



بانک سوالات

سری کتاب‌های کمک آموزشی کارشناسی
ارشد
(جلد اول)

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«ن والقلم و ما یسطرون»

کلمه نزد خدا بود و خدا آن را با قلم بر ما نازل کرد.

به پاس تشکر از چنین موهبت الهی، موسسه ماهان درصدد برآمده است تا در راستای انتقال دانش و مفاهیم با کمک اساتید مجرب و مجموعه کتب آموزشی خود برای شما داوطلبان ادامه تحصیل در مقطع کارشناسی ارشد گام موثری بردارد. امید است تلاش‌های خدمتگزاران شما در این موسسه پایه‌گذار گام‌های بلند فردای شما باشد. مجموعه کتاب‌های کمک آموزشی ماهان به‌منظور استفاده داوطلبان کنکور کارشناسی ارشد سراسری و آزاد تالیف شده‌اند. در این کتاب‌ها سعی کرده‌ایم با بهره‌گیری از تجربه اساتید بزرگ و کتب معتبر، داوطلبان را از مطالعه کتاب‌های متعدد در هر درس بی‌نیاز کنیم.

دیگر تالیفات ماهان برای سایر دانشجویان به‌صورت ذیل می‌باشد:

• **مجموعه کتاب‌های ۸ آزمون:** شامل ۵ مرحله کنکور کارشناسی ارشد ۵ سال اخیر به همراه ۳ مرحله آزمون تالیفی ماهان همراه با پاسخ تشریحی می‌باشد که برای آشنایی با نمونه سوالات کنکور طراحی شده است. این مجموعه کتاب‌ها با توجه به تحلیل ۳ ساله اخیر کنکور و بودجه‌بندی مباحث در هریک از دروس، اطلاعات مناسبی جهت برنامه‌ریزی درسی در اختیار دانشجو قرار می‌دهد. بدین‌وسیله از مجموعه اساتید، مولفان و همکاران محترم خانواده بزرگ ماهان که در تولید و به‌روزرسانی تالیفات ماهان نقش موثری داشته‌اند، صمیمانه تقدیر و تشکر می‌نماییم.

دانشجویان عزیز و اساتید محترم می‌توانند هرگونه انتقاد و پیشنهاد درخصوص تالیفات ماهان را از طریق سایت ماهان به آدرس mahan.ac.ir با ما در میان بگذارند.

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دانشجو در راه تحصیل سواره‌ای است که مقصد او نیل به نهایت و درک و دریافت مدارج علمی است، دکتری مقصود ما و شما در این زحمت سفر و بذل جوانی و استعداد و هنر است، ضرب‌المثل آغاز این اشاره از دیرباز برای تلاشگران در تمام عرصه‌ها سرمشق بوده است، لذت و آمال و آرزوی انسان راهرو در رسیدن به مقصد واقعیت می‌یابد، زیبایی و طراوت و دریافت‌ها و دانسته‌ها و اوج‌گیری و افزایش مدارج علمی و بر متون و فنون و جزء و کل رشته موردعلاقه و استعداد شما مسلم و مسلط شدن در مقصد نهایی به دست می‌آید، گامی چند همراه با ما ورود به مقصد را برایتان میسر می‌سازد، با سال‌ها تجربه دانش و بینش علمی و فرهنگی که در مجموعه حاضر فراهم آمده است، موفقیت خود را تضمین نمایید و در مقصد پیاده شوید و یاریگر جامعه و جهان باشید

علیرضا محمدی

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فصل اول

زبان عمومی و تخصصی

PART A: Sentence Completion

Direction: Read the following sentence and choose the choice that best completes each sentence. Then mark the choice on your answer sheet.

- 1. Countertransference is**
 - 1) the patient's inner need
 - 2) advice or education of the therapist
 - 3) emotional response of the therapist to the patient
 - 4) emotional response of the patient to the therapist
- 2. According to the "subjective approach," psychopathology is**
 - 1) any deviations from culturally determined averages
 - 2) the phenomenon which is indicative of psychiatric illness
 - 3) any deviation from a theoretical concept of normal functioning
 - 4) the phenomenon that cause pain or suffering or induces a person to seek help
- 3. In conditioning a spontaneously produced behavior is either rewarded or punished and, as result, occurs with a frequency that is either increased or decreased.**
 - 1) operan
 - 2) classical
 - 3) pavlovian
 - 4) respondent
- 4. Making frequent donations to many charity organization and enjoying this contribution for its own sake may best be described by the concept of**
 - 1) ego inflation
 - 2) self-abasement
 - 3) mutual reciprocity
 - 4) intrinsic motivation
- 5. Conventional IQ tests sample intelligences.**
 - 1) linguistic, logical-mathematical, and spatial
 - 2) personal, musical, and logical-mathematical
 - 3) spatial, linguistic, and body-kinesthetic
 - 4) logical-mathematical, personal, and linguistic
- 6. Articulation difficulties due to structural anomalies are known as**
 - 1) dyslogia
 - 2) dyslalia
 - 3) dysarthria
 - 4) dysphonia
- 7. Providing information about inner physiological activities is known as**
 - 1) satiation
 - 2) biofeedback
 - 3) token economy
 - 4) desensitization
- 8. Beck's depression inventory**
 - 1) is a self-rated inventory
 - 2) may also be used to assess basic personality traits
 - 3) cannot be used to measure depression in schizophrenia
 - 4) was designed to be administered by a trained psychologist
- 9. believed that mental experiences could be reduced to their basic elements.**
 - 1) John B. Watson
 - 2) William James
 - 3) Wilhelm Wundt
 - 4) Max Wertheimer
- 10. patterns of emotional expressions that are considered acceptable in a given culture are called**
 - 1) moral realities
 - 2) display rules
 - 3) social sanctions
 - 4) ethical imperatives
- 11. The basic tenet of therapy is the unity of mind and body.**
 - 1) reality
 - 2) behavior
 - 3) gestalt
 - 4) person-centered

12. Dexterities can be measured by ability tests.

- 1) artistic 2) physical 3) interest 4) psychomotor

13. Human beings are able to maintain their physical balance as well as coordination of their movements. This ability is mainly due to their

- 1) gustatory stimulus 2) tactual sensation
3) vestibular sense 4) visceral sensitivity

14. Rigidity, hypersensitivity, suspicion, jealousy, and exaggerated sense of self-importance are characteristics of personality disorder.

- 1) dependent 2) paranoid 3) narcissistic 4) hystrinic

15. In some primitive societies teenagers must go through extensive ceremonies before they are acknowledged as adult members of their society. Such a ceremony is called

- 1) rite of passage 2) religious trance
3) gender orientation 4) social subordination

Part B: Reading Comprehension

Direction: Read the following three passages and answer the questions by choosing the best choice (1), (2), (3), or (4). Then mark the correct choice on your answer sheet.

Passage 1:

Characteristic individual differences in behavior are seen to derive from inherited determinants operating within the basic neural structures of the body. An individual's position along the neuroticism dimension is thought to depend upon the lability or excitability of the autonomic nervous system. (Position along the extraversion dimension, however, is thought to be based upon characteristic properties of the central nervous system, i.e. the balance between excitatory and inhibitory processes within the cortex. Since the greater part of Eysenck's recent theorizing has been concerned with the determinants of extraversion-introversion, and since this dimension represent the point of greatest descriptive agreement between Eysenck and Cattell, we will restrict ourselves to presenting Eysenck's cortical inhibition theory of extraversion.

The neural aspects of this theory have their origin in the postulation by learning theorists, principally Pavlov and Hull, of the importance of excitatory and inhibitory potentials in accounting for a large number of laboratory phenomena. Excitation is the "connection-forming activity" (Eysenck, 1959) involved in the transmission of neural impulses between different regions of the cortex, while inhibition is a fatigue-like process which develops as a consequence of excitation, and acts to impede the futher passage of the excitatory neural impulses. (Within this conception, performance is seen as the end-product of an "interplay" between excitation and inhibition, being proportional to the total amount of excitatory potential minus the total amount of inhibitory potential.

