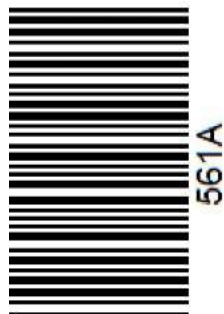


کد کنترل

561

A



خارج از کشور

ویژه نظام آموزشی ۳-۳-۶

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 ۱۳۹۸



- 115- The manager has a struggle trying to persuade the board to accept her proposal, but she's determined not to -----.
- 1) keep on                      2) give up                      3) get away                      4) keep to herself
- 116- Leave the main road and ----- the bridge and keep going until you see a gate on the left-hand side.
- 1) cut                      2) quit                      3) climb                      4) cross
- 117- It would be contrary to business ----- to refuse a customer's insurance cover.
- 1) ethics                      2) discount                      3) respect                      4) notice
- 118- The book is a/an ----- story of a wife who sacrificed her own life to save her family.
- 1) touching                      2) endangered                      3) essential                      4) uncertain
- 119- The proverb "out of sight, out of -----" is said to emphasize that when something or someone cannot be seen, it is easy to forget it, him, or her.
- 1) memory                      2) heart                      3) mind                      4) care
- 120- Use *a* or *an* with singular nouns that are nonspecific. A noun is nonspecific when the reader doesn't know its specific -----.
- 1) abbreviation                      2) likelihood                      3) guideline                      4) identity
- 121- She liked her new job in that she found it more ----- than the one she already had.
- 1) tedious                      2) alienating                      3) challenging                      4) inescapable
- 122- People with a ----- lifestyle find it hard to lose weight and stay fit.
- 1) sophisticated                      2) demanding                      3) superficial                      4) sedentary
- 123- Only a/an ----- or a complete fool would want to go over the Niagara Falls in a barrel.
- 1) daredevil                      2) opportunist                      3) rookie                      4) cynic
- 124- We should remember that all these things have been discovered by way of rigorous analysis and ----- experience, not by intuition.
- 1) weary                      2) exhaustive                      3) controversial                      4) indispensable
- 125- Cotton, wheat, and tobacco farmers ----- an unstable economic environment and were hence willing to accept restrictions on production in exchange for high, guaranteed prices.
- 1) initiated                      2) confronted                      3) consisted of                      4) aspired

### 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) Known as *dyslexia* is major difficulty in recognizing and comprehending written words.
- 2) Major difficulty in recognizing and comprehending written words is known as *dyslexia*.
- 3) Recognizing and comprehending of written words that is major difficulty is known as *dyslexia*.
- 4) It is known as *dyslexia* is major difficulty in recognizing and comprehending written words.

127-

- 1) In the middle of the fifteenth century in Germany and northern Italy originated engraving and grew out of the goldsmith's art.
- 2) Engraving, it grew out of the goldsmith's art, in Germany and northern Italy originated in the middle of the fifteenth century.
- 3) In Germany and northern Italy in the middle of the fifteenth century, engraving originated, which grew out of the goldsmith's art.
- 4) Engraving, which grew out of the goldsmith's art, originated in Germany and northern Italy in the middle of the fifteenth century.

128-

- 1) The reason much refrigerated food spoils is that it ends up out of sight at the back of the shelf.
- 2) Much refrigerated food ends up out of sight at the back of the shelf, the reason is that it spoils.
- 3) Out of sight at the back of the shelf the reason is that much refrigerated food ends up and spoils.
- 4) Ending up out of sight at the back of the shelf the reason why much refrigerated food spoils is.

129-

- 1) Charging at its hourly parking lots in order to increase revenues, the parking fees an airport plans to change.
- 2) An airport plans to change the parking fees in order to increase revenues it charges at its hourly parking lots.
- 3) In order to increase revenues, an airport plans to change the parking fees it charges at its hourly parking lots.
- 4) The parking fees charged at its hourly parking lots and in order to increase revenues, an airport plans to change it.

130-

- 1) The low latitudes of the Earth, are the areas near the equator, so receive more heat than the latitudes near the poles.
- 2) The low latitudes of the Earth, the areas near the equator, more than the latitudes near the poles they receive heat.
- 3) The areas near the equator are the low latitudes of the Earth receive more heat than the latitudes near the poles.
- 4) The low latitudes of the Earth, the areas near the equator, receive more heat than the latitudes near the poles.

### Part D: Language Functions

*Directions: Read the following conversations between two people and choose the answer choice (1), (2), (3), or (4) that best completes the blank in the conversations. Then mark the correct choice on your answer sheet.*

A: Hi. How are you? Don't you normally work on Fridays?

