

Chapter 7 Quick Quiz

1. The smallest units of speech that are meaningful are referred to as
 - a. phonemes.
 - b. lingmemes.
 - c. anomias.
 - d. morphemes.
2. According to the _____ theory of language acquisition, children can deduce the meaning of words they do not understand by inferring meaning from the context.
 - a. social pragmatics
 - b. nativist
 - c. general cognitive processing
 - d. imitation
3. One explanation for schizophrenia holds that schizophrenics have difficulty in filtering their attention. This is most closely related to the concept of
 - a. cognitive economy.
 - b. schema development.
 - c. chunking.
 - d. top-down processing.
4. Greg was just given a task that tests his level of functional fixedness. Which of the following will be most useful to him?
 - a. Crystallized intelligence
 - b. Fluid intelligence
 - c. Creative thinking
 - d. His imagination
5. Who is engaged in abstract thinking?
 - a. Susie, who says that most apples are colored red
 - b. Benito, who says the sun might explode one day
 - c. Gene, who argues that the Red Sox are better than the Yankees this year
 - d. Marlita, who says her favorite television show is Hannah Montana
6. Which lobes of the cerebral cortex are most active on tasks involving reasoning, planning, and judgment?
 - a. Parietal
 - b. Temporal
 - c. Frontal
 - d. Occipital
7. Which of the following theorists would most likely DISAGREE with the ideals of the eugenics movement?
 - a. Darwinc.
 - b. Goddard
 - c. Galton
 - d. Gardner
8. Which of the following kinds of items would most likely be found on a culture-fair IQ test?
 - a. Picture completionc.
 - b. Sentence completion
 - c. Vocabulary recognitiond.
 - d. General information
9. The Flynn effect refers to the finding that IQ scores
 - a. have stayed the same over the last decade.
 - b. have steadily increased over the last few decades.
 - c. have steadily decreased over the last few decades.
 - d. are negatively correlated with education levels.

10. If the correlation between SAT scores and college grades is _____ for women and _____ for men, the SAT would be termed a biased test.
- .7; .3
 - .7; .8
 - .7; .6
 - .7; .7

Chapter 7 Quick Quiz Answers

- Chapter Section:** The Features of Language
Answer: d **Page(s):** 227 **Type:** Factual **Diff:** 1
Rationale: This is a factual question.
- Chapter Section:** How Do Children Learn Language?
Answer: a **Page(s):** 229–230 **Type:** Conceptual **Diff:** 3
Rationale: The social pragmatics account holds that the social environment (including actions, expressions, and gestures of speakers) helps to structure language learning
- Chapter Section:** Cognitive Economy—Imposing Order on Our World
Answer: a **Page(s):** 234–235 **Type:** Conceptual **Diff:** 3
Rationale: Cognitive economy refers to the fact that we process a tremendous amount of information, and need to simplify it somehow. This tendency keeps the information we need for decision making to a manageable minimum.
- Chapter Section:** Problem Solving: More Thinking Hurdles
Answer: b **Page(s):** 237–238, 240 **Type:** Applied **Diff:** 3
Rationale: Fluid intelligence is the ability to learn new ways of solving problems, so it would be helpful in overcoming functional fixedness.
- Chapter Section:** Definitions of Intelligence
Answer: b **Page(s):** 239 **Type:** Applied **Diff:** 2
Rationale: Abstract thinking is the ability to understand hypothetical concepts, rather than just the here-and-now.
- Chapter Section:** Biological Bases of Intelligence
Answer: c **Page(s):** 243 **Type:** Factual **Diff:** 2
Rationale: This is a factual question.
- Chapter Section:** The Eugenics Movement: Misuses and Abuses of IQ Testing
Answer: d **Page(s):** 245 **Type:** Conceptual **Diff:** 3
Rationale: Since Gardner envisioned many different ways to be intelligent, he would likely disagree with the use of IQ scores (one measure of intelligence) to make decisions about who should reproduce.
- Chapter Section:** IQ Testing Today
Answer: a **Page(s):** 246–247 **Type:** Applied **Diff:** 2
Rationale: Culture-fair IQ tests feature abstract reasoning items that do not rely on language. Of the WAIS subtests listed, picture completion items would be the most culture-fair.
- Chapter Section:** Exploring Genetic and Environmental Influences on IQ
Answer: b **Page(s):** 252 **Type:** Factual **Diff:** 2
Rationale: This is a factual question.
- Chapter Section:** Group Differences in IQ: The Science and the Politics
Answer: a **Page(s):** 255–256 **Type:** Applied **Diff:** 3
Rationale: A test is not biased just because different groups tend to get different scores; it is biased if it differentially predicts outcomes for different groups. Test bias would be seen as a dramatically different correlation between test scores and outcomes for one versus another group.

Chapter 7: Language, Thinking, and Intelligence

Multiple Choice

- 7.1-1. The authors provide a brief conversation between two students discussing tickets for a game. The inferences we make about this discussion indicate that
- our ability to understand language requires implicit skills in accessing knowledge and interpreting phrases.
 - most language use is quite literal.
 - our ability to understand “slang” is very limited because it is a cognitively taxing event.
 - the ways in which language can be interpreted are extremely limited.

Difficulty: 1

Question ID: 7.1-1

Page Ref: 226

Topic: Introduction

Skill: Conceptual

Objective: 7.1

Answer: a. our ability to understand language requires implicit skills in accessing knowledge and interpreting phrases.

Rationale: The authors provide four specific tasks that we naturally perform in order to make sense of the tickets conversation. Our full use of language requires that we go far beyond the literal meaning of the words.

- 7.1-2. As symbol systems of communication, most languages
- generally match sounds to the meaning of words.
 - are arbitrary in the relationship between words and meaning.
 - can be translated to another without impaired meanings of complex concepts.
 - do not have concepts that are unique to just one particular language.

Difficulty: 3

Question ID: 7.1-2

Page Ref: 226

Topic: How Does Language Work?

Skill: Conceptual

Objective: 7.1

Answer: b. are arbitrary in the relationship between words and meaning.

Rationale: One defining feature of human language is that it is arbitrary; that is, the symbols of language have meaning only because groups of people have ascribed meaning to them.

- 7.1-3. Language is
- a symbol system of communication.
 - rarely ambiguous.
 - a communication system that includes words, but not gestures.
 - a communication system that requires little implicit processing.

Difficulty: 1

Question ID: 7.1-3

Page Ref: 226

Topic: How Does Language Work?

Skill: Factual

Objective: 7.1

Answer: a. a symbol system of communication.

- 7.1-4. Much of our language use serves non-informational purposes, such as
- a. maintaining social relationships.
 - b. telling the barista that we want a skim latte.
 - c. advising a friend what time to show up at a party.
 - d. providing directions to an event.

Difficulty: 2

Question ID: 7.1-4

Page Ref: 227

Topic: How Does Language Work?

Skill: Factual

Objective: 7.1

Answer: a. maintaining social relationships.

- 7.1-5. We often do not consider the complexity of language. This is in part because
- a. language acquisition is easy.
 - b. language acquisition requires little practice.
 - c. our use of language is generally automatic.
 - d. humans do not often consider complex phenomena.

Difficulty: 1

Question ID: 7.1-5

Page Ref: 227

Topic: The Features of Language

Skill: Factual

Objective: 7.1

Answer: c. our use of language is generally automatic.

- 7.1-6. The smallest units of speech that are meaningful are referred to as
- a. phonemes.
 - b. lingmemes.
 - c. anomias.
 - d. morphemes.

Difficulty: 1

Question ID: 7.1-6

Page Ref: 227

Topic: The Features of Language

Skill: Factual

Objective: 7.1

Answer: d. morphemes.

- 7.1-7. What is missing from the following sentence? Eggs the ham and green delicious are.
- a. Phoneme
 - b. Morpheme
 - c. Syntax
 - d. Dialect

Difficulty: 3

Question ID: 7.1-7

Page Ref: 227

Topic: The Features of Language

Skill: Applied

Objective: 7.1

Answer: c. Syntax

Rationale: Syntax refers to the grammatical rules that help us compose words into meaningful strings.

7.1-8. What is missing when a student who skips class copies notes from another student?

- a. Extralinguistic information
- b. Syntax clues
- c. Morphological markers
- d. Phonesthemes

Difficulty: 3

Question ID: 7.1-8

Page Ref: 227

Topic: The Features of Language

Skill: Applied

Objective: 7.1

Answer: a. Extralinguistic information

Rationale: Extralinguistic information includes parts of communication that aren't part of the content of the transmission but that are needed for interpreting its meaning, such as tone of voice and facial expressions.

7.1-9. Successful communication

- a. depends exclusively on language content.
- b. rarely requires nonverbal information from the speaker.
- c. depends on the reasoning abilities of the listener.
- d. depends mainly on the literal and accurate interpretation of words.

Difficulty: 2

Question ID: 7.1-9

Page Ref: 227

Topic: The Features of Language

Skill: Conceptual

Objective: 7.1

Answer: c. depends on the reasoning abilities of the listener.

Rationale: Language goes far beyond the literal interpretation of the words. To have successful communication, both parties need to have reasoning abilities and be sensitive to extralinguistic information.

7.1-10. E-mail can often lead to misunderstandings, mainly because

- a. it lacks extralinguistic information.
- b. people misspell more often with e-mail than with pen-and-paper writing.
- c. of decreasing literacy levels.
- d. most people read e-mail more rapidly than other written forms.

Difficulty: 2

Question ID: 7.1-10

Page Ref: 227

Topic: The Features of Language

Skill: Applied

Objective: 7.1

Answer: a. it lacks extralinguistic information.

Rationale: Extralinguistic information includes parts of communication that aren't part of the content of the transmission but that are needed for interpreting its meaning, such as tone of voice and facial expressions. This information would be lacking in email correspondence.

- 7.1-11. Although extralinguistic information is not a formal part of language, it does serve the purpose of
- generally providing entertainment value, which captures our attention.
 - providing literal and factual information.
 - assisting in interpretation.
 - distracting us from the emotional aspects of communication.

Difficulty: 2

Question ID: 7.1-11

Page Ref: 227

Topic: The Features of Language

Skill: Applied

Objective: 7.1

Answer: c. assisting in interpretation.

Rationale: Extralinguistic information includes parts of communication that aren't part of the content of the transmission but that are needed for interpreting its meaning, such as tone of voice and facial expressions.

- 7.1-12. Extralinguistic information allows us to determine meaning by analyzing
- grammar.
 - context.
 - added morphemes.
 - phonetics.

Difficulty: 2

Question ID: 7.1-12

Page Ref: 227

Topic: The Features of Language

Skill: Factual

Objective: 7.1

Answer: b. context.

- 7.1-13. Our co-worker says, "It's awful in here." To understand what she means, we must
- take into account extralinguistic information, such as location and facial expressions.
 - parse the grammatical structure of her comment.
 - examine the morphemes in the statement to determine the smaller units of meaning in the sentence.
 - ignore nonverbal cues so that we are not distracted.

Difficulty: 2

Question ID: 7.1-13

Page Ref: 227

Topic: The Features of Language

Skill: Applied

Objective: 7.1

Answer: a. take into account extralinguistic information, such as location and facial expressions.

Rationale: Extralinguistic information includes parts of communication that aren't part of the content of the transmission but that are needed for interpreting its meaning, such as tone of voice and facial expressions.

- 7.1-14. Babies can hear inside the womb
- by the second month.
 - no earlier than the seventh month.
 - by the fifth month.
 - only after the eighth month.

Difficulty: 2

Question ID: 7.1-14

Page Ref: 227

Topic: How Do Children Learn Language?

Skill: Factual

Objective: 7.1

Answer: c. by the fifth month

- 7.1-15. Linda's 3-month-old infant keeps saying "ga-ga" and "doh-doh." Should she be worried?
- Yes; parents should not encourage nonsense language in their infants, because it can lead to language problems later on.
 - Maybe; her 3-month-old should be saying at least a couple of words by now.
 - No; this behavior is called babbling and it is normal for infants.
 - No, although the infant should start to string these syllables together to form words in the next month or two.

Difficulty: 2

Question ID: 7.1-15

Page Ref: 227–228

Topic: How Do Children Learn Language?

Skill: Applied

Objective: 7.1

Answer: c. No, this behavior is called babbling and it is normal for infants.

Rationale: Babbling (any intentional vocalization that lacks specific meaning) is normal for infants.

- 7.1-16. Which of the following is true about learning language?
- Children learn to comprehend new words before they say them.
 - It takes over a year for infant phonemes to sound like adult speakers in their native language.
 - Babbling, which we used to think was the beginning of language, is unrelated to the acquisition of words.
 - Children start learning language at 4 to 6 months as the attachment process solidifies.

Difficulty: 2

Question ID: 7.1-16

Page Ref: 227–228

Topic: How Do Children Learn Language?

Skill: Factual

Objective: 7.1

Answer: a. Children learn to comprehend new words before they say them.

- 7.1-17. Should Serina be surprised that her 10-month-old infant understands her command to pick up her rattle?
- Yes, because most infants don't develop true comprehension until after their first birthday.
 - No, because most infants can comprehend hundreds of words by their first birthday.
 - Yes, because although most infants can produce hundreds of words before their first birthday, comprehension usually lags behind.
 - No, because infants' comprehension of their world precedes their production ability.

Difficulty: 2

Question ID: 7.1-17

Page Ref: 228–229

Topic: How Do Children Learn Language?

Skill: Applied

Objective: 7.1

Answer: d. No, because infants' comprehension of their world precedes their production ability.

Rationale: In early word learning, children can understand words before they can produce them.

- 7.1-18. Babies engage in intentional vocalizations that sound meaningful, but are not. This is referred to as
- babbling.
 - telegraphic speech.
 - holographic speech.
 - two-word utterances.

Difficulty: 1

Question ID: 7.1-18

Page Ref: 228

Topic: How Do Children Learn Language?

Skill: Factual

Objective: 7.1

Answer: a. babbling.

- 7.1-19. Your friend's 6-month-old baby has begun to vocalize long strings of repeated syllables in a continuous stream. For example, the baby vocalizes "Malamalamalamalama." This baby is in the _____ stage.

- cooing
- babbling
- syllables
- two-word

Difficulty: 1

Question ID: 7.1-19

Page Ref: 228

Topic: How Do Children Learn Language?

Skill: Factual

Objective: 7.1

Answer: b. babbling

- 7.1-20. By the end of the first year of life, an infant will generally
- use only the phonemes of the native language of his or her caregiver.
 - be in the cooing stage of vocalization.
 - have a vocabulary of approximately 100 words.
 - speak in two-word "sentences."

Difficulty: 2

Question ID: 7.1-20

Page Ref: 228

Topic: How Do Children Learn Language?

Skill: Factual

Objective: 7.1

Answer: a. use only the phonemes of the native language of his or her caregiver.

- 7.1-21. Which of the following represents the most accurate statement about how children learn language?
- Reduplicative babbling precedes the syllables stage of vocalization.
 - Children can produce many more words than they can understand.
 - Comprehension of words precedes production.
 - Most children recognize their own names as early as 2 months.

Difficulty: 2

Question ID: 7.1-21

Page Ref: 228

Topic: How Do Children Learn Language?

