

کد کنترل

650

B

آزمون سراسری ورودی دانشگاه‌های کشور

دفترچه شماره ۲



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

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

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 می‌باشد و با متخلفین برابر مقررات رفتار می‌شود.

سال ۱۳۹۷

* داوطلب گرامی، عدم درج مشخصات و امضاء در مندرجات جدول ذیل، به منزله عدم حضور شما در جلسه آزمون است.

اینجانب..... با شماره داوطلبی..... در جلسه این آزمون شرکت می‌نمایم.

امضاء:

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- ----- all the advances which have been made so far, the number of farms grows smaller every year.
1) Despite 2) However 3) Although 4) Nevertheless
- 102- In May 1953, Edmund Hillary and Tenzing Norgay were the first people ----- the summit of Mount Everest, the tallest mountain in the world.
1) reached 2) to reach 3) by reaching 4) they reached
- 103- The government closed down some video arcades because they found that the owners ----- regulations.
1) were broken 2) had been broken 3) could be breaking 4) had been breaking
- 104- I am also fortunate to be in my school ----- is to help every student progress at his or her own pace.
1) that its policy 2) which whose policy
3) the policy of which 4) that the policy of which
- 105- She was so attracted by the formations in the cave ----- she didn't mind the bat.
1) as 2) that 3) in which 4) therefore
- 106- Having made sure -----, Mary left her home to go on a shopping trip.
1) was the front door locked 2) the front door locked
3) whether was locked the front door 4) that the front door was locked
- 107- The first moving pictures were simple 'shadow shows' or 'shadow plays'. ----- projected painted glass slides on to a screen.
1) Then came the magic lantern which 2) Then the magic lanterns came that
3) The magic lanterns then came to be 4) The magic lanterns then came and was
- 108- ----- a kind of literary genre is a point which some critics had failed to notice.
1) This type of writing represents 2) Representing this type of writing is
3) That this type of writing represents 4) This type of writing in order to represent
- 109- The author's point is that inner-city seniors should have health care better than ----- available to them now.
1) are 2) that 3) those 4) there are
- 110- The value of a close examination of the circumstances of an aircraft accident lies not only in fixing blame, but -----.
1) we should learn lessons 2) in learning lessons
3) also lessons to be learned 4) lessons are also learned

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- The publishers reserve the right to ----- any inappropriate material present in this eBook.
1) inform 2) restate 3) rattle 4) remove
- 112- In her only son's wedding everything was going ----- and everyone was happy.
1) entirely 2) smoothly 3) definitely 4) immediately

- 113- When they asked her on what ----- she claimed that she was the best mother in the world, she merely said, "I've seen others."
 1) basis 2) stance 3) feature 4) comparison
- 114- It was contrary to our ----- that the minister who had presented the bill of compulsory education for every child, himself employed a ten-year old illiterate boy servant.
 1) laborers 2) pressures 3) expectations 4) mysteries
- 115- She seems to have been ----- her father very much in that she gets very emotional whenever she talks about his death.
 1) responsible for 2) involved in 3) anxious about 4) attached to
- 116- Even after Ted became famous worldwide, he remained the same with them, giving them the same respect, showing the same ----- for them as before.
 1) sense 2) gesture 3) concern 4) relationship
- 117- There is no wind on the moon, so unless someone ----- them, an astronaut's footprints will last forever!
 1) ignores 2) notices 3) survives 4) disturbs
- 118- After we restarted the work after a short break we realized that we were working more ----- than before; the break had, indeed, filled us with energy.
 1) softly 2) efficiently 3) specifically 4) previously
- 119- What the scientist has proposed is only a -----; it cannot be demonstrated by observation or established by mathematical calculation.
 1) sample 2) design 3) speculation 4) presentation
- 120- An extremely angry flood of people, ----- for miles and miles, took to the streets to show their protest.
 1) stretching 2) crossing 3) sticking 4) lifting
- 121- The psychologist once noted that nothing ----- the past so strongly as a smell.
 1) recalls 2) releases 3) records 4) recycles
- 122- Actor Peter Ustinov once said that to refuse awards is ----- another way of accepting them with more noise than is normal.
 1) deeply 2) actually 3) similarly 4) interchangeably
- 123- He was in a ----- about whether to go for masters or take the well-paying job he had been offered.
 1) fury 2) chaos 3) dilemma 4) hypothesis
- 124- A social, legal or moral ----- that a man is bound to fulfill is called an 'obligation'.
 1) struggle 2) request 3) inclination 4) requirement
- 125- Death is ----- . It's a promise made to each of us at birth.
 1) inevitable 2) irrational 3) simplistic 4) peculiar

