**Unit 8 Practice Test**

**Multiple Choice**

*Identify the choice that best completes the statement or answers the question.*

\_\_\_\_ 1. Which theory of motivation most clearly emphasizes the importance of genetic predispositions?

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| a. | drive-reduction theory |
| b. | instinct theory |
| c. | hierarchy of needs theory |
| d. | arousal theory |
| e. | incentive theory |

\_\_\_\_ 2. It is characteristic of bears to hibernate. This behavior is an example of

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| a. | a refractory period. |
| b. | an instinct. |
| c. | homeostasis. |
| d. | an incentive. |
| e. | a drive. |

\_\_\_\_ 3. Contemporary psychologists are most likely to consider \_\_\_\_\_\_\_\_ to be a human instinct.

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| a. | infant sucking |
| b. | curiosity |
| c. | the need to belong |
| d. | religious ritual |
| e. | the experience of flow |

\_\_\_\_ 4. A. L. Washburn swallowed a balloon. When inflated, the balloon filled his stomach and transmitted his stomach contractions to a recording device. Washburn found that

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| a. | we have an inborn “weight thermostat” that signals the body to maintain its weight. |
| b. | lesions to the ventromedial hypothalamus depress hunger. |
| c. | activity along the lateral hypothalamus brings on hunger. |
| d. | hunger pangs accompany feelings of hunger. |
| e. | the hormone ghrelin is secreted by an empty stomach. |

\_\_\_\_ 5. Which of the following is the best example of set point?

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| a. | Ashlena loves to try spicy and exotic foods. |
| b. | The smell of freshly baked bread compelled Sydnee to head for the kitchen. |
| c. | While on a diet Lillie could think only about her next meal. |
| d. | After losing 25 pounds, Shelby found that he began to put the weight back on. |
| e. | Melanie is a natural nurturer and loving mother to her 2-year-old twins. |

\_\_\_\_ 6. People's preferences for sweet tastes are \_\_\_\_\_\_\_\_, and their preferences for excessively salty tastes are \_\_\_\_\_\_\_\_.

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| a. | needs; incentives |
| b. | incentives; needs |
| c. | universal; learned |
| d. | learned; universal |
| e. | instinctual; conditioned |

\_\_\_\_ 7. A body that can store fat has the advantage of possessing

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| a. | low blood pressure. |
| b. | stored energy. |
| c. | a low set point. |
| d. | reduced levels of serotonin. |
| e. | high refractory period. |

\_\_\_\_ 8. By dramatically reducing her daily caloric intake, Marilyn plans to reduce her normal body weight by 10 to 15 percent. Research suggests that after three or four weeks of sustained dieting, Marilyn will

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| a. | have a lower fat cell count. |
| b. | experience a decrease in her feelings of hunger. |
| c. | have a lower resting metabolic rate. |
| d. | have a lower set point for body weight. |
| e. | decrease her number of fat cells. |

\_\_\_\_ 9. Research on the sexual response cycle indicates that

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| a. | males and females experience an equally long refractory period following orgasm. |
| b. | women undergo a decrease in physiological arousal more slowly if they have experienced orgasm than if they have not. |
| c. | enough sperm may be released prior to male orgasm to enable conception. |
| d. | during the resolution phase, sexual excitement increases in females but decreases in males. |
| e. | the sexual response and interest cycle decreases rapidly in middle age. |

\_\_\_\_ 10. Male sex offenders lose much of their sexual urge when voluntarily taking

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| a. | PYY. |
| b. | orexin. |
| c. | estrogen. |
| d. | Depo-Provera |
| e. | testosterone. |

\_\_\_\_ 11. Ivan just spent an evening watching movies involving attractive women who actually seemed to enjoy being sexually coerced. This experience is most likely to lead him to

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| a. | see his own girlfriend as sexually unreceptive. |
| b. | perceive himself as sexually impotent. |
| c. | be more willing to hurt women. |
| d. | feel unsure about his gender identity. |
| e. | view sexual promiscuity as morally wrong. |

\_\_\_\_ 12. Which of the following is an example of a person experiencing ostracism?

