

خارج از کشور

C

نام :

نام خانوادگی :

شماره داوطلبی :

محل امضا:

اگر دانشگاه اصلاح شود عملکرد اصلاح می شود. *
اعام خمینی (ره)



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

دفترچه شماره ۲

آزمون سراسری ورودی دانشگاه های کشور - سال ۱۳۹۵

آزمون اختصاصی
گروه آزمایشی زبان

مدت پاسخگویی: ۱۰۵ دقیقه

تعداد سؤال: ۷۰

عنوان مواد امتحانی آزمون اختصاصی گروه آزمایشی زبان، تعداد، شماره سؤالات و مدت پاسخگویی

ردیف	مواد امتحانی	تعداد سؤال	از شماره	تا شماره	مدت پاسخگویی
۱	زبان انگلیسی (اختصاصی)	۷۰	۱۰۱	۱۷۰	۱۰۵ دقیقه

حق چاپ، تکثیر و انتشار سؤالات 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 متغییرن برابر مقررات رفتار می شود.

Part A: Grammar

Directions: Questions 101-110 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (1), (2), (3), and (4). Choose the one word or phrase that best completes the sentence. Then mark the correct choice on your answer sheet.

- 101- You can cancel the ticket ----- you tell the airline 48 hours in advance.
 1) until 2) while 3) providing 4) supposing
- 102- Many gases, including nitrogen and oxygen in air, ----- color or odor.
 1) have no 2) not having
 3) which have no 4) they do not have
- 103- The company has opened a new factory, ----- many new jobs.
 1) creating 2) if it creates
 3) where to create 4) in order that creates
- 104- The relative size of an insect's wing is much greater than -----.
 1) of a bird's wing 2) that wing of a bird
 3) a wing of a bird is 4) that of a bird's wing
- 105- There is no water on the moon, nor ----- an atmosphere around it.
 1) there is not 2) is there 3) there is 4) it is
- 106- When I looked out of the window, I saw ----- with snow.
 1) the garden which covered 2) that the garden was covered
 3) the covered garden 4) that was the covered garden
- 107- We are performing a series of experiments ----- the treatment has any negative side effects.
 1) to see if 2) if seen
 3) whether to see 4) we see whether or not
- 108- ----- places which attract so many art lovers as Florence, Italy.
 1) Fewer 2) As few 3) That fewer 4) There are few
- 109- We ----- that apartment, but we decided it wasn't the best option.
 1) must have rented 2) should rent
 3) could have rented 4) might rent
- 110- We do not have all the books that were requested; we are sending ----- are in stock.
 1) what they 2) those that 3) which 4) those

Part B: Vocabulary

Directions: Questions 111-125 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (1), (2), (3), and (4). Choose the one word or phrase that best completes the sentence. Then mark the correct choice on your answer sheet.

- 111- It is a good idea to ----- your diet. Eat something different at every meal.
 1) conduct 2) expose 3) vary 4) range
- 112- The professor warned her students of the ----- of cheating on a test.
 1) ethics 2) functions 3) consequences 4) circumstances
- 113- One ----- of my new job is health insurance, and another is two weeks of paid vacation.
 1) criterion 2) estimate 3) output 4) benefit
- 114- It's important to always try to maintain a positive ----- even when things seem to be going badly.
 1) outlook 2) instance 3) outcome 4) mission
- 115- Our teachers ----- our use of our first language in class. We must use only English.
 1) precede 2) restrict 3) overlap 4) utilize
- 116- The firefighters arrived ----- and put out the fire. Fortunately, there was very little damage.
 1) objectively 2) alternatively 3) randomly 4) promptly

