

## Chapter 10: Memory

1. (C) Encoding is the process of transferring information from short-term memory to long-term memory by paying attention to it or by forming new associations. In this case Katie made a new association with the number 111. Choice (D) does seem like it could be the correct answer because it is the ability to retain information; however, encoding gives a more specific explanation.
2. (A) Episodic memory is a type of memory that involves knowledge of a specific event or personal experience. In this case, remembering that you got a bicycle is a personal memory. Choices (B), (D), and (E) are all examples of semantic memory. Choice (C) is an example of procedural memory.
3. (C) Procedural memory involves things learned through classical conditioning. We are not aware of these memories and cannot retrieve them. In this case Sophia is unable to explain her fear of spiders, which would fall under procedural memories.
4. (D) The hippocampus transfers words, facts, and personal events from short-term memory to long-term memory. People with damage to the hippocampus cannot save any declarative memories. Choice (C) could be tempting, but the amygdala deals with emotional feelings associated with memories, not the transfer from STM to LTM.
5. (B) Echoic memory is a form of sensory memory that holds auditory information for one to two seconds. In this case you are able to recall your friend's exact words because they are still in your echoic memory. Iconic memory is a form of sensory memory that holds visual information for a brief period of time. Sensory memory is the initial process that receives and holds environmental information. Short-term memory is the process of holding information for a short period of time, but it is not what would have been used in this particular situation.
6. (E) For information to be processed it must go through three steps: Encoding using sensory receptors is the initial step because it is picking up information from the environment in its raw form. Storing information is the second step in the process; to retrieve the information at a later time, the information has to be stored properly to begin with. The third step is the ability, when necessary, to retrieve it. Information cannot be retrieved before it has been stored.

7. (E) The only false statement is choice (E). Procedural memory involves skills, habits, and things learned through classical conditioning, not declarative memory. Declarative memory involves facts or events such as scenes, stories, words, or conversations.
8. (D) State-dependent learning is the idea that we recall information more easily when we are in the same physiological or emotional state as when the information was originally encoded. In this case when Jeff drank alcohol, it put him in the same physiological state, enabling him to remember the details of the crime.
9. (B) Short-term memory is called working memory because it can hold only a limited amount of information for a short period of time, between 2 and 30 seconds. If during that time you become more involved in the information, it can last longer.
10. (C) Eidetic memory or imagery is the ability to examine a picture and then retain the detailed visual image. This is found in a small percentage of children. Flashbulb memories are vivid recollections of dramatic incidents. Semantic memories are declarative memories consisting of factual knowledge. Echoic memories hold auditory information. Iconic memories hold visual images.
11. (A) The amygdala is responsible for emotionally charged memories.
12. (B) Choice (B) specifically describes the phenomenon behind the primacy effect. Words at the beginning of a list are more likely to be remembered because of proper rehearsal and encoding techniques. Choices (C) and (E) would apply to the recency effect.
13. (D) Semantic memory involves knowledge of facts, concepts, words, definitions, and language rules. Episodic memory is incorrect because it involves specific personal experiences. Procedural memory is incorrect because it involves memories of skills and habits.
14. (A) Long-term memory does have an unlimited capacity. Short-term memory can hold an average of seven items for up to 30 seconds. The other choices were simply put there to confuse the reader.
15. (B) Choice (B) is the definition of maintenance rehearsal. Intentionally repeating information can help the information remain in your short-term memory for a longer period of time.
16. (A) Short-term memory is also called working memory for this very reason. Because it only has a limited amount of space, one must make a conscious effort to keep the information there for a short period of time before it disappears. The other choices do not apply to the scenario.
17. (D) Chunking is combining separate items of information into a larger unit, then remembering chunks of information rather than individual items. Elaborate rehearsal involves actively making meaningful associations between information, not what was done in the scenario presented in the question. Maintenance rehearsal is simply repeating information.

18. (B) Making associations increases the likelihood that the information will be encoded properly. Repetition by itself does not ensure efficient encoding from STM to LTM.
19. (C) Maintenance rehearsal, the practice of intentionally repeating information, is necessary for information to remain in STM for up to 30 seconds. For information to be processed into LTM, elaborate rehearsal is necessary. Elaborate rehearsal involves making meaningful associations between information to be learned and information already stored in long-term memory.
20. (D) Chunking is the only choice that is not part of effortful encoding. Effortful encoding involves the transfer of information from STM to LTM either by repeating the information, rehearsing it, or making associations between new and old information.

## Chapter 11: Remembering and Forgetting

21. (B) Eyewitness testimony refers to recalling or recognizing a suspect observed during a potentially disrupting emotional situation. Because of the concern of eyewitness testimony, studies have been conducted to show that people can be misled, especially if given false information. Furthermore, asking a person misleading questions can create false memories.
22. (C) This is a simple definition answer. Nodes are memory files. Schemas are not memory files but mental categories, which is why choice (E) can be confusing.
23. (D) The forgetting curve measures the amount of previously learned information that the subject can recall or recognize over time. Ebbinghaus himself forgot the greatest number of nonsense syllables within the first hour.
24. (B) Proactive interference occurs when old information, in this case the Spanish language, blocks or disrupts the remembering of related new information, in this case, the Italian language. Choice (A) is not correct because retroactive interference occurs when new information blocks the retrieval of old information learned earlier. Choices (C) and (D) refer to a type of amnesia that occurs after a head trauma.
25. (C) Retrograde amnesia involves memory loss for events that occurred before the time of the head trauma. Choice (A) is the definition for anterograde amnesia. The other choices do not apply to this question.
26. (E) Suppression is the process of deliberately trying to stop thinking about something. Repression is the unconscious process of forgetting past memories. Amnesia is usually brought on by some type of head trauma. Forgetting is the inability to retrieve, recall, or recognize information.
27. (B) Anterograde amnesia is the type of amnesia that prevents an individual from making new memories after the head trauma. Retrograde amnesia is the inability to recall events preceding the head trauma. Choices (C) and (D) refer to blocking or disrupting information.

**28. (C)** The method of loci is an encoding technique that creates visual associations between already memorized places and new items to be memorized. It is a three-step process that involves memorizing familiar places, creating associations for each item to be memorized, and putting each item into the memorized place. An example of this could be selecting a specific place in your apartment to keep your keys and always remembering that place. Based on this definition, choice (C) is the correct answer.

