Chapter 01 The Classification of Motor Skills Answer Key

**Multiple Choice Questions**

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| 1. | A researcher from the area of \_\_\_\_\_\_\_\_\_\_ would be interested in how massed versus distributed practice influences the acquisition of a skill:      |  |  | | --- | --- | | A. | Motor Control |  |  |  | | --- | --- | | **B.** | Motor Learning |  |  |  | | --- | --- | | C. | Motor Development |  |  |  | | --- | --- | | D. | None of these | |

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| 2. | The performance of any motor skill is influenced by characteristics of:      |  |  | | --- | --- | | A. | The performer |  |  |  | | --- | --- | | B. | The environment |  |  |  | | --- | --- | | C. | The skill itself |  |  |  | | --- | --- | | **D.** | All of these | |

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| 3. | The term skill is used to denote:      |  |  | | --- | --- | | A. | A task that has a specific purpose or goal to achieve |  |  |  | | --- | --- | | B. | The degree of competence or capacity to perform a task |  |  |  | | --- | --- | | C. | The activity in nervous system that underlies movement |  |  |  | | --- | --- | | **D.** | A and B | |

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| 4. | Which of the following is NOT a characteristic of skills and actions:      |  |  | | --- | --- | | **A.** | They are innate |  |  |  | | --- | --- | | B. | There is a goal to achieve |  |  |  | | --- | --- | | C. | They are performed voluntarily |  |  |  | | --- | --- | | D. | They require movement of joints and body segments | |

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| 5. | Locomotion is an example of which of the following terms?      |  |  | | --- | --- | | A. | Movement |  |  |  | | --- | --- | | B. | Ability |  |  |  | | --- | --- | | C. | Performance measure |  |  |  | | --- | --- | | **D.** | Action | |

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| 6. | The specific pattern of limb motions used in throwing a ball is an example of:      |  |  | | --- | --- | | A. | An action |  |  |  | | --- | --- | | **B.** | A movement |  |  |  | | --- | --- | | C. | A neuromotor process |  |  |  | | --- | --- | | D. | A reflex | |

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| 7. | The relationship between movements and actions is:      |  |  | | --- | --- | | A. | Many-to-one |  |  |  | | --- | --- | | B. | One-to-many |  |  |  | | --- | --- | | **C.** | Many-to-one and one-to-many |  |  |  | | --- | --- | | D. | Movements and actions are not related | |

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| 8. | The relationship between neuromotor processes and movements is:      |  |  | | --- | --- | | A. | Many-to-one |  |  |  | | --- | --- | | B. | One-to-many |  |  |  | | --- | --- | | **C.** | Many-to-one and one-to-many |  |  |  | | --- | --- | | D. | Movements and actions are not related | |

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| 9. | Motor control and learning are prioritized in the following order relative to the three levels of study:      |  |  | | --- | --- | | A. | Neuromotor processes, movements, actions |  |  |  | | --- | --- | | B. | Neuromotor processes, actions, movements |  |  |  | | --- | --- | | **C.** | Actions, movements, neuromotor processes |  |  |  | | --- | --- | | D. | Actions, neuromotor processes, movements | |

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| 10. | If a motor skill requires the use of large musculature and does not require precision of movement for successful performance, then the skill would best be classified as a:      |  |  | | --- | --- | | A. | Fine motor skill |  |  |  | | --- | --- | | **B.** | Gross motor skill |  |  |  | | --- | --- | | C. | Discrete motor skill |  |  |  | | --- | --- | | D. | Open motor skill | |

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| 11. | The triple jump is a track and field event that requires a performer to run down a runway and then to perform a hop, skip, and jump sequence. The hop, skip, and jump portion sequence of the event is an example of a:      |  |  | | --- | --- | | A. | Discrete motor skill |  |  |  | | --- | --- | | B. | Continuous motor skill |  |  |  | | --- | --- | | **C.** | Serial motor skill |  |  |  | | --- | --- | | D. | Open motor skill | |