- 117- Diabetes, which is ----- by higher than normal blood sugar, has reached epidemic proportions in the US, afflicting 16 million Americans.
 1) accommodated 2) administered 3) characterized 4) integrated
- 118- Studying vocabulary items out of ----- can lead to misunderstanding about their meaning.
 1) scope 2) context 3) medium 4) authority
- 119- The committee members ----- several different ways to raise money for the school music program, but they could not come to a decision.
 1) debated 2) released 3) neglected 4) transformed
- 120- The effects could be ----- if you don't start eating properly and get some exercise.
 1) ambiguous 2) inherent 3) reluctant 4) adverse
- 121- One natural ----- that scientists are still not able to explain fully is the ability of birds to find their way over great distances.
 1) supplement 2) phenomenon 3) influence 4) distribution
- 122- I think it is going to be difficult for you to ----- your behavior. I just don't understand why you did that.
 1) justify 2) exhibit 3) construct 4) survey
- 123- To give students a better understanding of the theory, the textbook included an ----- example.
 1) equivalent 2) incidental 3) illustrative 4) approximate
- 124- There's a growing ----- of the need for all architects to impact as little as possible on the environment.
 1) interval 2) awareness 3) principle 4) confidence
- 125- With the new evidence, the man was able to ----- the judge that he was innocent.
 1) acknowledge 2) comprehend 3) specify 4) convince

Part C: Sentence Structure

Directions: Choose the sentence with the best order for each of the following series. Then mark the correct choice on your answer sheet.

- 126-
 1) A road that opened last Friday has had to close again to repair.
 2) A road opened last Friday has had to be closed again for repairs.
 3) A road that was opened last Friday has had to close again to repair.
 4) A road was opened last Friday has had to be closed again for repairs.
- 127-
 1) If she were my daughter, I would insist that she behaves properly.
 2) If she was my daughter, I would insist that she behaves properly.
 3) Were she my daughter, I would insist that she behave properly.
 4) Was she my daughter, I would insist that she behave properly.
- 128-
 1) The café charges very high prices that students can't afford where they eat.
 2) The café charges so high prices for students that can't afford where they eat.
 3) The café charges prices too high for students they can't afford to eat there.
 4) The café charges such high prices that students can't afford to eat there.
- 129-
 1) A useful personality quality is have the ability to adapting new situations.
 2) Having a useful personality quality is the ability to adapting new situations.
 3) A useful personality quality to have is the ability to adapt to new situations.
 4) It is useful to have a personality quality that it is the ability to adapt to new situations.

130-

- 1) It used to accept wisdom that higher education provides access to better-paid jobs.
- 2) It used to be accepted wisdom that higher education provides access to better-paid jobs.
- 3) It was used to accept wisdom that higher education provides accessibility to better-paying jobs.
- 4) It was used to be accepted wisdom that higher education provides accessibility to better-paid jobs.

Part D: Language Functions

Directions: Read the following conversations between two people and answer the questions about the conversations by choosing one of the choices (1), (2), (3), or (4). Then mark the correct choice on your answer sheet.

A: Everyone in my family went to college, and they all live in the city.

B: What about you?

A: I decided not to go to college and live in the country. I am definitely (131) ----- of the family.

- 131- 1) the night owl 2) the early bird 3) the dark horse 4) the black sheep

A: I'm interested in checking out that new gym you told me about. (132) -----?

B: Absolutely! Look, I went there yesterday. I was going to call you to ask you if you wanted to come with me, but (133) -----.

A: No, no problem. Don't worry about it.

- 132- 1) You know what 2) Do you follow me
3) Can you show me around 4) Could I ask you a favor
133- 1) something came up 2) let's keep in touch
3) I wasn't aware of that 4) I didn't depend on you

A: What's the matter, Paul? (134) ----- you've been fired.

B: (135) -----, but our project just got cancelled. We had been to give a presentation to Stella, and then, (136) -----, she said that the project couldn't be supported by this year's budget.

A: Oh dear. Perhaps you'll be given another chance next year.

B: (137) -----

- 134- 1) As far as I am concerned 2) I have to admit
3) Let's see 4) You look as if
135- 1) Don't mention it 2) It's not as bad as that
3) Please forgive me 4) Thanks for calling that to my attention
136- 1) once in a blue moon 2) if you ask me
3) at the end 4) to do so
137- 1) I doubt it. 2) Honest to God.
3) Mind you. 4) Wouldn't you agree?