**29. (D)** The hippocampus works similar to the save button on your computer. It transfers a file into permanent storage on your hard drive. People with damage to the hippocampus cannot save any declarative memories, such as new words or personal events.

**30. (B)** Rote rehearsal is also known as maintenance rehearsal. It is the practice of intentionally repeating information so it remains longer in short-term memory. Elaborate rehearsal involves actively making meaningful associations between information to be learned and information already stored in long-term memory.

**31. (C)** The decay theory argues that the passage of time causes forgetting. In this case, the passage of time caused the subjects to forget the three letters. Choices (A) and (B) refer to the disruption of information due to either new information or old information getting in the way. The forgetting curve is probably the choice most students will mistake for the correct answer. But the forgetting curve is based on the idea that the majority of information is forgotten within the first hour and then it levels off. This question does not give enough information for the reader to assume the forgetting curve phenomenon was at work here.

**32. (B)** Remember, retrograde interference is when new information disrupts the retrieval of old information. In this case Ava studied the bones in the foot, the new information, which interfered with remembering the bones in the hand, the old information. Choice (A) is an example of proactive interference.

**33. (D)** Implicit memory is information that either was unintentionally committed to memory or was unintentionally retrieved from memory. In this case, Jack did not realize he remembered where a particular piece of information was on a page; therefore, it is an example of implicit memory. Explicit memory is intentionally committing information to memory.

**34. (B)** Recognition involves identifying previously learned information with the help of more external cues. A multiple-choice test is an example of recognition. Choice (A) is an example of recall, not recognition. Choice (D) was placed there to confuse students. Recognition is not creating entirely new responses.

**35. (D)** Recall involves retrieving previously learned information, in this case, items from the grocery store, without the aid of or with very few external cues.

**36. (A)** The method of loci creates a visual association between already memorized places and new items to be memorized. In this scenario, the playroom is the “already memorized place.” The toys are the “to be memorized items.” The peg method refers to an encoding process that creates associations between number-word rhymes and items to be memorized, for example, “one is thumb, two is shoe.”

37. (B) Herman Ebbinghaus's research showed that the greatest number of nonsense syllables were forgotten within the first hour. Afterward the amount of information forgotten levels off.
38. (A) Choice (A) is the definition of the forgetting curve.
39. (C) Recognition involves identifying previously learned information with the help of external cues. Multiple-choice questions exemplify recognition because cues exist. Recall involves retrieving previously learned information without the aid of external cues. A fill-in-the-blank test does not give the reader any cues to work with.
40. (A) Repression is a mental process that involves automatically hiding emotionally threatening or anxiety-provoking information in the unconscious. In this scenario, Kimberly did something embarrassing and her unconscious is blocking her memory of the event.

## Chapter 12: Intelligence and Testing

41. (A) Mental age is defined as an estimation of a child's intellectual ability, based on his or her score on an intelligence test. Choices (B) and (C) were put there to throw off the test taker. Neither raw score nor computed age have anything to do with mental age. Choice (D) mentions child's age level, which is another concept used to throw off the reader. Choice (E), charting a child's age, does not make clear enough sense to be the correct answer.
42. (B) Validity means the test is measuring what it is supposed to. A test with little or no validity produces results that could be produced by guessing or by chance. Choice (A) might confuse some students. A reliable test refers to the consistency: a person's score on a test at one point in time should be similar to the score obtained by the same person on a similar test at another point in time. Choice (D) refers to the test conditions, which should remain constant for all students taking the exam.
43. (C) Alfred Binet, best known as the father of intelligence, believed strongly that intelligence was a collection of mental abilities and that the best way to assess intelligence was to measure a person's ability to perform cognitive tasks. Paul Broca, a neurologist, claimed that there was a considerable relationship between size of the brain and intelligence. This later proved to be unreliable and poorly correlated. David Wechsler created both the WISC and the WAIS, both of which focused on performance-based IQ tests to eliminate cultural bias. Lewis Terman, in 1916, devised a formula to calculate an intelligence quotient score. Francis Galton observed that intelligent people often had intelligent relatives and concluded that intelligence is, to a large extent, inherited.
44. (D) Reaction range indicates the extent to which traits, abilities, and IQ scores vary as a result of environmental interactions. For example, one's IQ score can vary as much as 10 to 15 points depending on whether one has an enriched, normal, or impoverished environment. Students may confuse the correct answer for choice (B), heritability, which is the number that indicates the amount of some ability or trait that can be attributed to genetic factors.

45. (D) The calculation for the intelligence quotient is  $MA/CA \times 100$ . In this case the MA is 5 and the CA is 4:  $5/4 = 1.25$ ;  $1.25 \times 100 = 125$ .
46. (A) The most widely used IQ tests are the Wechsler Adult Intelligence Scale for ages 16 and older and the Wechsler Intelligence Scale for Children for ages 3 to 16. The test includes a verbal and a performance section. The performance section contains a subtest that involves arranging pictures and assembling objects. The test was designed to eliminate any cultural biases by using nontraditional methods of testing.
47. (C) Spearman's two-factor theory says that intelligence has a general mental ability, which represents what different cognitive tasks have in common, as well as specific factors, which include mathematical and verbal skills.
48. (E) Sternberg's triarchic theory says that intelligence can be divided into three ways of gathering information: (1) Analytical thinking skills are measured by traditional intelligence tests. (2) Problem-solving skills require creative thinking and learning from experience. (3) Practical thinking skills help a person adjust and cope with his or her environment.
49. (B) Crystallized intelligence is the ability to retain information, while fluid intelligence refers to the ability to solve problems.
50. (A) Howard Gardner's theory is called the theory of multiple intelligence. Gardner proposes eight different types of intelligence: linguistic, logical-mathematical, musical, spatial, body-kinesthetic, interpersonal, intrapersonal, and naturalistic. Choice (C), Louis Thurstone, believed there was an existence of a wider range of components of intelligence, specifically eight primary mental abilities. But the ones mentioned in the question refer to Gardner's theory and not Thurstone's theory.
51. (A) A score of 85 places you one standard deviation below the mean. In a perfectly normal distribution, that means you have outperformed about 16 percent of the other test takers.
52. (B) Aptitude measures the capacity of the test taker to perform some task in the future. Choice (A) could look like the correct answer, but achievement measures an individual's knowledge of a particular subject.
53. (C) Savants are individuals, not necessarily children, with serious cognitive limitations such as mental retardation or autism who possess a remarkable talent in art or music. This eliminates choices (A), (B), (D), and (E).
54. (E) Charles Spearman's concept of "g," or general intelligence, is a unitary reference to a sort of overall smartness, which does not suggest the existence of more than one kind of intelligence.
55. (A) This is a definition question. An IQ of 55–70 is mild retardation, 40–55 is moderate retardation, 25–40 is severe retardation, and below 25 is profound retardation.

