## WWW220FILE.ORG

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| <b>سری سوال :</b> یک ۱   | دقیقه) : تستی : ۹۰ تشریحی : ۰  | زمان آزمون (                           | تعداد سوالات : تستی : ۳۰ تشریحی : .    |  |  |
|--|--|--|--|--|--|
|  |  |  | <b>عنـــوان درس:</b> نقدادبی ۲         |  |  |
|  | 171716   | ات انگلیسی، زبان وادبیات انگلیسی۴      | <b>رشته تحصیلی/کد درس:</b> زبان و ادبی |  |  |
| <sup>1</sup> -Which one of the follow  | ving statements is NOT Tr  | ue about Mythological cri              | iticism?                               |  |  |
|  | s universality accepted no   | -                                      |  |  |  |
| <sup>2.</sup> TheMythlogical critics run the risk of being distracted from the aesthetic experience of the work.   |  |  |  |  |  |
| <sup>3.</sup> They sometimes forg  | get that literature is an art  |  |  |  |  |
| <sup>4.</sup> The Mythlogical criti  | cs take a deep and broad   | view of the works.                     |  |  |  |
|  | <sup>2</sup> -It is with the relationship of literary art to "some very deep chord" in human nature that<br>criticism deals. |  |  |  |  |
| 1. psychological   | <sup>2.</sup> mythological   | <sup>3.</sup> anthropological          | <sup>4.</sup> cultural                 |  |  |
| 3-According to " Myth is fundamental, the dramatic representation of our<br>deepest instinctual life, of a primary awareness of man in the universe".            |  |  |  |  |  |
| 1. Mark Twain  | <sup>2.</sup> T.S. Eliot   | <sup>3.</sup> Alexander Pope           | <sup>4.</sup> Mark Schorer             |  |  |
| 4-The most potent of all s   | symbolic numbers is  |  |  |  |  |
| 1. <sub>3</sub>  | 2. 4   | 3. 7                                   | <sup>4.</sup> 13                       |  |  |
| 5-In archetypal criticism [  | Desert stands for all the fo   | ollowings EXCEPT                       |  |  |  |
| 1. spiritual aridity   | <sup>2.</sup> death  | <sup>3.</sup> nihilism                 | <sup>4.</sup> hope                     |  |  |
| 6-According to Northrope   | e Frye the mythos of sprin   | g corresponds to                       | in literature.                         |  |  |
| 1. tragedy   | <sup>2.</sup> romance  | <sup>3.</sup> irony                    | <sup>4.</sup> comedy                   |  |  |
| 7-The crucial limitation of  | f the psychological appro  | ach is its                             |  |  |  |
| <b>1.</b> lack of interest in the author's intentions  |  | <sup>2.</sup> aesthtic inadequacy      | <sup>2.</sup> aesthtic inadequacy      |  |  |
| 3. negilgence of the text itself   |  | <sup>4.</sup> focus on the work itself |  |  |  |
| <sup>8-</sup> During the twentieth century psychological criticism has come to be associated with a particular school of thought, the psychoanalytic theories of |  |  |  |  |  |
| 1. Carl Jung   | <sup>2.</sup> Sigmund Freud  | <sup>3.</sup> Jacque Lacan             | <sup>4.</sup> Mark Schorer             |  |  |
| 9-That most of the individual's mental processes areis Freud's first major premise.  |  |  |  |  |  |
| 1. unconscious   | 2. conscious   | <sup>3.</sup> Semi-conscious           | <sup>4.</sup> id-based                 |  |  |
| <sup>10-</sup> The function of is to fulfill the pleasure principle.   |  |  |  |  |  |
| <b>1.</b> id   | 2. <sub>ego</sub>  | <sup>3.</sup> super-ego                | <sup>4.</sup> the conscious            |  |  |
|  |  |  |  |  |  |