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| a. | Joan is being required by her parents to attend a summer camp she does not like. |
| b. | Myron has been experiencing low self-esteem since he was not admitted to his favorite college. |
| c. | Will was selected by his school to participate in a district-wide seminar on bullying. |
| d. | Sidra was upset since learning that she only has the fourth highest GPA in the senior class. |
| e. | Aaron was frequently ignored in the locker room by his teammates who were angry with him. |

\_\_\_\_ 13. Which of the following suggests that the experience of emotion results from an awareness of our own physiological responses to an emotion-arousing event?

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| a. | Cannon-Bard theory |
| b. | catharsis hypothesis |
| c. | James-Lange theory |
| d. | adaptation-level phenomenon |
| e. | relative deprivation principle |

\_\_\_\_ 14. Which researcher believed that our body's responses were not distinct enough to evoke different emotions?

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| --- | --- |
| a. | William James |
| b. | Paul Ekman |
| c. | Walter Cannon |
| d. | Stanley Schachter |
| e. | Carroll Izard |

\_\_\_\_ 15. According to the two-factor theory, the two basic components of emotions are \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_.

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| a. | facial expressions; a cognitive label |
| b. | emotion-arousing events; physical arousal |
| c. | physical arousal; overt behavior |
| d. | a cognitive label; physical arousal |
| e. | conscious experience; unconscious experience |

\_\_\_\_ 16. The two-factor theory of emotion would have difficulty explaining why a

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| --- | --- |
| a. | person comes to fear snakes after he sees someone else bitten by one. |
| b. | person's fear of snakes is reduced after she receives a calming tranquilizer. |
| c. | person automatically fears snakes even though he thinks they are attractive and harmless. |
| d. | person's fear of snakes is reduced after she learns that most snakes are harmless. |
| e. | person's fear of snakes would be more intense after an adrenalin shot. |

\_\_\_\_ 17. Lee was momentarily terrified as a passing automobile nearly sideswiped his car. When one of his passengers joked that he almost had a two-color car, Lee laughed uncontrollably. Lee's emotional volatility best illustrates the

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| a. | adaptation-level phenomenon. |
| b. | relative deprivation principle. |
| c. | catharsis hypothesis. |
| d. | spillover effect. |
| e. | James-Lange theory. |

\_\_\_\_ 18. The autonomic nervous system regulates the \_\_\_\_\_\_\_\_ that accompanies different emotions.

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| a. | conscious experiences |
| b. | expressive behaviors |
| c. | physiological arousal |
| d. | well-being |
| e. | genetic reaction |

\_\_\_\_ 19. Relatively high levels of physiological arousal would most likely interfere with effectively

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| --- | --- |
| a. | solving a crossword puzzle. |
| b. | repeating the alphabet. |
| c. | riding a bicycle. |
| d. | washing dishes. |
| e. | enjoying a televised football game. |

\_\_\_\_ 20. The emotion of fear is sometimes accompanied by \_\_\_\_\_\_\_\_ that differ from those that accompany rage.

|  |  |
| --- | --- |
| a. | hormone secretions and perspiration levels |
| b. | breathing rates and hormone secretions |
| c. | breathing rates and blood pressure levels |
| d. | hormone secretions and finger temperatures |
| e. | heart rates and blood pressure levels |

\_\_\_\_ 21. Increased activity in the right prefrontal cortex is to \_\_\_\_\_\_\_\_ as increased activity in the left frontal lobe is to \_\_\_\_\_\_\_\_.

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| --- | --- |
| a. | anger; fear |
| b. | disgust; joy |
| c. | love; hate |
| d. | elation; depression |
| e. | sadness; excitement |

\_\_\_\_ 22. Emotional disgust is to emotional delight as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.