Skill: Conceptual

Objective: 7.1

Answer: c. Comprehension of words precedes production.

Rationale: In early word learning, children can understand words before they can produce them.

- 7.1-22. When psychologists say language is generative, they mean
- children learn syntax gradually.
 - language acquisition is solely a function of nurture.
 - language is a function of social pragmatics.
 - none of the above.

Difficulty: 2

Question ID: 7.1-22

Page Ref: 229

Topic: How Do Children Learn Language?

Skill: Factual

Objective: 7.1

Answer: d. none of the above.

- 7.1-23. Which aspect of language is analogous to an assignment in which children are given a bag containing glue, popsicle sticks, and rubber bands, and then allowed to create as many things as they can?
- Imitation
 - Production
 - Generativity
 - Holophrase

Difficulty: 3

Question ID: 7.1-23

Page Ref: 229–230

Topic: How Do Children Learn Language?

Skill: Applied

Objective: 7.1

Answer: c. Generativity

Rationale: A key feature of language is that it is generative, meaning that it is a system that allows us to create an infinite number of sentences. Even very young children use language in a generative way.

- 7.1-24. While it offers compelling explanations for language development, the most significant shortcoming of the nativist account is
- that it is unfalsifiable.
 - its emphasis on extralinguistic information.
 - the emphasis on neurophysiology.
 - that it does not address generativity.

Difficulty: 3

Question ID: 7.1-24

Page Ref: 229–230

Topic: How Do Children Learn Language?

Skill: Conceptual

Objective: 7.1

Answer: a. that it is unfalsifiable.

Rationale: Of the major theories of language acquisition, only the social pragmatics theory and the general cognitive processing theory are clearly falsifiable.

- 7.1-25. The primary weakness of the imitation account for language acquisition is that
- children only mimic language if reinforced.
 - it overemphasizes brain structures.
 - it does not account for generativity.
 - it does not allow for the effects of social context.

Difficulty: 2

Question ID: 7.1-25

Page Ref: 229–230

Topic: How Do Children Learn Language?

Skill: Conceptual

Objective: 7.1

Answer: c. it does not account for generativity.

Rationale: Generativity is a problem for the imitation account because children utter many sentences that they have never heard before and for which they were not reinforced.

- 7.1-26. According to the _____ theory of language acquisition, children can deduce the meaning of words they do not understand by inferring meaning from the context.
- a. social pragmatics
 - b. nativist
 - c. general cognitive processing
 - d. imitation

Difficulty: 3

Question ID: 7.1-26

Page Ref: 229–230

Topic: How Do Children Learn Language?

Skill: Conceptual

Objective: 7.1

Answer: a. social pragmatics

Rationale: The social pragmatics account holds that the social environment (including actions, expressions, and gestures of speakers) helps to structure language learning.

- 7.1-27. The language acquisition device may be a close relative of which concept?
- a. Holophrase
 - b. Telepathy
 - c. Illusions
 - d. Engram

Difficulty: 3

Question ID: 7.1-27

Page Ref: 230, 207

Topic: How Do Children Learn Language?

Skill: Applied

Objective: 7.1

Answer: d. Engram

Rationale: The language acquisition device is analogous to the engram in memory research; one area that holds the key to that cognitive ability.

- 7.1-28. Which theory of language development is supported by the observation that many children use pictures in books to guess the meaning of unfamiliar words?
- a. Social pragmatics account
 - b. Imitation account
 - c. Nativist account
 - d. General cognitive processing account

Difficulty: 3

Question ID: 7.1-28

Page Ref: 230

Topic: How Do Children Learn Language?

Skill: Applied

Objective: 7.1

Answer: a. Social pragmatics account

Rationale: The social pragmatics account holds that children use the context to make sense of a topic.

7.1-29. Learning to ride a bike is just like learning to hit a baseball. Which theory of language acquisition might support this statement?

- a. Imitation account
- b. General cognitive processing account
- c. Nativist account
- d. Social pragmatics account

Difficulty: 3

Question ID: 7.1-29

Page Ref: 230

Topic: How Do Children Learn Language?

Skill: Applied

Objective: 7.1

Answer: b. General cognitive processing account

Rationale: The general cognitive processing account holds that children learn language in the same way they learn any other skill. The idea is that for language, all children need is the ability to perceive, learn, and recognize patterns.

7.1-30. Skip just created an all-boys club. He has even created words that only the other boys in the club can understand. What has Skip invented?

- a. Echolalia
- b. Synthesia
- c. Cryptophasia
- d. Holophrasia

Difficulty: 2

Question ID: 7.1-30

Page Ref: 230

Topic: How Do Children Learn Language?

Skill: Applied

Objective: 7.1

Answer: c. Cryptophasia

Rationale: Cryptophasia is the phenomenon whereby twins create their own secret language. Though researchers hoped to show this as evidence of a special bond between twins, the phenomenon seems to be the result of language delays.

7.1-31. A group of deaf children was discovered after a terrible earthquake had nearly destroyed the town. The children had been hiding together for nearly a month. When an interpreter was brought in, she could not make sense of the signs she saw, yet the children were clearly communicating with one another. What is the most likely explanation?

- a. The children were engaged in cryptophasia.
- b. The children were just pretending to use sign language.
- c. The interpreter was not fluent in signed English.
- d. The children had developed a form of homesign.

Difficulty: 2

Question ID: 7.1-31

Page Ref: 230–231

Topic: How Do Children Learn Language?

Skill: Applied

Objective: 7.1

Answer: d. The children had developed a form of homesign.

Rationale: In situations in which children are not instructed in any language, they may invent their own signs; this phenomenon is called homesign.

- 7.1-32. Some believe that twins often share a secret and distinct language. Research suggests that
- cryptophasia is a true phenomenon for roughly half of all twins studied.
 - most twins develop language more quickly than singletons, leaving them free to develop new languages.
 - twins may be more susceptible to language delays, which appear to some observers as distinct language forms.
 - the secret language of twins is referred to as homesign.

Difficulty: 2

Question ID: 7.1-32

Page Ref: 230–231

Topic: How Do Children Learn Language?

Skill: Conceptual

Objective: 7.1

Answer: c. twins may be more susceptible to language delays, which appear to some observers as distinct language forms.

Rationale: What looks like cryptophasia (making up a language that only a few people understand) is actually likely to be due to language delays that are common in twins and that make their speech difficult to understand by people who don't know them well.

- 7.1-33. Buck has a friend who is deaf and was born to deaf parents who used sign language. It is most likely that his friend
- developed sign language in much the same way Buck learned to speak.
 - learned sign language as a whole rather than a series of stages.
 - has not learned to sign because he can lip read.
 - developed a secret language with his parents that only they can understand.

Difficulty: 3

Question ID: 7.1-33

Page Ref: 231

Topic: Special Cases of Language Learning

Skill: Applied

Objective: 7.1

Answer: a. developed sign language in much the same way Buck learned to speak.

Rationale: Sign language is a fully productive language with its own phonemes, words, syntax, and extralinguistic information. Though 90 percent of deaf children are born to hearing parents, babies born to fluent signers do not experience significant challenges to learning language.

- 7.1-34. If you didn't already know sign language and you observed two deaf persons using signs, you would probably
- have an easy time deciphering their conversation.
 - understand little to nothing about what was being communicated.
 - have to rely on their facial expressions.
 - be able to join in the conversation after a few minutes.

Difficulty: 2

Question ID: 7.1-34

Page Ref: 231

Topic: Special Cases of Language Learning

Skill: Applied

Objective: 7.1

Answer: b. understand little to nothing about what was being communicated.

Rationale: Sign language is a fully productive language with its own phonemes, words, syntax, and extralinguistic information. ASL has little in common with any spoken language and would not be decipherable to someone who is not fluent.

- 7.1-35. All of the following are true of sign language, EXCEPT
- a. there is one universal form of sign language.
 - b. it relies on extralinguistic information.
 - c. there are complex syntax structures.
 - d. it features generativity.

Difficulty: 2

Question ID: 7.1-35

Page Ref: 231

Topic: Special Cases of Language Learning

Skill: Factual

Objective: 7.1

Answer: a. there is one universal form of sign language.

- 7.1-36. All of the following are myths about sign language, EXCEPT
- a. deaf babies babble with their hands.
 - b. because they can lip read, deaf people do not need to learn sign language.
 - c. signing has a negative effect on a deaf child's ability to speak.
 - d. American Sign Language translates word-for-word to spoken English.

Difficulty: 3

Question ID: 7.1-36

Page Ref: 231

Topic: Special Cases of Language Learning

Skill: Factual

Objective: 7.1

Answer: a. deaf babies babble with their hands.

- 7.1-37. Which of the following is NOT a myth
- a. Deaf people don't need sign language because they can lip read.
 - b. Learning to sign slows down a deaf child's ability to learn to speak.
 - c. Over 90 percent of deaf children are born to hearing parents.
 - d. American Sign Language is a word-for-word translation of English into signs.

Difficulty: 2

Question ID: 7.1-37

Page Ref: 231

Topic: Special Cases of Language Learning

Skill: Factual

Objective: 7.1

Answer: c. Over 90 percent of deaf children are born to hearing parents.

- 7.1-38. Which of the following statements REFUTES the idea that chimpanzees can use language?
- a. Chimpanzees sometimes use symbols to engage in social interactions.
 - b. Chimpanzees learn better as young animals than as adults.
 - c. Chimpanzees are unable to effectively master syntax.
 - d. Chimpanzees learn new words or signs easily.

Difficulty: 2

Question ID: 7.1-38

Page Ref: 232

Topic: Nonhuman Animal Communication

Skill: Applied

Objective: 7.2

Answer: c. Chimpanzees are unable to effectively master syntax.

Rationale: Although some researchers believe that chimpanzees can use human-like language, most believe that they typically learn only through conditioning and never master syntactic rules.

- 7.1-39. In nonhuman animals, the most common circumstances under which communication occurs are
- feeding and labor.
 - hunting and food distribution.
 - aggression and mating.
 - mating and food distribution.

Difficulty: 2

Question ID: 7.1-39

Page Ref: 232

Topic: Nonhuman Animal Communication

Skill: Factual

Objective: 7.2

Answer: c. aggression and mating.

- 7.1-40. In studies of attempts to teach chimpanzees language, researchers have found that
- chimpanzees are similar to human children in requiring few trials to associate signs with meaning.
 - chimpanzees frequently engage in naming behaviors.
 - children master syntax later than chimpanzees.
 - chimpanzees do not seem to understand the rules of syntax.

Difficulty: 2

Question ID: 7.1-40

Page Ref: 232

Topic: Nonhuman Animal Communication

Skill: Factual

Objective: 7.2

Answer: d. chimpanzees do not seem to understand the rules of syntax.

- 7.1-41. If you wanted to teach a nonhuman animal to communicate using language, which of the following animals does research suggest would be the best choice?
- Chimpanzees
 - Parakeets
 - Bonobos
 - Gorillas

Difficulty: 2

Question ID: 7.1-41

Page Ref: 232

Topic: Nonhuman Animal Communication

Skill: Applied

Objective: 7.2

Answer: c. Bonobos

Rationale: Bonobos have typically performed better in language learning than chimpanzees and other species.

- 7.1-42. Eduardo is from Brazil. He is fluent in both Portuguese and English. When he speaks to you of his home in Brazil, he seems to have trouble remembering details. Yet when he is speaking Portuguese to another Brazilian, he has no trouble remembering. This phenomenon can be best explained by

- a. linguistic determinism.
- b. linguistic relativity.
- c. extralinguistic information.
- d. cryprophasia.

Difficulty: 3

Question ID: 7.1-42

Page Ref: 233

Topic: Do We Think in Words? The Relation between Language and Thought

Skill: Conceptual

Objective: 7.3

Answer: b. linguistic relativity.

Rationale: Linguistic relativity proponents believe that language shapes our thought processes.

- 7.1-43. You just discovered a nomadic people who have lived in the desert their whole lives. Their language contains over 20 words to describe the various types and textures of sand contained in their environment. According to research on linguistic determinism, what is the likely origin for all of these terms?

- a. The people of the tribe created these terms in order to make finer distinctions among the various types of sand they encounter.
- b. Their environment dictated that multiple terms be created to enhance their understanding.
- c. Their thought processes enabled them to make finer distinctions among the different kinds of sand in their environment, so they were able to create a language that reflected their knowledge.
- d. It is impossible to know if the language caused them to think differently about their environment, or the way they perceive their environment caused them to create their language.

Difficulty: 3

Question ID: 7.1-43

Page Ref: 233

Topic: Do We Think in Words? The Relation between Language and Thought

Skill: Applied

Objective: 7.3

Answer: d. It is impossible to know if the language caused them to think differently about their environment, or the way they perceive their environment caused them to create their language.

Rationale: We can't be sure whether having 20 terms for sand caused the people to make finer distinctions, or whether the tendency to make fine distinctions caused the development of 20 terms.

- 7.1-44. Research on the relation between cognition and language suggests that
- a. cultures that have only two "color" words, dark and bright, cannot distinguish other colors.
 - b. language shapes all aspects of perception, thought, and memory.
 - c. language cannot affect thinking and memory.
 - d. some aspects of thinking are more vulnerable to language influence than others.

Difficulty: 2

Question ID: 7.1-44

Page Ref: 233–234

Topic: Do We Think in Words? The Relation between Language and Thought

Skill: Conceptual

Objective: 7.3

Answer: d. some aspects of thinking are more vulnerable to language influence than others.

Rationale: Researchers have found cases in which language influenced memory and thinking, but have also found cases in which language doesn't influence thought, such as in the color categorization study discussed in the text.

- 7.1-45. According to the Sapir-Whorf hypothesis, a person's native language influences
- thinking processes.
 - the understanding of syntax.
 - the speed with which the language is acquired.
 - the length of the critical period.

Difficulty: 2

Question ID: 7.1-45

Page Ref: 233–234

Topic: Do We Think in Words? The Relation between Language and Thought

Skill: Conceptual

Objective: 7.3

Answer: a. thinking processes.

Rationale: The Sapir-Whorf hypothesis is that language influences several aspects of thought.

- 7.1-46. Behaviorists attempted to explain thinking in the narrow terms of
- feeling and perceiving.
 - stimulus and response.
 - remembering and feeling.
 - believing and deciding.

Difficulty: 2

Question ID: 7.1-46

Page Ref: 234

Topic: Thinking and Reasoning

Skill: Factual

Objective: 7.4

Answer: b. stimulus and response.

- 7.1-47. One explanation for schizophrenia holds that schizophrenics have difficulty in filtering their attention. This is most closely related to the concept of
- cognitive economy.
 - schema development.
 - chunking.
 - top-down processing.

Difficulty: 3

Question ID: 7.1-47

Page Ref: 234–235

Topic: Cognitive Economy—Imposing Order on Our World

Skill: Conceptual

Objective: 7.4

Answer: a. cognitive economy.

Rationale: Cognitive economy refers to the fact that we process a tremendous amount of information, and need to simplify it somehow. This tendency keeps the information we need for decision making to a manageable minimum.

- 7.1-48. Because our snap judgments are often “good bets,” the tendency to use heuristics and intuition might be considered
- adaptive.
 - maladaptive.
 - a failure of cognitive miserliness.
 - too risky.