Part C: Sentence Structure

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

- 126-
 1) One way of boosting the caloric and nutrient density of the diet by eating more animal foods.
 2) The caloric and nutrient density of the diet boosted in one way by eating more animal foods.
 3) Eating more animal foods is one way of boosting the caloric and nutrient density of the diet.
 4) By eating more animal foods is one way of boosting the caloric and nutrient density of the diet.
- 127-
 1) This book was originally intended as a working manual for sales people.
 2) This book as a working manual for sales people was originally intended.
 3) Intended originally this book as a working manual for those who are sales people.
 4) Originally intended as a working manual this book was originally for sales people.

- 134- 1) You are kidding 2) Bless you
 3) I'm seeing things 4) You can say that again
- 135- 1) safe 2) touch 3) close 4) company

A: I can't believe I'm finally finished.

B: (136) ----- . How did your last day at school go?

A: It was pretty easy. I hardly cracked a book today. (137) ----- , we spent most of the last class just talking together.

B: What did you guys talk about?

A: A lot of students were talking about going home. It (138) ----- I'm not the only one who has mixed emotions about leaving.

B: What do you (139) ----- ?

A: Well, one moment I'm excited about getting out of here, and the next I'm (140) ----- in the dumps because I can't stay longer.

- 136- 1) Oh, no 2) Sure 3) Congratulations 4) No wonder
- 137- 1) However 2) First off 3) By the way 4) As a matter of fact
- 138- 1) seems like 2) goes on 3) slips my mind 4) is in large part
- 139- 1) plan 2) mean 3) guess 4) suggest
- 140- 1) off 2) away 3) down 4) through

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.

Jake, aged 16, has a terrific relationship with his grandmother Rita, (141) ----- . They live close by, and they even (142) ----- a Spanish-language class together twice a week at a local college. After class they sometimes stop at a café for a snack. On one (143) ----- Rita tells Jake, "I think it's great (144) ----- . It takes me a lot longer." Jake replies: "Yeah, but you don't seem to make as many silly mistakes on the quizzes (145) ----- I do. How do you do that?"

In that moment, Rita and Jake stumbled across an interesting set of (146) ----- between older and younger minds. Pop psychology says that as people age their brains "slow down." The (147) ----- , of course, is that elderly men and women are not as mentally agile as middle-aged adults or (148) ----- . But although certain brain functions such as perception and reaction time do (149) ----- take longer, that slowing down does not (150) ----- weaken mental sharpness. Indeed, evidence shows that older people are just as mentally fit as younger people, (151) ----- their brains compensate for some kinds of declines in creative ways that young minds do not exploit as well.

Just as a person's body ages at different rates, (152) ----- . As adults advance in age, perception of sights, sounds and smells (153) ----- a bit longer, (154) ----- new information into memory becomes more difficult. (155) ----- also slides. And it is sometimes harder to concentrate and maintain attention.

