**Unit 7 Cognition Practice Test**

**Multiple Choice**

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

\_\_\_\_ 1. Professor Pegler's research efforts focus on how the use of heuristics influences the way people assess financial risks. Which specialty area does his research best represent?

|  |  |
| --- | --- |
| a. | developmental psychology |
| b. | biological psychology |
| c. | clinical psychology |
| d. | cognitive psychology |
| e. | personality psychology |

\_\_\_\_ 2. In the process of classifying objects, people are especially likely to make use of

|  |  |
| --- | --- |
| a. | algorithms. |
| b. | phonemes. |
| c. | prototypes. |
| d. | mental sets. |
| e. | heuristics. |

\_\_\_\_ 3. Daniel was asked to write down as many words as he could think of that contained the letter *d*. To complete this task Daniel would rely on

|  |  |
| --- | --- |
| a. | divergent thinking. |
| b. | framing. |
| c. | convergent thinking. |
| d. | belief perseverance. |
| e. | the availability heuristic. |

\_\_\_\_ 4. The most creative scientists are those who

|  |  |
| --- | --- |
| a. | investigate issues about which they have very little previous knowledge. |
| b. | are intrinsically motivated to solve problems. |
| c. | have little tolerance for ambiguity. |
| d. | demonstrate low levels of practical intelligence. |
| e. | use convergent thinking rather than divergent thinking. |

\_\_\_\_ 5. Jamilla systematically tried each successive key on her dad's key ring until she found the one that unlocked his office door. This best illustrates problem solving by means of

|  |  |
| --- | --- |
| a. | belief perseverance. |
| b. | an algorithm. |
| c. | the representativeness heuristic. |
| d. | the availability heuristic. |
| e. | fixation. |

\_\_\_\_ 6. In trying to figure out how to copy and paste an item into a document, Arlene could try all possible key combinations or she could check the pull-down menus, a much faster way to solve her problem. Arlene is relying on

|  |  |
| --- | --- |
| a. | prototypes. |
| b. | heuristics. |
| c. | phonemes. |
| d. | algorithms. |
| e. | fixations. |

\_\_\_\_ 7. After spending two hours trying to solve an engineering problem, Amira finally gave up. As she was trying to fall asleep that night, a solution to the problem popped into her head. Amira's experience best illustrates

|  |  |
| --- | --- |
| a. | the belief perseverance phenomenon. |
| b. | the availability heuristic. |
| c. | insight. |
| d. | a mental set. |
| e. | the framing effect. |

\_\_\_\_ 8. Because she believes that boys are naughtier than girls, Mrs. Zumpano, a second-grade teacher, watches boys more closely than she watches girls for any signs of misbehavior. Mrs. Zumpano's surveillance strategy best illustrates

|  |  |
| --- | --- |
| a. | the availability heuristic. |
| b. | confirmation bias. |
| c. | intuition |
| d. | the representativeness heuristic. |
| e. | the framing effect. |

\_\_\_\_ 9. Some people are unable to arrange six matches to form four equilateral triangles because they fail to consider a three-dimensional arrangement. This best illustrates the effects of \_\_\_\_\_\_\_\_ on problem solving.

|  |  |
| --- | --- |
| a. | fixation |
| b. | heuristics |
| c. | algorithms |
| d. | framing |
| e. | overconfidence |

\_\_\_\_ 10. The representativeness heuristic refers to our tendency to

|  |  |
| --- | --- |
| a. | judge the likelihood of category membership by how closely an object or event resembles a particular prototype. |
| b. | judge the likelihood of an event in terms of how readily instances of its occurrence are remembered. |
| c. | search for information that is consistent with our preconceptions. |
| d. | cling to our initial conceptions, even though they have been discredited. |
| e. | underestimate the accuracy of our beliefs and judgments. |

\_\_\_\_ 11. A single, memorable case of welfare fraud has a greater impact on estimates of the frequency of welfare abuse than do statistics showing that this case is actually the exception to the rule. This illustrates that judgments are influenced by the

|  |  |
| --- | --- |
| a. | confirmation bias. |
| b. | representativeness heuristic. |
| c. | belief perseverance phenomenon. |
| d. | framing effect. |
| e. | availability heuristic. |

\_\_\_\_ 12. Encouraging people to elaborate on why their own personal views on an issue are correct is most likely to promote

|  |  |
| --- | --- |
| a. | fixation. |
| b. | use of the representativeness heuristic. |
| c. | linguistic determinism. |
| d. | belief perseverance. |
| e. | the framing effect. |

\_\_\_\_ 13. A $100 coat marked down from $150 can seem like a better deal than the same coat priced regularly at $100. This best illustrates the importance of

|  |  |
| --- | --- |
| a. | belief perseverance. |
| b. | confirmation bias. |
| c. | framing. |
| d. | the availability heuristic. |
| e. | heuristics. |

\_\_\_\_ 14. Experienced chicken sexers can tell you a chick's sex at a glance, yet cannot tell you how they do it. Their acquired expertise is such an automatic habit that it feels like

|  |  |
| --- | --- |
| a. | an algorithm. |
| b. | fixation. |
| c. | intuition. |
| d. | telegraphic speech. |
| e. | semantics. |

