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| 1. Dr. Rossi’s research focuses on the desires and needs that energize and direct behavior. Dr. Rossi’s area of interest is   |  |  |  | | --- | --- | --- | |  | a. | emotion. | |  | b. | cognition. | |  | c. | motivation. | |  | d. | self-actualization. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 2. \_\_\_\_\_\_\_\_ is the need or desire that energizes and directs behavior.   |  |  |  | | --- | --- | --- | |  | a. | Motivation | |  | b. | Emotion | |  | c. | Cognition | |  | d. | Instinct |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 3. Instinct theory most clearly assumed that behavior is influenced by   |  |  |  | | --- | --- | --- | |  | a. | homeostasis. | |  | b. | self-esteem needs. | |  | c. | incentives. | |  | d. | genetic predispositions. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 4. An instinctive behavior is one that   |  |  |  | | --- | --- | --- | |  | a. | is common to an entire species. | |  | b. | is unlearned. | |  | c. | is rigidly patterned. | |  | d. | has all of these characteristics. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 5. It is characteristic of squirrels to gather acorns for the winter. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | an incentive. | |  | b. | homeostasis. | |  | c. | a drive. | |  | d. | an instinct. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 6. Contemporary psychologists are most likely to consider \_\_\_\_\_\_\_\_ to be a human instinct.   |  |  |  | | --- | --- | --- | |  | a. | infant sucking | |  | b. | athletic skill | |  | c. | religious ritual | |  | d. | learned behaviors |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 7. The instinct theory used to explain motivation has been replaced with   |  |  |  | | --- | --- | --- | |  | a. | drive-reduction theory. | |  | b. | arousal theory. | |  | c. | the hierarchy of needs. | |  | d. | the evolutionary perspective. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 8. You are attending your class lecture when you hear your professor say, “People are motivated to affiliate because interaction gives them more opportunities to find a potential mate.” This statement best illustrates \_\_\_\_\_\_\_\_ theories of motivation.   |  |  |  | | --- | --- | --- | |  | a. | drive-reduction | |  | b. | incentive | |  | c. | evolutionary | |  | d. | arousal |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 9. In a lecture to his psychology class, Professor Garcia notes that genes predispose some species-typical behavior and that our taste preferences have survival value. Professor Garcia’s perspective is informed by   |  |  |  | | --- | --- | --- | |  | a. | evolutionary psychology. | |  | b. | the Yerkes-Dodson law. | |  | c. | arousal theory. | |  | d. | drive-reduction theory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 10. Which of the following refers to a physiological state that usually triggers a state of motivational arousal?   |  |  |  | | --- | --- | --- | |  | a. | need | |  | b. | homeostasis | |  | c. | drive | |  | d. | incentive |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 11. A physiological need is a   |  |  |  | | --- | --- | --- | |  | a. | basic bodily requirement. | |  | b. | desire that energizes and directs behavior. | |  | c. | complex behavior that is rigidly patterned throughout a species and is unlearned. | |  | d. | positive or negative environmental stimulus that motivates behavior. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 12. Insufficient oxygen intake is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | drive. | |  | b. | instinct. | |  | c. | need. | |  | d. | incentive. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 13. Elijah is very cold, so he walks home as quickly as possible and immediately puts on a sweatshirt. Elijah’s body temperature is a physiological state that has produced a motivated state. The physiological state is called   |  |  |  | | --- | --- | --- | |  | a. | a need. | |  | b. | homeostasis. | |  | c. | a drive. | |  | d. | an incentive. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 14. A drive refers to   |  |  |  | | --- | --- | --- | |  | a. | a rigidly patterned and unlearned behavior characteristic of a species. | |  | b. | anything that is perceived as having positive or negative value in motivating behavior. | |  | c. | an aroused, motivated state that is often triggered by a physiological need. | |  | d. | a positive or negative environmental stimulus. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 15. Sharat is sweating in the noonday sun, so he changes from long pants to shorts. Sharat’s body temperature is a physiological state that has produced a motivational state called   |  |  |  | | --- | --- | --- | |  | a. | a need. | |  | b. | homeostasis. | |  | c. | a drive. | |  | d. | an incentive. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 16. After waking up multiple times in the night with her infant daughter, Amelia is so tired that she turns off her alarm, goes to bed, and is nearly late to work the next morning. Amelia’s fatigue is an example of   |  |  |  | | --- | --- | --- | |  | a. | a drive. | |  | b. | a need. | |  | c. | homeostasis. | |  | d. | an incentive. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 17. Stan has been studying so intently for an upcoming test that he skipped both breakfast and lunch. Now, he feels exceptionally hungry. Stan’s hunger is a(n)   |  |  |  | | --- | --- | --- | |  | a. | drive. | |  | b. | instinct. | |  | c. | incentive. | |  | d. | safety need. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 18. Lack of body fluids is to thirst as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | motivation; emotion | |  | b. | need; drive | |  | c. | homeostasis; hunger | |  | d. | incentive; instinct |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 19. The body’s tendency to maintain a constant internal state is known as   |  |  |  | | --- | --- | --- | |  | a. | an incentive. | |  | b. | an instinct. | |  | c. | homeostasis. | |  | d. | arousal. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 20. The term *homeostasis* literally means   |  |  |  | | --- | --- | --- | |  | a. | “common to all.” | |  | b. | “unique to humans.” | |  | c. | “staying the same.” | |  | d. | “motivational dynamics.” |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 21. For Calphus, who is extremely hungry, eating a filling dinner serves to   |  |  |  | | --- | --- | --- | |  | a. | create an incentive. | |  | b. | create a drive. | |  | c. | maintain homeostasis. | |  | d. | eliminate homeostasis. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 22. Dr. Fukuda believes that the desire to reduce unmet biological needs “pushes” us to behave in certain ways. Dr. Fukuda’s views are most consistent with \_\_\_\_\_\_\_\_ theory.   |  |  |  | | --- | --- | --- | |  | a. | instinct | |  | b. | drive-reduction | |  | c. | incentive | |  | d. | arousal |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 23. Striving for homeostasis would be most closely associated with the \_\_\_\_\_\_\_\_ theory of motivation.   |  |  |  | | --- | --- | --- | |  | a. | instinct | |  | b. | incentive | |  | c. | drive-reduction | |  | d. | hierarchy of needs |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 24. As Tiffany is doing her daily walk through the park the wind starts to pick up and it becomes very cold. She begins to run in order to reach the warmth of her home sooner. Which theory most clearly explains Tiffany’s behavior by emphasizing the importance of homeostasis in motivation?   |  |  |  | | --- | --- | --- | |  | a. | instinct theory | |  | b. | drive-reduction theory | |  | c. | arousal theory | |  | d. | hierarchy of needs theory |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 25. Jim is outdoors and feeling cold, so he runs back inside and puts on an extra sweater in order to reduce this unpleasant feeling. Jim’s desire to reduce his physiological need is a crucial aspect of   |  |  |  | | --- | --- | --- | |  | a. | drive-reduction theory. | |  | b. | arousal. | |  | c. | an instinct. | |  | d. | an incentive. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 26. An incentive is a   |  |  |  | | --- | --- | --- | |  | a. | rigidly patterned behavior characteristic of an entire species. | |  | b. | state of deprivation that triggers arousal. | |  | c. | positive or negative environmental stimulus that motivates behavior. | |  | d. | state of arousal triggered by deprivation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 27. Which of the following is most clearly NOT an example of an incentive?   |  |  |  | | --- | --- | --- | |  | a. | the sight of a favorite food | |  | b. | getting unfollowed on social media | |  | c. | a low blood glucose level | |  | d. | the smell of rotten eggs |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 28. The influence of personal and cultural experience on our wants and desires can most clearly be seen in the influence of \_\_\_\_\_\_\_\_ on motivation.   |  |  |  | | --- | --- | --- | |  | a. | instincts | |  | b. | homeostasis | |  | c. | incentives | |  | d. | self-esteem needs |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 29. A tall, cold glass of water is to thirst as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | need; drive | |  | b. | incentive; drive | |  | c. | homeostasis; thirst | |  | d. | incentive; instinct |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 30. Internal push is to external pull as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | incentive; need | |  | b. | instinct; need | |  | c. | need; drive | |  | d. | need; incentive |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 31. Blocking someone on social media is the best way to motivate them to change their mean-spirited comments.” This statement best illustrates the concept of \_\_\_\_\_\_\_\_ in motivation.   |  |  |  | | --- | --- | --- | |  | a. | incentives | |  | b. | self-actualization | |  | c. | drives | |  | d. | arousal |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 32. Ivy, who is at an out-of-town college, has received very low grades for the semester. She is avoiding calling her parents because she is anticipating a very unpleasant conversation. Ivy’s reluctance to call her parents can be explained by   |  |  |  | | --- | --- | --- | |  | a. | arousal theory. | |  | b. | evolutionary theory. | |  | c. | drive-reduction theory. | |  | d. | hierarchy of needs theory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 33. Kayla is hungry and smells dinner cooking. The aroma of the food is likely to \_\_\_\_\_\_\_\_, causing her hunger to become an active impulse.   |  |  |  | | --- | --- | --- | |  | a. | increase her dopamine levels | |  | b. | decrease her serotonin levels | |  | c. | decrease her dopamine levels | |  | d. | increase her serotonin levels |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 34. The desire to avoid stress is to \_\_\_\_\_\_\_\_ theory as the desire to avoid boredom is to \_\_\_\_\_\_\_\_ theory.   |  |  |  | | --- | --- | --- | |  | a. | arousal; incentive | |  | b. | instinct; drive-reduction | |  | c. | incentive; instinct | |  | d. | drive-reduction; arousal |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 35. The desire to avoid boredom is to \_\_\_\_\_\_\_\_ theory as the desire to drink when thirsty is to \_\_\_\_\_\_\_\_ theory.   |  |  |  | | --- | --- | --- | |  | a. | arousal; drive-reduction | |  | b. | drive-reduction; arousal | |  | c. | arousal; incentive | |  | d. | incentive; humanistic |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 36. The arousal theory of motivation would be most useful for explaining an infant’s urge to   |  |  |  | | --- | --- | --- | |  | a. | cry. | |  | b. | sleep. | |  | c. | eat. | |  | d. | explore. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 37. The theory that best explains why some people devote themselves to risky behaviors such as cliff diving is   |  |  |  | | --- | --- | --- | |  | a. | instinct theory. | |  | b. | drive-reduction theory. | |  | c. | hierarchy of needs theory. | |  | d. | arousal theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 38. The arousal theory of motivation would be most helpful for explaining why   |  |  |  | | --- | --- | --- | |  | a. | recreational skydivers jump out of airplanes. | |  | b. | hungry fishermen venture across dangerous ocean waters. | |  | c. | starving prisoners are preoccupied with thoughts of food. | |  | d. | sexually active teens learn to practice effective birth control. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 39. Those who enjoy high arousal are most likely to seek out intense music, novel foods, and risky behaviors and careers. They are called   |  |  |  | | --- | --- | --- | |  | a. | incentivizers. | |  | b. | transcendents. | |  | c. | sensation-seekers. | |  | d. | self-actualizers. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 40. “Oh, wow, that was fantastic! Can we do it again!” Natalia said after wakeboarding. Which category of motivational theories would best explain Natalia’s behavior?   |  |  |  | | --- | --- | --- | |  | a. | arousal theory | |  | b. | incentive theory | |  | c. | drive-reduction theory | |  | d. | instinct theory |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 41. Corey loves to surf and bungee jump. Because of his desire for experiencing increased arousal, he could be said to be   |  |  |  | | --- | --- | --- | |  | a. | influenced by homeostasis. | |  | b. | driven to engage in these behaviors. | |  | c. | driven purely by instincts. | |  | d. | a sensation seeker. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 42. Noah enjoys intense and risky activities, such as bodyboarding and skydiving. He is always looking for the next exciting adventure and is easily bored. Noah is seeking   |  |  |  | | --- | --- | --- | |  | a. | arousal. | |  | b. | self-esteem. | |  | c. | incentives. | |  | d. | self-actualization. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 43. The Yerkes-Dodson law refers to the tendency for optimal performance to be associated with   |  |  |  | | --- | --- | --- | |  | a. | homeostasis. | |  | b. | moderate arousal. | |  | c. | achievement motivation. | |  | d. | high arousal. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 44. Mario, who is thinking about his career as a movie stuntman, believes that his poorest performances typically occurred when his arousal was too great or too little. His experience best illustrates   |  |  |  | | --- | --- | --- | |  | a. | incentive theory. | |  | b. | drive-reduction theory. | |  | c. | hierarchy of needs theory. | |  | d. | the Yerkes-Dodson law. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 45. Isabella, who is in her college choir, is performing a solo during the next recital. The Yerkes-Dodson law would predict that she is likely to perform \_\_\_\_\_\_\_\_ if her physiological arousal during the performance is \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | well; moderate | |  | b. | poorly; moderate | |  | c. | well; very low | |  | d. | well; very high |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 46. The level of arousal typically associated with peak performance tends to be   |  |  |  | | --- | --- | --- | |  | a. | lower on easy tasks. | |  | b. | higher on difficult tasks. | |  | c. | higher on easy tasks. | |  | d. | lower on difficult tasks. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 47. Judd, a professional tennis player, has been disappointed with his recent performance. “I feel like every time I get out there, I’m even more excited than the last time. But then, I seem to flub every shot!” he tells his sport psychologist, Dr. Green. Dr. Green advises that in order to improve his performance, Judd needs to reduce his arousal to a moderate level before playing. Dr. Green is basing her advice on   |  |  |  | | --- | --- | --- | |  | a. | drive-reduction theory. | |  | b. | instinct theory. | |  | c. | the Yerkes-Dodson law. | |  | d. | incentive theory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 48. Yerkes and Dodson would most likely agree with which of the following statements?   |  |  |  | | --- | --- | --- | |  | a. | Drive-reduction motivation arises from homeostasis. | |  | b. | We have basic physiological needs that must be met. | |  | c. | Optimal performance can best be predicted by moderate arousal levels. | |  | d. | Performance can be expected to peak at higher levels of arousal for the most difficult tasks. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 49. Dr. Tawa believes that people are motivated to maintain an optimal level of stimulation. When the level is too low, we try to increase it by seeking out stimulating experiences. When it is too high, we seek to reduce arousal in a less-stimulating environment. Dr. Tawa’s views are most consistent with   |  |  |  | | --- | --- | --- | |  | a. | instinct theory. | |  | b. | the Yerkes-Dodson law. | |  | c. | drive-reduction theory. | |  | d. | incentive theory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 50. \_\_\_\_\_\_\_\_ identified that some needs take priority over others and described these priorities as a hierarchy of needs.   |  |  |  | | --- | --- | --- | |  | a. | Dodson | |  | b. | Mallory | |  | c. | Maslow | |  | d. | Tinbergen |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 51. Dr. Shim tells his students that the need to feel that the world is organized and predictable must be met before people will be motivated to break from the self-isolation required by the COVID-19 pandemic. Professor Shim is providing an example of   |  |  |  | | --- | --- | --- | |  | a. | incentives. | |  | b. | a hierarchy of needs. | |  | c. | homeostasis. | |  | d. | drives. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 52. Abraham Maslow argued that people’s need for \_\_\_\_\_\_\_\_ must be met before they are motivated to satisfy their need for \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | food; love | |  | b. | self-esteem; adequate clothing | |  | c. | self-actualization; economic security | |  | d. | self-transcendence; self-actualization |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 53. Sarah, a single mother of two teenagers, lost her job when her company went bankrupt. She now risks not being able to afford rent or groceries, and her children’s worries about their situation are affecting their grades. Based on Maslow’s hierarchy of needs, Sarah is likely to focus her initial efforts on   |  |  |  | | --- | --- | --- | |  | a. | helping her children succeed in school. | |  | b. | feeling better about herself. | |  | c. | paying the rent. | |  | d. | feeding herself and her children. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 54. Maslow’s hierarchy of needs suggests that people are unlikely to be motivated to obtain \_\_\_\_\_\_\_\_ if they are deprived of \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | sexual gratification; self-esteem | |  | b. | good grades in school; love and safety | |  | c. | food and shelter; political freedom | |  | d. | friendship and love; religious fulfillment |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 55. Serenity, who has not gone out with anyone since she and her partner broke up, misses having a relationship. She has decided to sign up for a dating service. According to Maslow, Serenity is motivated by   |  |  |  | | --- | --- | --- | |  | a. | belongingness needs. | |  | b. | esteem needs. | |  | c. | self-transcendence needs. | |  | d. | self-actualization needs. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 56. Carmen works very hard at doing her job well so that she will be respected by her colleagues and boss and feel accomplished. According to Maslow, Carmen is motivated by   |  |  |  | | --- | --- | --- | |  | a. | belongingness needs. | |  | b. | self-esteem needs. | |  | c. | self-transcendence needs. | |  | d. | self-actualization needs. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 57. Mikel does not understand how his friend Adrian can wake up at 4:00 every morning to run before school. When he asks about it, Adrian replies that he simply wants to realize his highest personal potential in running. Adrian’s explanation is most consistent with the \_\_\_\_\_\_\_\_ theory of motivation.   |  |  |  | | --- | --- | --- | |  | a. | instinct | |  | b. | drive-reduction | |  | c. | hierarchy of needs | |  | d. | arousal |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 58. Abraham Maslow referred to the need to live up to one’s fullest and unique potential as the   |  |  |  | | --- | --- | --- | |  | a. | needs hierarchy. | |  | b. | need to belong. | |  | c. | need for self-esteem. | |  | d. | need for self-actualization. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 59. Which of the following is the highest-level need based on Maslow’s hierarchy of needs?   |  |  |  | | --- | --- | --- | |  | a. | self-transcendence | |  | b. | self-actualization | |  | c. | belongingness and love | |  | d. | physiological needs |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 60. Abraham Maslow suggested that self-transcendence needs motivate people to strive for   |  |  |  | | --- | --- | --- | |  | a. | self-esteem. | |  | b. | self-actualization. | |  | c. | transpersonal meaning. | |  | d. | individuality. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 61. At which level of Maslow’s hierarchy of needs do people strive for meaning, purpose, and communion in a way that in transpersonal?   |  |  |  | | --- | --- | --- | |  | a. | self-transcendence needs | |  | b. | self-actualization needs | |  | c. | belongingness and love needs | |  | d. | safety needs |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 62. Maury is focused on meaning and purpose beyond the self. Maslow would say that he is working on the need for   |  |  |  | | --- | --- | --- | |  | a. | self-transcendence. | |  | b. | self-actualization. | |  | c. | belongingness and love. | |  | d. | safety. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 63. Believing that your life has purpose, significance, and coherence indicates that you   |  |  |  | | --- | --- | --- | |  | a. | view your life as meaningful. | |  | b. | have reached self-actualization. | |  | c. | are striving for self-transcendence. | |  | d. | are focused on belonging and love needs. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 64. People’s sense of meaning in life can predict all of the following EXCEPT their   |  |  |  | | --- | --- | --- | |  | a. | level of self-actualization. | |  | b. | psychological well-being. | |  | c. | ability to delay gratification. | |  | d. | physical well-being. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 65. People’s sense of meaning in life can predict their   |  |  |  | | --- | --- | --- | |  | a. | view of mortality. | |  | b. | emergence toward self-transcendence. | |  | c. | level of self-actualization. | |  | d. | ability to delay gratification. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 66. Leaha believes that her life has purpose and meaning. This belief is also associated with all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | increased ability to delay gratification. | |  | b. | increased physical well-being. | |  | c. | increased performance on difficult tasks. | |  | d. | good psychological well-being. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 67. Which of the following is NOT a need that more recent psychologists have added to Maslow’s hierarchy of needs?   |  |  |  | | --- | --- | --- | |  | a. | financial gain | |  | b. | gaining and retaining mates | |  | c. | parenting offspring | |  | d. | desiring social status |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 68. Social connections are more strongly predictive of well-being in wealthier nations than in poorer ones. This fact would be most clearly anticipated by   |  |  |  | | --- | --- | --- | |  | a. | arousal theory. | |  | b. | hierarchy of needs theory. | |  | c. | instinct theory. | |  | d. | drive-reduction theory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 69. Professor Khatri tells his class that “self-esteem matters most in individualist cultures” and that “people have starved themselves for certain causes.” Professor Khatri’s statements provide examples of criticisms of which theory of motivation?   |  |  |  | | --- | --- | --- | |  | a. | arousal theory | |  | b. | the Yerkes-Dodson law | |  | c. | Maslow’s hierarchy of needs | |  | d. | instinct theory |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 70. Who called humans *the social animal*?   |  |  |  | | --- | --- | --- | |  | a. | Charles Darwin | |  | b. | Sigmund Freud | |  | c. | Aristotle | |  | d. | Abraham Maslow |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 71. A deep need to belong is referred to as   |  |  |  | | --- | --- | --- | |  | a. | the affiliation need. | |  | b. | narcissism. | |  | c. | self-disclosure. | |  | d. | ostracism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 72. Those who trace the origins of social bonding to its survival value are most likely to agree that the need to belong is   |  |  |  | | --- | --- | --- | |  | a. | an incentive. | |  | b. | a deeply rooted affiliation need. | |  | c. | a sexual instinct. | |  | d. | Maslow’s highest-level need. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 73. Professor Villafranco claims that our ancestors formed social attachments because   |  |  |  | | --- | --- | --- | |  | a. | they are linked to forming social networks. | |  | b. | they increased narcissism. | |  | c. | they are directly related to survival. | |  | d. | of the association with achievement motivation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 74. Thomas feels strongly connected to all of the other players on his basketball team. This is part of his   |  |  |  | | --- | --- | --- | |  | a. | autonomy. | |  | b. | self-determination. | |  | c. | focus. | |  | d. | social identity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 75. According to self-determination theory, which of the following is NOT one of the three needs that we strive to satisfy?   |  |  |  | | --- | --- | --- | |  | a. | competence | |  | b. | a sense of personal control | |  | c. | well-being | |  | d. | relatedness |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 76. Juanita has a very clear social identity. According to self-determination theory, this is likely to be associated with all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | improved physical health. | |  | b. | improved sense of well-being. | |  | c. | increased self-esteem. | |  | d. | decreased performance on difficult tasks. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 77. Janie generally feels competent, has a sense of personal control over her life, and enjoys strong connections with family and friends. Research has found that all of the following EXCEPT \_\_\_\_\_\_\_\_ are related to fulfilling these needs.   |  |  |  | | --- | --- | --- | |  | a. | improvements in performance | |  | b. | increases in self-esteem | |  | c. | increases in conformity | |  | d. | increased health benefits |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 78. When our need for relatedness is satisfied in balance with \_\_\_\_\_\_\_\_, we experience a reduction in stress and a boost in self-esteem.   |  |  |  | | --- | --- | --- | |  | a. | autonomy | |  | b. | competence | |  | c. | both autonomy and competence | |  | d. | neither autonomy nor competence |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 79. Self-esteem is especially likely to be enhanced by satisfaction of our need to experience   |  |  |  | | --- | --- | --- | |  | a. | ostracism. | |  | b. | social acceptance. | |  | c. | physical safety. | |  | d. | narcissism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 80. When people feel empowered, they are likely to experience   |  |  |  | | --- | --- | --- | |  | a. | increased motivation. | |  | b. | increased depression. | |  | c. | increased anxiety. | |  | d. | decreased emotional health. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 81. Lisbeth is more afraid of being alone than of remaining in an unhappy relationship. This best illustrates the impact of \_\_\_\_\_\_\_\_ needs.   |  |  |  | | --- | --- | --- | |  | a. | achievement | |  | b. | affiliation | |  | c. | sexual | |  | d. | safety |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 82. Amber has recently been spending more time with her dearest friends and family. Which of the following can be expected?   |  |  |  | | --- | --- | --- | |  | a. | She will experience increased levels of happiness. | |  | b. | She will have less free time. | |  | c. | Her anxiety levels will increase. | |  | d. | She will experience a reduction in self-determination. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 83. Pictures of loved ones dampen feelings of physical pain by activating the   |  |  |  | | --- | --- | --- | |  | a. | amygdala. | |  | b. | arcuate nucleus. | |  | c. | prefrontal cortex. | |  | d. | anterior cingulate cortex. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 84. Children who move through a series of foster homes without a sense of belonging to anyone are most likely to have difficulty developing   |  |  |  | | --- | --- | --- | |  | a. | motivation to achieve. | |  | b. | narcissism. | |  | c. | deep attachments. | |  | d. | a hierarchy of needs. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 85. In a recent study, African American entering college students given a 1-hour session affirming their belonging, and reassuring them that their worries about belonging were normal, experienced   |  |  |  | | --- | --- | --- | |  | a. | greater career and life satisfaction. | |  | b. | increased ostracism. | |  | c. | greater anxiety. | |  | d. | social isolation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 86. In the early months of the COVID-19 pandemic, 70 percent of U.S. adults reported feeling “moderate or severe distress.” This is an illustration of the ways in which   |  |  |  | | --- | --- | --- | |  | a. | our need for competence affects our well-being. | |  | b. | social isolation can compromise our mental health. | |  | c. | deep attachments can form despite our early life circumstances. | |  | d. | Maslow’s hierarchy of needs impacts our daily functioning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 87. Ostracism, which threatens our need to belong, is defined as   |  |  |  | | --- | --- | --- | |  | a. | excessive self-love and self-absorption. | |  | b. | excessive self-disclosure. | |  | c. | deliberate social exclusion of individuals or groups. | |  | d. | a response to conformity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 88. Feeling excluded, shunned, or ignored by others is to experience the pain of   |  |  |  | | --- | --- | --- | |  | a. | narcissism. | |  | b. | self-disclosure. | |  | c. | ostracism. | |  | d. | grit. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 89. Instances of \_\_\_\_\_\_\_\_ include solitary confinement, exile, or imprisonment.   |  |  |  | | --- | --- | --- | |  | a. | grit | |  | b. | narcissism | |  | c. | ostracism | |  | d. | self-disclosure |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 90. Eight-year-old Nathan’s older brother Morgan does not allow Nathan to play with him and his friends when they all gather at the playground. Morgan’s treatment of Nathan is an example of   |  |  |  | | --- | --- | --- | |  | a. | ostracism. | |  | b. | narcissism. | |  | c. | autonomy needs. | |  | d. | competence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 91. Ten-year-old Julia’s teacher has suggested that Julia see the school counselor because she feels rejected by her peers. Julia is experiencing   |  |  |  | | --- | --- | --- | |  | a. | narcissism. | |  | b. | autonomy. | |  | c. | competence. | |  | d. | ostracism. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 92. Sissy is the only woman in a work crew of five men. The men exclude Sissy from their on-the-job conversations, take their lunch breaks at a separate table, and don’t invite Sissy to their after-work gatherings. Their treatment of Sissy most clearly illustrates   |  |  |  | | --- | --- | --- | |  | a. | ostracism. | |  | b. | narcissism. | |  | c. | autonomy needs. | |  | d. | self-disclosure. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 93. Fifteen-year-old Rebecca has joined a social media website. So far, no one has responded to her friend requests or sent her any of their own. This threatens Rebecca’s   |  |  |  | | --- | --- | --- | |  | a. | need to belong. | |  | b. | autonomy. | |  | c. | sense of competence. | |  | d. | ostracism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 94. In the correct order, how can we expect people to respond to ostracism?   |  |  |  | | --- | --- | --- | |  | a. | immediate withdrawal, anxiety, depression | |  | b. | efforts to restore acceptance, depression, withdrawal | |  | c. | feelings of anxiety and depression | |  | d. | aggressive behavior, anxiety, withdrawal |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 95. The anterior cingulate cortex shows increased activity in response to both physical pain and   |  |  |  | | --- | --- | --- | |  | a. | ostracism. | |  | b. | narcissism. | |  | c. | self-transcendence. | |  | d. | self-disclosure. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 96. Which of the following is NOT a finding indicating that ostracism produces real pain?   |  |  |  | | --- | --- | --- | |  | a. | People feel less social pain after taking Tylenol. | |  | b. | Ostracism activates the pain-responsive areas of the brain. | |  | c. | People feel physical pain when viewing pictures of romantic partners who hurt them. | |  | d. | People report that the longer they cope with ostracism, the less painful it becomes. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 97. In one series of experiments, students were more likely to engage in self-defeating and aggressive behaviors—for example, blasting people with noise—following the experience of   |  |  |  | | --- | --- | --- | |  | a. | conformity. | |  | b. | self-disclosure. | |  | c. | narcissism. | |  | d. | ostracism. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 98. One research team’s phone app counted students checking their phones \_\_\_\_\_\_\_\_ times a day.   |  |  |  | | --- | --- | --- | |  | a. | 23 | |  | b. | 42 | |  | c. | 56 | |  | d. | 73 |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 99. By 2019’s end, \_\_\_\_\_\_\_\_ percent of the world’s 7.8 billion people lived in an area covered by a mobile-cellular network.   |  |  |  | | --- | --- | --- | |  | a. | 50 | |  | b. | 75 | |  | c. | 80 | |  | d. | 95 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 100. Meilin is a first-year college student. How many hours a week can she be expected to use social networking sites?   |  |  |  | | --- | --- | --- | |  | a. | 2 | |  | b. | 4 | |  | c. | 6 | |  | d. | 10 |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 101. Teens today spend less time doing all of the following activities EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | dating. | |  | b. | working. | |  | c. | using the internet. | |  | d. | reading books. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 102. Which of the following is NOT something that can be attributed to the use of the internet?   |  |  |  | | --- | --- | --- | |  | a. | It can be used to locate information. | |  | b. | It can help build social connections. | |  | c. | It leads people to compare themselves with others. | |  | d. | It decreases stressful social comparisons. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 103. As the use of smart phones has increased in Canada, Britain, and America, all of the following have also increased EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | teen depression. | |  | b. | self-harm among teens. | |  | c. | adolescent anxiety. | |  | d. | life satisfaction. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 104. \_\_\_\_\_\_\_\_ involves sharing our joys, concerns, and weaknesses with others, which can help us cope with everyday challenges.   |  |  |  | | --- | --- | --- | |  | a. | Self-disclosure | |  | b. | Narcissism | |  | c. | Ostracism | |  | d. | Motivation |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 105. When people communicate online rather than face to face, they are often \_\_\_\_\_\_\_\_ focused on others’ reactions and \_\_\_\_\_\_\_\_ inhibited in their self-disclosure.   |  |  |  | | --- | --- | --- | |  | a. | more; less | |  | b. | less; more | |  | c. | more; more | |  | d. | less; less |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 106. Online social networking tends to   |  |  |  | | --- | --- | --- | |  | a. | encourage self-disclosure. | |  | b. | decrease ostracism. | |  | c. | decrease narcissism. | |  | d. | discourage self-disclosure. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 107. Which of the following is NOT an example of how disinhibitions in the online environment can have a negative impact?   |  |  |  | | --- | --- | --- | |  | a. | political extremists post inflammatory messages | |  | b. | online bullies increase their behavior toward victims | |  | c. | hate groups promote bigotry | |  | d. | neighbors are more likely to help neighbors |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 108. Feeling self-important is related to   |  |  |  | | --- | --- | --- | |  | a. | social identity. | |  | b. | ostracism. | |  | c. | narcissism. | |  | d. | self-determination. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 109. Those who score high on tests of \_\_\_\_\_\_\_\_ are especially active on social networking sites, with more staged and glamorous photos and more superficial “friends.”   |  |  |  | | --- | --- | --- | |  | a. | ostracism | |  | b. | competence | |  | c. | self-disclosure | |  | d. | narcissism |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 110. Mia posts her opinions, activities, and photos constantly on social media, and she feels enraged when anyone criticizes or disagrees with her. Mia best illustrates characteristics of   |  |  |  | | --- | --- | --- | |  | a. | self-determination. | |  | b. | ostracism. | |  | c. | self-disclosure. | |  | d. | narcissism. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 111. In the United States, excessive internet socializing and gaming have been associated with   |  |  |  | | --- | --- | --- | |  | a. | self-disclosure. | |  | b. | ostracism. | |  | c. | lower grades. | |  | d. | narcissism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 112. Caryn needs to reduce the amount of time she spends on social media because her grades have recently dropped. Which of the following suggestions is NOT a reasonable, sustainable way of balancing her real-world and online time?   |  |  |  | | --- | --- | --- | |  | a. | She should access her social media accounts only on weekends and holidays. | |  | b. | When studying, she should check her phone less often. | |  | c. | She should keep a log of her time and decide if it reflects her grade priorities. | |  | d. | She should monitor her feelings about her time spent online. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 113. A desire to pursue high standards and significant accomplishments is indicative of   |  |  |  | | --- | --- | --- | |  | a. | self-disclosure. | |  | b. | social leadership. | |  | c. | narcissism. | |  | d. | achievement motivation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 114. Achievement motivation is the desire for significant accomplishment, for mastery of skills or ideas, for \_\_\_\_\_\_\_\_, and for attaining a high standard.   |  |  |  | | --- | --- | --- | |  | a. | control | |  | b. | intelligence | |  | c. | demand | |  | d. | time management |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 115. Elijah wants to be the best actor in his drama school. Elijah’s desire for significant accomplishment and for attaining a high standard is indicative of   |  |  |  | | --- | --- | --- | |  | a. | maintaining balance. | |  | b. | narcissism. | |  | c. | self-disclosure. | |  | d. | achievement motivation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 116. A small number of the contributors to any field typically produce a disproportionately large share of its accomplishments despite the fact that their less productive professional colleagues are fairly comparable with them in raw ability. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | affiliation motivation. | |  | b. | achievement motivation. | |  | c. | competence. | |  | d. | narcissism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 117. Sandy has high achievement motivation. Research suggests that Sandy will likely have all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | greater financial success. | |  | b. | healthy social relationships. | |  | c. | good physical health. | |  | d. | higher scores on narcissism measures. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 118. In studies of both secondary school and university students, \_\_\_\_\_\_\_\_ was more likely than intelligence test scores to predict school performance, attendance, and graduation honors.   |  |  |  | | --- | --- | --- | |  | a. | self-disclosure | |  | b. | self-transcendence | |  | c. | self-discipline | |  | d. | narcissism |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 119. The passionate and persistent dedication to an ambitious, long-term goal that is often demonstrated by those with high achievement motivation is most indicative of   |  |  |  | | --- | --- | --- | |  | a. | grit. | |  | b. | self-disclosure. | |  | c. | narcissism. | |  | d. | ostracism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 120. Jared, now a professional basketball player, dedicated hours every day in high school and college to physical conditioning and practice in pursuit of his long-term goal. His behavior best illustrates   |  |  |  | | --- | --- | --- | |  | a. | grit. | |  | b. | extrinsic motivation. | |  | c. | intrinsic motivation. | |  | d. | narcissism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 121. Unlike intelligence, achievements do NOT   |  |  |  | | --- | --- | --- | |  | a. | decrease with age. | |  | b. | remain the same throughout life. | |  | c. | increase with age. | |  | d. | distribute like a bell curve. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 122. Intrinsic motivation refers to a desire to perform an activity   |  |  |  | | --- | --- | --- | |  | a. | with the least amount of effort necessary. | |  | b. | because it will improve one’s reputation. | |  | c. | in order to avoid anxiety. | |  | d. | for its own sake. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 123. Colin is intrinsically motivated in school. This has been associated with all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | better social relationships. | |  | b. | better school performance. | |  | c. | earning advanced degrees. | |  | d. | taking challenging classes. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 124. Using rewards to bribe people to engage in an activity they already enjoy is most likely to inhibit   |  |  |  | | --- | --- | --- | |  | a. | grit. | |  | b. | extrinsic motivation. | |  | c. | achievement motivation. | |  | d. | intrinsic motivation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 125. Nine-year-old Daisy loves to read. Over the summer, Daisy’s parents offer to buy her a special toy she has been asking for if she reads 10 books. Although she would likely have read 15 or 20 on her own, Daisy stops at 10 and feels unmotivated to read more. This is likely because   |  |  |  | | --- | --- | --- | |  | a. | intrinsic rewards have inhibited Daisy’s extrinsic motivation. | |  | b. | extrinsic rewards have inhibited Daisy’s intrinsic motivation. | |  | c. | excessive rewards have diminished Daisy’s self-discipline. | |  | d. | Daisy never truly loved reading for its own sake. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 126. Extrinsic motivation refers to the desire to perform a behavior   |  |  |  | | --- | --- | --- | |  | a. | effectively for its own sake. | |  | b. | because of promised rewards or threats of punishment. | |  | c. | as a result of affiliation motivation. | |  | d. | because of narcissistic needs. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 127. Behaving in a certain way in order to gain rewards is a demonstration of   |  |  |  | | --- | --- | --- | |  | a. | intrinsic motivation. | |  | b. | extrinsic motivation. | |  | c. | narcissism. | |  | d. | grit. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 128. Cassidy is currently taking college classes and spends a great deal of time studying. Her main goal is to earn straight As in all of her classes. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | intrinsic motivation. | |  | b. | extrinsic motivation. | |  | c. | narcissism. | |  | d. | grit. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 129. Maria grows tulips because she enjoys looking at their colorful array; Janet grows them to sell at a profit. Maria’s behavior reflects \_\_\_\_\_\_\_\_, whereas Janet’s behavior reflects \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | intrinsic motivation; extrinsic motivation | |  | b. | balance; motivation | |  | c. | grit; self-discipline | |  | d. | extrinsic motivation; intrinsic motivation |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 130. Farah would like to start exercising to improve her health and energy levels. Which of the following would NOT be a suggestion to help her reach her goal?   |  |  |  | | --- | --- | --- | |  | a. | She should avoid making a resolution to exercise. | |  | b. | She should tell her family and friends that she is trying to exercise. | |  | c. | She should focus on small, daily goals at first. | |  | d. | She should monitor and record her progress. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 131. Volunteers put on a semistarvation diet in which their food intake is halved are likely to   |  |  |  | | --- | --- | --- | |  | a. | lose half their original body weight. | |  | b. | show an increased interest in sex and politics. | |  | c. | spend a great deal of time daydreaming about food. | |  | d. | do all of these things. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 132. Working with Walter Cannon, A. L. Washburn used a(an) \_\_\_\_\_\_\_\_ to show that feelings of hunger are accompanied by stomach contractions.   |  |  |  | | --- | --- | --- | |  | a. | computer chip | |  | b. | balloon | |  | c. | electrode | |  | d. | sensor |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 133. In looking at the relationship between hunger and conditions of the stomach, researchers have discovered that   |  |  |  | | --- | --- | --- | |  | a. | hunger cannot be experienced if one’s stomach is full. | |  | b. | stomach contractions are necessary for experiencing hunger. | |  | c. | rats whose stomachs are removed continue to eat regularly. | |  | d. | humans and animals without stomachs lose the capacity to feel hungry. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 134. The form of blood sugar that provides the major source of energy for body tissues is   |  |  |  | | --- | --- | --- | |  | a. | ghrelin. | |  | b. | leptin. | |  | c. | glucose. | |  | d. | serotonin. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 135. Avery had back-to-back meetings and skipped lunch. Now, in the early evening, she feels extremely hungry and motivated to find food. Avery’s hunger is due in part to the fact that her   |  |  |  | | --- | --- | --- | |  | a. | blood glucose level has dropped. | |  | b. | blood glucose level has increased. | |  | c. | leptin levels are high. | |  | d. | ghrelin production is low. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 136. Your brain triggers hunger via specific neural areas in the brain. Some are housed in the   |  |  |  | | --- | --- | --- | |  | a. | hippocampus. | |  | b. | amygdala. | |  | c. | cortex | |  | d. | medulla. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 137. Yogi is extremely hungry after running in the park. His desire to eat is being regulated by several areas of the   |  |  |  | | --- | --- | --- | |  | a. | hypothalamus. | |  | b. | medulla. | |  | c. | amygdala. | |  | d. | limbic system. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 138. Several neural areas within the \_\_\_\_\_\_\_\_ regulate the extent to which we are motivated to eat.   |  |  |  | | --- | --- | --- | |  | a. | hypothalamus | |  | b. | medulla | |  | c. | amygdala | |  | d. | limbic system |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 139. The arcuate nucleus is located within the   |  |  |  | | --- | --- | --- | |  | a. | digestive tract. | |  | b. | hypothalamus. | |  | c. | frontal lobes. | |  | d. | body’s fat cells. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 140. Electrically stimulating an appetite-enhancing center within the hypothalamus of a well-fed animal is likely to   |  |  |  | | --- | --- | --- | |  | a. | cause the animal to begin eating. | |  | b. | decrease the animal’s basal metabolic rate. | |  | c. | prevent the conversion of the animal’s blood glucose to fat. | |  | d. | permanently lower the animal’s set point. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 141. Ghrelin is a \_\_\_\_\_\_\_\_ hormone secreted by the \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | hunger-arousing; hypothalamus | |  | b. | hunger-suppressing; hypothalamus | |  | c. | hunger-arousing; stomach | |  | d. | hunger-suppressing; stomach |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 142. Andrea had surgery in which half her stomach was removed. Afterward, Andrea lost several pounds because the remaining stomach produced much less   |  |  |  | | --- | --- | --- | |  | a. | PYY. | |  | b. | orexin. | |  | c. | ghrelin. | |  | d. | leptin. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 143. As part of your biological psychology class, you conduct an experiment in which a rat’s brain is continuously infused with a hormone called ghrelin. Based on the function of ghrelin, you can predict that the rat will   |  |  |  | | --- | --- | --- | |  | a. | display negative energy balance and lose weight gradually. | |  | b. | develop a huge appetite and gain weight. | |  | c. | lose its appetite and stop eating altogether. | |  | d. | display a significant decrease in its body mass index. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 144. Felipe hasn’t eaten in a while and his stomach is now empty. Which hormone will his stomach secrete to motivate his eating?   |  |  |  | | --- | --- | --- | |  | a. | orexin | |  | b. | leptin | |  | c. | PYY | |  | d. | ghrelin |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 145. Which of the following appetite hormones is secreted by the hypothalamus?   |  |  |  | | --- | --- | --- | |  | a. | PYY | |  | b. | orexin | |  | c. | leptin | |  | d. | ghrelin |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 146. Lucas has been concentrating so hard on completing a work project that he has not had time to eat all day. The hormone secreted by his hypothalamus that will cause him to feel hungry is   |  |  |  | | --- | --- | --- | |  | a. | PYY. | |  | b. | orexin. | |  | c. | leptin. | |  | d. | ghrelin. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 147. Empty stomach is to hypothalamus as   |  |  |  | | --- | --- | --- | |  | a. | ghrelin is to orexin. | |  | b. | ghrelin is to PYY. | |  | c. | leptin is to orexin. | |  | d. | PYY is to ghrelin. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 148. The hunger-dampening hormone secreted by fat cells is   |  |  |  | | --- | --- | --- | |  | a. | orexin. | |  | b. | insulin. | |  | c. | leptin. | |  | d. | ghrelin. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 149. Feelings of hunger are \_\_\_\_\_\_\_\_ by high levels of PYY and \_\_\_\_\_\_\_\_ by high levels of leptin.   |  |  |  | | --- | --- | --- | |  | a. | increased; decreased | |  | b. | decreased; increased | |  | c. | increased; increased | |  | d. | decreased; decreased |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 150. Walid ate a big dinner at home and is now going to the movies with a friend. When his friend wants to go to a café first, Walid replies that he’s still full from dinner. Which digestive tract hormone is sending “I'm not hungry” signals to Walid’s brain?   |  |  |  | | --- | --- | --- | |  | a. | ghrelin | |  | b. | PYY | |  | c. | orexin | |  | d. | leptin |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 151. The point at which the “weight thermostat” may be set is known as   |  |  |  | | --- | --- | --- | |  | a. | the set point. | |  | b. | body mass index. | |  | c. | obesity. | |  | d. | the basal metabolic rate. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 152. Aiden has had a varied career, with jobs requiring him either to sit at a desk all day or be very physically active. Throughout the years, however, his body weight has remained around 160 pounds. His stable body weight best illustrates   |  |  |  | | --- | --- | --- | |  | a. | blood chemistry. | |  | b. | a set point. | |  | c. | basal metabolic rate. | |  | d. | body mass index. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 153. According to the concept of set point, when we lose weight, \_\_\_\_\_\_\_\_ increases and \_\_\_\_\_\_\_\_ decreases.   |  |  |  | | --- | --- | --- | |  | a. | energy output; hunger | |  | b. | basal metabolic rate; blood glucose level | |  | c. | hunger; energy output | |  | d. | PYY level; leptin level |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 154. Caroline, who struggles with health problems related to obesity, plans to lose excess body weight with a low-calorie diet. Caroline may find this challenging, because   |  |  |  | | --- | --- | --- | |  | a. | she may have a higher-than-average set point for body weight. | |  | b. | low-calorie diets trigger increased secretions of PYY. | |  | c. | lean tissue is maintained by fewer calories than is fat tissue. | |  | d. | her resting metabolic rate will increase and prompt her to overeat. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 155. The body’s resting rate of energy output is known as its   |  |  |  | | --- | --- | --- | |  | a. | basal metabolic rate. | |  | b. | set point. | |  | c. | ecology of eating. | |  | d. | settling point. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 156. A drop in basal metabolic rate is most likely to result from   |  |  |  | | --- | --- | --- | |  | a. | body mass index. | |  | b. | a semistarvation diet. | |  | c. | the ecology of eating. | |  | d. | excess leptin. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 157. Randy has been on a strict diet of 1000 calories per day for the last six weeks. He lost considerably more weight in the first three weeks of his diet than in the last three because   |  |  |  | | --- | --- | --- | |  | a. | his basal metabolic rate has decreased. | |  | b. | his set point has increased. | |  | c. | lean tissue is maintained by fewer calories than is fat tissue. | |  | d. | his fat cells have begun to secrete elevated levels of leptin. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 158. When an organism’s weight falls below its set point, the organism is likely to experience a(n) \_\_\_\_\_\_\_\_ in hunger and a(n) \_\_\_\_\_\_\_\_ in its basal metabolic rate.   |  |  |  | | --- | --- | --- | |  | a. | increase; increase | |  | b. | decrease; decrease | |  | c. | increase; decrease | |  | d. | decrease; increase |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 159. Although Sanja’s weight has been pretty much the same for the past 8 years, during the past few weeks her weight has dropped more than 10 percent below her set point. It is likely that Sanja is experiencing a(n) \_\_\_\_\_\_\_\_ in hunger and a(n) \_\_\_\_\_\_\_\_ in basal metabolic rate.   |  |  |  | | --- | --- | --- | |  | a. | increase; increase | |  | b. | decrease; increase | |  | c. | increase; decrease | |  | d. | decrease; decrease |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 160. Some researchers prefer the term *settling point* to *set point* because the typical body weight of an adult is influenced by   |  |  |  | | --- | --- | --- | |  | a. | basal metabolic rate. | |  | b. | several appetite hormones. | |  | c. | the arcuate nucleus of the hypothalamus. | |  | d. | environmental and biological factors. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 161. Some psychologists prefer the term \_\_\_\_\_\_\_\_ to *set point* because *set point* does not account for the psychological factors that influence hunger.   |  |  |  | | --- | --- | --- | |  | a. | basal metabolic weight | |  | b. | social influences | |  | c. | settling point | |  | d. | ecology of eating |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 162. When researchers offered additional meals to patients who were unable to recall having just eaten lunch, they discovered that hunger is partly triggered by   |  |  |  | | --- | --- | --- | |  | a. | our memory of our last meal. | |  | b. | body chemistry and hormones. | |  | c. | fluctuations in glucose levels. | |  | d. | individual differences in the basal metabolic rate. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 163. If you are unable to recall the last time you ate, then   |  |  |  | | --- | --- | --- | |  | a. | you will not eat as fast at the next meal. | |  | b. | you are less likely to eat your next meal with friends. | |  | c. | you will not remember what you ate. | |  | d. | when you need to eat again will be affected. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 164. As a result of brain damage, Dominic cannot remember events occurring more than a minute ago. He had lunch a half hour ago when his friend offers to give him half of a sandwich. Dominic readily agrees because   |  |  |  | | --- | --- | --- | |  | a. | he has no memory of his last meal. | |  | b. | his body chemistry tells him he is hungry. | |  | c. | his glucose level is low. | |  | d. | his basal metabolic rate has increased. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 165. The carbohydrates in pizza, chips, and sweets help boost levels of the neurotransmitter   |  |  |  | | --- | --- | --- | |  | a. | orexin. | |  | b. | ghrelin. | |  | c. | serotonin. | |  | d. | PYY. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 166. The consumption of carbohydrates is most likely to   |  |  |  | | --- | --- | --- | |  | a. | lower the body’s set point. | |  | b. | decrease blood glucose levels. | |  | c. | reduce stress and tension. | |  | d. | prevent a settling point. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 167. After a stressful argument with her brother, Grace experiences a strong desire for a big bowl of pasta. Eating this high-carbohydrate food is likely to   |  |  |  | | --- | --- | --- | |  | a. | lower her body’s set point. | |  | b. | decrease her blood glucose levels. | |  | c. | reduce the stress she feels. | |  | d. | prevent homeostasis. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 168. Alex’s girlfriend just broke up with him and so he is very upset. Which food would likely have a calming effect on him if he were to eat it now?   |  |  |  | | --- | --- | --- | |  | a. | chocolate chip cookies | |  | b. | carrots and broccoli | |  | c. | chicken | |  | d. | fruit salad |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 169. Anabella has a test this afternoon, so for lunch she is having a bowl of penne pasta. Carbohydrates such as the pasta she is consuming help boost levels of the neurotransmitter   |  |  |  | | --- | --- | --- | |  | a. | orexin. | |  | b. | ghrelin. | |  | c. | serotonin. | |  | d. | PYY. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 170. Across the globe, we all seem to have preferences for   |  |  |  | | --- | --- | --- | |  | a. | sour foods. | |  | b. | bitter and sour foods. | |  | c. | durian foods. | |  | d. | sweet and salty foods. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 171. When Indian exchange student Aruni visits the United States for the first time, she has a hard time eating the food her host family seems to enjoy. This is probably a result of   |  |  |  | | --- | --- | --- | |  | a. | genetically influenced tastes. | |  | b. | culturally influenced tastes. | |  | c. | universal taste preferences. | |  | d. | situational influences on taste. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 172. A violent illness that follows our eating of a particular food is likely to influence our taste preferences. This illustrates that taste preferences are influenced by   |  |  |  | | --- | --- | --- | |  | a. | basal metabolic rate. | |  | b. | learning experiences. | |  | c. | the ecology of eating. | |  | d. | the settling point. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 173. A dislike of the tastes of certain foods during pregnancy tends to peak when the developing embryo is most vulnerable to   |  |  |  | | --- | --- | --- | |  | a. | the ecology of eating. | |  | b. | neophobia. | |  | c. | obesity. | |  | d. | toxins. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 174. Neophobia refers to   |  |  |  | | --- | --- | --- | |  | a. | a dislike of novel foods. | |  | b. | a preference for sweet flavors. | |  | c. | a conditioned preference for salty foods. | |  | d. | a dislike of salty foods. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 175. Kendall is a fussy eater who refuses to take even a small taste of foods she has not seen before. Her behavior best illustrates   |  |  |  | | --- | --- | --- | |  | a. | set point. | |  | b. | the basal metabolic rate. | |  | c. | the ecology of eating. | |  | d. | neophobia. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 176. Situational influences on our food consumption have prompted psychologists to emphasize   |  |  |  | | --- | --- | --- | |  | a. | basal metabolic rate. | |  | b. | the set point. | |  | c. | the ecology of eating. | |  | d. | body mass index. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 177. Throughout his childhood and adolescence, Wade tended to overeat and to eat mainly foods high in saturated fat, sugar, and carbohydrates. During his first semester at college, Wade joined the crew team and improved his eating habits, and he now feels fitter and more energetic. However, while at home over winter break, Wade finds that he again feels too full after family dinners and overconsumes unhealthy foods when out with his old friends. Wade's change in habits can be explained by   |  |  |  | | --- | --- | --- | |  | a. | drive reduction. | |  | b. | narcissism. | |  | c. | ostracism. | |  | d. | situational influence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 178. We are likely to eat more when we are eating   |  |  |  | | --- | --- | --- | |  | a. | alone. | |  | b. | with our significant other. | |  | c. | with friends. | |  | d. | at a restaurant. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 179. Isa has just had dinner with old friends from college. On her way home she realizes that she ate too much. Which of the following is a possible explanation for Isa’s overeating?   |  |  |  | | --- | --- | --- | |  | a. | The presence of others amplifies our natural behavior tendencies. | |  | b. | Experiencing intense moods amplifies our natural behavior tendencies. | |  | c. | The presence of others reduces our natural behavior tendencies. | |  | d. | Experiencing intense moods reduces our natural behavior tendencies. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 180. Obesity is less common in France than in the United States, which researchers have attributed in part to smaller portion sizes in France. If this is the case, it best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | the ecology of eating. | |  | c. | the set point. | |  | d. | the body mass index. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 181. When encouraged to eat as much as they want, people tend to eat less if the foods are offered in smaller rather than larger portion sizes. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | the significance of serving size. | |  | b. | neophobia. | |  | c. | the importance of nudging nutrition. | |  | d. | set points. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 182. People consume more ice cream when scooping it with a big scoop rather than a small one. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | basal metabolic rate. | |  | b. | the importance of serving size. | |  | c. | set point. | |  | d. | neophobia. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 183. In one study, people ate more Tootsie Rolls when given big rather than little ones. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | basal metabolic rate. | |  | b. | the significance of serving size. | |  | c. | set point. | |  | d. | neophobia. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 184. People eat \_\_\_\_\_\_\_\_ when given a large rather than a small serving of food. They eat \_\_\_\_\_\_\_\_ when given a large scoop with which to portion their food.   |  |  |  | | --- | --- | --- | |  | a. | less; less | |  | b. | less; more | |  | c. | more; less | |  | d. | more; more |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 185. Hayley is at a dinner party that involves a buffet with a large variety of foods. Hayley is likely to   |  |  |  | | --- | --- | --- | |  | a. | eat more than usual. | |  | b. | eat less than usual. | |  | c. | eat the same as usual. | |  | d. | complain about the number of choices. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 186. “Nudging” can be used to improve everyday life by   |  |  |  | | --- | --- | --- | |  | a. | encouraging nutritious eating. | |  | b. | increasing food consumption. | |  | c. | increasing fast food service. | |  | d. | decreasing physical activity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 187. One research team increased carrots taken during school lunches by offering the students carrots before they selected other food items in the lunch line. This demonstrates how   |  |  |  | | --- | --- | --- | |  | a. | social settings can influence food selections. | |  | b. | psychological science can nudge people into making better health choices. | |  | c. | serving size can affect the amount of food consumed during lunch. | |  | d. | limited variety improves food selection. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 188. Nadeine offers her daughter vegetables and fruits before offering her other food. When doing so, she has noticed that her daughter eats more fruits and vegetables than she would if offered these food items last. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | nudging nutrition. | |  | b. | serving size. | |  | c. | adaptive taste preferences. | |  | d. | variety in food selection. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 189. \_\_\_\_\_\_\_\_ is defined as a BMI of 30 or more.   |  |  |  | | --- | --- | --- | |  | a. | Portion size | |  | b. | Neophobia | |  | c. | Obesity | |  | d. | Starvation |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 190. Tarik, who is average height, has a BMI of 34, which means that he is   |  |  |  | | --- | --- | --- | |  | a. | very slender because he expends significantly more calories on vital body functions. | |  | b. | obese. | |  | c. | seriously underweight. | |  | d. | within the normal range for his height and weight. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 191. The body mass index   |  |  |  | | --- | --- | --- | |  | a. | is a pseudoscientific indicator of the ecology of eating. | |  | b. | is a measure of the levels of PYY and glucose in the bloodstream. | |  | c. | is calculated from a person’s weight-to-height ratio. | |  | d. | indicates the rate at which energy for vital body functions is expended while a person is resting. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 192. Obesity increases the risk of   |  |  |  | | --- | --- | --- | |  | a. | gallstones. | |  | b. | arthritis. | |  | c. | diabetes. | |  | d. | all of these conditions. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 193. In some impoverished places, a heavier body is a sign of   |  |  |  | | --- | --- | --- | |  | a. | low affluence and status. | |  | b. | high affluence and status. | |  | c. | neophobia. | |  | d. | the importance of portion size. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 194. Research on obesity and weight control indicates that   |  |  |  | | --- | --- | --- | |  | a. | lean people seem disposed to remain sedentary, conserving energy. | |  | b. | children’s weights are not correlated with their biological parents’ weights. | |  | c. | fat requires less food intake to maintain than it did to gain. | |  | d. | it is easier for people to lose weight on the second or third attempt at dieting than on the first try. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 195. Research on the genetic and environmental influences on body weight has revealed that   |  |  |  | | --- | --- | --- | |  | a. | the weight of adopted people correlates with that of their biological parents, not with that of their adoptive parents. | |  | b. | the weight of fraternal twins reared together is more highly correlated than the weight of identical twins reared apart. | |  | c. | obesity is somewhat less common among Americans today than 50 years ago. | |  | d. | identical twin males are more similar in weight than identical twin females. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 196. Ian and Matt are fraternal twins who are being raised together. Dragos and Adrian are identical twins who are being raised in different families—but Dragos is being raised with Ian and Matt. Given the research on genetics and weight, which of the following is true of their weights?   |  |  |  | | --- | --- | --- | |  | a. | Ian and Matt are more likely to be similar than are Dragos and Adrian. | |  | b. | Dragos will be more similar to Ian and Matt than to Adrian. | |  | c. | Dragos and Adrian will have the greatest similarity. | |  | d. | Ian, Matt, and Dragos will resemble Ian and Matt’s biological, and Dragos’ adoptive, parents. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 197. People are more vulnerable to obesity if they experience   |  |  |  | | --- | --- | --- | |  | a. | a lower-than-average settling point. | |  | b. | sleep deprivation. | |  | c. | decreases in ghrelin. | |  | d. | neophobia. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 198. Worldwide, today people are consuming \_\_\_\_\_\_\_\_ food and engaging in \_\_\_\_\_\_\_\_ physical activity.   |  |  |  | | --- | --- | --- | |  | a. | less; more | |  | b. | more; less | |  | c. | less; less | |  | d. | more; more |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 199. Which of the following statements would be the best advice for someone hoping to develop healthier eating habits?   |  |  |  | | --- | --- | --- | |  | a. | “Have a wide variety of options available to minimize boredom.” | |  | b. | “Enjoy meals with friends as often as possible.” | |  | c. | “Reduce consumption during the day so you can enjoy a big meal in the evening.” | |  | d. | “Eat simple meals that include protein, whole grains, fruits, and vegetables.” |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 200. Among dieters who consciously restrain their eating, the urge to eat is likely to be unleashed by   |  |  |  | | --- | --- | --- | |  | a. | drinking alcohol. | |  | b. | eating early in the day. | |  | c. | brief periods of exercise. | |  | d. | focusing attention on what they are eating. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 201. Which of the following people is LEAST likely to lose weight?   |  |  |  | | --- | --- | --- | |  | a. | Joshua, who uses smaller plates and bowls for his meals | |  | b. | Danita, who only goes to the grocery store after eating a meal | |  | c. | Dion, who makes sure he gets 7 to 8 hours of sleep each night | |  | d. | Jason, who eats very little all day and then at dinner eats a very large meal |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 202. Which of the following is NOT one of the basic components of emotion identified in the text?   |  |  |  | | --- | --- | --- | |  | a. | physiological arousal | |  | b. | pupil contraction | |  | c. | conscious experience | |  | d. | expressive behavior |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 203. Increased perspiration is an example of which aspect of emotion?   |  |  |  | | --- | --- | --- | |  | a. | bodily arousal | |  | b. | expressive behavior | |  | c. | conscious experience | |  | d. | conscious feelings |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 204. Zach’s older sister used his laptop and somehow managed to permanently erase Zach’s final essay on Greek pharaohs, which is due tomorrow! Zach’s anger involves all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | conscious experience. | |  | b. | bodily arousal. | |  | c. | expressive behaviors. | |  | d. | the spillover effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 205. Which of the following suggests that the experience of emotion results from an awareness of our own physiological responses to an emotion-arousing event?   |  |  |  | | --- | --- | --- | |  | a. | the Cannon-Bard theory | |  | b. | two-factor theory | |  | c. | the James-Lange theory | |  | d. | the spillover effect |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 206. Sarah told her friend Janice, “We cry because we are sad.” However, Janice believes that this view is backward. Janice is in agreement with the   |  |  |  | | --- | --- | --- | |  | a. | James-Lange theory. | |  | b. | Cannon-Bard theory. | |  | c. | two-factor theory. | |  | d. | Lazarus’ theory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 207. Twelve-year-old Tom tells his younger brother, “When you notice that your hands shake and your stomach churns, then you really get emotional.” This statement best illustrates the   |  |  |  | | --- | --- | --- | |  | a. | Cannon-Bard theory. | |  | b. | James-Lange theory. | |  | c. | spillover effect. | |  | d. | two-factor theory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 208. Whenever she sees Anis, Mieko’s heart beats faster and she gets a trembling feeling inside. Mieko now believes that she must be in love with Anis. Which theory of emotion is illustrated in this example?   |  |  |  | | --- | --- | --- | |  | a. | two-factor theory | |  | b. | spillover effect | |  | c. | James-Lange theory | |  | d. | Cannon-Bard theory |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 209. The idea that we share a person’s happiness if we laugh with them best illustrates the logic of the   |  |  |  | | --- | --- | --- | |  | a. | Cannon-Bard theory. | |  | b. | two-factor theory. | |  | c. | James-Lange theory. | |  | d. | spillover effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 210. Which of the following would be most threatened by evidence that highly similar patterns of physiological activity are associated with uniquely different emotional states?   |  |  |  | | --- | --- | --- | |  | a. | the two-factor theory | |  | b. | the Cannon-Bard theory | |  | c. | the spillover effect | |  | d. | the James-Lange theory |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 211. According to the Cannon-Bard theory, the experience of an emotion   |  |  |  | | --- | --- | --- | |  | a. | depends on the intensity of physiological arousal. | |  | b. | can occur only after physiological arousal. | |  | c. | occurs simultaneously with physiological arousal. | |  | d. | precedes physiological arousal. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 212. Physiologist Walter Cannon criticized the James-Lange theory of emotion by noting that   |  |  |  | | --- | --- | --- | |  | a. | physiological reactions are very different for different emotions. | |  | b. | our emotional reaction to a stimulus often occurs much faster than our physiological reaction to a stimulus. | |  | c. | when physiological changes are artificially induced, such as when a person is given a drug to speed up heart rate, the person almost immediately experiences the emotion of either fear or anger. | |  | d. | people experiencing paralysis after a spinal cord injury have a greatly reduced capacity to feel emotions. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 213. According to the Cannon-Bard theory, bodily arousal is related to the subjective awareness of emotion in the same way as the \_\_\_\_\_\_\_\_ is related to the \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | parasympathetic nervous system; thalamus | |  | b. | sympathetic nervous system; cortex | |  | c. | thalamus; hypothalamus | |  | d. | parasympathetic nervous system; sympathetic nervous system |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 214. According to the Cannon-Bard theory of emotion   |  |  |  | | --- | --- | --- | |  | a. | you experience fear because your heart begins pounding. | |  | b. | your heart begins pounding because you experience fear. | |  | c. | you experience fear at the same time your heart begins pounding. | |  | d. | none of these statements are true. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 215. When Simon and James saw a large bear nearby, they experienced different levels of arousal of their sympathetic nervous system. Yet both Simon and James reported being scared by the experience. The fact that they reported different levels of arousal would be most consistent with the   |  |  |  | | --- | --- | --- | |  | a. | two-factor theory. | |  | b. | spillover effect. | |  | c. | Cannon-Bard theory. | |  | d. | James-Lange theory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 216. Evidence that neck-level spinal cord injuries reduce the intensity with which people experience certain emotions most directly refutes the   |  |  |  | | --- | --- | --- | |  | a. | James-Lange theory. | |  | b. | spillover effect. | |  | c. | two-factor theory. | |  | d. | Cannon-Bard theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 217. Sadie has a high spinal cord injury as a result of a skiing accident, and she can no longer feel anything below her neck. Which of the following is she likely to experience?   |  |  |  | | --- | --- | --- | |  | a. | She will experience a decrease in emotions felt above the neck, such as lumps in the throat. | |  | b. | She will experience an increase in emotions felt below the neck, such as the heat of anger. | |  | c. | She will experience an increase in emotions felt above the neck, such as getting choked up when saying good-bye. | |  | d. | She will experience little change in her emotions’ intensity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 218. Researchers discovered that the \_\_\_\_\_\_\_\_ an individual’s spinal cord injury, the more emotions expressed in body areas above the neck tended to \_\_\_\_\_\_\_\_ in intensity following the injury.   |  |  |  | | --- | --- | --- | |  | a. | higher; decrease | |  | b. | higher; increase | |  | c. | lower; decrease | |  | d. | lower; increase |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 219. Both the James-Lange and the two-factor theories of emotion maintain that   |  |  |  | | --- | --- | --- | |  | a. | the experience of emotion grows from an awareness of our body’s arousal. | |  | b. | distinct physiological differences exist among the emotions. | |  | c. | some emotions can be experienced apart from cognition. | |  | d. | all of these statements are true. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 220. Which theory states that emotion results from the cognitive labeling of our physiological arousal?   |  |  |  | | --- | --- | --- | |  | a. | the James-Lange theory | |  | b. | the spillover effect | |  | c. | the Cannon-Bard theory | |  | d. | the two-factor theory |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 221. Physical arousal and cognitive appraisal are associated with   |  |  |  | | --- | --- | --- | |  | a. | the Cannon-Bard theory. | |  | b. | the two-factor theory. | |  | c. | the James-Lange theory. | |  | d. | expressive behaviors. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 222. When students in Professor Miranda’s psychology class perceive the arousal that accompanies test-taking as energizing rather than debilitating, they experience much less anxiety. This is best understood in terms of the   |  |  |  | | --- | --- | --- | |  | a. | spillover effect. | |  | b. | James-Lange theory. | |  | c. | polygraph principle. | |  | d. | two-factor theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 223. Walton experienced excessive fear while flying because he interpreted his rapid heart rate, shallow breathing, and heavy perspiration as a reaction to the imminent danger of a plane crash. When his psychotherapist convinced him that this physical arousal was simply a harmless reaction to acceleration, cabin pressure, and confined space, his fear of flying was greatly reduced. The reduction in Walton’s fear is best understood in terms of the   |  |  |  | | --- | --- | --- | |  | a. | James-Lange theory. | |  | b. | two-factor theory. | |  | c. | Cannon-Bard theory | |  | d. | spillover effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 224. Jessica noticed that her heart was beating very fast and she began to sweat when she encountered a snake on the road and when she kissed her romantic partner. However, she felt fear when she came upon the snake and excitement with the kiss. Which theory of emotion best explains Jessica’s experiences?   |  |  |  | | --- | --- | --- | |  | a. | Cannon-Bard theory | |  | b. | James-Lange theory | |  | c. | two-factor theory | |  | d. | parasympathetic arousal theory |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 225. The spillover effect refers to the impact of lingering \_\_\_\_\_\_\_\_ on the intensity of any later emotional reactions.   |  |  |  | | --- | --- | --- | |  | a. | subliminal stimulation | |  | b. | pupil contraction | |  | c. | physical arousal | |  | d. | facial expressions |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 226. In anger-provoking situations, sexually aroused people experience more intense hostility than those who are not sexually aroused. This best illustrates the   |  |  |  | | --- | --- | --- | |  | a. | Cannon-Bard theory. | |  | b. | spillover effect. | |  | c. | James-Lange theory. | |  | d. | Lazarus theory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 227. If people who have just been aroused by watching rock videos are then insulted, their feelings of anger will be greater than those of people who have been similarly provoked but were not previously aroused. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the James-Lange theory. | |  | b. | the Cannon-Bard theory. | |  | c. | the spillover effect. | |  | d. | parasympathetic arousal. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 228. Jorge felt fearful while watching a TV zombie show. He then became extremely angry when his younger sister blocked his view of the screen. When his TV viewing was interrupted by a phone call from his girlfriend, however, he experienced unusually intense romantic feelings. Jorge’s different emotional reactions to his sister and his girlfriend are best explained by the   |  |  |  | | --- | --- | --- | |  | a. | parasympathetic arousal. | |  | b. | the James-Lange theory. | |  | c. | the Cannon-Bard theory. | |  | d. | the two-factor theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 229. College men given injections of epinephrine felt happiest if they were told the injection would produce \_\_\_\_\_\_\_\_ and if they were in the company of a person who was acting \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | arousal; euphoric | |  | b. | arousal; irritated | |  | c. | no effects; euphoric | |  | d. | no effects; irritated |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 230. Which of the following can best explain the results of the experiment in which college men were injected with epinephrine prior to spending time with either a euphoric or an irritated person?   |  |  |  | | --- | --- | --- | |  | a. | the Cannon-Bard theory | |  | b. | the two-factor theory | |  | c. | the James-Lange theory | |  | d. | arousal theory |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 231. \_\_\_\_\_\_\_\_ concluded that we actually have many emotional reactions apart from, or even before, our interpretation of a situation.   |  |  |  | | --- | --- | --- | |  | a. | William James | |  | b. | Robert Zajonc | |  | c. | Jerome Singer | |  | d. | Walter Cannon |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 232. Donny just met Aiden as they were waiting for the bus. Donny immediately liked Aiden. Which theorist would explain Donny’s reaction to Aiden by saying that we have many emotional reactions before we can interpret the situation?   |  |  |  | | --- | --- | --- | |  | a. | William James | |  | b. | Robert Zajonc | |  | c. | Jerome Singer | |  | d. | Walter Cannon |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 233. We sometimes interpret our arousal before experiencing a complex emotional reaction such as hatred. These complex emotional reactions follow a neural pathway from   |  |  |  | | --- | --- | --- | |  | a. | the thalamus to the amygdala to the cortex. | |  | b. | the amygdala to the cortex to the thalamus. | |  | c. | the thalamus to the cortex to the amygdala. | |  | d. | the amygdala to the thalamus to the cortex. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 234. Some emotions, especially complex feelings such as hatred and love, travel (by way of the thalamus) to the brain’s cortex. There, they are analyzed and labeled before the response command is sent out, via the amygdala. This pathway is referred to as the   |  |  |  | | --- | --- | --- | |  | a. | low road. | |  | b. | high road. | |  | c. | insula road. | |  | d. | parasympathetic road. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 235. Instant emotional reactions are processed via   |  |  |  | | --- | --- | --- | |  | a. | the low road. | |  | b. | the high road. | |  | c. | reappraisal. | |  | d. | the spillover effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 236. Evidence that visual input is routed from the thalamus directly to the amygdala has been used to support the claim that   |  |  |  | | --- | --- | --- | |  | a. | the amygdala sends more neural projections up to the cortex than it receives back. | |  | b. | emotion tends to distort our perceptions of the world. | |  | c. | a visual stimulus always triggers a stronger emotional response than does an auditory stimulus. | |  | d. | some emotional reactions may occur without conscious thinking. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 237. The “low road” from the thalamus to the amygdala most directly contributes to \_\_\_\_\_\_\_\_ emotional responses.   |  |  |  | | --- | --- | --- | |  | a. | conscious | |  | b. | automatic | |  | c. | self-controlled | |  | d. | slowly developed |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 238. Jazmine is startled when she sees a snake on the walkway. This emotion was processed via   |  |  |  | | --- | --- | --- | |  | a. | the low road. | |  | b. | the high road. | |  | c. | reappraisal. | |  | d. | the spillover effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 239. Emotional responses processed via the low road are able to skip the   |  |  |  | | --- | --- | --- | |  | a. | amygdala. | |  | b. | cortex. | |  | c. | senses. | |  | d. | thalamus. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 240. Who suggested that a “low road” neural shortcut enables rapid emotional responses before our conscious intellect intervenes?   |  |  |  | | --- | --- | --- | |  | a. | Stanley Schachter | |  | b. | William James | |  | c. | Walter Cannon | |  | d. | Joseph LeDoux |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 241. While walking through a darkened parking garage after class, Ana suddenly felt a tap on her shoulder producing an intense feeling of fear. Before she turned around and discovered that it was a friend, the unexpected sensory input had already been routed through her thalamus directly to her   |  |  |  | | --- | --- | --- | |  | a. | hippocampus. | |  | b. | hypothalamus. | |  | c. | cortex. | |  | d. | amygdala. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 242. Which of the following emotional reactions is most likely to precede any conscious thinking?   |  |  |  | | --- | --- | --- | |  | a. | hatred | |  | b. | love | |  | c. | fear | |  | d. | depression |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 243. Karina and Karl, who are in the same chemistry class, each received a poor grade on their final exam. Karina, who believes the test was unfair, feels angry. Karl, who believes he should have studied harder, feels sad. This best illustrates that emotions are influenced by   |  |  |  | | --- | --- | --- | |  | a. | physical arousal. | |  | b. | stress hormones. | |  | c. | cognitive appraisals. | |  | d. | genetic predispositions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 244. Who theorized that emotions arise when we appraise an event as harmless or dangerous?   |  |  |  | | --- | --- | --- | |  | a. | Lazarus | |  | b. | Zajonc | |  | c. | Schachter and Singer | |  | d. | Cannon and Bard |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 245. When 7-year-old Avia sees her friend’s Siamese cat, she becomes very excited about having a chance to pet the cat. When another friend sees the same cat, she becomes scared and runs back inside the house. Which of the following theorists would say that they responded differently because they cognitively appraised the situation differently?   |  |  |  | | --- | --- | --- | |  | a. | Robert Zajonc | |  | b. | William James | |  | c. | Richard Lazarus | |  | d. | Joseph LeDoux |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 246. Reappraisal has been found to   |  |  |  | | --- | --- | --- | |  | a. | impair problem-solving abilities. | |  | b. | reduce attention and focus. | |  | c. | reduce stress and improve academic performance. | |  | d. | diminish self-control and emotional control. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 247. According to Carroll Izard, most of the basic emotions   |  |  |  | | --- | --- | --- | |  | a. | develop during early childhood. | |  | b. | can be identified by anyone in any culture. | |  | c. | have similar facial expressions. | |  | d. | are present in infancy. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 248. Carroll Izard identified   |  |  |  | | --- | --- | --- | |  | a. | 10 distinct and basic emotions. | |  | b. | the ability to detect nonverbal threats. | |  | c. | the ability to detect lies. | |  | d. | cultural variations in the expression of emotions. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 249. One of the 10 basic emotions isolated by Carroll Izard is   |  |  |  | | --- | --- | --- | |  | a. | lust. | |  | b. | greed. | |  | c. | shame. | |  | d. | love. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 250. Carroll Izard isolated 10 basic emotions. Which of the following is NOT one of those emotions?   |  |  |  | | --- | --- | --- | |  | a. | joy | |  | b. | surprise | |  | c. | anger | |  | d. | love |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 251. Which of the basic emotions is facially expressed by brows raised, eyes widened, and mouth rounded in an oval shape?   |  |  |  | | --- | --- | --- | |  | a. | disgust | |  | b. | joy | |  | c. | anger | |  | d. | surprise |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 252. Which of the basic emotions is facially expressed by eyelids lifted, mouth corners retracted, and brows level while drawn in and up?   |  |  |  | | --- | --- | --- | |  | a. | anger | |  | b. | fear | |  | c. | sadness | |  | d. | disgust |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 253. A happy feeling of calm is associated with \_\_\_\_\_\_\_\_ valence and \_\_\_\_\_\_\_\_ arousal.   |  |  |  | | --- | --- | --- | |  | a. | positive; low | |  | b. | positive; high | |  | c. | negative; high | |  | d. | negative; low |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 254. Ariel is feeling jumpy anxiety before a major dental procedure. This emotion is associated with \_\_\_\_\_\_\_\_ valence and \_\_\_\_\_\_\_\_ arousal.   |  |  |  | | --- | --- | --- | |  | a. | positive; low | |  | b. | positive; high | |  | c. | negative; high | |  | d. | negative; low |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 255. Which division of the nervous system arouses the body and mobilizes its energy in emotionally stressful situations?   |  |  |  | | --- | --- | --- | |  | a. | sympathetic | |  | b. | central | |  | c. | somatic | |  | d. | parasympathetic |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 256. Strolling through the park one night, Kinsley suddenly hears the sound of twigs breaking behind her. Her heart rate increases, her muscles tense, and her pupils dilate. These bodily responses are activated by her \_\_\_\_\_\_\_\_ nervous system.   |  |  |  | | --- | --- | --- | |  | a. | central | |  | b. | sympathetic | |  | c. | parasympathetic | |  | d. | somatic |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 257. During a state of emotional arousal, the adrenal glands release \_\_\_\_\_\_\_\_ into the bloodstream.   |  |  |  | | --- | --- | --- | |  | a. | dopamine | |  | b. | acetylcholine | |  | c. | norepinephrine | |  | d. | glucose |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 258. Activation of the sympathetic nervous system   |  |  |  | | --- | --- | --- | |  | a. | causes skin to perspire and accelerates heart rate. | |  | b. | causes skin to perspire and slows heart rate. | |  | c. | dries skin and slows heart rate. | |  | d. | dries skin and accelerates heart rate. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 259. The sympathetic nervous system is to the parasympathetic nervous system as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | inhibition of digestion; acceleration of digestion | |  | b. | decreasing heart rate; increasing heart rate | |  | c. | decreasing blood sugar; increasing blood sugar | |  | d. | contraction of pupils; dilation of pupils |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 260. Mary, an amateur golfer, is in her first playoff to win a major tournament. Mary’s emotional arousal is likely to involve   |  |  |  | | --- | --- | --- | |  | a. | decreased respiration. | |  | b. | pupil constriction. | |  | c. | increased blood sugar levels. | |  | d. | increased salivation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 261. Jerome just experienced a threatening situation in which he was chased by a dog. His pupils widened, he began to perspire, and his heart rate increased during the event. Now that it is over, his \_\_\_\_\_\_\_\_ will help him calm down.   |  |  |  | | --- | --- | --- | |  | a. | sympathetic division | |  | b. | parasympathetic division | |  | c. | amygdala | |  | d. | hypothalamus |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 262. Activation of the parasympathetic nervous system   |  |  |  | | --- | --- | --- | |  | a. | accelerates heart rate and inhibits digestion. | |  | b. | slows heart rate and activates digestion. | |  | c. | slows heart rate and inhibits digestion. | |  | d. | accelerates heart rate and activates digestion. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 263. As she turned into her street, Dionne saw several police cars in front of her house. She could feel her heart pounding until someone yelled, “Just a false alarm. A bird landing on your window set off your security alarm.” Her heartbeat then began to return to normal, due to the action of her \_\_\_\_\_\_\_\_ nervous system.   |  |  |  | | --- | --- | --- | |  | a. | central | |  | b. | somatic | |  | c. | sympathetic | |  | d. | parasympathetic |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 264. When we are surprised by a loud sound, our sympathetic nervous system causes the adrenal glands to release stress hormones, which stimulates behavior. In other words, our body is preparing us to   |  |  |  | | --- | --- | --- | |  | a. | become stressed. | |  | b. | fight or flee. | |  | c. | appraise the situation. | |  | d. | reappraise the situation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 265. Which of the following statements is true regarding the physiology of emotions?   |  |  |  | | --- | --- | --- | |  | a. | All emotions have the same bodily responses and feel the same to us. | |  | b. | Different emotions have unique physiological responses. | |  | c. | All emotions have different bodily responses but look the same to others. | |  | d. | Although different emotions often have the same bodily responses, they feel different to us and look different to others. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 266. The emotions of anger and fear involve similar   |  |  |  | | --- | --- | --- | |  | a. | subjective thoughts and experiences. | |  | b. | patterns of autonomic arousal. | |  | c. | facial expressions. | |  | d. | patterns of brain activity. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 267. The insula is activated when people experience emotions such as   |  |  |  | | --- | --- | --- | |  | a. | pridefulness. | |  | b. | lust. | |  | c. | disgust. | |  | d. | any of these emotions. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 268. Observers watching fearful faces show more brain activity in the \_\_\_\_\_\_\_\_ than do those watching angry faces.   |  |  |  | | --- | --- | --- | |  | a. | cerebellum | |  | b. | thalamus | |  | c. | amygdala | |  | d. | hippocampus |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 269. Emotional disgust is to emotional delight as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | blood sugar decrease; blood sugar increase | |  | b. | right prefrontal cortex activation; left prefrontal cortex activation | |  | c. | sympathetic nervous system; parasympathetic nervous system | |  | d. | epinephrine; norepinephrine |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 270. As people experience positive emotions, an increase in brain activity is most evident in the   |  |  |  | | --- | --- | --- | |  | a. | right frontal lobe. | |  | b. | left frontal lobe. | |  | c. | right temporal lobe. | |  | d. | left temporal lobe. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 271. Increased left frontal lobe activity is most characteristic of people with   |  |  |  | | --- | --- | --- | |  | a. | high levels of autonomic nervous system arousal. | |  | b. | emotionally expressive faces. | |  | c. | low levels of autonomic nervous system arousal. | |  | d. | emotionally positive personalities. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 272. After Manuel recovered from a stroke, his wife noticed that he was now very easy-going and much more affectionate. Manuel’s stroke likely occurred in his brain’s   |  |  |  | | --- | --- | --- | |  | a. | right frontal lobe. | |  | b. | left frontal lobe. | |  | c. | right temporal lobe. | |  | d. | left temporal lobe. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 273. Mark is generally alert, energized, and goal-oriented. He is likely to experience increased activity in the   |  |  |  | | --- | --- | --- | |  | a. | left frontal lobe. | |  | b. | amygdala. | |  | c. | pons. | |  | d. | right frontal lobe. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 274. A polygraph measures emotion-linked   |  |  |  | | --- | --- | --- | |  | a. | autonomic arousal. | |  | b. | reappraisal. | |  | c. | parasympathetic arousal. | |  | d. | empathy. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 275. The polygraph measures the changes in \_\_\_\_\_\_\_\_ that accompany emotion.   |  |  |  | | --- | --- | --- | |  | a. | blood sugar level | |  | b. | hormone secretions | |  | c. | pupil dilation | |  | d. | heart rate |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 276. Mr. Sand is a person of interest in a massive jewelry heist. He says that he was at home, asleep, on the night of the robbery. To determine whether he is lying, law enforcement officials may ask Mr. Sand to take a(n) \_\_\_\_\_\_\_\_ test.   |  |  |  | | --- | --- | --- | |  | a. | electrocardiograph | |  | b. | polygraph | |  | c. | myograph | |  | d. | tomograph |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 277. One problem with the use of the polygraph for lie detection is that   |  |  |  | | --- | --- | --- | |  | a. | polygraph assessments are more expensive than brain scans. | |  | b. | anxiety, irritation, and guilt feelings all prompt similar physiological reactivity. | |  | c. | emotions involve expressive behaviors as well as autonomic nervous system arousal. | |  | d. | innocent people are presumed to be guilty at the very beginning of any lie detector test. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 278. If polygraphs are used as the only judge of guilt or innocence,   |  |  |  | | --- | --- | --- | |  | a. | less than 5 percent of the guilty would have been declared innocent. | |  | b. | less than 5 percent of the innocent would have been declared guilty. | |  | c. | more than one-third of the innocent would have been declared guilty. | |  | d. | more than two-thirds of the guilty would have been declared innocent. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 279. When a local celebrity is the victim of a burglary, television news reports state only that “some personal items were taken” from the home. However, investigators know that one of these items was a large diamond ring. While carefully monitoring the changes in heart rate and perspiration of a person of interest, the investigators list six personal items—five of which were *not* taken, and one of which is the ring. The investigators are making use of   |  |  |  | | --- | --- | --- | |  | a. | two-factor theory. | |  | b. | parasympathetic arousal. | |  | c. | Concealed Information Test. | |  | d. | Spillover Effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 280. When Concealed Information Tests are used with enough specific probes,   |  |  |  | | --- | --- | --- | |  | a. | innocent suspects are typically judged guilty by polygraph examiners. | |  | b. | guilty suspects are always judged guilty by polygraph examiners. | |  | c. | guilty suspects are seldom wrongly judged to be lying. | |  | d. | innocent suspects are seldom wrongly judged to be lying. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 281. Couples who are passionately in love most frequently communicate intimacy by means of   |  |  |  | | --- | --- | --- | |  | a. | averted glances. | |  | b. | contraction of the pupils. | |  | c. | winking. | |  | d. | prolonged eye gazing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 282. Mason and his partner both want to feel and express greater warmth and affection for each other. They would be advised to spend time looking intently at each other’s   |  |  |  | | --- | --- | --- | |  | a. | eyes. | |  | b. | lips. | |  | c. | hand gestures. | |  | d. | body postures. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 283. We are able to read nonverbal cues in communication well because our brain is able to identify   |  |  |  | | --- | --- | --- | |  | a. | subtle expressions well. | |  | b. | deceitful expressions well. | |  | c. | sensitive emotions. | |  | d. | various emotions. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 284. A person with arms raised, chest expanded, and a slight smile is most likely to be perceived as experiencing   |  |  |  | | --- | --- | --- | |  | a. | anxiety. | |  | b. | disgust. | |  | c. | pride. | |  | d. | surprise. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 285. Studies of our ability to perceive and communicate emotions indicate that   |  |  |  | | --- | --- | --- | |  | a. | the body movements and gestures used to express emotions are the same throughout the world. | |  | b. | it is difficult to use nonverbal cues to mislead others about our true emotions. | |  | c. | in a crowd of people, it’s easier to detect a single angry face than a single happy face. | |  | d. | accurately identifying emotional facial expressions in people from different cultures requires personal experience with those cultures. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 286. If a researcher was subliminally presenting words to participants, which of the following words is most likely to be sensed by participants?   |  |  |  | | --- | --- | --- | |  | a. | family | |  | b. | bomb | |  | c. | clown | |  | d. | smile |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 287. Which of the following suggests that humans are hard-wired to detect threats?   |  |  |  | | --- | --- | --- | |  | a. | We have a hard time identifying angry faces. | |  | b. | We do not respond to negative words. | |  | c. | Two-year-olds can attend to angry faces. | |  | d. | Five-year-olds experience social emotions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 288. Kimiko is enjoying a concert with friends when she spots several angry-looking faces in the massive crowd. This indicates that Kimoko   |  |  |  | | --- | --- | --- | |  | a. | is not really interested in the concert. | |  | b. | is afraid of large crowds. | |  | c. | is reappraising her arousal. | |  | d. | is able to detect nonverbal threats. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 289. The most unambiguous nonverbal clue to our specific emotional state is provided by our   |  |  |  | | --- | --- | --- | |  | a. | respiration rate. | |  | b. | hand gestures. | |  | c. | body posture. | |  | d. | facial muscles. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 290. The eyebrows raised and pulled together most clearly signal   |  |  |  | | --- | --- | --- | |  | a. | fear. | |  | b. | anger. | |  | c. | disgust. | |  | d. | happiness. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 291. Studies of our ability to detect deceit indicate that people’s accuracy in discerning truth from lies is \_\_\_\_\_\_\_\_ than one would predict from chance.   |  |  |  | | --- | --- | --- | |  | a. | dramatically greater | |  | b. | only slighter greater | |  | c. | somewhat less | |  | d. | dramatically less |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 292. Comparing introverts and extraverts, we can say that the nonverbal expressions of emotion conveyed by \_\_\_\_\_\_\_\_ are easier to read, and \_\_\_\_\_\_\_\_ are better at reading other people’s nonverbal expressions of emotion.   |  |  |  | | --- | --- | --- | |  | a. | introverts; introverts | |  | b. | extraverts; extraverts | |  | c. | introverts; extraverts | |  | d. | extraverts; introverts |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 293. Larson is texting his friend when his friend texts something that was intended to be a joke. Larson doesn’t get the joke because it was missing expressive cues. In a sense, Larson’s friend is experiencing   |  |  |  | | --- | --- | --- | |  | a. | a nonverbal threat. | |  | b. | limited perception. | |  | c. | the facial feedback effect. | |  | d. | egocentrism. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 294. When communicating with others electronically, we are at risk for egocentrism because our communications lack   |  |  |  | | --- | --- | --- | |  | a. | vocal nuances. | |  | b. | expressive emotions. | |  | c. | ambiguous emotion. | |  | d. | written cues. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 295. When communicating with others electronically we are at risk for \_\_\_\_\_\_\_\_ because our communications lack vocal nuances that signal our expressive emotion.   |  |  |  | | --- | --- | --- | |  | a. | nonverbal cues | |  | b. | egocentrism | |  | c. | empathy | |  | d. | facial expressions |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 296. In terms of ability to read nonverbal cues   |  |  |  | | --- | --- | --- | |  | a. | women do better than men. | |  | b. | both men and women are very good at recognizing liars. | |  | c. | women do worse than men. | |  | d. | both men and women are poor emotion detectors. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 297. Compared with men, women would probably be better at   |  |  |  | | --- | --- | --- | |  | a. | detecting the emotions of two people having a discussion over lunch. | |  | b. | controlling their physiological responses to a person who is lying. | |  | c. | exhibiting a natural expression of anger. | |  | d. | avoiding the facial feedback effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 298. If a gender-neutral face is made to look angry, people are more likely to perceive it as   |  |  |  | | --- | --- | --- | |  | a. | female. | |  | b. | a child. | |  | c. | male. | |  | d. | a teenager. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 299. Compared with the explanations we give for men’s emotionality, our explanations for women’s emotionality are \_\_\_\_\_\_\_\_ likely to focus on their personal dispositions and \_\_\_\_\_\_\_\_ likely to focus on their circumstances.   |  |  |  | | --- | --- | --- | |  | a. | less; less | |  | b. | more; more | |  | c. | less; more | |  | d. | more; less |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 300. Compared with men, women are \_\_\_\_\_\_\_\_ likely to describe themselves as empathic and \_\_\_\_\_\_\_\_ likely to express empathy.   |  |  |  | | --- | --- | --- | |  | a. | less; more | |  | b. | more; less | |  | c. | less; less | |  | d. | more; more |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 301. Which of the following people is likely to have higher levels of empathy?   |  |  |  | | --- | --- | --- | |  | a. | Frances, who reads fiction novels regularly | |  | b. | Brandon, who enjoys reading biographies | |  | c. | Steven, who loves action movies | |  | d. | Margo, who reads only her academic textbooks |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 302. While watching a movie, Adrianna starts to cry when a hospitalized soldier dies from war wounds. Adrianna is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | nonverbal detection. | |  | b. | the facial feedback effect. | |  | c. | the behavior feedback effect. | |  | d. | empathy. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 303. Carolyn cried tears of joy when she saw how excited her daughter was to hit a home run. Carolyn is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | a fight-or-flight response. | |  | b. | the facial feedback effect. | |  | c. | egocentrism. | |  | d. | empathy. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 304. Which of the following research findings supports a biological basis for gender differences in empathy?   |  |  |  | | --- | --- | --- | |  | a. | Similar empathy differences occur in male and female nonhuman animals. | |  | b. | People who occupy positions of high power and privilege are less motivated to empathize. | |  | c. | Those lower in power, as women historically have been, are more motivated to empathize. | |  | d. | When surveyed, women are more likely than men to describe themselves as empathic. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 305. Which of the following is(are) NOT universal?   |  |  |  | | --- | --- | --- | |  | a. | basic emotions | |  | b. | gestures | |  | c. | facial expressions | |  | d. | laughter |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 306. The facial expressions associated with particular emotions are   |  |  |  | | --- | --- | --- | |  | a. | learned in early childhood. | |  | b. | different in Eastern and Western cultures. | |  | c. | the same throughout the world. | |  | d. | more similar in adults than they are in children or adolescents. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 307. As a member of the Peace Corps, Brad attended classes on the customs, language, and religions of the country where he would be living. However, Brad most likely did not need training in understanding his hosts’ expressions of emotion as revealed by their   |  |  |  | | --- | --- | --- | |  | a. | body postures. | |  | b. | facial expressions. | |  | c. | hand gestures. | |  | d. | tones of voice. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 308. Who suggested that before our prehistoric ancestors had language, they communicated with facial expressions?   |  |  |  | | --- | --- | --- | |  | a. | Paul Ekman | |  | b. | William James | |  | c. | James Laird | |  | d. | Charles Darwin |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 309. Veronica is in a convenience store when a person in a mask enters and robs the store. She is extremely frightened and interprets the angry face of another person in the situation as fearful. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | the universal language of facial expressions. | |  | b. | how facial expressions can have different meanings based on a person’s culture. | |  | c. | how context is needed to interpret facial expressions. | |  | d. | how angry faces are usually interpreted as being male. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 310. Australians are more likely than the Japanese to display intense emotions. This cultural difference reflects Australian culture’s greater emphasis on   |  |  |  | | --- | --- | --- | |  | a. | role playing. | |  | b. | individuality. | |  | c. | behavior feedback. | |  | d. | natural mimicry. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 311. Which of the following people is LEAST likely to express their emotions publicly?   |  |  |  | | --- | --- | --- | |  | a. | Sarah, who is from Western Europe | |  | b. | Leslie, who is from Australia | |  | c. | Madeline, who is from New Zealand | |  | d. | Mei, who is from China |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 312. Who is credited with the statement that “the free expression by outward signs of emotion intensifies it”?   |  |  |  | | --- | --- | --- | |  | a. | James | |  | b. | Darwin | |  | c. | Crivelli | |  | d. | Ambady |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 313. Researchers have found that people experience stressful situations as less upsetting while holding a pen with their teeth than while holding it with their lips. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | emotional literacy. | |  | b. | natural mimicry. | |  | c. | the facial feedback effect. | |  | d. | nonverbal communication. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 314. The tendency of facial muscle states to trigger corresponding feelings is known as   |  |  |  | | --- | --- | --- | |  | a. | the facial feedback effect. | |  | b. | the behavior feedback effect. | |  | c. | subliminal priming. | |  | d. | emotionality. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 315. Patients reportedly feel less depressed following Botox injections that immobilize their frown muscles. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the behavior feedback effect. | |  | b. | Darwin’s evolutionary theory. | |  | c. | Ekman’s facial expression theory. | |  | d. | the facial feedback effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 316. Cora recently received Botox injections to help reduce laugh lines around her eyes. How might this affect her emotional state?   |  |  |  | | --- | --- | --- | |  | a. | She will experience increased anxiety. | |  | b. | She may experience more depression. | |  | c. | Her mood will improve substantially. | |  | d. | There will be no impact on her emotional state. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 317. In a class demonstration, Mariah’s psychology professor asked her first to walk for a few minutes with short, shuffling steps, keeping her eyes downcast; this caused her to feel sad. He then asked Mariah to walk around taking long strides, with her arms swinging and her eyes looking straight ahead; this improved her mood. Her different emotions best illustrate   |  |  |  | | --- | --- | --- | |  | a. | natural mimicry. | |  | b. | the behavior feedback effect. | |  | c. | emotional literacy. | |  | d. | subtle expressiveness. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 318. When Lillian smiles and laughs, she experiences increased feelings of happiness. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | morphed emotional expressions. | |  | b. | subliminal emotion. | |  | c. | feigned expressions. | |  | d. | the behavior feedback effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 319. Sebastian is angry with his friend for something he said while they were bowling. What can he do when he gets home to help reduce his anger?   |  |  |  | | --- | --- | --- | |  | a. | eat ice cream | |  | b. | cook dinner | |  | c. | sit in his recliner | |  | d. | take a shower |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 320. As Avery listened to her sister discuss an upsetting incident at work, she allowed her own face to mimic her sister’s expressions of pain and confusion. In doing so, she was better able to empathize with her sister. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | natural mimicry. | |  | b. | feedback effects. | |  | c. | emotional literacy. | |  | d. | subtle expressiveness. |  |  |  | | --- | --- | | *ANSWER:* | b | |