Difficulty: 1

Question ID: 7.1-48

Page Ref: 235–236

Topic: Cognitive Economy—Imposing Order on Our World

Skill: Applied

Objective: 7.4

Answer: a. adaptive.

Rationale: Our tendency to be cognitive misers allows us to make quick, efficient, and often accurate decisions.

- 7.1-49. Nigel is out on a blind date. He decides after only 5 minutes with this new woman that he likes her. Is this snap decision a wise one?
- Yes; our mental shortcuts are often accurate, especially when judging people.
 - Yes; many people report falling in love immediately or the idea of love at first sight.
 - No; although mental shortcuts are beneficial, snap decisions concerning people are often inaccurate.
 - No; typically when employing mental shortcuts, one needs to gather as much information as possible about the situation.

Difficulty: 2

Question ID: 7.1-49

Page Ref: 236

Topic: Cognitive Economy—Imposing Order on Our World

Skill: Applied

Objective: 7.4

Answer: c. No; although mental shortcuts are beneficial, snap decisions concerning people are often inaccurate.

Rationale: While our mental shortcuts are often useful, our quick judgments about people’s personalities (such as those formed during open-ended interviews) are often wrong.

- 7.1-50. Many people drew faulty conclusions about the relative safety of air travel compared to automobile travel in the wake of the September 11, 2001, terrorist attacks. Such poor reasoning was the result of
- thin slicing.
 - hindsight bias.
 - mental sets.
 - the availability heuristic.

Difficulty: 2

Question ID: 7.1-50

Page Ref: 236

Topic: Cognitive Economy—Imposing Order on Our World

Skill: Applied

Objective: 7.4

Answer: d. the availability heuristic.

Rationale: Images of the 9/11/2001 terrorist attacks are readily available in most people’s memory, and led some people to irrationally assume that flying is more dangerous than driving, when in fact it is much less dangerous.

- 7.1-51. Anastasia is building a sand castle at the beach. She is frustrated by the fact that the water keeps washing it away. She has rebuilt the castle five times already, each one a little further from the waves. Her brother Christopher walks up, sees the problem, and proceeds to dig a channel for the water that bypasses her latest sand castle completely. Which cognitive block was Anastasia demonstrating?

- a. Functional fixedness
- b. Convergent thinking
- c. Mental set
- d. Thin slicing

Difficulty: 2

Question ID: 7.1-51

Page Ref: 237

Topic: Problem Solving: More Thinking Hurdles

Skill: Applied

Objective: 7.5

Answer: c. Mental set

Rationale: Mental set occurs when we get stuck in a specific problem-solving strategy and can't see the problem from a new angle.

- 7.1-52. If I am given 10 math problems, and I can and do solve the first 9 in the same way, I may struggle with the last problem if it requires a different method to solve it. This best illustrates the concept of

- a. the salience of surface properties.
- b. thin slicing.
- c. mental sets.
- d. hindsight bias.

Difficulty: 2

Question ID: 7.1-52

Page Ref: 237

Topic: Problem Solving: More Thinking Hurdles

Skill: Applied

Objective: 7.5

Answer: c. mental sets.

Rationale: Mental set occurs when we get stuck in a specific problem-solving strategy and can't see the problem from a new angle.

- 7.1-53. MacGyver, a fictional TV hero, was able to solve nearly any problem with duct tape, chewing gum, and some luck. Which of the following cognitive tendencies was NOT a problem for MacGyver?

- a. Functional fixedness
- b. Linguistic relativity
- c. Mental sets
- d. Availability heuristic

Difficulty: 2

Question ID: 7.1-53

Page Ref: 237–238

Topic: Problem Solving: More Thinking Hurdles

Skill: Applied

Objective: 7.5

Answer: a. Functional fixedness

Rationale: Functional fixedness is our tendency to have trouble imagining uses for objects other than their originally intended uses.

7.1-54. Alex and Nicole just got married. They move into their new apartment and realize they need a coffee table. Alex takes four stacks of old textbooks and forms the legs of the table. He then takes an old piece of cardboard and lays it across the four “legs.” Which cognitive tendency did Alex NOT fall victim to?

- a. Mental set
- b. Functional fixedness
- c. Creative inhibition
- d. Availability heuristic

Difficulty: 2

Question ID: 7.1-54

Page Ref: 237–238

Topic: Problem Solving: More Thinking Hurdles

Skill: Applied

Objective: 7.5

Answer: b. Functional fixedness

Rationale: Functional fixedness is our tendency to have trouble imagining uses for objects other than their originally intended uses.

7.1-55. Greg was just given a task that tests his level of functional fixedness. Which of the following will be most useful to him?

- a. Crystallized intelligence
- b. Fluid intelligence
- c. Creative thinking
- d. His imagination

Difficulty: 3

Question ID: 7.1-55

Page Ref: 237–238, 240

Topic: Problem Solving: More Thinking Hurdles

Skill: Applied

Objective: 7.5

Answer: b. Fluid intelligence

Rationale: Fluid intelligence is the ability to learn new ways of solving problems, so it would be helpful in overcoming functional fixedness.

7.1-56. My exposure to the typical use of objects in my culture may render me less able to find novel solutions to problems. This is referred to as

- a. functional fixedness.
- b. availability heuristic.
- c. mental sets.
- d. salience of surface characteristics.

Difficulty: 1

Question ID: 7.1-56

Page Ref: 237–238

Topic: Problem Solving: More Thinking Hurdles

Skill: Factual

Objective: 7.5

Answer: a. functional fixedness.

7.1-57. The last time that Tom made banana bread, it didn't taste very good. He hypothesizes that the bread had too much salt in it and decides to remove the salt the next time he bakes it. This best illustrates the concept of

- a. disconfirming strategy use.
- b. functional fixedness.
- c. confirming strategy use.
- d. mental set.

Difficulty: 3

Question ID: 7.1-57

Page Ref: 238

Topic: Problem Solving: More Thinking Hurdles

Skill: Applied

Objective: 7.5

Answer: a. disconfirming strategy use.

Rationale: A disconfirming strategy involves testing a hypothesis in a way that allows one to disprove it, and is preferable to a confirming strategy.

7.1-58. What famous quote from the movie *Forrest Gump* best exemplifies Boring's dictum?

- a. "Life is like a box of chocolates."
- b. "Run, Forrest, run!"
- c. "Stupid is as stupid does."
- d. "My name is Forrest... Forrest Gump."

Difficulty: 2

Question ID: 7.1-58

Page Ref: 239

Topic: What Is Intelligence? Definitional Confusion

Skill: Applied

Objective: 7.6

Answer: c. "Stupid is as stupid does."

Rationale: Boring's dictum holds that intelligence is "whatever intelligence tests measure."

7.1-59. With all the controversy that surrounds intelligence testing, what is the most likely explanation as to why it is still a good predictor of classroom performance?

- a. The original intelligence tests were focused on predicting academic achievement.
- b. Many teachers focus their lessons on items contained on those intelligence tests.
- c. Most intelligence tests focus on vision and hearing, which are both important in the classroom.
- d. The creators of the first intelligence test were focused on special learners, so the test was not as difficult as it should have been.

Difficulty: 3

Question ID: 7.1-59

Page Ref: 239

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: a. The original intelligence tests were focused on predicting academic achievement.

Rationale: It should not be surprising that intelligence tests are a reasonable predictor of academic performance, because they were originally designed to identify which French children needed extra help.

7.1-60. Who is engaged in abstract thinking?

- a. Susie, who says that most apples are colored red
- b. Benito, who says the sun might explode one day
- c. Gene, who argues that the Red Sox are better than the Yankees this year
- d. Marlita, who says her favorite television show is Hannah Montana

Difficulty: 2

Question ID: 7.1-60

Page Ref: 239

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: b. Benito, who says the sun might explode one day.

Rationale: Abstract thinking is the ability to understand hypothetical concepts, rather than just the here-and-now.

7.1-61. Ms. Bouvier is a first grade teacher. She has just given Chelsea her screening test in the area of reading. Chelsea scored very high in word recognition, so Ms. Bouvier assumes she will score high on the rest of the test. It is clear that Ms. Bouvier believes in the _____ factor of intelligence.

- a. *g*
- b. *s*
- c. *a*
- d. *r*

Difficulty: 1

Question ID: 7.1-61

Page Ref: 239–240

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: a. *g*

Rationale: General intelligence, or *g*, is the idea that intelligence is one thing; a hypothetical factor that accounts for differences in intelligence among people.

7.1-62. The original purpose of the first intelligence test was to identify which children were

- a. in need of special educational assistance.
- b. likely to do well in school.
- c. likely to benefit from vocational education.
- d. in need of accelerated instruction.

Difficulty: 1

Question ID: 7.1-62

Page Ref: 239

Topic: Definitions of Intelligence

Skill: Factual

Objective: 7.6

Answer: a. in need of special educational assistance.

7.1-63. Which researcher studied the effects of sensory abilities on intelligence?

- a. Alfred Binet
- b. Henri Simon
- c. Sir Francis Galton
- d. Charles Spearman

Difficulty: 3

Question ID: 7.1-63

Page Ref: 239

Topic: Definitions of Intelligence

Skill: Factual

Objective: 7.6

Answer: c. Sir Francis Galton

7.1-64. Alfred Binet and Sir Francis Galton would have likely disagreed about the extent to which

- a. our senses influence intelligence.
- b. tests can measure intelligence.
- c. intelligence tests were reliable.
- d. intelligence tests were objective measures.

Difficulty: 3

Question ID: 7.1-64

Page Ref: 239

Topic: Definitions of Intelligence

Skill: Factual

Objective: 7.6

Answer: a. our senses influence intelligence.

7.1-65. According to Spearman, it is one's _____ intelligence that produces the positive correlations found between math, reading scores, and visual perception tests.

- a. general
- b. emotional
- c. crystallized
- d. fluid

Difficulty: 2

Question ID: 7.1-65

Page Ref: 239–240

Topic: Definitions of Intelligence

Skill: Factual

Objective: 7.6

Answer: a. general

7.1-66. Who would have supported the notion that intelligence resulted from a single ability and could be represented by a single test score?

- a. Gardner
- b. Spearman
- c. Sternberg
- d. Binet

Difficulty: 3

Question ID: 7.1-66

Page Ref: 239–240

Topic: Definitions of Intelligence

Skill: Factual

Objective: 7.6

Answer: b. Spearman

- 7.1-67. Brandon can name all 50 states and capitals. Which type of intelligence is he relying most on?
- a. Semantic
 - b. Fluid
 - c. Crystallized
 - d. Static

Difficulty: 2

Question ID: 7.1-67

Page Ref: 240

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: c. Crystallized

Rationale: Crystallized intelligence is our accumulated knowledge about the world.

- 7.1-68. Whose theory suggests that Tiger Woods's ability to hit a golf ball might be considered a form of intelligence?
- a. Spearman
 - b. Galton
 - c. Binet
 - d. Gardner

Difficulty: 2

Question ID: 7.1-68

Page Ref: 240–241

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: d. Gardner

Rationale: Gardner's theory of multiple intelligences holds that many different human abilities could be considered forms of intelligence, including linguistic, interpersonal, and bodily-kinesthetic (as in Woods's case).

- 7.1-69. Which individual is most likely to resist the idea of Gardner's model of multiple intelligences?
- a. A concert pianist
 - b. A professional football player
 - c. A college professor
 - d. An artist

Difficulty: 2

Question ID: 7.1-69

Page Ref: 240–241

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: c. A college professor

Rationale: Assuming we would all like to think of ourselves as intelligent, a college professor who achieved well in academia and is high in general intelligence, or *g*, might be more likely to reject the idea that multiple "intelligences" are valid measures. In contrast, measures that consider musical, bodily-kinesthetic, and spatial intelligences might be more appealing to the other individuals.

7.1-70. What represents one of the difficulties with Gardner's theory of intelligence?

- a. Replicability
- b. Diversity
- c. Accuracy
- d. Falsifiability

Difficulty: 2

Question ID: 7.1-70

Page Ref: 240

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: d. Falsifiability

Rationale: Gardner's theory is not falsifiable, because he hasn't developed formal tests to measure the independence of the different intelligences.

7.1-71. Corrie is well liked by all her classmates. She has lots of friends and is always one of the first people chosen whenever there are group projects. According to Sternberg, at which type of intelligence does Corrie likely excel?

- a. Naturalistic
- b. Practical
- c. Analytical
- d. Creative

Difficulty: 2

Question ID: 7.1-71

Page Ref: 240

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: b. Practical

Rationale: According to Sternberg, people who are high in practical intelligence are able to "think on their feet" and make good decisions, especially when dealing with other people.

7.1-72. Justin was an average student in school. He ultimately earned his college degree, barely maintaining a "C" average. He has since been named manager of a local retail store and is responsible for the store's unprecedented success. According to Sternberg, at what type of intelligence does Justin excel?

- a. Social
- b. Practical
- c. Analytical
- d. Creative

Difficulty: 2

Question ID: 7.1-72

Page Ref: 240

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: b. Practical

Rationale: According to Sternberg, people who are high in practical intelligence are able to "think on their feet" and make good decisions, especially when dealing with other people.

- 7.1-73. It is the end of the month, and Janice still has three bills left: electricity, water, and her car payment. She only has enough money in her account to pay two of the three bills. According to Sternberg, which type of intelligence will she need to rely on to come up with a solution?

- a. Analytical
- b. Social
- c. Creative
- d. Practical

Difficulty: 2

Question ID: 7.1-73

Page Ref: 240

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: d. Practical

Rationale: According to Sternberg, people who are high in practical intelligence are able to “think on their feet” and make good decisions, especially when dealing with other people.

- 7.1-74. The type of intelligence that allows you to learn to play your first few notes on a saxophone is called

- a. crystallized intelligence.
- b. emotional intelligence.
- c. abstract intelligence.
- d. fluid intelligence.

Difficulty: 3

Question ID: 7.1-74

Page Ref: 240

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: d. fluid intelligence.

Rationale: Fluid intelligence allows us to learn new ways of solving problems, such as solving a new puzzle or learning a new skill.

- 7.1-75. Because Ken’s history professor was a college student during the 1970s, he has extraordinary insight and knowledge of facts concerning the Vietnam War era. This knowledge is associated with the term

- a. crystallized intelligence.
- b. fluid intelligence.
- c. general intelligence.
- d. multiple intelligence.

Difficulty: 2

Question ID: 7.1-75

Page Ref: 240

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: a. crystallized intelligence.

Rationale: Crystallized intelligence is knowledge of the world acquired over time.

7.1-76. According to Gardner, there are _____ types of intelligence.

- a. two
- b. four
- c. six
- d. eight

Difficulty: 1

Question ID: 7.1-76

Page Ref: 240

Topic: Definitions of Intelligence

Skill: Factual

Objective: 7.6

Answer: d. eight

7.1-77. According to Sternberg's theory of intelligence, which statement is true?

- a. Creative intelligence is similar to crystallized intelligence.
- b. Practical intelligence involves our ability to use original thinking to solve problems.
- c. Analytical intelligence is similar to Spearman's *g* factor of intelligence.
- d. Practical intelligence is similar to Gardner's naturalistic intelligence.