A: Come on, Owen, try to (138) ----- . We've only got a few miles to do.

B: (139) -----? I'm tired now but will try to follow you closely behind.

- 138- 1) pass on 2) catch up 3) hang out 4) go together
139- 1) Why is it 2) How does it go
3) Why don't you go ahead 4) What makes you say that

A: I'm getting fat. I should lose a couple of kilos.

B: If you want to lose weight, (140) ----- fatty snacks such as chips.

- 140- 1) get through to 2) end up with 3) put up with 4) cut down on

Part E: Cloze Test

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

It is easy to assume that every culture socializes children in the same way. Research studies, (141) -----, show that there are cross-cultural differences in (142) ----- their children and in how they socialize them to behave (143) ----- . For example, in some Asian families the needs of the group are traditionally seen (144) ----- the needs of the individual. Children learn that their first responsibility is to their parents (145) ----- to themselves. For example, many children work hard at school (146) ----- their parents will be proud of them.

There are also differences in the amount of responsibility children (147) ----- within their families, and this has an important effect (148) ----- their behavior. A study of six- to eleven-year-old children in six (149) ----- in the United States, Kenya, Japan, India, the Philippines, and Mexico (150) ----- considerable difference across these cultures in the level of (151) ----- . The children in Kenya and Mexico had to take care of (152) ----- children in the family and do household chores that helped the whole family. These children quickly learned to be responsible and caring (153) ----- others. Parental expectations about work around the house were an important part of children's socialization. (154) ----- , in the United States, children had fewer chores, (155) ----- to develop these traits at an early age. All of these forms of socialization determine how we behave when we become adults.

- | | | | |
|------------------------------------|----------------------------------|-------------------------------------|-------------------|
| 141- 1) however | 2) therefore | 3) for instance | 4) in other words |
| 142- 1) families expecting | | 2) which families expect | |
| | 3) what families expect of | 4) what families to expect of | |
| 143- 1) mutually | 2) firmly | 3) considerably | 4) appropriately |
| 144- 1) importantly as to | | 2) most importantly of | |
| | 3) as more important than | 4) the more important than | |
| 145- 1) with regard | 2) rather than | 3) in order | 4) instead |
| 146- 1) if so | 2) so that | 3) even though | 4) because of |
| 147- 1) expect of taking | | 2) take as to expect | |
| | 3) are expected to take | 4) are expected that they take | |
| 148- 1) on | 2) of | 3) for | 4) with |
| 149- 1) resources | 2) substitutes | 3) occasions | 4) communities |
| 150- 1) revealed | 2) promoted | 3) adapted | 4) interpreted |
| 151- 1) children being responsible | | 2) responsibility children had | |
| | 3) how responsible were children | 4) what responsibility had children | |
| 152- 1) the younger other | | 2) younger than the others | |
| | 3) the younger of others | 4) the other younger | |
| 153- 1) toward | 2) against | 3) for | 4) by |
| 154- 1) Despite | 2) Whereas | 3) As unlike | 4) In contrast |
| 155- 1) that made them unlikely | | 2) and they were less likely | |
| | 3) and were as likely as | 4) who were unlike | |

Part F: Reading Comprehension

Directions: In this part of the test, you will read three passages. Each passage is followed by a number of questions. Answer the questions by choosing the best choice (1), (2), (3), or (4). Then mark the correct choice on your answer sheet.

Passage 1:

Tourists in Antarctica can damage scientific research and hurt the environment. When tourist groups come here, they take us away from our research. Our work is difficult, and some of our projects can be damaged by such simple mistakes as opening the wrong door or bumping into a small piece of equipment. In addition, tourists in Antarctica can also hurt the environment. Members of Greenpeace, one of the world's leading environmental organizations, complain that tourists leave trash on beaches and disturb the plants and animals. In a place as frozen as Antarctica, it can take 100 years for a plant to grow back, and tourists can easily damage penguin eggs. Oil spills are another problem caused by tourism. Oil spills not only kill penguins but can also destroy scientific projects.