- 141- 1) age of 70 2) 70 of age 3) who is 70 4) her age is 70
- 142- 1) take 2) study 3) attend to 4) consist of
- 143- 1) occasion 2) matter 3) posture 4) humor
- 144- 1) how fast do you pick up new grammar
 2) you pick up new grammar how fast
 3) new grammar you pick up how fast
 4) how fast you pick up new grammar

- | | | | |
|--|---|-------------------------|----------------|
| 145- 1) as | 2) so that | 3) the same | 4) more than |
| 146- 1) experiences | 2) differences | 3) moods | 4) fields |
| 147- 1) collapse | 2) facility | 3) approval | 4) implication |
| 148- 1) are even teenagers | | 2) even teenagers | |
| | 3) even teenagers are | 4) teenagers are even | |
| 149- 1) despite | 2) indeed | 3) much more | 4) by far |
| 150- 1) wisely | 2) appropriately | 3) ambiguously | 4) necessarily |
| 151- 1) until | 2) so that | 3) because | 4) even though |
| 152- 1) the mind does too | | 2) so does the mind | |
| | 3) also the mind does so | 4) the mind does so too | |
| 153- 1) are taken | 2) take | 3) takes | 4) taking |
| 154- 1) they lay down | | 2) to lay down | |
| | 3) and laying down | 4) by laying down | |
| 155- 1) The ability to retrieve memories quickly | | | |
| | 2) Memories that quickly retrieve the ability | | |
| | 3) Memories that are able to quickly retrieve | | |
| | 4) The ability for memories are retrieved quickly | | |

Part F: Reading Comprehension

Directions: In this part of the test, you will read two passages. Each passage is followed by some 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:

Closely related to the concepts of Self-Determination Theory are those of intrinsic and extrinsic goals. Intrinsic goals relate to the satisfaction of your personal psychological needs. Extrinsic goals, on the other hand, relate to earning X amount of money, or to the need to comply with the wishes of others. Pursuit of intrinsic goals is positively associated with mental health, whereas pursuit of extrinsic goals may be unrelated or even opposite to it.

For example, an intrinsic goal may be the recognition of your competence by your peers. Satisfaction of this goal meets two basic needs: relatedness to others and demonstration of competence. Satisfaction of these needs promotes your personal happiness.

A common extrinsic goal is making a lot of money. Ordinarily, performing an activity mainly for money does not bring the kind of enjoyment that an activity performed for pleasure or to satisfy basic psychological needs is sure to deliver. This particular goal may or may not promote happiness. Whether it does or does not depends on what you must do to earn the money.

- 156- What does the paragraph before this passage most probably discuss?
- 1) Something about a theory
 - 2) Importance of having goals in life
 - 3) How to set ourselves life-long goals
 - 4) New psychological models of personality

157- What does paragraph 1 mainly discuss?

- 1) The relationship between Self-Determination Theory and different goal types
- 2) The reasons why intrinsic goals are superior to extrinsic ones
- 3) The relationship between happiness and intrinsic goals
- 4) A distinction between two types of goals

158- Which of the following best describes the relationship of paragraphs 2 and 3 to paragraph 1?

- 1) They further elaborate on the content of paragraph 1.
- 2) They provide examples to moderate the position taken in paragraph 1.
- 3) They set conditions for the achievement of the goals defined in paragraph 1.
- 4) They provide specific examples to confirm the theoretical validity of the distinction made in paragraph 1.

159- What does the author mean by "This particular goal" in paragraph 3?

- 1) Seeking pure enjoyment
- 2) Performing an activity mainly for money
- 3) Doing something that you think would result in happiness
- 4) An activity performed for pleasure or for satisfaction of basic psychological needs

160- The passage provides sufficient information to answer which of the following questions?

- 1) How do your peers recognize whether you are following an intrinsic or extrinsic goal?
- 2) In what way does the pursuit of intrinsic goals lead to the emergence of mental health?
- 3) What is the relationship between Self-Determination Theory and intrinsic and extrinsic goals?
- 4) What is the yardstick used to decide which activity is intrinsically or extrinsically motivated?

161- The word "does" in the phrase "does or does not" in paragraph 3 (the last sentence) refers to which of the following?