## WWW220FILE.ORG کارشناسی و کارشناسی ارشد

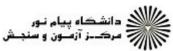


| 1.:  |  |   | ای مرک-ز آزمیون و سنجش  |
|--|--|---|---|
| س <b>ری سوال :</b> یک ۱  | : تستی: ۹۰ تشریحی: ۰                                 | زمان آزمون (دقيقه)                                | تعداد سوالات: تستی: ۳۰ تشریحی: ۰                                |
|  |  |   | <b>عنـــوان درس:</b> نقدادبی ۲                                  |
|  | ۱  | سی، زبان وادبیات انگلیسی ۲۱۲۱۴۴                   | <b>رشته تحصیلی/کد درس:</b> زبان و ادبیات انگلیس                 |
| <sup>11-</sup> Psychological criticism<br>between                  | -  | Brown" reveals that the                           | e story is a kind of struggle                                   |
| 1. Id and super-ego  |  | <sup>2.</sup> Id and ego                          |   |
| <sup>3.</sup> ego and super-ego                                    |  | <sup>4.</sup> Id, ego and s                       | uper-ego  |
| 12-Which one of the follo  | owing statements is N(                               | OT true about the Form                            | alists and the New Critics.                                     |
| 1. They liked to invest  | tigate long poems such                               | as odes.  |   |
| <ol> <li>They liked English p</li> <li>Pound and Eliot.</li> </ol> | poetry of the seventeer                              | nth century and the "mo                           | dernist" poetry that stems from                                 |
|  | oach sometimes seems<br>e, or ironic turns of phra   |   | hunt for objective correlatives,                                |
| <sup>4.</sup> it tends to overlool                                 | k feeling and appears h                              | eartless and cold in its a                        | bsorption with form.  |
|  |  | ve reading begins with ative values and implica   | a sensitivity to the words of<br>tions.                         |
| 1. psychological   | <sup>2.</sup> Archetypal                             | <sup>3.</sup> Formalist                           | <sup>4.</sup> Biographical                                      |
|  | ated the concept that in<br>at we should look for an |   | orm there is a consistency and                                  |
| 1. organic   | <sup>2.</sup> dynamic                                | <sup>3.</sup> static                              | <sup>4.</sup> literary  |
| 15-In Understanding Poet<br>form EXCEPT                            |  | n include all the followir                        | ng items as a component of                                      |
| 1. idea  | <sup>2.</sup> narrator                               | <sup>3.</sup> rhythm                              | <sup>4.</sup> imagery   |
|  |  | er makes the mistake of<br>ht have had for the wo | f not divorcing the literary<br>rk.                             |
| 1. intentional fallacy   |  | <sup>2.</sup> affective falla                     | асу   |
| <sup>3.</sup> biographyical fallac                                 | су   | <sup>4.</sup> regional falla                      | су  |
| -  | of the conflicts of abstr                            |   | unity that results from the<br>s, of general and particular, of |
| 1. irony   | <sup>2.</sup> paradox                                | <sup>3.</sup> tension                             | <sup>4.</sup> oxymoron  |
|  |  |   |   |

