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:

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| --- | --- |
| A.  | Motor Control |

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| --- | --- |
| **B.**  | Motor Learning |

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| --- | --- |
| C.  | Motor Development |

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| --- | --- |
| D.  | None of these |

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| 2. | The performance of any motor skill is influenced by characteristics of:

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| A.  | The performer |

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| --- | --- |
| B.  | The environment |

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| --- | --- |
| C.  | The skill itself |

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| --- | --- |
| **D.**  | All of these |

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| 3. | The term skill is used to denote:

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| A.  | A task that has a specific purpose or goal to achieve |

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| B.  | The degree of competence or capacity to perform a task |

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| C.  | The activity in nervous system that underlies movement |

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| **D.**  | A and B |

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| 4. | Which of the following is NOT a characteristic of skills and actions:

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| **A.**  | They are innate |

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| B.  | There is a goal to achieve |

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| C.  | They are performed voluntarily |

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| D.  | They require movement of joints and body segments |

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| 5. | Locomotion is an example of which of the following terms?

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| A.  | Movement |

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| B.  | Ability |

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| C.  | Performance measure |

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| **D.**  | Action |

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| 6. | The specific pattern of limb motions used in throwing a ball is an example of:

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| A.  | An action |

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| --- | --- |
| **B.**  | A movement |

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| --- | --- |
| C.  | A neuromotor process |

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| D.  | A reflex |

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| 7. | The relationship between movements and actions is:

|  |  |
| --- | --- |
| A.  | Many-to-one |

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| --- | --- |
| B.  | One-to-many |

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| --- | --- |
| **C.**  | Many-to-one and one-to-many |

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| --- | --- |
| 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:

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| A.  | Neuromotor processes, movements, actions |

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| --- | --- |
| B.  | Neuromotor processes, actions, movements |

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| --- | --- |
| **C.**  | Actions, movements, neuromotor processes |

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| --- | --- |
| 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 |

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| --- | --- |
| **B.**  | Gross motor skill |

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| --- | --- |
| C.  | Discrete motor skill |

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| --- | --- |
| 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 |

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| --- | --- |
| **C.**  | Serial motor skill |

|  |  |
| --- | --- |
| D.  | Open motor skill |

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| 12. | Which of the following skills is a discrete motor skill?

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| A.  | Riding a bicycle |

|  |  |
| --- | --- |
| B.  | Swimming the crawl stroke |

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| --- | --- |
| C.  | Steering a car on a highway |

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| **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 |

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| --- | --- |
| **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:

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| --- | --- |
| **A.**  | Open motor skills |

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| --- | --- |
| B.  | Closed motor skills |

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| --- | --- |
| 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?

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| --- | --- |
| A.  | Other-paced motor skills |

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| --- | --- |
| B.  | Externally-paced motor skills |

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| --- | --- |
| C.  | Forced-paced motor skills |

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| --- | --- |
| **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?

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| **A.**  | Intertrial variability |

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| --- | --- |
| B.  | Object location |

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| --- | --- |
| C.  | Object orientation |

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| --- | --- |
| 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?

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| A.  | Gross vs. fine motor skills |

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| B.  | Discrete vs. continuous motor skills |

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| **C.**  | Open vs. closed motor skills |

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| 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 |

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| --- | --- |
| **B.**  | Open motor skill |

|  |  |
| --- | --- |
| C.  | Closed motor skill |

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| --- | --- |
| D.  | Stationary motor skill |

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| 19. | Regulatory conditions regulate:

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| --- | --- |
| A.  | The spatial characteristics of a movement |

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| --- | --- |
| B.  | The temporal characteristics of a movement |

|  |  |
| --- | --- |
| C.  | The spatial and temporal characteristics of a movement |

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| --- | --- |
| **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?

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| A.  | Regulatory conditions stationary; object manipulated |

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| --- | --- |
| B.  | Regulatory conditions in motion; object manipulated |

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| --- | --- |
| **C.**  | Regulatory conditions stationary; no object manipulated |

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| --- | --- |
| 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:

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| --- | --- |
| A.  | Stationary environment, inter-trial variability, body transport |

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| --- | --- |
| B.  | Stationary environment, inter-trial variability, body stability |

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| --- | --- |
| **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 |

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| --- | --- |
| C.  | In-motion with intertrial variability |

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| --- | --- |
| 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:

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| A.  | Hit a ball from a stationary tee |

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| --- | --- |
| B.  | Hit balls pitched by a pitching machine |

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| **C.**  | Hit balls pitched by a live pitcher |

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| D.  | Practice swinging without a bat and a ball |

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| *Accessibility: Keyboard NavigationTopic: Discussion; Gentile's Two-Dimensions Taxonomy* |

**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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