



520A

نام:

نام خانوادگی:

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دفترچه شماره ۲

عصر جمعه

۸۹/۴/۱۱

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

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

آزمون سراسری
ورودی دانشگاه‌های کشور
سال ۱۳۸۹

آزمون اختصاصی
گروه آزمایشی زبان
(زبان انگلیسی)

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

تیر ماه سال ۱۳۸۹

حق چاپ و تکثیر سؤالات آزمون تا ۴۸ ساعت پس از برگزاری امتحان برای تمامی اشخاص حقیقی و حقوقی ممنوع می‌باشد و با متخلفین برابر مقررات رفتار می‌شود.

PART A: Grammar

Directions: Questions 101 to 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- New techniques are constantly being used ----- the accuracy of doctors performing surgery.
 1) improve 2) to improve 3) that improves 4) what improves
- 102- The dollar ----- today originated in the late 1700's.
 1) as it is known 2) it is as known 3) as it is knowing 4) which is as known
- 103- The chosen colors and designs that ----- in finger painting may give a clue into how the painter is feeling inside.
 1) had made 2) are made 3) were being made 4) would be made
- 104- Not all dinosaurs were giants; some were actually ----- a chicken.
 1) not larger than that of 2) as large as that of
 3) and larger than 4) no larger than
- 105- ----- such delicious food.
 1) Rarely have I tasted 2) Rarely I have tasted
 3) Rarely tasted I have 4) I have tasted rarely
- 106- ----- most of the waters of the world, sharks appear to dominate the depths.
 1) Capable of inhabiting 2) Being capable and inhabit
 3) Capable for the inhabiting 4) Because capable for inhabiting
- 107- The city of Baltimore ----- difficulties for visitors.
 1) used so many to present 2) used to present too many
 3) was used to present so many of 4) would be used to present many of
- 108- ----- her outgoing sister, Jane is a shy, unsociable person.
 1) Alike 2) Unlike 3) Like as 4) Likely as
- 109- The rings of Saturn are ----- to be seen from Earth without a telescope.
 1) so distant 2) very distant 3) too distant 4) such distant
- 110- In the early 1800s, the western part of ----- the United States was unknown to most Americans.
 1) which now is 2) that is now 3) where now is 4) what is now

PART B: Vocabulary

Directions: Questions 111 to 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- Surely no one on the Committee would dare to dispute the ----- of his dismissal.
 1) mission 2) performance 3) occasion 4) legitimacy
- 112- It is said that somewhere between the ages of 6 and 9 children begin to think ----- instead of concretely.
 1) artificially 2) generally 3) abstractly 4) reasonably
- 113- Adult elephants commonly ----- younger elephants with trunk slaps or vocalizations.
 1) lean 2) launch 3) discipline 4) release

114-cording to some religions, the individual is expected to help others in need through

- 1) charity 2) density 3) community 4) ignorance

115- We are going to build a(n) ----- to our house over the garage. It will house a bedroom and an additional bathroom.

- 1) confession 2) extension 3) consequence 4) adjustment

116- He was just twenty-five years old when he was ----- for chairman of the board of the club, though on the occasion, he was unsuccessful.

- 1) nominated 2) involved 3) objected 4) contaminated

117- When he applied for a ----- in the office of the local newspaper, he was told to see the manager.

- 1) heading 2) means 3) fortune 4) position

118- The ----- reason for the shortage of doctors and nurses working for the National Health Service is the long working hours.

- 1) official 2) rural 3) private 4) principal

119- The Normans ----- Britain in 1066 by defeating King Harold.

- 1) conquered 2) floated 3) defined 4) disturbed

120- The porters had no equipment or protective clothing, but they had one thing that proved ----- in the end; local knowledge of the mountain paths.

- 1) costly 2) genuine 3) worthless 4) invaluable

121- The main ----- of her moving to a smaller house is that there won't be so much housework and repairs to do.

- 1) posture 2) refusal 3) advantage 4) procedure

122- The company has been in ----- operation since the 13th century.

- 1) cruel 2) hectic 3) previous 4) uninterrupted

123- What attracted most attention in his speech was his ----- to create new jobs.

- 1) doubt 2) strike 3) promise 4) election

124- Unless you take your medicine ----- that cough of yours will never go.

- 1) regularly 2) decisively 3) elaborately 4) reluctantly

125- He was ----- as much by the musical innovations of Debussy and Stravinsky as by East European folk music.

- 1) influenced 2) combined 3) accessed 4) predicted

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 choice.

126-

- 1) There are no large national parks are found in the State of California.
- 2) No large national parks are found in the State of California.
- 3) Not the large national parks that are found in the State of California.
- 4) It is not large national parks are found in the State of California.

