Multiple Choice

Choose the one alternative that best completes the statement or answers the question.

1. Watson, the computer, won his game of Jeopardy against two very skilled opponents. However, he would not do very well at
   a. checkers
   b. chess
   c. poker
   d. Trivial Pursuit
   Answer: C
   Difficulty: 1
   Page(s) in Text: 47
   Topic: Introduction
   Skill: FACTUAL

2. _______ thinking is nonconscious, effortless, and unintentional, whereas _______ thinking is conscious, effortful, and
   intentional.
   a. Biased; accurate
   b. Automatic; controlled
   c. Controlled; automatic
   d. Illogical; logical
   Answer: B
   Difficulty: 1
   Page(s) in Text: 48
   Topic: The Social Thinker; On Automatic Pilot: Low-Effort Thinking
   Skill: FACTUAL

3. Psychologists distinguish between two types of cognitive processing. _______ thinking is nonconscious and unintentional,
   whereas _______ thinking is conscious and intentional.
   a. Accurate; inaccurate
   b. Automatic; controlled
   c. Inefficient; efficient
   d. Controlled; automatic
   Answer: B
   Difficulty: 1
   Page(s) in Text: 48
   Topic: The Social Thinker; On Automatic Pilot: Low-Effort Thinking
   Skill: FACTUAL

4. Parents seldom spend a lot of time explaining to their children how to ride a bicycle. Instead, they often get a bike with training
   wheels and let the children learn for themselves how to ride a bike. This is because our understanding about how to ride a
   bicycle is based on
   a. automatic thinking which is difficult to describe to someone else.
   b. controlled thinking that can only be learned by experience.
c. intuition that is difficult to express in language that a child can understand.
d. personal experience that is not likely to be believed by the child.

*Answer: A*
5. New professors often have to concentrate very hard to give a lecture, and monitor themselves carefully to make sure they’re not talking too fast and that they are using appropriate and clear examples. More seasoned professors do not have to concentrate as much, and can talk clearly and engagingly, and keep an eye on students all at the same time. This example represents the transition from ______ thinking to ______ thinking as professors gain experience.
   a. automatic; controlled
   b. unconscious; conscious
   c. controlled; automatic
   d. random; systematic
   Answer: C
   Difficulty: 2
   Page(s) in Text: 48
   Topic: The Social Thinker
   Skill: CONCEPTUAL

6. Christopher is considering breaking up with his high-school sweetheart. He spends many hours weighing the benefits and drawbacks, he asks his friends for advice, and he thinks about it further before coming to his decision. In this case, Christopher is using
   a. automatic thinking.
   b. the representativeness heuristic.
   c. controlled thinking.
   d. self-fulfilling prophecies.
   Answer: C
   Difficulty: 2
   Page(s) in Text: 48
   Topic: On Automatic Pilot: Low-Effort Thinking
   Skill: APPLICATION

7. ______ refers to the way people select, interpret, remember, and use social information to make judgments and decisions about themselves and others.
   a. Social cognition
   b. Schemas
   c. Counterfactual thinking
   d. Decision rules
   Answer: A
   Difficulty: 1
   Page(s) in Text: 48
   Topic: The Social Thinker
   Skill: FACTUAL

8. In general, when people first encounter a novel situation, they tend to
   a. be in a state of complete confusion until they have explored extensively.
   b. size up the situation quickly and effortlessly and, for the most part, correctly.
   c. size up the situation quickly and effortlessly, but with frequent and extensive errors that are corrected only with experience.
   d. size up the situation quickly and effortlessly, but with frequent and extensive errors that are impervious to change.
   Answer: B
   Difficulty: 3
   Page(s) in Text: 48
   Topic: The Social Thinker
   Skill: CONCEPTUAL

9. The way that automatic and controlled thinking tend to work together can be best compared to a
a. computer graphics system that relies on both bitmap (pixel by pixel) and vector (mathematically generated line) images.
b. modern jet system that can fly on automatic pilot but also has a manual override.
c. car that can drive in either four-wheel or two-wheel drive.
d. deciduous tree that has leaves in spring through fall but is bare in the winter.