B: Yeah, but I had to talk to you. It couldn't wait.

A: Oh, sure ... (131) -----?

B: Well, I need to get something off my chest.

A: That's good, because there's been something (132) -----, too.

B: Let me go first. This is important.

- |      |                |               |                |                    |
|------|----------------|---------------|----------------|--------------------|
| 131- | 1) How is that | 2) So what    | 3) What's up   | 4) How is it going |
| 132- | 1) on edge     | 2) on my mind | 3) on the line | 4) back on my feet |

A: How long has this milk been in the fridge?

B: (133) ----- . Check the expiration date.

- |      |                  |                |
|------|------------------|----------------|
| 133- | 1) Break the Ice | 2) Beats me    |
|      | 3) Get a move on | 4) Lame excuse |

A: Hi ... Excuse me. Could you tell me where the nearest subway stop is?

B: Yeah... Four blocks that way, and a block to the left.

A: Thanks. Do you (134) ----- if I take a load off? I've been walking forever.

B: No ... Go ahead. Are you new to the city?

A: Yeah. I just moved here two weeks ago.

B: What (135) ----- you here?

A: Well, in a nutshell, I guess, I wanted to make a clean break, you know, start over.

B: I hear ya. I'm trying to turn a new (136) ----- myself.

- |      |          |          |           |            |
|------|----------|----------|-----------|------------|
| 134- | 1) call  | 2) mind  | 3) reckon | 4) disturb |
| 135- | 1) takes | 2) pulls | 3) draws  | 4) brings  |
| 136- | 1) leaf  | 2) way   | 3) wind   | 4) hand    |

A: Hi. There you are!

B: Hi. Glad you caught me. I was just packing up shop.

A: I was almost (137) ----- the door too; then I remembered you wanted to get together this weekend. You still feel up to it?

B: (138) -----, but you're not gonna stand me up like you did last week, are you?

A: Are you still stewing over that. Cut me some slack. It wasn't my fault; something happened at the last minute. There was an emergency.

- 137- 1) up                                      2) off                                      3) out                                      4) through  
 138- 1) I do                                      2) Never mind  
       3) No way                                      4) Come on, please

A: We need to talk.

B: Can this (139) -----? It's after two. I am tired.

A: You're hardly ever home. We can't put this off any longer.

B: Fine. What?

A: We want to talk about your life.

B: Here it comes ...

A: You need to be more responsible. You stay out too late. You're not taking your graduation seriously.

B: (140) ----- . I do have a job, you know.

- 139- 1) wait                                      2) ever last                                      3) hold on                                      4) hang up  
 140- 1) Turn a deaf ear                                      2) Give me a break  
       3) Keep it in the dark                                      4) Give me a piece of your mind

### Part E: Cloze Test

**Directions:** Questions 141-155 are related to the following passage. Read the passage and decide which choice (1), (2), (3), or (4) best fits each space. Then mark your answer sheet.

The mind seems to have a negative bias when it comes to interpreting and (141) ----- . The bad things we see (142) ----- more of an impression on us (143) ----- the good things. Negative information is likely to have more impact on our final impression of something than (144) ----- positive information. As we look at the world, it is not (145) ----- rose-colored glasses. We tend to view the world as something more (146) ----- than it is. For example, evidence suggests that, in close personal relationships, bad events have five times the impact of (147) ----- .

One of the few areas (148) ----- the bias may not be negative is in our view of ourselves. Most people seem to remember and emphasize the good about themselves, and (149) ----- the bad.

Some psychologists think that the negative bias of the mind is adaptive. In the jungles and plains (150) ----- 100,000 years ago, missing an opportunity for something good usually did little harm. If you missed an apple on a tree, there would always be (151) ----- . However, if you missed something bad, (152) ----- very well could have been the end of you. (153) ----- , you might have missed a snake lying quietly on a branch by an apple. You could have missed several apples, and still found another. But if you failed to notice the snake— (154) ----- , or at least grim, consequences.

Therefore, we evolved to be more (155) ----- to the bad than to the good. It was an effective adaptation to a very dangerous world. Of course, it was a world in which nobody expected to live that long.