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| --- | --- |
| a. | blood sugar decrease; blood sugar increase |
| b. | right prefrontal cortex activation; left prefrontal cortex activation |
| c. | sympathetic nervous system; parasympathetic nervous system |
| d. | the relative deprivation principle; the adaptation-level principle |
| e. | release of epinephrine; release of nor epinephrine |

\_\_\_\_ 23. Boyd, a suspect in a criminal investigation, has agreed to take a lie detector test. The machine used in this test is most likely to measure his

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| --- | --- |
| a. | blood sugar levels. |
| b. | pupil dilation. |
| c. | hormone secretions. |
| d. | perspiration levels. |
| e. | eye movements. |

\_\_\_\_ 24. One problem with the use of the polygraph for lie detection is that

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| 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. |
| e. | polygraphs can cause autonomic nerve damage in rare cases. |

\_\_\_\_ 25. Research on the accuracy of lie detector tests indicates that they

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| --- | --- |
| a. | are rarely wrong. |
| b. | err about 10 percent of the time. |
| c. | err about one-third of the time. |
| d. | are no more accurate than a 50-50 coin toss. |
| e. | are more accurate when used on children rather than adults. |

\_\_\_\_ 26. Couples who are passionately in love most frequently communicate intimacy by means of

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| --- | --- |
| a. | averted glances. |
| b. | contraction of the pupils. |
| c. | winking. |
| d. | prolonged eye-gazing. |
| e. | raising just the inner parts of the eyebrows. |

\_\_\_\_ 27. Research on the nonverbal expression of emotion indicates that

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| --- | --- |
| a. | the body movements and gestures used to express emotions are the same throughout the world. |
| b. | it is difficult to use nonverbal cues to mislead others about one's true emotions. |
| c. | introverts are better than extraverts at recognizing nonverbal expressions of emotion in others. |
| d. | accurately identifying emotional facial expressions in people from different cultures requires personal experience with those cultures. |
| e. | people who have a large social group are better at judging nonverbal communication. |

\_\_\_\_ 28. Compared with males, females are more likely to cry and report distress when observing someone in distress. This best illustrates

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| --- | --- |
| a. | the adaptation-level phenomenon. |
| b. | the spillover effect. |
| c. | relative deprivation. |
| d. | empathy. |
| e. | facial feedback. |

\_\_\_\_ 29. The facial expressions associated with particular emotions are

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| 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. |
| e. | more similar in women than in men. |

\_\_\_\_ 30. Research has demonstrated that in the presence of an authority figure, Japanese men are more likely than American men to mask negative expressions with a smile. These differences in expressing emotion are best explained by

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| --- | --- |
| a. | facial feedback. |
| b. | the spillover effect. |
| c. | display rules. |
| d. | the action of the amygdala. |
| e. | the feel-good, do-good phenomenon. |

\_\_\_\_ 31. The suggestion that “a happy face creates a merry soul” is most consistent with the

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| --- | --- |
| a. | Cannon-Bard theory. |
| b. | catharsis hypothesis. |
| c. | adaptation-level principle. |
| d. | James-Lange theory. |
| e. | relative deprivation principle. |

\_\_\_\_ 32. Repeatedly saying the word “me” puts people in a better mood than repeatedly saying “you.” This best illustrates the

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| --- | --- |
| a. | catharsis hypothesis. |
| b. | feel-good, do-good phenomenon. |
| c. | adaptation-level phenomenon. |
| d. | facial feedback effect. |
| e. | relative deprivation principle. |

\_\_\_\_ 33. The university's psychology department and school of medicine are cosponsoring a new professional program that applies behavioral and medical knowledge to health and disease. They are clearly offering a new degree in

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| --- | --- |
| a. | medical psychology. |
| b. | human engineering. |
| c. | holistic medicine. |
| d. | behavioral medicine. |
| e. | psychopharmacology. |

\_\_\_\_ 34. Walter Cannon perceived the stress response to be highly adaptive because it prepared the organism for

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| --- | --- |
| a. | spontaneous remission. |
| b. | the production of lymphocytes. |
| c. | relative deprivation. |
| d. | fight or flight. |
| e. | catharsis. |

\_\_\_\_ 35. The general adaptation syndrome describes phases in the

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| a. | production of endorphins. |
| b. | body's response to aerobic exercise. |
| c. | body's response to prolonged stress. |
| d. | process of biofeedback. |
| e. | feel-good, do-good phenomenon. |

\_\_\_\_ 36. Physical illnesses, such as hypertension and some headaches, that are not caused by an organic disorder but instead seem linked to stress are referred to as \_\_\_\_\_\_\_\_ illnesses.

