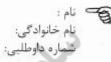




محل امضا:



دفترجة شماره 2

90/4/40

«اگر دانشگاه اصلاح شود مملکت اصلاح میشود.» امام خمینی (ره)

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

آزمون سراسری ورودی دانشگاههای کشور ـ سـال 1395

آزمسون اختصاصسی گسروه آزمسایشسی زبسسان

مدت پاسخگویی: ۱۰۵ دقیقه

تعداد سؤال: ٧٠

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

مدت پاسخگویی	تا شماره	از شماره	تعداد سؤال	مواد امتحاني	رديف
۱۰۵ دقیقه	17-	1-1	٧٠	زبان انگلیسی (اختصاصی)	١

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

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Part A: Grammar

<u>Directions</u>: 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-	I the day off from work last	month. Now I'm ever	n more behind.		
	1) couldn't take	2) mustn't have ta			
	3) shouldn't have taken	4) might be taking	g		
102-	few species that live on the gro	ound, most monkeys	live in trees.		
	1) A 2) All but		Except for a		
103-	There's still one piece of the puzzle that I	can't work out			
	1) there it goes	where it goes			
	3) that it goes where	whether it goes			
104-	The higher the content of carbon dioxide				
	1) it retains more heat	more heat it re			
0000000	3) the more heat it retains	4) than it retains i			
105-		e seems to be very attractive, but a new travel guide has advis			
	would-be tourists a place to a				
	1) what it is 2) that it is	3) of it being	4) that what		
06-	She looked very worried; I wondered				
	1) if I should 2) whether an	3) should I	4) what an		
107-	It was that I couldn't really s				
	1) so dark night	2) very dark night			
00	3) a night dark enough	4) such a dark nig			
108-	Not only whales among the	largest animals that	ever lived, but they are also		
	among the most intelligent. 1) are 2) some	3) are they	A) there are		
001	For the previous thirty years, he has done	ba pood	4) there are		
109-	1) no more than	2) more than any	eu to.		
	3) not as much that	4) not much of th	at		
10-	Mount Whitney, one of Amer				
110-		2) Despite its heigh			
	3) It is high, although	4) Although its he			
	5) it is nigh, although	4) Aithough its in	orgin .		
	Part B: Vocabulary <u>Directions</u> : Questions 111-125 are incom see four words or phrases, marked (1), (that best completes the sentence. Then m	2), (3), and (4). Choo	se the one word or phrase		
111-	Some people have the ability to	a page, which m	eans to read it very quickly,		
	just taking in the main points.	2) -1.1	Δ		
	1) peruse 2) submit	3) skim	4) revise		
112-	If you what someone is going	g to ask for, you're n	iore prepared to understand		
	what they want.	2)4:-:4-	4)		
112	1) assure 2) attribute		4) acknowledge		
113-	You can see the original of writing.	Hamiet in the mu	seum in Snakespeare's own		
	(H. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	3) coverage	A) manuscript		
114	1) scene 2) performance Some students report that they get an -		4) manuscript		
14-	updates and e-mail when they sit in class.		their smartphones for news		
	1) urge 2) insight	3) outcome	4) impression		
115-	You could tell by the way they behaved th				
1.5-	1) extensive 2) mutual	3) coherent			
	a j minute	w I would write	1 / 551 57151 541 7		

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116-	When children ente	r a new school, they	must	to the new surroundings, the	
	new teacher and the				
	1) adapt		3) allocate	4) accompany	
117-				ncluding personal interest and	
	career	The or study waste	,,	remaining processing and an arrange and	
	1) sequence	2) register	3) interval	4) potential	
118-	If you work hard and	d are nationt	von will reach	vour goals	
110-	1) randomly	2) relatively	3) eventually	4) alternatively	
110	The ekeleten makes	2) Telatively	the human hody	This supports the body and	
117-	protects it.	a 101	the numan body.	This supports the body and	
		2) framawork	2) hiorarahy	4) rolovanco	
120	In the experiment	2) framework	le to groupe donor	ding on their appearance with	
120-		ne peop	ne to groups depen	ding on their experience with	
	using social media.	2) assisted	2) contailented	4) someone de d	
121				4) corresponded	
121-		disagree, they should	d try to	the issue peacefully, not	
	violently.	2)		6 1	
	1) integrate	2) attain	3) survive		
122-			across different co	untries and cultures. Families	
	are not the same eve			M 	
0.00	1) innovation	2) variation	3) mediation	4) inclination	
123-			es in the atmosph	nere stops increasing, future	
	generations face a(n)				
	1) unaware	2) abstract	3) intense	4) dismal you need to change	
124-	Sometimes a poor te	st result from your o	loctor is the only	you need to change	
	your dietry habits.				
	1) extent	2) mission	3) trigger	4) training	
125-	When parents teach	their children how	to behave, they ar	re trying to their	
	norms and values to	the next generation.			
	1) devote	2) transfer	3) conform	4) perceive	
	Part C: Sentence S	tructure			
			the best order for	each of the following series.	
		rect choice on your a		caen of the following series.	
	Then mark the cor	rect choice on your a	nswer sneet.		
126-					
	1) It was difficult to	know how to expres	s my refusal polite	ly.	
		know how politely of			
	3) It was difficult fo	r me how do I know	to express my refu	sal politely.	
	4) It was difficult fo	r me that I know how	v politely I express	my refusal.	
127-	*				
	1) The thief, when he saw the policeman, started running as fast as he could.				
		saw the policeman,			
		w the policeman, star			
		aw the policeman, st			
	4) The thier, when s	aw the policeman, so	arted running as ra	st as ne could.	
128-					
120-	1) If anyone object	thay must say to put	thair complaint in	weiting	
		they must say to put			
		, they must be told to			
		ject, they must say t			
	Should anyone of	eject, they must be to	old to put their com	plaint in writing.	
129-					
	1) It was very good	film that I went to se	e it twice.		
		d film that I went to			
		m that I went to see			
	4) It was a film enou				
	., 10 11 0100	S. Bood that I well	to see triver		