Difficulty: 3

Question ID: 7.1-77

Page Ref: 240

Topic: Definitions of Intelligence

Skill: Conceptual

Objective: 7.6

Answer: c. Analytical intelligence is similar to Spearman's *g* factor of intelligence.

Rationale: Sternberg developed a triarchic model of intelligence that included three factors: analytical, practical, and creative. Analytical intelligence, or "book smarts," involves our ability to reason logically and is most similar to *g*, the strength of our mental engines.

7.1-78. Regarding Spearman, Gardner, and Sternberg's theories of intelligence, which statement is true?

- a. Gardner's interpersonal intelligence is related to Sternberg's practical intelligence.
- b. Gardner's linguistic intelligence is related to Spearman's *g*.
- c. Gardner's intrapersonal intelligence is related to Sternberg's creative intelligence.
- d. Gardner's bodily-kinesthetic intelligence is related to Sternberg's analytical intelligence.

Difficulty: 3

Question ID: 7.1-78

Page Ref: 240–241

Topic: Definitions of Intelligence

Skill: Conceptual

Objective: 7.6

Answer: a. Gardner's interpersonal intelligence is related to Sternberg's practical intelligence.

Rationale: Sternberg developed a triarchic model of intelligence that included three factors: analytical, practical, and creative. Practical intelligence is our ability to solve real-world problems, especially those involving others, and is similar to Gardner's idea of interpersonal intelligence, which allows us to understand and interact with others.

- 7.1-79. Steve is your most successful salesman. He just seems to have a knack for making people feel at ease. According to Gardner, what type of intelligence is Steve exhibiting?
- Linguistic
 - Interpersonal
 - Intrapersonal
 - Spatial
- Difficulty:** 2
Question ID: 7.1-79
Page Ref: 241
Topic: Definitions of Intelligence
Skill: Applied
Objective: 7.6
Answer: b. Interpersonal
 Rationale: Interpersonal intelligence, as part of Gardner's theory of multiple intelligences, is the ability to understand and interact with others.
- 7.1-80. According to Gardner's theory, with what type of intelligence should scores on the performance tests contained in the WAIS-III correlate?
- Linguistic
 - Logico-mathematical
 - Spatial
 - Bodily-kinesthetic
- Difficulty:** 3
Question ID: 7.1-80
Page Ref: 241, 246
Topic: Definitions of Intelligence
Skill: Applied
Objective: 7.6
Answer: c. Spatial
 Rationale: Gardner's idea of spatial intelligence (ability to think and reason about objects in three-dimensional space) is analogous to the performance (nonverbal) category in the WAIS-III.
- 7.1-81. Kenneth is especially skilled when it comes to chart reading, map reading, and graph reading tasks. According to Gardner, Kenneth's skills reflect _____ intelligence.
- spatial
 - linguistic
 - logic-mathematical
 - naturalistic
- Difficulty:** 1
Question ID: 7.1-81
Page Ref: 241
Topic: Definitions of Intelligence
Skill: Applied
Objective: 7.6
Answer: a. spatial
 Rationale: According to Gardner, spatial intelligence is the ability to think and reason about objects in three-dimensional space.

- 7.1-82. Stephanie's friends describe her as someone who has the uncanny ability to say the right thing at the right time whenever someone is in need. According to Gardner, Stephanie's skills may reflect a type of _____ intelligence.

- a. naturalistic
- b. emotional
- c. interpersonal
- d. intrapersonal

Difficulty: 1

Question ID: 7.1-82

Page Ref: 241

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: c. interpersonal

Rationale: According to Gardner, interpersonal intelligence is the ability to understand and interact well with others.

- 7.1-83. According to Gardner's theory, the famous artist Picasso had talent associated with which form of intelligence?

- a. Naturalistic
- b. Linguistic
- c. Logical
- d. Spatial

Difficulty: 2

Question ID: 7.1-83

Page Ref: 241

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: d. Spatial

Rationale: According to Gardner, spatial intelligence is the ability to think and reason about objects in three-dimensional space.

- 7.1-84. Marcos, a geology professor, has always been fascinated by the study of fossils, shells, and rock formations. According to Gardner, Marcos is strong in the area of _____ intelligence.

- a. kinesthetic
- b. naturalistic
- c. spatial
- d. logical

Difficulty: 1

Question ID: 7.1-84

Page Ref: 241

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: b. naturalistic

Rationale: According to Gardner, naturalistic intelligence is the ability to recognize and understand living things, such as animals and plants.

7.1-85. Professor Bach hands each of his students an eraser. He then asks them to list as many possible uses for the eraser as they can think of. Which aspect of thought was Professor Bach exploring?

- a. Divergent thinking
- b. Convergent thinking
- c. Dichotomous thinking
- d. Creative thinking

Difficulty: 2

Question ID: 7.1-85

Page Ref: 242

Topic: The Rest of the Story: Other Dimensions of Intellect

Skill: Applied

Objective: 7.7

Answer: a. Divergent thinking

Rationale: Divergent thinking is the ability to think of many different solutions to a problem; it is associated with creativity.

7.1-86. Marvis, the manager of a large business, always says, “Those are all great ideas, but now we need to pick the best one.” What aspect of thought is Marvis focusing on?

- a. Divergent thinking
- b. Convergent thinking
- c. Dichotomous thinking
- d. Thinking outside the box

Difficulty: 2

Question ID: 7.1-86

Page Ref: 242

Topic: The Rest of the Story: Other Dimensions of Intellect

Skill: Applied

Objective: 7.7

Answer: b. Convergent thinking

Rationale: Convergent thinking is the ability to determine the single best solution to a problem. It is an important component of creativity.

7.1-87. Dillan really wants a turn at the swing, but there are two more children in front of him. If Dillan pushes the other two children out of the way, it will be his turn, but the other children will be angry and might get hurt. What aspect of thought is involved in Dillan’s decision making?

- a. Emotional intelligence
- b. Social intelligence
- c. Ideological intelligence
- d. Empathetic intelligence

Difficulty: 2

Question ID: 7.1-87

Page Ref: 242

Topic: The Rest of the Story: Other Dimensions of Intellect

Skill: Applied

Objective: 7.7

Answer: a. Emotional intelligence

Rationale: Emotional intelligence is the ability to understand our emotions and those of others, and to use the information in our daily lives.

7.1-88. If you want to preserve your level of intelligence, which of the following should you be most concerned with?

- a. A hard blow to the side of your head
- b. A hard blow to the back of your head
- c. A hard blow to the front of your head
- d. None of the above

Difficulty: 2

Question ID: 7.1-88

Page Ref: 243

Topic: Biological Bases of Intelligence

Skill: Applied

Objective: 7.8

Answer: c. A hard blow to the front of your head

Rationale: Although intelligence isn't located in one specific part of the brain, the prefrontal cortex does seem to be important to performing tasks generally associated with intelligence.

7.1-89. Which of the following statements is true concerning the relationship between brain size and intelligence?

- a. The higher the brain volume is, the higher the intelligence test scores.
- b. Higher brain volume causes higher intelligence test scores.
- c. The higher the brain volume is, the lower the intelligence test scores.
- d. Higher brain volume is unrelated to intelligence test scores.

Difficulty: 3

Question ID: 7.1-89

Page Ref: 243

Topic: Biological Bases of Intelligence

Skill: Factual

Objective: 7.8

Answer: a. The higher the brain volume is, the higher the intelligence test scores.

7.1-90. Of the following, which one has the strongest correlation with intelligence?

- a. speed of information processing
- b. creativity
- c. size of the prefrontal cortex
- d. emotional awareness

Difficulty: 3

Question ID: 7.1-90

Page Ref: 243

Topic: Biological Bases of Intelligence

Skill: Factual

Objective: 7.8

Answer: a. speed of information processing

7.1-91. Which of the following methods would be best for investigating the correlates of differences between high and low IQ scorers?

- a. Utilizing brain imaging techniques to investigate which parts of the brain are more active on certain tasks
- b. Utilizing learning styles questionnaires to assess learning preferences
- c. Utilizing personality measures to assess behaviors and attitudes
- d. Utilizing vocational interest inventories to assess future career ambitions

Difficulty: 3

Question ID: 7.1-91

Page Ref: 243

Topic: Biological Bases of Intelligence

Skill: Applied

Objective: 7.8

Answer: a. Utilizing brain imaging techniques to investigate which parts of the brain are more active on certain tasks

Rationale: Researchers studying the biological bases of intelligence have used brain imaging techniques to examine such variables as the size and complexity of various structures, the speed of processing, and, in this case, the level of activity in different brain areas.

7.1-92. Concerning intelligence and memory, intelligence test scores tend to be _____ on short-term memory tests.

- a. positively correlated with scores
- b. negatively correlated with scores
- c. unrelated to scores
- d. inversely correlated with scores

Difficulty: 3

Question ID: 7.1-92

Page Ref: 243

Topic: Biological Bases of Intelligence

Skill: Factual

Objective: 7.8

Answer: a. positively correlated with scores

7.1-93. Which lobes of the cerebral cortex are most active on tasks involving reasoning, planning, and judgment?

- a. Parietal
- b. Temporal
- c. Frontal
- d. Occipital

Difficulty: 2

Question ID: 7.1-93

Page Ref: 243

Topic: Biological Bases of Intelligence

Skill: Factual

Objective: 7.8

Answer: c. Frontal

7.1-94. Who has the highest IQ?

- a. Clarissa, with a mental age of 9 and a chronological age of 9.
- b. Matt, with a mental age of 9 and a chronological age of 10.
- c. Cecilee, with a mental age of 9 and a chronological age of 7.
- d. They would all be so close in IQ; the difference would not be significant.

Difficulty: 1

Question ID: 7.1-94

Page Ref: 244–245

Topic: Two More Controversial Letters: IQ

Skill: Applied

Objective: 7.9

Answer: c. Cecilee, with a mental age of 9 and a chronological age of 7.

Rationale: In children, dividing mental age by chronological age provides a reasonable estimation of the child's intelligence. When mental age is higher than chronological age, IQ would be higher.

7.1-95. William Stern's formula for the intelligence quotient was mental age/chronological age \times 100. What is the IQ of a 12-year-old with a mental age of 9?

- a. 75
- b. 85
- c. 125
- d. 135

Difficulty: 1

Question ID: 7.1-95

Page Ref: 244

Topic: Two More Controversial Letters: IQ

Skill: Applied

Objective: 7.9

Answer: a. 75

Rationale: To calculate IQ using Stern's formula, we would take 9 divided by 12, arriving at .75, then multiply by 100 to obtain a score of 75.

7.1-96. Twelve-year-old Arnold received an IQ test score of 75. According to Stern's formula, what is his mental age?

- a. 5
- b. 7
- c. 9
- d. 10

Difficulty: 3

Question ID: 7.1-96

Page Ref: 244

Topic: Two More Controversial Letters: IQ

Skill: Applied

Objective: 7.9

Answer: c. 9

Rationale: To calculate mental age using Stern's formula, we would multiply chronological age (12) by IQ score divided by 100 (.75), obtaining a mental age of 9.

- 7.1-97. Based on IQ score information as described by Stern, a student with an IQ score of 120 is likely to answer IQ test questions like someone who is age _____, even though the student is only _____.
- 10; 12
 - 12; 11
 - 10; 8
 - 12; 10

Difficulty: 3

Question ID: 7.1-97

Page Ref: 244

Topic: Two More Controversial Letters: IQ

Skill: Conceptual

Objective: 7.9

Answer: d. 12; 10

Rationale: According to Stern, we can obtain IQ by dividing mental age by chronological age. An IQ higher than 120 means that the individual is “smarter” than his or her chronological age. A child who scores at the 12-year-old level but is only 10 would have an IQ of 120.

- 7.1-98. The deviation IQ score
- compares mental age to chronological age.
 - is an IQ score expressed as a standard deviation.
 - is a culture-free IQ score.
 - is an IQ relative to one’s same-aged peers.

Difficulty: 2

Question ID: 7.1-98

Page Ref: 244–245

Topic: Two More Controversial Letters: IQ

Skill: Factual

Objective: 7.9

Answer: d. is an IQ relative to one’s same-aged peers.

- 7.1-99. Which of the following describes the main reason for using the deviation IQ formula instead of Stern’s $MA/CA \times 100$ formula to represent IQ scores?
- Stern’s formula underpredicts IQ scores for those under 20 years old.
 - Stern’s formula is more difficult to calculate.
 - A 90-year-old would not likely be able to achieve an IQ of 100 using Stern’s formula.
 - The older you are, the higher your IQ score will be according to Stern’s formula.

Difficulty: 3

Question ID: 7.1-99

Page Ref: 244–245

Topic: Two More Controversial Letters: IQ

Skill: Conceptual

Objective: 7.9

Answer: c. A 90-year-old would not likely be able to achieve an IQ of 100 using Stern’s formula.

Rationale: Stern’s formula works well for children, but not well for adults, because IQ tends to be stable in adulthood while our chronological age keeps increasing.

- 7.1-100. After being referred for testing, Angela scored 102 on an IQ test. Angela is now likely to be
- placed in a special education class.
 - given accommodations due to her low test scores.
 - left with no special placement.
 - placed in a gifted and talented program.

Difficulty: 2

Question ID: 7.1-100

Page Ref: 244

Topic: Two More Controversial Letters: IQ

Skill: Conceptual

Objective: 7.9

Answer: c. left with no special placement.

Rationale: A score of 100 is considered “average” or “typical” and means that the child is doing fine for her age.

- 7.1-101. Which movement was Hitler’s rise to power and his quest to produce the master race analogous to?
- Ebonics
 - Darwinism
 - Genocide
 - Eugenics

Difficulty: 2

Question ID: 7.1-101

Page Ref: 245

Topic: The Eugenics Movement: Misuses and Abuses of IQ Testing

Skill: Applied

Objective: 7.10

Answer: d. Eugenics

Rationale: Eugenics was a social movement designed to improve the genetic stock of a population by promoting breeding among some people and preventing breeding among others.

- 7.1-102. Which of the following theorists would most likely DISAGREE with the ideals of the eugenics movement?
- Darwin
 - Goddard
 - Galton
 - Gardner

Difficulty: 3

Question ID: 7.1-102

Page Ref: 245

Topic: The Eugenics Movement: Misuses and Abuses of IQ Testing

Skill: Conceptual

Objective: 7.10

Answer: d. Gardner

Rationale: Since Gardner envisioned many different ways to be intelligent, he would likely disagree with the use of IQ scores (one measure of intelligence) to make decisions about who should reproduce.

- 7.1-103. The expressed purpose of the eugenics movement was to improve a population's genetic stock
- by way of delivering increased educational training for those with high IQs.
 - by implementing sterilization plans for those of low IQ to prevent them from breeding.
 - by way of delivering increased educational training for those with low IQs.
 - by way of providing those with low IQ increased access to higher education.

Difficulty: 3

Question ID: 7.1-103

Page Ref: 245

Topic: The Eugenics Movement: Misuses and Abuses of IQ Testing

Skill: Factual

Objective: 7.10

Answer: b. by implementing sterilization plans for those of low IQ to prevent them from breeding.