**56. (B)** David Wechsler created both tests to eliminate cultural biases that exist in IQ testing by adding a performance component to his test. WAIS stands for the Wechsler Adult Intelligence Scale, and the WISC is the Wechsler Intelligence Scale for Children.

**57. (D)** The MMPI was originally designed to diagnose mental disorders, and it is still widely used as an assessment tool among clinicians. It has more than 500 true-or-false items designed to identify characteristics of personality and behavior.

**58. (C)** Projective tests of personality want the subject's impression of ambiguous stimuli. The Rorschach test offers an array of inkblots for subjects to identify. On the Myers-Briggs Type Indicator test you are asked to choose which statement is most representative of your own thoughts.

**59. (D)** This is the definition of equivalent reliability. Choice (A) is the definition for the split half reliability. Choice (B) could be confused as the correct answer, but reliability measures standardized tests only. Choice (C) is the definition for inter-rater reliability.

**60. (A)** Choices (B), (C), and (D) can all be eliminated because Binet did not come up with the intelligence quotient; Lewis Terman did. Choice (E) is incorrect because Binet did not become the father of intelligence by discussing heritability.

**61. (D)** Studies have shown just how important environment can be to IQ scores, eliminating choices (A), (B), and (E). Data also shows that an IQ can change by 10 to 15 points.

**62. (B)** Reaction range indicates the extent to which certain factors or abilities increase or decrease as a result of the environment. Although choice (C) may sound correct, reaction range does not say intelligence is completely due to environmental factors.

**63. (A)** In terms of genetics, fraternal twins are no different from other siblings—unlike identical twins, who share the same genetic material.

**64. (C)** The score of 85 is one standard deviation below the average. The score of 115 is one standard deviation above the average. This means that in a normal distribution curve the percentage is 68.26 percent.

**65. (D)** To know this answer you must study a distribution curve. In this case knowing the curve would tell you only choice (D) could be correct.

## Chapter 13: Thought and Language

**66. (C)** The prototype theory says that a person forms a concept by creating a mental image that is based on the average characteristics of an object. To identify new objects the person matches it to the one for which he or she has already formed a prototype. In this case a poodle has four legs, average size, with nose, tail, and ears. Therefore it would be a prototype.

- 67. (D)** Functional fixedness refers to a mental set that is characterized by the inability to see an object as having a function different from its usual one.
- 68. (A)** An algorithm is a fixed set of rules that, if followed correctly, will eventually lead to a solution. Because this holds true for chess or checkers, (A) is the correct answer. A heuristic is a shortcut, allowing one to solve a problem more easily. A concept is a way to group objects. A prototype is the average characteristic of an object. Morphemes are the smallest meaningful combination of sounds.
- 69. (B)** Availability heuristic says that we rely on information that is most prominent or easily recalled and overlook other information that is available but less prominent. In this case, students might choose (A), representative heuristic, but representative heuristic is similar to a stereotype, not prominent information.
- 70. (C)** Convergent thinkers begin with a problem and come up with a single correct answer, while divergent thinkers begin with a problem and come up with many different solutions. Because an algorithm is a fixed set of rules, it is more likely used among convergent thinkers.
- 71. (D)** Representative heuristic is problem solving based on stereotyping. In this case, Janet was stereotyping pilots by assuming the pilot was a male. Confirmation bias is incorrect because it means ignoring all information that does not support your beliefs. Janet was not ignoring anything; instead she was assuming. Convergent thinking is incorrect because Janet is not coming up with one solution to solve her problem. Availability heuristic is incorrect because Janet is not basing her answer on the most prominent information.
- 72. (B)** Phonemes are the basic sounds of consonants and vowels.
- 73. (E)** Noam Chomsky's theory states that all languages share a universal grammar and that all children inherit a mental program to learn this universal grammar.
- 74. (A)** Chomsky is the only choice who believes language development is innate. Whorf believes culture influences language. Skinner is a behaviorist. Saffron is not a psychologist whom students would need to know for the exam. Sapir worked with Whorf on his language theory.
- 75. (C)** Choice (C) is the only choice that states language development is innate. The other choices all support the Whorf-Sapir linguistic relativity hypothesis, which states that culture has a direct influence on determining the words that become part of our language.
- 76. (D)** Confirmation bias is the tendency to find information that supports one's beliefs and ignore information that refutes them. **T**his can sometimes prevent problem solving.
- 77. (B)** A compensatory model is a rational decision-making model in which choices are systematically evaluated on various criteria. In this case the attractive features can offset or compensate for the unattractive features. Choice (C) can be confusing. The noncompensatory model is a decision-making model in which weakness in one or more criteria are not offset by strengths in other criteria.



78. (A) Overregularization is when children apply grammatical rules without making appropriate exceptions. In this case “I goed to the store” indicates the use of the general rule that we form the past tense by adding “-ed” to the word.
79. (D) Noam Chomsky believes that children are born with a language acquisition device, an internal mechanism for processing speech, wired into the human brain.
80. (D) A holophrase is a one-word sentence, commonly used by children under two years of age to represent a larger, more meaningful concept.
81. (A) Framing refers to the way an issue is stated. How an issue is framed can affect a person’s perception or decision. In this case women were more likely to go get a mammogram after hearing they could die if they didn’t, rather than that it could save their life.
82. (B) This is the definition of the term *babbling*.
83. (A) Language stages refer to four different forms: phonemes, morphemes, syntax, and semantics. Easier to understand are the four stages: babbling, one-word phrase, two-word combinations, and sentences.
84. (E) All of the other choices give examples of thinking outside the box and seeing a way to use an object besides its true purpose. Choice (E), the math formula, does not apply to functional fixedness.
85. (A) The definition theory is the idea that we form a concept of an object by making a mental list of the actual or essential properties that define it.
86. (C) Availability heuristic is a general rule by which we rely on information that is more prominent and easily recalled and overlook other information that is less prominent. In this case, Steven complains about his job after having a bad day and overlooks the fact that he really does enjoy his job.
87. (C) Information retrieval is a problem-solving strategy that requires only the recovery of information from long-term memory. In this scenario, information retrieval is an important option when a solution must be found quickly. This is why choice (A), remembering a 16th birthday, is not the correct answer.
88. (E) Solving an anagram by trying every possible letter guarantees a solution. Therefore, this is an example of an algorithm.
89. (A) Functional fixedness is not a problem-solving strategy. It is a mental set characterized by the inability to see an object having multiple uses, different from its usual one.
90. (B) This is a definition question. Subgoals involve creating separate parts. Brainstorming involves coming up with various solutions, heuristics are shortcuts to problem solving, and algorithms are fixed sets of rules.