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| --- | --- |
| a. | psychophysiological |
| b. | psychopharmacological |
| c. | carcinogenic |
| d. | malignant |
| e. | psychoanalytic |

\_\_\_\_ 37. Worn-out red blood cells and tiny harmful bacteria are ingested by an immune system agent known as the

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| --- | --- |
| a. | B lymphocyte. |
| b. | macrophage. |
| c. | amygdala. |
| d. | glucocorticoid. |
| e. | reticular formation. |

\_\_\_\_ 38. Which of the following BEST explains why stress heightens vulnerability to bacterial and viral infections?

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| a. | Stress hormones accelerate the “hardening” of the arteries. |
| b. | Stress hormones facilitate the depositing of cholesterol and fat around the heart. |
| c. | Stress hormones suppress the production of lymphocytes. |
| d. | Stress hormones trigger the release of carcinogens. |
| e. | Stress hormones increase emotional responses, starting the general adaptation process. |

\_\_\_\_ 39. The greatest number of deaths in North America today result from

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| --- | --- |
| a. | AIDS. |
| b. | strokes. |
| c. | cancer. |
| d. | heart disease. |
| e. | lupus. |

\_\_\_\_ 40. In their classic nine-year study, Friedman and Rosenman found that Type A men are especially susceptible to

|  |  |
| --- | --- |
| a. | stomach ulcers. |
| b. | cancer. |
| c. | heart attacks. |
| d. | lupus. |
| e. | depression. |

**Unit 8 Practice Test**

**Answer Section**

**MULTIPLE CHOICE**

 1. ANS: B PTS: 1 DIF: Medium OBJ: Unit VIII | 37-1

TOP: Instincts and evolutionary psychology SKL: Factual/Definitional

 2. ANS: B PTS: 1 DIF: Medium OBJ: Unit VIII | 37-1

TOP: Instincts and evolutionary psychology SKL: Conceptual/Application

 3. ANS: A PTS: 1 DIF: Medium OBJ: Unit VIII | 37-1

TOP: Instincts and evolutionary psychology SKL: Factual/Definitional

 4. ANS: D PTS: 1 DIF: Medium OBJ: Unit VIII | 38-1

TOP: The physiology of hunger SKL: Factual/Definitional

 5. ANS: D PTS: 1 DIF: Medium OBJ: Unit VIII | 38-1

TOP: The physiology of hunger: body chemistry and the brain SKL: Conceptual/Application

 6. ANS: C PTS: 1 DIF: Easy OBJ: Unit VIII | 38-2

TOP: Taste preferences: biology and culture SKL: Factual/Definitional

 7. ANS: B PTS: 1 DIF: Easy OBJ: Unit VIII | 38-3

TOP: Obesity and weight control SKL: Factual/Definitional

 8. ANS: C PTS: 1 DIF: Difficult OBJ: Unit VIII | 38-3

TOP: Obesity and weight control SKL: Conceptual/Application

 9. ANS: C PTS: 1 DIF: Difficult OBJ: Unit VIII | 39-1

TOP: The sexual response cycle SKL: Factual/Definitional

 10. ANS: D PTS: 1 DIF: Difficult OBJ: Unit VIII | 39-2

TOP: Hormones and sexual behavior SKL: Factual/Definitional

 11. ANS: C PTS: 1 DIF: Medium OBJ: Unit VIII | 39-2

TOP: The psychology of sex: external stimuli SKL: Conceptual/Application

 12. ANS: E PTS: 1 DIF: Medium OBJ: Unit VIII | 40-1

TOP: The Benefits of Belonging SKL: Conceptual/Application

 13. ANS: C PTS: 1 DIF: Easy OBJ: Unit VIII | 41-1

TOP: Cognition and emotion SKL: Factual/Definitional

 14. ANS: C PTS: 1 DIF: Medium OBJ: Unit VIII | 41-1

TOP: Cognition and emotion SKL: Factual/Definitional

 15. ANS: D PTS: 1 DIF: Easy OBJ: Unit VIII | 41-2

TOP: Cognition can define emotion: Schachter and Singer SKL: Factual/Definitional