16. The passage is mainly about

- 1) the autonomic nervous system
2) characteristic individual differences
3) excitability and inhibitory potentials
4) Eysenck's theory of difference between introverts and extroverts

17. The author mentions Pavlov to

- 1) reveal the origin his postulation
2) show the background to Eysenck's theory
3) name a great learning theorist
4) explain the importance of laboratory phenomena

18. The word "postulation" in line 10 is closest in meaning to

- 1) assumption 2) statement
3) prediction 4) research

**19. Excitation is considered to**

- 1) be the principal discovery of Hull and Pavlov
- 2) affect a person's status of the neuroticism continuum
- 3) have a positive relation with inhibitory potential
- 4) be equal to the degree of connection between activities

20. According to the passage, it is true that

- 1) behavioral differences have genetic foundations
- 2) Eysenck argued against Cattell's restrictive categories
- 3) inhibitory potential minimizes the excitation-inhibition interplay
- 4) there is always a balance between two points along the neuroticism dimensions

PASSAGE 2:

On the continent of Europe, so-called rationalists sought to resolve what they called the "mind-body problem," which originated as a strict dualism in the system of French philosopher Rene Descartes (1596-1650), who wrote that the interaction of mind and body occurred in the brain's pineal gland. This view terminated in a psychophysical parallelism (the notion that mind and body do not interact but exist "side by side") in treatments by Dutch philosopher Benedict de Spinoza (1632-77) and German philosopher Gottfried Wilhelm Leibniz (1646-1716). Some give Descartes the distinction of founding physiological psychology, for it was he who explained the behavior of nonhuman animals entirely on the basis of mechanistic functions in the nervous system, denying "souls" to such creatures. He also advanced a theory that accounted for visual perception of distance, shape, and size in terms of secondary sensory cues. (A French materialist, Julien Offrey de La Mettrie (1709-51), taking his lead from Descartes, purported to explain the psychology of man in terms of the functions of a machine. (Spinoza, asserting that the "order and connection of ideas is the same as the order and connection of things." Laid the foundation of modern holistic psychologies; i.e, those that consider man as a unified whole rather than as an arrangement of separate physical parts. Also attributable to him was the view that a rational cause accounts for every human action, a view that Sigmund Freud later also offered. Leibniz resolved the "mind-body problem" by asserting both to be in pre-established harmony and was credited with the notion of "petites perceptions" (unconscious representations), a theory of unconscious function.

21. Descartes' ideas are characterized by

- 1) terminating psychophysical parallelism
- 2) providing the leading role of Offrey
- 3) emphasizing the problematic function of pineal gland
- 4) rejecting the existence of souls in nonhuman animals

22. The word "purported" in line 11 means

- 1) analyzed
- 2) studied
- 3) claimed
- 4) established

23. the mechanistic view

- 1) was derived from holistic psychology
- 2) may explain the psychological aspect of man
- 3) separated materialistic from psychological views
- 4) was supported by both Offrey and La Mettrie

24. According to the passage, the mind-body problem was

- 1) strictly limited to nonhumans
- 2) finally solved by Sigmund Freud
- 3) rooted in Descartes' dualistic view of notion-mind relationships
- 4) solved in terms of body-mind harmony as suggested by Leibniz

25. Spinoza held the idea that

- 1) the psychophysical parallelism should be treated critically
- 2) none of Descartes' dualistic views was favorable

- 3) human behavior has a rationalistic, but not a rational, foundation
- 4) mind and body existed side by side

PASSAGE 3:

Psychosis is the term commonly used to designate a sever of major psychiatric disorder. In practice, the concept is very difficult to define, since severity is not an inflexible sign and a relatively small number of cases diagnosed as psychosis may in fact be less serious to the sufferer or to society than are some of those assigned to other psychiatric categories. The term psychosis is at times indistinctly equated with insanity; the later term, when used legally or in popular language, suggests a person who is so incompetent that he may special control or supervision. Difficulty in definition also arises from inclusion in the psychotic category of many disturbances of different origin, course, and symptoms.

According to some authorities, the term psychosis indicates not only actual or potential severity but also connotes that the disturbed state is accepted by the sufferer as a normal way of living. Most people who are labeled psychotic seem not to know that there is anything wrong with them. No matter what unusual behavior the psychotic exhibits (e.g, severe withdrawal from ordinary life or major emotional changes, or defect in memory or perception), that behavior represent the routine way of responding to the environment around him. By contrast, people who are placed in another psychiatric category, psychoneurosis (or neurosis), generally strive to get rid of the symptoms. Thus a psychoneurotic who is panicked by cats, or who tries to wash his hands every five minutes, almost invariably seeks relief from the symptoms; he is said to have into his abnormal state.

26. The best title for the passage would be

- 1) The Severity of Psychosis
- 2) Major Psychiatric Disorders
- 3) the Difference between Psychosis and Insanity
- 4) the Psychiatric Categories of Psychosis and Neurosis

27. Unlike a neurotic, a psychotic

- 1) has a less serious problem than an insane person
- 2) is a person whose case is used in popular language
- 3) does not attempt to relieve from his disorder
- 4) is aware of his abnormal state

28. The word “designate” in line 1 means

- 1) describe 2) include 3) propose 4) understand

29. A person who suffers from psychosis

- 1) usually lives a normal life 2) can only remember routine events
- 3) cannot responds to most questions 4) has trouble perceiving things

30. According to the passage, it is NOT true that

- 1) neurosis is equated with psychoneurosis
- 2) being frightened by a cat is a neurotic disorder
- 3) psychosis is more common than other psychiatric categories
- 4) both neurotics and psychotics suffer from psychiatric problems



پاسخ

- | | | | |
|------------|-------------|-------------|-------------|
| ۱. گزینه ۳ | ۹. گزینه ۳ | ۱۷. گزینه ۲ | ۲۵. گزینه ۴ |
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| ۵. گزینه ۱ | ۱۳. گزینه ۳ | ۲۱. گزینه ۴ | ۲۹. گزینه ۴ |
| ۶. گزینه ۲ | ۱۴. گزینه ۲ | ۲۲. گزینه ۳ | ۳۰. گزینه ۳ |
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| ۸. گزینه ۱ | ۱۶. گزینه ۳ | ۲۴. گزینه ۴ | |

- 1. The presence of strong simultaneous contrasting attitudes, ideas, feeling, and drives toward an object, person, or goal is called**
 - 1) confusion
 - 2) ambivalence
 - 3) compulsion
 - 4) obsession
- 2. Many aspect of emotional expression, particularly facial expression, are innate and cross-culturally universal. Culturally variable patterns of regulation and reflection of emotion are called**
 - 1) display rules
 - 2) mnemonics
 - 3) enculturation
 - 4) instinctive drift
- 3. The degree to which a test result or experimental finding can be confirmed by repetition is called**
 - 1) correction
 - 2) reliability
 - 3) validity
 - 4) bivariate association
- 4. The rejection of the null hypothesis when it should have been kept is**
 - 1) beta error
 - 2) type two error
 - 3) type one error
 - 4) the base of statistical significance
- 5. In conditioning a spontaneously emitted behavior is either rewarded or punished and then occurs with a frequency that is either increased of decreased.**
 - 1) operant
 - 2) classical
 - 3) operant or respondent
 - 4) classical or instrumental
- 6. Some people hold a firm belief that aggression is very destructive and yet find themselves engaging in violent acts. Such people may experience a condition called**
 - 1) psychic tranquility
 - 2) emotional aversion
 - 3) cognitive dissonance
 - 4) personal serenity
- 7. Sneezing, coughing, and hiccupping are the symptoms of conversion reaction.**
 - 1) sensory
 - 2) physical
 - 3) motor
 - 4) visceral
- 8. learning is similar to the mastery of a foreign language vocabulary.**
 - 1) Serial
 - 2) Recognition
 - 3) Free-recall
 - 4) Pair-association
- 9. Freud sought to explore the unconscious portion of the mind through a method that requires a person to talk about everything that comes into the conscious mind, no matter how ridiculous or trivial it might seem. This method is called**
 - 1) simulation
 - 2) catharsis
 - 3) free association
 - 4) defense mechanism
- 10. According to the school of psychology thought called, human behavior can be described in terms of principles that do not require consideration of unobservable mental events, such as ideas and emotions.**
 - 1) behaviorism
 - 2) existentialism
 - 3) humanism
 - 4) psychoanalism
- 11. Systematic desensitization**
 - 1) was developed by Wolpe
 - 2) cannot take place in vivo exposure



