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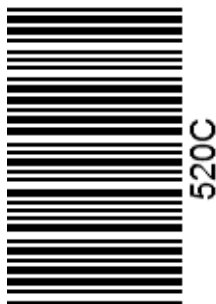
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دفترچه شماره ۲



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

عصر جمعه
۹۳/۴/۶

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

آزمون سراسری ورودی دانشگاه‌های کشور - سال ۱۳۹۳

آزمون اختصاصی
گروه آزمایشی زبان

شماره داوطلبی:

نام و نام خانوادگی:

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 و تکثیر 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.

- 115- The newspaper reporter ----- the site of the car accident and described what he saw.
1) defined 2) inspected 3) released 4) comprehended
- 116- The new model of this computer has -----; for example, it has less memory space.
1) conflicts 2) imbalances 3) disturbances 4) limitations
- 117- If you know your strengths and weaknesses and can use this knowledge -----, then you have a high intrapersonal intelligence.
1) effectively 2) randomly 3) radically 4) interchangeably
- 118- They decided to restrict the ----- of their study to smaller companies with a market capitalization under \$50 million.
1) aspect 2) scope 3) pattern 4) sample
- 119- I don't think you should ----- that lots of people are going to help you with this project.
1) modify 2) pursue 3) reflect 4) presume
- 120- Friendly ----- is fine, but I don't want to win at any cost.
1) strike 2) emotion 3) conflict 4) inaction
- 121- If countries ----- to prevent disease through immunization, less money will be used on medical treatment or hospitalization.
1) react 2) explore 3) expand 4) resolve
- 122- ----- is an important goal for many schools because there is much for us to learn from people who are different from us.
1) Rating 2) Diversity 3) Usefulness 4) Involvement
- 123- For the final project, students must research a topic ----- to the course and write a five-page paper.
1) flexible 2) relevant 3) superior 4) accessible
- 124- The woman claimed to be able to ----- the future, but I knew she was only guessing.
1) foresee 2) specify 3) attribute 4) summarize
- 125- The press pressured the CEO to ----- the meaning of his company's recent announcement.
1) estimate 2) distract 3) clarify 4) compose

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) My teacher's saying that I'd never amount to anything strengthened my resolve to prove him wrong.
2) That my teacher said I'd never amount to nothing made my resolve strong in proving wrong of him.
3) My teacher said that I'd never amount to anything strengthened my resolution to prove him wrong.
4) My teacher saying that I'd never amount to anything made my resolution strongly in proving wrong of him.
- 127- 1) Where she looked didn't matter, she couldn't find what to need.
2) She looked no matter where, she couldn't find what she needed.
3) No matter where she looked, she couldn't find what she needed.
4) No matter where did she look, she couldn't find what to need.
- 128- 1) As the rest of the staff, the manager was nervous about the director's visit.
2) The manager was nervous about the director's visit, as were the rest of the staff.
3) The manager was nervous about visiting of the director, the rest of the staff were, too.
4) About visiting of the director, the manager was so nervous as was the rest of the staff.

- 129- 1) Putting together a sequence of frames, film creates the illusion of movement where one action to the next progress very slightly.
 2) Film creates the illusion of movement by a sequence of frames putting together actions which progress slightly from one to the other.
 3) To create the illusion of movement, film puts a sequence of frames together that actions progress very slightly from one to another.
 4) Film creates the illusion of movement by putting together a sequence of frames in which actions progress very slightly from one to the next.
- 130- 1) One family said, to explode windows all around them, they had run from rooms to rooms.
 2) Windows exploding all around them, one family said they had run from room to room.
 3) One family said they had run from room to room with windows exploding all around them.
 4) One family said they had run from rooms to rooms, with windows exploded all around them.

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: How are your classes this year?

B: Great! And I'm taking some of them online.

A: Really? How are online classes different from regular classes?

B: Well, (131) -----, there's no class time, so you choose when you want to do the assignments.

A: Huh. (132) -----

B: It's pretty cool. You get your assignments by downloading them off the web. And you (133) ----- your work by posting it online. Students can ask the teacher questions over e-mail.

131- 1) that's it 2) for one thing 3) on second thought 4) I have to admit

132- 1) How does that work? 2) So what?
 3) What happens? 4) Why is that?