127-

- 1) Sponges neither have heads or separate body organs.
- 2) Sponges have neither heads nor separate body organs.
- 3) Sponges don't have either heads nor separate body organs.
- 4) Sponges have either no heads nor separate body organs.

128-

- 1) The test wasn't so easy as we had expected.
- 2) The test wasn't as easy as been expected by us.
- 3) The test wasn't such easy as we had expectations.
- 4) The test wasn't as easy as it expected by us.

129-

- 1) Some people enjoy preparing their own meals so other would rather eat out regularly.
- 2) Some people enjoy preparing their own meals while others would rather eat out regularly.
- 3) Some people enjoy to prepare their own meals while another would rather eat out regularly.
- 4) Some people enjoy prepare their own meals and the other would rather eat out regularly.

130-

- 1) The oldest tree in this part is the ash tree, which it is thousands of years old.
- 2) The oldest tree in this area is ash tree, its age thousands of years old.
- 3) The oldest tree in this area is ash tree, which it maybe thousands of years old.
- 4) The oldest tree in this part of the country is the ash tree, which may be thousands of years old.

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 your correct choice on your answer sheet.

A: I can't (131) ----- what happened to Adam.

B: I know. He said he'd be here, but the meeting has already begun. He must be (132) -----.

A: I'm calling him. (133) ----- he can't find the room.

- | | | | |
|----------------|------------|-------------|--------------|
| 131- 1) trap | 2) shake | 3) imagine | 4) distract |
| 132- 1) lost | 2) proud | 3) straight | 4) superior |
| 133- 1) Mostly | 2) Perhaps | 3) Whether | 4) Extremely |

A: Could you tell me how to get to the train station, please?

B: Sure, go to the (134) ----- and turn left. It's (135) ----- there.

A: I knew it was (136) -----, Thanks so much for your help.

- | | | | |
|----------------|-----------|-------------|----------------|
| 134- 1) region | 2) corner | 3) stance | 4) voyager |
| 135- 1) right | 2) pretty | 3) smoothly | 4) fortunately |
| 136- 1) nearby | 2) global | 3) complex | 4) irrelevant |

A: Hi Ann, (137) -----, How was your trip to the States!

B: Very busy. I had a lot of meetings. So, of course, I didn't have much time to see New York.

A: (138) -----! Actually I have a trip there myself next week.

B: Do you? Then take my (139) -----, Do the well-being in the air program. It really (140) -----.

- | | | | |
|-------------------|----------------|-----------------|------------------|
| 137-1) Come along | 2) Back home | 3) By all means | 4) Welcome back |
| 138-1) Above all | 2) What a pity | 3) But then | 4) In sum |
| 139-1) advice | 2) humor | 3) guarantee | 4) embarrassment |
| 140-1) goes out | 2) starts | 3) works | 4) relates |

PART E: Cloze Test

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

For Nigel Smith, a love of traveling began with what's called a 'gap year'. In common with many other British teenagers, he chose to take a year out before (141) ----- to study for his degree. After doing various jobs to (142) ----- some money, he left home to gain some experience of life in different cultures, visiting America and Asia. The more adventurous the young person, the (143) ----- the challenge they are likely (144) ----- themselves for the gap year, and for some, like Nigel, it can (145) ----- in a thirst for adventure.

Now that his university course has (146) ----- to an end, Nigel is just about to leave on a three-year trip that will take him (147) ----- around the world. What's more, he plans to make the whole journey using only means of transport which are (148) ----- by natural energy. In other words, he'll be (149) ----- mostly on bicycles and his own legs; and when there's an ocean to cross, he won't be taking a (150) ----- cut by climbing aboard a plane, he'll be joining the crew of a sailing ship instead.

- | | | | |
|-------------------|----------------|------------------|-----------------|
| 141-1) getting up | 2) taking over | 3) settling down | 4) holding back |
| 142-1) achieve | 2) raise | 3) advance | 4) win |
| 143-1) greater | 2) greatest | 3) far greater | 4) great |
| 144-1) set | 2) setting | 3) will set | 4) to set |
| 145-1) lead | 2) result | 3) cause | 4) create |
| 146-1) reached | 2) turned | 3) come | 4) brought |
| 147-1) complete | 2) right | 3) whole | 4) only |
| 148-1) forced | 2) charged | 3) powered | 4) pulled |
| 149-1) using | 2) relying | 3) attempting | 4) trying |
| 150-1) swift | 2) quick | 3) brief | 4) short |

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 your correct choice on your answer sheet.