- 7.1-104. Sterilization laws beginning in 1907 remained on the books in the United States into the
- 1940s.
 - 1950s.
 - 1960s.
 - 1970s.

Difficulty: 2

Question ID: 7.1-104

Page Ref: 245

Topic: The Eugenics Movement: Misuses and Abuses of IQ Testing

Skill: Factual

Objective: 7.10

Answer: d. 1970s.

- 7.1-105. Regarding the historical misuses of IQ testing in the United States, which statement is true?
- Most European immigrants were intellectually deficient and scored low on IQ tests.
 - Most European immigrants scored in the average range of IQ scores.
 - Most European immigrants were considered geniuses based on their IQ scores.
 - Most European immigrants were considered intellectually deficient based on their IQ scores.

Difficulty: 1

Question ID: 7.1-105

Page Ref: 245

Topic: The Eugenics Movement: Misuses and Abuses of IQ Testing

Skill: Factual

Objective: 7.10

Answer: d. Most European immigrants were considered intellectually deficient based on their IQ scores.

- 7.1-106. Which views would the eugenics movement have been most likely to support?
- Using IQ testing as a way to measure the quality of teaching and learning occurring in the schools
 - Using IQ testing as a way to pinpoint areas of weakness in the curriculum
 - Using selective breeding as a way to create an intellectually superior race of people
 - Creating IQ tests that are less culturally and racially biased

Difficulty: 2

Question ID: 7.1-106

Page Ref: 245

Topic: The Eugenics Movement: Misuses and Abuses of IQ Testing

Skill: Conceptual

Objective: 7.10

Answer: c. Using selective breeding as a way to create an intellectually superior race of people

Rationale: Eugenics was a social movement designed to improve the intelligence of a population by promoting breeding among some people and preventing breeding among others.

- 7.1-107. Eugene is being asked to use a number of red and white blocks, containing various designs on the surfaces, to recreate a picture he is shown. What type of test is Eugene taking?
- Fluid
 - Performance
 - Verbal
 - Crystallized

Difficulty: 3

Question ID: 7.1-107

Page Ref: 246

Topic: IQ Testing Today

Skill: Applied

Objective: 7.9

Answer: b. Performance

Rationale: Performance is one of the subscores of the WAIS, and it provides a measure of one's nonverbal IQ.

- 7.1-108. Zoe wants to test the IQ of a group of ESL students who do not speak *any* English. What test might you recommend to her?
- Stanford-Binet
 - Raven's Progressive Matrices
 - WISCIII
 - WPPSI

Difficulty: 2

Question ID: 7.1-108

Page Ref: 246–247

Topic: IQ Testing Today

Skill: Applied

Objective: 7.9

Answer: b. Raven's Progressive Matrices

Rationale: Raven's Progressive Matrices is an example of a culture-fair test; that is, one that does not rely on language or on any particular set of educational experiences.

7.1-109. What is a dominant characteristic of culture-fair IQ tests?

- a. Minimal verbal skills are required.
- b. They feature a large number of items pertaining to the test taker's culture.
- c. They offer a large percentage of math-based questions to reduce the strain on language.
- d. They are always administered orally.

Difficulty: 2

Question ID: 7.1-109

Page Ref: 246

Topic: IQ Testing Today

Skill: Applied

Objective: 7.9

Answer: a. Minimal verbal skills are required.

Rationale: Culture-fair IQ tests feature abstract reasoning items that do not rely on language.

7.1-110. The WAIS consists of a _____ scale and a(n) _____ scale.

- a. verbal; math
- b. verbal; analytical
- c. verbal; reasoning
- d. verbal; performance

Difficulty: 2

Question ID: 7.1-110

Page Ref: 246–247

Topic: IQ Testing Today

Skill: Factual

Objective: 7.9

Answer: d. verbal; performance

7.1-111. One's verbal IQ score on the WAIS primarily relates to which type of intelligence?

- a. Fluid
- b. Crystallized
- c. Emotional
- d. Multiple

Difficulty: 3

Question ID: 7.1-111

Page Ref: 246

Topic: IQ Testing Today

Skill: Factual

Objective: 7.9

Answer: b. Crystallized

7.1-112. Tucker and Lily each scored 110 on the WAIS. Based on their scores, which is true?

- a. If Tucker scored high in math, then Lily scored high in math.
- b. If Tucker scored high in comprehension, then Lily scored high in comprehension.
- c. Two people with the same IQ score could have very different abilities.
- d. Two people with the same IQ score should have the same abilities.

Difficulty: 3

Question ID: 7.1-112

Page Ref: 246

Topic: IQ Testing Today

Skill: Conceptual

Objective: 7.9

Answer: c. Two people with the same IQ score could have very different abilities.

Rationale: The WAIS yields an overall IQ score, a verbal score, and a performance score. People with the same overall score could have variable scores on the other two.

- 7.1-113. Which of the following subscales of the WAIS is LEAST likely to contain culturally biased items?
- a. Vocabulary
 - b. Similarities
 - c. Picture completion
 - d. Comprehension

Difficulty: 3

Question ID: 7.1-113

Page Ref: 246–247

Topic: IQ Testing Today

Skill: Applied

Objective: 7.9

Answer: c. Picture completion

Rationale: Culture-fair IQ tests feature abstract reasoning items that do not rely on language. Of the WAIS subtests listed, picture completion would be the most culture-fair.

- 7.1-114. Which of the following subscales of the WAIS is most likely to contain culturally biased items?
- a. Arithmetic
 - b. Digit span
 - c. Block design
 - d. Comprehension

Difficulty: 3

Question ID: 7.1-114

Page Ref: 246–247

Topic: IQ Testing Today

Skill: Applied

Objective: 7.9

Answer: d. Comprehension

Rationale: Culture-fair IQ tests feature abstract reasoning items that do not rely on language. Of the WAIS subtests listed, comprehension (understanding of social conventions) would be the least culture-fair.

- 7.1-115. Which of the following kinds of items would most likely be found on a culture-fair IQ test?
- a. Picture completion
 - b. Sentence completion
 - c. Vocabulary recognition
 - d. General information

Difficulty: 2

Question ID: 7.1-115

Page Ref: 246–247

Topic: IQ Testing Today

Skill: Applied

Objective: 7.9

Answer: a. Picture completion

Rationale: Culture-fair IQ tests feature abstract reasoning items that do not rely on language. Of the WAIS subtests listed, picture completion items would be the most culture-fair.

7.1-116. Which subtest from the WAIS are you taking if you are asked: “Which direction is on the left side of a compass?”

- a. Comprehension
- b. Similarities
- c. Vocabulary
- d. Information

Difficulty: 3

Question ID: 7.1-116

Page Ref: 247

Topic: IQ Testing Today

Skill: Applied

Objective: 7.9

Answer: d. Information

Rationale: The information test of the WAIS taps into one’s general knowledge.

7.1-117. Information, comprehension, digit span, and similarities are components of which test?

- a. SAT
- b. Stanford-Binet
- c. WAIS
- d. ACT

Difficulty: 2

Question ID: 7.1-117

Page Ref: 247

Topic: IQ Testing Today

Skill: Factual

Objective: 7.9

Answer: c. WAIS

7.1-118. Brenda was asked to name four U.S. presidents as one of her questions on the WAIS. This question falls under the category of

- a. similarities.
- b. vocabulary.
- c. comprehension.
- d. information.

Difficulty: 2

Question ID: 7.1-118

Page Ref: 247

Topic: IQ Testing Today

Skill: Conceptual

Objective: 7.9

Answer: d. information.

Rationale: The information subtest taps a general range of information.

7.1-119. A question asking why people pay taxes would fall under which subscale area of the WAIS?

- a. Comprehension
- b. Information
- c. Vocabulary
- d. Evaluation

Difficulty: 2

Question ID: 7.1-119

Page Ref: 247

Topic: IQ Testing Today

Skill: Conceptual

Objective: 7.9

Answer: a. Comprehension

Rationale: The comprehension subtest assesses one's understanding of social conventions, such as taxes or birth certificates.

7.1-120. The subscale of the WAIS that most substantially assesses short-term memory is

- a. arithmetic.
- b. similarities.
- c. digit span.
- d. vocabulary.

Difficulty: 3

Question ID: 7.1-120

Page Ref: 247

Topic: IQ Testing Today

Skill: Conceptual

Objective: 7.9

Answer: c. digit span.

Rationale: The digit span test requires the examinee to remember and recite a series of digits previously heard, forward or backward.

7.1-121. According to the WAIS, items requiring people to organize scrambled puzzle pieces into complete images would be _____ items.

- a. picture completion
- b. object assembly
- c. picture arrangement
- d. block design

Difficulty: 2

Question ID: 7.1-121

Page Ref: 247

Topic: IQ Testing Today

Skill: Conceptual

Objective: 7.9

Answer: b. object assembly

Rationale: The object assembly test measures one's ability to deal with part/whole relationships; puzzle pieces must be assembled to form a complete object.

- 7.1-122. Ken received a score of 125 on the WAIS and is taking it again in 3 weeks. What should we expect about Ken's upcoming test score?
- Ken should score nearly the same on the second administration of the test.
 - Ken should score slightly higher on the second administration due to item familiarity.
 - Ken should score lower on the second administration because it is hard to replicate such a high score.
 - Ken should score slightly higher on the second administration due to increased motivation.

Difficulty: 2

Question ID: 7.1-122

Page Ref: 247

Topic: Reliability of IQ Scores: Is IQ Forever?

Skill: Conceptual

Objective: 7.9

Answer: a. Ken should score nearly the same on the second administration of the test.

Rationale: The WAIS and similar tests are reliable in adults, meaning that people get about the same score each time they take it.

- 7.1-123. Regarding the stability of IQ test scores throughout the lifespan, which is generally assumed to be true?
- IQ scores in infancy are negatively correlated with IQ scores in adulthood.
 - IQ scores in infancy are not strongly correlated with IQ scores in adulthood.
 - IQ scores in infancy are strongly correlated with IQ scores in adulthood.
 - IQ scores obtained in infancy are relatively stable over time.

Difficulty: 2

Question ID: 7.1-123

Page Ref: 247–248

Topic: Reliability of IQ Scores

Skill: Conceptual

Objective: 7.9

Answer: b. IQ scores in infancy are not strongly correlated with IQ scores in adulthood.

Rationale: Adults taking an IQ test repeatedly can expect to get about the same score each time; in other words, the tests are reliable and the IQ scores reasonably stable. In children, however, IQ scores tend to fluctuate, and there is almost no relationship between early childhood and adult IQ scores.

- 7.1-124. Susan has just been assigned a school project. She wants to choose the best students to help her. The task involves going out into the woods, collecting samples of insects, and creating a presentation for the class. Susan is contemplating giving an IQ test to the entire class and choosing the top three performers to assist her. What advice would you give Susan?
- Tell Susan she is on the right track; the top three scorers should be chosen.
 - Tell Susan she might be making a mistake because some students are poor test takers.
 - Tell Susan that the IQ test may not adequately measure all the skills required for the project.
 - Tell Susan that the IQ test is an excellent predictor of leadership, creativity, and interpersonal skills.

Difficulty: 2

Question ID: 7.1-124

Page Ref: 248

Topic: Validity of IQ Scores: Predicting Life Outcomes

Skill: Applied

Objective: 7.9

Answer: c. Tell Susan that the IQ test may not adequately measure all the skills required for the project.

Rationale: While IQ scores are a reasonable predictor of academic success and job performance, they do not account for the role of motivation, intellectual curiosity, and effort, all of which might be needed for this project.

- 7.1-125. If you discover a near zero correlation between some firefighters' aptitude test scores and their actual performance on the job, you can conclude that the test is
- valid.
 - reliable.
 - not reliable.
 - not valid.

Difficulty: 2

Question ID: 7.1-125

Page Ref: 248

Topic: Validity of IQ Scores: Predicting Life Outcomes

Skill: Applied

Objective: 7.9

Answer: d. not valid.

Rationale: Validity is the extent to which a test measures what it claims to measure or predicts what it claims to predict (in this case, job performance). Higher validity would be shown as a higher correlation between test scores and job performance scores.

- 7.1-126. Ralph is a high school dropout who has recently been involved in some vandalism and petty crimes. You would likely estimate his IQ level to be _____ other kids his age.
- about the same as
 - slightly lower than
 - slightly higher than
 - significantly lower than

Difficulty: 1

Question ID: 7.1-126

Page Ref: 248

Topic: Validity of IQ Scores: Predicting Life Outcomes

Skill: Applied

Objective: 7.9

Answer: b. slightly lower than

Rationale: Adolescents who have been involved in delinquent behaviors tend to have IQs that are about 7 points lower than those of other adolescents.

- 7.1-127. A test that is classified as a "valid" measure is one that
- measures what it is intended to measure.
 - produces repeatable scores over time.
 - allows for comparison across groups of people.
 - produces both repeatable scores and measures what it is intended to measure.

Difficulty: 2

Question ID: 7.1-127

Page Ref: 248

Topic: Validity of IQ Scores: Predicting Life Outcomes

Skill: Factual

Objective: 7.9

Answer: a. measures what it is intended to measure.

- 7.1-128. The correlation between IQ scores and college grades is .5. What does this correlation suggest?
- One's IQ determines one's college grade point average.
 - High levels of intelligence cause students to get good grades.
 - Low levels of intelligence cause students to get bad grades.
 - The higher one's IQ score, the higher one's college grades tend to be.

Difficulty: 2

Question ID: 7.1-128

Page Ref: 248

Topic: Validity of IQ Scores: Predicting Life Outcomes

Skill: Applied

Objective: 7.9

Answer: d. The higher one's IQ score, the higher one's college grades tend to be.

Rationale: The correlation is positive, showing that as one increases the other does as well. Further, a correlation of .5 is moderate, meaning that people with higher IQs tend to get higher college grades, although there are necessarily other factors involved. Finally, correlation is not causation.

- 7.1-129. Which of the following examples describes a test that has low validity?
- A teacher uses a multiple-choice test to measure public speaking ability.
 - A teacher administers a test twice and finds that students' scores are not correlated.
 - A teacher administers a test twice and finds that students' scores are correlated.
 - A teacher uses a presentation grade to measure public speaking ability.

Difficulty: 2

Question ID: 7.1-129

Page Ref: 248

Topic: Validity of IQ Scores: Predicting Life Outcomes

Skill: Applied

Objective: 7.9

Answer: a. A teacher uses a multiple-choice test to measure public speaking ability.

Rationale: Validity is the extent to which a test measures what it claims to measure. A multiple-choice test is unlikely to reveal anything meaningful about an individual's public speaking ability.

- 7.1-130. Which of the following is true concerning IQ correlations?
- There is a positive correlation between IQ scores and poor health habits.
 - There is a negative correlation between IQ scores and delinquency levels.
 - There is a positive correlation between IQ scores and delinquency levels.
 - There is a negative correlation between IQ scores and job performance.

Difficulty: 2

Question ID: 7.1-130

Page Ref: 248

Topic: Validity of IQ Scores: Predicting Life Outcomes

Skill: Factual

Objective: 7.9

Answer: b. There is a negative correlation between IQ scores and delinquency levels.

7.1-131. Regarding bell curve assumptions, about _____ of the population will achieve an IQ test score above 150.