**Answer:** B  
**Difficulty:** 3  
**Page(s) in Text:** 48  
**Topic:** The Social Thinker  
**Skill:** CONCEPTUAL

10. Complete the following analogy. Nonconscious thinking: _______ :: conscious thinking: _______.
   a. biased; accurate  
   b. automatic; controlled  
   c. controlled; automatic  
   d. illogical; logical
   **Answer:** B  
   **Difficulty:** 1  
   **Page(s) in Text:** 48  
   **Topic:** The Social Thinker  
   **Skill:** CONCEPTUAL

11. Automatic thinking tends to be all of the following except
   a. nonconscious.  
   b. effortless.  
   c. voluntary.  
   d. unintentional.
   **Answer:** C  
   **Difficulty:** 3  
   **Page(s) in Text:** 48  
   **Topic:** On Automatic Pilot: Low-Effort Thinking  
   **Skill:** FACTUAL

12. According to the authors of your text, when people use automatic thinking, they tend to size up new situations
   a. slowly and inaccurately.  
   b. quickly and inaccurately.  
   c. slowly and accurately.  
   d. quickly and accurately.
   **Answer:** D  
   **Difficulty:** 3  
   **Page(s) in Text:** 48  
   **Topic:** On Automatic Pilot: Low-Effort Thinking  
   **Skill:** FACTUAL

13. According to the authors of your text, automatic thinking is based on
   a. subconscious desires and impulses.  
   b. biological responses and cognitive thought.  
   c. one’s sense of self and identity.  
   d. past experiences and knowledge.
   **Answer:** D  
   **Difficulty:** 3  
   **Page(s) in Text:** 48  
   **Topic:** On Automatic Pilot: Low-Effort Thinking  
   **Skill:** FACTUAL

14.
We can form impressions of people we interact with rather quickly and effortlessly. We do this by engaging in an automatic analysis of our environments, based on.

- our past experiences and knowledge of the world.
- information provided by our parents.
- biological signals we receive from other people.
- rewards given to us by our friends.

**Answer:** C  
**Difficulty:** 3  
**Page(s) in Text:** 48  
**Topic:** On Automatic Pilot: Low-Effort Thinking  
**Skill:** FACTUAL

15. Which of the following is not an example of automatic thinking?

a. forming a first impression of someone within seconds of meeting him or her  
b. conducting a search on the Internet  
c. having a sense of whether an object is near or far from us  
d. driving down the highway while also carrying on a conversation

**Answer:** B  
**Difficulty:** 2  
**Page(s) in Text:** 48  
**Topic:** On Automatic Pilot: Low-Effort Thinking  
**Skill:** APPLICATION

16. Karen is so used to driving to her boyfriend’s house that when she is taking her little brother to softball practice early one morning, before she is fully awake, she finds herself driving to her boyfriend’s house instead. This is an example of

a. judgmental heuristics.  
b. counterfactual thinking.  
c. controlled thinking.  
d. automatic thinking.

**Answer:** D  
**Difficulty:** 2  
**Page(s) in Text:** 48  
**Topic:** On Automatic Pilot: Low-Effort Thinking  
**Skill:** APPLICATION

17. Most initial impressions of a novel situation are made using

a. controlled thinking.  
b. the representativeness heuristic.  
c. counterfactual thinking.  
d. automatic thinking.

**Answer:** D  
**Difficulty:** 3  
**Page(s) in Text:** 48  
**Topic:** On Automatic Pilot: Low-Effort Thinking  
**Skill:** CONCEPTUAL

18. The fact that students “instantly” know the difference between a classroom and a party is an example of a(n)

a. controlled thinking.  
b. automatic thinking.  
c. schema.  
d. social cognition.