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| 12. | Which of the following skills is a discrete motor skill?      |  |  | | --- | --- | | A. | Riding a bicycle |  |  |  | | --- | --- | | B. | Swimming the crawl stroke |  |  |  | | --- | --- | | C. | Steering a car on a highway |  |  |  | | --- | --- | | **D.** | Striking a typewriter key | |

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| 13. | Shifting from second to third gear in a car is an example of which type of motor skill?      |  |  | | --- | --- | | A. | Open motor skill |  |  |  | | --- | --- | | B. | Fine motor skill |  |  |  | | --- | --- | | **C.** | Serial motor skill |  |  |  | | --- | --- | | D. | Continuous motor skill | |

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| 14. | Motor skills that require the performer to initiate a specific action on an object according to the object's motion are best categorized as:      |  |  | | --- | --- | | **A.** | Open motor skills |  |  |  | | --- | --- | | B. | Closed motor skills |  |  |  | | --- | --- | | C. | Discrete motor skills |  |  |  | | --- | --- | | D. | Continuous motor skills | |

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| 15. | Which term is sometimes used synonymously with the term *closed* motor skills?      |  |  | | --- | --- | | A. | Other-paced motor skills |  |  |  | | --- | --- | | B. | Externally-paced motor skills |  |  |  | | --- | --- | | C. | Forced-paced motor skills |  |  |  | | --- | --- | | **D.** | Self-paced motor skills | |

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| 16. | Gentile's taxonomy of motor skills includes which of the following factors as part of the "environmental context" dimension?      |  |  | | --- | --- | | **A.** | Intertrial variability |  |  |  | | --- | --- | | B. | Object location |  |  |  | | --- | --- | | C. | Object orientation |  |  |  | | --- | --- | | D. | Body transport | |

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| 17. | Which of the following skill category distinctions is popular in textbooks related to methods of teaching motor skills?      |  |  | | --- | --- | | A. | Gross vs. fine motor skills |  |  |  | | --- | --- | | B. | Discrete vs. continuous motor skills |  |  |  | | --- | --- | | **C.** | Open vs. closed motor skills |  |  |  | | --- | --- | | D. | Stability vs. transport motor skills | |

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| 18. | Returning a serve in tennis is an example of which of the following types of motor skills?      |  |  | | --- | --- | | A. | Self-paced motor skill |  |  |  | | --- | --- | | **B.** | Open motor skill |  |  |  | | --- | --- | | C. | Closed motor skill |  |  |  | | --- | --- | | D. | Stationary motor skill | |

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| 19. | Regulatory conditions regulate:      |  |  | | --- | --- | | A. | The spatial characteristics of a movement |  |  |  | | --- | --- | | B. | The temporal characteristics of a movement |  |  |  | | --- | --- | | C. | The spatial and temporal characteristics of a movement |  |  |  | | --- | --- | | **D.** | The spatial and temporal characteristics of a movement and the forces that underlie these characteristics | |

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| 20. | According to Gentile's taxonomy of motor skills, which of the following describes the *least* complex skill?      |  |  | | --- | --- | | A. | Regulatory conditions stationary; object manipulated |  |  |  | | --- | --- | | B. | Regulatory conditions in motion; object manipulated |  |  |  | | --- | --- | | **C.** | Regulatory conditions stationary; no object manipulated |  |  |  | | --- | --- | | D. | Regulatory conditions in motion; no object manipulated | |

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| 21. | Riding a surfboard on multiple waves would be classified in Gentile's taxonomy as:      |  |  | | --- | --- | | A. | Stationary environment, inter-trial variability, body transport |  |  |  | | --- | --- | | B. | Stationary environment, inter-trial variability, body stability |  |  |  | | --- | --- | | **C.** | In motion environment, inter-trial variability, body transport |  |  |  | | --- | --- | | D. | In motion environment, inter-trial variability, body stability | |