## Chapter 14: Motivation

- 91. (B)** Choice (B) is the definition of motivation. The other choices do not correctly define motivation. Choice (A) defines fixed action pattern. Choice (C) defines a need. Choice (D) defines homeostasis. Choice (E) defines incentives.
- 92. (C)** Instincts are innate tendencies or biological forces. The examples given are all innate feelings. Many students might look at choice (B) as the correct answer; however, emotions include subjective feelings. Instincts occur without subjectivity.
- 93. (D)** The drive reduction theory says that a need results in a drive, creating a state of tension. A person must act to reduce that state of tension and return to homeostasis.
- 94. (C)** A fixed action pattern is an innate biological force that predisposes an organism to behave in a fixed way in a specific environmental condition. In this case, the baboon is innately reacting to a condition in his environment, for survival. Choices (A) and (B) refer to needs. Needs are not innate patterns of behavior. Choices (D) and (E) are examples of conditioning.
- 95. (A)** Intrinsic motivation involves behaviors that are personally rewarding and help us fulfill our beliefs. The other choices are examples of extrinsic motivation and positive reinforcement.
- 96. (C)** According to Maslow's hierarchy of needs, level 3 is love and belonging—which simply means affiliation with others.
- 97. (E)** According to Maslow's hierarchy of needs, level 5 is self-actualization. Self-actualization is the fulfillment of one's unique potential. This involves developing and reaching our full potential as a unique individual.
- 98. (B)** Esteem needs refer to achievement competency and gaining approval. In this case, earning a master's degree would be an example of achievement.
- 99. (B)** The lateral hypothalamus regulates hunger by creating feelings of being hungry. The other choices are all examples of satiety signals.
- 100. (B)** Choice (B) is the definition of homeostasis. Once a need is satisfied, the body will return to a state of equilibrium.
- 101. (D)** The ventromedial hypothalamus regulates hunger by creating a feeling of satiety. Therefore, if the ventromedial hypothalamus is destroyed, the feeling of satiety will go away, causing the organism to overeat.
- 102. (E)** Set point is a certain level of body fat our bodies try to maintain throughout our lives. When an individual's set point is high, so is his or her fat storage and body fat.

**103. (A)** The metabolic rate refers to how efficiently our body breaks down food into energy and how quickly our bodies burn it off. If a person has a low metabolic rate he or she will burn less fuel and store more fuel as fat, thus having a fatter body.

**104. (E)** Nutrition is the only choice that does not involve psychology. To put it another way, choices (A), (B), (C), and (D) all deal with issues other than physiological changes in the body.

**105. (C)** Gender identity differs from gender role in that gender identity is a subjective feeling about being male or female. Gender roles are stereotypical attitudes society designates as feminine or masculine.

**106. (B)** Gender roles are traditional attitudes society designates to both females and males. By age five, for example, boys learn stereotypical male behavior like playing sports. Girls learn the importance of physical appearance.

**107. (B)** The lateral hypothalamus signals hunger, while the ventromedial hypothalamus signals satiety.

**108. (D)** Maslow's hierarchy of needs demonstrates the importance of the order in which you satisfy your biological and social needs. Biological needs must be met first. If you are starving and homeless you cannot worry about earning a master's degree.

**109. (B)** The incentive theory refers to environmental factors, such as external stimuli, reinforcers, or rewards that motivate a person to behave in a certain way. In this case the journalist was looking for recognition and the ability to increase his or her salary, both incentives based on external stimuli.

**110. (C)** Motivational behavior starts with a biological state in which an organism lacks something essential in its life. The need produces a drive, which in turn motivates action.

## Chapter 15: Emotion

**111. (B)** Because the James-Lange theory focuses on the interpretation of physiological changes in the body, only choice (A) or (B) can be the correct answer. In this case, choice (B) is correct because in order to feel an emotion, according to the James-Lange theory, one must interpret the physiological change first before having the emotion.

**112. (A)** The facial feedback theory says that your brain interprets the sensations or feedback from the movement of your face muscles. This idea originated with Charles Darwin as a means of survival.

**113. (C)** James and Lange believed that our interpretation of our physiological changes in the body determine the emotions we are feeling. The problem with this theory is that many different emotions share the same physiological changes in the body. Therefore, physiological changes are not specific enough to determine emotions.

**114. (D)** Schachter and Singer conducted an experiment in which subjects were injected with adrenaline, causing increased heart rate and blood pressure. Half the subjects were placed in a room with an extremely happy person and the other half were placed in the room with an extremely angry person. Those in the room with the happy person associated their physiological changes with that person. Those in the room with the angry person associated their physiological changes with that person. These results helped to prove the Schachter-Singer theory, that perception is everything.

**115. (A)** Choice (A) is the only one that is based on a person's interpretation or perception of the situation before feeling an emotion.

**116. (D)** The affective-primacy theory states that in some situations you can feel an emotion before having the time to interpret the situation. An example could be as follows: you are walking in a forest, you hear leaves rustling behind you, and you feel scared before you have time to assess the situation.

**117. (B)** Researchers Ekman and Friesen concluded that there is evidence for innately determined universal facial emotional expressions. The evidence came from studying people's recognition of emotional expressions in remote areas of the world.

**118. (A)** The fact that infants show fear, universally between the ages of five and seven months, is proof that emotional expressions are innate. The other choices are based on modeling, which does not support the Ekman-Friesen experiment.

**119. (C)** According to the Yerkes-Dodson law, performance on a task depends on the level of physiological arousal and the difficulty of the task. Low arousal is better for success on a difficult task. High arousal can help on the performance of easy tasks.

**120. (D)** Studies have shown that an individual's happiness is based more on positive feelings and overall life satisfaction than on the amount of money one makes.

**121. (A)** The adaptation level theory states that a person can quickly become comfortable receiving a large fortune and begin to take it for granted. Eventually this contributes less to long-term levels of happiness. The Yerkes-Dodson law has to do with physiological arousal and difficulty of task. The relative deprivation theory has to do with a sense of entitlement for others.