**Answer:** B  
**Difficulty:** 2  
**Page(s) in Text:** 48  
**Topic:** On Automatic Pilot: Low-Effort Thinking  
**Skill:** APPLICATION
19. _______ are the cognitive structures we use to organize our knowledge of the social world.
   a. Heuristics
   b. Schemas
   c. Cognitive filters
   d. Counterfactuals
   Answer: B
   Difficulty: 1
   Page(s) in Text: 49
   Topic: On Automatic Pilot: Low-Effort Thinking
   Skill: FACTUAL

20. Schemas are most like which of the following?
   a. an experiment
   b. a hypothesis
   c. interjudge reliability
   d. a correlation coefficient
   Answer: B
   Difficulty: 3
   Page(s) in Text: 49
   Topic: On Automatic Pilot: Low-Effort Thinking
   Skill: CONCEPTUAL

21. When Robin meets her friend’s new roommate, she sees that she has easels and paints strewn about, and has decorated her side of the room with lots of hand-made ceramic pots and paintings. At first, Robin is most likely
   a. to use her “artistic” person schema and assume that her friend’s roommate is free-thinking and creative.
   b. not to make any assumptions about her friend’s roommate’s preferences and tastes.
   c. to use her “artistic” person schema and focus on her friend’s roommate’s deviations from the schema, such as the fact that she is majoring in business.
   d. to change her “artistic” person schema when she discovers that her friend’s roommate is a business major.
   Answer: A
   Difficulty: 2
   Page(s) in Text: 49
   Topic: On Automatic Pilot: Low-Effort Thinking
   Skill: APPLICATION

22. When you meet your new roommate for the first time, he is wearing glasses, listening to classical music, and reading a copy of the New Yorker Review of Books. You think, “Well, maybe rooming with an intellectual this year will be good for me.” You instantly categorized your roommate as an intellectual on the basis of your
   a. schemas.
   b. memories.
   c. intuitions.
   d. heuristics.
   Answer: A
   Difficulty: 2
   Page(s) in Text: 49
   Topic: On Automatic Pilot: Low-Effort Thinking
   Skill: APPLICATION

23. Which of the following is not a typical example of the kind of knowledge that is contained in a schema? Your knowledge
   a. of the typical character traits and behaviors of lawyers.
   b. of the first date when you spilled red punch all over your partner.
   c. that fairy tales begin, “Once upon a time....”
   d. that it is common to leave a 15-percent tip when dining at an eat-in restaurant.
   Answer: B
   Difficulty: 2
24. Schemas are most like which of the following?
   a. lenses through which we look at and learn about the world
   b. tires on which we move about in the world
   c. food which helps us stay energized to explore the world
   d. pillows which help us recover from our time in the world
   Answer: A
   Difficulty: 3

25. Based on the information in this chapter, when we meet someone new, we are likely to
   a. consider carefully all information about him or her before forming an impression.
   b. use only internal characteristics such as personality to form an impression.
   c. categorize this person based on our schemas and other people we know.
   d. rely on scripts to form an accurate impression.
   Answer: C
   Difficulty: 2

26. When Matilda met Joe, she instantly categorized him as a nerd because of his appearance and intense interest in technology and mathematics. Matilda’s categorization is an example of her use of
   a. scripts.
   b. schemas.
   c. controlled processes.
   d. base rate information.
   Answer: B
   Difficulty: 2

27. According to the authors of your text, people are likely to quickly categorize people they have just met. This is due to people’s reliance on
   a. self-fulfilling prophecies.
   b. counterfactual thinking.
   c. controlled thinking
   d. schemas.
   Answer: D
   Difficulty: 2

28. When most Americans walk into a fast food restaurant chain, they know they should walk up to the counter to order, pay, and pick up their food, rather than sit down and wait to be served. This knowledge of how to act in such a situation is called a
   a. controlled thinking.
   b. stereotype.
   c. counterfactual thought.
   d. schema.
Answer: D
Difficulty: 2
Page(s) in Text: 49
Topic: On Automatic Pilot: Low-Effort Thinking
Skill: APPLICATION

29. Why do we use schemas?
   a. Humans are born with schemas.
   b. Schemas are taught to us in our early childhood.
   c. Without schemas, the world would seem inexplicable and confusing.
   d. Schemas ensure that we interpret the world accurately.
Answer: C
Difficulty: 1
Page(s) in Text: 49
Topic: On Automatic Pilot: Low-Effort Thinking
Skill: CONCEPTUAL