3) is based on the principle of response prevention

4) is very effective in the treatment of obsessive compulsive disorder

12. In, the individual exaggerates the concept of importance, power knowledge, or identity and thinks that he is being attacked, harassed, cheated, or conspired against.

1) grandiose delusion

2) paranoid delusion

3) delusion of persecution

4) delusion of reference

13. The repetition of another person's words or phrases is called

1) catatonia

2) echolalia

3) echopraxia

4) elective mutism

14. Inability to understand the significance of sensory stimuli is called

1) agnosia

2) alexia

3) acalulia

4) dyscalculia

15. In defense mechanism, the anxiety that stems from an intrapsychic conflict is changed and expressed in a symbolic somatic symptom.

1) replacement

2) displacement

3) dissociation

4) conversion

Part B: Reading Comprehension

Direction: Read the following three passages and choose the best choice (1), (2), (3), or (4). Then mark it on your answer sheet.

In the years after the first World War, the intellectual freedom of men like Galton was gradually abandoned. Psychology became the focus of a new enthusiasm: behaviourism. Under this influence, psychology, then establishing itself as an academic subject in universities, began to settle upon two of its abiding preoccupations: the first, with its status as a science, as opposed to a scholarly pursuit like history or a therapeutic one like medicine: the second, with the need to banish from the discipline all 'subjective' considerations, all mention of mental states and to root psychology instead in the prediction of relationship between stimulus and response.

Gradually, throughout the 1930s and 1940s, the influence of behaviourism strengthened; to the extent that, by the early 1950s the subject-matter of psychology itself had been redefined. Instead of being taught that psychology was the science of mental life, students were taught that it was the 'science of behaviour' (skinner, 1953). The behavior in questions, their professors made plain, was not just that of human beings, but of all animal species, from octopus to man and – these creatures, not in their wild state, but in the artificial environment of the laboratory.

Behaviourism was to remain the dominant orthodoxy in university departments of psychology until the 1960s, when doubts were voiced (for example, Kagan, 1967: Hudson, 1972). The mood, since, has grown more pluralistic. While behaviourism produced neither the centrally placed bodies of knowledge nor the intellectual mastery that pioneer like Watson and Skinner promised, its legacy is all round us, in that the activities of professional psychologists make less than complete sense if this influence is ignored. The anxiety over psychology's status as a science remains, scarcely abated; and so does the distrust of any argument that cannot be tethered to objective evidence about what people, animals or, more recently, computers can be seen to do.

16. According to behaviourism, psychology

1) begins to settle upon two of its preoccupations.

2) establishes itself as an academic subject

3) becomes the focus of a new enthusiasm

4) predicts relationship between stimulus and response.

17. It is not true that throughout the 1930s and 1940s

1) the influence of behaviourism strengthened.

2) the subject-matter of psychology was redefined.

- 3) the students were taught that psychology was the science of mental life.
- 4) the students were taught that psychology was the science of behavior.

18. According to the passage, the behavior in question must be of all in

- 1) creatures, their natural state.
- 2) human beings, their natural state.
- 3) creatures, the artificial environment.
- 4) human beings, the artificial environment.

19. Kagan 1967 and Hudson 1972 in university departments of psychology.

- 1) raised doubts about behaviourism
- 2) taught the students that psychology was not the science of behavior
- 3) taught the students that psychology was not the science of mental life
- 4) raised doubts about the fact that psychology was the science of mental life

20. The anxiety over psychology's status as a science

- 1) does not exist any more
- 2) has not come to an end yet
- 3) can not be tied to subjective evidence
- 4) can not be tethered to objective evidence

In his early work (1923-36), Piaget tried to gain insight into children's logic by studying their verbally expressed thought. Using a free method of interrogation, the 'clinical method', piaget investigated children's reasoning about everyday phenomena. Causality and moral problems. A leading idea expressed in piaget's early books is that of egocentrism in early childhood and its gradual replacement by socialized, and therefore logical, thinking. Young children's egocentrism is revealed in their incapacity to differential between their own point of view and that of another. Neither experience nor the influence of adults are sufficient grounds for the attainment of logical thinking. Instead, Piaget explained the abandonment of egocentrism by the child's desire and need to communicate with children of the same age.

In the late 1920s and early 1930s, Piaget made extensive observations of his own children as babies and elaborated his theory of sensorimotor intelligence in infancy. Contrary to contemporary conceptions, he considered babies as actively and spontaneously oriented towards their environment. As they 'assimilate' things to their action patterns, they at the same time have to 'accommodate' these patterns to the exigencies of the external world. In this process of interaction with the environment the child's innate reflexes and patterns of behavior are altered, differentiated and mutually co-ordinated. The organization of action patterns gives rise to a 'logic of actions'. In his account of the development of te object concept, Piaget states that initially children do not appear to recognize a world existing independently of their actions upon it. A baby playing with a toy does no search for it when it is covered; according to Piaget, it ceases to exist for the baby. The concept of an independently existing world is gradually constructed during infancy and is attained only about 18 months when the child becomes capable of representing things mentally.

21. Piaget wanted to understand children's logic by studying

- 1) the language they used to express themselves
- 2) the verbs they used to express themselves
- 3) their thought which was expressed by verbs
- 4) their thought which was expressed by language

22. What does 'egocentrism' mean in line 4?

- 1) viewing things in their relation to others
- 2) viewing things in their relation to oneself
- 3) the doctrine that self-development is the motive of all action
- 4) the doctrine that other-development is the goal of all action



- 23. The fact that children cannot distinguish their thought from that of another is indicative of**
- 1) egoism in childhood
 - 2) egocentrism in childhood
 - 3) the replacement of egocentrism by logical thinking
 - 4) the replacement of egoism by socialized thinking
- 24. According to the passage, contemporary conception (in line 11 and 12) regarded babies as oriented to their environment.**
- 1) actively
 - 2) instinctively
 - 3) un voluntarily
 - 4) spontaneously
- 25. According to Piaget, the concept existing world is gradually**
- 1) conventionally, built during imagination
 - 2) conventionally, construed during imagination
 - 3) autonomously, built during the first year of life
 - 4) autonomously, construed during the first year of life

The traditional view is that mental illness – or, more specifically, schizophrenia – is congenital. In support of this, there is the evidence of genetics. This shows that the closer the kinship between two people, the more likely both are to be schizophrenic. Identical twins seeming to show the highest concordance of all. Adjacent, but separate, there is the work of the pharmacologists and brain chemists. They point to certain substance that can be recovered from the brains of schizophrenics that are present in the same quantities in the brains of those who are not schizophrenic. Adjacent again, but again separate, there are arguments based on the analogy with the computer: the suggestion, for instance, that the schizophrenic brain is like a computer suffering from information overload.