**122. (D)** According to display rules, individual cultures determine appropriate emotional expression. Choices (B) and (C) can look like the correct answer but, again, they both depend on cultural attitudes and are, therefore, really part of choice (D).

**123. (E)** The cognitive-appraisal theory assumes that your appraisal of a situation is often the primary cause of emotion. Choice (A), the affective-primacy theory, focuses on emotion before interpretation. Choices (B), (C), and (D) all focus on how physiological change influences our interpretation, not subjective feelings.

- 124. (B)** Schachter and Singer believed that thoughts are important in establishing an emotional feeling. Based on the scenario, this belief would hold true and actually goes against the ideas behind the other choices.
- 125. (C)** Cannon and Bard believed that physiological changes and the brain's interpretation happen at the same time. Although the James-Lange theory stated physiological changes happen first, Cannon and Bard believed that it is not one before the other. Instead, they occur at the same time.
- 126. (A)** The cognitive-appraisal theory is the only one of these choices that focuses on subjectivity of an emotional experience based on the situation.
- 127. (B)** The James-Lange theory said that physiological changes in the body determine the interpretation of an emotion. Therefore, we cry and then we know we are sad. The Cannon-Bard theory stated that those two occurrences happen simultaneously. The facial feedback theory focuses on facial muscle movement.
- 128. (B)** Approach-avoidance conflict is a conflict that has one positive consequence and one negative consequence, unlike approach-approach conflict, which has two positive consequences.
- 129. (C)** Because Latoya must choose between two excellent colleges, it has two positive consequences.
- 130. (D)** The limbic system controls a large amount of our emotional stability.
- 131. (C)** The opponent-process theory of emotion states that eventually our level of emotion changes with experience.
- 132. (E)** Robert Zajonc believed that feelings or emotions might occur before thinking. This thinking is part of the affective-primacy theory. Choices (B), (C), and (D) all agree that interpretation occurs before the emotion.
- 133. (A)** The hypothalamus deals with feeling and having emotional responses. The thalamus is the brain's "switchboard." The temporal lobe deals with auditory control. The parietal lobe deals with the sensation of touch. The amygdala controls emotional memories.
- 134. (A)** The adaptation level theory states that we quickly become accustomed to receiving a new fortune and eventually take it for granted. This is why choice (A) is the correct answer. The other choices do not refer to taking anything for granted.
- 135. (A)** The Yerkes-Dodson law states that difficult tasks are more successful with low arousal and easy tasks are performed better with high arousal. Because simple tasks can be boring, high arousal can keep the person from becoming disengaged.

## Chapter 16: Developmental Psychology: Infancy and Childhood

**136. (A)** Cross-sectional research is a research method used by developmental psychologists because it uses several groups of different-aged individuals who are studied at the same time, saving time and money. Longitudinal research studies the same group of individuals repeatedly at many different points of time.

**137. (B)** Developmental psychology focuses on the idea that while there are many common patterns to human development, each person's development is also in some ways unique. The combination of shared and distinctive elements is characteristic of all human development. The second theme stresses stability and change. Human development is characterized by both major life transitions and continuities.

**138. (E)** Choices (A), (B), (C), and (D) are all examples of reflexes that babies are born with. Choice (E), licking, is not considered to be an innate reflex.

**139. (C)** Temperament, like personality, is described as the characteristics of a newborn child. Infant temperament has been put into three categories: easy, difficult, and slow-to-warm-up babies. Choice (A) is incorrect because temperament is not necessarily inherited from parents. Choice (B) is incorrect because children are born with a certain temperament; it is not learned. Choice (D) is incorrect because temperament is not modeled behavior. Choice (E) is incorrect because children do not necessarily outgrow temperament.

**140. (D)** The key word in this question is *all*. The other choices would be correct if the question said "some children." Between 6 and 12 months all babies do acquire depth perception.

**141. (A)** Choice (A) is the definition of proximodistal. *Proximo* in Latin means "near," and *distal* means "far."

**142. (C)** Choice (C) is the definition of maturation. Maturation is a biological process, therefore eliminating choices (A) and (D). Choices (B) and (E) are too vague to clearly define the term.

**143. (E)** Many students might get confused with choice (D), but the question asks at which stage children are able to grasp the concept of conservation. That would make choice (E) correct. It is during the concrete-operational stage that children are able to grasp those principles.

**144. (B)** When talking about egocentrism, Piaget believed this concept dealt with preschool-age children. At that age, he believed children do not see things from a different point of view than their own.

**145. (A)** This stage of cognitive development is usually reached during adolescence. Individuals begin to think in abstract terms. They become capable of going beyond the here and now to understand things in terms of cause and effect.

**146. (C)** Object permanence, according to Piaget, is grasped during the sensorimotor stage of development. It is an awareness that objects exist when they are out of sight. By the time children are between 18 and 24 months old, they can imagine the movement of an object they do not see move.

**147. (B)** Symbolism is the idea that children can understand that symbols or small objects represent something larger in real life. Children, according to Piaget, can grasp this concept during the preoperational stage, between the ages of two and seven.

**148. (A)** Depending on age, children assimilate in different ways. An infant sees a block and sucks on it. A toddler sees a block and stacks it or throws it. Adolescents use blocks to play games. Choice (B) could look like the correct answer, but because it only says “thought process,” it does not give the exact understanding of the term.

**149. (D)** According to Lawrence Kohlberg, children in the preconventional stage make decisions based on right or wrong behavior and whether they will be rewarded or punished. Choice (D) uses the term *concrete consequences*, meaning just that.

**150. (B)** During the conventional stage, adolescents shift their thought process toward considering various abstract social virtues, such as being a good citizen and respecting authority. Some students might get confused with choice (C), postconventional. Postconventional deals more with personal convictions, not necessarily taking into account rules and laws.

**151. (C)** According to Erik Erikson, during stage 3, initiative versus guilt, a child deals with cognitive development and is expected to meet a new set of challenges. Trust versus mistrust is from birth through the first year of life. Autonomy versus self-doubt is from age one until age three. Industry versus inferiority is from age five through age twelve. Identity versus role confusion is the adolescent years.

**152. (D)** Autonomy versus self-doubt, according to Erik Erikson, is between the ages of one and three. It is during this time a child is exploring, walking, and talking, thus beginning the battle of wills with his or her parents. With encouragement, a child will gain a sense of independence. With disapproval comes feelings of doubt.