- a. 15 percent
- b. 10 percent
- c. 5 percent
- d. 2 percent

Difficulty: 3

Question ID: 7.1-131

Page Ref: 248

Topic: A Tale of Two Tails: From Mental Retardation to Genius

Skill: Conceptual

Objective: 7.9

Answer: d. 2 percent

Rationale: In a bell curve distribution, most people will have scores in the middle (in this case, 95 percent have IQs between 70 and 130), while a few will have scores at each end (very high or very low).

7.1-132. An IQ in the range of _____ may lead to a classification of mental retardation.

- a. 85–89
- b. 79–84
- c. 73–78
- d. 67–72

Difficulty: 2

Question ID: 7.1-132

Page Ref: 249

Topic: A Tale of Two Tails: From Mental Retardation to Genius

Skill: Factual

Objective: 7.9

Answer: d. 67–72

7.1-133. Although those with high IQs are found across professional fields, which of the following professional groups tends to obtain the highest average IQs?

- a. Social workers
- b. Law enforcement officers
- c. College professors
- d. Electricians

Difficulty: 2

Question ID: 7.1-133

Page Ref: 249

Topic: A Tale of Two Tails: From Mental Retardation to Genius

Skill: Factual

Objective: 7.9

Answer: c. College professors

- 7.1-134. Which of the following individuals would NOT be considered mentally retarded?
- Camille, who has an IQ of 67 as a result of a motorcycle accident when she was 35.
 - Ivan, who has an IQ of 69 and lives with his mother.
 - Jess, who has an IQ of 68 and lives by herself.
 - Both A and C are correct.

Difficulty: 3

Question ID: 7.1-134

Page Ref: 249

Topic: A Tale of Two Tails: From Mental Retardation to Genius

Skill: Applied

Objective: 7.9

Answer: d. Both A and C are correct.

Rationale: The criteria for mental retardation include onset before adulthood (ruling out Camille), IQ below about 70, and problems caring for oneself (ruling out Jess).

- 7.1-135. Research involving family and adoption studies has demonstrated that
- the higher the percentage of shared genes between people, the higher their IQ correlations will be.
 - siblings reared together and cousins reared together have similar IQ correlations.
 - the correlations between the IQ scores of cousins reared together are very strong.
 - the correlations between the IQ scores of identical twins reared together are negative.

Difficulty: 2

Question ID: 7.1-135

Page Ref: 251

Topic: Exploring Genetic and Environmental Influences on IQ

Skill: Factual

Objective: 7.11

Answer: a. the higher the percentage of shared genes between people, the higher their IQ correlations will be.

- 7.1-136. Which of the following is true concerning research findings from twin studies?
- Identical twins and fraternal twins share similarly high IQ correlations.
 - Fraternal twins have more similar IQ scores than identical twins.
 - Identical twins have more similar IQ scores than fraternal twins.
 - Identical twins raised together have less similar scores than identical twins raised apart.

Difficulty: 2

Question ID: 7.1-136

Page Ref: 251

Topic: Exploring Genetic and Environmental Influences on IQ

Skill: Factual

Objective: 7.11

Answer: c. Identical twins have more similar IQ scores than fraternal twins.

7.1-137. Identical twins tend to have IQ correlations around .7, whereas fraternal twins tend to have IQ correlations of about .3. What do these correlations suggest?

- a. Identical twins have very similar IQs while fraternal twins do not.
- b. Both identical twins and fraternal twins have similar IQs.
- c. Fraternal twins have very similar IQs while identical twins do not.
- d. Neither identical twins or fraternal twins have very similar IQs.

Difficulty: 1

Question ID: 7.1-137

Page Ref: 251

Topic: Exploring Genetic and Environmental Influences on IQ

Skill: Factual

Objective: 7.11

Answer: a. Identical twins have very similar IQs while fraternal twins do not.

7.1-138. The Flynn effect refers to the finding that IQ scores

- a. have stayed the same over the last decade.
- b. have steadily increased over the last few decades.
- c. have steadily decreased over the last few decades.
- d. are negatively correlated with education levels.

Difficulty: 2

Question ID: 7.1-138

Page Ref: 252

Topic: Exploring Genetic and Environmental Influences on IQ

Skill: Factual

Objective: 7.11

Answer: b. have steadily increased over the last few decades.

7.1-139. According to the Flynn effect, for at least several generations,

- a. the IQ scores of the children are higher than those of their parents.
- b. the IQ scores of the children are lower than those of their parents.
- c. the IQ scores of both children and parents have remained about the same.
- d. there is no correlation between the IQ scores of children and their parents.

Difficulty: 2

Question ID: 7.1-139

Page Ref: 252

Topic: Exploring Genetic and Environmental Influences on IQ

Skill: Applied

Objective: 7.11

Answer: a. the IQ scores of the children are higher than those of their parents.

Rationale: The Flynn effect is the finding that IQ scores have been rising each decade.

7.1-140. General findings concerning gender differences and IQ scores reveal that compared to men, women tend to score higher on

- a. spatial ability tasks.
- b. verbal tasks.
- c. advanced math reasoning tasks.
- d. geographical tasks.

Difficulty: 2

Question ID: 7.1-140

Page Ref: 253

Topic: Group Differences in IQ: The Science and the Politics

Skill: Factual

Objective: 7.12

Answer: b. verbal tasks.

- 7.1-141. No matter how hard she tries, Karen can never seem to do as well as her brother when it comes to tasks such as reading maps, solving mazes, or mentally orienting objects in proper fashion. Karen's experience

- a. is cause for concern and may reflect damage in the prefrontal cortex.
- b. is cause for concern and may reflect perceptual problems.
- c. is not cause for concern as this is a naturally occurring phenomenon.
- d. is not cause for concern because her brother likely has a special talent.

Difficulty: 2

Question ID: 7.1-141

Page Ref: 254

Topic: Group Differences in IQ: The Science and the Politics

Skill: Conceptual

Objective: 7.12

Answer: c. is not cause for concern as this is a naturally occurring phenomenon.

Rationale: Men tend to do better on most tasks involving spatial ability.

- 7.1-142. Dr. Cho wants to know if differences in the growth rate of fish are based on genetics or the environment. He buys two fish. Fish 1 is fed everyday, while fish 2 is fed every other day. At the end of a month, fish 1 is nearly 15 percent larger than fish 2. Considering the fish have nearly identical genetic makeup, what can Dr. Cho conclude?

- a. Environmental changes can account for all the differences in growth rate.
- b. Genetic influences must account for a majority of the differences in growth rate.
- c. Environmental conditions were more favorable for fish 2.
- d. Differences in growth rate cannot be determined by his simple experiment.

Difficulty: 3

Question ID: 7.1-142

Page Ref: 255

Topic: Group Differences in IQ: The Science and the Politics

Skill: Applied

Objective: 7.12

Answer: a. Environmental changes can account for all the differences in growth rate.

Rationale: The authors discuss a "thought experiment" involving plants that shows how between-group differences that seem to be genetic may be entirely due to environment.

- 7.1-143. If the correlation between SAT scores and college grades is _____ for women and _____ for men, the SAT would be termed a biased test.

- a. .7; .3
- b. .7; .8
- c. .7; .6
- d. .7; .7

Difficulty: 3

Question ID: 7.1-143

Page Ref: 255–256

Topic: Group Differences in IQ: The Science and the Politics

Skill: Applied

Objective: 7.12

Answer: a. .7; .3

Rationale: A test is not biased just because different groups tend to get different scores; it is biased if it differentially predicts outcomes for different groups. Test bias would be seen as a dramatically different correlation between test scores and outcomes for one versus another group.

7.1-144. Research on stereotype threat suggests

- a. that you will do poorly on a test if you believe you will do poorly.
- b. racial differences in IQ likely reflect societal disadvantages between groups.
- c. is a fear that we may confirm a negative stereotype.
- d. all of the above.

Difficulty: 2

Question ID: 7.1-144

Page Ref: 257

Topic: Group Differences in IQ: The Science and the Politics

Skill: Factual

Objective: 7.12

Answer: d. all of the above

7.1-145. Which of the following is an example of “stereotype threat”?

- a. Juliana becomes anxious when told that women perform worse than men on standardized math tests but she uses this as incentive to earn a high score on the SAT math section.
- b. Juliana becomes anxious when told that women perform worse than men on standardized math tests and even though she is a gifted mathematician she performs below average on the SAT math section.
- c. Juliana is told that women perform worse than men on standardized math tests but she ignores this information and earns a high score on the SAT math section.
- d. Juliana is told that women perform worse than men on standardized math tests but her preparation for the test allows her to earn a high score on the SAT math section.

Difficulty: 3

Question ID: 7.1-145

Page Ref: 257

Topic: Group Differences in IQ: The Science and the Politics

Skill: Applied

Objective: 7.12

Answer: b. Juliana becomes anxious when told that women perform worse than men on standardized math tests and even though she is a gifted mathematician she performs below average on the SAT math section.

Rationale: Stereotype threat occurs when knowledge that one is expected to perform worse on a test than those in some other group leads one to perform less well than he or she could.

7.1-146. Taylor is the only girl on her baseball team. Today she will be playing in the championship game and is worried that she will “choke” (not be able to play as well as she usually does) because she was told that girls always “choke” in the big games. What concept is being represented?

- a. Between-group heritability
- b. Confirmation bias
- c. Stereotype threat
- d. Test bias

Difficulty: 2

Question ID: 7.1-146

Page Ref: 257

Topic: Group Differences in IQ: The Science and the Politics

Skill: Applied

Objective: 7.12

Answer: c. Stereotype threat

Rationale: Stereotype threat occurs when knowledge that one is expected to perform worse on a task than those in some other group leads one to perform less well than he or she could.

- 7.1-147. Jackie Robinson, the first African-American to play in the major leagues, was told all his life that he was inferior. Yet time after time he was able to outperform many of the other players on the field. Which potential problem did Jackie Robinson overcome?

- a. Test bias
- b. Heritability
- c. Low self-esteem
- d. Stereotype threat

Difficulty: 2

Question ID: 7.1-147

Page Ref: 257

Topic: Group Differences in IQ: The Science and the Politics

Skill: Applied

Objective: 7.12

Answer: d. Stereotype threat

Rationale: Stereotype threat occurs when knowledge that one is expected to perform worse on a task than those in some other group leads one to perform less well than he or she could.

Fill-in-the-Blank

- 7.2-1. Most of our ability to communicate does not require conscious processing, meaning it is _____.

Difficulty: 2

Question ID: 7.2-1

Page Ref: 226

Topic: Introduction

Skill: Conceptual

Objective: 7.1

Answer: implicit

- 7.2-2. _____ processing allows us to follow a conversation like the following. “Sssup” says Pete. “Nada,” replies Ken and adds “Friday night?” “You know it,” says Pete.

Difficulty: 3

Question ID: 7.2-2

Page Ref: 226

Topic: Introduction

Skill: Applied

Objective: 7.1

Answer: Implicit

- 7.2-3. _____ is a system of communication that combines symbols according to rules and in a way that conveys meaning.

Difficulty: 1

Question ID: 7.2-3

Page Ref: 226

Topic: How Does Language Work?

Skill: Factual

Objective: 7.1

Answer: Language

7.2-4. Social context and the use of gestures and facial expressions by the speaker are examples of _____.

Difficulty: 2
Question ID: 7.2-4
Page Ref: 227
Topic: The Features of Language
Skill: Factual
Objective: 7.1
Answer: extralinguistic information

7.2-5. To say that using and interpreting language typically requires little attention is to say that it is _____.

Difficulty: 2
Question ID: 7.2-5
Page Ref: 227
Topic: The Features of Language
Skill: Conceptual
Objective: 7.1
Answer: automatic

7.2-6. The phrase “home I yesterday left” is lacking _____.

Difficulty: 3
Question ID: 7.2-6
Page Ref: 227
Topic: The Features of Language
Skill: Applied
Objective: 7.1
Answer: syntax

7.2-7. Most babies begin to roll over around 3 months, crawl at around 7 months, and take their first steps at about a year. The sequence mimics the language progression of _____ in most infants.

Difficulty: 3
Question ID: 7.2-7
Page Ref: 227–228
Topic: How Do Children Learn Language?
Skill: Applied
Objective: 7.1
Answer: babbling

7.2-8. By the time they are roughly a year old, babies tend to use the _____ of their native language when babbling.

Difficulty: 2
Question ID: 7.2-8
Page Ref: 228
Topic: How Do Children Learn Language?
Skill: Factual
Objective: 7.1
Answer: phonemes

7.2-9. When year-old babies babble in such a way that nonsense syllables sound meaningful, they take on a(n) _____ tone.

Difficulty: 1
Question ID: 7.2-9
Page Ref: 228
Topic: How Do Children Learn Language?
Skill: Factual
Objective: 7.1
Answer: conversational

7.2-10. _____ means that there are an infinite number of unique sentences to be created by combining words in novel ways.

Difficulty: 2
Question ID: 7.2-10
Page Ref: 229–230
Topic: How Do Children Learn Language?
Skill: Applied
Objective: 7.1
Answer: Generativity

7.2-11. The children's show *Teletubbies* featured four silly characters that engaged in unintelligible speech. In terms of its effect on children, the proponents of the _____ account of language acquisition would be most disturbed by the Teletubbies' speech.

Difficulty: 2
Question ID: 7.2-11
Page Ref: 229–230
Topic: How Do Children Learn Language?
Skill: Applied
Objective: 7.1
Answer: imitation (or behaviorist)

7.2-12. The social pragmatics account of language development emphasizes the ability of the child to make _____ based on social interaction.

Difficulty: 3
Question ID: 7.2-12
Page Ref: 230
Topic: How Do Children Learn Language?
Skill: Conceptual
Objective: 7.1
Answer: inferences

7.2-13. The _____ account holds that language is not a specialized ability, but rather an application of overall skills that children employ to navigate their world successfully.

Difficulty: 2
Question ID: 7.2-13
Page Ref: 230
Topic: How Do Children Learn Language?
Skill: Factual
Objective: 7.1
Answer: general cognitive processing

- 7.2-14. One could say that the communication between the teacher and the children on the Charlie Brown cartoon represented a form of _____, because no one else could understand it.

Difficulty: 3
Question ID: 7.2-14
Page Ref: 230–231
Topic: How Do Children Learn Language?
Skill: Applied
Objective: 7.1
Answer: cryptophasia

- 7.2-15. Sign language requires the signer to use his or her face, hands, body, and “ _____ ” to communicate.

Difficulty: 2
Question ID: 7.2-15
Page Ref: 231
Topic: Special Cases of Language Learning
Skill: Factual
Objective: 7.1
Answer: sign space

- 7.2-16. One problem encountered in studying sign language is that the majority of deaf babies are born to _____.

Difficulty: 1
Question ID: 7.2-16
Page Ref: 231
Topic: Special Cases of Language Learning
Skill: Factual
Objective: 7.1
Answer: hearing parents

- 7.2-17. Spoken English and American Sign Language have _____ syntactic structures.