133- 1) keep on 2) look up 3) go over 4) turn in

A: I think I'd like to (134) ----- a few souvenirs before I go back home. Any suggestions?

B: (135) -----

A: Nothing in particular. Just something to help me remember my trip.

B: Well, the central market would be a good bet if you want to (136) -----.

A: Can you (137) ----- the prices?

B: Of course!

134- 1) pick up 2) look into 3) hand out 4) stand for

135- 1) So? 2) How come?
 3) What on earth for? 4) What do you have in mind?

136- 1) earn a living 2) make a fortune 3) find a bargain 4) make ends meet

137- 1) hand in 2) drop off 3) settle down 4) haggle over

A: It says they've figured out a way to make diamonds from garbage.

B: You don't believe that, do you?

A: (138) ----- They give you a free 2-carat diamond if you invest in the company.

B: (139) -----

A: You're such a cynic! (140) -----

B: It can't be true. You really shouldn't believe everything you read.

- 138-** 1) Why not? 2) No, I insist. 3) It's up to you. 4) In what way?
139- 1) I suppose. 2) Smart move. 3) Way to go! 4) Oh, come on!
140- 1) No kidding! 2) What's the matter?
 3) What if it's true? 4) That's too good to be true.

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.

Readers can use several general types of word-recognition strategies. (141) -----, a reader who does not know the meaning of a particular word may look for context clues in (142) ----- . These clues may be either semantic or syntactic. (143) ----- semantic clues, the reader tries to (144) ----- the word to other information or illustrations in the material. Semantic clues (145) -----, comparisons and contrasts, definitions, descriptions, and the placement of new words near familiar words (146) ----- their meaning. A reader may also rely on syntactic clues— (147) -----, the word's position and grammatical use in the text. For example, (148) ----- a word is functioning as a noun, verb, adjective, or adverb can help a reader (149) ----- its meaning.

In a word-recognition strategy (150) ----- structural analysis, a reader uses clues within the word itself to guess what the word means. The reader relies on (151) ----- of the meanings of prefixes, suffixes, roots, compound words, and endings such as *ed* and *ing*, and (152) ----- . For example, the adverb *undoubtedly* has the prefix *un*, the root *doubt*, ending *ed* and the suffix *ly*. Knowing the meanings of the parts of the word (153) ----- the reader to decide that the word means *without doubt*. And without doubt the best way for readers to add (154) ----- knowledge to verbal memory is to (155) ----- words made of those parts in text they find meaningful, and to use the words in conversation and writing.

- 141-** 1) For example 2) However 3) Similarly 4) In case
142- 1) textual surrounding 2) the surrounding text
 3) the text that surrounds 4) what is surrounding the text
143- 1) When using 2) When to use 3) The reader uses 4) To be using
144- 1) lean 2) relate 3) float 4) attach
145- 1) locate 2) observe 3) include 4) magnify
146- 1) help to explain 2) that help explain
 3) help explaining 4) that they help the explanation of
147- 1) being 2) it is 3) that is 4) which is
148- 1) if a reader decides 2) in order to decide 3) whether to decide 4) deciding whether
149- 1) pass on 2) figure out 3) stand out 4) get across
150- 1) called 2) calling 3) being called 4) that it is called
151- 1) formation 2) statement 3) knowledge 4) organization
152- 1) of combining them 2) how to combine them
 3) how are they combined 4) of how they are combined
153- 1) leads 2) supplies 3) promotes 4) intends
154- 1) a 2) the 3) such 4) such of a
155- 1) revise 2) convey 3) assume 4) encounter

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.

Reading 1:

In 1872, the first ship equipped for ocean exploration set out on a four-year trip around the world. The ship had two laboratories, and it carried the most advanced scientific equipment of the time. Scientists on the ship tested the temperature and density of sea water. They gathered information about ocean currents and meteorology. They discovered an underwater mountain chain and more than 4,000 new species. The results of this expedition encouraged interest in exploring farther below the ocean surface. To do this, however, divers needed better equipment to protect them from the pressure of water.