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| 22. | A softball player throws pitches to a stationary, cardboard cut-out of a batter. The Environmental Context for the pitcher is:      |  |  | | --- | --- | | A. | Stationary with intertrial variability |  |  |  | | --- | --- | | **B.** | Stationary with no intertrial variability |  |  |  | | --- | --- | | C. | In-motion with intertrial variability |  |  |  | | --- | --- | | D. | In-motion with no intertrial variability | |

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| 23. | Based on Gentile's Taxonomy, to simulate the regulatory conditions involved in the game of softball, a coach would have players:      |  |  | | --- | --- | | A. | Hit a ball from a stationary tee |  |  |  | | --- | --- | | B. | Hit balls pitched by a pitching machine |  |  |  | | --- | --- | | **C.** | Hit balls pitched by a live pitcher |  |  |  | | --- | --- | | D. | Practice swinging without a bat and a ball | |

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**Short Answer Questions**

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| 24. | An example of an open motor skill is \_\_\_\_\_\_\_\_.     See text for several examples |

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| 25. | An example of a gross motor skill is \_\_\_\_\_\_\_\_.     See text for several examples |

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| 26. | If motor skills are classified according to the stability of the environment, bowling would be placed in the category of \_\_\_\_\_\_\_\_ motor skills.     closed |

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| 27. | Walking in a crowded mall makes walking a(n) \_\_\_\_\_\_\_\_ motor skill.     open |

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| 28. | Serial skills are a form of discrete skills. What is an example of a serial motor skill?     See text for several examples |

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| 29. | Archery and piano playing are two quite different skills, yet they can both be classified as \_\_\_\_\_\_\_\_ motor skills when the classification system is based on the stability of the environment.     closed |

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| 30. | Whether or not an object must be manipulated is a skill characteristic in Gentile's taxonomy of motor skills that is included in the \_\_\_\_\_\_\_\_ dimension of the taxonomy.     action function |

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**True / False Questions**

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| 31. | Shooting a free throw in basketball is an example of an open motor skill.    **FALSE** |

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| 32. | Running is an example of a gross motor skill.    **TRUE** |

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| 33. | If motor skills are classified according to the stability of the environment, bowling would be placed in the category of closed motor skills.    **TRUE** |

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| 34. | When we skate on a crowded ice rink, we perform a closed motor skill.    **FALSE** |

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| 35. | If motor skills are classified according to the stability of the environment, removing groceries from a shopping bag would be placed in the category of closed motor skills.    **TRUE** |

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| 36. | Typing a word on a keyboard is an example of a serial motor skill.    **TRUE** |

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| 37. | The size of a pen that a person uses to write is an example of a regulatory condition that will determine the movements required for the handwriting action.    **TRUE** |

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| 38. | Whether or not an object must be manipulated is a skill characteristic in Gentile's taxonomy of motor skills that is included in the "environmental context" dimension of the taxonomy.    **FALSE** |

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| 39. | Classifying skills into general categories helps us to understand the demands those skills place on the performer/learner.    **TRUE** |

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| 40. | Skilled individuals are much less efficient than less skilled individuals.    **FALSE** |

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| 41. | People learn movements rather than actions when they begin to learn or relearn a skill.    **FALSE** |

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| 42. | The color of a ball is an example of a non-regulatory condition.    **TRUE** |

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| 43. | The motor system always recruits the same muscle fibers when executing a simple movement like lifting the arm.    **FALSE** |

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| 44. | The terms actions and movements are interchangeable.    **FALSE** |

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| 45. | A movement that can be used to accomplish many different action goals highlights the one-to-many relationship between movements and actions.    **TRUE** |

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| 46. | An effective instructor would acknowledge that the best way to accomplish a task may vary from one individual to another.    **TRUE** |

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| 47. | To distract a basketball free throw shooter, the fans from the opposing team wave their arms in the air. The waving arms are an example of a regulatory condition.    **FALSE** |

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| 48. | A physical therapist could use Gentile's taxonomy to evaluate a patient's capabilities and limitations.    **TRUE** |

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