Such theories and speculations can be categorized broadly as 'physical'. They have been subjected to vigorous attack over the last twenty years or so. One onslaught advanced the claim that (rather than) going mad, people are driven mad – and driven mad, characteristically, by parent who exert 'double binds' upon them. More sweeping still has been the argument, often attractive to students of social science, that schizophrenia is what result when a society stigmatizes, isolates and humiliates its deviants, a process in which orthodox psychiatrists are seen as playing malign role.

The key to the problem of schizophrenia, if there is one, could emerge from any of four or five separate areas of research, or from a combination of these. Along one path, a cure might arise from better parental practice; along another, from a revolutionary new drug therapy.

At meetings between opposed camps, an air of awkwardness often reigns, and, frequently, there are displays of mutual incomprehension. More tellingly, though, rival camps also have the chance to probe the logical weaknesses in each other's positions. Thus it was quickly discovered that the genetic evidence about identical twins was less conclusive than it seemed, because identical twins share not only their genetic endowment but very similar environments too.

26. On the basis of traditional view, mental illness is not

- 1) innate
- 2) inborn
- 3) inherited
- 4) acquired

27. If we schizophrenic brain with we can suggest that it suffers from information overload.

- 1) theories, speculations
- 2) compare, the ordinary brain
- 3) contrast, the brain of other patients
- 4) contrast, the brain of ordinary people

28. What does 'they' refer to in line 9?

- 1) the traditional view
- 2) the work of the pharmacologists
- 3) the work of the pharmacologists and brain chemists
- 4) the arguments based on the analogy with the computer

29. According to the passage, schizophrenia is not what results, when a society

- 1) disgraces
- 2) respects
- 3) dishonors
- 4) humiliates

30. The passage finally concludes that

- 1) the genetic evidence is undeniable
- 2) twin share very similar environment
- 3) the genetic evidence is less convincing
- 4) twins share the same genetic endowment

پاسخ

۲۵. گزینه ۳

۲۶. گزینه ۴

۲۷. گزینه ۲

۲۸. گزینه ۱

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۴. گزینه ۳

۵. گزینه ۱

۶. گزینه ۳

۷. گزینه ۴

۸. گزینه ۴

Reading Comprehension

Direction: Read the following six passage and answer the questions by choosing the best choice (1), (2), (3), or (4). Then mark the correct choice on your answer sheet.

Passage 1:

Quantitative psychology involves the application of mathematical and statistical modeling in psychological research, and the development of statistical methods for analyzing and explaining behavioral data. The term Quantitative psychology is relatively new and little used (only recently have PhD. programs in Quantitative psychology been formed), and it loosely cover the longer standing subfields psychometrics and mathematical psychology.

Psychometrics is the field of psychology concerned with the theory and technique of psychological measurement, which includes the measurement of knowledge, abilities, attitudes, and personality traits. Measurement of these unobservable phenomena is difficult, and much of the research and accumulated knowledge in this discipline has been developed in and attempt to properly define and quantity such phenomena. Psychometric research typically involves two major research tasks, namely; (i) the construction of instruments and procedures for measurement; and (ii) the development and refinement of theoretical approaches to measurement.

1. What dose 'quantitative psychology' deal with?

- 1) the application of mathematical procedures in psychotherapy
- 2) the application of statistical techniques in psychiatry
- 3) the use of mathematical and statistical approaches in behavioral science
- 4) the use of mathematical and statistical ways in psychological analyses

2. According to the passage, the word 'quantitative psychology' is includes the longer standing subfields psychometrics and mathematical psychology.

- 1) comparatively new and vaguely
- 2) comparatively new and tightly
- 3) relatively novel and firmly
- 4) relatively novel and definitely

3. Which statement is NOT true about 'psychometrics'?

- 1) It covers the measurement of knowledge.
- 2) It includes the theory and technique of psychotherapy.
- 3) It includes the measurement of personality characteristics.
- 4) It covers the theory and approach of psychological measurement

4. What does 'phenomena' in line 8 and 10 refer to?

- 1) events or situations
- 2) experience of circumstance
- 3) someone that is very impressive or surprising
- 4) things that are very exciting or astonishing

5. Psychometric research usually does NOT cover for measurement.

- | | |
|-------------------------|-------------------------------|
| 1) designing techniques | 2) developing approaches |
| 3) making tools | 4) refining natural materials |

Passage 2:

Psychology describes and attempts to explain consciousness, behavior, and social interaction. Empirical psychology is primarily devoted to describing human experience and behavior as it actually occurs. Since the 1980s, psychology has begun to examine the relationship between consciousness and brain or nervous system. It is still not clear how these interact: does consciousness determine brain states or do brain states determine consciousness – or are both going on in various ways? Or, is consciousness some sort of complicated 'illusion' that bears no direct relationship to natural processes? Perhaps to understand this, it is necessary to define "consciousness" and "brain state" An understanding of brain function is increasingly being included in psychological theory and practice, particularly in areas such as artificial intelligence. Neurophysiology, and cognitive neuroscience.

6. What does the passage mainly discuss?

- | | |
|------------------|-------------------------|
| 1) consciousness | 2) Empirical Psychology |
| 3) illusion | 4) Mind and Brain |

7. Empirical psychology is human experience and behavior as it really takes place.

- 1) basically employed to change
- 2) chiefly dedicated to altering
- 3) essentially allocated to characterizing
- 4) mainly applied to criticize

8. What does 'these' in line 4 refer to?

- 1) brain and the nervous system
- 2) consciousness and the nervous system
- 3) the correlation between consciousness and the brain
- 4) the relationship between brain and the nervous system

9. According to the passage, it is that brain conditions specifics consciousness.

- | | |
|--------------|-----------------|
| 1) apparent | 2) evident |
| 3) uncertain | 4) unmistakable |

10. Which statement does NOT seem true about 'brain function'? It is increasingly being

- 1) ignored by neurophysiology
- 2) covered by artificial intelligence
- 3) dealt with cognitive neuroscience
- 4) included in psychological theory and practice

Passage 3:

Humanistic psychology was developed in the 1950s in reaction to both behaviorism and psychoanalysis, arising largely from existential philosophy and writers like Jean – Paul Sartre and soren Kierkegaard. By using phenomenology, intersubjectivity and first- person categories, the humanistic approach seeks to get glimpse of the whole person and not just the fragmented parts of the personality or cognitive functioning.

Humanism focuses on uniquely human issues and fundamental issues of life, such as self-identity, death, aloneness, freedom, and meaning. Some of the founding theorists behind this school of thought were Abraham Maslow who formulated a hierarchy of human needs. Carl Rogers who created and developed Client-centered therapy, and Fitz Perls who helped create and develop Gestalt therapy. It has become so influential as to be Perls called the “third force” within psychology preceded by behaviorism and psychoanalysis.

11. What would the possible topic be for the above passage?

- 1) Behaviorism and psychoanalysis
- 2) Existential-humanist Movement
- 3) Fundamental Issues of Life
- 4) phenomenology and Inter subjectivity

12. Humanistic psychology existential philosophy and authors like Jean paul Sartre and soren Kierkegaard.

- | | |
|------------------|----------------|
| 1) brought about | 2) gave rise |
| 3) resulted from | 4) resulted in |

13. Which statement does NOT seem true about humanism?

- 1) It stresses uniquely human issues and major issues of life.
- 2) It emphasizes only human issues like self-identity and death.
- 3) It underlines merely fundamental matters like loneliness and freedom.
- 4) It underscores just the disintegrated part of personality of cognitive functioning.

14. What does the phrase 'this school of thought' in line 7 refer to?

- | | |
|------------------------------------|-----------------------------------|
| 1) humanism | 2) phenomenology |
| 3) the glimpse of the whole person | 4) the fundamental issues of life |

15. The author concludes at end of the passage that Gestalt therapy has become the third force behaviorism and psychoanalysis.