Two divers, Charles Beebe and Otis Barton, designed one of the early submersibles for deep-sea diving. It was a large, hollow steel ball less than five feet in diameter weighing 5,000 pounds. A long heavy chain connected the steel ball to a ship above. In 1934, Beebe and Barton descended half a mile below the surface of the ocean in their submersible. From inside the steel ball, they were able to see extraordinary creatures. This was a great breakthrough for ocean exploration, for now people could see the underwater world with their own eyes.

Since Beebe and Barton's record-breaking descent, improvements have been made in diving equipment, allowing people to travel deeper for longer amounts of time. Just twenty-six years after Beebe and Barton's half-mile descent, Jacques Piccard and two others traveled to a depth of 35,797 feet, or nearly seven miles, in their own much improved submersible, the *Trieste*. Even at this great depth, the explorers discovered deep-sea life and new species.

The work of deep-sea explorers has given us a picture of life far below the surface. There is now greater understanding of the diversity of life in the ocean. We are now more aware of our dependence on healthy oceans. Still, less than one tenth of 1% of the deep ocean has been explored. Sylvia Earle, one of the leading experts on oceans, says, "We're in a new century and a new millennium, and most of the planet has yet to be seen."

156- What is the writer's purpose in this passage?

- 1) To increase the reader's environmental awareness
- 2) To describe the conditions below the ocean surface
- 3) To introduce early ocean-going ships and early sailors
- 4) To emphasize how important it is to explore the ocean depths

157- According to the passage, which of the following is true about the first ship equipped for ocean exploration?

- 1) It carried the most famous scientists and meteorologists of the time.
- 2) It had special equipment for studying ocean currents.
- 3) It was used to find new trade routes for the exchange of scientific equipment.
- 4) It stayed close to the coast during its four-year trip around the world.

158- The word "expedition" in the first paragraph could best be replaced by -----.

- 1) research
- 2) journey
- 3) discovery
- 4) adventure

159- It is stated in the passage that Beebe and Otis Barton -----.

- 1) needed to attach their diving equipment to a ship
- 2) found that the ocean was a dark and lifeless place
- 3) designed the *Trieste* to travel at greater depths for longer periods of time
- 4) made a diving suit that enabled them to descend five feet underwater

160- Why does the writer quote Sylvia Earle in the last paragraph?

- 1) To introduce a famous expert on oceans
- 2) To explain why people are unwilling to explore oceans
- 3) To mention the most important project of the new millennium
- 4) To emphasize the fact that we know so little about oceans

Reading 2:

Born in London on April 3, 1934, world-renowned primatologist Jane Goodall got an early start on animal study, spending much of her childhood observing animals that lived right in the backyard of her house. Later, Kipling's *Jungle Book* and the Tarzan stories fascinated her as well, and those, coupled with her love for animals, led her to plan a life in the African jungle. When she finally ventured into Africa at the age of 23, Goodall was fulfilling her childhood dream.

Goodall worked as a secretary for a year in Kenya until, having learned that anthropologist Louis Leakey was doing research in Zaire, she made a trip to meet him. Leakey had been searching for someone to carry out a field study on chimpanzees at the Gombe National Reserve in Tanzania and decided Goodall would be ideal for the project because her lack of formal training would prevent prior knowledge from interfering with her observations and conclusions. Leakey told her the research might take ten years; she thought it might take just three. They were both mistaken. Goodall has been researching chimps at Gombe for over 40 years now.

Progress in the first months at Gombe was slow and discouraging, as the chimps would not let Goodall approach. Complicating matters, Goodall spent weeks in bed, sick with malaria. But one day Goodall observed a chimp in the camp looking at a banana on the table inside a tent. This was Goodall's first chance to get close to a chimp, and from that day on, bananas were always kept nearby for any curious visitors. Patience enabled Goodall to win the chimps' trust and gradually make friends with them.

In a lifetime of study, Goodall has discovered many interesting and formerly unknown similarities between chimps and humans. Among those discoveries: chimps are not herbivorous—they also eat meat, just like humans; chimps make and use tools; they adopt orphan infants; they know and use medicinal plants (by chewing).

Today Goodall divides her time between traveling and lecturing about her findings at Gombe and running the Gombe Stream Research Center, where she has been the director since 1967. She has also established a home for injured or orphaned chimps and created a program for schoolchildren to learn about wild animals and conservation of the environment.

161- What is the passage mainly about?