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130-

 The children's anticipation was seen in their excited faces as they waited for the concert to begin.

The children's anticipation that was seen in their excited faces as waited for the concert that begins.

- The children's anticipation that was seen in their exciting faces as they waited for the concert that begins.
- The children's anticipation was seen in their exciting faces as waited for the concert to begin.

Part D: Language Functions

3) is the family's good book

<u>Directions</u>: 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: Accounting is a career I never tool B: (131) Mathematics wa				
31-	1) Let's see	2) Neither do I			
J.	3) I didn't recognize you	4) I can see why	10		
	A: I hope (132) I drop th		round 9:00.		
	B: (133) I won't be doing				
Z-	1) you don't mind if	2) if you ask me			
	3) you can't miss it if	4) if you could			
3-	1) Oh dear	2) Another time ma			
	3) Forget about it	4) Oh, that should	be line		
	A: Hi Bob! It's Ted. Listen, what are				
	B: Right now? (134) Wh A: Well, do you remember last week	y? I told you about that new	gvm? I'm just (135)		
	A: Well, do you remember last week I told you about that new gym? I'm just (135) and I wondered if you'd like to come too.				
	B: Yeah, great! Umm (136)	, Ted, I actually wen	t a couple of days ago. It's		
	really good.				
	A: Did you? B: Yeah, well. I'm (137) the London Marathon next month, so I'm trying to				
	get fit.	The South of the last of the l	on month, so I in Olymp to		
4-	1) Not quite	2) Nothing much			
	3) It's no big deal	4) That's really no	t necessary		
5-	1) putting a lot of time into it	up to catching u	2) up to catching up on it		
	3) about to check it out	4) coming to think of it			
5-	1) have your way	to tell you the tr	2) to tell you the truth		
	3) keep me posted	just to be on the	4) just to be on the safe side		
7-	1) taking part in	looking up to	2) looking up to		
	3) keeping up with	4) coming up with			
	A: Where's Bob? I've been trying to	(138) him, but he	's not answering his phone.		
	B: He's just gone out for a pizza. If yo	ou run, you might be able t	to (139) him.		
8-	1) hold on to 2) come down	with 3) go along with	4) get through to		
	1) get down to 2) face up to	with 3) go along with 3) catch up with	4) end up with		
	A. Mr. and Mrs. Sullivan ware years (wondly to their neighbors			
	A: Mr. and Mrs. Sullivan were very f B: Their children are friendly too. Fr				
0-	1) runs in the family	2) is down on their			

4) keeps up with the Sullivans

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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.

When European settlers arrived in North America at the end of the fifteenth century, there were approximately 10 million native people (141) ----- over 300 different languages. The first Europeans believed they had landed in India, (142) ----- the native people Indians. Indian and European cultures were very different, and the two groups often had problems (143) -----. Indian communities stretched from one end of North America to (144) -----, and they all had their own characteristics. Many were nomads who moved across the land to hunt. (145) ----- Indian communities, they had a deep respect for the natural world and believed (146) -----care of the land, they could use it to live on and to hunt; they did not own land in the European way. (147) -----, the settlers built homes and towns, bought and sold land, and wanted to own land.

Relations between Indians and Europeans ranged from cooperation to violent (148) -----. At first, the European settlers often depended on the Indians for assistance and trade. As (149) ----- of settlers increased, however, they began to move farther into Indian (150) ----- and conflicts became more frequent and more violent. There was death and destruction on both sides, but native people were usually (151) ----- in these struggles for control of the land.