\_\_\_\_ 15. In the words “helped” and “called,” the “ed” ending is a(n)

|  |  |
| --- | --- |
| a. | prototype. |
| b. | morpheme. |
| c. | heuristic. |
| d. | algorithm. |
| e. | syntax. |

\_\_\_\_ 16. Semantics refers to the

|  |  |
| --- | --- |
| a. | logical and methodical procedures for solving problems. |
| b. | orderly arrangement of words into grammatically correct sentences. |
| c. | simple thinking strategies that facilitate quick decision making. |
| d. | rules by which we derive meaning from morphemes, words, and sentences. |
| e. | typical schemes we use to form concepts. |

\_\_\_\_ 17. A European visitor to the United States asked a taxi driver, “Can you please a ride to the airport me give?” This visitor has apparently not yet mastered the \_\_\_\_\_\_\_\_ of the English language.

|  |  |
| --- | --- |
| a. | phonemes |
| b. | syntax |
| c. | semantics |
| d. | phenotypes |
| e. | nomenclature |

\_\_\_\_ 18. Babies' first demonstration of productive language occurs

|  |  |
| --- | --- |
| a. | prior to the babbling stage. |
| b. | during the babbling stage. |
| c. | during the one-word stage. |
| d. | during the two-word stage. |
| e. | after the two-word stage. |

\_\_\_\_ 19. Every morning, Krista pages through a picture book with her 12-month-old daughter. For each picture, Krista points to the picture and identifies it by name, such as “dog.” This example best illustrates the use of which of the following in helping her daughter learn language?

|  |  |
| --- | --- |
| a. | reinforcement |
| b. | imitation |
| c. | association |
| d. | fixation |
| e. | intuition |

\_\_\_\_ 20. Noam Chomsky has emphasized that the acquisition of language by children is facilitated by

|  |  |
| --- | --- |
| a. | an inborn readiness to learn grammatical rules. |
| b. | their ability to imitate the words and grammar modeled by parents. |
| c. | the learned association of word sounds with various objects, events, actions, and qualities. |
| d. | the positive reinforcement that adults give children for speaking correctly. |
| e. | operant and classical conditioning techniques*.* |

\_\_\_\_ 21. Which of the following best illustrates overgeneralization in a young child's speech pattern?

|  |  |
| --- | --- |
| a. | “Want juice.” |
| b. | “Fish, Fish! Look at the fish!” |
| c. | “Da-da, na-na, ta-ta.” |
| d. | “Doggy big.” |
| e. | “Momma holded the baby.” |

\_\_\_\_ 22. Which of the following best illustrates psychology's current understanding of the relationship between thinking and language?

|  |  |
| --- | --- |
| a. | Language determines the way we think. |
| b. | Thought and language are unrelated. |
| c. | All thinking must be language-based. |
| d. | Cognition and language are processed in the occipital lobe. |
| e. | Thinking affects language, which then affects our thoughts. |

**Unit 7 Cognition Practice Test**

**Answer Section**

**MULTIPLE CHOICE**

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

TOP: Thinking and concepts SKL: Conceptual/Application

2. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 34-1

TOP: Thinking and concepts SKL: Factual/Definitional

3. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 34-2

TOP: Creativity SKL: Conceptual/Application

4. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 34-2

TOP: Creativity SKL: Conceptual/Application

5. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 35-1

TOP: Problem solving: Strategies and Obstacles SKL: Conceptual/Application

6. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 35-1

TOP: Problem solving: Strategies and Obstacles SKL: Conceptual/Application

7. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 35-1

TOP: Problem solving: Strategies and Obstacles SKL: Conceptual/Application

8. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 35-1

TOP: Problem solving: Strategies and Obstacles SKL: Conceptual/Application

9. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 35-1

TOP: Problem solving: Strategies and Obstacles SKL: Factual/Definitional

10. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 35-2

TOP: The representativeness heuristic SKL: Factual/Definitional

11. ANS: E PTS: 1 DIF: Medium OBJ: Unit VII | 35-2

TOP: The availability heuristic SKL: Conceptual/Application

12. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 35-2

TOP: Belief perseverance SKL: Factual/Definitional

13. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 35-2

TOP: The effects of framing SKL: Factual/Definitional

14. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 35-3

TOP: The perils and powers of intuition SKL: Factual/Definitional

15. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 36-1

TOP: Language structure SKL: Conceptual/Application

16. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 36-1

TOP: Language structure SKL: Factual/Definitional

17. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 36-1

TOP: Language structure SKL: Conceptual/Application

18. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 36-2

TOP: When do we learn language? SKL: Conceptual

19. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 36-3

TOP: Explaining language development SKL: Conceptual/Application

20. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 36-3

TOP: Explaining language development SKL: Factual/Definitional

21. ANS: E PTS: 1 DIF: Medium OBJ: Unit VII | 36-3

TOP: Explaining language development SKL: Conceptual/Application

22. ANS: E PTS: 1 DIF: Medium OBJ: Unit VII | 36-5

TOP: Language influences thinking SKL: Conceptual