- | | |
|-------------------|------------------|
| 1) resulting from | 2) preceding |
| 3) following | 4) emerging from |

**Passage 4:**

The nature of thought is another core interest in psychology. Cognitive psychology studies cognition, the mental processes underlying behavior. It uses information processing as a framework for understanding the mind perception, learning, problem solving, memory, attention, language and emotion are all well researched areas. Cognitive psychology is associated with a school of thought known as cognitivism, whose adherents argue for and information processing model of mental function, informed by positivism and experimental psychology. Cognitive science is very closely related to cognitive psychology, but differs in some of the research methods used, and has a slightly greater emphasis on explaining mental phenomena in terms of both behavior and natural processing.

Both areas can use computational models to simulate phenomena of interest. Because mental events cannot directly be observed, computational models provide a tool for studying the functional of the mind. Such models give cognitive psychologists a way to study the “software” of mental processes independent of the “hard ware” it runs on, be it the brain or a computer.

16. What dose the passage mainly discuss?

- 1) information processing Model
- 2) Explaining Mental phenomena
- 3) Cognitive psychology
- 4) Computational Models Simulate phenomena of Interest

17. According to the passage, the nature of thought

- 1) covers such areas as perception, learning, and problem solving
- 2) researches areas like memory, attention, language, and emotion well
- 3) studies the mental processes underlying behavior
- 4) uses information processing as a framework for understanding the mind

18. Which statements is NOT true about cognitivism?

- 1) Its advocates are instructed by positivism.
- 2) Its adherents are informed by experimental psychology.
- 3) It gives proofs for an information processing model of mental function.
- 4) It is a branch of science typically associated with cognitive science.

19. Cognitive science is cognitive psychology and in research methods.

- 1) linked to – sometimes differs from it
- 2) more or less the same as – is similar to it
- 3) roughly different from – always differs from it
- 4) roughly distinct from – is more or less the same as it

20. Why do we employ computational models as a tool to study the functional organization of the mind?

- 1) psychologists cannot study mental processes dependently.
- 2) Mental issues cannot be directly noticed.
- 3) Such models provide psychologists a method to study the hardware of mental processes.
- 4) These models help scientists to simulate phenomena of interest.

Passage 5:

Partly in reaction to the subjective and introspective nature of Freudian psychodynamics, and its focus on the recollection of childhood experiences, during the early decades of the 20th century behaviorism gained popularity as a guiding psychological theory. Founded by John B. Watson and embraced and extended by Edward Thorndike, Clark L. Hull, Edward C. Tolman, and later B.B. Skinner), behaviorism was grounded in studies of animal behavior. Behaviorists share the view that the subject matter of psychology should be operationalized with standardized procedures which led psychology to focus on behavior, not the mind or consciousness. They doubted the validity of introspection for studying internal mental states such as feelings, sensations, beliefs, desires, and other unobservable. In “psychology” as the behaviorist views It” (1913), Watson argued that psychology “is a purely objective experimental branch of natural science, that” introspection forms no essential part of its methods, and that “the” behaviorist recognizes no dividing line between man and brute. Skinner rejected hypothesis testing as a productive method of research, considering in to be too conducive to speculative theories that would promote useless research and stifle good

research”.

21. What would the best topic be for the above passage?

- 1) Freudian psychodynamics
- 2) Introspection for Studying Internal Mental States
- 3) Rise of Behaviorism
- 4) Studies of Animal Behavior

22. Freudian psychodynamics

- 1) understates the remembrance of experience from school days
- 2) gives emphasis to the remembrance of events from childhood
- 3) focuses on the accumulation of experiences from school days
- 4) depreciates the accumulation of events from childhood

23. Behaviorists have about the subject matter of psychology, which was according to them.

- 1) different opinions – a behavior
- 2) similar ideas – the mind or soul
- 3) the same ideas – not consciousness
- 4) various opinion – not mentality or spirit

24. According to behaviorists, introspection for examining and its reliability is

- 1) mental conditions like sensations and beliefs – not questionable
- 2) mental states such as sensations and desires – certain
- 3) spiritual states like feelings and desires – not controversial
- 4) spiritual conditions such as feelings and beliefs – skeptical

25. Which statement is NOT true about a behaviorist’s view?

- 1) Hypothesis testing is not a useful way of research.
- 2) Introspection is an unalienable part of the methods used in psychology.
- 3) Psychology is an entirely objective branch of natural science.
- 4) There exists no dividing line between man and animal.

Passage 6:

Behaviorism reigned as the dominant model in psychology throughout the first half of the 20th century, largely due to the creation of conditioning theories as scientific models of human behavior, and their successful application in the workplace and in field such as advertising and military science.

However, it became increasingly clear that, although it had made some important discoveries, behaviorism was deficient as a guiding theory of human behavior. Noam Chomsky helped spark the cognitive revolution in psychology through his review of B.F Skinner’s Verbal Behavior, in which Chomsky challenged the behaviorist approach to the study of behavior and language dominant in the 1950s. In his theory of Generative Grammar Chomsky demonstrated that language could not be learned purely from conditioning, because people could produces unique in structure and meaning that couldn’t possibly be generated solely through experience of natural language – implying that there must be internal states of mind that behaviorism rejected as illusory. Similarly, work by Albert Bandura showed that children could learn by social observation, without any change in overt behavior, and so must be accounted for by internal representations.

26. What would the best topic be for the above passage?

- 1) Skinner’s Verbal Behavior
- 2) Fall of Behaviorism
- 3) Conditioning Theories as Scientific Models of Human Behavior.
- 4) Behaviorist Approach to the Study of Mind

27. Behaviorism prevailed psychology during the first half of the previous century because it

- 1) could successfully focus on theories in the workplace
- 2) could successfully advertise and apply military science
- 3) succeeded in areas like advertising an military science
- 4) undermined conditioning theories as scientific models of human behavior

**28. Which statement is NOT true about behaviorism?**

- 1) Chomsky questioned it as an approach to the study of language.
- 2) It was inadequate as a leading theory of human language.
- 3) It made some significant or outstanding discoveries.
- 4) It helped scientists inspire the cognitive revolution in psychology.

29. According to the passage, Chomsky explicitly indicated that

- 1) language could not be learned solely through experience
- 2) language could be produced purely from conditioning
- 3) people could not generate sentences exceptional in structure
- 4) there must be internal states of mind that behaviorism rejected

30. Albert Bandura did NOT agree that

- 1) children could learn by social observation
- 2) children could learn without any change in their open conducts
- 3) children's conducts can be accounted for by internal representations
- 4) children's behaviors could be acquired merely through experience

پاسخ

۲۸. گزینه ۴

۲۹. گزینه ۱

۳۰- گزینه ۴

۱. گزینه ۴

۲. گزینه ۱

۳. گزینه ۲

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۲۳. گزینه ۳

۲۴. گزینه ۴

۲۵. گزینه ۲

۲۶. گزینه ۲

۲۷. گزینه ۳

Part B: Reading Comprehension

Direction: Read the following four passages and choose the best choice (1), (2), (3), or (4). Then mark on your answer sheet.

Passage 1:

Mainly focusing on the development of the human mind through the life span, developmental psychology seeks to understand how people come to perceive, understand, and act within the world and how these processes change as they age. This may focus on intellectual, cognitive, neural, social, or moral development. Researchers who study children use a number of unique research methods to make observations in natural settings or to engage them in experimental tasks. Such tasks often resemble specially designed games and activities that are both enjoyable for the child and scientifically useful, and researchers have even devised clever methods to study the mental processes of small infants. In addition to studying children, developmental psychologists also study aging and processes throughout the life span, especially at other times of rapid change (such as adolescence and old age). Developmental psychologists draw on the full range of theorists in scientific psychology to inform their research.

