

403

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نام:

نام خانوادگی:

محل امضاء:



403A

صبح جمعه

۹۳/۱۲/۱۵

دفترچه شماره ۲ از ۲



جمهوری اسلامی ایران
وزارت علوم، تحقیقات و فناوری
سازمان سنجش آموزش کشور

اگر دانشگاه اصلاح شود، مملکت اصلاح می شود.
امام خمینی (ره)

آزمون ورودی
دوره های دکتری (نیمه متمرکز) داخل
سال ۱۳۹۴

کلیه رشته های امتحانی گروه آزمایشی هنر

مدت پاسخگویی: ۹۰ دقیقه

تعداد سوال: ۶۰

عنوان مواد امتحانی، تعداد و شماره سوال ها

ردیف	مواد امتحانی	تعداد سوال	از شماره	تا شماره	ضریب
۱	استعداد تحصیلی	۳۰	۱۰۱	۱۳۰	۱
۲	زبان انگلیسی - عمومی	۳۰	۱۳۱	۱۶۰	۱

این آزمون نمره منفی دارد.
استفاده از ماشین حساب مجاز نمی باشد.

اسفندماه - سال ۱۳۹۳

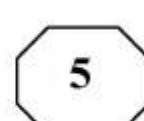
حق چاپ، تکثیر و انتشار سوالات به هر روش (الکترونیکی و ...) پس از برگزاری آزمون، برای تمامی اشخاص حقیقی و حقوقی تنها با مجوز این سازمان مجاز می باشد و با متخلفین برابر مقررات رفتار می شود.

این بخش، مربوط به سوالات آزمون زبان انگلیسی - عمومی است.

Directions: Select the answer choice (1), (2), (3), or (4) that could best complete the blank in the following questions. Then mark your answer on your answer sheet.



403 A



138- Although Freud himself was primarily concerned with research and psychoanalytic theory rather than with therapy, many people would like to know today, and whether it is considered an effective treatment for neurotic disorders.

- 1) how does psychoanalysis stand
- 2) how psychoanalysis stands
- 3) that how psychoanalysis stands
- 4) that how does psychoanalysis stand

Part B. Vocabulary

Directions: Select the answer choice (1), (2), (3), or (4) that could best complete the blank in the following questions. Then mark your answer on your answer sheet.

139- Although aluminum is not a heavy metal, evidence suggests that this substance may be harmful to our health.

- 1) inundated
- 2) simulated
- 3) duplicated
- 4) accumulated

140- Anorexia nervosa, self-induced starvation out of an intense fear of becoming, was first described 100 years ago.

- 1) obese
- 2) gullible
- 3) maniac
- 4) skeptical

141- Located between Germany and France and in of other European nations, the region known as Alsace has attracted travelers as well as invaders through history.

- 1) immunity
- 2) diversity
- 3) proximity
- 4) superiority

142- The defense attorney was not able to find a witness whose version of the incident with that of the accused.

- 1) concurred
- 2) contended
- 3) congregated
- 4) contemplated

143- The airplane crash was tragic, killing many people immediately and inflicting injuries on others that would eventually prove

- 1) hostile
- 2) stealthy
- 3) cynical
- 4) fatal

144- The pioneers who lived through the first bitter winters in the rugged wilderness must have had remarkable

- 1) precision
- 2) magnificence
- 3) stamina
- 4) seclusion

145- With it is easy to say that they should not have released the man. I wonder how they could ever trust such a person.

- 1) humility
- 2) hindrance
- 3) hindsight
- 4) homogeneity

146- While there are numerous talks and courses that focus on presentation techniques, the best way to presentation skills is through practice and experience.

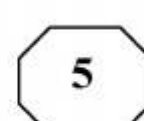
- 1) exploit
- 2) hone
- 3) divulge
- 4) curtail

147- Although no one was interested in buying Vincent Van Gogh's paintings during his lifetime, they now sell for prices.

- 1) eccentric
- 2) equivocal
- 3) exuberant
- 4) exorbitant



403 A



- 148- The ability of the Wright brothers to analyze a mechanical problem and move toward a solution was apparent from the of their work in aeronautics.
1) outset 2) vigilance 3) foresight 4) charisma
- 149- Mr. Collins was fast becoming an member of the office, so they had no choice but to offer him a higher salary to stay on.
1) inadvertent 2) indispensable
3) indomitable 4) incompatible
- 150- The open-minded minister who disagreed with the monarch's views was inevitably ousted and replaced by someone more
1) subservient 2) superfluous
3) sumptuous 4) superficial

Part C. Reading Comprehension

Directions: Read the following two passages and select the choice (1), (2), (3), or (4) that best answers each question. Then mark your answer on your answer sheet.

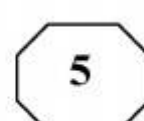
Passage 1:

The human ABO blood groups were discovered by Austrian-born American biologist Karl Landsteiner in 1901. Landsteiner found that there are substances in the blood, antigens and antibodies, that induce clumping of red cells when red cells of one type are added to those of a second type. He recognized three groups—A, B, and O—based on their reactions to each other. A fourth group, AB, was identified a year later by another research team. Red cells of the A group clump with donor blood of the B group; those of the B group clump with blood of the A group; those of the AB group clump with those of the A or the B group because AB cells contain both A and B antigens; and those of the O group do not generally clump with any group, because they do not contain either A or B antigens. The application of knowledge of the ABO system in blood transfusion practice is of enormous importance, since mistakes can have horrible consequences. In 1914 sodium citrate was added to freshly drawn blood to prevent clotting. Blood was occasionally transfused during World War I, but three-quarters of a pint was considered a large amount. These transfusions were given by directly linking the vein of a donor with that of the recipient. The continuous drip method, in which blood flows from a flask, was introduced by Hugh Marriott and Alan Kekwick at the Middlesex Hospital, London, in 1935.