Many Indian communities (152) ----- by the actions of the settlers and (153) ----- by the policies of the new American government. (154) -----, the Europeans brought new diseases which killed many Indians. (155) -----settlers came and wanted the rich land that the various groups of Indians, or tribes, lived on, battles began between the government and various tribes for this land.

- 141- 1) spoke 2) to speak 142- 1) so they called
 - 3) and they were called
- 143- 1) to understand each one
- of understanding another one
- 144- 1) the other
- 2) other one
- 145- 1) Like all
- 2) Alike the
- 146- 1) to take
- 2) if take
- 147- 1) Unlike
- 2) If so
- 148- 1) notion
- 2) context
- 149- 1) a number
- 2) the number
- 150- 1) territory
- 2) perspective
- 151- 1) loser
- 2) who lose
- 152- 1) destroyed
 - who were destroyed
- 153- 1) the same as 2) later on
- 154- 1) When they first arrived
 - 3) As soon as arrived
- 155- 1) The more
- 2) As more

- 3) they spoke
- 4) who spoke
- 2) so as to call
- 4) where they were called
- 2) understanding each other
- 4) of each other's understanding
- 3) others
- 4) other
- 3) The similar
- 4) Likely as all
- 3) they took
- 4) that if they took
- 3) Whereas
- 4) In contrast
- 3) conflict
- 4) authority
- 3) numbers
- 4) number
- 3) destination
- 3) the losers
- 4) institution

4) those that they lose

- 2) destroying
- 4) were destroyed
- 3) as well as
- 4) so on
- 2) At first their arriving
- 4) To arrive first
- 3) Many more
- 4) As many as

Part F: Reading Comprehension

<u>Directions</u>: 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:

In the 1960s, the World Health Organization (WHO) began a campaign to eradicate the mosquitoes that transmit the disease malaria. It was a noble goal, since malaria kills an estimated 3 million people each year in the world's tropical regions, predominantly southern Africa. WHO led an effort to spray the mosquitoes' habitat with a chemical pesticide—a poison used to kill insects—called DDT. Early results were promising, and the mosquito was eliminated from the edge of its native range. However, the effort soon faltered. How could a tiny mosquito thwart the best efforts of a large group of well-funded scientists?

Situations like this one have occurred dozens of times in the last several decades. In a common scenario, whenever a new type of pesticide is used to control agricultural pests, the early results are encouraging. A relatively small amount of the poison dusted onto a crop may kill 99% of the insects. However, the relatively few survivors of the first pesticide wave are insects with genes that somehow enable them to resist the chemical attack. The poison kills most members of the insect population, leaving only the resistant individuals to reproduce. And when they do, their offspring inherit the genes for pesticide resistance. In each generation, the proportion of pesticide-resistant individuals in the insect population increases, making subsequent sprayings less and less effective.

Since the widespread use of chemical pesticides began in the 1940s, scientists have documented pesticide resistance in more than 500 species of insects. The problems such insects pose–through their impact on agriculture and medicine–are just some of the many ways that evolution has a direct connection to our daily lives. Everywhere, all the time, populations of organisms are fine-tuning adaptations to local environments through the evolutionary process of natural selection. Given the dynamics of Earth and its life, it is not surprising that even the kinds of organisms on the planet–the species–have changed over time.

156- According to the passage, what did WHO do in the 1960s?

- 1) It introduced a new class of pesticides.
- It fought against a malaria epidemic in Africa.
- It actually made the entire Africa malaria-free.
- 4) It launched a DDT-based malaria elimination program.

157- What does the author mean by stating "The effort soon faltered" (lines 6-7)?

- Efforts at malaria eradication failed.
- The map for malaria started to shrink.
- 3) DDT saved millions of lives in Africa.
- 4) Few resources were available for malaria control.

158- What is the main point of paragraph 2?

- Pests are now resistant to virtually all pesticides used against them.
- Despite the strength of the pesticides, they only kill baby insects.
- Pests have the ability to develop resistance to pesticides.
- 4) Agricultural pests are seldom affected by pesticides.

159- The word "do" in paragraph 2 refers to ------

- 1) having babies 2) passing on genes
- 3) becoming pesticide-resistant 4) killing members of the insect population

160- Which of the following can be inferred about pesticide resistance from paragraph 3?

- 1) It is not a natural process.
- It is evidence of evolution.
- 3) It is an inborn quality of very few insect species.
- 4) It is not affected by environmental factors.

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Passage 2:

Today, with the development of computer technology, computers can capture, analyze, and present data on second language students' performances during the learning process. As we know, such important activities as observing and checking students' learning progress help students acquire a second language. When teachers attempt to assess students' learning progress, they can get the essential information from well-designed computer language learning programs and then offer feedback tailored to students' learning needs (Taylor & Gitsaki, 2003). In addition, students can get various authentic reading materials either at school or from home by connecting to the Internet. And, those materials can be accessed 24 hours a day. In a word, computer technology provides interdisciplinary and multicultural learning opportunities for students to carry out their independent studies.