1. What does the passage mainly discuss?

- 1) Developmental Psychology
- 2) Observational in Natural Setting
- 3) Observations in Experimental Tasks
- 4) Scientific Psychology

2. The author presupposes that

- 1) the process of human action remains constant through the whole life.
- 2) the process of human perception changes through the life span.
- 3) psychology emphasizes the development of the human mind
- 4) psychology tries to know how people come to understand and act.

3. According to the passage, researchers who study children to make observations.

- 1) engage them only in experimental task.
- 2) employ exceptional research techniques
- 3) focus on intellectual and cognitive development.
- 4) stress activities scientifically useful to entertain scientists.

4. If what the author says is true, then researchers have innovated

- 1) intelligent games enjoyable for the child to amuse him
- 2) intelligent ways to study psychic processes of small children.
- 3) naïve methods to examine mental processes of small infants
- 4) naïve activities scientifically useful to entertain scientists.

5. The author finally conclude that

- 1) researchers study aging and processes throughout age and adolescence
- 2) researchers even devise clever methods to study times of rapid change.
- 3) psychologist focus on the times of rapid change rather than childhood
- 4) psychologists rely on all sorts of psychological theorists in their researches.

Passage 2:

The study of psychology in a philosophical context dates back to the ancient civilizations of Egypt, Greece, China and India. Psychology began adopting a more clinical and experimental approach under medieval Muslim psychologists and physicians, who built psychiatric hospital for such purposes.

Though the use of psychological experimentation dates back to Alhazen's Book of Optic in



1021, psychology as an independent experimental field of study began in 1879, when Wilhelm Wundt founded the first laboratory dedicated exclusively to psychological research at Leipzig University in Germany, for which Wundt is known as the “father of psychology”. 1879 is thus sometimes regarded as the “birthdate” of psychology. The American philosopher William James published his seminal book, *Principles of Psychology*, in 1890, while laying the foundations for many of the questions that psychologists would focus on for years to come. Other important early contributors to the field include Hermann Ebbinghaus (1850-1909), a pioneer in the experimental study of memory at the university of Berlin; and the Russian physiologist Ivan Pavlov (1849-1936), who investigated the learning process now referred to as classical conditioning.

6. What would the best topic be for the above passage?

- 1) Experimental Study of Memory
- 2) Muslim Psychology and clinical Approach
- 3) Psychological Experimentation
- 4) Philosophical and Scientific Roots of Psychology

7. According to the passage, the history of philosophical psychology

- 1) dates back to the medieval Muslim era
- 2) dates back to experimental psychiatrists
- 3) goes back to the ancient civilizations
- 4) goes back to clinical psychiatrists

8. Psychology, an autonomous experimental field of study, began in 1879

- 1) but Alhazen made use of psychological research in his *Book of Optics*
- 2) but Wilhelm Wundt dedicated the first laboratory only to scientific research
- 3) when psychological experimentation was first laboratory only to scientific research
- 4) when the first psychological laboratory was established.

9. If the author is right, then the American philosopher William James

- 1) devoted his first book exclusively to psychological research for the first time.
- 2) laid the foundations for many of the issues the psychiatrists had focused on since 1021
- 3) had his book entitled ‘*Principles of Psychology*’ printed and sold to the public
- 4) wrote his book ‘*Principles of Psychology*’ which has a trivial influence on later development.

10. Which statement is NOT true about Hermann Ebbinghaus or Ivan Pavlov?

- 1) Ivan Pavlov found out facts about the process of learning.
- 2) Ebbinghaus was the first to develop the experimental study of memory.
- 3) Ivan Pavlov was a Russian physiologist who proposed classical conditioning.
- 4) Ebbinghaus was one of the first people who studied memory experimentally at the University of Berlin.

Passage 3:

During the 1890s, the Austrian physician Sigmund Freud developed a method of psychotherapy known as psychoanalysis. Freud’s understanding of the mind was largely based on interpretive methods, introspection and clinical observations, and was focused in particular on resolving unconscious conflict, mental distress and psychopathology. Freud’s theories became very well-known, largely because they tackled subjects such as sexuality, repression, and the unconscious mind as general aspects of psychological development. These were largely considered taboo subjects at the time, and Freud provided a catalyst for them to be openly discussed in polite society. Freud also had a significant influence on Carl Jung, whose analytical psychology became an alternative form of depth psychology. Philosopher Karl Popper argued that Freud’s psychoanalytic theories were presented in untestable form. Due to their subjective nature, Freud’s theories are often of limited interest to many scientifically – oriented psychology departments. Followers of Freud who accept the basic ideas of

psychoanalysis but alter it in some way are called neo-Freudians. Modification of Jung's theories has led to the archetypal and process-oriented schools of psychological thought.

11. What does the passage mainly discuss?

- 1) Psychoanalysis
- 2) Psychopathology
- 3) Scientifically – oriented psychology
- 4) Alternative Depth Psychology

12. Which statement is NOT true about Freud's understanding of the mind?

- 1) It was based on unstable theories.
- 2) it relied on interpretive methods and introspection.
- 3) It has resulted in the archetypal and process-oriented schools of psychology.
- 4) It depended on clinical observations and self-analysis.

13. What does 'these' in line 6 refer to?

- 1) Freud's psychoanalytic theories.
- 2) sexuality, repression, the unconscious mind
- 3) general aspects of psychological development
- 4) unconscious conflict, mental distress, psychopathology

14. Carl Jung was significantly influenced by Freud, whose

- 1) psychoanalytic theories were criticized by philosopher Karl Popper.
- 2) analytical psychology became an alternative form of depth psychology
- 3) followers accept the ideas of psychoanalysis without trying to revise it.
- 4) supporters provided a catalyst for taboo subjects to be openly discussed in polite society.

15. If what the author says is true, then scientifically- oriented psychology show little interest in Freud's theories because

- 1) they have resulted in unstable forms
- 2) they have a subjective nature.
- 3) they are daily altered in some way or another
- 4) they have led to the archetypal schools of thought

Passage 4:

As computer technology proliferated, so did the metaphor of mental function emerge as information processing. This, combined with a scientific approach to studying the mind, as well as a belief in internal mental states, led to the rise of cognitivism as a popular model of the mind. Cognitive psychology differs from other psychological perspectives in two key ways. First, it accepts the use of the scientific method, and generally rejects introspection as a method of investigation, unlike symbol – driven approaches such as Freudian psychodynamics. Second, it explicitly acknowledges the existence of internal mental states (such as belief, desire and motivation), whereas behaviorism does not.

Links between brain and nervous system function also became understood, partly due to the experimental work of people such as Charles Sherrington and Donald Hebb, and partly due to studies of people with brain injury.

With the development of technologies for measuring brain function, neuropsychology and cognitive neuroscience have become increasingly active areas of contemporary psychology. Cognitive psychology has been subsumed along with other disciplines, such as philosophy of mind, computer science, and neuroscience, under the umbrella discipline of cognitive science.

16. What would the possible topic be for the above passage?

- | | |
|-------------------|--------------------|
| 1) Cognitive | 2) Introspection |
| 3) Psychodynamics | 4) Neuropsychology |



17. According to the passage, the metaphor of mental function appeared as information processing

- 1) as computer technology dwindled
- 2) when computer technology multiplied
- 3) when it was combined with a scientific approach to studying the mind
- 4) as it was coupled with a subjective method of dealing with the mind

18. If the author is right, then, cognitive psychology is different from other psychological approaches in that it

- 1) acknowledges introspection and intuition as a method of scientific research
- 2) accepts the existence of internal mental states in contrast to behaviourism
- 3) denies introspection and intuition as method of investigation unlike behaviourism
- 4) rejects the existence of subjective phenomena such as belief, desire, and motivation.