Difficulty: 1
Question ID: 7.2-17
Page Ref: 231
Topic: Special Cases of Language Learning
Skill: Factual
Objective: 7.1
Answer: different

- 7.2-18. The Robertsons have just adopted a 2-year-old Korean girl. Unfortunately, they do not speak Korean, but are trying to learn it. Their instruction in Korean for their little girl mimics the instruction many _____ babies receive from their parents.

Difficulty: 3
Question ID: 7.2-18
Page Ref: 231
Topic: Special Cases of Language Learning
Skill: Applied
Objective: 7.1
Answer: deaf

- 7.2-19. In addition to the bonobo, the _____ appears to use language in a way that is more similar to human use than other animals.

Difficulty: 3
Question ID: 7.2-19
Page Ref: 232
Topic: Nonhuman Animal Communication
Skill: Factual
Objective: 7.2
Answer: African gray parrot

- 7.2-20. You are currently attempting to teach your pet bonobo basic language skills. You know that it will be a lengthy process. Most likely you will achieve much success but will run into a roadblock when it comes to teaching him _____.

Difficulty: 3
Question ID: 7.2-20
Page Ref: 232
Topic: Nonhuman Animal Communication
Skill: Applied
Objective: 7.2
Answer: syntax (or grammar)

- 7.2-21. Though probably a myth, the commonly held belief that Inuits have 1,000 words for snow is an example of _____.

Difficulty: 3
Question ID: 7.2-21
Page Ref: 233
Topic: Do We Think in Words? The Relation between Language and Thought
Skill: Factual
Objective: 7.3
Answer: linguistic determinism

- 7.2-22. Professor Rashotte says, “Young children are limited in their ability to think because they possess limited vocabularies.” This professor is a firm believer in _____.

Difficulty: 3
Question ID: 7.2-22
Page Ref: 233
Topic: Do We Think in Words? The Relation between Language and Thought
Skill: Applied
Objective: 7.3
Answer: linguistic determinism

- 7.2-23. Dr. Castillow is a psychologist who is interested in developing a new intelligence test. A major obstacle with which she will have to deal is first developing a(n) _____ of intelligence on which everyone can agree.

Difficulty: 1
Question ID: 7.2-23
Page Ref: 239
Topic: What Is Intelligence? Definitional Confusion
Skill: Applied
Objective: 7.6
Answer: definition

7.2-24. The first intelligence test, created by Binet and Simon, was originally intended to assess the need for _____.

Difficulty: 2
Question ID: 7.2-24
Page Ref: 239
Topic: Definitions of Intelligence
Skill: Factual
Objective: 7.6
Answer: special education

7.2-25. _____ hypothesized that there was one single common factor (*g*) that accounted for the intellectual differences among people.

Difficulty: 1
Question ID: 7.2-25
Page Ref: 239–240
Topic: Definitions of Intelligence
Skill: Factual
Objective: 7.6
Answer: Spearman

7.2-26. Your *overall* score on the WAIS represents Spearman's idea of the *g* factor, while your score on the block design subtest represents his idea of the _____.

Difficulty: 3
Question ID: 7.2-26
Page Ref: 239–240
Topic: Definitions of Intelligence
Skill: Applied
Objective: 7.6
Answer: *s* factor

7.2-27. Psychologists often ask the question: "Does schooling make us smarter?" The most probable answer is yes, since the original intelligence test was designed to predict _____ success.

Difficulty: 2
Question ID: 7.2-27
Page Ref: 239
Topic: Definitions of Intelligence
Skill: Applied
Objective: 7.6
Answer: academic

7.2-28. _____ intelligence refers to the accumulated knowledge we acquire as we age.

Difficulty: 1
Question ID: 7.2-28
Page Ref: 240
Topic: Definitions of Intelligence
Skill: Factual
Objective: 7.6
Answer: Crystallized

- 7.2-29. _____ suggested that intelligence could be comprised of musical ability, athletic ability, interpersonal skills, and public speaking ability.

Difficulty: 1
Question ID: 7.2-29
Page Ref: 240
Topic: Definitions of Intelligence
Skill: Factual
Objective: 7.6
Answer: Gardner

- 7.2-30. _____ proposed that intelligence was comprised of analytical, practical, and creative thinking skills.

Difficulty: 2
Question ID: 7.2-30
Page Ref: 240
Topic: Definitions of Intelligence
Skill: Factual
Objective: 7.6
Answer: Sternberg

- 7.2-31. Contestants on the game show “Who Wants to be a Millionaire?” are relying primarily on their _____ intelligence.

Difficulty: 3
Question ID: 7.2-31
Page Ref: 240
Topic: Definitions of Intelligence
Skill: Applied
Objective: 7.6
Answer: crystallized

- 7.2-32. Randy grew up driving cars with automatic transmissions. He just arrived at the rental car agency, where he was informed that all of their cars have manual transmissions. Randy will have to rely on his _____ intelligence to be able to drive away in his rental car.

Difficulty: 3
Question ID: 7.2-32
Page Ref: 240
Topic: Definitions of Intelligence
Skill: Applied
Objective: 7.6
Answer: fluid

- 7.2-33. Among intelligence theorists, _____ might support the idea of taking students out of their reading and math classes to receive extra help in physical education?

Difficulty: 3
Question ID: 7.2-33
Page Ref: 240–241
Topic: Definitions of Intelligence
Skill: Applied
Objective: 7.6
Answer: Gardner

- 7.2-34. As a child, Evan was neglected by his parents and eventually ended up on the streets. According to Sternberg, Evan is likely to score high on a test of _____ intelligence.

Difficulty: 2
Question ID: 7.2-34
Page Ref: 240
Topic: Definitions of Intelligence
Skill: Applied
Objective: 7.6
Answer: practical

- 7.2-35. Gardner's intelligence type that is associated with the ability to excel in the arena of sports is called _____.

Difficulty: 2
Question ID: 7.2-35
Page Ref: 241
Topic: Definitions of Intelligence
Skill: Factual
Objective: 7.6
Answer: bodily-kinesthetic

- 7.2-36. According to Gardner, a safari guide from Botswana in Africa will be relying primarily on _____ intelligence when he takes his parties out onto the savannah.

Difficulty: 3
Question ID: 7.2-36
Page Ref: 241
Topic: Definitions of Intelligence
Skill: Applied
Objective: 7.6
Answer: naturalistic

- 7.2-37. According to Gardner, the guidance counselor at your school should possess high levels of _____ intelligence.

Difficulty: 2
Question ID: 7.2-37
Page Ref: 241
Topic: Definitions of Intelligence
Skill: Applied
Objective: 7.6
Answer: interpersonal

- 7.2-38. Crime scene investigators are taught to develop as many plausible theories as they can to explain why a crime was committed. These individuals must be quite proficient at _____ thinking.

Difficulty: 3
Question ID: 7.2-38
Page Ref: 242
Topic: The Rest of the Story: Other Dimensions of Intellect
Skill: Applied
Objective: 7.7
Answer: divergent

- 7.2-39. Mandy is well liked by her classmates. She always seems to know just the right thing to say to make them feel better. Mandy would likely score high on a test of _____ intelligence.

Difficulty: 3

Question ID: 7.2-39

Page Ref: 242

Topic: The Rest of the Story: Other Dimensions of Intellect

Skill: Applied

Objective: 7.7

Answer: emotional

- 7.2-40. The brain region found to be most active in tasks that involve planning, reasoning, and short-term memory is the _____ cortex.

Difficulty: 2

Question ID: 7.2-40

Page Ref: 243

Topic: Biological Bases of Intelligence

Skill: Factual

Objective: 7.8

Answer: prefrontal

- 7.2-41. Danielle's old computer was very slow. She just upgraded her processor and RAM, causing her computer to be much more efficient. If her computer was human, we would say that Danielle just increased its _____.

Difficulty: 2

Question ID: 7.2-41

Page Ref: 243

Topic: Biological Bases of Intelligence

Skill: Applied

Objective: 7.8

Answer: intelligence

- 7.2-42. Stern's formula for calculating IQ is _____.

Difficulty: 3

Question ID: 7.2-42

Page Ref: 244

Topic: Two More Controversial Letters: IQ

Skill: Factual

Objective: 7.9

Answer: $MA/CA \times 100$

- 7.2-43. According to Stern's formula, the IQ of a 10-year-old with a mental age of 12 would be _____.

Difficulty: 2

Question ID: 7.2-43

Page Ref: 244

Topic: Two More Controversial Letters: IQ

Skill: Applied

Objective: 7.9

Answer: 120

- 7.2-44. _____, the social movement headed by psychologists that gained momentum in the early 1900s in the United States, pushed for sterilization plans for those of low IQ.

Difficulty: 1

Question ID: 7.2-44

Page Ref: 245

Topic: The Eugenics Movement: Misuses and Abuses of IQ Testing

Skill: Factual

Objective: 7.10

Answer: Eugenics

- 7.2-45. As a professional dog breeder who only allows dogs of pure family lines to breed, Caroline has beliefs analogous to the _____ movement.

Difficulty: 2

Question ID: 7.2-45

Page Ref: 245

Topic: The Eugenics Movement: Misuses and Abuses of IQ Testing

Skill: Applied

Objective: 7.10

Answer: eugenics

- 7.2-46. The _____ is the most widely used intelligence test for adults.

Difficulty: 1

Question ID: 7.2-46

Page Ref: 246

Topic: IQ Testing Today

Skill: Factual

Objective: 7.9

Answer: WAIS (or Wechsler Adult Intelligence Scale)

- 7.2-47. In order to create a culture-fair intelligence test, Dr. Lang must develop a test that does not require test takers to rely on _____ to be successful.

Difficulty: 1

Question ID: 7.2-47

Page Ref: 246

Topic: IQ Testing Today

Skill: Applied

Objective: 7.9

Answer: language

- 7.2-48. An item asking you about the temperature at which water boils would be found on the _____ subscale section of the WAIS.

Difficulty: 1

Question ID: 7.2-48

Page Ref: 247

Topic: IQ Testing Today

Skill: Factual

Objective: 7.9

Answer: information

7.2-49. Items asking you to arrange blocks into a particular design are found on the _____ subscale section of the WAIS.

Difficulty: 1
Question ID: 7.2-49
Page Ref: 247
Topic: IQ Testing Today
Skill: Factual
Objective: 7.9
Answer: block design

7.2-50. Items on the WAIS asking you to repeat random numbers forward and backward are found on the _____ subscale section of the WAIS.

Difficulty: 2
Question ID: 7.2-50
Page Ref: 247
Topic: IQ Testing Today
Skill: Factual
Objective: 7.9
Answer: digit span

7.2-51. If your IQ test score is 120 and you take the same test 6 months later and arrive at the same score, the test is said to be _____.

Difficulty: 1
Question ID: 7.2-51
Page Ref: 247
Topic: Reliability of IQ Scores: Is IQ Forever?
Skill: Factual
Objective: 7.9
Answer: reliable

7.2-52. If the correlation between SAT scores and college grades is approximately .30, this test can be said to have low predictive _____.

Difficulty: 2
Question ID: 7.2-52
Page Ref: 248
Topic: Validity of IQ Scores: Predicting Life Outcomes
Skill: Factual
Objective: 7.9
Answer: validity

7.2-53. Lila, an art major, is applying to graduate school. She is frustrated by the fact that most admissions requirements center around scores on the GRE, a test primarily focused on general verbal and mathematical skills. She doesn't believe that the GRE is a(n) _____ measure of her ability.

Difficulty: 2
Question ID: 7.2-53
Page Ref: 248
Topic: Validity of IQ Scores: Predicting Life Outcomes
Skill: Applied
Objective: 7.9
Answer: valid

7.2-54. Mental retardation is associated with IQ scores falling under _____.

Difficulty: 3

Question ID: 7.2-54

Page Ref: 249

Topic: A Tale of Two Tails: From Mental Retardation to Genius

Skill: Factual

Objective: 7.9

Answer: 70

7.2-55. _____ twin types are found to have the most similar IQs.

Difficulty: 1

Question ID: 7.2-55

Page Ref: 251

Topic: Exploring Genetic and Environmental Influences on IQ

Skill: Factual

Objective: 7.11

Answer: Identical (or monozygotic)

7.2-56. The phenomenon of average population IQ scores rising 3 points per decade is referred to as the _____ effect.

Difficulty: 2

Question ID: 7.2-56

Page Ref: 252

Topic: Exploring Genetic and Environmental Influences on IQ

Skill: Factual

Objective: 7.11

Answer: Flynn

7.2-57. Women tend to outscore men on _____ tasks.

Difficulty: 2

Question ID: 7.2-57

Page Ref: 253–254

Topic: Group Differences in IQ: The Science and the Politics

Skill: Factual

Objective: 7.12

Answer: verbal

7.2-58. Men tend to outscore women on _____ tasks.

Difficulty: 2

Question ID: 7.2-58

Page Ref: 253–254

Topic: Group Differences in IQ: The Science and the Politics

Skill: Factual

Objective: 7.12

Answer: spatial ability

- 7.2-59. The tendency to underperform on standardized tests due to perceptions that you come from a group that has fared poorly on such tests is called _____.

Difficulty: 3

Question ID: 7.2-59

Page Ref: 257

Topic: Group Differences in IQ: The Science and the Politics

Skill: Factual

Objective: 7.12

Answer: stereotype threat

Essay

- 7.3-1. The comic Groucho Marx was famous for his phrase, “I shot an elephant in my pajamas; how he got there, I haven’t a clue.” Explain how it is possible for English speakers to understand Marx’s sentence.

Difficulty: 2

Question ID: 7.3-1

Page Ref: 226

Topic: Introduction

Skill: Applied

Objective: 7.1

Answer: Discuss grammatically ambiguous phrases or phrases that contain multiple meanings. Discuss implicit processing and the fact that we often make sense of broken, partial, or ambiguous language even if we don’t understand how we do it.

- 7.3-2. Provide one example of how language is arbitrary.

Difficulty: 3

Question ID: 7.3-2

Page Ref: 226

Topic: How Does Language Work?

Skill: Applied

Objective: 7.1

Answer: Language tends to be arbitrary because the elements of language—the sounds, words, and sentences—bear no obvious connection to their meaning. Discuss a word or phrase that does not reflect what the actual word is (e.g., oven, book, psychology).

- 7.3-3. Describe why when someone tells us we look “phat,” we may not get upset.

Difficulty: 2

Question ID: 7.3-3

Page Ref: 227

Topic: The Features of Language

Skill: Applied

Objective: 7.1

Answer: Discuss extralinguistic information and the idea that it is not only the content of communication that is important in interpreting language, but also social environment, nonverbal cues (facial expressions and tone of voice), and the skill of the listener.

- 7.3-4. Describe the concept that explains 4-year-old Charles's ability to create new words and produce words that he has never heard before, and why it poses such a problem for proponents of the imitation/behaviorist account of language.

Difficulty: 2

Question ID: 7.3-4

Page Ref: 229–230

Topic: How Do Children Learn Language?

Skill: Applied

Objective: 7.1

Answer: Discuss generativity and our ability to create new language without previous exposure to it. Discuss the idea that the imitation account suggests that we acquire all of our language from models in our environment.

- 7.3-5. How might we apply the concept of generativity in language to investigations of plagiarism?

Difficulty: 3

Question ID: 7.3-5

Page Ref: 229–230

Topic: How Do Children Learn Language?