 16. ANS: C PTS: 1 DIF: Difficult OBJ: Unit VIII | 41-2

TOP: Cognition can define emotion: Schachter and Singer SKL: Conceptual

 17. ANS: D PTS: 1 DIF: Medium OBJ: Unit VIII | 41-2

TOP: Cognition can define emotion SKL: Conceptual/Application

 18. ANS: C PTS: 1 DIF: Medium OBJ: Unit VIII | 41-3

TOP: Emotions and the autonomic nervous system SKL: Factual/Definitional

 19. ANS: A PTS: 1 DIF: Difficult OBJ: Unit VIII | 41-3

TOP: Emotions and the autonomic nervous system SKL: Conceptual/Application

 20. ANS: D PTS: 1 DIF: Difficult OBJ: Unit VIII | 41-4

TOP: The Physiology of Emotions SKL: Factual/Definitional

 21. ANS: B PTS: 1 DIF: Difficult OBJ: Unit VIII | 41-4

TOP: The Physiology of Emotions SKL: Conceptual

 22. ANS: B PTS: 1 DIF: Medium OBJ: Unit VIII | 41-4

TOP: The Physiology of Emotions SKL: Conceptual

 23. ANS: D PTS: 1 DIF: Medium OBJ: Unit VIII | 41-5

TOP: Thinking critically about lie detection (Box) SKL: Conceptual/Application

 24. ANS: B PTS: 1 DIF: Medium OBJ: Unit VIII | 41-5

TOP: Thinking critically about lie detection (Box) SKL: Factual/Definitional

 25. ANS: C PTS: 1 DIF: Difficult OBJ: Unit VIII | 41-5

TOP: Thinking critically about lie detection (Box) SKL: Factual/Definitional

 26. ANS: D PTS: 1 DIF: Easy OBJ: Unit VIII | 42-1

TOP: Detecting emotion in others SKL: Factual/Definitional

 27. ANS: C PTS: 1 DIF: Difficult OBJ: Unit VIII | 42-1

TOP: Detecting emotion in others SKL: Factual/Definitional

 28. ANS: D PTS: 1 DIF: Easy OBJ: Unit VIII | 42-1

TOP: Gender, emotion, and nonverbal behavior SKL: Factual/Definitional

 29. ANS: C PTS: 1 DIF: Easy OBJ: Unit VIII | 42-2

TOP: Culture and emotional expression SKL: Factual/Definitional

 30. ANS: C PTS: 1 DIF: Medium OBJ: Unit VIII | 42-2

TOP: Culture and emotional expression SKL: Conceptual/Application

 31. ANS: D PTS: 1 DIF: Medium OBJ: Unit VIII | 42-3

TOP: The effects of facial expressions SKL: Conceptual/Application

 32. ANS: D PTS: 1 DIF: Difficult OBJ: Unit VIII | 42-3

TOP: The effects of facial expressions SKL: Conceptual/Application

 33. ANS: D PTS: 1 DIF: Easy OBJ: Unit VIII | 43-1

TOP: Stress and health SKL: Conceptual/Application

 34. ANS: D PTS: 1 DIF: Medium OBJ: Unit VIII | 43-1

TOP: Stress: some basic concepts SKL: Factual/Definitional

 35. ANS: C PTS: 1 DIF: Easy OBJ: Unit VIII | 43-1

TOP: Stress: some basic concepts SKL: Factual/Definitional

 36. ANS: A PTS: 1 DIF: Easy OBJ: Unit VIII | 44-1

TOP: Stress and illness SKL: Factual/Definitional

 37. ANS: B PTS: 1 DIF: Easy OBJ: Unit VIII | 44-1

TOP: Stress and illness SKL: Factual/Definitional

 38. ANS: C PTS: 1 DIF: Difficult OBJ: Unit VIII | 44-1

TOP: Stress and illness SKL: Factual/Definitional

 39. ANS: D PTS: 1 DIF: Medium OBJ: Unit VIII | 44-2

TOP: Stress and heart disease SKL: Factual/Definitional

 40. ANS: C PTS: 1 DIF: Easy OBJ: Unit VIII | 44-2

TOP: Stress and heart disease SKL: Factual/Definitional