For learning interaction, Warchauer (2004) indicated that the random access to Web pages would break the linear flow of instruction. By sending e-mails and joining news groups, second language learners can also communicate with people they never met before and interact with their own classmates. Shy or inhibited learners can be greatly benefited through the individualized technology-learning environment, and studious learners can also proceed at their own pace to achieve higher levels.

Both cognitive theorists and humanists all pointed out that experience is a very important factor for people's learning. Experiential theory educators believe that learning is about making sense of information, extracting meaning and relating information to everyday life and that learning is about understanding the world through reinterpreting knowledge (Ormrod, 1999). When computer technology combines with Internet, it creates a channel for students to obtain a huge amount of human experience and guide students to enter the "Global Community". In this way, students can not only extend their personal view, thought, and experience, but also learn to live in the real world.

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

- 1) To introduce a new trend in second language instruction
- To point out the reasons for the widespread use of computers in ESL classes
- To argue for the application of computer technology in second language learning
- 4) To discuss the advantages and disadvantages of computer-assisted language learning
- 162- The phrase "tailored to" in paragraph 1 is closest in meaning to -------
 - 1) similar to 2) useful for 3) added to 4) made for
- 163- Which of the following is NOT mentioned in the passage as an advantage derived by students who use computers?
 - 1) They work at their own pace.
 - They read authentic materials.
 - 3) They engage in communicating ideas.
 - 4) They build a positive rapport with their teachers.
- 164- The author mentions experiential theory in paragraph 3 -----
 - to help students become the receivers of knowledge
 - 2) to support an earlier assertion
 - as a modern learning theory
 - 4) as a computer-based theory
- 165- The author has used all of the following methods of idea development in the passage EXCEPT -------------------------
 - 1) citation

2) exemplification

3) process analysis

4) cause-effect relationship

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Passage 3:

The Elgin Marbles are statues which date back to the 5th century B.C. They were created in Greece and were located there until the late 18th century, but they are now exhibited in the British Museum, London. The statues used to be in Athens but they were bought in 1799 by the Englishman Lord Elgin, who wanted to bring them back to Britain as part of his personal art collection. On the sea voyage back to England, the ship carrying them was sunk and the Marbles were temporarily lost. It would be an incredibly expensive operation to recover them. Elgin did so, and although he was a very rich man, he placed himself in enormous debt. Later on he had to sell the Marbles to the British Government to recover his losses and they were housed in the British Museum, where they have remained ever since.

In recent times, the statues have become the subject of debate between Britain and Greece and, indeed, among British historians and archaeologists. The Greek authorities have requested the return of the Marbles on many occasions, but the request has always been refused. There are arguments on both sides. Some people believe that it would be foolish to return them, because of the pollution that is affecting the Parthenon and the possibility of earthquakes in Greece. Restored to the Parthenon, the Marbles could be exposed to damage

Of course, there are equally compelling arguments for their return, especially on the moral level. It cannot be denied that the statues are part of the Greek heritage. Many people also refute the argument that Athens would not be a safe place for them. They claim that if the statues were returned to Greece, a new state-of-the-art building would be constructed to house them, where they would be both safe, and in their rightful environment. Furthermore, the British authorities have long used the argument that works of art should not be subject to ownership, but should be kept where they are accessible to most people. Yet in the past they have returned a number of cultural artefacts from other civilizations to their origins.

166- What does the passage mainly discuss?

- 1) Controversies about a museum's possession in London
- 2) Features that make the British Museum an unusual museum
- 3) Reasons for the popularity of the Marbles among the British
- 4) How British museums compare to Greek museums

167- Which of the following statements about Lord Elgin is true, according to the passage?

- 1) He was the founder of the British Museum.
- 2) He transported the Marbles to England by sea.
- 3) He stole the Marbles from a museum in Athens.
- 4) He created the Marbles in Greece before the 18th century.

168- What does the word "so" in paragraph 1 refer to?

- 1) Carrying the Marbles in an expensive ship
- 2) Borrowing a large amount of money
- 3) Looking for the missing statues
- 4) Selling the statues

169- Which of the following is mentioned as an argument used by those in favor of the return of the Marbles?

- The Marbles are part of the Greek cultural inheritance.
- Greece has some modern buildings for preserving the Marbles.
- Most people believe it is satisfying to see the Marbles in a Greek museum.
- 4) The British Museum has wrongfully removed many artworks from their original locations.

170- The passage best supports which of the following conclusions?

- 1) The Greek admit that the statues are safer in the British Museum.
- 2) The argument is likely to continue for some time in the future.
- 3) Almost all of the items kept in the British Museum belong to other cultures.
- 4) The conflict between the Greek and the British can easily be resolved.