Skill: Applied

Objective: 7.1

Answer: Answers will vary but should contain the following for full credit.

- One key weakness of the imitation account of language is the principle of generativity. Humans do not merely mimic others and then respond to the consequence that the behavior brings.
- The symbol system of language allows people the opportunity to combine words in novel ways, producing sentences and even ideas never expressed in exactly the same way before. This concept is important as we consider plagiarism: The likelihood of spontaneously generating an identical sentence or passage is highly improbable.

- 7.3-6. Theoretical perspectives seeking to explain the development of language fall within both nature and nurture orientations. Compare and contrast the strengths and weaknesses of the nature-based perspectives, as well as those based on nurture.

Difficulty: 3

Question ID: 7.3-6

Page Ref: 229–230

Topic: How Do Children Learn Language?

Skill: Applied

Objective: 7.1

Answer: Answers will vary but should contain the following for full credit.

- Nature: Children appear to have inborn ability for syntax and vocalization, which supports the nativist account, specifically Chomsky's language acquisition device. Stages of language development, such as increasingly complex babbling, appear to be relatively universal in terms of the developmental timeline. A weakness is the lack of falsifiability of the nativist account.
- Nurture: Children mimic, especially if reinforced. Specifics of acquisition vary according to culture and native language exposure. The capacity in language for infinite generativity supports our use of language in novel ways that can vary according to circumstances. A key component in understanding language is the use of context to infer meaning. The social pragmatics and general cognitive processing accounts are falsifiable.

7.3-7. Provide one example each of cryptophasia and homesign.

Difficulty: 2

Question ID: 7.3-7

Page Ref: 230–231

Topic: How Do Children Learn Language?

Skill: Applied

Objective: 7.1

Answer: Provide an example of cryptophasia, or a “secret” language possibly shared between twins or another very small group of people.

Provide an example of homesign, or a language developed by deaf children, usually in homes with nondeaf parents.

7.3-8. Describe why Maria, a deaf girl from Spain who is fluent in ASL, has an extremely difficult time conversing with someone using Signed English.

Difficulty: 3

Question ID: 7.3-8

Page Ref: 231

Topic: Special Cases of Language Learning

Skill: Applied

Objective: 7.1

Answer: Discuss the idea that the syntax of ASL is completely different from English, and that someone using Signed English would be using English syntax.

Discuss the idea that even though many of the signs would be familiar to Maria, without the proper syntax, they would be difficult for her to understand.

7.3-9. Provide an example of how cognitive economy benefits you.

Difficulty: 3

Question ID: 7.3-9

Page Ref: 234–235

Topic: Cognitive Economy—Imposing Order on Our World

Skill: Applied

Objective: 7.4

Answer: Explain that cognitive economy allows us to ignore a multitude of distracting stimuli while maintaining our focus on relevant aspects of our environment (e.g., successfully studying for an exam despite the loud music being played by your neighbors).

- 7.3-10. Cognitive economy serves an adaptive function for humans, but does so at a price. Discuss the benefits and potential liabilities of cognitive economy.

Difficulty: 2

Question ID: 7.3-10

Page Ref: 234–238

Topic: Cognitive Economy—Imposing Order on Our World

Skill: Applied

Objective: 7.4

Answer: Answers will vary but should contain the following for full credit.

- **Benefits:** The most significant benefit is that our tendency to be cognitive misers offers a tremendous advantage in speed of decision making. Also, by allowing us to categorize objects and ideas, we do not face each encounter with a new object in a vacuum. Our categorization and concepts allow us to transfer general knowledge of one thing to other new things, and we use prototypes to make those categories most useful. The ability to make snap judgments shows that we have a remarkable capacity for assessing information quickly based on a variety of heuristics and biases. The result is that we are usually able to process information quickly, efficiently, and mostly accurately.
- **Liabilities:** The downside of cognitive economy is that it is only a probable good choice, which means at times we suffer from poor judgment and make faulty decisions based on limited or no examination of alternatives. Various forms of bias can also cloud our decision making and lead us to misinterpret the causes of others' behaviors. These include confirmation bias and hindsight bias, as well as the availability heuristic. We also experience faulty reasoning due to mental sets and functional fixedness.

- 7.3-11. Stacy is hanging pictures in her house and has been doing so all day. With nearly all the pictures hung, her hammer breaks. Stacy is about to head out to the store to buy another one when her boyfriend suggests that she use her meat mallet to finish the job. Describe the concept that is represented in Stacy's inability to think of an alternative to a hammer.

Difficulty: 2

Question ID: 7.3-11

Page Ref: 237–238

Topic: Problem Solving: More Thinking Hurdles

Skill: Applied

Objective: 7.5

Answer: Discuss functional fixedness or Stacy's inability to see any use for her meat mallet other than pounding meat.

- 7.3-12. Write a question that requires abstract thinking to answer it. Explain why this question will prompt abstract thinking.

Difficulty: 2

Question ID: 7.3-12

Page Ref: 239

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: Provide an example that represents abstract thinking, or the capacity to understand hypothetical concepts, not just concepts in the here-and-now (e.g., what would happen if a large meteor struck the earth?).

- 7.3-13. Min is a world class athlete. He is fast, strong, and possesses amazing hand-eye coordination. He has been the dominant player on every team for which he has ever played. Describe how Min's abilities in athletics may relate to Spearman's idea of the *g* factor in intelligence.

Difficulty: 2

Question ID: 7.3-13

Page Ref: 239–240

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: General intelligence is the hypothetical existence of a single factor that accounts for intellectual differences among people and suggests that if a person does well on part of an IQ test, he/she is likely to do well on the rest of the test. By analogy, Min's abilities are likely to be positively correlated with one another.

- 7.3-14. Describe the differences in how Spearman and Gardner might view the following individual:
Dr. Bean is a psychology professor who has written dozens of scholarly articles, and it is well known that he scored a 152 on the WAIS. However, Dr. Bean has trouble matching his clothes, has a *very* difficult time relating to his students, and isn't known to have any real friends.

Difficulty: 3

Question ID: 7.3-14

Page Ref: 239–241

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: Spearman would consider Dr. Bean quite intelligent and in possession of a great deal of general intelligence.

Gardner would rate him high on measures of linguistic intelligence, but much lower on measures of interpersonal intelligence.

- 7.3-15. Recent trends suggest that the Flynn effect may be reversing. Experts have proposed that decreased social interaction may be contributing to this reversal. Discuss one of the theories on intelligence covered in this chapter that would agree with this assessment and why.

Difficulty: 3

Question ID: 7.3-15

Page Ref: 239–241

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: Discuss Gardner and his emphasis on other aspects of intelligence such as interpersonal, bodily-kinesthetic, and naturalistic, which are likely to be adversely affected by a lack of social interaction or mobility.

Alternatively, discuss Sternberg and the concept of both practical and social intelligence, both of which would suffer from a lack of social interaction.

- 7.3-16. Provide one example each of a cognitive task to be completed using fluid and crystallized intelligence.

Difficulty: 2

Question ID: 7.3-16

Page Ref: 240

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: An example of fluid intelligence involves creating or finding solutions to previously unseen problems or obstacles. (e.g., putting together the new entertainment center you just purchased).

An example of crystallized intelligence involves previously learned or acquired information (e.g., Johnny is able to recall the capital of North Carolina).

- 7.3-17. Provide one example that demonstrates how most school systems have not fully embraced Gardner's theory of multiple intelligences.

Difficulty: 2

Question ID: 7.3-17

Page Ref: 240–241

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: For example, most schools will take students out of extracurricular classes like art, music, and PE to get help with reading or math. Also, most schools require athletes, cheerleaders, dancers, and so forth to maintain at least a minimum GPA to participate. One could also mention the time devoted to the “core” subject versus “extracurricular” subjects.

- 7.3-18. Using Sternberg's triarchic model as a guide, describe an individual who would be considered high in practical intelligence.

Difficulty: 2

Question ID: 7.3-18

Page Ref: 240

Topic: Definitions of Intelligence

Skill: Applied

Objective: 7.6

Answer: Practical intelligence centers on real-world knowledge or skills. A person described as high in practical intelligence would excel at reading other people or finding ways to “get ahead” on the job.

- 7.3-19. In terms of the biology of intelligence, why is it possible that Chad, who is much better at playing video games than his friend Trevor, may also be more intelligent than his friend?

Difficulty: 2

Question ID: 7.3-19

Page Ref: 243

Topic: Biological Bases of Intelligence

Skill: Applied

Objective: 7.8

Answer: Most video games require one to process a lot of information very quickly. Reaction times are predictive of overall intelligence.

7.3-20. Describe two ways in which IQ tests have been misused historically.

Difficulty: 2

Question ID: 7.3-20

Page Ref: 245

Topic: The Eugenics Movement: Misuses and Abuses of IQ Testing

Skill: Applied

Objective: 7.10

Answer: Answers should be associated with the eugenics movement and its involvement in the following:

- Classification of certain groups as mentally retarded
- Establishing immigration restriction laws for low-scoring groups
- Sterilization plans for low-scoring groups

7.3-21. Why would the following question be considered culturally unfair: “What should you do if you witness someone shoplifting?”

Difficulty: 2

Question ID: 7.3-21

Page Ref: 246

Topic: IQ Testing Today

Skill: Applied

Objective: 7.9

Answer: The term shoplifting itself may be unfamiliar to someone from a different culture; different cultures have different opinions on interfering with other people’s private lives; and, most importantly, the question is verbal in nature.

7.3-22. Describe two ways in which IQ tests can be culturally biased.

Difficulty: 2

Question ID: 7.3-22

Page Ref: 246–247

Topic: IQ Testing Today

Skill: Applied

Objective: 7.9

Answer: Answers should include some discussion of the following:

- Lack of fluency in the native language of the test can result in lack of comprehension of instructions or questions themselves;
- Cultural factors can affect familiarity with materials and thus performance.

7.3-23. Provide one question (each) that would be appropriate for use in the Similarities and Information subtests of the WAIS.

Difficulty: 3

Question ID: 7.3-23

Page Ref: 247

Topic: IQ Testing Today

Skill: Applied

Objective: 7.9

Answer: The Similarities subtest focuses on abstract thinking and similarities among objects, so the question should be abstract/comparative in nature (e.g., in what way are a football and basketball alike?).

The Information subtest focuses on general information one might gather, so the question should focus on asking for information (e.g., from which direction does the sun rise?).

- 7.3-24. Describe and provide an example for the following statement: “A test can be reliable and not valid.”

Difficulty: 3

Question ID: 7.3-24

Page Ref: 247–248

Topic: Reliability of IQ Scores: Is IQ Forever?

Skill: Applied

Objective: 7.9

Answer: Answers should involve a discussion of a given test providing repeatable scores when taken multiple times but not accurately measuring what it is intended to measure. In addition, a test such as the SAT could be taken twice by a student and both scores could be similar (reliable) but the test may not be predictive of the student’s college grades (not valid).

- 7.3-25. We already know that an IQ score alone is not the defining feature of a person with mental retardation, for good reason. However, many children are admitted to gifted programs on their IQ scores alone. Why might this be a poor practice?

Difficulty: 3

Question ID: 7.3-25

Page Ref: 249

Topic: A Tale of Two Tails: From Mental Retardation to Genius

Skill: Applied

Objective: 7.9

Answer: Some children are simply very good test takers. Also, most IQ tests still measure primarily academic skills, and although some children score high on an IQ test, that does not mean they are motivated to do well in school or in extracurricular programs.

- 7.3-26. Dr. Morgaine is interested in studying whether personality characteristics such as extroversion are inherited or learned through environmental experiences. Which type(s) of study would you recommend and why?

Difficulty: 3

Question ID: 7.3-26

Page Ref: 251–252

Topic: Exploring Genetic and Environmental Influences on IQ

Skill: Applied

Objective: 7.11

Answer: An adoption study may be the best course—when biological families are separated, it is often easier to distinguish the effects of genetics from those of environment.

- 7.3-27. Based on your understanding of family, twin, and adoption studies, provide examples of findings that would support the claim that intelligence is mostly genetically determined.

Difficulty: 3

Question ID: 7.3-27

Page Ref: 251–252

Topic: Exploring Genetic and Environmental Influences on IQ

Skill: Applied

Objective: 7.11

Answer: Answers should include some mention of higher IQ correlations found for identical twins as compared to fraternal twins and higher correlations found between biological parent and child as compared to adoptive parent and child.

- 7.3-28. Although this is a trend that might be reversing, females tend to spend far less time playing video games than males. Based on sex differences in mental abilities, describe one possible reason for this trend.

Difficulty: 3

Question ID: 7.3-28

Page Ref: 253–254

Topic: Group Differences in IQ: The Science and the Politics

Skill: Applied

Objective: 7.12

Answer: Answers will vary but, for full credit, should mention that many video games require spatial processing, an ability that favors males; or that most video games do not rely heavily on verbal processing skills that favor females.

- 7.3-29. Describe how stereotype threat may be seen to account for the differences found between men and women on standardized math tests.

Difficulty: 2

Question ID: 7.3-29

Page Ref: 257

Topic: Group Differences in IQ: The Science and the Politics

Skill: Applied

Objective: 7.12

Answer: Answers should mention a tendency for negatively stereotyped groups to experience undue pressure in the context of an evaluation related to the stereotype. For example, women may be told that men perform better on the SAT math section, which may lead to self-doubt and second guessing and result in the self-fulfilling prophecy of underperformance on the SAT math section.

Critical Thinking Short Answer

- 7.4-1. Which subtests of the WAIS do you believe are most significantly environmentally influenced?

Difficulty: 3

Question ID: 7.4-1

Page Ref: 247

Topic: IQ Testing Today

Skill: Applied

Objective: 7.9

Answer: Scores on the information and vocabulary section are likely the result of schooling and exposure to certain information through upbringing. Scores on the comprehension section are likely linked to familiarity with the social norms, traditions, and morals of those writing IQ test items.

- 7.4-2. Which subtests of the WAIS do you believe are most significantly genetically influenced?

Difficulty: 3

Question ID: 7.4-2

Page Ref: 247

Topic: IQ Testing Today

Skill: Applied

Objective: 7.9

Answer: Performance scale items including digit symbol, picture completion, block design, picture arrangement, and object assembly could be linked to genetics in cases that involve visual impairments, perceptual deficiencies, or motor skill delays.

- 7.4-3. Describe possible reasons why standardized tests such as the SAT and GRE are not strong predictors of grades in college or graduate school.

Difficulty: 2

Question ID: 7.4-3

Page Ref: 248

Topic: Validity of IQ Scores: Predicting Life Outcomes

Skill: Applied

Objective: 7.9

Answer: Many intervening variables influence grades besides standardized test scores. Variables such as achievement motivation, intellectual curiosity, effort, work ethic, amount of time studying, quality of teaching, subject matter rigor, program rigor, and the reliability and validity of classroom tests and assessments used to calculate one's grade can all influence overall correlations between SATs and GPA for example. Given all the variables that could influence one's GPA, standardized tests should not be expected to do well in predicting GPAs over a 4-year period. SATs, which focus on math and verbal skills, may be stronger predictors of GPAs for students taking math and English courses during their first year of college.

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