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کارشناسی و کارشناسی ارشد



| سری سو <b>ال:</b> یک ۱  | تشریحی: ۰           | آزمون (دقیقه) : تستی : ۹۰ | زمان                      | تعداد سوالات: تستی : ۳۰ تشریحی: ۰          |  |  |
|---|---------------------|---------------------------|---------------------------|--|--|--|
|   |                     |                           |                           | <b>عنـــوان درس:</b> نقدادبی ۲             |  |  |
|   |                     | ليسى ١٢١٢١۴۴              | انگلیسی، زبان وادبیات انگ | <b>رشته تحصیلی/کد درس:</b> زبان و ادبیات ا |  |  |
| <sup>18-</sup> The enemies of the traditional approach to literary analysis have argued all EXCEPT  |                     |                           |                           |  |  |  |
| 1. it has tended to be som  | newhat de           | eficient in imaginati     | on                        |  |  |  |
| <sup>2.</sup> it has neglected the ne   |                     | -                         |                           | logy                                       |  |  |
| <sup>3.</sup> it has been too content   |                     |                           |                           |  |  |  |
| <sup>4.</sup> it has focused solely on  | ו the life o        | of the author             |                           |  |  |  |
| 19-The criticism has done one valuable service in avoiding cultism and faddism, it has<br>preserved scholarly discipline and balance in literary criticism.   |                     |                           |                           |  |  |  |
| 1. moral - philosophical  |                     | 2.                        | textual                   |  |  |  |
| <sup>3.</sup> biographical  |                     | 4.                        | new                       |  |  |  |
| 20-The basic tenets of historical-biographical approach are most clearly articulated in the writings of<br>the nineteenth-century French<br>critic  |                     |                           |                           |  |  |  |
| 1. Hippolyte A. Taine   |                     |                           | Gerard Genet              |  |  |  |
| <sup>3.</sup> Andre Gide  |                     | 4.                        | Thomas Man                |  |  |  |
| 21-A historical novel is likely author is understood.   | to be moi           | re meaningful whe         | n either the              | of the novel or its                        |  |  |
| 1. <sub>size</sub>  | <sup>2.</sup> reade | rs 3.                     | milieu                    | <sup>4.</sup> point of view                |  |  |
| 22-William Blake's "London"   | is an outo          | cry against the           | of huma                   | an beings by society.                      |  |  |
| 1. cruelty  |                     | 2.                        | oppression                |  |  |  |
| <sup>3.</sup> depression  |                     | 4.                        | defamiliarization         |  |  |  |
| 23-For the Elizabethans was a condition of the mind characteized by nervous<br>instability, rapid and extreme changes of feeling and mood, and the disposition to be for the time<br>absorbed in a dominant feeling or mood, whether joyous or depressed. |                     |                           |                           |  |  |  |
| 1. psychic disorder   |                     |                           | melancholy                |  |  |  |
| <sup>3.</sup> schizophrenia   |                     | 4.                        | devastation               |  |  |  |
| <sup>24-</sup> The New Critics, as the proponents of this position were called, insisted that scholars concentrate on theexamining it as art.   |                     |                           |                           |  |  |  |
| 1. work itself  |                     | 2.                        | author himself            |  |  |  |
| <sup>3.</sup> readers themselves  |                     | 4.                        | morality of the w         | vork                                       |  |  |
|   |                     |                           |                           |  |  |  |

## WWW 20FILE.ORG



| 1.:   |                             |                                   | ای مرک-ز آزمیون و سنجش                  |  |  |
|---|-----------------------------|-----------------------------------|---|--|--|
| <b>سری سوال:</b> یک ۱   | قیقه) : تستی : ۹۰ تشریحی: ۰ | زمان آزمون (د                     | تعداد سوالات: تستی : ۳۰ تشریحی : ۰      |  |  |
|   |                             |                                   | <b>عنـــوان درس:</b> نقدادبی ۲          |  |  |
|   | וזוזו                       | ت انگلیسی، زبان وادبیات انگلیسی۴۴ | <b>رشته تحصیلی/کد درس:</b> زبان و ادبیا |  |  |
| 25-Oscar Cargill, in the <i>introduction to his Toward a Pluralistic Criticism</i> endorsed theapproach unequivocally:                                |                             |                                   |   |  |  |
| 1. intentional  | 2. historical               | <sup>3.</sup> textual             | <sup>4.</sup> eclectic                  |  |  |
| 26- <i>Principles of Textual Criticism</i> , written by is the best work on textual criticism.  |                             |                                   |   |  |  |
| 1. C.S. Beardsley   | <sup>2.</sup> W.K. Wimsatt  | <sup>3.</sup> James Thorpe        | <sup>4.</sup> Elmer Rice                |  |  |
| 27-The kind of criticism that plays an especially important role in studying the genesis and development of a piece of literature is calledcriticism. |                             |                                   |   |  |  |
| 1. moral  | <sup>2.</sup> Textual       | <sup>3.</sup> New                 | <sup>4.</sup> Formalistic               |  |  |
| 28-The criticism of type a  | nd kind is called           | criticism.                        |   |  |  |
| 1. textual  | <sup>2.</sup> moral         | <sup>3.</sup> New                 | <sup>4.</sup> genre                     |  |  |
| 29-In the genre criticism H   | lamlet is regarded as       |                                   |   |  |  |
| <ol> <li>romantic tragedy</li> </ol>  |                             | <sup>2.</sup> revenge tragedy     |   |  |  |
| <sup>3.</sup> melodrama   |                             | <sup>4.</sup> tragicomedy         |   |  |  |
| 30-The plot of Huckleberr   | y Finn is                   |                                   |   |  |  |
| 1. epistolary   | <sup>2.</sup> episodic      | <sup>3.</sup> rapsodic            | <sup>4</sup> . in medias res            |  |  |
|   |                             |                                   |   |  |  |
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