30. Korsakoff’s syndrome is a neurological disorder that makes sufferers unable to form new memories. The world is disorienting and incoherent to patients with this disorder, so they often confabulate and invent fictions to make the world less scary and confusing. A social psychologist might say that these patients
   a. invent schemas where none exist.
   b. have lost their schemas.
   c. can only use controlled but not automatic processes.
   d. are not concerned with reducing ambiguity.
Answer: A
Difficulty: 3
Page(s) in Text: 49
Topic: On Automatic Pilot: Low-Effort Thinking
Skill: CONCEPTUAL

31. Korsakoff’s syndrome is a neurological disorder more closely associated with abnormal psychology than with social psychology. Why would the authors of your text describe the symptoms of Korsakoff’s syndrome and provide Oliver Sacks’s description of his encounter with a patient suffering from that disease? This discussion illustrates the
   a. power of schemas to create a false reality.
   b. importance of schemas in helping humans make sense of their experiences.
   c. hazards of holding rigid, inflexible schemas.
   d. dangers of relying on heuristics to understand medical problems.
Answer: B
Difficulty: 3
Page(s) in Text: 49
Topic: On Automatic Pilot: Low-Effort Thinking
Skill: CONCEPTUAL

32. Jennifer was walking along the street when she saw a man run out of a convenience store clutching on to a bag. The owner of the store runs out and shouts for the man to stop and come back. Jennifer immediately assumes that there has been a robbery, not that the man was in a hurry and forgot his change. How did she fill in this gap in her knowledge of the situation?
   a. She was using the base rate heuristic.
   b. She considered self-fulfilling prophecies.
   c. She was using racial profiling.
   d. She was relying on a schema.
Answer: D
Difficulty: 2
Page(s) in Text: 49
Topic: On Automatic Pilot: Low-Effort Thinking
Skill: APPLICATION
33. We are most likely to rely on schemas when the situation we confront is
   a. arousing.
   b. ambiguous.
   c. exciting.
   d. forgettable.
   Answer: B
   Difficulty: 2
   Page(s) in Text: 50
   Topic: On Automatic Pilot: Low-Effort Thinking
   Skill: FACTUAL

34. Which of the following does not describe a schema?
   a. organizes the social world
   b. fills in the gaps of the social world
   c. makes sense of the social world
   d. increases the accessibility of a trait
   Answer: D
   Difficulty: 2
   Page(s) in Text: 49
   Topic: On Automatic Pilot: Low-Effort Thinking
   Skill: CONCEPTUAL

35. Schemas are most helpful when the situation we confront is
   a. arousing.
   b. ambiguous.
   c. exciting.
   d. forgettable.
   Answer: B
   Difficulty: 2
   Page(s) in Text: 50
   Topic: On Automatic Pilot: Low-Effort Thinking
   Skill: CONCEPTUAL

36. Which of the following is true?
   a. Construals use schemas to make sense of the social world.
   b. Schemas use construals to make sense of the social world.
   c. Construals and schemas are interchangeable concepts.
   d. Construals and schemas don’t relate to one another at all.
   Answer: A
   Difficulty: 3
   Page(s) in Text: 49-50
   Topic: On Automatic Pilot: Low-Effort Thinking
   Skill: CONCEPTUAL

37. Carol has a subtle “Mona Lisa” smile that is much harder to detect than an obvious toothy grin. Assume that before you met Carol, a mutual friend described her as warm and friendly. The first time Carol smiled at you, if you were to rely on your schemas, you would probably conclude that she is
   a. bored talking to you.
   b. a friendly person.
   c. a cool, aloof person.
   d. very hard to read.
   Answer: B
   Difficulty: 2
   Page(s) in Text: 49-50
   Topic: On Automatic Pilot: Low-Effort Thinking
   Skill: APPLICATION
38. Recall that Harold Kelley (1950) told some college students that their guest lecturer was a warm person, and others that he was a cold person. The visitor then lectured for twenty minutes, and behaved in a very arrogant way during the lecture. When students evaluated the lecturer,
   a. no matter what the expectation, none of the students liked the arrogant lecturer.
   b. those students who expected a warm person interpreted his “arrogance” as insecurity.
   c. students expecting a warm person rated the lecturer as funnier, but no less arrogant than students who expected a cold person.
   d. students who expected a cold person rated the lecturer as less arrogant than students who expected a warm person.
   