- | | |
|------------------------|---|
| 1) Earning money | 2) Performing an activity for pleasure |
| 3) Promoting happiness | 4) Satisfying basic psychological needs |

PASSAGE 2:

The fact is that most kids, even some of the least fortunate in society, show a remarkable psychological resilience to life's misfortunes. Swedish folklore describes them as "dandelion children," able to put down roots and survive in the rockiest soil. But other little people—the environmentally sensitive ones—are especially vulnerable to the ill effects of hardship. Countless studies reveal that when these kids grow up poor, are in troubled families, or are mistreated, discriminated against or neglected, they run a far greater risk of developing a host of mental health and behavioral problems, compared with the rest of the population. For this reason, many scholars refer to them as "orchid children," prone to suffer more in harsh conditions.

In recent years evidence has been mounting in support of something rather unexpected: what makes these orchid kids so susceptible to negative environmental influences—as far as we know, a mix of different behavioral and biological traits—also renders them the most likely to get more support and nurturing. With a little greenhouse care, they progress—so much so that they even perform better than their less sensitive peers. Meanwhile the features that foster resilience in the dandelions, such that they do not readily give in to setbacks, also appear to make them less responsive to various kinds of enrichment.

This differential susceptibility, as I refer to it, to both good and bad environments raises tough questions for parents, policy makers, teachers and concerned citizens alike. Should we seek to identify the most impressionable children and disproportionately target them when it comes to investing our attention and scarce intervention and service dollars? Is this the best approach to promote well-being and prevent future difficulties? I believe the answer may be yes. First, we need to be able to distinguish these rare blooms from the more resilient majority. And that will not be easy. No one characteristic defines them, but we do know that many seem to start off in life as difficult babies, and increasingly we are able to identify them using a range of genetic markers.

162- What is the subject of the passage?

- 1) How to take better care of our children
- 2) Differences in personality between children
- 3) A special type of children named "orchid children"
- 4) Reasons why our educational system is unresponsive to children's needs

163- The word "ones" in paragraph 1 refers to -----.

- 1) roots
- 2) people
- 3) most kids
- 4) roots and soil

164- According to the passage, when "dandelion kids" and "orchid kids" are exposed to the same amount of unfavorable hardship -----.

- 1) they cope in the same way
- 2) the former is more likely to suffer less
- 3) the latter survives with or without outside help
- 4) they form different concepts of the danger involved

165- Which of the following is TRUE, according to paragraph 1?

- 1) Orchid children are mostly found in Sweden.
- 2) All orchid children have mental health issues and develop various behavioral problems later in life.
- 3) It is the situation in which children are born that determines whether they would become orchid or dandelion children.
- 4) When dandelion and orchid children are put in adverse conditions, orchid children are more likely to be affected by their environment.

166- What is the unexpected phenomenon described in paragraph 2?

- 1) The very fact that orchid kids are sensitive makes them gain extra support.
- 2) Orchid and dandelion kids benefit from the external support to the same extent.
- 3) Orchid kids almost always perform better than dandelion kids even under the most difficult situations.
- 4) The extra support and nurturing given to children often result in the opposite of what they are expected to bring about.

167- The word "them" in paragraph 2 refers to -----.

- 1) orchids
- 2) features
- 3) dandelions
- 4) setbacks

168- Which of the following best describes the relationship of the final paragraph to the passage as a whole?

- 1) A partial exception to the generalizations of the central idea is denied as unimportant.
- 2) The central idea is restated and then refused in terms of some newly found evidence.
- 3) The advantages and disadvantages of the central idea are presented and evaluated.
- 4) The implications of the central idea are taken into consideration.

169- The word "blooms" in paragraph 3 could best be replaced by -----.

- 1) kids
- 2) difficulties
- 3) the majority of children
- 4) genetic markers

170- What is the paragraph following this passage most likely to discuss?

- 1) How to identify difficult babies
- 2) The role played by genetics in determining kids' future
- 3) The effect of genetics on the study of human character
- 4) How kids manage to become more resilient over the years