19. Scientists began to understand the connections between brain and nervous system on account of

- 1) technologies for measuring brain function
- 2) Charls Sherrington and Sonald Hebb's investigations
- 3) studies of people with brain injury as well
- 4) neuropsychology and cognitive neuroscience as well

20. The author finally tries to state that cognitive psychology

- 1) is greatly indebted to the discipline of cognitive sciences.
- 2) has been developed under the umbrella discipline of neuropsychology
- 3) has been included in the discipline of cognitive sciences.
- 4) is fully understood with the development of technologies for measuring brain function.

Part B. Cloze Test

Direction: Read the following three passages and decide which choice. (1), (2), (3), or (4) best fits each space. Then mark the correct choice on your answer sheet.

Various schools of thought have argued for a (21) to be used as a guiding theory by which all, or the majority, of (22) can be explained. The popularity of these has (23) and waned over time. Some psychologists may think of themselves as adherents to a particular school of thought and reject the others, although most consider each as an approach to understanding the (24), and not necessarily as mutually exclusive theories. On the basis of Tinbergen's four questions a framework of reference of all fields of psychological research can be established (including anthropological research and humanities).

In modern times, psychology has adopted an integrated perspective towards understanding (25), behavior, and social interaction. This perspective is commonly referred to as the biopsychosocial (26), The basic tenet of the biopsychosocial model is that any given behavior or mental process affect and are affected by dynamically interrelated biological, psychological, and social factors.

The psychological aspect refers to the role that (27) play in any given psychological phenomenon, for example, the effect of mood or beliefs and expectations on an individual's reactions to and event. The biological aspect refers to the role that biological factors such as (28) play in a psychological phenomenon, for example, the effect that the (29) and brain development may have on an individual's future cognitive ability. The socio – cultural refers to the role that social and cultural environments play in a given psychological phenomenon. For example, the role of parental or peer influence in the (30) of an individual.

21.

- | | |
|---------------------|-------------------------|
| 1) distinct design | 2) exceptional standard |
| 3) particular model | 4) specific style |

22.
1) animate habits
2) animated reaction
3) human behavior
4) human dealings
23.
1) waxed
2) declined
3) decreased
4) diminished
24.
1) soul
2) spirit
3) mins
4) essence
25.
1) sensibility
2) recognition
3) intuition
4) consciousness
26.
1) approach
2) application
3) proposition
4) threshold
27.
1) cognition and emotions
2) intelligence and excitements
3) perception and reactions
4) reasoning and feelings
28.
1) environmental variability
2) environmental standards
3) genetic standards
4) genetic variability
29.
1) acquired behaviors
2) inborn variability
3) hereditary elements
4) prenatal environment
30.
1) characteristics
2) expressions
3) idiosyncracies
4) symptoms

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| ۲۶. گزینه ۱ | ۱۸. گزینه ۲ | ۱۰. گزینه ۴ | ۲. گزینه ۲ |
| ۲۷. گزینه ۱ | ۱۹. گزینه ۳ | ۱۱. گزینه ۱ | ۳. گزینه ۳ |
| ۲۸. گزینه ۱ | ۲۰. گزینه ۳ | ۱۲. گزینه ۳ | ۴. گزینه ۲ |
| ۲۹. گزینه ۴ | ۲۱. گزینه ۳ | ۱۳. گزینه ۲ | ۵. گزینه ۴ |
| ۳۰. گزینه ۱ | ۲۲. گزینه ۳ | ۱۴. گزینه ۱ | ۶. گزینه ۴ |
| | ۲۳. گزینه ۱ | ۱۵. گزینه ۲ | ۷. گزینه ۳ |
| | ۲۴. گزینه ۳ | ۱۶. گزینه ۱ | ۸. گزینه ۴ |

PASSAGE 1:

The study of psychology in philosophical context dates back to the ancient civilizations of Egypt, Greece, China, India, and Persia. Psychology began adopting a more clinical and experimental approach under medieval Muslim psychologists and physicians, who built psychiatric hospitals for such purposes.

In 1802, French physiologist Pierre Cabanis helped to pioneer biological psychology with his essay on the relations between the physical and moral aspects of man. Cabanis interpreted the mind in light of his previous studies of biology, arguing that sensibility and soul are properties of the nervous system.

Though the use of psychological experimentation dates back to Alhazen's Book of Optics in 1021, psychology as an independent experimental field of study began in 1879, when the German physician Wilhelm Wundt founded the first laboratory dedicated exclusively to psychological research at Leipzig University in Germany, for which Wundt is known as the "father of psychology". The year 1879 is thus sometimes regarded as the "birthdate" of psychology. The American philosopher and psychologist William James published his seminal book, Principles of psychology in 1890, laying the foundations for many of the questions on which psychologists would focus for years to come. Other important early contributors to the field include the German psychologist Hermann Ebbinghaus (1850-1909), a pioneer in the experimental study of memory at the University of Berlin; and the Russian psychologist Ivan Pavlov (1849-1963) who investigated the learning process now referred to as classical conditioning.

Starting in the 1950s, the experimental techniques set forth by Wundt, James, Ebbinghaus, and others would be reiterated as experimental psychology became increasingly cognitive and, eventually, constituted a part of the wider cognitive science. In the early years, however, this development was seen as a "revolution", as it both responded to and reacted against of thought – thought – including psychodynamics and behaviorism – that had developed in the meantime.

1. What does the passage mainly discuss/

- 1) Philosophical and Scientific Roots of psychology
- 2) Properties of the Nervous System
- 3) Medieval Muslim Psychologist and Physicians
- 4) Psychodynamics and Behaviorism

2. According to the passage, the philosophical study of psychology civilizations such as Iran.

- 1) fell back with ancient
- 2) went on with ancient
- 3) stopped with very old
- 4) started with very old

3. If the author is right, then Muslim psychology

- 1) built psychiatric hospitals for philosophical psychology
- 2) rejected a more empirical method
- 3) adopted a more standard approach
- 4) took on clinical line of action

4. In 1802, French psychologist Pierre Cabanis helped to biological psychology with his essay.

- 1) develop
- 2) explore
- 3) resolve
- 4) settle

5. Why is Wilhelm Wundt recognized at the pioneer of psychology?

- 1) Because he excluded psychological research at Leipzig University in Germany.
- 2) Because he founded the first dependent experimental field of psychology.

- 3) Because he made use of psychological experimentation for the first time.
- 4) Because he established the first psychological laboratory.
6. The year 1879 is sometimes regarded as the "birth-data" of psychology because in this field.
 - 1) William James established the first laboratory
 - 2) William Wundt published his seminal book
 - 3) William Wundt established the first laboratory
 - 4) William James published his seminal book
7. It is mentioned in the passage that Ivan Pavlov is a Russian psychologist who
 - 1) contributed to the experimental study of memory.
 - 2) helped to develop philosophical psychology.
 - 3) helped to develop classical conditioning.
 - 4) contributed to the field of psychology
8. If what the author says is true, then the employment of psychological experimentation begins with

1) Ebbinghaus	2) Wundt
3) Alhazen	4) James
9. What does "cognitive" in line 23 refer to?
 - 1) based on being reduced to empirical factual knowledge
 - 2) concerned with information and its processing
 - 3) dealing with property that derives from the mind
 - 4) involving unconscious intellectual activity
10. The author finally states that the development of cognitive psychology was considered revolutionary because it
 - 1) included psychodynamics and behaviorism.
 - 2) reacted against only one type of thought.
 - 3) excluded psychodynamics and behaviorism.
 - 4) responded to various types of thought.