The need to protect Antarctica from tourists becomes even greater when we consider the fact that there is no government here. Antarctica belongs to no country. Who is making sure that the penguins, plants, and sea are safe? No one is responsible. In fact, we scientists are only temporary visitors ourselves. It is true that the number of tourists who visit Antarctica each year is small compared to the number of those who visit other places. However, these other places are inhabited by local residents and controlled by local governments. They have an interest in protecting their natural environments. Who is concerned about the environment of Antarctica? The scientists, to be sure, but not necessarily the tour companies that make money from sending people south.

If we don't protect Antarctica from tourism, there may be serious consequences for us all. We might lose the results of scientific research projects. It's possible that these results could teach us something important about the causes and effects of climate change. Some fragile plants and animals might die and disappear forever. This could damage the balance of animal and plant life in Antarctica. We know from past experience that when things get unbalanced, harmful changes can occur. Clearly, Antarctica should remain a place for careful and controlled scientific research.

- 156- The passage is mainly concerned with -----.**
 1) why Antarctica is the center of important scientific research
 2) main attractions of Antarctica for tourists and scientists
 3) why Antarctica needs protection against tourism
 4) challenges faced by tourists in Antarctica
- 157- The author mentions Greenpeace in paragraph 1 because -----.**
 1) it is the only environmental organization located in Antarctica
 2) its members are concerned about the environment in Antarctica
 3) it seeks to bring about a reconciliation between scientists and tourists in Antarctica
 4) its members should report the problems tourists cause to the tour companies concerned
- 158- The passage suggests that problems in Antarctica have all of the following possible negative effects EXCEPT -----.**
 1) loss of research findings
 2) disappearance of some species
 3) damage to research equipment
 4) damage to the balance of the ecosystem
- 159- The word "their" in paragraph 2 refers to -----.**
 1) places
 2) interests
 3) tourists and scientists
 4) governments and residents
- 160- Which of the following best describes the tone of the passage?**
 1) Deeply concerned
 2) A bit impartial
 3) Strangely unrealistic
 4) Somewhat uncertain

Passage 2:

Pidgins are strings of words slaves from different ethnicities copied from the language of their landowner. They have little in the way of grammar, and in many cases it is difficult for a listener to deduce when an event happened, and who did what to whom. [A] Speakers need to use circumlocation in order to make their meaning understood. [B] Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. [C] Slave children did not simply copy the strings of words uttered by their elders; they adapted their words to create a new, expressive language. [D] Complex grammar systems which emerge from pidgins are termed creoles, and they are invented by children.

Further evidence of this can be seen in studying sign languages for the deaf. Sign languages are not simply a series of gestures; they use the same grammatical machinery that is found in spoken languages. Moreover, there are many different languages used worldwide. The creation of one such language was documented quite recently in Nicaragua. Previously, all deaf people were isolated from each other, but in 1979 the government introduced a school for the deaf. Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system, using the gestures that they used at home. It was basically a pidgin. Each child used the signs differently, and there was no consistent grammar. However, children who joined the school later, when this inventive sign system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact and it used a large range of grammatical devices to clarify meaning. Also, all the children used the signs in the same way. A new creole was born.

Some linguists believe that many of the world's most established languages were creoles at first. The English past tense-ed ending may have evolved from the verb 'do'. 'It ended' may once have been 'It end-did'. Therefore it would appear that even the most widespread languages were partly created by children. Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make sense of the world around them. Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

161- What is the author's main purpose in the passage?

- 1) To find out how English grammar was created
- 2) To describe the stages of linguistic development in children
- 3) To explain how the creation of a language must be documented
- 4) To provide evidence for the role of children in the development of languages

162- The letters [A], [B], [C] and [D] in paragraph 1 indicate where the following sentence can be added. Where would the sentence best fit?