- |      |                             |                            |                 |
|------|-----------------------------|----------------------------|-----------------|
| 141- | 1) what we see to react to  | 2) react to what we see    |                 |
|      | 3) to reacting what is seen | 4) reacting to what we see |                 |
| 142- | 1) make                     | 2) get                     | 3) take         |
|      |                             |                            | 4) put          |
| 143- | 1) like                     | 2) than                    | 3) for          |
|      |                             |                            | 4) of           |
| 144- | 1) is                       | 2) can                     | 3) has          |
|      |                             |                            | 4) does         |
| 145- | 1) into                     | 2) from                    | 3) behind       |
|      |                             |                            | 4) through      |
| 146- | 1) friendly                 | 2) accessible              | 3) hostile      |
|      |                             |                            | 4) hopeful      |
| 147- | 1) good ones                | 2) those of good ones      |                 |
|      | 3) good ones are            | 4) good ones have          |                 |
| 148- | 1) that                     | 2) where                   | 3) in those     |
|      |                             |                            | 4) that in them |
| 149- | 1) stress                   | 2) note                    | 3) downplay     |
|      |                             |                            | 4) overstate    |
| 150- | 1) of                       | 2) for                     | 3) since        |
|      |                             |                            | 4) during       |
| 151- | 1) other                    | 2) the other               | 3) another      |
|      |                             |                            | 4) one another  |
| 152- | 1) that                     | 2) which                   | 3) what         |
|      |                             |                            | 4) so that      |
| 153- | 1) Consequently             | 2) For instance            | 3) In contrast  |
|      |                             |                            | 4) Furthermore  |
| 154- | 1) cautious                 | 2) mortal                  | 3) doubtful     |
|      |                             |                            | 4) instinctive  |
| 155- | 1) indifferent              | 2) reluctant               | 3) exposed      |
|      |                             |                            | 4) alert        |

### Part F: Reading Comprehension

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

#### PASSAGE 1:

The rain forest island of Borneo, the world's third largest island, is one of the most biodiverse places in the world. It is home to endangered animals such as the Sumatran tiger, the Sumatran rhinoceros, the pygmy elephant, and the Bornean orangutan. Sadly, this island's diverse and beautiful rain forest is in danger. In the past 20 years, 80 percent of the rain forest has been destroyed because of illegal logging, forest fires, and development. At the same time, people are capturing and selling some of the wildlife, particularly the orangutans. We need to protect Borneo because it is home to so many different species, and because the rain forest helps reverse damage from climate change.

It's important to protect Borneo so that we can save all the different forms of life that live on the island. Thousands of species of plants, animals, and insects live there. Many, like the pygmy elephant, cannot be found anywhere else on Earth. In addition, scientists continue to find new species of plants and animals. Some of these might provide medicines for diseases, or teach us more about biology.

We also need to protect Borneo—home of one of the world's remaining rain forests—in order to protect the globe from climate change. Carbon dioxide, a greenhouse gas, is heating up the Earth's atmosphere and causing a number of problems such as extreme weather and melting polar ice. Rain forests absorb carbon dioxide and create more oxygen. They also help produce rain all around the world. If we lose rain forests, we will lose one of our best weapons against global warming.

156- Which of the following best describes the organization of the passage?

- 1) A hypothesis is stated and evidence in its support is presented.
- 2) A problem is identified, and two hypotheses are advanced to resolve it.
- 3) A phenomenon is mentioned, and the reasons for combating it are discussed.
- 4) A common claim is investigated, and an alternative outlook is analyzed and criticized.

- 157- Which of the following is NOT stated about the rain forest island of Borneo?
- 1) It is a place where orangutans are captured by people to make money.
  - 2) It is an island valued most because its nature is still pristine.
  - 3) Some of its wild animals are on the verge of disappearance.
  - 4) It is noteworthy for its biodiversity.
- 158- Which of the following is unique to Borneo?
- 1) Sumatran tiger
  - 2) Illegal logging
  - 3) Bornean orangutan
  - 4) Pygmy elephant
- 159- Which of the following does the author compare to "weapon"?
- 1) Borneo
  - 2) Oxygen
  - 3) Rain forest
  - 4) Carbon dioxide
- 160- The tone of the passage could best be described as -----.
- 1) Alarming
  - 2) Indifferent
  - 3) Emotional
  - 4) Commendatory

### PASSAGE 2:

If our closest relatives aren't self-aware, is there any chance that a computer can be? In seeking to make a machine that can pass the so-called Turing test—that is, produce responses that would be indistinguishable from those of humans—artificial intelligence has proved to be a substantial disappointment. Yet passing the Turing test may be an unfair measure of AI progress. In "On Computational Wings: Rethinking the Goals of Artificial Intelligence," Kenneth M. Ford and Patrick J. Hayes maintain that the obsession with the Turing test has led AI researchers down the wrong road. They draw an analogy with artificial flight: engineers for centuries tried to produce flying machines by mimicking the way birds soar. But modern aircraft obviously do not fly like birds, and fortunately so. From this argument, Ford and Hayes note that AI is effectively all around us—in instrumentation, in data-recognition tasks, in "expert" systems such as medical-diagnostic programs and in search software, such as intelligent agents, which roam cyberspace to retrieve information.