The discovery of the Rh system by Landsteiner and Alexander Wiener in 1940 was made because they tested human red cells with antisera (animal or human serum containing antibodies specific for one or more antigens) developed in rabbits and guinea pigs by immunization of the animals with the red cells of the rhesus monkey *Macaca mulatta*. Other blood groups were identified later, such as Kell, Diego, Lutheran, Duffy, and Kidd. The remaining blood group systems were first described after antibodies were identified in patients. Frequently, such discoveries resulted from the search for the explanation of an unexpected unfavorable reaction in a recipient after a transfusion with formerly compatible blood.



403 A



151- What is the passage mainly about?

- 1) Blood transfusion in World War I
- 2) Early attempts at blood transfusion
- 3) Great medical achievements in the 20th century
- 4) Discovery of human blood groups and the Rh system

152- Which of the following is NOT true about the AB blood group?

- 1) AB cells carry both A and B antigens.
- 2) It was discovered by Karl Landsteiner.
- 3) It was discovered in the early 20th century.
- 4) The red cells of the AB group clump with those of the A or the B group.

153- What does “that” in paragraph 1 refer to?

- 1) Vein
- 2) Linking
- 3) Donor
- 4) Recipient

154- Which of the following animals does the author NOT mention in the passage?

- 1) Guinea pigs
- 2) Monkeys
- 3) Rats
- 4) Rabbits

155- Which of the following can be inferred from the passage?

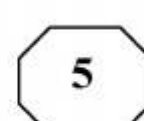
- 1) Adding sodium citrate to fresh blood to prevent clotting resulted in discovery of the Rh system.
- 2) The continuous drip method was first practiced during World War I to transfuse three-quarters of a pint of blood.
- 3) The Rh system was discovered by Karl Landsteiner and his colleague at the Middlesex Hospital, London.
- 4) Other blood groups were later identified because the outcome of a number of blood transfusions was not successful.

Passage 2:

At the start of his career, Albert Bandura focused on learning. Most of the research at that time was concerned with learning from direct experience. At that time it was widely assumed that learning could only occur by responding to stimuli and experiencing their effects. Bandura felt that this line of theorizing was at odds with informal evidence that virtually all learning resulting from direct experience occurs on a vicarious basis—by observing other people’s behavior and its consequences for them. Whereas behaviorism tended to emphasize the influence of the environment on behavior, Bandura was interested in the influence of behavior on the environment. In this respect his position is closer to that of Jacob Kantor, whose “interbehaviorism” argues that the organism and stimulus objects surrounding it should be treated as equally important, a position that presaged the emergence of ecological psychology. Bandura referred to his concept of environment—behavior interaction as “reciprocal determinism”—the notion that the environment and a person’s behavior cause one other. He developed this idea to a point where he began to consider the interaction between environment, behavior and the person’s psychological processes. Once he started to consider a role for mental imagery, he ceased to be a strict behaviorist and became a cognitive psychologist. Indeed, he is often regarded as a “founding father” of cognitive behaviorism. His theoretically ambitious *Social Learning Theory* (1977) set out to “provide a unified theoretical framework for analyzing human thought and behavior” (p. vi). While his introduction of cognitive concepts into behaviorism marked a clear departure from



403 A



traditional behaviorism, it also marked a point where Bandura began to consider observational learning (modelling) and self-regulation. This interest led to a program of research on the determinants and mechanisms of observational learning and modelling of rule-governed behavior. He distinguished between three kinds of models: live (e.g. the behavior of a friend); symbolic (e.g. the behavior of an actor on TV); and verbal (e.g. the behavior of someone described in a short story or novel). The enormous advances in communication technology through the last century (from radio to television and the internet) mean that the symbolic environment plays an increasingly powerful role in shaping values, ideas, attitudes and lifestyles, so Bandura's work is particularly relevant to contemporary developments in the growth of information and communication technology.

156- Which of the following is TRUE about Bandura's early research?

- 1) He believed that learning occurs by responding to external stimuli.
- 2) He was interested in collecting informal evidence to prove his learning theories.
- 3) He argued that the organism is much more important than the stimulus objects surrounding it.
- 4) He was interested in studying the mutual relationship between the behavior and the environment.

157- Why is Bandura known as a founding father of cognitive behaviorism?

- 1) He was inspired by research findings in ecological psychology.
- 2) He was under the influence of Jacob Kantor's interbehaviorism.
- 3) He shifted his attention to the role of human thought and mental imagery.
- 4) He was an ambitious theoretician who had grown tired of classical behaviorism.

158- What does "he ceased to be a strict behaviorist" in line 15 mean?

- 1) He was no more a strong supporter of behaviorism.
- 2) He continued to be a faithful advocate of behaviorism.
- 3) He tried to be a conservative follower of behaviorism.
- 4) He strongly updated his behavioristic views.

159- Which of the following can be inferred from the passage?

- 1) Bandura worked on the concepts of modelling and self-regulated learning.
- 2) Though a psychologist, Bandura contributed significantly to information technology.
- 3) Bandura directed a research program that led to the discovery of rule-governed values.
- 4) The importance of Bandura's findings are highlighted by advances in communication technology.

160- Which of the following would the paragraph following the passage most probably discuss?

- 1) The values that communication technology cannot aptly address
- 2) The relevance of symbolic behavior to an aspect of communication technology
- 3) The variables that attracted Bandura to directly work in information and communication technology
- 4) The difference between the symbolic environment and the one created by the growth of information and communication technology

This is the end of Section 5.