PASSAGE 2:

Humanistic psychology was developed in the 1950s in reaction to both behaviorism and psychoanalysis. By using phenomenology, intersubjectivity and first-person categories, the humanistic approach sought to glimpse the whole person-not just the fragmented parts of the personality or cognitive functioning. Humanism focused on fundamentally and uniquely human issues, such as self-identity, death, aloneness, freedom, and meaning. The humanistic approach was distinguished by its emphasis on subjective meaning, rejection of determinism, and concern for positive growth rather than pathology. Some of the founders of this school of thought were American psychologists Abraham Maslow, who formulated a hierarchy of human needs, and Carl Rogers, who created and developed client-centered therapy; and German-American psychiatrist Fritz Perls, who co-founded Gestalt therapy. It became so influential as to be called the "third force" within psychology, along with behaviorism and psychoanalysis. Later, positive psychology opened up humanistic themes to scientific modes of exploration.

Influenced largely by the work of German philosopher Martin Heidegger and Danish philosopher Søren Kierkegaard, psychoanalytically-trained American psychologist Rollo May pioneered an existential breed of psychology, which included existential therapy, in the 1950s and 1960s. Existential psychologists differed from others often classified as humanistic in their comparatively neutral view of human nature and in their relatively positive assessment of anxiety. Existential psychologists emphasized the humanistic themes of death, free will, and meaning, suggesting that meaning can be shaped by myths, or narrative patterns, and that it can be encouraged by an acceptance of the free will requisite to an authentic, albeit often



anxious, regard for death and other future prospects. Austrian existential psychiatrist and Holocaust survivor Viktor Frankl drew evidence of meaning's therapeutic power from reflections garnered from his own internment, and he created a variety of existential psychotherapy called logotherapy. In addition to May and Frankl, Swiss psychoanalyst Ludwig Binswanger and American psychologist George Kelly may be said to belong to the existential school.

11. What would the possible topic be for the above passage?

- | | |
|-----------------------------------|--------------------------------|
| 1) Behaviorism and Psychoanalysis | 2) Humanism and Existentialism |
| 3) Positive Assessment of Anxiety | 4) Rejection of Determinism |

12. One can infer from the passage that humanistic psychology would not have appeared in the 1950s if

- 1) intersubjectivity and first-person categories were not proposed.
- 2) behaviorism and psychoanalysis did not exist.
- 3) intersubjectivity and first-person categories were proposed.
- 4) behaviorism and psychoanalysis existed.

13. According to the passage, the humanistic approach aimed at the whole person.

- | | | | |
|----------------|----------------|----------------|-------------|
| 1) picking out | 2) writing out | 3) identifying | 4) treating |
|----------------|----------------|----------------|-------------|

14. It is NOT mentioned in the passage that humanism fundamentally and uniquely emphasized

- | | | | |
|----------------|-------------|--------------|-----------|
| 1) liveliness. | 2) liberty. | 3) solitude. | 4) sense. |
|----------------|-------------|--------------|-----------|

15. If the author is right, then the humanistic approach was distinguished by its

- | | |
|----------------------------------|-----------------------------|
| 1) emphasis on objective meaning | 2) care for positive growth |
| 3) rejection of self-determinism | 4) concern for pathology |

16. Which of the following is explicitly mentioned in the passage about Carl Rogers' approach to psychology? The counselor should

- 1) encourage the client to establish a person-to-person relationship with him.
- 2) encourage the client to establish a person-to-person relationship with him.
- 3) formulate a hierarchy of human needs and psychological requirements.
- 4) not formulate a hierarchy of human needs and psychological requirements.

17. The author tries to state that American psychologist Rollo May and pioneered an existential breed of psychology.

- 1) came under the influence of German and Danish philosophers
- 2) was greatly influenced by the books of two philosophers
- 3) was greatly trained by German and Danish psychoanalysts
- 4) came under the influence of two American psychoanalysts

18. The author mentions that have relatively neutral view of human nature and positive evaluation of anxiety.

- | | |
|------------------------------|-----------------------------|
| 1) existential psychologists | 2) humanistic psychologists |
| 3) humanistic philosophers | 4) existential philosophers |

19. Existential psychologists focused on the humanistic subjects of death, free will, and meaning and believed that meaning can be

- | | |
|-----------------------------------|---------------------------------------|
| 1) developed by free will | 2) established by descriptive methods |
| 3) declined by narrative patterns | 4) created by legends |

20. What does "logotherapy" in line 25 mean? Treatment by

- | | | | |
|--------------|------------------|--------------|------------|
| 1) free will | 2) determination | 3) interment | 4) meaning |
|--------------|------------------|--------------|------------|

PASSAGE 3:

Noam Chomsky helped to ignite a revolution in psychology when he criticized the behaviorists' notions of "stimulus", "response", and "reinforcement", arguing the such ideas-which Skinner had borrowed from animal experiments in the laboratory-could be applied to complex human behavior, such as language acquisition, in only a vague and superficial

manner. Chomsky emphasized that research and analysis must not ignore the innate contribution of the child to such behavior, while social learning theorists such as Albert Bandura argued that the child's environment could make contributions of its own to the behaviors of its own to the behaviors of an observant subject. The notion that behavior could be precipitated only by the functioning of an internal device or by the perception of external surroundings posed a challenge to the behaviorist position that behavior is contingent upon the prior associations that individuals have made between behavioral responses and pleasurable or painful stimuli.

Meanwhile, accumulating technology helped to renew interest and belief in the mental states and representations-I.e., the cognition-that had fallen out of favor with behaviorists. English neuroscientist Charles Sherrington and Canadian psychologist Donald O. Hebb used experimental methods to link psychological phenomena with the structure and function of the brain. With the rise of computer science and artificial intelligence, analogies were drawn between the processing of information by humans and information processing by machines. Research in cognition had proven practical since World War II, when it aided in the understanding of weapons operation. By the late 20th century, though, cognitivism had become the dominant paradigm of mainstream psychology, and cognitive psychology emerged as a popular branch.

Assuming both that the covert mind should be studied and that the scientific method should be used to study it, cognitive psychologists set such concepts as "subliminal processing" and "implicit memory" in place of the psychoanalytic "unconscious mind" or the behavioristic "contingency-shaped behaviors". Elements of behaviorism and cognitive psychology were synthesized to form the basis of cognitive behaviorism and cognitive psychology were synthesized to form the basis of cognitive behavioral therapy, a form of psychotherapy modified from techniques developed by American psychologist Albert Ellis and American psychiatrist Aaron T. Beck. Cognitive psychology was subsumed along with other disciplines, such as philosophy of mind, computer science, and neuroscience, under the umbrella discipline of cognitive science.

21. What does the passage mainly discuss?

- | | |
|-------------------|-------------------|
| 1) psychoanalyses | 2) Cognitivism |
| 3) Behaviorism | 4) Existentialism |

22. Noam Chomsky helped to a revolution in psychology when he criticized the behaviorists' notions.

- | | | | |
|--------|----------------|----------------|--------------|
| 1) lit | 2) set on fire | 3) set fire to | 4) triggered |
|--------|----------------|----------------|--------------|

23. We can infer from the passage that such ideas as stimulus, response, and reinforcement manner.

- 1) could be applied to language acquisition in a very comprehensive
- 2) have been borrowed from animal experiments in a very explicit
- 3) have been borrowed from animal experiments in a very explicit
- 4) could be applied to complex human behavior in a very straightforward

24. Chomsky laid stress on the fact that to such behavior as language.

- 1) the child's environment could make contributions
- 2) one must not ignore the innate contribution of the child
- 3) one must disregard the innate contribution of the child
- 4) the child's environment could not make contributions

25. Which of the following is true in the eyes of a behaviorist?

- 1) Behavior is dependent upon painful stimuli.
- 2) Behavior could be precipitated only by the functioning of an internal device.
- 3) Behavior could be caused only by the perception of external surroundings.
- 4) Behavior is contingent upon the prior experiences.