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| 1. *Memory* is best defined as   |  |  |  | | --- | --- | --- | |  | a. | the conscious encoding of information. | |  | b. | stored knowledge that has been semantically encoded. | |  | c. | the persistence of learning through the encoding, storage, and retrieval of information. | |  | d. | the retrieval of stored information in precisely the same form in which it was encoded. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 2. Our ability to recognize friends and family comes from our   |  |  |  | | --- | --- | --- | |  | a. | memory. | |  | b. | experience. | |  | c. | familiarity. | |  | d. | reconsolidation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 3. Researchers had students listen to brief audio clips of popular songs for only four-tenths of a second. Most participants were able to recognize the artist and song more than \_\_\_\_\_\_\_\_ percent of the time.   |  |  |  | | --- | --- | --- | |  | a. | 10 | |  | b. | 25 | |  | c. | 45 | |  | d. | 60 |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 4. Auri believes she is very good at remembering familiar faces. Well, not really. She is actually average at this skill, meaning she can recognize about \_\_\_\_\_\_\_\_ faces.   |  |  |  | | --- | --- | --- | |  | a. | 1000 | |  | b. | 2000 | |  | c. | 4000 | |  | d. | 5000 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 5. By watching street footage, \_\_\_\_\_\_\_\_ have helped British, Asian, and German police to solve difficult cases.   |  |  |  | | --- | --- | --- | |  | a. | mnemonics experts | |  | b. | deep processing | |  | c. | iconic memory whizzes | |  | d. | super-recognizers  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 6. Three basic measures of memory retention are   |  |  |  | | --- | --- | --- | |  | a. | chunking, rehearsing, and semantic processing. | |  | b. | encoding, storage, and retrieval. | |  | c. | recall, recognition, and relearning. | |  | d. | sensory memory, short-term memory, and long-term memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 7. Retrieving information that is not currently in your conscious awareness is to \_\_\_\_\_\_\_\_ as identifying items previously learned is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | recognition; recall | |  | b. | relearning; recall | |  | c. | recall; recognition | |  | d. | overlearning; recognition |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 8. Imagine that you are a college professor and that you want to find the best way to determine how much your students have learned during class. Which of the following types of exams would be best to achieve this goal?   |  |  |  | | --- | --- | --- | |  | a. | true–false | |  | b. | multiple-choice | |  | c. | computer-based | |  | d. | essay |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 9. Which measure of memory retention is used by fill-in-the-blank test questions?   |  |  |  | | --- | --- | --- | |  | a. | relearning | |  | b. | rehearsal | |  | c. | recall | |  | d. | recognition |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 10. Danielle is taking a class exam that includes both multiple-choice and fill-in-the-blank questions. The multiple-choice items test her ability to \_\_\_\_\_\_\_\_ information, whereas the fill-in-the-blank items assess her ability to \_\_\_\_\_\_\_\_ information.   |  |  |  | | --- | --- | --- | |  | a. | recognize; recall | |  | b. | relearn; retrieve | |  | c. | recall; retrieve | |  | d. | relearn; recognize |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 11. Simply identifying previously learned items in a multiple-choice test question constitutes a measure of retention known as   |  |  |  | | --- | --- | --- | |  | a. | relearning. | |  | b. | recognition. | |  | c. | rehearsal. | |  | d. | recall. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 12. Jonah is an eyewitness to a jewelry store robbery. He is asked to identify suspects from a police lineup. Which test of memory is being used?   |  |  |  | | --- | --- | --- | |  | a. | recall | |  | b. | relearning | |  | c. | recognition | |  | d. | rehearsal |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 13. Which measure of memory retention assesses the amount of time saved when learning material again?   |  |  |  | | --- | --- | --- | |  | a. | recognition | |  | b. | retrieval | |  | c. | relearning | |  | d. | recall |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 14. Savannah hasn’t studied chemistry since her first year in college, but she now has to help her daughter with her chemistry homework. As Savannah reviews the material her daughter is learning, it all seems to come back to her. Savannah is engaged in   |  |  |  | | --- | --- | --- | |  | a. | recall. | |  | b. | memory. | |  | c. | recognition. | |  | d. | relearning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 15. Ebbinghaus examined relearning using   |  |  |  | | --- | --- | --- | |  | a. | encoding strategies. | |  | b. | recognition. | |  | c. | hierarchical organization. | |  | d. | nonsense syllables. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 16. Which early memory explorer first used nonsense syllables in the study of human memory?   |  |  |  | | --- | --- | --- | |  | a. | George Miller | |  | b. | William Brewer | |  | c. | Henry Roediger | |  | d. | Hermann Ebbinghaus |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 17. Especially when practice is distributed over time, retention is increased by   |  |  |  | | --- | --- | --- | |  | a. | recall. | |  | b. | recognition. | |  | c. | overlearning. | |  | d. | recitation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 18. Mortimer studies for his history class every day. He not only studies the new material but also reviews previously covered material. Based on what you know about Ebbinghaus’ retention curve, Mortimer will   |  |  |  | | --- | --- | --- | |  | a. | require less and less time to relearn the previous material. | |  | b. | need to spend more time studying each day. | |  | c. | find that classical conditioning impairs his memory of previously learned material. | |  | d. | find that automatic processing impairs his memory of new material. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 19. Ebbinghaus' retention curve best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | chunking. | |  | b. | explicit memory. | |  | c. | rehearsal. | |  | d. | implicit memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 20. Information-processing models compare human memory to a   |  |  |  | | --- | --- | --- | |  | a. | battery. | |  | b. | flashlight. | |  | c. | course syllabus. | |  | d. | computer's operation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 21. Which of the following is NOT part of the memory process, according to the information-processing model?   |  |  |  | | --- | --- | --- | |  | a. | encoding | |  | b. | relearning | |  | c. | storage | |  | d. | retrieval |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 22. The process of getting information into memory is called   |  |  |  | | --- | --- | --- | |  | a. | spacing. | |  | b. | chunking. | |  | c. | encoding. | |  | d. | registering. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 23. Paisley is studying for the first exam in her geology course. According to the information-processing model, Paisley is in the \_\_\_\_\_\_\_\_ stage of the memory process.   |  |  |  | | --- | --- | --- | |  | a. | encoding | |  | b. | working | |  | c. | storage | |  | d. | retrieval |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 24. Makayla has difficulty forming long-term memories of parts of the human body as taught in her biology class because she can’t focus her attention long enough to mentally grasp what is being taught. Makayla most clearly demonstrates difficulty with   |  |  |  | | --- | --- | --- | |  | a. | echoic memory. | |  | b. | iconic memory. | |  | c. | encoding. | |  | d. | retrieval. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 25. Storage is the   |  |  |  | | --- | --- | --- | |  | a. | retention of encoded information over time. | |  | b. | process of getting information out of memory. | |  | c. | process of getting information into the memory system. | |  | d. | measure of memory that assesses the amount of time saved when learning material again. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 26. Melissa is taking an English literature exam and is attempting to get information from her long-term memory to answer the questions on the test. If she is successful, it means that she   |  |  |  | | --- | --- | --- | |  | a. | successfully stored the information. | |  | b. | relearned the information successfully. | |  | c. | did not recognize the material on the exam. | |  | d. | experienced errors in her sensory memory.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 27. Memory acquisition is to memory retention as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | recall; recognition | |  | b. | rehearsal; relearning | |  | c. | imagery; mnemonics | |  | d. | encoding; storage |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 28. The process of retrieval refers to   |  |  |  | | --- | --- | --- | |  | a. | the persistence of learning over time. | |  | b. | the organization of information into manageable units. | |  | c. | getting information out of memory storage. | |  | d. | conscious repetition of information to be remembered. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 29. Marco is taking a geography test. According to the information-processing model, each of his attempts to answer a question involves the \_\_\_\_\_\_\_\_ stage of the memory process.   |  |  |  | | --- | --- | --- | |  | a. | encoding | |  | b. | working | |  | c. | storage | |  | d. | retrieval |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 30. Parallel processing refers to the processing of   |  |  |  | | --- | --- | --- | |  | a. | semantic information at a deep level. | |  | b. | information automatically without conscious effort. | |  | c. | information in familiar, manageable units. | |  | d. | multiple aspects of a stimulus or problem simultaneously. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 31. Using different neural networks to simultaneously encode the voice quality, lyrics, and musical accompaniment of a memorable vocal performance best illustrates   |  |  |  | | --- | --- | --- | |  | a. | parallel processing. | |  | b. | massed practice. | |  | c. | automatic processing. | |  | d. | distributed practice. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 32. Thomas is walking his dog on a hiking trail. As he walks, his brain is taking in information from all his senses at the same time to determine how to safely navigate the trail with his dog. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | parallel processing. | |  | b. | short-term memory. | |  | c. | working memory. | |  | d. | long-term memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 33. The importance of parallel processing is emphasized by a model of memory known as   |  |  |  | | --- | --- | --- | |  | a. | mnemonics. | |  | b. | connectionism. | |  | c. | conditioning. | |  | d. | hierarchical organization. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 34. A three-stage model that distinguishes between sensory memory, short-term memory, and long-term memory was first introduced by   |  |  |  | | --- | --- | --- | |  | a. | Elizabeth Loftus. | |  | b. | Eric Kandel and James Schwartz. | |  | c. | Hermann Ebbinghaus. | |  | d. | Richard Atkinson and Richard Shiffrin. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 35. As you sit in the classroom listening to your professor lecture on this week’s topic, all of the information entering from your eyes, ears, and so on are aspects of   |  |  |  | | --- | --- | --- | |  | a. | sensory memory. | |  | b. | short-term memory. | |  | c. | working memory. | |  | d. | long-term memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 36. Which of the following types of memory is of shortest duration?   |  |  |  | | --- | --- | --- | |  | a. | short-term memory | |  | b. | explicit memory | |  | c. | implicit memory | |  | d. | sensory memory |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 37. Information in short-term memory is encoded through   |  |  |  | | --- | --- | --- | |  | a. | rehearsal. | |  | b. | hierarchical organization. | |  | c. | retention strategies. | |  | d. | parallel processing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 38. After learning the website address of his favorite clothing store, Bradley was able to remember it only long enough to post it in his frequent contacts file. In this case, the website address was clearly stored in his \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | implicit | |  | b. | short-term | |  | c. | echoic | |  | d. | long-term |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 39. Bree is trying to remember Cassi’s phone number. As she rehearses the phone number in an attempt to encode the information, the information is in her   |  |  |  | | --- | --- | --- | |  | a. | sensory memory. | |  | b. | long-term memory. | |  | c. | permanent memory. | |  | d. | short-term memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 40. Marcus needs to purchase notebooks, pen, pencils, and paper clips for school this year. While walking to the store to buy what he needs, Marcus is repeating to himself the items he needs to get. Which method is Marcus using to encode the information?   |  |  |  | | --- | --- | --- | |  | a. | recall | |  | b. | recognition | |  | c. | rehearsal | |  | d. | relearning |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 41. As compared with long-term memory, short-term memory is \_\_\_\_\_\_\_\_ permanent and \_\_\_\_\_\_\_\_ limited in storage capacity.   |  |  |  | | --- | --- | --- | |  | a. | less; more | |  | b. | more; less | |  | c. | less; less | |  | d. | more; more |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 42. The relatively permanent and limitless storehouse of the memory system is called \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | sensory | |  | b. | long-term | |  | c. | working | |  | d. | implicit |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 43. Tyler remembers how to button his shirt, how to skateboard, and his mother teaching him how to cook when he was a young boy. All of this information is contained in his   |  |  |  | | --- | --- | --- | |  | a. | sensory memory. | |  | b. | short-term memory. | |  | c. | working memory. | |  | d. | long-term memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 44. Alan Baddeley's memory model extended the Atkinson-Shiffrin model to include   |  |  |  | | --- | --- | --- | |  | a. | forming implicit memories of learned motor skills. | |  | b. | a stage where short-term memories combine with long-term memories. | |  | c. | automatic processing of classically conditioned associations. | |  | d. | all of these processes. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 45. The Atkinson-Shiffrin model of memory was extended by \_\_\_\_\_\_\_\_ and others to include working memory.   |  |  |  | | --- | --- | --- | |  | a. | Hermann Ebbinghaus | |  | b. | Alan Baddeley | |  | c. | George Sperling | |  | d. | George Miller |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 46. Alan Baddeley referred to short-term memory as working memory because it is where our brain   |  |  |  | | --- | --- | --- | |  | a. | developed implicit memories of learned motor skills. | |  | b. | makes sense of new experiences and links them with our long-term memories. | |  | c. | automatically processed classically conditioned associations. | |  | d. | integrated our explicit and implicit memories. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 47. A newer understanding of short-term memory that adds conscious, active processing of incoming information, and of information retrieved from long-term memory is referred to as   |  |  |  | | --- | --- | --- | |  | a. | working memory. | |  | b. | explicit memory. | |  | c. | sensory memory. | |  | d. | implicit memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 48. While taking a course exam, you are using your \_\_\_\_\_\_\_\_ memory to link what you are reading to previously stored information.   |  |  |  | | --- | --- | --- | |  | a. | sensory | |  | b. | short-term | |  | c. | implicit | |  | d. | working |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 49. Forming conscious mental images of the location of your bedroom door requires   |  |  |  | | --- | --- | --- | |  | a. | procedural memory. | |  | b. | working memory. | |  | c. | shallow processing. | |  | d. | echoic memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 50. As you read the current section in your text, your \_\_\_\_\_\_\_\_ is actively trying to connect what you are reading with what you already know.   |  |  |  | | --- | --- | --- | |  | a. | sensory memory | |  | b. | working memory | |  | c. | long-term memory | |  | d. | short-term memory |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 51. Eduardo is currently taking a research methods class for psychology. He frequently uses his \_\_\_\_\_\_\_\_ memory to connect what he is currently learning to material he has previously stored from prior courses.   |  |  |  | | --- | --- | --- | |  | a. | sensory | |  | b. | hypothetical | |  | c. | implicit | |  | d. | working |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 52. In Alan Baddeley's model of working memory, coordinating our focused processing of memories is the task of a hypothetical   |  |  |  | | --- | --- | --- | |  | a. | information processor. | |  | b. | central executive. | |  | c. | retention curve. | |  | d. | neural network. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 53. Jennifer uses her GPS to travel to work each day. She has worked at her place of employment for the past six months but still has to rely on the GPS to get her there. Jennifer’s \_\_\_\_\_\_\_\_ has not focused on the route because she has known the information would be available via GPS.   |  |  |  | | --- | --- | --- | |  | a. | sensory memory | |  | b. | short-term memory | |  | c. | iconic memory | |  | d. | central executive |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 54. The original Atkinson-Shiffrin three-stage model did not consider the formation of   |  |  |  | | --- | --- | --- | |  | a. | short-term memories. | |  | b. | implicit memories. | |  | c. | sensory memories. | |  | d. | long-term memories. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 55. Automatic processing and effortful processing refer to two types of   |  |  |  | | --- | --- | --- | |  | a. | encoding. | |  | b. | sensory memory. | |  | c. | conscious awareness. | |  | d. | short-term memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 56. Declarative memory is another name for   |  |  |  | | --- | --- | --- | |  | a. | echoic memory. | |  | b. | working memory. | |  | c. | explicit memory. | |  | d. | iconic memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 57. Conscious memories of facts and experiences are called \_\_\_\_\_\_\_\_ memories.   |  |  |  | | --- | --- | --- | |  | a. | echoic | |  | b. | procedural | |  | c. | explicit | |  | d. | iconic |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 58. Gertrude remembers her family trip to the Ozarks when she was 10 years old. Gertrude’s memory is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | automatic memory. | |  | b. | explicit memory. | |  | c. | mnemonic memory. | |  | d. | implicit memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 59. We typically encode explicit memories by means of   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | effortful processing. | |  | c. | sequential processing. | |  | d. | automatic processing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 60. Our two-track mind is most clearly illustrated by the difference between   |  |  |  | | --- | --- | --- | |  | a. | massed practice and distributed practice. | |  | b. | encoding and retrieval. | |  | c. | implicit memory and explicit memory. | |  | d. | short-term memory and long-term memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 61. Explicit memories are encoded through \_\_\_\_\_\_\_\_, while implicit memories are encoded via \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | effortful processing; automatic processing | |  | b. | declarative memories; nondeclarative memories | |  | c. | automatic processing; effortful processing | |  | d. | nondeclarative memories; declarative memories |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 62. Effortful processing is to automatic processing as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | encoding; retrieval | |  | b. | short-term memory; long-term memory | |  | c. | the spacing effect; the testing effect | |  | d. | explicit memory; implicit memory |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 63. Effortful processing is encoding that requires   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | conscious attention. | |  | c. | visual imagery. | |  | d. | echoic memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 64. Christine needs to remember her way from her new school to the nearby park, so she consciously forms a mental image of the roads she needs to follow and the corners where she needs to turn. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | echoic memory. | |  | b. | effortful processing. | |  | c. | the spacing effect. | |  | d. | implicit memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 65. Another term for nondeclarative memory is \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | working | |  | b. | sensory | |  | c. | flashbulb | |  | d. | implicit |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 66. Learned automatic skills such as how to button your blouse are called \_\_\_\_\_\_\_\_ memories.   |  |  |  | | --- | --- | --- | |  | a. | iconic | |  | b. | implicit | |  | c. | working | |  | d. | explicit |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 67. People can develop classically conditioned emotional reactions without any conscious recollection of how or when those reactions were learned. This best illustrates \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | implicit | |  | b. | short-term | |  | c. | sensory | |  | d. | working |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 68. A fear of spiders is likely an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | explicit memory. | |  | c. | declarative memory. | |  | d. | sensory memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 69. Eight-year-old Shawn doesn’t recall the pain he felt when the dentist injected a local anesthetic in order to numb the area where a tooth needed to be pulled. When shown a hypodermic needle, however, he reacted with a classically conditioned fear response. Shawn’s fear reaction indicates that he retains a(n) \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | iconic | |  | b. | echoic | |  | c. | implicit | |  | d. | flashbulb |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 70. Unconsciously encoding incidental information regarding space, time, and frequency best illustrates   |  |  |  | | --- | --- | --- | |  | a. | working memory. | |  | b. | the spacing effect. | |  | c. | automatic processing. | |  | d. | mnemonics. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 71. During the course of a day, people may unconsciously encode the sequence of the day's events. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the spacing effect. | |  | b. | automatic processing. | |  | c. | procedural memory. | |  | d. | the self-reference effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 72. Walking down an aisle in the grocery store you pass your neighbor again. You say, “Hi,” and then think to yourself that you have already seen your neighbor twice before this. This demonstrates that you have automatically processed information related to   |  |  |  | | --- | --- | --- | |  | a. | space. | |  | b. | time. | |  | c. | frequency. | |  | d. | location. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 73. Jane unconsciously encoded the exact locations on the football field where she had caught touchdown passes during yesterday’s game. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | distributed practice. | |  | b. | automatic processing. | |  | c. | effortful processing. | |  | d. | working memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 74. While reading highly familiar words at a very rapid speed, Valeria effortlessly understands almost every word. This ability highlights the importance of   |  |  |  | | --- | --- | --- | |  | a. | echoic memory. | |  | b. | automatic processing. | |  | c. | the spacing effect. | |  | d. | mnemonics. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 75. Learning English took great effort on Facundo’s part as a child. Now, with practice, it has become   |  |  |  | | --- | --- | --- | |  | a. | effortful. | |  | b. | automatic. | |  | c. | procedural. | |  | d. | implicit. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 76. Ava is in kindergarten and is learning how to read. This skill   |  |  |  | | --- | --- | --- | |  | a. | is classically conditioned. | |  | b. | is learned automatically. | |  | c. | is easy for small children to acquire. | |  | d. | requires effortful processing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 77. When children first learn how to ride a bike, they had to concentrate on what they were doing and put great effort into bike riding. After riding for several years, it became a(n) \_\_\_\_\_\_\_\_ process.   |  |  |  | | --- | --- | --- | |  | a. | effortful | |  | b. | automatic | |  | c. | procedural | |  | d. | implicit |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 78. As a child, Sofía devoted years to learning how to read. As an adult, she effortlessly understands the sentences in a novel, which she reads at a pace of nearly 400 words per minute. Her adult reading speed best highlights the value of   |  |  |  | | --- | --- | --- | |  | a. | echoic memory. | |  | b. | automatic processing. | |  | c. | the self-reference effect. | |  | d. | effortful processing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 79. Sensory memory is   |  |  |  | | --- | --- | --- | |  | a. | the retention of facts and experiences that one can consciously know. | |  | b. | the relatively permanent and limitless storehouse of the memory system. | |  | c. | the immediate, very brief recording of sensory information in the memory system. | |  | d. | activated memory that holds a few items briefly before the information is stored or forgotten. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 80. Iconic memory refers to   |  |  |  | | --- | --- | --- | |  | a. | the encoded meanings of words and events in short-term memory. | |  | b. | photographic or picture-image memory that lasts for only a few tenths of a second. | |  | c. | the effortlessly processed incidental information about the timing and frequency of events. | |  | d. | the visually encoded images in long-term memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 81. In one experiment, people viewed three rows of three letters each for only a fraction of a second. After the letters disappeared, the people could recall only about half of them. This experiment demonstrated that people have \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | working | |  | b. | implicit | |  | c. | iconic | |  | d. | procedural |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 82. Experimental participants demonstrated \_\_\_\_\_\_\_\_ memory of letters flashed for one-twentieth of a second if a high, medium, or low tone was sounded immediately \_\_\_\_\_\_\_\_ the letters were flashed.   |  |  |  | | --- | --- | --- | |  | a. | worse; before | |  | b. | worse; after | |  | c. | better; before | |  | d. | better; after |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 83. For a few tenths of a second after the woodpecker flew past her window, Autumn retained a vivid mental image of its bright red head. Her experience most clearly illustrates the nature of \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | iconic | |  | b. | working | |  | c. | implicit | |  | d. | short-term |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 84. Which of the following is a form of sensory memory?   |  |  |  | | --- | --- | --- | |  | a. | procedural memory | |  | b. | working memory | |  | c. | echoic memory | |  | d. | short-term memory |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 85. Iconic memory is to echoic memory as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | short-term memory; long-term memory | |  | b. | explicit memory; implicit memory | |  | c. | visual stimulation; auditory stimulation | |  | d. | shallow processing; deep processing |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 86. Frank was playing a video game while his father was talking to him. But when his father asked him what he had just said, Frank was surprised that he had a fleeting memory of his father’s few words. Frank’s experience best illustrates \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | flashbulb | |  | b. | echoic | |  | c. | implicit | |  | d. | iconic |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 87. Our immediate short-term memory for new material is limited to roughly \_\_\_\_\_\_\_\_ bits of information.   |  |  |  | | --- | --- | --- | |  | a. | 3 | |  | b. | 7 | |  | c. | 12 | |  | d. | 24 |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 88. When someone remembers the digits of a phone number long enough to make a call, they are using   |  |  |  | | --- | --- | --- | |  | a. | iconic memory. | |  | b. | sensory memory. | |  | c. | short-term memory. | |  | d. | long-term memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 89. Who proposed that short-term memory has a capacity of seven bits of information?   |  |  |  | | --- | --- | --- | |  | a. | Hermann Ebbinghaus | |  | b. | George Miller | |  | c. | Richard Shiffrin | |  | d. | Alan Baddeley |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 90. Researchers asked people to remember three-consonant groups. To prevent rehearsal, they asked the people to count aloud backward after the presentation. This study found that \_\_\_\_\_\_\_\_ memories will quickly disappear without active processing.   |  |  |  | | --- | --- | --- | |  | a. | long-term | |  | b. | sensory | |  | c. | short-term | |  | d. | implicit |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 91. Young adults have \_\_\_\_\_\_\_\_ working-memory capacity than children and \_\_\_\_\_\_\_\_ working-memory capacity than older adults.   |  |  |  | | --- | --- | --- | |  | a. | more; less | |  | b. | less; more | |  | c. | more; more | |  | d. | less; less |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 92. Working memory would be best in which of the following people?   |  |  |  | | --- | --- | --- | |  | a. | Wilfredo, a 9-year-old child | |  | b. | Catalina, a 65-year-old woman | |  | c. | Alonso, a 45-year-old man | |  | d. | Addison, a 25-year-old woman |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 93. The organization of individual items into larger familiar units is called   |  |  |  | | --- | --- | --- | |  | a. | the self-reference effect. | |  | b. | chunking. | |  | c. | massed practice. | |  | d. | hierarchical organization. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 94. The letters R, E, N, L, A are presented. Nadine remembers them by rearranging them to spell the word “LEARN.” This provides an illustration of   |  |  |  | | --- | --- | --- | |  | a. | chunking. | |  | b. | automatic processing. | |  | c. | the spacing effect. | |  | d. | mnemonics. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 95. Sally is trying to remember a series of letters that her professor has displayed for the class. They are A-B-C-F-O-X-M-S-N-B-C. Because she is able to organize the letters as ABC-FOX-MSNBC, she easily remembers them all when asked to recall them. Sally has used   |  |  |  | | --- | --- | --- | |  | a. | rehearsal. | |  | b. | chunking. | |  | c. | a mnemonic. | |  | d. | automatic processing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 96. Short-term memory capacity can be increased through   |  |  |  | | --- | --- | --- | |  | a. | iconic memory. | |  | b. | chunking. | |  | c. | echoic memory. | |  | d. | shallow processing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 97. Memory aids that involve the use of vivid imagery and clever ways of organizing material are called   |  |  |  | | --- | --- | --- | |  | a. | procedural memories. | |  | b. | implicit memories. | |  | c. | iconic memories. | |  | d. | mnemonics. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 98. To remember a list of the cleaning supplies she needs Nancy mentally visualizes each item at a certain location in her apartment. Nancy’s tactic best illustrates the use of   |  |  |  | | --- | --- | --- | |  | a. | iconic memory. | |  | b. | chunking. | |  | c. | a mnemonic technique. | |  | d. | the spacing effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 99. Which of the following is NOT an effortful processing strategy mentioned in the text?   |  |  |  | | --- | --- | --- | |  | a. | chunking | |  | b. | mnemonics | |  | c. | iconic processing | |  | d. | hierarchies |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 100. Creating an acronym to help us remember new material best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | chunking. | |  | b. | mnemonics. | |  | c. | distributed practice. | |  | d. | the self-reference effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 101. Nyra makes an outline of the facts and theories related to major topics and subtopics within each text chapter. This enables her to remember much more of what she. Nyra’s procedure best illustrates the benefits of   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | mnemonics. | |  | c. | hierarchical organization. | |  | d. | the spacing effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 102. The tendency for distributed study to yield better long-term retention than massed study is known as   |  |  |  | | --- | --- | --- | |  | a. | the testing effect. | |  | b. | deep processing. | |  | c. | the spacing effect. | |  | d. | chunking. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 103. Researchers have confirmed that \_\_\_\_\_\_\_\_ aids long-term memory of information over time.   |  |  |  | | --- | --- | --- | |  | a. | massed practice | |  | b. | cramming | |  | c. | memorization | |  | d. | distributed practice |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 104. Manuel is taking a course in logistics. He really wants to do well in the course. What advice should you give him?   |  |  |  | | --- | --- | --- | |  | a. | “Make sure you cram prior to any exam.” | |  | b. | “Take some time out each day before class to engage in massed practice.” | |  | c. | “It is best to use distributed practice to learn the material.” | |  | d. | “Wake up very early in the morning, so you have 8 hours to study.” |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 105. You have an exam tomorrow. If you stay up all night cramming for the exam, you are engaged in what is called   |  |  |  | | --- | --- | --- | |  | a. | massed practice. | |  | b. | distributed practice. | |  | c. | the spacing effect. | |  | d. | the testing effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 106. Students often have longer-lasting memories of information from a one-semester course than from an intensive three-week course. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | chunking. | |  | b. | automatic processing. | |  | c. | implicit memory. | |  | d. | the spacing effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 107. Enhanced memory after retrieving rather than simply reading information is best demonstrated by   |  |  |  | | --- | --- | --- | |  | a. | the self-reference effect. | |  | b. | automatic processing. | |  | c. | the testing effect. | |  | d. | chunking. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 108. Arianna is taking a Western civilization course. She finds that her long-term memory of the material she reads is improved if she answers fill-in-the-blank questions after each study session. Her experience best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the spacing effect. | |  | b. | automatic processing. | |  | c. | the testing effect. | |  | d. | parallel processing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 109. Deep processing and shallow processing refer to different types of   |  |  |  | | --- | --- | --- | |  | a. | chunking. | |  | b. | encoding. | |  | c. | sensory memory. | |  | d. | automatic processing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 110. Using your working memory to link an unfamiliar textbook glossary term with the first letter sound required to pronounce the term illustrates   |  |  |  | | --- | --- | --- | |  | a. | shallow processing. | |  | b. | deep processing. | |  | c. | procedural memory. | |  | d. | automatic processing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 111. Abbey is writing a paper for her class when she writes “write” when she means “right.” This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | explicit memory. | |  | b. | shallow processing. | |  | c. | effortful processing. | |  | d. | deep processing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 112. Encoding a word on the basis of its meaning produces a better memory of the word than encoding a word on the basis of its sound. This best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | iconic memory. | |  | b. | deep processing. | |  | c. | the spacing effect. | |  | d. | chunking. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 113. Encoding verbal information based on the meaning of words is called   |  |  |  | | --- | --- | --- | |  | a. | echoic memory. | |  | b. | the acronym effect. | |  | c. | semantic processing. | |  | d. | chunking. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 114. Deep processing of verbal information involves encoding the \_\_\_\_\_\_\_\_ of words.   |  |  |  | | --- | --- | --- | |  | a. | meanings | |  | b. | sounds | |  | c. | sizes | |  | d. | shapes |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 115. Given the following questions about the word *testing,* which one would best prepare you to correctly remember tomorrow that you had read the word in the text today?   |  |  |  | | --- | --- | --- | |  | a. | Does the word consist of seven letters? | |  | b. | Is the word written in italic? | |  | c. | Would the word fit in this sentence: “The \_\_\_\_\_\_\_\_ effect enhances memory of information”? | |  | d. | Does the word rhyme with *nesting*? |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 116. Alex was asked to memorize a long list of words that included *cabin, effort, instructor,* and *inquire*. He later recalled these words as *house, work, teacher,* and *ask*. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | the testing effect. | |  | b. | the spacing effect. | |  | c. | implicit memory. | |  | d. | encoding meaning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 117. One reason adults typically recall little of their first three years of life is that during infancy they were unable to verbally label their experiences. This best illustrates that the formation of long-term memories often requires   |  |  |  | | --- | --- | --- | |  | a. | massed practice. | |  | b. | shallow processing. | |  | c. | parallel processing. | |  | d. | semantic processing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 118. Most people misrecall the sentence, “The angry rioter threw the rock at the window” as “The angry rioter threw the rock through the window.” This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | iconic memory. | |  | b. | parallel processing. | |  | c. | semantic processing. | |  | d. | procedural memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 119. Rephrasing text material in your own words is an effective way to promote   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | shallow processing. | |  | c. | iconic memory. | |  | d. | deep processing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 120. The self-reference effect best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | deep processing. | |  | b. | massed practice. | |  | c. | implicit memory. | |  | d. | shallow processing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 121. The self-reference effect is especially strong among people from   |  |  |  | | --- | --- | --- | |  | a. | individualist Western cultures. | |  | b. | collectivist Eastern cultures. | |  | c. | both individualist Western and collectivist Eastern cultures. | |  | d. | neither individualist Western nor collectivist Eastern cultures. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 122. Clara remembers her father teaching her how to ride a bike when she was a young girl. She also remembers her mother teaching her how to swim when she was a young girl. Both of these memories demonstrate   |  |  |  | | --- | --- | --- | |  | a. | the self-reference effect. | |  | b. | chunking. | |  | c. | hierarchical organization. | |  | d. | echoic memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 123. The human capacity for storing long-term memories is   |  |  |  | | --- | --- | --- | |  | a. | essentially limitless. | |  | b. | roughly equal to seven units of information. | |  | c. | typically much greater in young children than in adults. | |  | d. | greatly reduced after people reach the age of 65. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 124. Psychologist Karl Lashley found that rats retained at least a partial memory of how to navigate a maze after he   |  |  |  | | --- | --- | --- | |  | a. | administered a drug to the rats that prevented LTP. | |  | b. | removed small pieces of the rats' cerebral cortex. | |  | c. | injected the rats with stress hormones. | |  | d. | deprived the rats of any opportunity to sleep. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 125. Which of the following statements is true regarding memory storage?   |  |  |  | | --- | --- | --- | |  | a. | The brain stores memories in a single location. | |  | b. | The brain distributes memory components across a network of locations. | |  | c. | The brain has limited storage capacity for memory. | |  | d. | The brain stores memories in only the hippocampus and frontal lobes. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 126. Semantic memory is best described as \_\_\_\_\_\_\_\_ memory of \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | explicit; personally experienced events | |  | b. | implicit; personally experienced events | |  | c. | explicit; facts and general knowledge | |  | d. | implicit; facts and general knowledge |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 127. Genesis has learned the names of all the countries and their capitals in South America. This knowledge is referred to as   |  |  |  | | --- | --- | --- | |  | a. | semantic memory. | |  | b. | long-term potentiation. | |  | c. | a flashbulb memory. | |  | d. | memory consolidation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 128. Consciously recalling that Alexander Hamilton was the first Secretary of the Treasury best illustrates   |  |  |  | | --- | --- | --- | |  | a. | semantic memory. | |  | b. | state-dependent memory. | |  | c. | implicit memory. | |  | d. | episodic memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 129. Explicit memory of personally experienced events is known as   |  |  |  | | --- | --- | --- | |  | a. | context-dependent memory. | |  | b. | state-dependent memory. | |  | c. | semantic memory. | |  | d. | episodic memory.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 130. Santino remembers all the details of the party his parents threw him when he turned 16. This memory is referred to as   |  |  |  | | --- | --- | --- | |  | a. | semantic memory. | |  | b. | episodic memory. | |  | c. | a flashbulb memory. | |  | d. | mood-congruent memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 131. The network that processes and stores explicit memories includes the   |  |  |  | | --- | --- | --- | |  | a. | hippocampus and basal ganglia. | |  | b. | cerebellum and frontal lobes. | |  | c. | prefrontal cortex and hippocampus. | |  | d. | basal ganglia and cerebellum. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 132. Recalling your Instagram user ID and holding it in working memory would most clearly require activation of the   |  |  |  | | --- | --- | --- | |  | a. | amygdala. | |  | b. | basal ganglia. | |  | c. | cerebellum. | |  | d. | left frontal lobe. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 133. Cora is thinking of how she wants to set up the dining area for a reception. As she does so, her \_\_\_\_\_\_\_\_ is activated.   |  |  |  | | --- | --- | --- | |  | a. | left frontal lobe | |  | b. | right frontal lobe | |  | c. | amygdala | |  | d. | hippocampus |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 134. Recalling a visual scene of last month's party and holding it in working memory would be most likely to activate the   |  |  |  | | --- | --- | --- | |  | a. | right frontal lobe. | |  | b. | left frontal lobe. | |  | c. | right cerebellum. | |  | d. | left cerebellum. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 135. The hippocampus helps process \_\_\_\_\_\_\_\_ memories for long-term storage.   |  |  |  | | --- | --- | --- | |  | a. | procedural | |  | b. | explicit | |  | c. | automatic | |  | d. | implicit |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 136. Research has found that the \_\_\_\_\_\_\_\_ is activated as people form explicit memories of names, images, and events.   |  |  |  | | --- | --- | --- | |  | a. | hippocampus | |  | b. | frontal lobe | |  | c. | basal ganglia | |  | d. | cerebellum |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 137. If the \_\_\_\_\_\_\_\_ is damaged, it would most likely interfere with a person’s ability to form new memories of a trip to Legoland.   |  |  |  | | --- | --- | --- | |  | a. | basal ganglia | |  | b. | hippocampus | |  | c. | cerebellum | |  | d. | amygdala |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 138. Mr. Zeda, who has almost fully recovered from a severe stroke, has learned how to play volleyball. However, he cannot consciously remember that he has learned to do this. It is likely that he has suffered damage to his   |  |  |  | | --- | --- | --- | |  | a. | cerebellum. | |  | b. | hypothalamus. | |  | c. | hippocampus. | |  | d. | basal ganglia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 139. Memories of newly learned \_\_\_\_\_\_\_\_ are most likely to be disrupted by damage to the right hippocampus. Memories of newly learned \_\_\_\_\_\_\_\_ are most likely to be disrupted by damage to the left hippocampus.   |  |  |  | | --- | --- | --- | |  | a. | body coordination skills; classically conditioned fears | |  | b. | classically conditioned fears; body coordination skills | |  | c. | words; visual designs | |  | d. | visual designs; words |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 140. A subregion within the \_\_\_\_\_\_\_\_ is likely to be especially active when people and mice learn social information.   |  |  |  | | --- | --- | --- | |  | a. | cerebellum | |  | b. | basal ganglia | |  | c. | hippocampus | |  | d. | amygdala |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 141. The rear area of the \_\_\_\_\_\_\_\_, which processes spatial memory, grows bigger the longer a London cabbie has been navigating the maze of city streets.   |  |  |  | | --- | --- | --- | |  | a. | thalamus | |  | b. | amygdala | |  | c. | hippocampus | |  | d. | hypothalamus |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 142. The neural storage of a long-term memory is called   |  |  |  | | --- | --- | --- | |  | a. | context-dependent memory. | |  | b. | memory consolidation. | |  | c. | the serial position effect. | |  | d. | priming. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 143. Memory consolidation is the process in which memories initially registered in the \_\_\_\_\_\_\_\_ are transferred for long-term storage in other regions of the brain.   |  |  |  | | --- | --- | --- | |  | a. | sensory cortex | |  | b. | hippocampus | |  | c. | thalamus | |  | d. | hypothalamus |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 144. The enhanced memory resulting from spaced study can partially be explained by   |  |  |  | | --- | --- | --- | |  | a. | sleep-induced memory consolidation. | |  | b. | repeated self-testing. | |  | c. | the deep processing of information. | |  | d. | making information meaningful. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 145. As Stan sleeps at night his memories of the day are transferred into long-term memory. This is referred to as   |  |  |  | | --- | --- | --- | |  | a. | semantic memory. | |  | b. | long-term potentiation. | |  | c. | a flashbulb memory. | |  | d. | memory consolidation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 146. The hippocampus and brain cortex display simultaneous activity rhythms during sleep. This appears to be an indication of   |  |  |  | | --- | --- | --- | |  | a. | priming. | |  | b. | memory consolidation. | |  | c. | the serial position effect. | |  | d. | implicit memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 147. Memories initially processed in the hippocampus are transferred to the \_\_\_\_\_\_\_\_ for long-term storage.   |  |  |  | | --- | --- | --- | |  | a. | basal ganglia | |  | b. | cerebral cortex | |  | c. | cerebellum | |  | d. | amygdala |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 148. Explicit memory is to \_\_\_\_\_\_\_\_ as implicit memory is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | automatic processing; effortful processing | |  | b. | sensory memory; working memory | |  | c. | hippocampus; cerebellum | |  | d. | basal ganglia; frontal lobes |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 149. The cerebellum and basal ganglia play an important role in the processing of \_\_\_\_\_\_\_\_ memories.   |  |  |  | | --- | --- | --- | |  | a. | explicit | |  | b. | flashbulb | |  | c. | implicit | |  | d. | spatial |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 150. The cerebellum plays a key role in forming and storing the implicit memories created by   |  |  |  | | --- | --- | --- | |  | a. | episodic processing. | |  | b. | previous experiences. | |  | c. | classical conditioning. | |  | d. | semantic processing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 151. Steven is afraid of spiders but can’t really explain why. It is likely that he developed a fear of spiders through some form of classical conditioning and that his \_\_\_\_\_\_\_\_ played a role in forming and storing the conditioned information related to spiders.   |  |  |  | | --- | --- | --- | |  | a. | amygdala | |  | b. | limbic system | |  | c. | cerebellum | |  | d. | hippocampus |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 152. Damage to the \_\_\_\_\_\_\_\_ would most likely interfere with learning a conditioned fear response to the sight of a dog that had threatened you on several occasions.   |  |  |  | | --- | --- | --- | |  | a. | hippocampus | |  | b. | basal ganglia | |  | c. | hypothalamus | |  | d. | cerebellum |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 153. The deep brain structure(s) involved in motor movement and the formation of our memories of learned physical skills is(are) the   |  |  |  | | --- | --- | --- | |  | a. | amygdala. | |  | b. | hypothalamus. | |  | c. | basal ganglia. | |  | d. | hippocampus. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 154. The basal ganglia facilitate formation of procedural memories of   |  |  |  | | --- | --- | --- | |  | a. | football passing skills. | |  | b. | Twitter stories. | |  | c. | friends’ names. | |  | d. | textbook glossary terms. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 155. Vince has had a very hard time learning how to ride a bike. This may indicate that there is a problem in the   |  |  |  | | --- | --- | --- | |  | a. | hippocampus. | |  | b. | frontal lobe. | |  | c. | basal ganglia. | |  | d. | cerebellum. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 156. Infantile amnesia involves a lack of   |  |  |  | | --- | --- | --- | |  | a. | implicit memories. | |  | b. | basal ganglia. | |  | c. | explicit memories. | |  | d. | automatic processing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 157. Children too young to speak have not learned the words that we use to index most of our explicit memories. This most clearly helps to explain the occurrence of   |  |  |  | | --- | --- | --- | |  | a. | mood-congruent memory. | |  | b. | long-term potentiation. | |  | c. | flashbulb memory. | |  | d. | infantile amnesia. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 158. While forced to socially isolate during the COVID-19 pandemic, Hailey is showing her children pictures from their cruises to Bermuda and Nassau. The children were ages 2 and 3 at the time of these cruises, but sadly do not remember either cruise. The children’s inability to remember illustrates   |  |  |  | | --- | --- | --- | |  | a. | mild cognitive impairment. | |  | b. | priming. | |  | c. | long-term potentiation. | |  | d. | infantile amnesia. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 159. Christopher is a toddler and is likely to experience infantile amnesia when he is an adult. As he matures, however, his \_\_\_\_\_\_\_\_ will grow, enabling him to construct detailed memories of his life experiences.   |  |  |  | | --- | --- | --- | |  | a. | hippocampus | |  | b. | frontal lobes | |  | c. | cerebellum | |  | d. | basal ganglia |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 160. We long remember exciting or shocking events because of activation of the limbic system's   |  |  |  | | --- | --- | --- | |  | a. | hypothalamus. | |  | b. | amygdala. | |  | c. | basal ganglia. | |  | d. | cerebellum. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 161. The availability of glucose energy necessary for memory consolidation is most likely to be enhanced by   |  |  |  | | --- | --- | --- | |  | a. | priming. | |  | b. | stress hormones. | |  | c. | positive transfer. | |  | d. | the serial position effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 162. The amygdala boosts activity in the brain's memory-forming areas when stimulated by   |  |  |  | | --- | --- | --- | |  | a. | the basal ganglia. | |  | b. | the cerebellum. | |  | c. | stress hormones. | |  | d. | propranolol. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 163. The memory trace initiated by the amygdala after a stressful situation is a(n)   |  |  |  | | --- | --- | --- | |  | a. | mental snapshot of an exciting or shocking event. | |  | b. | a neural basis for learning and remembering. | |  | c. | lasting physical change in the brain’s memory-forming areas. | |  | d. | unconsciously activated association in memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 164. Amy clearly remembers the house fire her family experienced when she was a young girl. This stressful memory is long-lasting because of the role of the   |  |  |  | | --- | --- | --- | |  | a. | amygdala. | |  | b. | hippocampus. | |  | c. | basal ganglia. | |  | d. | cerebellum. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 165. Emotional events produce tunnel vision memory, with the result that we focus our attention on \_\_\_\_\_\_\_\_ and reduce our recall of \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | mood-congruent memories; state-dependent memories | |  | b. | memory consolidation; long-term potentiation | |  | c. | high-priority information; irrelevant details | |  | d. | semantic memories; episodic memories |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 166. A flashbulb memory is a(n)   |  |  |  | | --- | --- | --- | |  | a. | explicit memory of facts and general knowledge. | |  | b. | clear memory of an emotionally significant moment or event. | |  | c. | explicit memory of a personally experienced event. | |  | d. | a procedural memory of a well-learned skill. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 167. \_\_\_\_\_\_\_\_ memories are extremely vivid, and we tend to be very confident in them. However, as we relive, rehearse, and discuss them, we may distort them.   |  |  |  | | --- | --- | --- | |  | a. | Mood-congruent | |  | b. | Consolidated | |  | c. | Flashbulb | |  | d. | Infant |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 168. David remembers clearly when his car was rear-ended while stopped at a red light. This particular memory is clear for David because he most likely   |  |  |  | | --- | --- | --- | |  | a. | rehearsed it by thinking about the experience and describing it to others. | |  | b. | experienced an immediate memory trace. | |  | c. | focuses on effective memory consolidation. | |  | d. | dreams about the event frequently. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 169. A year and a half after directly experiencing a destructive hurricane, Simone had very accurate recall of where she had been and what she was doing at the time of the hurricane. Her recall best illustrates \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | implicit | |  | b. | state-dependent | |  | c. | sensory | |  | d. | flashbulb |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 170. Taylor remembers everything about his high school graduation ceremony. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | LTP. | |  | b. | memory consolidation. | |  | c. | priming. | |  | d. | a flashbulb memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 171. The temporary release of serotonin has been found to \_\_\_\_\_\_\_\_ memory formation, and the temporary release of stress hormones has been found to \_\_\_\_\_\_\_\_ memory formation.   |  |  |  | | --- | --- | --- | |  | a. | disrupt; promote | |  | b. | promote; disrupt | |  | c. | disrupt; disrupt | |  | d. | promote; promote |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 172. When learning occurs through classical conditioning, the sea slug, *Aplysia*, releases more \_\_\_\_\_\_\_\_ at certain synapses.   |  |  |  | | --- | --- | --- | |  | a. | serotonin | |  | b. | propranolol | |  | c. | insulin | |  | d. | LTP |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 173. \_\_\_\_\_\_\_\_ provides a neural basis for learning and remembering associations.   |  |  |  | | --- | --- | --- | |  | a. | ECT | |  | b. | Semantic processing | |  | c. | Consolidation | |  | d. | Long-term potentiation |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 174. In experiments with people, rapidly stimulating certain memory-circuit connections has increased their sensitivity. The sending neuron needs less prompting to release its neurotransmitter, and more connections exist between neurons. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | ECT. | |  | b. | effortful processing. | |  | c. | consolidation. | |  | d. | LTP. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 175. Long-term potentiation refers to   |  |  |  | | --- | --- | --- | |  | a. | the impact of effortful processing on retention. | |  | b. | an automatic tendency to recall emotionally significant events. | |  | c. | an increase in a neuron's firing potential. | |  | d. | the process of learning something without any conscious memory of having learned it. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 176. Which of the following provides a neural basis for learning and remembering conditioned associations?   |  |  |  | | --- | --- | --- | |  | a. | the serial position effect | |  | b. | long-term potentiation | |  | c. | procedural memory | |  | d. | priming |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 177. The receptor sites of receiving neurons have been observed to increase following   |  |  |  | | --- | --- | --- | |  | a. | priming. | |  | b. | the serial position effect. | |  | c. | long-term potentiation. | |  | d. | administration of propranolol. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 178. Which of the following lines of evidence does NOT confirm that LTP is a physical basis for memory?   |  |  |  | | --- | --- | --- | |  | a. | Drugs that block LTP have been found to interfere with learning. | |  | b. | Drugs that mimic what happens during learning have been found to increase LTP. | |  | c. | Rats given a drug that enhanced LTP learned a maze with half the usual number of mistakes. | |  | d. | Rats given a drug that blocked LTP learned a maze with few mistakes. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 179. Cristina was biking in her neighborhood when a car hit her. She has no memory of events right before the accident. What is the likely reason?   |  |  |  | | --- | --- | --- | |  | a. | Her working memory did not have time to consolidate the information into long-term memory. | |  | b. | Her sensory memory failed to process the information. | |  | c. | Her long-term memory has been damaged as a result of the accident. | |  | d. | Her short-term memory did not have time to transfer the information into her working memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 180. When Carla is hit in the head with a golf ball, she is temporarily knocked unconscious. Her physical injury is not serious, but it is most likely to interfere with Carla’s   |  |  |  | | --- | --- | --- | |  | a. | flashbulb memories. | |  | b. | long-term memories. | |  | c. | repressed memories. | |  | d. | very recent memories. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 181. In experiments, administering doses of propranolol has   |  |  |  | | --- | --- | --- | |  | a. | improved learning of semantic information. | |  | b. | resulted in stress reduction in victims of traumatic experiences. | |  | c. | created a lasting physical change in the brain’s memory-forming areas. | |  | d. | produced infantile amnesia in people with intrusive memories of childhood abuse. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 182. Information linked to a specific memory is a(n)   |  |  |  | | --- | --- | --- | |  | a. | memory trace. | |  | b. | implicit memory. | |  | c. | retrieval cue. | |  | d. | LTP. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 183. Our best retrieval cues come from association we form when we \_\_\_\_\_\_\_\_ a memory.   |  |  |  | | --- | --- | --- | |  | a. | encode | |  | b. | store | |  | c. | recall | |  | d. | retrieve |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 184. The aroma of a blueberry pie fresh from the oven awakened in Mr. Fitzgerald vivid memories of time spent at his grandmother’s house. The aroma apparently acted as a powerful   |  |  |  | | --- | --- | --- | |  | a. | LTP. | |  | b. | retrieval cue. | |  | c. | implicit memory. | |  | d. | memory trace. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 185. Miguel needs to remember to work on his course research paper tomorrow, so he places his textbook and laptop computer on his nightstand before he goes to bed. He is hoping that the textbook and laptop will serve as a \_\_\_\_\_\_\_\_ in the morning when he wakes up.   |  |  |  | | --- | --- | --- | |  | a. | retrieval cue | |  | b. | retrospective memory | |  | c. | prospective memory | |  | d. | motivated cue |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 186. Our past is to \_\_\_\_\_\_\_\_ as our future is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | context-dependent memory; state-dependent memory | |  | b. | state-dependent memory; context-dependent memory | |  | c. | retrospective memory; prospective memory | |  | d. | prospective memory; retrospective memory |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 187. Memories of our past are called   |  |  |  | | --- | --- | --- | |  | a. | prospective memories. | |  | b. | semantic memories. | |  | c. | implicit memories. | |  | d. | retrospective memories. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 188. Your memory of going to the beach with your family when you were young is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | prospective memory. | |  | b. | semantic memory. | |  | c. | implicit memory. | |  | d. | retrospective memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 189. Our intended future actions are referred to as   |  |  |  | | --- | --- | --- | |  | a. | prospective memories. | |  | b. | semantic memories. | |  | c. | episodic memories. | |  | d. | retrospective memories. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 190. Your intent to graduate with a degree in psychology is a(n)   |  |  |  | | --- | --- | --- | |  | a. | prospective memory. | |  | b. | semantic memory. | |  | c. | episodic memory. | |  | d. | retrospective memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 191. Rehearsal is to encoding as retrieval cues are to   |  |  |  | | --- | --- | --- | |  | a. | long-term potentiation. | |  | b. | memory consolidation. | |  | c. | priming. | |  | d. | the serial position effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 192. The often unconscious activation of particular associations in memory is called   |  |  |  | | --- | --- | --- | |  | a. | procedural memory. | |  | b. | LTP. | |  | c. | priming. | |  | d. | the serial position effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 193. Effective retrieval cues trigger the process known as   |  |  |  | | --- | --- | --- | |  | a. | LTP. | |  | b. | memory consolidation. | |  | c. | the serial position effect. | |  | d. | priming. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 194. Shortly after you see a missing-child poster you are more likely to interpret an ambiguous adult-child interaction as a possible kidnapping. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | priming. | |  | b. | long-term potentiation. | |  | c. | infantile amnesia. | |  | d. | state-dependent memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 195. Seeing a romantic movie caused Alexandria to recall the wonderful times she spent with her college boyfriend. The movie’s effect on Alexandria’s memory retrieval illustrates   |  |  |  | | --- | --- | --- | |  | a. | priming. | |  | b. | memory consolidation. | |  | c. | automatic processing. | |  | d. | the serial position effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 196. Research has found that people primed with words and materials related to money were \_\_\_\_\_\_\_\_ likely to help another person when asked, indicating that this prime was related to \_\_\_\_\_\_\_\_ of a focus on materialism and self-interest.   |  |  |  | | --- | --- | --- | |  | a. | less; more | |  | b. | more; less | |  | c. | less; less | |  | d. | more; more |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 197. Words heard underwater are later better recalled underwater than on land. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | automatic processing. | |  | b. | flashbulb memory. | |  | c. | the serial position effect. | |  | d. | context-dependent memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 198. The idea that cues and contexts associated with the acquisition of a particular memory will be most effective in helping us recall that memory is known as   |  |  |  | | --- | --- | --- | |  | a. | long-term potentiation. | |  | b. | the encoding specificity principle. | |  | c. | the serial position effect. | |  | d. | memory consolidation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 199. While standing in line to attend a baseball game, you see a familiar face (actually, your high school biology teacher), but you don’t remember where from. This is because of   |  |  |  | | --- | --- | --- | |  | a. | the encoding specificity principle. | |  | b. | state-dependent memory. | |  | c. | priming. | |  | d. | LTP.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 200. Theresa is better able to recall information learned in her political science classroom when her recall is tested in the very same classroom. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the serial position effect. | |  | b. | context-dependent memory. | |  | c. | memory consolidation. | |  | d. | flashbulb memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 201. Context-dependent memory best illustrates that the specific location in which we learned something often provides us with effective   |  |  |  | | --- | --- | --- | |  | a. | long-term potentiation. | |  | b. | implicit memories. | |  | c. | serial position effects. | |  | d. | retrieval cues. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 202. Information learned while a person is \_\_\_\_\_\_\_\_ is best recalled when that person is \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | sad; happy | |  | b. | drunk; sober | |  | c. | sad; sad | |  | d. | sober; drunk |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 203. Events that occur when we are under the influence of alcohol, for example, may be more easily remembered when we are again under the influence of alcohol. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the serial position effect. | |  | b. | implicit memory. | |  | c. | state-dependent memory. | |  | d. | long-term potentiation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 204. Mood-congruent memory refers to the effect of emotional states on the process of   |  |  |  | | --- | --- | --- | |  | a. | encoding. | |  | b. | storage. | |  | c. | retrieval. | |  | d. | memory consolidation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 205. Valentina is in a good mood. While relaxing on the couch, she recalls happy events from her childhood with her grandmother. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | context-dependent memory. | |  | b. | state-dependent memory. | |  | c. | mood-congruent memory. | |  | d. | semantic memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 206. Luka was feeling happy at the time of his college graduation. Luka is especially likely to recall his college graduation when he is   |  |  |  | | --- | --- | --- | |  | a. | depressed. | |  | b. | happy. | |  | c. | relaxed. | |  | d. | unemotional. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 207. Compared with formerly depressed people, those who are currently depressed are more likely to recall their parents as rejecting and punitive. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | infantile amnesia. | |  | c. | the serial position effect. | |  | d. | mood-congruent memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 208. In one study, when teens were down, they rated their parents as cruel; when they were up, their parents were angels. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | infantile amnesia. | |  | c. | the serial position effect. | |  | d. | mood-congruent memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 209. The serial position effect refers to the tendency to recall best the \_\_\_\_\_\_\_\_ items in a list.   |  |  |  | | --- | --- | --- | |  | a. | first | |  | b. | first and last | |  | c. | middle | |  | d. | middle and last |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 210. Luna has left her list of school supplies at home, so she calls her mother, who rattles off a list of 10 items for Luna to get. Immediately after hearing the list, Luna attempts to write down the items. She is most likely to forget the items   |  |  |  | | --- | --- | --- | |  | a. | at the beginning of the list. | |  | b. | at the end of the list. | |  | c. | in the middle of the list. | |  | d. | at the beginning and in the middle of the list. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 211. The recency effect refers to the tendency to remember the   |  |  |  | | --- | --- | --- | |  | a. | first items in a list shortly after hearing the list. | |  | b. | last items in a list shortly after hearing the list. | |  | c. | first items in a list after a delay. | |  | d. | last items in a list after a delay. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 212. Dylan has just joined the campus chess club. During his first meeting he was introduced to all the other club members. However, he remembers only the name of the last person he met. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | state-dependent memory. | |  | b. | the recency effect. | |  | c. | the primacy effect. | |  | d. | the encoding specificity principle. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 213. Maura is entering her sophomore year in high school and is signed up for five courses. On the first day of class, the professors introduce themselves. When Maura returns home, she finds that she remembers only the name of the professor of the last class of the day. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | state-dependent memory. | |  | b. | the recency effect. | |  | c. | the primacy effect. | |  | d. | the encoding specificity principle. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 214. After a delay, our tendency to recall the first items in a list is referred to as   |  |  |  | | --- | --- | --- | |  | a. | the recency effect. | |  | b. | the primacy effect. | |  | c. | implicit memory. | |  | d. | explicit memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 215. Your relative success in recalling a dozen different names a week after you heard them listed in order is likely to illustrate   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | a recency effect. | |  | c. | flashbulb memory. | |  | d. | a primacy effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 216. Jill Price has a highly superior autobiographical memory. This means that she is prone to having her mind fill up with information that, once in memory storage, never leaves. Researchers have been able to identify that people like Jill   |  |  |  | | --- | --- | --- | |  | a. | have high instances of repression. | |  | b. | lack the ability to effectively reconsolidate memories. | |  | c. | store information differently in their brains, leading them to forget some information and remember other information in extreme detail. | |  | d. | have enlarged brain areas and increased brain activity in memory centers. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 217. Ami was in an automobile accident several years ago. Since then she has been unable to form new memories. She suffers from   |  |  |  | | --- | --- | --- | |  | a. | anterograde amnesia. | |  | b. | retrograde amnesia. | |  | c. | reconsolidation. | |  | d. | memory construction error. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 218. The inability to form new memories is called   |  |  |  | | --- | --- | --- | |  | a. | repression. | |  | b. | anterograde amnesia. | |  | c. | the misinformation effect. | |  | d. | retroactive interference. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 219. While biking in her neighborhood, Jamie hit a rock and fell head first to the ground. She can no longer form new memories. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | anterograde amnesia. | |  | b. | storage decay. | |  | c. | retrieval failure. | |  | d. | retrograde amnesia. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 220. Although people with anterograde amnesia have lost their \_\_\_\_\_\_\_\_, they have retained their \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | explicit memories; implicit memories | |  | b. | implicit memories; explicit memories | |  | c. | sensory memory; working memory | |  | d. | working memory; sensory memory |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 221. *Retrograde amnesia* is defined as   |  |  |  | | --- | --- | --- | |  | a. | an inability to retrieve information from one's past. | |  | b. | an inability to form new memories. | |  | c. | the forward-acting disruptive effect of older learning on the recall of new information. | |  | d. | the backward-acting disruptive effect of newer learning on the recall of old information. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 222. As a child, Allison was in a car accident in which she suffered brain damage. Although she can now encode and consciously recall new information, she is unable to consciously recall events that happened prior to the brain damage that she suffered as a child. Allison’s memory difficulty most clearly illustrates   |  |  |  | | --- | --- | --- | |  | a. | retrograde amnesia. | |  | b. | proactive interference. | |  | c. | anterograde amnesia. | |  | d. | retroactive interference. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 223. Jimmy was a patient with anterograde amnesia triggered by brain damage in 1945. Jimmy lost his ability to form new \_\_\_\_\_\_\_\_ memories but his ability for \_\_\_\_\_\_\_\_ remained intact.   |  |  |  | | --- | --- | --- | |  | a. | implicit; effortful processing | |  | b. | explicit; effortful processing | |  | c. | implicit; automatic processing | |  | d. | explicit; automatic processing |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 224. Some patients with anterograde amnesia have learned how to spot hard-to-find figures in the *Where's Waldo?* series without any conscious awareness that they can do so. This best illustrates their retention of \_\_\_\_\_\_\_\_ memories.   |  |  |  | | --- | --- | --- | |  | a. | explicit | |  | b. | implicit | |  | c. | retroactive | |  | d. | working |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 225. Much of what we sense we never notice. This most clearly leads to   |  |  |  | | --- | --- | --- | |  | a. | proactive interference. | |  | b. | storage decay. | |  | c. | repressed memories. | |  | d. | encoding failure. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 226. Erika doesn’t remember that Motorola produced the first handheld cell phone in 1973 because she was posting on Facebook during her professor’s lecture. Erika’s poor memory is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | interference. | |  | b. | encoding failure. | |  | c. | storage decay. | |  | d. | source amnesia. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 227. David can’t remember Alfred Bigelow’s new job title because he was busy working on his monthly report when he was told about Bigelow’s promotion. David’s poor memory is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | proactive interference. | |  | b. | encoding failure. | |  | c. | retroactive interference. | |  | d. | source amnesia. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 228. Although Jackson has looked at his smartwatch thousands of times, he is unable to recall whether the watch gives the day of the week. This is most likely because of a failure in   |  |  |  | | --- | --- | --- | |  | a. | encoding. | |  | b. | storage. | |  | c. | retrieval. | |  | d. | implicit memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 229. If you aren’t paying attention during your class lecture, it is likely that you will not remember the information for an upcoming exam. This is because of   |  |  |  | | --- | --- | --- | |  | a. | storage decay. | |  | b. | encoding failure. | |  | c. | retrieval failure. | |  | d. | production failure. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 230. Ebbinghaus' forgetting curve most clearly indicates that   |  |  |  | | --- | --- | --- | |  | a. | our sensory memory capacity is essentially unlimited. | |  | b. | short-term memory fades more rapidly than sensory memory. | |  | c. | prior learning disrupts the recall of new information. | |  | d. | the most rapid memory loss for new information occurs shortly after it is learned. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 231. Three years after people completed a Spanish course, they had forgotten much of the vocabulary they had learned. This research finding indicates that information is lost while it is   |  |  |  | | --- | --- | --- | |  | a. | encoded. | |  | b. | rehearsed. | |  | c. | retrieved. | |  | d. | in storage. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 232. One explanation for the famous Ebbinghaus forgetting curve involves the gradual loss of   |  |  |  | | --- | --- | --- | |  | a. | interference. | |  | b. | encoding. | |  | c. | the memory trace. | |  | d. | automatic processing capacities. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 233. Many interesting details of Glenda’s memory of her very active adolescence have been lost because her memory trace has faded over the last 30 years. Her memory loss most clearly illustrates   |  |  |  | | --- | --- | --- | |  | a. | anterograde amnesia. | |  | b. | encoding failure. | |  | c. | repression. | |  | d. | storage decay. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 234. An inability to access information in long-term memory is known as   |  |  |  | | --- | --- | --- | |  | a. | storage decay. | |  | b. | effortful processing. | |  | c. | the misinformation effect. | |  | d. | retrieval failure. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 235. You see a fellow student at the local store. You’re sure you know their name but aren’t able to recall it. This tip-of-the-tongue phenomenon is an example of   |  |  |  | | --- | --- | --- | |  | a. | storage decay. | |  | b. | encoding failure. | |  | c. | retrieval failure. | |  | d. | production failure. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 236. The tip-of-the-tongue forgetting experienced most often by older adults can best be explained in terms of the greater difficulty older people have with   |  |  |  | | --- | --- | --- | |  | a. | automatic processing. | |  | b. | repression. | |  | c. | positive transfer. | |  | d. | retrieval. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 237. When Michael applied for a passport, he was embarrassed by a momentary inability to remember his home address. Michael’s memory difficulty most likely resulted from a(n) \_\_\_\_\_\_\_\_ failure.   |  |  |  | | --- | --- | --- | |  | a. | storage | |  | b. | encoding | |  | c. | retrieval | |  | d. | rehearsal |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 238. Garland was unable to recall the capital of Italy until he was given a list of all the cities in Italy. Then, he quickly recognized the name of the capital. Garland’s initial inability to recall the answer was because of a failure in   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | storage. | |  | c. | encoding. | |  | d. | retrieval. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 239. The disruptive effect of prior learning on the recall of new information is called   |  |  |  | | --- | --- | --- | |  | a. | retroactive interference. | |  | b. | encoding failure. | |  | c. | source amnesia. | |  | d. | proactive interference. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 240. Ebbinghaus found the task of learning new lists of nonsense syllables increasingly difficult as his research career progressed. Which of the following best explains his problem?   |  |  |  | | --- | --- | --- | |  | a. | positive transfer | |  | b. | source amnesia | |  | c. | proactive interference | |  | d. | retroactive interference |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 241. Mr. Karkera’s memories of the employees who helped him start his business have made it difficult for him to remember the names of new employees. Mr. Karkera’s difficulty best illustrates   |  |  |  | | --- | --- | --- | |  | a. | retroactive interference. | |  | b. | retrograde amnesia. | |  | c. | proactive interference. | |  | d. | source amnesia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 242. Jessica is trying to log in to her online class. She can’t seem to remember her new password. She keeps entering the password she used last semester. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | proactive interference. | |  | b. | retroactive interference. | |  | c. | anterograde amnesia. | |  | d. | retrograde amnesia. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 243. Retroactive interference refers to the   |  |  |  | | --- | --- | --- | |  | a. | decay of physical memory traces. | |  | b. | disruptive effect of previously learned material on the recall of new information. | |  | c. | disruptive effect of new learning on the recall of previously learned material. | |  | d. | blocking of painful memories from conscious awareness. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 244. Clarence took French classes in high school and is now taking Spanish in college. When asked to speak French, it seems that he now confuses it with Spanish. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | proactive interference. | |  | b. | retroactive interference. | |  | c. | storage decay. | |  | d. | the misinformation effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 245. Forward-acting is to \_\_\_\_\_\_\_\_ as backward-acting is to \_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | implicit memories; explicit memories | |  | b. | proactive interference; retroactive interference | |  | c. | explicit memories; implicit memories | |  | d. | retroactive interference; proactive interference |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 246. Hernando has spent the afternoon studying psychology. Unfortunately, though, he is finding it difficult to remember details of the sociology material he learned that morning. Hernando’s difficulty best illustrates   |  |  |  | | --- | --- | --- | |  | a. | retroactive interference. | |  | b. | the misinformation effect. | |  | c. | proactive interference. | |  | d. | source amnesia. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 247. Setting up a new Facebook group account and creating a password for it may block the recall of your personal Facebook password, which you created years ago. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | the misinformation effect. | |  | b. | retroactive interference. | |  | c. | source amnesia. | |  | d. | proactive interference. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 248. Two people learned nonsense syllables and then tried to recall them after up to eight hours had elapsed. The researchers observed that forgetting occurred LEAST rapidly when the individuals spent their time   |  |  |  | | --- | --- | --- | |  | a. | physically exercising. | |  | b. | playing a card game. | |  | c. | watching television. | |  | d. | sleeping. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 249. Knowledge of Latin can help people to learn French. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | proactive interference. | |  | b. | the testing effect. | |  | c. | déjà vu. | |  | d. | positive transfer. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 250. Having learned Latin in high school has helped Joshua to learn Italian, which he needs for his trip to Rome next summer. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | positive transfer. | |  | b. | the misinformation effect. | |  | c. | proactive interference. | |  | d. | source amnesia.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 251. Research participants who were exposed to very convincing arguments about the desirability of frequent toothbrushing misrecalled how frequently they had brushed their teeth in the preceding two weeks. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | source amnesia. | |  | b. | proactive interference. | |  | c. | motivated forgetting. | |  | d. | déjà vu. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 252. Repression most clearly involves a failure in   |  |  |  | | --- | --- | --- | |  | a. | encoding. | |  | b. | retrieval. | |  | c. | storage. | |  | d. | implicit memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 253. Who emphasized that we repress anxiety-arousing memories?   |  |  |  | | --- | --- | --- | |  | a. | Hermann Ebbinghaus | |  | b. | Elizabeth Loftus | |  | c. | Karl Dallenbach | |  | d. | Sigmund Freud |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 254. Miguel has just completed law school. In thinking about his high school and college years, he is able to recall the names of all his instructors except the tenth-grade English teacher who gave him a grade of D. According to Freud, his forgetting illustrates   |  |  |  | | --- | --- | --- | |  | a. | repression. | |  | b. | proactive interference. | |  | c. | retroactive interference. | |  | d. | the misinformation effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 255. Jackie frequently experiences intrusive memories of an emotionally traumatic experience that she has been trying to forget. Her intrusive memories provide evidence of unsuccessful memory   |  |  |  | | --- | --- | --- | |  | a. | encoding. | |  | b. | storage. | |  | c. | repression. | |  | d. | rehearsal. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 256. It’s evening and Jeremy is mentally replaying the day’s events. He pictures his own facial expressions as he listened to a friend’s tale of woe. Because he was unable to see these expressions at the time, his recall illustrates   |  |  |  | | --- | --- | --- | |  | a. | source amnesia. | |  | b. | implicit memory. | |  | c. | memory construction. | |  | d. | proactive interference. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 257. A process in which previously stored memories, when retrieved, are altered before being stored again is called   |  |  |  | | --- | --- | --- | |  | a. | retroactive interference. | |  | b. | proactive interference. | |  | c. | reconsolidation. | |  | d. | repression. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 258. Every time Ramone shares his experience of being involved in a car accident, he replaces the original memory with a slightly modified version. This is referred to as   |  |  |  | | --- | --- | --- | |  | a. | the misinformation effect. | |  | b. | the production effect. | |  | c. | reconsolidation. | |  | d. | massed practice. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 259. We often modify our long-term memories in light of our current knowledge and expectations. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | proactive interference. | |  | c. | anterograde amnesia. | |  | d. | reconsolidation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 260. When Loftus and colleagues asked observers of a filmed car accident how fast the vehicles were going when they *smashed* into each other, the observers developed memories of the accident that   |  |  |  | | --- | --- | --- | |  | a. | omitted some of the most painful aspects of the event. | |  | b. | were more accurate than the memories of observers who had not been immediately questioned about what they saw. | |  | c. | were influenced by whether the researchers identified themselves as police officers. | |  | d. | portrayed the event as more serious than it had actually been. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 261. The misinformation effect refers to the   |  |  |  | | --- | --- | --- | |  | a. | basic defense mechanism that banishes anxiety-arousing memories from conscious awareness. | |  | b. | disruptive effect of prior learning on the recall of new information. | |  | c. | eerie sense that “I've been in this exact situation before.” | |  | d. | incorporation of misleading information into one's memory of an event. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 262. Samantha witnessed an automobile accident, Unfortunately, as a result of the leading questions she was asked at the scene, her memory of the event has been distorted. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | the misinformation effect. | |  | b. | memory reconsolidation. | |  | c. | repression. | |  | d. | proactive interference. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 263. When asked misleading questions after observing an accident, eyewitnesses often reconstruct their initial memories of the event. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | repression. | |  | b. | déjà vu. | |  | c. | implicit memory. | |  | d. | the misinformation effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 264. An attorney uses misleading questions to distort a court witness' recall of a previously observed crime. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | anterograde amnesia. | |  | b. | the misinformation effect. | |  | c. | proactive interference. | |  | d. | positive transfer. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 265. When Heather told her boyfriend about the biology exam she had just completed, she knowingly exaggerated its difficulty. Subsequently, her memory of the exam was that it was as difficult as she had reported it to be. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the misinformation effect. | |  | b. | the testing effect. | |  | c. | déjà vu. | |  | d. | proactive interference. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 266. Axel, who is 14, has seen many pictures of a family vacation taken when they were a year old. Axel believes they can remember the trip clearly. This may be a result of   |  |  |  | | --- | --- | --- | |  | a. | the misinformation effect. | |  | b. | source amnesia. | |  | c. | proactive interference. | |  | d. | imagination inflation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 267. Clarissa has a vivid memory of visiting a theme park with her brother and mother when she was only 2 years old. However, both her brother and mother claim that this never happened, noting that it must be something she saw in a movie. It is likely that   |  |  |  | | --- | --- | --- | |  | a. | Clarissa is remembering a fictional event. | |  | b. | Clarissa’s brother and mother are lying to her. | |  | c. | Clarissa is immune to infantile amnesia. | |  | d. | Clarissa has heard the story so many times that she now tells it as well. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 268. In British and Canadian surveys, nearly one-fourth of students have reported personal memories that they later realized were not accurate. This demonstrated that   |  |  |  | | --- | --- | --- | |  | a. | events from the distant past are less vulnerable to memory distortion than more recent events. | |  | b. | people can easily distinguish between their own true and false memories. | |  | c. | hypnotic suggestion is an effective technique for accurate memory retrieval. | |  | d. | people should not believe everything they remember. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 269. Source amnesia refers to   |  |  |  | | --- | --- | --- | |  | a. | retaining classically conditioned associations without conscious awareness. | |  | b. | banishing anxiety-arousing memories from conscious awareness. | |  | c. | the automatic processing of information about how often things have happened. | |  | d. | misrecalling when or where information was learned or imagined. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 270. Jean Piaget was startled as an adult to learn that his vivid, detailed memory of a nursemaid’s thwarting of his kidnapping was utterly false. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | déjà vu. | |  | b. | proactive interference. | |  | c. | implicit memory. | |  | d. | source amnesia.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 271. After having seen many pictures of the White House during his lifetime, Mr. Charleston mistakenly recalled that he had actually visited the site. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | source amnesia. | |  | b. | proactive interference. | |  | c. | implicit memory. | |  | d. | positive transfer. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 272. Comedians and authors sometimes think an idea came from their own creative imagination, when in fact they are unintentionally plagiarizing something they earlier read or heard. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | source amnesia. | |  | c. | proactive interference. | |  | d. | déjà vu. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 273. The eerie sense of having previously experienced a current situation is known as   |  |  |  | | --- | --- | --- | |  | a. | imagination inflation. | |  | b. | positive transfer. | |  | c. | proactive interference. | |  | d. | déjà vu. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 274. Familiarity with an ongoing situation without any idea of where you experienced it before contributes to   |  |  |  | | --- | --- | --- | |  | a. | automatic processing. | |  | b. | imagination inflation. | |  | c. | repression. | |  | d. | déjà vu. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 275. Briefly glancing at a visual scene without consciously processing it may lead us to experience \_\_\_\_\_\_\_\_ when we subsequently focus conscious attention on the scene.   |  |  |  | | --- | --- | --- | |  | a. | déjà vu | |  | b. | proactive interference | |  | c. | repression | |  | d. | anterograde amnesia |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 276. While waiting at the train station, Renata strikes up a conversation with a complete stranger. During the conversation, she experiences an eerie sense of having had the same conversation with this same person before. Her experience best illustrates   |  |  |  | | --- | --- | --- | |  | a. | déjà vu. | |  | b. | echoic memory. | |  | c. | positive transfer. | |  | d. | retroactive interference. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 277. Improper processing between the temporal lobe and hippocampus can result in   |  |  |  | | --- | --- | --- | |  | a. | déjà vu. | |  | b. | repression. | |  | c. | memory reconsolidation. | |  | d. | the misinformation effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 278. By incorporating errors based on a hypnotist's leading questions, “hypnotically refreshed” memories often illustrate   |  |  |  | | --- | --- | --- | |  | a. | repression. | |  | b. | anterograde amnesia. | |  | c. | the misinformation effect. | |  | d. | proactive interference. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 279. Although we may be confident in our memories, we cannot be sure that they are not distorted because of   |  |  |  | | --- | --- | --- | |  | a. | déjà vu. | |  | b. | repression. | |  | c. | memory reconsolidation. | |  | d. | the misinformation effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 280. Because of the testimony of a witness, Jeremy was sentenced to prison for a crime he did not commit. Jeremy was sent to prison because of   |  |  |  | | --- | --- | --- | |  | a. | the witness’ memory construction errors. | |  | b. | source amnesia by the jury. | |  | c. | the jury’s memory construction errors. | |  | d. | the witness’ source amnesia. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 281. When we fall in love, we tend to overestimate how much we liked our partner when we first began dating. This best illustrates the dynamics of   |  |  |  | | --- | --- | --- | |  | a. | positive transfer. | |  | b. | proactive interference. | |  | c. | déjà vu. | |  | d. | memory construction. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 282. Therapists who have used memory recovery techniques such as hypnosis have often led their clients to believe that difficulties remembering their experience of sexual abuse may result from   |  |  |  | | --- | --- | --- | |  | a. | encoding failure. | |  | b. | positive transfer. | |  | c. | proactive interference. | |  | d. | repression. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 283. Memory experts who express skepticism regarding reports of repressed and recovered memories emphasize that   |  |  |  | | --- | --- | --- | |  | a. | there is very little people can do to relieve the distress resulting from traumatic memories. | |  | b. | most extremely traumatic life experiences are never encoded into long-term memory. | |  | c. | therapeutic techniques encourage the construction of false memories. | |  | d. | people rarely recall memories of long-forgotten unpleasant events. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 284. Psychologists on both sides of the controversy regarding reports of repressed and recovered memories of childhood sexual abuse agree that   |  |  |  | | --- | --- | --- | |  | a. | repression is the most common mechanism underlying the failure to recall early childhood sexual abuse. | |  | b. | when extraordinary means are used to recover a memory, there is the high probability that the recovered memory is false. | |  | c. | the more stressful an experience is, the more quickly it will be consciously forgotten. | |  | d. | professional therapists can reliably distinguish between their clients' true and false childhood memories. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 285. Mrs. Vernon tells her therapist that she remembers being abused by an uncle when she was 3 years old. Her memory is NOT likely to be reliable because of   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | proactive interference. | |  | c. | infantile amnesia. | |  | d. | positive transfer. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 286. Traumatic experiences such as being robbed or beaten are NOT likely to be   |  |  |  | | --- | --- | --- | |  | a. | encoded. | |  | b. | repressed. | |  | c. | stored. | |  | d. | retrieved. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 287. Compared with young adults, children are likely to be more susceptible to   |  |  |  | | --- | --- | --- | |  | a. | positive transfer. | |  | b. | automatic processing. | |  | c. | the misinformation effect. | |  | d. | proactive interference. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 288. The text described an instance in which a child was convinced that his finger had gotten caught in a mousetrap when it never happened. This illustrated that   |  |  |  | | --- | --- | --- | |  | a. | false memories are difficult to create in children. | |  | b. | repeating information can aid memory recall. | |  | c. | being told emotional stories of childhood improves memory. | |  | d. | repeating a story multiple times can create a false memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 289. Miranda, who is 6 years old, has witnessed a crime. Which of the following would NOT enable investigators to obtain an accurate eyewitness report from Miranda?   |  |  |  | | --- | --- | --- | |  | a. | They should ask nonleading questions soon after the event. | |  | b. | They should use words that Miranda understands when asking questions about the event. | |  | c. | The police officer investigating the case should ask Miranda questions about the event. | |  | d. | A neutral person should ask Miranda questions about the event. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 290. In one study, children were periodically asked whether they remembered going to the hospital with a mousetrap on their finger. This experiment best illustrated the dynamics of   |  |  |  | | --- | --- | --- | |  | a. | memory construction. | |  | b. | positive transfer. | |  | c. | sensory memory. | |  | d. | repression. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 291. Which of the following is NOT an aspect of the SQ3R study method?   |  |  |  | | --- | --- | --- | |  | a. | question | |  | b. | renew | |  | c. | review |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 292. Allison is using the SQ3R method of studying for her class. This involves all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | question. | |  | b. | renew. | |  | c. | review. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 293. Repeating someone's name several times shortly after being introduced to that person is an effective strategy for   |  |  |  | | --- | --- | --- | |  | a. | chunking. | |  | b. | rehearsal. | |  | c. | implicit memory. | |  | d. | automatic processing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 294. Jerome prepared for his comprehensive final exam by taking numerous practice quizzes. When he received his grade, he was pleased to learn that he earned an A. This is likely an example of   |  |  |  | | --- | --- | --- | |  | a. | the testing effect. | |  | b. | massed practice. | |  | c. | state-dependent memory. | |  | d. | context-dependent memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 295. Ana has found that when she reads aloud, rather than silently to herself, she remembers the information better. This is related to   |  |  |  | | --- | --- | --- | |  | a. | the testing effect. | |  | b. | massed practice. | |  | c. | the production effect. | |  | d. | context-dependent memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 296. Mentally re-creating the mood that accompanied your original learning of course material is most clearly an effective way to activate   |  |  |  | | --- | --- | --- | |  | a. | acronyms. | |  | b. | déjà vu. | |  | c. | retrieval cues. | |  | d. | memory consolidation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 297. Making up a story that involves associating mental images with facts you need to remember is an effective   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | déjà vu. | |  | c. | sensory memory. | |  | d. | mnemonic device. |  |  |  | | --- | --- | | *ANSWER:* | d | |