- 1) Interesting facts about wild animals
- 2) The projects that Goodall has done
- 3) Goodall's route to success in animal study
- 4) Goodall's contribution to the conservation of animals' natural habitats

162- It can be inferred from the passage that after her trip to Zaire, Goodall -----.

- 1) continued to be supported by Louis Leakey
- 2) became a researcher at a wildlife reserve in Africa
- 3) started to learn scientific methods of observing wild animals
- 4) unsuccessfully tried to study chimps' behavior at Gombe

163- The word "visitors" in paragraph 3 refers to -----.

- 1) chimps
- 2) Goodall's friends
- 3) visitors to Gombe
- 4) researchers at Gombe

164- It is stated in the passage that Goodall -----.

- 1) looks after orphaned chimps at home
- 2) prefers to spend the rest of her life at Gombe
- 3) is the head of the Gombe Stream Research Center
- 4) is now more concerned about school children than wild animals

165- Which of the following questions is NOT answered by the passage?

- | | |
|---|---|
| 1) How did chimps trust Goodall? | 2) Why did Goodall travel to Zaire? |
| 3) What does the future hold for Goodall? | 4) How did Goodall get into animal study? |

Reading 3:

German artist HA Schult is an example of a contemporary artist who makes use of trash on a grand scale. "We are living in the time of garbage," says Schult. "I created a thousand sculptures of garbage. They are a mirror of ourselves." Here, Schult is referring to his 1,000 trash people, humanoids he has created from trash. He first exhibited them in 1996 in the western German state of North Rhine-Westphalia. The figures triggered such an overwhelmingly positive response that he decided to take them on tour. "It is a social sculpture," he explains. "It is not only a sculpture for the eyes. It's a sculpture to spread the idea that we live in a time of garbage." So far, Schult's social sculpture has been displayed in Paris, Moscow's Red Square, on the Great Wall of China, and in the desert next to the Giza pyramids near Cairo.

HA Schult's work is unforgettable. Somehow its impact stays engraved in your mind. Yet, despite the influence his work has had on the art world, Schult remains humble about his installations. "Artists have to learn every time; that is their profession. We are not important. All that is important is the time in which we are living."

Trash art has been around for years, and it seems to make a comeback from time to time. But it seems that only the more eccentric or popular artists are viewed as true artists when working with items normally discarded in the trash pile. Why can't average people be considered artists when they pull the same items out and mold them into some form of personal art of their own creating? Maybe it's because we all have our own pre-set ideas of what art is and isn't, or who artists are or should be.

Take metal cans, for instance, and imagine them in any number of uses, functional or purely as an art form. Can your eyes and mind see the potential metal case, bird feeder, or other object in the simple cast off items? What about boxes or clothing? What might be done with these? Boxes can usually serve as new storage containers, and almost, always serve as very imaginative forts for the kids, not to mention makeshift shelters for pets. And clothing? Imagine taking old clothes and turning them into vests, hats, hanging organizers, or rag rugs. The only limit to using these items in other ways is one's individual creativity and daringness to try.

166- The paragraph preceding the passage most probably discusses -----.

- | | |
|-------------------------------------|-----------------------------------|
| 1) a brief history of German art | 2) how to dispose of trash |
| 3) the amount of trash in the world | 4) something about modern artists |

167- According to the passage, HA Schult -----.

- 1) put on a successful exhibition of his sculptures in the late 20th century
- 2) aims to make our environment more beautiful by using trash to create art works
- 3) believes time has no effects on the art forms artists create
- 4) thinks his art is as important as others may say it is

168- The word "their" in paragraph 3 refers to -----.

- | | | | |
|------------------|-----------|----------|----------|
| 1) pre-set ideas | 2) people | 3) items | 4) forms |
|------------------|-----------|----------|----------|

169- With which of the following statements does the writer most probably agree?

- 1) It is very easy for people to see art where there is trash.
- 2) The less creative we are, the fewer things we normally discard.
- 3) A creative mind can use an object in a novel way for which it is not originally designed.
- 4) Trash can be changed into art, and all people can become trash artists.

170- What is the writer's attitude toward trash art?

- | | | | |
|------------|--------------|-------------|---------------|
| 1) Neutral | 2) Emotional | 3) Humorous | 4) Supportive |
|------------|--------------|-------------|---------------|