**153. (B)** The psychosexual stages are five different developmental periods: oral, anal, phal-lic, latency, and genital. During these stages an individual seeks pleasure from different areas of the body.

**154. (E)** Both Sigmund Freud and Erik Erikson believed that if individuals do not solve their problems during each psychosexual or psychosocial stage, problems could arise in the next stage of development.

**155. (B)** Freud believed that if an individual is fixated in the anal stage he or she will continue to engage in behaviors that are related to retention. In this case, overly orderly and stingy are examples of retentive behavior.

**156. (A)** According to Freud, those individuals fixated in the oral stage can, as adults, become sarcastic and suffer from a low self-esteem, continually looking for approval.

**157. (C)** According to Lawrence Kohlberg, during the postconventional stage, individuals base their morality on their convictions even if their convictions force them to break the law. Choice (B) could seem like the correct answer, but during the conventional stage, individuals are compelled to follow the law.

**158. (D)** Choice (A) can be eliminated immediately. Piaget did use different ages for each stage. Choice (B) is incorrect because Piaget was studying cognitive psychology; therefore, he could not have placed too much emphasis on it. Many critics believed Piaget simplified the cognitive abilities of children so much so that he underestimated what they could accomplish.

**159. (C)** Choice (C) is the definition of rooting.

**160. (E)** Harry Harlow's work with monkeys and surrogate mothers showed that even monkeys who were deprived of food preferred the terrycloth monkey to the wire monkey with food, demonstrating how important contact and comfort are.

## Chapter 17: Developmental Psychology: Adolescence and Adulthood

**161. (D)** The formal operational stage, Piaget believed, extends from age 11 through adulthood. It is during this stage that adults develop the ability to think abstractly or hypothetically. Adolescents' thoughts about marriage and finding a job in their future is an example of thinking abstractly.

**162. (A)** Imaginary audience refers to a type of egocentric thinking among teenagers in which they confuse their thoughts with the belief that everyone is staring at them. Choice (B) might seem like the correct answer, but personal fable is the belief among teenagers that their story is unique from anyone else's, that no one could possibly understand them.

**163. (B)** Personal fable is when a teenager thinks his or her thoughts are unique to him or her. In this scenario Lola believes no one else could understand how in love she is.

**164. (D)** Authoritative parents try to encourage their children in a rational and intelligent way. They are supportive, loving, and committed. They have a verbal give-and-take with their children and discuss rules and policies together.

**165. (A)** The identity versus role confusion stage, according to Erikson, is a time when teenagers have to leave behind the carefree and impulsive behaviors of childhood and develop a purposeful planned adulthood. Choices (B), (C), (D), and (E) all reflect later stages in Erikson's psychosocial stages of development.



**166. (C)** Passion involves constant thoughts about your loved one. Intimacy involves the ability to be completely honest and feeling completely close with your partner. Commitment is making a pledge to maintain the relationship for the long term. Passionate love and companionate love are subcomponents, according to Sternberg.

**167. (D)** One major criticism of Kohlberg's theory on moral development came from Carol Gilligan. She believed men and women may differ in their moral thinking; men use justice and women use care. Both are socialized differently and, therefore, their moral development will differ greatly.

**168. (B)** Most psychologists believe that because authoritative parenting involves a give-and-take relationship in which children have a voice, it is the type of parenting that will lead to success in the future.

**169. (A)** According to Erik Erikson, adolescents are in a stage called identity versus role confusion. Erikson believed that there is a conflict that has to be resolved at every stage in psychosocial development. In this particular stage, if teenagers do not develop an identity they will enter the next stage with role confusion.

**170. (B)** Many students might feel compelled to choose (C) because the question suggests a reference to the start of preschool. But, in fact, teachers and friends actually become important before preschool. During the initiative versus guilt stage, children are exposed to individuals besides their parents, which is why choice (B) is correct.

**171. (D)** Similar in many ways to Erik Erikson, Levinson studied the psychosocial stages of male adulthood.

**172. (A)** During the industry versus inferiority stage, a child must learn to direct his or her energy toward completing tasks. Teenagers begin to understand the value of success, mainly through report card grades.

**173. (D)** Erik Erikson argued that people in their middle adulthood (40–65) are in the stage generativity versus stagnation. Middle adulthood is a time for helping the younger generation. On the negative side, a lack of involvement leads to feelings of stagnation—doing nothing for the younger generation. Choice (C) refers to young adulthood, and choice (E) refers to late adulthood.

**174. (C)** According to Lawrence Kohlberg, the postconventional stage represents the highest level of moral reasoning. Moral decisions are made after careful thinking about all alternatives and making a balance between human rights and laws of society. Choice (C) is correct because unlike in Kohlberg's other stages of moral development, in the postconventional stage people decide their behavior based on their own morals and values.

**175. (E)** According to Erik Erikson, young adults are in the intimacy versus isolation stage. If, as an adolescent, you successfully found your own identity you will be ready to find intimacy with a partner by your early twenties. Young adulthood is a time for finding love and a meaningful relationship.

**176. (B)** The correct pairing in terms of age is choice (B). With all three, an individual is at age 50 or older. The other choices do not correctly correspond with age.

**177. (E)** Although some students might be tempted to choose (D), latency, the correct answer is genital. The genital stage begins at puberty and goes throughout adulthood. Adolescents would fall under that psychosexual stage.

**178. (C)** Robert Havighurst, David Elkind, and James Marcia all focused their work on adolescents. Freud, Gilligan, Kohlberg, and Piaget touched on, but did not focus their work on, adolescents.

**179. (D)** Children begin elementary school during the industry versus inferiority stage. Choice (C) might look tempting, but children in that stage are not quite old enough to be in elementary school.

**180. (A)** Robert Havighurst believed that all teenagers must complete a series of tasks before ending adolescence and beginning adulthood. Although many might seem outdated in today's world, they do include finding a partner, choosing a career path, and so on.

## Chapter 18: Developmental Psychology: Death and Dying

**181. (B)** According to Erik Erikson, a person in late adulthood (65 and older) is in the integrity versus despair stage of his or her life. It is in this stage that people reflect and review their lives and the choices they made. On the positive side of this stage, if they look back and feel content with their friends and family and how they lived, they feel a sense of satisfaction or integrity.