"It included standardized word orders and grammatical markers that existed in neither the pidgin language nor the language of the landowners."

- 1) [A]
- 2) [B]
- 3) [C]
- 4) [D]

163- The word "innate" in paragraph 3 is closest in meaning to -----.

- 1) temporary
- 2) inborn
- 3) relevant
- 4) complicated

164- Which of the following is NOT a feature of the sign language used by the younger children at a school for the deaf in Nicaragua?

- 1) New gestures were created for everyday objects and activities.
- 2) The meaning was clearer than the previous sign language.
- 3) All children used the same gestures to show meaning.
- 4) The hand movements were smoother and smaller.

165- What is the main idea of paragraph 3?

- 1) English was once probably a creole.
- 2) The English past tense system has changed over time.
- 3) Children say English past tenses differently from adults.
- 4) Linguists have proven that English was created by children.

Passage 3:

England's 400 HM Inspectors provide small teams to go into selected schools for a 3-5 day inspection according to size or type. This is sometimes because they have been criticized by parents, councilors or the Press. There may be other reasons: possibly a school is known for its particularly high standards, in which case the Inspectorate will wish to learn the secret and pass it on to the Minister concerned. Possibly an informal inspector's visit had already dug up signs of trouble. This would certainly lead to a fuller inspection.

Schools cannot refuse to be inspected; nor can the inspectors order the dismissal of any member of staff. Teachers are not their concern. Teaching is. This is not to say that an awful teacher will be ignored. Remarks will certainly be made to the headmaster and chief education officer—but they will be verbal, not written.

So what is it that HM Inspectors do? For one thing, they will want to take a close look at the courses offered and what standards are achieved by pupils. They also compare teachers' qualifications with the subjects they teach. All too often teachers qualified in, say history, are forced to teach math, where there is a shortage.

Examination results are also looked at carefully, as are the school's disciplinary arrangements, its accommodation (do pupils have to sit in the corridors or in mobile classrooms; are lavatories outside; does the roof leak when it rains?) and the textbooks and equipment used.

Before leaving the inspected school, HMI will give the head and local authority leader some indication of its findings, so the reports which take some months to put together and print, do not come as a total surprise.

There are about 30,000 schools, colleges and polytechnics in England. Although there are only about 250 formal inspections a year, visits are far more numerous. Last year alone, three out of four secondary schools, one-quarter of all primary and middle schools, almost half of the special schools, 20 per cent of all independent schools and nine out of 10 further and higher education colleges were visited.

- 166- According to the passage, when the teachers at a school are unsatisfactory, -----.
- 1) the school can prevent the inspectors from seeing them
 - 2) the inspectors send a report to the headmaster
 - 3) the inspectors have power to get rid of them
 - 4) the inspectors make critical comments
- 167- The word "it" in paragraph 1 refers to -----.
- 1) case
 - 2) secret
 - 3) inspection
 - 4) standard
- 168- Which of the following is mentioned as the main reason why inspectors study teachers' qualifications?
- 1) Headmasters often neglect certain subjects.
 - 2) Many teachers are not officially qualified.
 - 3) Some teachers may be teaching a course irrelevant to their specialty.
 - 4) Some teachers refuse to teach unpopular subjects.
- 169- What can be inferred about inspectors' recommendations on schools?
- 1) They are kept secret from the schools concerned until they are made public.
 - 2) They take so long to appear that they are not very useful.
 - 3) They are immediately communicated in general terms.
 - 4) They frequently come as a shock to headmasters.
- 170- What is the author's main purpose in paragraph 6?
- 1) To encourage inspectors to visit more schools and colleges
 - 2) To describe how inspections were carried out in a given year
 - 3) To inform the reader about various educational institutions in England
 - 4) To argue that formal inspections account for a small proportion of annual visits to institutions