   Answer: C  
   Difficulty: 3  
   Page(s) in Text: 49-50  
   Topic: On Automatic Pilot: Low-Effort Thinking  
   Skill: FACTUAL

39. Recall that Harold Kelley (1950) told some college students that their guest lecturer was a warm person, and others that he was a cold person. The visitor then lectured for twenty minutes, and behaved in a very cocky, arrogant way during the lecture. All students viewed the lecturer as arrogant, but differed in their assessments of how humorous he was. These results suggest that schemas are
   a. modifiable.
   b. more likely to be used to interpret ambiguous behaviors.
   c. abandoned in the face of ambiguous behaviors.
   d. specific to a particular situation.
   
   Answer: B  
   Difficulty: 3  
   Page(s) in Text: 49-50  
   Topic: On Automatic Pilot: Low-Effort Thinking  
   Skill: CONCEPTUAL

40. Recall that Harold Kelley (1950) told some college students that their guest instructor was a warm person, and others that he was a cold person. Students who were told that the guest instructor was a warm person evaluated him more positively and participated more in class discussion than did students who were told that he was cold. These results support the idea that schemas are
   a. universal.
   b. impossible to modify.
   c. especially influential when we encounter ambiguous information.
   d. different, depending on the information to which we are exposed.
   
   Answer: C  
   Difficulty: 2  
   Page(s) in Text: 49-50  
   Topic: On Automatic Pilot: Low-Effort Thinking  
   Skill: CONCEPTUAL

41. Recall that Kelley (1950) told some students that a guest instructor was a warm person and others that a guest instructor was a cold person. When the instructor behaved in an arrogant way, he was rated as immodest, no matter what students were told about him at the outset. These findings suggest that
   a. in tense situations, we seldom rely on our schemas.
   b. schemas change according to the situation they are applied in.
   c. when behaviors are clear, we rely less on our schemas.
   d. schemas are specific to the situation in which we find ourselves.
   
   Answer: D  
   Difficulty: 3  
   Page(s) in Text: 49-50  
   Topic: On Automatic Pilot: Low-Effort Thinking  
   Skill: CONCEPTUAL
42. Recall that Harold Kelley (1950) told some college students that their guest lecturer was a warm person, and others that he was a cold person. The visitor then lectured for twenty minutes. After the lecture, those students who expected the lecturer to be warm a. rated him higher and participated more in class discussion than those who expected him to be cold.
   b. rated him higher but did not talk in class any more than those who expected him to be cold.
   c. participated in class more than those who expected him to be cold, but did not rate him any differently.
   d. and those who expected him to be cold did not differ in their assessments, since they both saw the same person.
   Answer: A
   Difficulty: 2
   Page(s) in Text: 49-50
   Topic: On Automatic Pilot: Low-Effort Thinking
   Skill: FACTUAL

43. In Kelley’s 1950 research about the guest lecturer, the independent variable was the
   a. students’ impressions.
   b. personality descriptions.
   c. teacher’s expectations.
   d. bloomers.
   Answer: B
   Difficulty: 2
   Page(s) in Text: 49-50
   Topic: On Automatic Pilot: Low-Effort Thinking
   Skill: CONCEPTUAL

44. In Kelley’s 1950 research about the guest lecturer, the dependent variable was the
   a. students’ impressions.
   b. personality descriptions.
   c. teacher’s expectations.
   d. bloomers.
   Answer: A
   Difficulty: 2
   Page(s) in Text: 49-50
   Topic: On Automatic Pilot: Low-Effort Thinking
   Skill: CONCEPTUAL

45. The authors of your textbook point out that it is reasonable to use schemas to resolve ambiguity, but that this can become problematic when the schema is
   a. negative.
   b. unclear.
   c. newly developed.
   d. inaccurate.
   Answer: D
   Difficulty: 3
   Page(s) in Text: 50
   Topic: On Automatic Pilot: Low-Effort Thinking
   Skill: CONCEPTUAL