**182. (A)** According to Elisabeth Kubler-Ross, people go through five stages when dealing with death and grief. Denial is first; anger comes second; bargaining, usually with a higher power, comes third; depression is fourth, and, finally, the last stage is acceptance. Although there are variations to this theory, for the purposes of the AP exam this is the order to know.

**183. (C)** Elisabeth Kubler-Ross formulated a stage theory on death and dying.

**184. (B)** In late adulthood, individuals experience a decline in perceptual speed, reaction time, and processing speed, all of which fall under cognitive abilities. Choice (D) might look enticing, but there is no evidence that people necessarily lose their intellectual ability as they age.

**185. (D)** According to Erik Erikson, an 80-year-old individual is in the integrity versus despair stage. If a person reflects back on his or her life and sees a series of crises, problems, and bad experiences, he or she will have feelings of regret or despair.

## Chapter 19: Freudian Psychology

**186. (A)** Freud believed in the importance of the unconscious and that the forces of the unconscious originated in early childhood. Although Freud did study the conscious thought process, most of his work focused on the unconscious. He did not discuss the nature-nurture debate because he believed our personality stems from our environment. This would rule out choices (C) and (D).

**187. (C)** Freud believed the unconscious motivation explained why we say or do things we can't understand. Unconscious forces represent wishes, desires, or thoughts that, because of disturbing content, we automatically repress.

**188. (B)** Free association is one of Freud's important discoveries, which is still used today to help reveal a client's unconscious thought process. Choices (A), (C), and (D) can be eliminated because they are not real terms. Choice (E) represents the entire field of Freudian psychology.

**189. (C)** The id is Freud's first division of the mind. It contains two drives, sex and aggression. Sex and aggression are the source of all mental energy, according to Freud. The ego works to find acceptable ways of satisfying the id's desires. The superego's goal is applying moral values to individual desires.

**190. (A)** Unlike the ego and id, the superego focuses on the moral values and standards set by one's family, caregivers, and society. Because of this, children learn they must follow rules and regulations.

**191. (C)** Unlike the id and superego, the ego works as the negotiator between the other two. The ego follows the reality principle, which is the policy of satisfying desires only if they are socially acceptable.

**192. (D)** The pleasure principle acts to satisfy wishes or desires and avoid pain while ignoring social regulations. In the case of choice (D), the child acts out because his own wish was not met. The other choices do not show an individual avoiding pain and ignoring society's regulations.

**193. (B)** Choice (B) is the definition of a defense mechanism. Choices (A), (C), (D), and (E) are all examples of possible defense mechanisms; they do not actually define the term.

**194. (E)** Sublimation involves redirecting a threatening or forbidden desire, usually sexual, into a socially acceptable one. In this case, Todd puts his sexual frustration into a kickboxing class.

**195. (A)** Rationalization is the making up of acceptable excuses for behaviors that cause a person to feel anxious. In this case, Jay felt anxious about failing his class and, to reduce his anxiety, made the excuse that his teacher did not like him.

**196. (E)** Reaction formation involves turning unacceptable wishes into acceptable behaviors. In this case, the fact that Tom is still in love with the woman who broke up with him is an unacceptable behavior. Therefore he changes his desires into acceptable behavior.

**197. (C)** According to Freud, the preconscious is the part of the mind that exists right below the surface. It is the connection between the conscious and the unconscious.

**198. (D)** The phallic stage lasts from about three to six years of age. According to Freud it is a time when children's pleasure seeking is centered on the genitals. This stage is important for personality development because it is a time when boys discover their penis as a source of pleasure. According to Freud boys develop a sexual attraction to their mother and as a result feel jealousy toward their father. This concept became known as the Oedipus complex.

**199. (D)** The Electra complex was named for Electra, a woman in Greek mythology who killed her mother. Freud theorized that when girls discover they do not have a penis they turn against their mothers and develop sexual desires for their fathers.

**200. (E)** According to Freud, if a person becomes fixated during the phallic stage he or she may repress sexual urges later in life. Choices (A) and (D) could look like the correct answer, but sexual repression, according to Freud, comes from a fixation during the stage in which children become aware of pleasure from their genitals. During latency all sexual desires are repressed. The genital stage occurs after sexual repression would begin.

**201. (A)** Many psychologists, including neo-Freudians, did criticize Freud for placing too much emphasis on sexual conflict and the unconscious, and ignoring personal responsibility.

**202. (C)** The Oedipus complex is a process in which a child competes with the parent of the same sex for the affections and pleasures of the parent of the opposite sex.

**203. (B)** The id is pleasure seeking, and the superego is highly judgmental. The individual must listen to one of them. Choice (C) could look like the correct answer but because part of Grace's thought process is to keep the money, that is the pleasure-seeking id at work.

**204. (E)** According to Freud, when a person is fixated in the oral stage, later in life he or she may exhibit behavioral patterns that include choices (A), (B), (C), and (D).

**205. (C)** According to Freud, men who are fixated in the phallic stage cannot develop the proper relationship with their mother. This could lead to misogynistic behavior later in life.

## Chapter 20: Personality Psychology

**206. (A)** Archetypes, according to Carl Jung, are universal themes that are part of the collective unconscious. These universal themes are terms or ideas shared by all cultures. Anima, feminine traits; animus, masculine traits; persona, the part of your personality you share publicly; and shadow, the part of your personality you do not publicly share, are all examples of archetypes.

**207. (B)** The humanistic approach to psychology is concerned with individual potential for growth and the unique perceptions that an individual has in terms of attaining that potential. Humanists believe all humans are born with a need for unconditional positive regard, acceptance, and love from others and themselves in order to achieve their full potential. Psychoanalysis focuses on childhood memories. Cognitive psychology focuses on changing one's thought process. Behavioral psychology focuses on changing one's behavior, and developmental psychology focuses on change versus stagnation.

**208. (D)** By taking the first letter of each trait, the "Big Five" traits make up the word OCEAN.

**209. (B)** Generally, type A personality people have more stressful lifestyles. Their fast-paced lifestyle leaves little time for relaxation. Type A personality individuals tend to be in professions that also increase their stress levels. They tend to be perfectionists and will not settle for less. All of these characteristics lead to an increase in potential for cardiac health problems.

**210. (C)** Carl Jung believed in the archetype called the persona. The persona is the universally shared understanding that people try to bring the best part of their personality to the forefront when in public view. They tend to hide the parts of their personality that they are not comfortable with. In this scenario, George allows the public (his classmates) to see his confidence while hiding his insecurities.