Several more formal AI projects exist. One is that of Douglas B. Lenat of Cycorp, who for more than a decade has been working on CYC, a project that aims to create a machine that can share and manage information that we humans might consider common sense. Another is that of Rodney Brooks and Lynn Andrea Stein, whose team has produced Cog, a humanoid robot whose makers hope to endow with abilities of a conscious human, without its necessarily being conscious.

- 161- What does the passage mainly discuss?
- 1) Ways to enhance AI testing
  - 2) Reasons why AI is only a myth
  - 3) Projects depending on AI testing
  - 4) The progress made in developing AI
- 162- Which of the following is true about the Turing test, according to the passage?
- 1) It is a product of AI.
  - 2) Some scholars do not consider it very reliable.
  - 3) It grew out of scientists' disappointment with AI.
  - 4) Attempts are now being made to improve its function.
- 163- Which of the following best describes Ford's and Hayes' attitude toward the current state of progress in the field of AI development?
- 1) Optimistic
  - 2) Mildly negative
  - 3) Pointedly critical
  - 4) Disbelieving
- 164- The word "another" in paragraph 2 refers to -----.
- 1) Aim
  - 2) CYC
  - 3) Project
  - 4) Machine
- 165- Which of the following statements is true about Cog?
- 1) The people who developed it were more than two.
  - 2) It is being made such that it can pass the Turing test.
  - 3) It can manage information related to human common sense.
  - 4) It can consciously carry out tasks humans can typically do as well.



**PASSAGE 3:**

Shark eyes are similar to the eyes of other vertebrates, including similar lenses, corneas and retinas, though their eyesight is well adapted to the marine environment with the help of a tissue called tapetum lucidum. This tissue is behind the retina and reflects light back to it, thereby increasing visibility in the dark waters. The effectiveness of the tissue varies, with some sharks having stronger nocturnal adaptations. Many sharks can contract and dilate their pupils, like humans, something no teleost fish can do. Sharks have eyelids, but they do not blink because the surrounding water cleans their eyes. To protect their eyes some species have nictitating membranes. This membrane covers the eyes while hunting and when the shark is being attacked. However, some species, including the great white shark, do not have this membrane, but instead roll their eyes backwards to protect them when striking prey.

The importance of sight in shark hunting behavior is debated. Some believe that electro- and chemoreception are more significant, while others point to the nictitating membrane as evidence that sight is important. Presumably, the shark would not protect its eyes were they unimportant. The use of sight probably varies with species and water conditions. The shark's field of vision can swap between monocular and stereoscopic at any time. A micro-spectrophotometry study of 17 species of sharks found 10 had only rod photoreceptors and no cone cells in their retinas giving them good night vision while making them colorblind. The remaining seven species had in addition to rods a single type of cone photoreceptor sensitive to green and, seeing only in shades of grey and green, are believed to be effectively colorblind. The study indicates that an object's contrast against the background, rather than color, may be more important for object detection.

**166- The word "it" in paragraph 1 refers to -----.**

- |                       |           |
|-----------------------|-----------|
| 1) shark eye          | 2) tissue |
| 3) marine environment | 4) retina |

**167- According to the passage, teleost fish are not able to -----.**

- 1) make adaptations when there is ample light
- 2) see when the environment is dark
- 3) contract and dilate their pupils
- 4) see as well as sharks do

**168- Why has the author stated the following statement in paragraph 2?**

***"Presumably, the shark would not protect its eyes were they unimportant."***

- 1) To highlight a feature integral to shark survival
- 2) To support one particular side of a debate mentioned earlier
- 3) To cast doubt on the importance of the nictitating membrane in shark hunting
- 4) To compare the varying significance of sight in sharks from one condition to another

**169- Which of the following is NOT supported by the study reported in paragraph 2?**

- 1) An object's contrast against the background is likely to be more important for sharks for object detection than color is.
- 2) Sharks have either rod photoreceptors or cone cells in their retinas, but not both at the same time.
- 3) Some sharks have good night vision but are colorblind.
- 4) Not all sharks can see in shades of grey and green.

**170- Which of the following is the principal rhetorical function of the whole passage?**

- |                         |                        |
|-------------------------|------------------------|
| 1) Definition           | 2) Classification      |
| 3) Function description | 4) Process description |