. | dopamine |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 48. Dehydration is to a glass of water as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | need; incentive | |  | b. | need; drive | |  | c. | instinct; incentive | |  | d. | homeostasis; instinct |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 49. Which theoretical perspective focuses on people finding the right level of stimulation?   |  |  |  | | --- | --- | --- | |  | a. | drive-reduction theory | |  | b. | arousal theory | |  | c. | instinct theory | |  | d. | hierarchy of needs theory |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 50. Which theory would be most helpful for explaining why people are motivated to watch horror movies?   |  |  |  | | --- | --- | --- | |  | a. | instinct theory | |  | b. | drive-reduction theory | |  | c. | hierarchy of needs theory | |  | d. | arousal theory  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 51. Which theory would be most likely to predict that rats are motivated to explore precisely those areas of an experimental maze where they receive mild electric shocks?   |  |  |  | | --- | --- | --- | |  | a. | arousal theory | |  | b. | hierarchy of needs theory | |  | c. | instinct theory | |  | d. | drive-reduction theory |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 52. Nine-year-old Eduardo is bored when he is not outside playing with his friends. Realizing his needs, his parents have involved him in the school’s sports program, and they encourage him to play outside with other children as often as possible. His parents understand Eduardo’s need for   |  |  |  | | --- | --- | --- | |  | a. | arousal. | |  | b. | homeostasis. | |  | c. | incentives. | |  | d. | drive-reduction. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 53. Teddy enjoys stimulating and risky activities, such as diving off a platform on a very high bridge in an international competition in Spain. Teddy is likely seeking   |  |  |  | | --- | --- | --- | |  | a. | arousal. | |  | b. | self-transcendence. | |  | c. | an incentive. | |  | d. | self-actualization. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 54. Adventurous people who relish the pursuit of novel and intense experiences are said to be   |  |  |  | | --- | --- | --- | |  | a. | sensation-seekers. | |  | b. | self-transcendent. | |  | c. | incentive seekers. | |  | d. | self-actualized. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 55. Those who have high arousal and enjoy intense music, novel foods, and risky behaviors or careers have been called   |  |  |  | | --- | --- | --- | |  | a. | sensation-seekers. | |  | b. | social animals. | |  | c. | self-determined. | |  | d. | motivators. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 56. Josefina enjoys traveling the world in search of stimulating and risky activities. Her latest adventure involved skydiving off mountainous cliffs. Josefina is likely   |  |  |  | | --- | --- | --- | |  | a. | a sensation-seeker. | |  | b. | self-transcendent. | |  | c. | an incentive seeker. | |  | d. | self-actualized. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 57. Diego takes part in several action sports, such as skateboarding, snowboarding, and freestyle skiing. While his friends say he is a sensation-seeker, \_\_\_\_\_\_\_\_ theory might explain Diego’s participation in action sports as a way to conquer his own emotions and actions.   |  |  |  | | --- | --- | --- | |  | a. | drive-reduction theory | |  | b. | instinct theory | |  | c. | evolutionary theory | |  | d. | arousal theory |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 58. The arousal theory of motivation would be most useful for understanding the aversive effects of   |  |  |  | | --- | --- | --- | |  | a. | homeostasis. | |  | b. | instincts. | |  | c. | hunger. | |  | d. | boredom. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 59. After sitting in her car seat for an hour, playing with every toy available to her, and looking at everything in the car and out the window, 2-year-old Paisley becomes bored and cries to be let out. Paisley is motivated to escape the car seat to   |  |  |  | | --- | --- | --- | |  | a. | maintain her level of arousal. | |  | b. | decrease her arousal. | |  | c. | increase her arousal to an optimum level. | |  | d. | reach homeostasis. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 60. The tendency for optimal levels of performance to be associated with moderate levels of arousal is known as   |  |  |  | | --- | --- | --- | |  | a. | drive-reduction. | |  | b. | homeostasis. | |  | c. | the Yerkes-Dodson law. | |  | d. | self-actualization. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 61. According to the Yerkes-Dodson law, test performance is typically \_\_\_\_\_\_\_\_ when physiological arousal is \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | best; moderate | |  | b. | worst; moderate | |  | c. | best; very low | |  | d. | best; very high |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 62. Philip will play the guitar in a school concert tomorrow. According to the Yerkes-Dodson law, his guitar playing is likely to be \_\_\_\_\_\_\_\_ if his physiological arousal during the performance is \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | best; very low | |  | b. | worst; moderate | |  | c. | best; very high | |  | d. | best; moderate |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 63. According to the Yerkes-Dodson law, the level of physiological arousal typically associated with peak performance tends to be   |  |  |  | | --- | --- | --- | |  | a. | lower on tasks that are well-learned. | |  | b. | higher on tasks that are difficult. | |  | c. | lower on tasks that are easy. | |  | d. | lower on tasks that are difficult. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 64. According to the Yerkes-Dodson law, if you experienced very high levels of physiological arousal you may have difficulties effectively   |  |  |  | | --- | --- | --- | |  | a. | solving a crossword puzzle. | |  | b. | reciting the alphabet. | |  | c. | riding a bicycle. | |  | d. | washing dishes. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 65. Liam is the quarterback for his college football team. The day of his team’s first game Liam was so anxious about his upcoming performance that he could not eat breakfast or lunch. His performance was so poor that he had to be replaced at halftime. Which of the following would have best predicted Liam’s performance?   |  |  |  | | --- | --- | --- | |  | a. | drive-reduction | |  | b. | homeostasis | |  | c. | the Yerkes-Dodson law | |  | d. | self-actualization |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 66. Aurora’s tennis performance is best when her level of arousal is moderate rather than high or low. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the hierarchy of needs theory. | |  | b. | incentive theory. | |  | c. | the Yerkes-Dodson law. | |  | d. | drive-reduction theory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 67. Who described our priority for fulfilling certain needs before others?   |  |  |  | | --- | --- | --- | |  | a. | Abraham Maslow | |  | b. | George Mallory | |  | c. | Victor Frankl | |  | d. | Chris Klein |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 68. Abraham Maslow’s hierarchy originally included five levels of needs. Toward the end of his life, he added a sixth level,   |  |  |  | | --- | --- | --- | |  | a. | belongingness and love needs. | |  | b. | achievement needs. | |  | c. | self-actualization needs. | |  | d. | self-transcendence needs. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 69. The most basic or lowest-level need in Maslow's hierarchy of human motives includes the need for   |  |  |  | | --- | --- | --- | |  | a. | self-esteem. | |  | b. | love and friendship. | |  | c. | religious fulfillment. | |  | d. | food and water. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 70. Maslow’s hierarchy proposes that people’s need for \_\_\_\_\_\_\_\_ must be met before they can become concerned with satisfying their need for \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | love; food | |  | b. | safety; achievement | |  | c. | self-transcendence; friendship | |  | d. | political freedom; economic security |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 71. Evolutionary psychologists would be most likely to agree with the positioning of which of Maslow's hierarchy of needs?   |  |  |  | | --- | --- | --- | |  | a. | self-esteem | |  | b. | self-transcendence | |  | c. | religious fulfillment | |  | d. | basic needs such as food and water |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 72. Sophia, who is a book editor, is motivated to reach her fullest potential in her professional life. According to Maslow, Sophia is motivated by   |  |  |  | | --- | --- | --- | |  | a. | self-actualization needs. | |  | b. | esteem needs. | |  | c. | safety needs. | |  | d. | belongingness and love needs. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 73. Maslow referred to the needs for purpose and meaning that lie beyond the self as   |  |  |  | | --- | --- | --- | |  | a. | belongingness needs. | |  | b. | self-esteem needs. | |  | c. | self-transcendence needs. | |  | d. | self-actualization needs. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 74. Kai feels the need to find meaning in life and strive for purpose beyond the self. He plans to spend the next several years contributing his time and resources to helping communities abroad gain access to clean water. According to Maslow, Kai is motivated to seek   |  |  |  | | --- | --- | --- | |  | a. | belongingness. | |  | b. | self-esteem. | |  | c. | self-transcendence. | |  | d. | self-actualization. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 75. Ava lives in a safe, comfortable home and earns enough to pay her rent, buy food, and put a bit of money into the bank every month. Now, she feels she needs to find a soulmate, or even a close friend or two, with whom she can share her life. According to Maslow, Ava is now motivated by   |  |  |  | | --- | --- | --- | |  | a. | drive-reduction needs. | |  | b. | self-actualization needs. | |  | c. | belongingness needs. | |  | d. | esteem needs. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 76. Charlotte, who is a lawyer, has been complimented by her supervisor for her good work. As a result, Charlotte feels a sense of achievement and competence. According to Maslow, Charlotte is motivated by   |  |  |  | | --- | --- | --- | |  | a. | belongingness needs. | |  | b. | esteem needs. | |  | c. | self-transcendence needs. | |  | d. | self-actualization needs. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 77. On the basis of Maslow's hierarchy of needs, one would be LEAST likely to predict that a   |  |  |  | | --- | --- | --- | |  | a. | starving person might venture into a dangerous situation to obtain food. | |  | b. | teacher with high self-esteem might seek a career change to live up to their fullest potential. | |  | c. | successful business executive might prioritize family relationships over becoming president of a corporation. | |  | d. | prisoner might choose to die rather than betray their country. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 78. Luke is a returning college student and a single father who also works a full-time job. His family is struggling financially, often paying their rent and utility bills late, and Luke is sometimes unable to afford enough groceries to feed himself and his children. Based on Maslow’s hierarchy of needs, at what point will Luke be able to focus on his academics?   |  |  |  | | --- | --- | --- | |  | a. | once he has reached self-transcendence | |  | b. | after reaching self-actualization | |  | c. | after paying rent and utilities, buying groceries for his family, and spending time with his children | |  | d. | after receiving his current grades for the semester and making sure rent and utilities have been paid |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 79. Juan feels that his life is meaningful. This means that he believes that his life has all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | purpose. | |  | b. | motivation. | |  | c. | significance. | |  | d. | coherence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 80. Feeling as though life has meaning predicts all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | the ability to delay gratification. | |  | b. | physical well-being. | |  | c. | increased performance on difficult tasks. | |  | d. | psychological well-being. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 81. By starving herself to make a political statement, suffragist Alice Paul demonstrated that   |  |  |  | | --- | --- | --- | |  | a. | physiological needs create an aroused state. | |  | b. | when placed into practice, Maslow’s theory is easily disproved. | |  | c. | for high achievers, the need for achievement can overwhelm the need for food. | |  | d. | Maslow’s hierarchy is not universally fixed. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 82. Financial satisfaction more strongly predicts well-being in poorer nations than in wealthier ones. This is most readily explained by   |  |  |  | | --- | --- | --- | |  | a. | instinct theory. | |  | b. | arousal theory. | |  | c. | evolutionary theory. | |  | d. | hierarchy of needs theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 83. In poorer nations, well-being is especially likely to be influenced by satisfaction with one's \_\_\_\_\_\_\_\_. In wealthier countries, well-being is especially likely to be influenced by satisfaction with one's \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | financial circumstances; social connections | |  | b. | physical appearance; financial circumstances | |  | c. | personal achievements; personal safety | |  | d. | sexual desires; financial circumstances |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 84. Jeaneth comes from a nation where the average income is relatively low. Heidi comes from a nation with a relatively high standard of living. Jeaneth’s feelings of well-being are especially likely to be influenced by satisfaction with her \_\_\_\_\_\_\_\_. Heidi’s feelings of well-being are especially likely to be influenced by satisfaction with her \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | financial circumstances; social connections | |  | b. | physical appearance; financial circumstances | |  | c. | personal achievements; personal safety | |  | d. | sexual desires; financial circumstances |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 85. Our need to belong is also referred to as the need for   |  |  |  | | --- | --- | --- | |  | a. | affiliation. | |  | b. | autonomy. | |  | c. | competence. | |  | d. | ostracism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 86. After moving to a new neighborhood, 8-year-old Nora tells her mother that she feels lonely and unhappy because she has not yet made any friends. Nora is not having her need for \_\_\_\_\_\_\_\_ met.   |  |  |  | | --- | --- | --- | |  | a. | affiliation | |  | b. | autonomy | |  | c. | competence | |  | d. | ostracism |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 87. A central human motivation is people's need to   |  |  |  | | --- | --- | --- | |  | a. | maintain their self-esteem. | |  | b. | form close enduring relationships with fellow humans. | |  | c. | satisfy a need for social isolation. | |  | d. | satisfy their need for political freedom before seeking emotional security. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 88. Those early ancestors who formed social bonds were   |  |  |  | | --- | --- | --- | |  | a. | less likely to reproduce. | |  | b. | more likely to be seen as a threat to others. | |  | c. | less likely to co-nurture their offspring to maturity. | |  | d. | likely to increase their chances of survival. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 89. Conformity to peer pressure is most likely to be motivated by \_\_\_\_\_\_\_\_ needs.   |  |  |  | | --- | --- | --- | |  | a. | safety | |  | b. | affiliation | |  | c. | achievement | |  | d. | competence |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 90. Feeling part of a group defines our   |  |  |  | | --- | --- | --- | |  | a. | autonomy. | |  | b. | self-determination. | |  | c. | focus. | |  | d. | social identity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 91. Having a clear social identity can   |  |  |  | | --- | --- | --- | |  | a. | foster close relationships. | |  | b. | boost our health and well-being. | |  | c. | adjust our hierarchy of needs. | |  | d. | decrease our need to belong. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 92. Which of the following is the best predictor of happiness for most people?   |  |  |  | | --- | --- | --- | |  | a. | money | |  | b. | a high grade-point average | |  | c. | small classes | |  | d. | close relationships |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 93. Vivian, who is studying psychology in graduate school, asked sophomores majoring in psychology, “What is necessary for your happiness?” According to a study cited in the text, the students are likely to attribute happiness to   |  |  |  | | --- | --- | --- | |  | a. | money. | |  | b. | autonomy. | |  | c. | close satisfying relationships. | |  | d. | sex. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 94. The existence of governments, families, and cooperative child raising, and the formation of social attachments all illustrate   |  |  |  | | --- | --- | --- | |  | a. | our need to belong. | |  | b. | ostracism. | |  | c. | the importance of incentives. | |  | d. | narcissism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 95. Anastasia is in an unhappy romantic relationship. Over the last four years, she has had opportunities to leave but has never taken advantage of these opportunities. Anastasia’s fear of being alone sometimes seems worse to her than the certainty of emotional pain. This demonstrates Anastasia’s   |  |  |  | | --- | --- | --- | |  | a. | narcissism. | |  | b. | ostracism. | |  | c. | need to belong. | |  | d. | strong self-esteem. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 96. Which theory states that we feel motivated to satisfy our needs for competence, autonomy, and relatedness?   |  |  |  | | --- | --- | --- | |  | a. | arousal theory | |  | b. | evolutionary theory | |  | c. | self-determination theory | |  | d. | drive-reduction theory |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 97. Melissa’s stress has decreased as she has achieved a sense of competence, relatedness, and autonomy in her life. Which theory could explain this?   |  |  |  | | --- | --- | --- | |  | a. | arousal | |  | b. | evolutionary | |  | c. | self-determination | |  | d. | drive-reduction |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 98. According to self-determination theory, our self-esteem is boosted when our needs for relatedness and autonomy are satisfied in balance with our psychological need for   |  |  |  | | --- | --- | --- | |  | a. | competence. | |  | b. | survival. | |  | c. | affiliation. | |  | d. | self-transcendence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 99. Jackie has a strong sense of competence and autonomy, both in her personal life and professionally. Thus, Jackie is also likely to have a high level of   |  |  |  | | --- | --- | --- | |  | a. | self-esteem. | |  | b. | ostracism. | |  | c. | narcissism. | |  | d. | self-transcendence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 100. The likely outcome of an increase in a person's feelings of acceptance and connection is an increase in   |  |  |  | | --- | --- | --- | |  | a. | self-esteem. | |  | b. | positive feelings. | |  | c. | physical health. | |  | d. | all of these things. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 101. Sven feels particularly empowered at work. He is likely to experience   |  |  |  | | --- | --- | --- | |  | a. | increased motivation. | |  | b. | increased depression. | |  | c. | increased anxiety. | |  | d. | decreased emotional health. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 102. Feelings of physical pain may be reduced by viewing pictures of loved ones, which activates the   |  |  |  | | --- | --- | --- | |  | a. | autonomic nervous system. | |  | b. | brain’s prefrontal cortex. | |  | c. | dopamine level. | |  | d. | blood vessels. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 103. Stella, who has moved away from her family home because of her job, is in the hospital recovering after falling off her skateboard. Her sister is visiting her and showing her the newest photos of the family dog, her niece and nephew, and her parents. While looking at the photos Stella hardly notices the pain. The reduced pain results from activation of the   |  |  |  | | --- | --- | --- | |  | a. | amygdala. | |  | b. | arcuate nucleus. | |  | c. | prefrontal cortex. | |  | d. | anterior cingulate cortex. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 104. In one 16-nation survey, compared with married people, separated and divorced people   |  |  |  | | --- | --- | --- | |  | a. | are half as likely to report that they are very happy. | |  | b. | are at a greater risk for obesity. | |  | c. | are happier and more well-adjusted than those who are married. | |  | d. | are more likely to have successful careers. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 105. Data from more than 600 million people in 24 countries reveal that, compared with married people, divorced people are   |  |  |  | | --- | --- | --- | |  | a. | at greater risk for early death. | |  | b. | at a greater risk for obesity. | |  | c. | happier and more well-adjusted than those who are married. | |  | d. | more likely to have successful and happy second marriages. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 106. Children who endure a series of foster homes or repeated family relocations may then have trouble   |  |  |  | | --- | --- | --- | |  | a. | developing self-discipline. | |  | b. | curbing narcissism. | |  | c. | developing deep attachments. | |  | d. | developing autonomy. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 107. Madelyn’s parents were killed in a car accident when she was 4 years old, and she has been in several different foster homes for the last 9 years. Madelyn is at a high risk for   |  |  |  | | --- | --- | --- | |  | a. | experiencing ostracism. | |  | b. | becoming narcissistic. | |  | c. | having difficulty developing deep relationships. | |  | d. | developing autonomy. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 108. In one study, entering college students who were reassured about their ability to belong experienced   |  |  |  | | --- | --- | --- | |  | a. | higher grades. | |  | b. | increased ostracism. | |  | c. | greater narcissism. | |  | d. | less autonomy. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 109. During the socially isolating early months of the COVID-19 pandemic, adults reported all of the following effects EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | anxiety. | |  | b. | clinical depression. | |  | c. | increased competence. | |  | d. | emotional distress. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 110. The deliberate social exclusion of an individual or group is known as   |  |  |  | | --- | --- | --- | |  | a. | narcissism. | |  | b. | ostracism. | |  | c. | grit. | |  | d. | autonomy. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 111. Feeling excluded, shunned, or ignored by others is to experience the pain of   |  |  |  | | --- | --- | --- | |  | a. | narcissism. | |  | b. | affiliation. | |  | c. | ostracism. | |  | d. | grit. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 112. Our affiliation need is most clearly threatened by   |  |  |  | | --- | --- | --- | |  | a. | self-determination. | |  | b. | self-esteem. | |  | c. | ostracism. | |  | d. | autonomy. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 113. The kids in Anna’s neighborhood deliberately ignore her, and they never ask her to join them in any of their outdoor activities. Their treatment of Anna most clearly illustrates  ​   |  |  |  | | --- | --- | --- | |  | a. | ostracism. | |  | b. | narcissism. | |  | c. | autonomy needs. | |  | d. | self-determination.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 114. Nine-year-old Owen has been throwing things and talking out of turn in class. As a consequence, his teacher asks Owen to sit alone in the classroom while his classmates have recess. Owen’s punishment is a form of   |  |  |  | | --- | --- | --- | |  | a. | narcissism. | |  | b. | self-esteem. | |  | c. | ostracism. | |  | d. | self-determination. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 115. Which of the following is most clearly a form of ostracism?   |  |  |  | | --- | --- | --- | |  | a. | autonomy | |  | b. | social networking | |  | c. | emotional distress | |  | d. | solitary confinement |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 116. When asked to describe personal episodes that made them feel particularly bad about themselves, about four times in five, people describe a(n)   |  |  |  | | --- | --- | --- | |  | a. | sexual dysfunction. | |  | b. | academic failure. | |  | c. | relationship difficulty. | |  | d. | physical illness. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 117. Kipling Williams and his colleagues have discovered that social media exclusion elicits increased activity in the   |  |  |  | | --- | --- | --- | |  | a. | amygdala. | |  | b. | adrenal glands. | |  | c. | anterior cingulate cortex. | |  | d. | arcuate nucleus. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 118. Kipling Williams and his colleagues discovered that those who experience ostracism show activation in the same brain areas that are activated when they experience   |  |  |  | | --- | --- | --- | |  | a. | physical pain. | |  | b. | physical pleasure. | |  | c. | narcissism. | |  | d. | drive reduction. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 119. Being excluded socially can lead to all of the following EXCEPT \_\_\_\_\_\_\_\_, which leads to further ostracism.   |  |  |  | | --- | --- | --- | |  | a. | disagreeableness | |  | b. | hostility | |  | c. | uncooperativeness | |  | d. | increased competence |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 120. In one series of experiments, some research participants were made to feel ostracized while others were made to feel welcomed. Those who were ostracized became \_\_\_\_\_\_\_\_ likely to engage in self-defeating behaviors and \_\_\_\_\_\_\_\_ likely to act aggressively toward those who had excluded them.   |  |  |  | | --- | --- | --- | |  | a. | more; less | |  | b. | less; more | |  | c. | more; more | |  | d. | less; less |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 121. Maria, an 18-year-old college student, enjoys communicating with her friends and family when she is not in class. If she is like others her age, she can be expected to send and receive \_\_\_\_\_\_\_\_ texts a day.   |  |  |  | | --- | --- | --- | |  | a. | 10 | |  | b. | 20 | |  | c. | 34 | |  | d. | 94 |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 122. Kayla is a sophomore in college. If she is like most other college students, she uses social networking cites   |  |  |  | | --- | --- | --- | |  | a. | at least 6 hours a week. | |  | b. | 2 hours a day. | |  | c. | around 6 hours a month. | |  | d. | about an hour a wek. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 123. Which of the following is NOT a negative consequence of spending time on social networking sites?   |  |  |  | | --- | --- | --- | |  | a. | In times of social crisis or personal stress, social networking sites provide information and supportive connections with other people. | |  | b. | Spending time online distracts us from focusing attention on the task at hand. | |  | c. | Spending time online reduces the number of face-to-face interactions between people. | |  | d. | Spending time online can interfere with work. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 124. When scrolling through her social media feed to view her friends’ recent photos and posts, Claudia is likely to perceive that   |  |  |  | | --- | --- | --- | |  | a. | others’ social lives are more active than her own. | |  | b. | her friends are ostracizing her. | |  | c. | she is spending time social networking that could be better spent on other activities. | |  | d. | she is more successful and popular than her friends. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 125. Which of the following is NOT associated with increased screen time among American teens?   |  |  |  | | --- | --- | --- | |  | a. | decreased loneliness | |  | b. | increased anxiety | |  | c. | increased depression | |  | d. | increased risk for suicide |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 126. Terrance spends upwards of three hours each day socializing online. This behavior has been associated with   |  |  |  | | --- | --- | --- | |  | a. | ostracism. | |  | b. | increased anxiety and depression. | |  | c. | decreased self-esteem. | |  | d. | increased prosocial behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 127. With an increased use of smart phones among college students, all of the following EXCEPT \_\_\_\_\_\_\_\_ have also increased among college students.   |  |  |  | | --- | --- | --- | |  | a. | depression | |  | b. | anxiety | |  | c. | self-injury | |  | d. | studying |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 128. Those who spend hours online daily are likely to experience \_\_\_\_\_\_\_\_ relationships with their existing friends and are \_\_\_\_\_\_\_\_ likely to know their real-world neighbors.   |  |  |  | | --- | --- | --- | |  | a. | strengthened; more | |  | b. | weakened; less | |  | c. | strengthened; less | |  | d. | weakened; more |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 129. A recent study that randomly assigned volunteers to deactivate their social media account or not found that those with four weeks without social media experienced   |  |  |  | | --- | --- | --- | |  | a. | increased participants’ feelings of loneliness and isolation. | |  | b. | improved participants’ subjective well-being. | |  | c. | prompted other bad habits that replaced social media use. | |  | d. | increased participants’ anxiety. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 130. \_\_\_\_\_\_\_\_ is confiding and sharing our joys, worries, and weaknesses with others.   |  |  |  | | --- | --- | --- | |  | a. | Ostracism | |  | b. | Self-transcendence | |  | c. | Self-actualization | |  | d. | Self-disclosure |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 131. Marla and Trent are married and have a very close relationship, always willing to express their feelings, good and bad, to each other. Their relationship illustrates   |  |  |  | | --- | --- | --- | |  | a. | ostracism. | |  | b. | self-disclosure. | |  | c. | motivation. | |  | d. | narcissism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 132. Online social networking tends to \_\_\_\_\_\_\_\_ self-disclosure, which can lead to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | encourage; both positive and negative consequences | |  | b. | discourage; an increase in inhibition | |  | c. | encourage; a decrease in online bullying | |  | d. | discourage; deepened friendships |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 133. Narcissism refers to feeling   |  |  |  | | --- | --- | --- | |  | a. | happy. | |  | b. | socially connected. | |  | c. | ostracized. | |  | d. | self-important. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 134. In one study, researchers randomly assigned college students either to edit and explain their online profiles or to study and explain a Google Maps routing. The students who worked on their profiles later scored higher on a measure of   |  |  |  | | --- | --- | --- | |  | a. | ostracism. | |  | b. | narcissism. | |  | c. | self-disclosure. | |  | d. | autonomy. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 135. Hugh spends many hours each day accumulating new social media friends because he loves the attention. He posts daily photos of himself that are designed to make him look as attractive and muscular as possible. Hugh best illustrates characteristics of   |  |  |  | | --- | --- | --- | |  | a. | self-disclosure. | |  | b. | narcissism. | |  | c. | ostracism. | |  | d. | autonomy. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 136. Elizabeth posts on social media at least once every hour. Usually, her friends respond positively, but if they do not, Elizabeth sends an angry response. Elizabeth is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | ostracism. | |  | b. | self-disclosure. | |  | c. | narcissism. | |  | d. | self-transcendence.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 137. Students who engage in excessive online socializing and gaming should remember that these activities correlate with   |  |  |  | | --- | --- | --- | |  | a. | ostracism. | |  | b. | self-disclosure. | |  | c. | lower grades. | |  | d. | narcissism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 138. Jared, a college sophomore, has been spending excessive amounts of time socializing online. As a result, his grades have dropped significantly, and he spends little in-person time with friends and loved ones. Jared decides to create a plan in an effort to achieve a healthier balance between his real-world and online time. Which of the following would be a useful part of his plan?   |  |  |  | | --- | --- | --- | |  | a. | “I will monitor my feelings about my social media use.” | |  | b. | “I will put my phone aside with alerts enabled when I’m studying, so I’m alerted only when something new appears.” | |  | c. | “I will remain available to my closest friends, while unfollowing my acquaintances.” | |  | d. | “I will rely on my intuition to monitor the time I spend online.” |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 139. The desire for significant accomplishment, for mastery of skills or ideas, for control, and for attaining a high standard is called   |  |  |  | | --- | --- | --- | |  | a. | need to belong. | |  | b. | affiliation. | |  | c. | achievement motivation. | |  | d. | social isolation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 140. Gregor, who is 15, spends at least four hours every day after school exercising and practicing catching and throwing a football because he wants to master the sport and play on one of the best college teams in the country. His goal and behavior best illustrate the concept of   |  |  |  | | --- | --- | --- | |  | a. | narcissism. | |  | b. | self-disclosure. | |  | c. | ostracism. | |  | d. | achievement motivation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 141. Who defined achievement motivation?   |  |  |  | | --- | --- | --- | |  | a. | Henry Murray | |  | b. | George Mallory | |  | c. | Abraham Maslow | |  | d. | Viktor Frankl |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 142. When researchers monitored the professional accomplishments of more than 1500 highly intelligent individuals, they found that the most successful were more ambitious, energetic, and persistent. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | high intelligence. | |  | b. | narcissism. | |  | c. | achievement motivation. | |  | d. | self-disclosure. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 143. Sally has high achievement motivation. Which of the following will NOT be expected of Sally?   |  |  |  | | --- | --- | --- | |  | a. | financial success | |  | b. | poor mental health | |  | c. | healthy social relationships | |  | d. | good physical health |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 144. In studies of both secondary school and university students, \_\_\_\_\_\_\_\_ has been a better predictor of school performance than intelligence test scores have been.   |  |  |  | | --- | --- | --- | |  | a. | narcissism | |  | b. | self-discipline | |  | c. | social networking | |  | d. | self-esteem |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 145. Which of the following is an important component of achievement motivation?   |  |  |  | | --- | --- | --- | |  | a. | self-disclosure | |  | b. | narcissism | |  | c. | self-discipline | |  | d. | social networking |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 146. Angela Duckworth has defined *grit* as   |  |  |  | | --- | --- | --- | |  | a. | the need to belong. | |  | b. | the need for affiliation. | |  | c. | a lowered awareness of self and time. | |  | d. | passionate and perseverance in the pursuit of long-term goals. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 147. Ever since he was 10 years old, Mitchell practiced the clarinet several hours a day. Mitchell hopes to make a career of playing in an orchestra, perhaps the one at Lincoln Center in New York. In pursuing these goals, Mitchell’s behavior illustrates   |  |  |  | | --- | --- | --- | |  | a. | grit. | |  | b. | narcissism. | |  | c. | self-transcendence. | |  | d. | sensation-seeking. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 148. Gritty students are most likely to   |  |  |  | | --- | --- | --- | |  | a. | display narcissism. | |  | b. | be socially connected. | |  | c. | be extrinsically motivated. | |  | d. | stay in school. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 149. Which of the following best describes a comparison between intelligence and achievements?   |  |  |  | | --- | --- | --- | |  | a. | Intelligence peaks in the teen years; achievements peak in late adulthood. | |  | b. | Both intelligence and achievements reflect a genetic predisposition. | |  | c. | Intelligence decreases with age, while achievements increase with age. | |  | d. | Intelligence distributes like a bell curve; achievements do not. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 150. The desire to engage in an activity for the sake of its enjoyment alone involves   |  |  |  | | --- | --- | --- | |  | a. | extrinsic motivation. | |  | b. | grit. | |  | c. | intrinsic motivation. | |  | d. | self-disclosure. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 151. Promising people a reward for a task they enjoy can have the effect of destroying   |  |  |  | | --- | --- | --- | |  | a. | intrinsic motivation. | |  | b. | extrinsic motivation. | |  | c. | self-discipline. | |  | d. | grit. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 152. Nova spends all her spare time at the library, reading nonfiction books that expand her knowledge. She really enjoys looking up the meaning of new words. In school, her teacher gives a sticker to students every time they learn a new word. The teacher's behavior is most likely to undermine Nova’s   |  |  |  | | --- | --- | --- | |  | a. | extrinsic motivation. | |  | b. | intrinsic motivation. | |  | c. | grit. | |  | d. | self-disclosure. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 153. Because Yuri was curious about human behavior, he enrolled in an introductory psychology course. George registered for the same course because he needed to boost his grade point average and heard that the professor was an easy grader. In this instance, Yuri’s behavior was a reflection of \_\_\_\_\_\_\_\_, whereas George’s behavior was a reflection of \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | narcissism; grit | |  | b. | intrinsic motivation; extrinsic motivation | |  | c. | grit; narcissism | |  | d. | extrinsic motivation; intrinsic motivation |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 154. The desire to perform a behavior to gain a reward or to avoid punishment involves   |  |  |  | | --- | --- | --- | |  | a. | intrinsic motivation. | |  | b. | extrinsic motivation. | |  | c. | self-discipline. | |  | d. | grit. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 155. Rubin, a high-school senior, has been volunteering at a hospital in hopes that the experience will look good on his college applications. When he is accepted early to his first-choice college, he stops showing up at the hospital for work. Rubin’s volunteering was clearly driven by   |  |  |  | | --- | --- | --- | |  | a. | intrinsic motivation. | |  | b. | extrinsic motivation. | |  | c. | gritty perseverance. | |  | d. | self-discipline. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 156. In an effort to become healthier, Megan has set a goal for herself of exercising three to five times a week. Which of the following is something that she should NOT do?   |  |  |  | | --- | --- | --- | |  | a. | make a resolution to work out regularly | |  | b. | keep her goal to work out regularly to herself | |  | c. | monitor her own progress of working out regularly | |  | d. | create a plan to work out regularly |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 157. Wendell tries to eat a salad every night with dinner. How long does he need to do this for it to become an ingrained habit?   |  |  |  | | --- | --- | --- | |  | a. | 2 weeks | |  | b. | 1 month | |  | c. | 2 months | |  | d. | 3 months |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 158. \_\_\_\_\_\_\_\_ conducted a study in which 200 men were fed normally for three months, after which point the food intake of some participants was halved.   |  |  |  | | --- | --- | --- | |  | a. | Abraham Maslow | |  | b. | Walter Cannon | |  | c. | A. L. Washburn | |  | d. | Ancel Keys |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 159. To demonstrate the power of physiological needs, Ancel Keys and his research team studied the effects of semistarvation among men who volunteered for an alternative military service. In response to this semistarvation, the volunteers   |  |  |  | | --- | --- | --- | |  | a. | did not stabilize their weight even though they were taking in half their previous calories. | |  | b. | stabilized at 25 percent of their normal weight, while taking in half their previous calories. | |  | c. | reduced their energy expenditure, and their body weights stabilized at about 25 percent below their starting weights. | |  | d. | increased their energy expenditure and their basal metabolic rate. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 160. Ancel Keys and his research team observed that men on a semistarvation diet   |  |  |  | | --- | --- | --- | |  | a. | became apathetic and lost interest in food. | |  | b. | remained interested in food but avoided talking or thinking about it. | |  | c. | lost interest in sex and social activities. | |  | d. | became increasingly preoccupied with political and religious issues. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 161. People become obsessed with water when thirsty and obsessed with food when hungry. This illustrates that activated motives   |  |  |  | | --- | --- | --- | |  | a. | increase basal metabolic rate. | |  | b. | lower the set point. | |  | c. | are not culturally influenced. | |  | d. | dominate consciousness. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 162. The theorist who worked with A. L. Washburn to determine the source of hunger was   |  |  |  | | --- | --- | --- | |  | a. | Abraham Maslow. | |  | b. | Walter Cannon. | |  | c. | Paul Rozin. | |  | d. | Ancel Keys. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 163. Who swallowed a balloon that was attached to a recording device and reported information about his feelings of hunger by pressing a key each time he felt a hunger pang?   |  |  |  | | --- | --- | --- | |  | a. | Abraham Maslow | |  | b. | Walter Cannon | |  | c. | A. L. Washburn | |  | d. | Ancel Keys |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 164. Working with Walter Cannon, A. L. Washburn used a balloon to show that feelings of hunger are accompanied by   |  |  |  | | --- | --- | --- | |  | a. | rising blood glucose levels. | |  | b. | reduced secretions of ghrelin. | |  | c. | a rising set point. | |  | d. | stomach contractions. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 165. Research on the physiological basis of hunger has indicated that   |  |  |  | | --- | --- | --- | |  | a. | stomach contractions are unrelated to feelings of hunger. | |  | b. | hunger continues in humans whose stomachs have been removed. | |  | c. | rats whose stomachs have been removed must be force-fed to prevent starvation. | |  | d. | less ghrelin is secreted when the stomach is empty. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 166. After being diagnosed with stomach cancer, Jerry had to have his stomach removed. Which of the following is true regarding Jerry and hunger now?   |  |  |  | | --- | --- | --- | |  | a. | He will still experience feelings of hunger. | |  | b. | He will have little interest in food. | |  | c. | His blood glucose level will be lower. | |  | d. | He will no longer experience feelings of hunger.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 167. \_\_\_\_\_\_\_\_ is a major source of energy in your body.   |  |  |  | | --- | --- | --- | |  | a. | Glucose | |  | b. | Leptin | |  | c. | PYY | |  | d. | Ghrelin |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 168. We experience hunger when the level of   |  |  |  | | --- | --- | --- | |  | a. | ghrelin in our blood is low. | |  | b. | leptin in our blood is low. | |  | c. | glucose in our blood is low. | |  | d. | PYY in our blood is high. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 169. Lily worked for four hours on her history term paper without stopping to have something to eat. When she finished her paper, she felt very hungry. Lily is hungry in part because her   |  |  |  | | --- | --- | --- | |  | a. | leptin levels are high. | |  | b. | blood glucose level has increased. | |  | c. | blood glucose level has dropped. | |  | d. | ghrelin production is low. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 170. Bryan is on a long road trip and hopes to make it to his next destination by sundown. As a result, he hasn't eaten since early morning, and it is now time for dinner. His stomach is growling, and he feels a strong urge to stop and eat. It is likely that Bryan’s   |  |  |  | | --- | --- | --- | |  | a. | blood glucose level has dropped. | |  | b. | blood glucose level has increased. | |  | c. | leptin levels are high. | |  | d. | ghrelin production is low. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 171. The arcuate nucleus is a(n)   |  |  |  | | --- | --- | --- | |  | a. | form of sugar that provides a major source of energy for the body. | |  | b. | appetite hormone secreted by the stomach. | |  | c. | appetite-stimulating neural network in the hypothalamus. | |  | d. | appetite-stimulating center in the liver. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 172. The neural network in the hypothalamus that has a center that secretes appetite-stimulating hormones and another center that secretes appetite-suppressing hormones is the   |  |  |  | | --- | --- | --- | |  | a. | stomach. | |  | b. | hippocampus. | |  | c. | arcuate nucleus. | |  | d. | liver.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 173. Destroying an appetite-suppressing area in a rat’s hypothalamus will most likely   |  |  |  | | --- | --- | --- | |  | a. | lower the rat's set point for body weight. | |  | b. | cause the rat to become overweight. | |  | c. | lower the rat's blood glucose levels. | |  | d. | increase the rat's basal metabolic rate. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 174. The hormone secreted by an empty stomach that sends “I’m hungry” signals to the brain is   |  |  |  | | --- | --- | --- | |  | a. | PYY. | |  | b. | orexin. | |  | c. | ghrelin. | |  | d. | leptin. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 175. Gemma has just eaten a big dinner out for her birthday. When the waiter offers her a complimentary birthday dessert, she politely refuses, explaining that she feels too full to eat another bite. This is likely because her   |  |  |  | | --- | --- | --- | |  | a. | PYY levels are low. | |  | b. | ghrelin levels are low. | |  | c. | blood glucose level has dropped. | |  | d. | level of orexin is high. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 176. When people with severe obesity undergo bypass surgery that seals off or removes part of the stomach, the remaining stomach then produces much less   |  |  |  | | --- | --- | --- | |  | a. | PYY. | |  | b. | orexin. | |  | c. | ghrelin. | |  | d. | leptin. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 177. Dylan will soon undergo bypass surgery for severe obesity. After the surgery, the remaining stomach will produce much less   |  |  |  | | --- | --- | --- | |  | a. | PYY. | |  | b. | leptin. | |  | c. | ghrelin. | |  | d. | orexin. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 178. Orexin is a \_\_\_\_\_\_\_\_ hormone secreted by the \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | hunger-arousing; hypothalamus | |  | b. | hunger-suppressing; hypothalamus | |  | c. | hunger-arousing; stomach | |  | d. | hunger-suppressing; stomach |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 179. In addition to secreting the hunger-triggering hormone orexin, the \_\_\_\_\_\_\_\_ monitors levels of the body's other appetite hormones.   |  |  |  | | --- | --- | --- | |  | a. | hippocampus | |  | b. | amygdala | |  | c. | cerebellum | |  | d. | hypothalamus |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 180. Lucia has had classes all day and skipped lunch, so she is now very hungry. Lucia's hunger is being triggered by the hormone \_\_\_\_\_\_\_\_, which is secreted by the \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | orexin; hypothalamus | |  | b. | leptin; hypothalamus | |  | c. | PYY; stomach | |  | d. | orexin; stomach |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 181. Lillian has been at a meeting all afternoon. Because she hasn’t eaten since lunch, she is now extremely hungry. Lillian’s hunger is being triggered by the hormone \_\_\_\_\_\_\_\_, which is secreted by the \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | orexin; hypothalamus | |  | b. | leptin; hypothalamus | |  | c. | PYY; stomach | |  | d. | orexin; stomach |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 182. Leptin is a hunger-reducing hormone secreted by   |  |  |  | | --- | --- | --- | |  | a. | the adrenal gland. | |  | b. | the stomach. | |  | c. | fat cells. | |  | d. | the hypothalamus. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 183. Fat cells are to digestive tract as   |  |  |  | | --- | --- | --- | |  | a. | ghrelin is to orexin. | |  | b. | leptin is to PYY. | |  | c. | leptin is to orexin. | |  | d. | PYY is to ghrelin. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 184. Feelings of hunger are decreased by the digestive-tract hormone   |  |  |  | | --- | --- | --- | |  | a. | ghrelin. | |  | b. | orexin. | |  | c. | serotonin. | |  | d. | PYY. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 185. Mateo, who just finished a five-course meal at his friend’s home, is offered a piece of cake. Mateo says, “No, thanks. I’m not hungry.” The digestive tract hormone \_\_\_\_\_\_\_\_ is sending “I’m not hungry” signals to Mateo’s brain.   |  |  |  | | --- | --- | --- | |  | a. | ghrelin | |  | b. | orexin | |  | c. | serotonin | |  | d. | PYY |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 186. Melissa is eating dinner when she begins to feel full. Which hormone is giving her that message?   |  |  |  | | --- | --- | --- | |  | a. | glucose | |  | b. | orexin | |  | c. | PYY | |  | d. | ghrelin |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 187. The set point is   |  |  |  | | --- | --- | --- | |  | a. | the basal metabolic rate after eating a meal. | |  | b. | the body temperature of a healthy organism, for example, 98.6 degrees Fahrenheit in humans. | |  | c. | the point at which energy expenditures from exercise and from metabolism are equal. | |  | d. | the specific body weight maintained automatically by most adults. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 188. Which of the following best describes the basic idea of a set point?   |  |  |  | | --- | --- | --- | |  | a. | People are consciously capable of choosing, or “setting,” a particular weight level and easily maintaining it. | |  | b. | The body is naturally “set” to maintain a particular weight by increasing or decreasing feelings of hunger and basal metabolic rate. | |  | c. | Once you “set” your basal metabolic rate to a higher level, you can eat more food without gaining weight. | |  | d. | Once you establish and “set” PYY at a lower level, you can eat more food without gaining weight. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 189. Thirty-year-old Ryan has been working out every day for years. Over the years, Ryan’s body weight has remained stable. His stable body weight is an example of   |  |  |  | | --- | --- | --- | |  | a. | nudged nutrition. | |  | b. | body mass index. | |  | c. | basal metabolic rate. | |  | d. | a set point. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 190. Which of the following is true of a person’s set point?   |  |  |  | | --- | --- | --- | |  | a. | It is influenced in part by heredity. | |  | b. | It results from environmental factors only. | |  | c. | It can be adjusted based on a person’s weight thermostat. | |  | d. | It depends on a person’s glucose level. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 191. An explanation of motivation in terms of homeostasis (the tendency to maintain a balanced internal state) is best illustrated by the concept of   |  |  |  | | --- | --- | --- | |  | a. | instinct. | |  | b. | set point. | |  | c. | basal metabolic rate. | |  | d. | ecology of eating. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 192. Basal metabolic rate is the body's resting rate of   |  |  |  | | --- | --- | --- | |  | a. | the settling point. | |  | b. | leptin secretion. | |  | c. | energy expenditure. | |  | d. | homeostasis. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 193. When an organism's weight rises above its set point, the organism is likely to experience a(n)   |  |  |  | | --- | --- | --- | |  | a. | decrease in both hunger and basal metabolic rate. | |  | b. | increase in hunger and a decrease in basal metabolic rate. | |  | c. | decrease in hunger and an increase in basal metabolic rate. | |  | d. | increase in both hunger and basal metabolic rate. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 194. Mila’s weight has been the same for 5 years, but during the past six weeks it has dropped more than 15 percent below its set point. It is likely that Mila is experiencing a(n) \_\_\_\_\_\_\_\_ in hunger and a(n) \_\_\_\_\_\_\_\_ in basal metabolic rate.   |  |  |  | | --- | --- | --- | |  | a. | increase; increase | |  | b. | decrease; increase | |  | c. | increase; decrease | |  | d. | decrease; decrease |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 195. Which term indicates that a person’s weight may be altered in response to caloric intake and expenditure?   |  |  |  | | --- | --- | --- | |  | a. | basal metabolic rate | |  | b. | neophobia | |  | c. | set point | |  | d. | settling point |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 196. Which of the following observations seems to support the idea of a settling point?   |  |  |  | | --- | --- | --- | |  | a. | Although laboratory mice and rats will overeat if given a variety of foods to eat, animals in the wild will eat only enough to maintain a normal body weight. | |  | b. | Sustained changes in body weight can alter one's set point, and psychological factors also sometimes drive our feelings of hunger. | |  | c. | Even when people are given medications that boost brain levels of serotonin, their weight will gradually decrease with age. | |  | d. | The prevalence of obesity is just as great in developing countries as in North America. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 197. Dr. Costa disagrees with the concept of a set point, preferring instead the idea of a settling point. Which of the following is NOT a likely argument that Dr. Costa would make to support his preference?   |  |  |  | | --- | --- | --- | |  | a. | Given access to a variety of appealing foods, people and other animals tend to overeat and gain weight. | |  | b. | Slow, sustained changes in body weight can alter one's set point. | |  | c. | Psychological factors sometimes drive our feelings of hunger. | |  | d. | Our body weight is determined almost entirely by our genes. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 198. Our weight thermostats are somewhat flexible and are influenced by environmental as well as biological factors. Some researchers have therefore adopted the term   |  |  |  | | --- | --- | --- | |  | a. | basal metabolic rate. | |  | b. | homeostasis. | |  | c. | ecology of eating. | |  | d. | settling point. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 199. One’s settling point is influenced by   |  |  |  | | --- | --- | --- | |  | a. | both the environment and biology. | |  | b. | appetite-suppressing hormones. | |  | c. | cultural influences on taste preference. | |  | d. | only physiological factors. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 200. After Joanne graduated from college, she landed her first job, which required her to sit for long hours each day. She gained 10 pounds fairly quickly, but after about six months, her weight has stabilized. Joanne has reached her   |  |  |  | | --- | --- | --- | |  | a. | basal metabolic rate. | |  | b. | homeostasis. | |  | c. | set point. | |  | d. | settling point. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 201. To explain why we tend to overeat and gain weight when there is unlimited access to a variety of appealing foods, some researchers use the term \_\_\_\_\_\_\_\_ to indicate a person's base weight level.   |  |  |  | | --- | --- | --- | |  | a. | homeostasis | |  | b. | basal metabolic rate | |  | c. | metabolism | |  | d. | settling point |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 202. In one experiment, after eating a normal lunch, two patients readily consumed a second lunch 20 minutes later because they had   |  |  |  | | --- | --- | --- | |  | a. | no memory of the previous meal. | |  | b. | excessively high blood glucose levels. | |  | c. | suffered the loss of their hypothalamus. | |  | d. | unusually low levels of ghrelin secretions. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 203. Jaxon is unable to form new conscious memories and so is unable to remember what he did a half hour ago. If he eats dinner at 5, and is then offered dinner at 5:30, most likely he would   |  |  |  | | --- | --- | --- | |  | a. | not remember his recent meal, so would eat the second dinner readily. | |  | b. | refuse the second dinner, saying he had just had dinner. | |  | c. | take one bite and then say he was full from his earlier dinner. | |  | d. | refuse the second dinner, saying he was feeling full. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 204. The level of serotonin in the brain is   |  |  |  | | --- | --- | --- | |  | a. | decreased by a diet high in sugar. | |  | b. | decreased by a diet high in salt. | |  | c. | increased by a diet high in protein. | |  | d. | increased by a diet high in carbohydrates. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 205. Which of the following foods does NOT boost levels of serotonin, which has a calming effect on us?   |  |  |  | | --- | --- | --- | |  | a. | pasta | |  | b. | chips | |  | c. | candy | |  | d. | green beans |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 206. Eating foods that boost levels of the neurotransmitter serotonin serves to   |  |  |  | | --- | --- | --- | |  | a. | reduce tense feelings. | |  | b. | increase ghrelin secretions. | |  | c. | reduce self-esteem. | |  | d. | increase bodily arousal. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 207. Zoe is nervous about a presentation she will be giving to her entire office that afternoon. She spies a box of cookies that her coworker brought in and, to her own surprise, ends up consuming half the box. What can you tell Zoe that will explain her eating behavior?   |  |  |  | | --- | --- | --- | |  | a. | Carbohydrates increase levels of ghrelin, which can help you sleep. | |  | b. | Carbohydrates help increase levels of serotonin, which can have calming effects. | |  | c. | Carbohydrates help increase levels of orexin, which can have calming effects. | |  | d. | Carbohydrates help increase levels of norepinephrine, which can have calming effects. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 208. Our preferences for sweet and salty tastes are   |  |  |  | | --- | --- | --- | |  | a. | culture-specific. | |  | b. | formed by taste aversions. | |  | c. | genetic and universal. | |  | d. | highly conditioned. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 209. Stella’s brother talked her into ordering swordfish at dinner one night. She became nauseous and now dislikes the taste of swordfish. Her experience best illustrates that taste preferences are influenced by   |  |  |  | | --- | --- | --- | |  | a. | basal metabolic rate. | |  | b. | learning experiences. | |  | c. | the ecology of eating. | |  | d. | a settling point. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 210. Juan can’t stand pineapples after getting a stomach virus and vomiting pineapples more than three years ago. This demonstrates that   |  |  |  | | --- | --- | --- | |  | a. | taste preferences can be learned. | |  | b. | taste preferences are genetic. | |  | c. | taste preferences are universal. | |  | d. | Juan is overreacting. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 211. The recipes commonly used in regions with hot climates often include more \_\_\_\_\_\_\_\_ than those used in regions with colder climates.   |  |  |  | | --- | --- | --- | |  | a. | spices | |  | b. | sugar | |  | c. | fats | |  | d. | proteins |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 212. People are most likely to dislike the taste of \_\_\_\_\_\_\_\_ foods.   |  |  |  | | --- | --- | --- | |  | a. | salty | |  | b. | starchy | |  | c. | unfamiliar | |  | d. | sugary |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 213. People's dislike of unfamiliar foods best illustrates   |  |  |  | | --- | --- | --- | |  | a. | set point. | |  | b. | neophobia. | |  | c. | basal metabolic rate. | |  | d. | hierarchy of needs. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 214. Willow is staying with family in Alaska and is asked to try a local delicacy, whale blubber. She hesitates to do so because her \_\_\_\_\_\_\_\_, which was adaptive for our ancestors, makes Willow less willing to consume this unfamiliar food.   |  |  |  | | --- | --- | --- | |  | a. | set point | |  | b. | basal metabolic rate | |  | c. | hypothalamus | |  | d. | neophobia |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 215. People from different parts of the world are often shocked and even repulsed by one another’s cuisine. This illustrates how   |  |  |  | | --- | --- | --- | |  | a. | taste preferences are influenced by culture. | |  | b. | smell sensations are influenced by the environment. | |  | c. | social situations can influence eating choices. | |  | d. | heredity affects diet and weight gain. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 216. Five-year-old Caleb refuses to try any new foods, especially if they are animal-based. This avoidance of unfamiliar foods   |  |  |  | | --- | --- | --- | |  | a. | is uncommon in rats. | |  | b. | is uncommon in humans. | |  | c. | was adaptive for our human ancestors by protecting them from toxic substances. | |  | d. | was not adaptive for our human ancestors because they became bored eating the same foods. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 217. Francesca is pregnant with her first child and is enduring severe food aversions and nausea. What may explain her experience?   |  |  |  | | --- | --- | --- | |  | a. | Her exposure to novel foods has been limited. | |  | b. | Her developing embryo is vulnerable to toxins. | |  | c. | Her body is unprepared for pregnancy. | |  | d. | She is dehydrated. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 218. We know that our tastes are influenced by learning and culture. The amount we eat is also influenced by experience. For example, food consumption often depends on   |  |  |  | | --- | --- | --- | |  | a. | the arcuate nucleus. | |  | b. | appetite hormones. | |  | c. | hypothalamic activity. | |  | d. | situational influences. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 219. By highlighting the ecology of eating, psychologists focus on the fact that food consumption often depends on   |  |  |  | | --- | --- | --- | |  | a. | the arcuate nucleus. | |  | b. | appetite hormones. | |  | c. | hypothalamic activity. | |  | d. | situational influences. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 220. According to the ecology of eating, we   |  |  |  | | --- | --- | --- | |  | a. | eat more when eating with friends. | |  | b. | forget when our last meal was. | |  | c. | eat a balanced meal no matter whether we are alone or with friends. | |  | d. | tend to prefer spicy foods. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 221. Bettina is going out to dinner with her friends. She is likely to eat   |  |  |  | | --- | --- | --- | |  | a. | less than usual. | |  | b. | the same as usual. | |  | c. | more than usual. | |  | d. | an amount that can’t be determined from the information given. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 222. Jack is eating dinner with a group of friends. What can be expected regarding his eating behavior?   |  |  |  | | --- | --- | --- | |  | a. | He will prefer sweet foods over salty foods. | |  | b. | He will prefer salty foods over sweet foods. | |  | c. | He will eat less for dinner than he usually does. | |  | d. | He will eat more for dinner than he usually does. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 223. Which of the following is not a situational influence on eating?   |  |  |  | | --- | --- | --- | |  | a. | serving size | |  | b. | taste preference | |  | c. | food variety | |  | d. | nutritional nudges |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 224. When she is at home, Chloe eats healthfully and stops when she is satisfied. When she goes out for meals with her friends, however, she eats unhealthy foods she would normally avoid and continues eating until she is uncomfortably full. Chloe’s behavior demonstrates   |  |  |  | | --- | --- | --- | |  | a. | the ecology of eating. | |  | b. | neophobia. | |  | c. | set point. | |  | d. | a settling point. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 225. When encouraged to eat their fill of M&M'S, people ate more when given a large rather than a small serving scoop. This most clearly reflects the effect of   |  |  |  | | --- | --- | --- | |  | a. | neophobia. | |  | b. | set point. | |  | c. | settling point. | |  | d. | serving size. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 226. Leah noticed that her dinner guests ate less from a very large bowl of cookies that were broken in half rather than whole. This best illustrates the effect of   |  |  |  | | --- | --- | --- | |  | a. | body mass index. | |  | b. | the settling point. | |  | c. | serving size. | |  | d. | neophobia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 227. When Renata is allowed to eat as much ice cream as she would like, she most likely will eat more if she is   |  |  |  | | --- | --- | --- | |  | a. | given small rather than large serving bowls out of which she can eat. | |  | b. | offered a wide variety rather than a small variety of ice cream flavors. | |  | c. | eating with smaller rather than larger spoons. | |  | d. | eating alone rather than in the presence of others. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 228. When one research team offered schoolchildren carrots before they picked up other foods in a lunch line, the number of carrots taken quadrupled. In this way, the researchers were   |  |  |  | | --- | --- | --- | |  | a. | creating a homeostatic system. | |  | b. | lowering the settling point. | |  | c. | nudging nutrition. | |  | d. | raising the children's metabolic rates. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 229. Alane is interested in calculating her BMI. Her BMI is   |  |  |  | | --- | --- | --- | |  | a. | based on her height compared with her age. | |  | b. | her weight-to-age ratio. | |  | c. | based on her weight compared with her age. | |  | d. | her weight-to-height ratio. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 230. *Obesity* is defined as   |  |  |  | | --- | --- | --- | |  | a. | a body weight 30 percent higher than one's normal set point. | |  | b. | a regular daily consumption of more than 3000 calories. | |  | c. | a body mass index of 30 or more. | |  | d. | a basal metabolic rate 30 percent lower than average for people of similar height. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 231. Obesity can be classified as a high   |  |  |  | | --- | --- | --- | |  | a. | basal metabolic rate. | |  | b. | body mass index. | |  | c. | set point. | |  | d. | PYY level. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 232. Exercising regularly and getting enough sleep contribute to a(n) \_\_\_\_\_\_\_\_ in metabolism and a(n) \_\_\_\_\_\_\_\_ in the settling point.   |  |  |  | | --- | --- | --- | |  | a. | increase; increase | |  | b. | decrease; decrease | |  | c. | increase; decrease | |  | d. | decrease; increase |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 233. Which of the following suggestions would be the WORST advice for a dieter?   |  |  |  | | --- | --- | --- | |  | a. | “Minimize your exposure to tempting foods.” | |  | b. | “Accompany your diet with a sustained exercise program.” | |  | c. | “Avoid eating during the day so you can enjoy a big meal in the evening.” | |  | d. | “Before eating with friends, decide what and how much you want to eat.” |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 234. Margo has been on a diet for more than a year. She has now reached a healthy weight, so she has decided to end her diet. What should she know about weight regain?   |  |  |  | | --- | --- | --- | |  | a. | Continuing to exercise can help you regain less weight. | |  | b. | Gradually increasing your portion size will minimize weight regain. | |  | c. | To avoid weight regain, she should begin eating normally again as soon as possible. | |  | d. | Fasting all day and eating one large meal before bed will reduce weight regain. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 235. Which of the following does NOT support the adverse effects of obesity?   |  |  |  | | --- | --- | --- | |  | a. | Obesity is associated with physical health risks. | |  | b. | Obesity is associated with increased depression. | |  | c. | Obesity is associated with bullying. | |  | d. | Obesity is associated with set point, metabolism, and genes. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 236. Since 1975, the worldwide obesity rate has   |  |  |  | | --- | --- | --- | |  | a. | dropped by half. | |  | b. | remained the same. | |  | c. | risen slightly. | |  | d. | tripled. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 237. Storing fat was adaptive for our ancestors, because a body that can store fat has the advantage of possessing   |  |  |  | | --- | --- | --- | |  | a. | low blood pressure. | |  | b. | stored energy. | |  | c. | a low set point. | |  | d. | reduced levels of serotonin. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 238. In the United States, the rate of obesity among adults has \_\_\_\_\_\_\_\_ over the last 43 years, and the rate of obesity among children and teens has \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | increased; decreased | |  | b. | decreased; increased | |  | c. | increased; increased | |  | d. | decreased; decreased |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 239. Logan has struggled with obesity all his life, and his weight is beginning to affect his physical health. He now plans to lose weight with a reduced-calorie diet. This will likely be a challenge for Logan, because   |  |  |  | | --- | --- | --- | |  | a. | low-calorie diets trigger increased secretions of leptin. | |  | b. | his resting metabolic rate will increase and cause him to overeat. | |  | c. | he has an unusually low set point for body weight. | |  | d. | fat requires less food intake to maintain than it did to gain. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 240. Which of the following is true regarding research on obesity and weight control?   |  |  |  | | --- | --- | --- | |  | a. | There are fewer obese people now than 50 years ago. | |  | b. | When a person is dieting, the body perceives starvation and so burns fewer calories. | |  | c. | In countries where food is scarce, the drive for fat has become dysfunctional. | |  | d. | Adoptive siblings' body weights are correlated with one another. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 241. A heavier body is sometimes a sign of affluence and status   |  |  |  | | --- | --- | --- | |  | a. | in wealthy nations. | |  | b. | in impoverished areas. | |  | c. | all over the world. | |  | d. | in no known countries. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 242. Physiological factors that contribute to obesity include the fact that   |  |  |  | | --- | --- | --- | |  | a. | when an obese person has lost weight, a diet and exercise program are no longer necessary for maintaining the lower weight. | |  | b. | fat has a lower metabolic rate than muscle. | |  | c. | overweight people typically suffer from a lack of willpower and self-discipline. | |  | d. | the settling point for our body weight increases after people complete weight-loss diets. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 243. A dieter whose weight falls below his or her set point is likely to experience a(n)   |  |  |  | | --- | --- | --- | |  | a. | increase in hunger and an increase in metabolic rate. | |  | b. | increase in hunger and a decrease in metabolic rate. | |  | c. | decrease in hunger and a decrease in metabolic rate. | |  | d. | decrease in hunger and an increase in metabolic rate. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 244. The body weights of adopted children \_\_\_\_\_\_\_\_ resemble those of their adoptive parents than those of their biological parents, and they \_\_\_\_\_\_\_\_ resemble those of their adoptive siblings than those of their biological siblings.   |  |  |  | | --- | --- | --- | |  | a. | more closely; more closely | |  | b. | less closely; less closely | |  | c. | more closely; less closely | |  | d. | less closely; more closely |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 245. With sleep deprivation, the levels of leptin \_\_\_\_\_\_\_\_ and the levels of ghrelin \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | rise; rise | |  | b. | fall; fall | |  | c. | rise; fall | |  | d. | fall; rise |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 246. If a person’s close friend becomes obese, the odds of that person also becoming obese triple. This best illustrates the impact of \_\_\_\_\_\_\_\_ on obesity.   |  |  |  | | --- | --- | --- | |  | a. | the basal metabolic rate | |  | b. | set point | |  | c. | neophobia | |  | d. | social influence |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 247. Mark became good friends with Matt, who is obese, two years ago. Since then, Mark has gained 40 pounds. When Mark and Matt eat together, Mark consumes larger portions and more unhealthy foods. Mark’s change in diet and weight gain can be explained by the impact of   |  |  |  | | --- | --- | --- | |  | a. | the ecology of eating. | |  | b. | neophobia. | |  | c. | sleep loss. | |  | d. | social influences. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 248. How many genes have been identified as affecting weight, even in a small way?   |  |  |  | | --- | --- | --- | |  | a. | 10 | |  | b. | 50 | |  | c. | more than 100 | |  | d. | more than 300 |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 249. Evidence that obesity is influenced by factors in addition to genetics includes the fact that   |  |  |  | | --- | --- | --- | |  | a. | mice injected with daily doses of leptin become less active and gain weight. | |  | b. | lean people seem naturally disposed to move about. | |  | c. | the weights of adopted people are highly correlated with the weights of their adoptive parents. | |  | d. | worldwide, people are averaging fewer than 20 minutes per day of moderate activity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 250. \_\_\_\_\_\_\_\_ explain(s) why one person may be heavier than another, and \_\_\_\_\_\_\_\_ explain(s) why people today weigh more than people 50 years ago.   |  |  |  | | --- | --- | --- | |  | a. | Environment; genes | |  | b. | Nurture; nature | |  | c. | Environment; heredity | |  | d. | Genes; environment |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 251. Psychologists define \_\_\_\_\_\_\_\_ as a complex psychological state that involves a physiological (bodily) response, a behavioral or expressive response, and conscious experience.   |  |  |  | | --- | --- | --- | |  | a. | arousal | |  | b. | emotion | |  | c. | behaviors | |  | d. | conscious experiences |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 252. Emotion consists of conscious experience, bodily arousal, and   |  |  |  | | --- | --- | --- | |  | a. | implicit awareness. | |  | b. | reappraisal. | |  | c. | expressive behaviors. | |  | d. | unconscious feelings. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 253. The basic components of emotion are   |  |  |  | | --- | --- | --- | |  | a. | sympathetic arousal, parasympathetic inhibition, and cognitive labeling. | |  | b. | physical gestures, facial expressions, and psychological drives. | |  | c. | expressive behaviors, physiological arousal, and conscious experience. | |  | d. | cognition, affect, and behavior. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 254. Walking down an unlit street, Jing hears footsteps behind her and experiences intense fear. Jing’s fear involves all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | parasympathetic activity. | |  | b. | a physiological response. | |  | c. | a behavioral or expressive response. | |  | d. | conscious experience. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 255. Walking quickly to get away from a possible attacker is an example of which aspect of emotion?   |  |  |  | | --- | --- | --- | |  | a. | bodily arousal | |  | b. | expressive behaviors | |  | c. | conscious experience | |  | d. | conscious feelings |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 256. The psychologist who suggested that “we feel sorry because we cry, angry because we strike, afraid because we tremble” was   |  |  |  | | --- | --- | --- | |  | a. | Stanley Schachter. | |  | b. | William James. | |  | c. | Walter Cannon. | |  | d. | Richard Lazarus. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 257. The James-Lange theory of emotion states that   |  |  |  | | --- | --- | --- | |  | a. | to experience emotion is to be aware of our physiological responses to an emotion-arousing stimulus. | |  | b. | the expression of emotion reduces our level of physiological arousal. | |  | c. | an emotion-arousing stimulus simultaneously triggers both physiological arousal and the subjective experience of emotion. | |  | d. | to experience emotion we must be physically aroused and able to cognitively label the emotion. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 258. Jennifer feels her heart pounding, so she becomes fearful as she walks to her car in the parking garage. What does this describe?   |  |  |  | | --- | --- | --- | |  | a. | activation of her parasympathetic nervous system | |  | b. | the James-Lange theory of emotion | |  | c. | the Cannon-Bard theory of emotion | |  | d. | the two-factor theory |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 259. Penelope's grandmother told her, “You’ll know you’re in love when your heart pounds and you experience that unique trembling feeling inside.” This remark best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the Cannon-Bard theory. | |  | b. | the two-factor theory. | |  | c. | cognitive appraisal. | |  | d. | the James-Lange theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 260. When Palik first rode the large roller coaster, he looked at all the curves and high and low points and became aware of his high level of physiological arousal. Suddenly he felt frightened. The sequence of events in Palik’s emotional experience reflects   |  |  |  | | --- | --- | --- | |  | a. | the Cannon-Bard theory. | |  | b. | the two-factor theory. | |  | c. | cognitive appraisal. | |  | d. | the James-Lange theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 261. The idea that an emotion-arousing stimulus is simultaneously routed to the cortex and to the sympathetic nervous system is central to   |  |  |  | | --- | --- | --- | |  | a. | the James-Lange theory. | |  | b. | cognitive appraisal. | |  | c. | two-factor theory. | |  | d. | the Cannon-Bard theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 262. According to the \_\_\_\_\_\_\_\_, bodily responses and the subjective experience of emotion occur at the same time.   |  |  |  | | --- | --- | --- | |  | a. | Cannon-Bard theory | |  | b. | James-Lange theory | |  | c. | two-factor theory | |  | d. | cognitive appraisal theory |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 263. Walter Cannon and Philip Bard argued that our bodily responses and experienced emotions occur   |  |  |  | | --- | --- | --- | |  | a. | separately but simultaneously. | |  | b. | one after the other. | |  | c. | within the same neural circuit. | |  | d. | only after we consciously interpret our arousal. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 264. Walter Cannon challenged the James-Lange theory, criticizing it on several grounds. Which of the following is one of those criticisms?   |  |  |  | | --- | --- | --- | |  | a. | The James-Lange theory overemphasized the importance of physiological reactions. | |  | b. | The James-Lange theory failed to consider the importance of thoughts in emotional reactions. | |  | c. | Our bodily reactions are too similar, and change too slowly, to cause different emotions. | |  | d. | The James-Lange theory described the nature of emotions but failed to explain how they occur. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 265. Lukas has just experienced a terrifying earthquake. Recounting the moment when he felt the first jolt, he recalls, “I felt terrified and noticed that my heart was pounding, all in the very same instant.” Lukas’ reported experience is most consistent with   |  |  |  | | --- | --- | --- | |  | a. | the James-Lange theory. | |  | b. | the two-factor theory. | |  | c. | cognitive appraisal. | |  | d. | the Cannon-Bard theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 266. As Mark described how he felt during his recent flight, he said, “My heart was pounding hard in my chest as I was scared of landing.” This is consistent with   |  |  |  | | --- | --- | --- | |  | a. | the James-Lange theory. | |  | b. | the Cannon-Bard theory. | |  | c. | the two-factor theory. | |  | d. | Lazarus’ theory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 267. According to the Cannon-Bard theory, the body's arousal is related to the sympathetic nervous system in the same way that subjective awareness of emotion is related to the   |  |  |  | | --- | --- | --- | |  | a. | cortex. | |  | b. | hypothalamus. | |  | c. | thalamus. | |  | d. | parasympathetic nervous system. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 268. According to the James-Lange theory, we experience emotion \_\_\_\_\_\_\_\_ we notice our physiological arousal. According to the Cannon-Bard theory, we experience emotion \_\_\_\_\_\_\_\_ we become physiologically aroused.   |  |  |  | | --- | --- | --- | |  | a. | before; before | |  | b. | before; after | |  | c. | after; at the same time as | |  | d. | at the same time as; after |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 269. Tranquilizing drugs that inhibit sympathetic nervous system activity often reduce people's subjective experience of intense anxiety. Which theory of emotion would have the greatest difficulty explaining this effect?   |  |  |  | | --- | --- | --- | |  | a. | James-Lange | |  | b. | Cannon-Bard | |  | c. | two-factor | |  | d. | cognitive appraisal |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 270. Researchers discovered that the \_\_\_\_\_\_\_\_ an individual's spinal cord injury, the more feelings of anger tended to \_\_\_\_\_\_\_\_ in intensity following the injury.   |  |  |  | | --- | --- | --- | |  | a. | higher; decrease | |  | b. | higher; increase | |  | c. | lower; decrease | |  | d. | lower; increase |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 271. Researchers have found that people with high spinal cord injuries experience certain emotions much less intensely. This finding supports the   |  |  |  | | --- | --- | --- | |  | a. | Cannon-Bard theory. | |  | b. | two-factor theory. | |  | c. | James-Lange theory. | |  | d. | spillover effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 272. Jim was in an automobile accident and now experiences emotions differently than before the accident. For instance, he now cries more easily and says that when he is angry, it feels different. What type of injury did Jim likely experience?   |  |  |  | | --- | --- | --- | |  | a. | a lower-spine injury | |  | b. | an injury to his brainstem | |  | c. | an injury to the back of his neck | |  | d. | a high spinal cord injury |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 273. The two-factor theory of emotion was proposed by   |  |  |  | | --- | --- | --- | |  | a. | Walter Cannon and Philip Bard. | |  | b. | Robert Zajonc and Richard Lazarus. | |  | c. | William James and Carl Lange. | |  | d. | Stanley Schachter and Jerome Singer. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 274. The two-factor theory of emotion places more emphasis on the importance of \_\_\_\_\_\_\_\_ than does the James-Lange theory.   |  |  |  | | --- | --- | --- | |  | a. | cognitive activity | |  | b. | the autonomic nervous system | |  | c. | physiological arousal | |  | d. | stress hormones |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 275. According to the two-factor theory, the two basic components of emotions are \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | facial expressions; cognitive appraisal | |  | b. | emotion-arousing events; physical arousal | |  | c. | physical arousal; overt behavior | |  | d. | cognitive appraisal; physical arousal |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 276. Feeling his heart pound as his teacher passed out math tests, Lee whispered to his seatmate, “I must be really nervous!” Later, while walking across campus, Lee spotted his crush and again felt his heart pound. “I must be falling in love!” he thought. The differing emotions experienced by Lee can best be explained by the   |  |  |  | | --- | --- | --- | |  | a. | Cannon-Bard theory. | |  | b. | James-Lange theory. | |  | c. | two-factor theory. | |  | d. | embodied response theory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 277. Dr. Delgado maintains that emotion has two ingredients: physiological arousal and the cognitive appraisal that we apply to explain the arousal. Dr. Delgado’s view is most consistent with the \_\_\_\_\_\_\_\_ theory of emotion.   |  |  |  | | --- | --- | --- | |  | a. | basic | |  | b. | Cannon-Bard | |  | c. | James–Lange | |  | d. | two-factor |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 278. The two-factor theory of emotion would have difficulty explaining why a   |  |  |  | | --- | --- | --- | |  | a. | person comes to fear snakes after he sees someone else bitten by one. | |  | b. | person's fear of snakes is reduced after she receives a calming tranquilizer. | |  | c. | person automatically fears snakes even though he thinks they are attractive and harmless. | |  | d. | person's fear of snakes is reduced after she learns that most snakes are harmless. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 279. The lingering arousal associated with one emotional state can intensify a completely different state of emotion. This is called   |  |  |  | | --- | --- | --- | |  | a. | the spillover effect. | |  | b. | appraisal. | |  | c. | reappraisal. | |  | d. | the polygraph principle. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 280. Immediately after an upsetting phone call with her sister, Ana walks into the kitchen and sees her roommate’s dirty breakfast plate in the sink. “I know you left that there on purpose, just to make me mad!” she yells at her stunned roommate, leaving the apartment and slamming the door behind her. She later apologizes, explaining that her feelings from the phone call spilled over into her interaction with her roommate. Ana’s experience is best understood in terms of   |  |  |  | | --- | --- | --- | |  | a. | the Cannon-Bard theory. | |  | b. | the two-factor theory. | |  | c. | the James-Lange theory. | |  | d. | sympathetic nervous system activity. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 281. Andie was momentarily terrified as a passing automobile nearly sideswiped his car. When one of his passengers joked that he almost had a two-color car, Andie laughed uncontrollably. Andie’s emotional volatility best illustrates the   |  |  |  | | --- | --- | --- | |  | a. | Cannon-Bard theory. | |  | b. | cognitive labeling effect. | |  | c. | James-Lange theory. | |  | d. | spillover effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 282. The spillover effect is best explained in terms of the   |  |  |  | | --- | --- | --- | |  | a. | Cannon-Bard theory. | |  | b. | low-road pathway. | |  | c. | James-Lange theory. | |  | d. | two-factor theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 283. Who examined the spillover effect by injecting college men with epinephrine?   |  |  |  | | --- | --- | --- | |  | a. | Lazarus | |  | b. | Cannon and Bard | |  | c. | Zajonc | |  | d. | Schachter and Singer |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 284. Steve, who is normally quiet and reserved, is physically aroused from a long, exhilarating run. When his daughter arrives home and reports that she got an A on her math test, to everyone’s surprise, Steve picks her up and joyfully swings her around the room. Steve’s experience can best be explained by the   |  |  |  | | --- | --- | --- | |  | a. | two-factor theory. | |  | b. | James-Lange theory. | |  | c. | Cannon-Bard theory. | |  | d. | appraisal theory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 285. After riding the roller coaster, William begins to feel unusually irritated at having to wait in line for a drink. His irritation may be related to   |  |  |  | | --- | --- | --- | |  | a. | the spillover effect. | |  | b. | the Cannon-Bard theory. | |  | c. | the two-factor theory. | |  | d. | reappraisal. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 286. Samir volunteered for a psychology study of emotion. If Samir were injected with \_\_\_\_\_\_\_, he would experience feelings of arousal.   |  |  |  | | --- | --- | --- | |  | a. | leptin | |  | b. | orexin | |  | c. | epinephrine | |  | d. | PYY |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 287. In one experiment, college men were injected with epinephrine before spending time with either a euphoric or an irritated person. The results of this experiment support the idea that   |  |  |  | | --- | --- | --- | |  | a. | some emotions can be experienced apart from cognition. | |  | b. | there are subtle but distinct physiological differences among the emotions. | |  | c. | our experience of emotion depends on how we interpret the body's arousal. | |  | d. | happiness is largely a function of right frontal lobe activation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 288. In an experiment to test the spillover effect, college men were injected with epinephrine prior to spending time with an experimenter's accomplice who acted either euphoric or irritated. Which individuals in this experiment were LEAST likely to experience the emotion demonstrated by the experimenter's accomplice?   |  |  |  | | --- | --- | --- | |  | a. | those who were led to think the injection would produce no physiological arousal | |  | b. | those who were promised a large sum of money for participating in the experiment | |  | c. | those who were told that the injection would cause them to become physiologically aroused | |  | d. | those who were asked to run in place after receiving the injection |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 289. Evidence that people can develop an emotional preference for stimuli to which they have been unknowingly exposed has convinced Robert Zajonc that   |  |  |  | | --- | --- | --- | |  | a. | our thoughts are not influenced by our emotional states. | |  | b. | our normal feelings of love and anger are typically irrational. | |  | c. | the two-factor theory of emotion is essentially correct. | |  | d. | sometimes emotion precedes cognition. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 290. Who argued that our emotional reactions to specific situations can occur rapidly and prior to any conscious interpretations of those situations?   |  |  |  | | --- | --- | --- | |  | a. | Walter Cannon | |  | b. | Stanley Schachter | |  | c. | Robert Zajonc | |  | d. | Jerome Singer |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 291. Tanya just met Katherine in line at the food court and immediately liked her. Which theorist would explain this phenomenon by saying that we sometimes like someone before knowing why?   |  |  |  | | --- | --- | --- | |  | a. | William James | |  | b. | Robert Zajonc | |  | c. | Jerome Singer | |  | d. | Walter Cannon |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 292. Complex emotional reactions tend to follow a neural pathway from the thalamus to the cerebral cortex to the amygdala. This is known as   |  |  |  | | --- | --- | --- | |  | a. | the spillover effect. | |  | b. | the thinking high road. | |  | c. | reappraisal. | |  | d. | the speedy low road. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 293. Unlike the low-road brain pathway, the high road for emotional responses extends through the   |  |  |  | | --- | --- | --- | |  | a. | thalamus. | |  | b. | cortex. | |  | c. | hypothalamus. | |  | d. | amygdala. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 294. Serena loves Stanley with all her heart. Her feelings for him will follow a neural pathway from the thalamus to the cerebral cortex to the amygdala. This is known as   |  |  |  | | --- | --- | --- | |  | a. | the spillover effect. | |  | b. | the thinking high road. | |  | c. | reappraisal. | |  | d. | the speedy low road. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 295. Unlike simple fears that involve automatic processing, complex feelings of love and hatred typically involve   |  |  |  | | --- | --- | --- | |  | a. | bodily arousal. | |  | b. | expressive behavior. | |  | c. | conscious interpretation. | |  | d. | the low road of emotional processing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 296. We sometimes interpret emotions such as fear quickly. These emotional reactions follow a neural pathway from the   |  |  |  | | --- | --- | --- | |  | a. | thalamus to the cerebral cortex. | |  | b. | amygdala to the thalamus. | |  | c. | thalamus to the amygdala. | |  | d. | amygdala to the cerebral cortex. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 297. Our most rapid and automatic emotional responses may result from the routing of sensory input through the thalamus directly to the   |  |  |  | | --- | --- | --- | |  | a. | hippocampus. | |  | b. | hypothalamus. | |  | c. | prefrontal cortex. | |  | d. | amygdala. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 298. Joseph LeDoux suggested that rapid emotional responses are the result of   |  |  |  | | --- | --- | --- | |  | a. | emotion regulation within the cortex. | |  | b. | quick processing by the thalamus. | |  | c. | a neural shortcut that bypasses the cortex. | |  | d. | neural processing in the hypothalamus. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 299. According to Joseph LeDoux, our automatic and most rapid emotional responses involve neural processing that follows   |  |  |  | | --- | --- | --- | |  | a. | the high road. | |  | b. | the spillover effect. | |  | c. | the low road. | |  | d. | the experience of moderate levels of arousal. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 300. Zona scared his unsuspecting roommate by leaping out and yelling “Boo!” as Thelma walked into their darkened apartment. Before she consciously recognized that it was Zona playing a prank, Thelma experienced an immediate surge of fear, resulting from the routing of the unexpected sensory input through her thalamus directly to the   |  |  |  | | --- | --- | --- | |  | a. | hippocampus. | |  | b. | hypothalamus. | |  | c. | prefrontal cortex. | |  | d. | amygdala. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 301. When we become aware that our brain has detected danger, we have experienced a(n)   |  |  |  | | --- | --- | --- | |  | a. | conscious fear. | |  | b. | reappraisal. | |  | c. | spillover effect. | |  | d. | amygdala activation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 302. Rapid fear reactions to sensory input in the absence of conscious thought are possible because certain neural pathways bypass the   |  |  |  | | --- | --- | --- | |  | a. | hypothalamus. | |  | b. | amygdala. | |  | c. | thalamus. | |  | d. | prefrontal cortex. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 303. Who argued that while the experience of a split-second fear response may not involve conscious thinking, it still requires an effortless, unconscious cognitive appraisal?   |  |  |  | | --- | --- | --- | |  | a. | Robert Zajonc | |  | b. | William James | |  | c. | Richard Lazarus | |  | d. | Joseph LeDoux |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 304. Richard Lazarus’ theory regarding emotion states that   |  |  |  | | --- | --- | --- | |  | a. | emotions arise from our awareness of our specific bodily responses to emotion-arousing stimuli. | |  | b. | our experience of emotion depends on general arousal and a conscious cognitive label. | |  | c. | cognitive appraisal, sometimes without our awareness, defines emotion. | |  | d. | some embodied responses happen instantly, without conscious appraisal. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 305. Janice and Emile encounter a porcupine while walking in the park. Janice is excited to see the porcupine, but Emile is scared and starts walking in the opposite direction. Which theorist would explain that their different responses are based on differences in their cognitive appraisal of the situation?   |  |  |  | | --- | --- | --- | |  | a. | Robert Zajonc | |  | b. | William James | |  | c. | Richard Lazarus | |  | d. | Joseph LeDoux |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 306. Which of the following theorists believes that our emotions arise when we appraise an event as harmless or dangerous, whether or not we truly know it is?   |  |  |  | | --- | --- | --- | |  | a. | Robert Zajonc | |  | b. | William James | |  | c. | Richard Lazarus | |  | d. | Joseph LeDoux |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 307. At your annual performance review, your boss tells you that you will not be getting a raise this year. Whether you feel angry or depressed depends on whether you attribute the decision to your boss’ unfairness or to your own poor performance. This best illustrates that some emotions are influenced by   |  |  |  | | --- | --- | --- | |  | a. | physical arousal. | |  | b. | stress hormones. | |  | c. | cognitive appraisals. | |  | d. | genetic predispositions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 308. In discussing whether cognition plays a role in emotion, Zajonc and Lazarus agree that   |  |  |  | | --- | --- | --- | |  | a. | cognitive reactions always precede emotional reactions. | |  | b. | emotional reactions always precede cognitive reactions. | |  | c. | some emotional reactions involve no conscious thinking. | |  | d. | cognitive reactions and emotional reactions always occur simultaneously. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 309. Dr. Osorio believes that cognitive appraisal is the essential trigger for an emotional response and that all other components of emotion, including physiological arousal, follow from the initial cognitive appraisal. Dr. Osorio’s views are most consistent with those of   |  |  |  | | --- | --- | --- | |  | a. | Robert Zajonc. | |  | b. | William James. | |  | c. | Richard Lazarus. | |  | d. | Joseph LeDoux. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 310. Fiona has to take an exam today and she has extreme test anxiety. She is afraid that she won’t ace the test, which would bring her grade down. If Fiona can engage in \_\_\_\_\_\_\_\_, it could actually improve her performance on the test.   |  |  |  | | --- | --- | --- | |  | a. | reappraisal of her emotion | |  | b. | expressive behaviors | |  | c. | reduced bodily arousal | |  | d. | conscious assessment |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 311. Christine is starting a new job today and feels sick to her stomach and anxious. She begins to tell herself that she feels excited, and not anxious or nervous, about her new job. She has engaged in   |  |  |  | | --- | --- | --- | |  | a. | emotion monitoring. | |  | b. | cognitive reappraisal. | |  | c. | cognitive appraisal. | |  | d. | the spillover effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 312. The psychologist who identified 10 basic emotions was   |  |  |  | | --- | --- | --- | |  | a. | William James. | |  | b. | Carol Tavris. | |  | c. | James Averill. | |  | d. | Carroll Izard. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 313. One of the 10 basic emotions isolated by Carroll Izard is   |  |  |  | | --- | --- | --- | |  | a. | greed. | |  | b. | selfishness. | |  | c. | surprise. | |  | d. | love. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 314. Which of the following are thought by some researchers to be basic emotions NOT identified by Carroll Izard?   |  |  |  | | --- | --- | --- | |  | a. | pride and love | |  | b. | joy and anger | |  | c. | sadness and fear | |  | d. | shame and guilt |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 315. Which basic emotion is facially expressed by nose wrinkled, upper lip raised, and tongue pushed outward?   |  |  |  | | --- | --- | --- | |  | a. | fear | |  | b. | surprise | |  | c. | disgust | |  | d. | anger |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 316. Which basic emotion is facially expressed by brows drawn together and downward, eyes fixed, and mouth squarish?   |  |  |  | | --- | --- | --- | |  | a. | anger | |  | b. | fear | |  | c. | surprise | |  | d. | interest |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 317. When Sherry talks to her infant, he smiles, his cheeks lift, and he seems to have a twinkle in his eye. What emotion is he expressing?   |  |  |  | | --- | --- | --- | |  | a. | joy | |  | b. | surprise | |  | c. | disgust | |  | d. | interest |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 318. Emotions are categorized along which two dimensions?   |  |  |  | | --- | --- | --- | |  | a. | sympathetic and parasympathetic | |  | b. | valence and arousal | |  | c. | serenity and anxiety | |  | d. | excitement and interest |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 319. Karen is showing her nephew a new toy. He reacts by raising his eyebrows, rounding his mouth, and widening his eyes. It should be obvious to Karen that her nephew is   |  |  |  | | --- | --- | --- | |  | a. | interested. | |  | b. | angry. | |  | c. | sad. | |  | d. | afraid. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 320. The autonomic nervous system regulates the \_\_\_\_\_\_\_\_ that accompanies different emotions.   |  |  |  | | --- | --- | --- | |  | a. | conscious experiences | |  | b. | expressive behaviors | |  | c. | physiological arousal | |  | d. | subjective well-being |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 321. Heart rate, blood pressure, and blood sugar levels are increased in times of emergency by   |  |  |  | | --- | --- | --- | |  | a. | the parasympathetic nervous system. | |  | b. | the sympathetic nervous system. | |  | c. | the immune system. | |  | d. | glucose. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 322. As her professor walked around the room returning graded papers, Laila's heart started to pound, and her palms began to sweat. These physiological reactions were activated by her \_\_\_\_\_\_\_\_ nervous system.   |  |  |  | | --- | --- | --- | |  | a. | sympathetic | |  | b. | central | |  | c. | insula | |  | d. | parasympathetic |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 323. Which of the following are stress hormones?   |  |  |  | | --- | --- | --- | |  | a. | ghrelin and orexin | |  | b. | estrogen and testosterone | |  | c. | serotonin and dopamine | |  | d. | epinephrine and norepinephrine |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 324. A hormone that increases heart rate, blood pressure, and blood sugar levels in times of emergency is   |  |  |  | | --- | --- | --- | |  | a. | serotonin. | |  | b. | epinephrine. | |  | c. | testosterone. | |  | d. | ghrelin. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 325. Heart rate, blood pressure, and blood sugar levels are increased in times of emergency by   |  |  |  | | --- | --- | --- | |  | a. | the parasympathetic nervous system. | |  | b. | stress hormones. | |  | c. | the insula. | |  | d. | the amygdala. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 326. In a crisis, the sympathetic division of your ANS directs your adrenal glands to release \_\_\_\_\_\_\_\_, which is a stress hormone.   |  |  |  | | --- | --- | --- | |  | a. | oxygen | |  | b. | glucose | |  | c. | serotonin | |  | d. | epinephrine |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 327. Another name for the hormone noradrenaline is   |  |  |  | | --- | --- | --- | |  | a. | epinephrine. | |  | b. | glucose. | |  | c. | adrenaline. | |  | d. | norepinephrine. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 328. When approached by a stranger in a dark alley, your emotional arousal is likely to be accompanied by   |  |  |  | | --- | --- | --- | |  | a. | decreases in blood sugar levels. | |  | b. | slowing of digestion. | |  | c. | increases in salivation. | |  | d. | decreases in respiration rate. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 329. Activation of the sympathetic nervous system   |  |  |  | | --- | --- | --- | |  | a. | increases respiration and increases blood sugar levels. | |  | b. | increases respiration and decreases blood sugar levels. | |  | c. | decreases respiration and decreases blood sugar levels. | |  | d. | decreases respiration and increases blood sugar levels. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 330. As her instructor distributed the physics test to the class, Tammy’s heart rate increased, and she began to perspire. These physiological reactions were activated by her \_\_\_\_\_\_\_\_ nervous system.   |  |  |  | | --- | --- | --- | |  | a. | sympathetic | |  | b. | central | |  | c. | somatic | |  | d. | parasympathetic |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 331. Without any conscious effort, your \_\_\_\_\_\_\_\_ prepares you to fight or flee from dangerous situations.   |  |  |  | | --- | --- | --- | |  | a. | thalamus | |  | b. | insula | |  | c. | sympathetic nervous system | |  | d. | parasympathetic nervous system |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 332. When first inside her still dark house Katie feels someone tap her shoulder from behind (her husband). Katie is at first scared, so her sympathetic nervous system triggers her liver to pour extra sugar into her bloodstream, which provides energy. Her body prepares her to   |  |  |  | | --- | --- | --- | |  | a. | stress out. | |  | b. | fight or flee. | |  | c. | appraise the situation. | |  | d. | reappraise the situation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 333. The parasympathetic nervous system is to the sympathetic nervous system as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | raising of blood sugar; lowering of blood sugar | |  | b. | inhibition of digestion; activation of digestion | |  | c. | contraction of pupils; dilation of pupils | |  | d. | increasing blood pressure; decreasing blood pressure |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 334. Which division of the nervous system calms the body after an emergency has passed?   |  |  |  | | --- | --- | --- | |  | a. | somatic | |  | b. | central | |  | c. | sympathetic | |  | d. | parasympathetic |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 335. When his daughter fails to arrive home on time, Graham is afraid that something has happened to her. Both his heart and respiration rates remain high until he hears her key in the door. His body soon returns to normal because of the action of his \_\_\_\_\_\_\_\_ nervous system.   |  |  |  | | --- | --- | --- | |  | a. | parasympathetic | |  | b. | sympathetic | |  | c. | central | |  | d. | somatic |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 336. Iona is hang gliding for the first time. When she takes off, she feels intense arousal and fear, which are activated by the \_\_\_\_\_\_\_\_; when she lands safely, she calms down and feels a sense of relief, which is produced by the \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | parasympathetic division; sympathetic division | |  | b. | thalamus; amygdala | |  | c. | amygdala; hypothalamus | |  | d. | sympathetic division; parasympathetic division |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 337. Which of the following emotions does NOT share the same physiological responses as the others?   |  |  |  | | --- | --- | --- | |  | a. | fear | |  | b. | anger | |  | c. | boredom | |  | d. | sexual arousal |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 338. After having participants watch one of four movies, researchers found that different emotions can share common physiological responses. Which of the following was NOT one of those movies?   |  |  |  | | --- | --- | --- | |  | a. | a horror film | |  | b. | an anger-provoking film | |  | c. | a comedy film | |  | d. | a boring film |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 339. Marissa and Megan are very close friends. Marissa is very attracted to Megan’s romantic partner, Jordan. Which of the following is activated when Marissa feels this attraction?   |  |  |  | | --- | --- | --- | |  | a. | parasympathetic division of her ANS | |  | b. | adrenal glands | |  | c. | frontal lobe | |  | d. | insula |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 340. A deep neural center that is activated when people smell some disgusting food or when they feel moral disgust in response to a perceived injustice is called the   |  |  |  | | --- | --- | --- | |  | a. | sympathetic nervous system. | |  | b. | insula. | |  | c. | hypothalamus. | |  | d. | parasympathetic nervous system. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 341. A psychologist would have the greatest difficulty differentiating between joy and fear by monitoring the \_\_\_\_\_\_\_\_ associated with each.   |  |  |  | | --- | --- | --- | |  | a. | self-reported conscious experience | |  | b. | facial expressions | |  | c. | heart rates | |  | d. | brain activity |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 342. While fear and joy both share similar \_\_\_\_\_\_\_\_, they have different \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | levels of insula activation; physiological responses | |  | b. | physiological responses; facial expressions | |  | c. | facial expressions; levels of insula activation | |  | d. | activity in the parasympathetic nervous system; activity in the sympathetic nervous system |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 343. Babies Sam and Jane are experiencing different emotions. One is joyful and the other is fearful. You would be able to distinguish between their different emotions by noting that   |  |  |  | | --- | --- | --- | |  | a. | they produce different hormone secretions. | |  | b. | only one of the babies cries. | |  | c. | they stimulate different facial muscles. | |  | d. | they are associated with different finger temperatures. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 344. Which of the following research findings would be consistent with the James-Lange theory of emotion?   |  |  |  | | --- | --- | --- | |  | a. | Facial expressions of emotion inhibit the conscious experience of emotion. | |  | b. | Distinctly different brain circuits are associated with distinctly different emotions. | |  | c. | People with spinal cord injuries experience a considerable increase in the intensity of their angry feelings. | |  | d. | All of these statements are consistent with the James-Lange theory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 345. The right prefrontal cortex is more active than the left prefrontal cortex when people experience   |  |  |  | | --- | --- | --- | |  | a. | pride. | |  | b. | joy. | |  | c. | disgust. | |  | d. | love. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 346. Gloria is about to have dinner with her parents when her father brings out a dish that Gloria has never seen before. Gloria takes one look at the new dish and feels disgusted. Which of the following is activated when she feels disgust?   |  |  |  | | --- | --- | --- | |  | a. | parasympathetic division of her ANS | |  | b. | adrenal glands | |  | c. | frontal lobe | |  | d. | right prefrontal cortex |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 347. Left prefrontal cortex activation is to right prefrontal cortex activation as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | fear; anger | |  | b. | delight; disgust | |  | c. | anger; fear | |  | d. | disgust; delight |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 348. As people experience negative emotions   |  |  |  | | --- | --- | --- | |  | a. | the right prefrontal cortex becomes more active. | |  | b. | the right prefrontal cortex becomes less active. | |  | c. | the left prefrontal cortex becomes more active. | |  | d. | the left prefrontal cortex becomes less active. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 349. Tira and Gabriel are retired and planning to buy a smaller home. Their real estate agent takes them to a house that smells of cigar smoke and dog urine. The smells disgust them, so they quickly exit the house. If their neural activity was measured while they were having this negative emotion, the   |  |  |  | | --- | --- | --- | |  | a. | right prefrontal cortex would be more active. | |  | b. | right prefrontal cortex would be less active. | |  | c. | left prefrontal cortex would be more active. | |  | d. | left prefrontal cortex would be less active. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 350. Aisha has a positive personality and is typically alert, energized, and goal-directed. Which of the following is likely to be true?   |  |  |  | | --- | --- | --- | |  | a. | The left frontal lobe of her brain will show more activity than the right frontal lobe. | |  | b. | The right frontal lobe of her brain will show more activity than the left frontal lobe. | |  | c. | The sympathetic division of her ANS will increase its activity. | |  | d. | The parasympathetic division of her ANS will increase its activity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 351. For purposes of lie detection, investigators have most commonly made use of a(n)   |  |  |  | | --- | --- | --- | |  | a. | electrocardiograph. | |  | b. | electroencephalograph. | |  | c. | myograph. | |  | d. | polygraph. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 352. Cliff, a person of interest in a murder investigation, has been hooked up to take a lie detector test. The machine used in this test is most likely to measure Cliff’s   |  |  |  | | --- | --- | --- | |  | a. | blood sugar levels. | |  | b. | pupil dilation. | |  | c. | hormone secretions. | |  | d. | perspiration levels. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 353. The polygraph, which is commonly used in attempts to detect lies, actually measures   |  |  |  | | --- | --- | --- | |  | a. | concealed information. | |  | b. | the likelihood that a crime has been committed. | |  | c. | emotional intensity. | |  | d. | arousal. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 354. Research on the accuracy of lie detector tests suggests that they   |  |  |  | | --- | --- | --- | |  | a. | are more accurate for men than women. | |  | b. | are accurate only 50 percent of the time, even when administered by experts. | |  | c. | are more likely to declare the innocent guilty than to declare the guilty innocent. | |  | d. | are more likely to declare the guilty innocent than to declare the innocent guilty. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 355. The Concealed Information Test is typically used to   |  |  |  | | --- | --- | --- | |  | a. | evaluate a criminal's mental health. | |  | b. | assess a suspect's responses to details of a crime. | |  | c. | screen potential employees for possible past misdeeds. | |  | d. | determine the frequency with which an individual lies. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 356. An examination of a person of interest in a robbery investigation included an assessment of their reaction to details regarding the specific objects taken and the layout of the house—details that would be known only to a person at the scene of the crime. The investigators were using   |  |  |  | | --- | --- | --- | |  | a. | Appraisal. | |  | b. | the Spillover Effect. | |  | c. | the Concealed Information Test. | |  | d. | the Two-Factor Theory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 357. With regard to being honest or lying, research has found that   |  |  |  | | --- | --- | --- | |  | a. | it takes less time to make up a lie than to tell the truth. | |  | b. | it takes the same amount of time to tell the truth or make up a lie. | |  | c. | it is better to take the extra time needed to tell the truth. | |  | d. | it takes less time to tell the truth than to make up a lie. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 358. Mason and Ari are deeply in love. They are most likely to spend time looking intently at each other’s   |  |  |  | | --- | --- | --- | |  | a. | eyes. | |  | b. | lips. | |  | c. | hand gestures. | |  | d. | body postures. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 359. Researchers asked unacquainted male-female heterosexual pairs to spend 2 minutes gazing into each other’s eyes. They found at the end of that time that the strangers   |  |  |  | | --- | --- | --- | |  | a. | separated without a moment’s thought of each other. | |  | b. | spent time later sharing feelings. | |  | c. | felt a tingle of attraction and affection. | |  | d. | were less interested in each other. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 360. People are especially good at quickly detecting facial expressions of   |  |  |  | | --- | --- | --- | |  | a. | anger. | |  | b. | surprise. | |  | c. | happiness. | |  | d. | boredom. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 361. Jonathon, who was mistreated as a child, is in a large crowd at a concert. Which of the following will he likely be able to detect easily?   |  |  |  | | --- | --- | --- | |  | a. | a sad face in the crowd | |  | b. | a disgusted face in the crowd | |  | c. | an angry face in the crowd | |  | d. | a happy face in the crowd |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 362. Professor Stott is examining subliminal priming in participants using various words that should elicit emotions. Which word is she likely to find has the strongest effect on her participants?   |  |  |  | | --- | --- | --- | |  | a. | snake | |  | b. | cow | |  | c. | rabbit | |  | d. | walrus |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 363. When shown a face that is 50 percent fear and 50 percent anger, children who have been physically abused are \_\_\_\_\_\_\_\_ than those who were not physically abused.   |  |  |  | | --- | --- | --- | |  | a. | more likely to perceive anger | |  | b. | less likely to perceive anger | |  | c. | more likely to perceive fear | |  | d. | likely to perceive either anger or fear |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 364. Jerome received a present for his birthday that he doesn’t like. Even though he said, “Thank you,” it was clear from his facial expression that he didn’t like the gift. This is because   |  |  |  | | --- | --- | --- | |  | a. | he is more sensitive to physical cues of emotions. | |  | b. | the gift giver misinterpreted his facial expression. | |  | c. | hard-to-control facial muscles revealed his true emotions. | |  | d. | the gift giver did not understand the appropriate response of “Thank you.” |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 365. William smiles frequently because he is genuinely happy. It can be expected that others will perceive him as all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | ambiguous. | |  | b. | trustworthy. | |  | c. | authentic. | |  | d. | attractive. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 366. Using both verbal and nonverbal cues, people find it most difficult to detect   |  |  |  | | --- | --- | --- | |  | a. | angry expressions. | |  | b. | sad expressions. | |  | c. | deceiving expressions. | |  | d. | fearful expressions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 367. Like most people, Francesca is pretty good at detecting subtle expressions. She would probably have the most trouble discerning   |  |  |  | | --- | --- | --- | |  | a. | deceit. | |  | b. | the hint of a smile. | |  | c. | whether people are attracted to each other. | |  | d. | nonverbal threats. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 368. Which of the following do we tend to struggle to detect?   |  |  |  | | --- | --- | --- | |  | a. | anger | |  | b. | fear | |  | c. | deception | |  | d. | disgust |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 369. Which of the following people would be able to more accurately determine if someone was lying?   |  |  |  | | --- | --- | --- | |  | a. | David, who is an extraverted college student | |  | b. | Dr. Smith, who is looking in his student's eyes as they explain why they missed an exam | |  | c. | Officer Martis, who has pulled over a driver for speeding | |  | d. | Officer Lawrence, who is on the scene of a hostage situation |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 370. Research on the nonverbal expression of emotion indicates that   |  |  |  | | --- | --- | --- | |  | a. | the body movements and gestures used to express emotions are the same throughout the world. | |  | b. | it is difficult to use nonverbal cues to mislead others about one's true emotions. | |  | c. | introverts are better than extraverts at recognizing nonverbal expressions of emotion in others. | |  | d. | accurately identifying emotional facial expressions in people from different cultures requires personal experience with those cultures. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 371. Terra is an introvert who spends most of her time at the library or at home by herself. Her friend Dana is an extravert who prefers to spend time at a party with friends. Which of the following can be said about their respective ability to recognize facial expressions of emotion and to express emotions?   |  |  |  | | --- | --- | --- | |  | a. | Dana is better at recognition and Terra is more expressive. | |  | b. | Terra is better at recognition and Dana is more expressive. | |  | c. | Both are equally good at recognition, but neither is very expressive. | |  | d. | Both are equally expressive, but neither is good at recognition. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 372. In terms of ability to recognize others' facial expressions of emotion,   |  |  |  | | --- | --- | --- | |  | a. | introverts do better than extraverts and women do better than men. | |  | b. | introverts do worse than extraverts and women do better than men. | |  | c. | introverts do better than extraverts and women do worse than men. | |  | d. | introverts do worse than extraverts and women do worse than men. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 373. Which of the following features that convey important information are absent in written communication?   |  |  |  | | --- | --- | --- | |  | a. | gestures | |  | b. | facial expressions | |  | c. | tone of voice | |  | d. | All of these things are absent in written communication. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 374. Research indicates that simply hearing a stranger say “hello” can   |  |  |  | | --- | --- | --- | |  | a. | provide information about their personality. | |  | b. | have negative effects on relationships. | |  | c. | convey no information of significance. | |  | d. | affect the listener’s level of happiness. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 375. People often overestimate the clarity of their intentions in their e-mails because they underestimate the importance of \_\_\_\_\_\_\_\_ in communication.   |  |  |  | | --- | --- | --- | |  | a. | natural mimicry | |  | b. | facial feedback | |  | c. | vocal and facial nuances | |  | d. | behavior feedback |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 376. Samson did not realize that his friends interpreted many of his tweets as put-downs when he meant them to be humorous. Samson’s failure best illustrates what Piaget called   |  |  |  | | --- | --- | --- | |  | a. | the facial feedback effect. | |  | b. | emotional illiteracy. | |  | c. | extraversion. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 377. Women’s greater emotional responsiveness and expressiveness may be explained by   |  |  |  | | --- | --- | --- | |  | a. | men's ability to decode emotions in others. | |  | b. | men's decreased sensitivity to nonverbal cues. | |  | c. | women's ability to decode emotions in others. | |  | d. | women's decreased sensitivity to nonverbal cues. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 378. Jared, Jake, Nate, and Stephanie are watching a dramatic film. Which of them is most likely to experience strong emotion while viewing the film?   |  |  |  | | --- | --- | --- | |  | a. | Jared | |  | b. | Jake | |  | c. | Nate | |  | d. | Stephanie |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 379. Compared with boys, girls are \_\_\_\_\_\_\_\_ likely to give strong expression to their emotions. When asked to describe how they would feel in certain situations, women express \_\_\_\_\_\_\_\_ emotional reactions than men.   |  |  |  | | --- | --- | --- | |  | a. | less; simpler | |  | b. | more; simpler | |  | c. | less; more complex | |  | d. | more; more complex |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 380. If a gender-neutral face is made to look \_\_\_\_\_\_\_\_, people are more likely to perceive it as male.   |  |  |  | | --- | --- | --- | |  | a. | disgusted | |  | b. | surprised | |  | c. | angry | |  | d. | sad |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 381. People tend to attribute women’s emotionality to their   |  |  |  | | --- | --- | --- | |  | a. | personal dispositions. | |  | b. | facial expressions. | |  | c. | nonverbal forms of communication. | |  | d. | environmental circumstances. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 382. Compared with men, women are more likely to shed tears and report feeling distress when observing someone in distress. This best illustrates a gender difference in   |  |  |  | | --- | --- | --- | |  | a. | introversion. | |  | b. | the facial feedback effect. | |  | c. | egocentrism. | |  | d. | empathy. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 383. Fatima shed tears of joy when she saw how excited her son was to score his first goal in a soccer game. Fatima is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | fight or flee. | |  | b. | the facial feedback effect. | |  | c. | egocentrism. | |  | d. | empathy. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 384. Which of the following people would be more likely to express empathy?   |  |  |  | | --- | --- | --- | |  | a. | Simone, an African American woman | |  | b. | Vincent, an Italian man | |  | c. | Jerome, an African American man | |  | d. | Hernando, a Latino man |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 385. Male and female students watched film clips that were sad, happy, or frightening. Measures taken during their viewing of the films showed that the genders differed the most in their   |  |  |  | | --- | --- | --- | |  | a. | self-reported emotions. | |  | b. | changes in heart rate. | |  | c. | facial expressions of emotion. | |  | d. | changes in respiration. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 386. Gender differences in empathy are most likely the result of   |  |  |  | | --- | --- | --- | |  | a. | both genetic predispositions and cultural learning. | |  | b. | people’s attributions of women’s emotionality to their disposition. | |  | c. | biases in women’s self-reported emotions. | |  | d. | women’s skill at emotional decoding. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 387. People from different cultures are most likely to differ with respect to   |  |  |  | | --- | --- | --- | |  | a. | the way they categorize basic emotions such as fear and anger. | |  | b. | their facial expressions of different emotions such as sadness or surprise. | |  | c. | the specific states of physiological arousal associated with their feelings of happiness or disgust. | |  | d. | how they interpret hand gestures, such as a thumbs-up sign. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 388. Stephanie is at a cocktail party when a colleague makes a bad joke. Everyone begins to laugh, and Stephanie tries to push out a fake laugh at the joke. What may happen?   |  |  |  | | --- | --- | --- | |  | a. | Her colleague will be able to tell that her laugh is fake. | |  | b. | Everyone will keep laughing. | |  | c. | Her colleague will continue telling bad jokes. | |  | d. | Everyone will think that she thought the joke was funny. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 389. Research on nonverbal communication indicates that   |  |  |  | | --- | --- | --- | |  | a. | very young children's facial expressions of emotion are difficult to interpret. | |  | b. | children learn the facial expressions associated with emotion by observing adults. | |  | c. | people who are blind from birth exhibit the same facial expressions of emotion as sighted people. | |  | d. | boys are better than girls at recognizing nonverbal expressions of emotion. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 390. Research has indicated that a human sneer retains elements of an animal baring its teeth, an expression that helped our ancestors to survive. This suggestion best illustrates   |  |  |  | | --- | --- | --- | |  | a. | specific ideas proposed by Charles Darwin. | |  | b. | the facial feedback effect. | |  | c. | a culture-specific expression. | |  | d. | how gestures depict emotions worldwide. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 391. When someone is surprised, their eyebrows raise and eyes widen, which enables them to   |  |  |  | | --- | --- | --- | |  | a. | take in more information. | |  | b. | discern the emotions of others better. | |  | c. | block foul odors. | |  | d. | contain their facial expressions. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 392. Who suggested that, before our ancestors communicated in words, they used facial expressions to communicate threats, greetings, and submission, which had survival value?   |  |  |  | | --- | --- | --- | |  | a. | Paul Ekman | |  | b. | William James | |  | c. | James Laird | |  | d. | Charles Darwin |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 393. The fact that people from widely different cultures display and interpret facial expressions of emotion in a similar manner best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | human genetic similarities. | |  | b. | environmental influences. | |  | c. | context on emotional expression. | |  | d. | facial feedback. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 394. People judge a fearful face set in a painful situation as pained, and a smile on the face of a villain may be more terrifying than cheerful. These examples demonstrate   |  |  |  | | --- | --- | --- | |  | a. | the universal language of facial expressions. | |  | b. | how facial expressions have different cultural meanings. | |  | c. | how context is used to interpret facial expressions. | |  | d. | how females display more empathy than males. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 395. Amy often visibly displays her emotions. She does not try to hide them. Which culture is she most likely from?   |  |  |  | | --- | --- | --- | |  | a. | Japan | |  | b. | China | |  | c. | Australia | |  | d. | Korea |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 396. New college roommates Milla and Ying Yue are from New Zealand and China, respectively. Both feel equally happy and excited about their first day on campus. When posing for a selfie to celebrate, however, Ying Yue flashes the camera a smaller, closed-mouth smile; Milla grins broadly and widens her eyes to signal her joy. This difference in facial expression is because   |  |  |  | | --- | --- | --- | |  | a. | cultural differences shape facial expressiveness. | |  | b. | genetic differences shape facial expressiveness. | |  | c. | of the facial feedback effect. | |  | d. | of the behavioral feedback effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 397. In which location would researchers expect to see fewer broad smiles?   |  |  |  | | --- | --- | --- | |  | a. | Australia | |  | b. | the United States | |  | c. | New Zealand | |  | d. | Beijing |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 398. Irish Americans are more expressive than Scandinavian Americans. This demonstrates that   |  |  |  | | --- | --- | --- | |  | a. | there are universal expressions of emotions. | |  | b. | emotional expressiveness varies by climate. | |  | c. | there are cultural differences in emotional expressiveness within nations. | |  | d. | the effects of facial expressions vary based on national origin. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 399. Who came to believe that we can control emotions by going through the outward movements of any emotion we want to experience?   |  |  |  | | --- | --- | --- | |  | a. | William James | |  | b. | Judith Hall | |  | c. | Christopher Olivola | |  | d. | Alexander Todorov |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 400. The fact that facial expressions of emotion tend to intensify the experience of emotion most clearly serves to support the   |  |  |  | | --- | --- | --- | |  | a. | facial feedback effect. | |  | b. | idea that culture influences emotions. | |  | c. | concept of egocentrism. | |  | d. | behavior feedback effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 401. The tendency of facial muscle states to trigger corresponding feelings such as fear or happiness is called   |  |  |  | | --- | --- | --- | |  | a. | introversion. | |  | b. | the behavior feedback effect. | |  | c. | spontaneous expression. | |  | d. | the facial feedback effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 402. Repeatedly saying the word “me,” which activates some of the muscles involved in a smile, puts people in a better mood than repeatedly saying “you,” which activates muscles involved in a frown. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the behavior feedback effect. | |  | b. | the Moebius syndrome. | |  | c. | egocentrism. | |  | d. | the facial feedback effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 403. The facial feedback effect suggests that   |  |  |  | | --- | --- | --- | |  | a. | culture plays no role in the subjective experience of emotion. | |  | b. | facial expressions of a specific emotion have no effect on the subjective experience of that particular emotion. | |  | c. | expressing a specific emotion, especially facially, influences the subjective experience of that particular emotion. | |  | d. | emotions are determined by one's behavioral response. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 404. The view that expressing a specific emotion, especially facially, causes the subjective experience of that emotion is called   |  |  |  | | --- | --- | --- | |  | a. | the behavior feedback effect. | |  | b. | the positive feedback effect. | |  | c. | the facial feedback effect. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 405. Whenever he feels blue, José sings the song “Put on a Happy Face.” The facial feedback effect would suggest that, if he follows the advice of the song, José is likely to   |  |  |  | | --- | --- | --- | |  | a. | become more depressed. | |  | b. | experience little or no change in his emotions. | |  | c. | irritate most people he comes in contact with. | |  | d. | experience an elevation in his mood. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 406. In relation to the facial feedback hypothesis, expressions can do all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | communicate emotion. | |  | b. | duplicate emotion. | |  | c. | amplify emotion. | |  | d. | regulate emotion. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 407. Botox paralysis of the frowning facial muscles \_\_\_\_\_\_\_\_ people's reading of sadness-related sentences and \_\_\_\_\_\_\_\_ activity in emotion-related brain circuits.   |  |  |  | | --- | --- | --- | |  | a. | speeds; speeds | |  | b. | slows; slows | |  | c. | slows; speeds | |  | d. | speeds; slows |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 408. People experience a mood shift when they switch from taking short, shuffling steps to taking long strides and swinging their arms by their sides. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the facial feedback effect. | |  | b. | extraversion. | |  | c. | the behavior feedback effect. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 409. Trevor is upset and depressed. His close friend suggests that he try walking in long strides with his arms swinging and his eyes looking straight ahead. After doing so, Trevor notices that he doesn’t feel as depressed as he did before. This illustrates the   |  |  |  | | --- | --- | --- | |  | a. | behavior feedback effect. | |  | b. | facial feedback effect. | |  | c. | physiology of emotions. | |  | d. | concept of egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 410. After an argument with her sister, Arianna is feeling very angry. Her friend Maya suggests that she try sitting in a reclined position and taking some deep breaths. Arianna does so, and after several minutes, she feels her mood lifting. This change can be explained by   |  |  |  | | --- | --- | --- | |  | a. | the behavior feedback effect. | |  | b. | the positive feedback effect. | |  | c. | the facial feedback effect. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 411. Tim is currently angry over something that happened at work today. What is something he can do when he gets home to help lessen his anger?   |  |  |  | | --- | --- | --- | |  | a. | watch a football game | |  | b. | help his children with homework | |  | c. | lean back in his recliner | |  | d. | eat some fruit |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 412. Imitating another person's facial expression of emotion is most likely to facilitate   |  |  |  | | --- | --- | --- | |  | a. | the facial feedback effect. | |  | b. | egocentrism. | |  | c. | the behavior feedback effect. | |  | d. | empathy. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 413. Positive social media posts tend to lead to online friends also expressing more positive emotions. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | the behavior feedback effect. | |  | b. | our natural mimicry of emotion. | |  | c. | empathy. | |  | d. | the facial feedback effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 414. One research team increased carrots taken during school lunches by offering the students carrots before they selected other food items in the lunch line. This demonstrates how   |  |  |  | | --- | --- | --- | |  | a. | social settings can influence food selections. | |  | b. | psychological science can nudge people into making better health choices. | |  | c. | serving size can affect the amount of food consumed during lunch. | |  | d. | limited variety improves food selection. |  |  |  | | --- | --- | | *ANSWER:* | b | |