**211. (D)** The TAT, Thematic Apperception Test, is a projective test in which the subjects are given ambiguous pictures to tell a story about. The MMPI is a test that looks for personality abnormalities. The Rorschach test is an inkblot test. The LSAT is an exam students take to get into law school.

**212. (E)** Carl Rogers's self theory emphasizes unconditional positive regard for any true, authentic relationship to work. The self theory also places emphasis on congruency, which is when a person's true self, ideal self, and self-image are all congruent with each other. Self-actualization is the ability to reach one's full potential. Empathic understanding is truly understanding and listening to the needs of others. *Extraversion* is the only term that is not part of the self theory.

**213. (B)** Carl Rogers said that the self is made up of many self-perceptions and personality characteristics. The ideal self is the person whom an individual strives to become, and the real self is the person an individual actually is. These two personas should be consistent with one another.

**214. (C)** Choice (C) best describes self-efficacy. Many students might get confused with choice (E), but (E) actually defines the term *locus of control*. This term focuses more on whether fate or external causes contribute to our accomplishments.

**215. (D)** Motivation and determination are examples of internal causes of success. External causes would be putting things in the hands of chance or fate.

**216. (D)** Source traits are used to describe the 35 basic traits from Raymond Cattell's personality theory.

**217. (B)** The trait theory is an approach for analyzing personality structure. It identifies and classifies similarities and differences in personality characteristics. Factor analysis is an actual statistical method to find relationships among different items. Choice (A) can be eliminated because of the use of the word *genetics*. Choice (D) is too vague to be the correct answer. Choice (E) can be eliminated because of the use of the word *behaviors*.

**218. (E)** The Minnesota Multiphasic Personality Inventory (MMPI) is a true-false questionnaire. The Thematic Apperception Test is a writing test based on ambiguous pictures. The Rorschach test is an inkblot test. Although MMPI is a specific type of objective personality test, choice (D), that is not the best answer.

**219. (A)** Choice (A) is the only correct answer because it completely negates psychoanalysis and the unconscious by claiming that individuals have free will to reach their full potential.

**220. (C)** Choice (C) is the definition of archetypes.

**221. (D)** In contrast to Freud's belief in biological drives, Adler proposed that humans are motivated by social urges and feelings of inferiority. Choice (B) falls under Karen Horney. Choice (C) falls under Carl Rogers. Choice (E) is a learning behavior tool.

**222. (B)** Karen Horney believed that a major influence on personality development stemmed from the relationship a child had with his or her parents. Unlike Freud's belief in psychosexual conflict, Horney believed these conflicts are avoidable if children are raised in a loving and trusting environment.

**223. (A)** Part of Alfred Adler's theory focuses on the belief that people want to believe in simplistic proverbs, such as "treat people the way you want to be treated." As children, believing in these statements helps individuals cope with the complexities of reality.

**224. (D)** One major criticism neo-Freudians had regarding Freud was the emphasis he placed on sexual drives and conflicts in determining our behavior. Neo-Freudians believed much more strongly in our free will to make our own choices.

**225. (D)** This question clearly defines the humanistic approach.

## Chapter 21: Stress and Coping

**226. (B)** Choice (B) is the definition of the term *stress*. The other choices are all examples of stress but do not give the actual definition.

**227. (C)** A threat appraisal is when the harm or loss has not yet occurred but the individual knows it will happen in the future. Choice (A) occurs when an individual has already sustained some damage or injury. Choice (B) occurs when there is potential for gain or personal growth but it is necessary to mobilize resources in order to achieve success.

**228. (A)** The fight-flight response directs a great amount of energy to the muscles and brain, therefore eliminating choice (B). Threatening physical stimuli trigger the fight-flight response. Choice (C) is incorrect because it does not solely calm the body down. Choice

(D) is incorrect because the fight-flight sequence stimulates the pituitary gland, not the thyroid gland. Choice (E) is incorrect because the heart rate is increased first by the fight-flight sequence.

**229. (D)** This answer defines the term *psychosomatic symptoms*.

**230. (B)** The hypothalamus is stimulated when an individual appraises a situation as threatening, psychologically or physically. In turn, the hypothalamus triggers the pituitary gland and simultaneously activates the sympathetic nervous system.

**231. (A)** The adrenal medulla is activated by the sympathetic nervous system. Epinephrine, also known as adrenaline, is released. This hormone increases heart rate, blood pressure, blood flow to muscles, and release of blood sugar. The liver releases glycogen. Acetylcholine is released in both the PNS and CNS, not the adrenal medulla. Serotonin is primarily found in the gastrointestinal tract and the CNS. Dopamine is partially secreted by the hypothalamus, not the adrenal medulla.

**232. (D)** Hans Selye called his theory the general adaptation syndrome. This theory describes the body's reaction to stressful situations. The alarm stage is the initial reaction to stress. The resistance stage is the body's reaction to continued stress. The exhaustion stage is the body's reaction to continuous and long-term stress.

**233. (A)** Frustration is defined as the feeling that results when a person's attempt to reach a goal is blocked. In this scenario, the coach's goal of winning the game was blocked, causing frustration to occur. Choices (B), (D), and (E) could be examples of aggression but not necessarily frustration.

**234. (E)** Choices (B), (C), and (D) are all examples of three different interpretations of a primary appraisal.

**235. (C)** A challenge appraisal is based on one's potential for future success when the proper tools are used. In the example, Eva's professor is letting her know the importance of her success on the tests and quizzes. In other words, the professor is challenging her to do well on them.

**236. (B)** A harm/loss appraisal implies that an individual has already sustained some injury. A harm/loss appraisal elicits negative emotions such as fear and anxiety, and the individual feels stressed. The more negative emotions, the more stress the individual will have. Choice (D) could seem like the correct answer, but all primary appraisals elicit physiological arousal.

**237. (C)** During the exhaustion stage, extended periods of stress cause the body to become physically exhausted. Because the body is not meant to handle such strenuous work from the autonomic nervous system, the immune system weakens and there is a breakdown of the internal organs.

- 238. (A)** The alarm stage is the initial reaction to stress. This is when the fight-or-flight response is activated. In this case, Charlene is entering the initial alarm stage just before the chorus concert starts.
- 239. (E)** Choices (A), (B), (C), and (D) are all examples of the most common triggers of stress. Although fear can cause stress, it is not the major cause of stress for most people.
- 240. (D)** Richard Lazarus's theory emphasized the importance of appraising a situation before experiencing stress.