Passage 1:

Described as a "swimming and eating machine without peer", the shark is considered an evolutionary success story, having changed little over 60 million years. Sharks are models of efficiency with their boneless skeletons, simple brains, generalized nervous systems, and simple internal structures. Their hydrodynamically designed shapes, razor-sharp replaceable teeth, powerful jaws, and voracious appetites make them excellent marauders. Through scavenging and predation, the 250 species of sharks perform a valuable service in maintaining the ecological balance of the oceans. Their well-developed sensory systems enable them to detect extreme dilutions of blood in water, low frequency sounds of splashing made by a fish in distress, and movements and contrasts in water.

While many sharks are caught by fishermen for sport, sharks can and do sustain small commercial ventures. Their skins provide a hide tougher than leather, out of which boots and wallets are fabricated, and their enormous livers contain a valuable source of vitamin A. Shark meat is processed for fertilizer and livestock feed as well as for human consumption. The British "fish-and-chips" industry depends on shark meat; the Italians annually consume about 10 million pounds of smooth dogfish shark; the Chinese use shark fins for soup. Generally, shark meat is consumed unknowingly under other, more appetizing names.

Sharks are also contributing to medical research through studies of their immunological systems. While this research may result in saving human lives, sharks do, at times, take lives. Each year about 25 to 30 shark attacks on people are reported worldwide with the victims either maimed or killed. The vast majority of these attacks occur off the coast of Australia—only a few occur off the coast of the United States. Research on shark attacks may eventually lead to the development of an effective shark repellent.

151- As used in line 1, the word "peer" most nearly means -----.

- 1) friend 2) better 3) equal 4) improvement

152-According to the first paragraph, all the following contribute to the shark's success as a hunter EXCEPT -----.

- 1) razor-sharp replaceable teeth 2) powerful jaws
3) voracious appetite 4) mature age

153-The word "their" in line 3 refers to -----.

- 1) shapes 2) models 3) sharks 4) nervous systems

154-Which conclusion is best supported by the first paragraph?

- 1) Sharks are not resistant to change.
2) People should learn more about sharks.
3) Sharks have an admirable auditory sense.
4) Sharks are very dangerous because they attack humans.

155-It can be inferred from the information in the second paragraph that shark meat is sold under different names because -----.

- 1) shark meat is used for fertilizer
2) shark meat used to be called something else
3) shark meat is an excellent source of various vitamins
4) people don't want to know that they are eating shark

156-As used in the last paragraph, the word "maimed" is closest in meaning to -----.

- 1) terrified 2) assassinated 3) injured 4) butchered

157-Which of the following best states the main idea of the third paragraph?

- 1) Most shark attacks occur off the coast of Australia.
2) On average, sharks kill fewer than 50 people a year.
3) Sharks have medical benefits despite their danger.
4) Sharks that live in southern waters are more dangerous than those that inhabit northern waters.

Passage 2:

The whole aim of good teaching is to turn the young learner, by nature a little copycat, into an independent, self-propelling creature who can work as his own boss to the limit of his powers. This is to turn pupils into students, and it can be done on any rung of the ladder of learning. When I was a child, the multiplication table was taught from a printed sheet which had to be memorized one square at a time—the ones and the twos and so on up to nine. It never occurred to the teacher to show us how the answers could be arrived at also by addition, which we already knew. No one said, "Look: if four times four is sixteen, you ought to be able to figure out, without aid from memory, what five times four is, because that amounts to four more ones added to the sixteen. This would at first have been puzzling, more complicated and difficult than memory work, but once explained and grasped, it would have been an instrument for learning and checking the whole business of multiplication. We could temporarily have dispensed with the teacher and cut loose from the printed table.

This is another way of saying that the only thing worth teaching anybody is a principle. Naturally, principles involve facts and some facts must be learned "bare" because they do not rest on any principle. The capital of Alaska is Juneau and, so far as I know, that is all there is to it; but a European child ought not to learn that Washington is the capital of the United States without fixing firmly in his mind the relation between the city and the man who led his countrymen to freedom. That would be missing an association, which is the germ of a principle. And just as a complex athletic feat is made possible by rapid and accurate coordination, so all valuable learning hangs together and works by associations which make sense.

158-The title that best expresses the ideas of this passage is -----.

- 1) how to teach arithmetic 2) a good memory makes a good student
3) principles—the basis of learning 4) using addition to teach multiplication

159-The author implies that the difference between a pupil and a student is the difference between -----.

- | | |
|---------------------------------|--------------------------|
| 1) youth and maturity | 2) learning and knowing |
| 3) memorizing and understanding | 4) learning and teaching |

160-The author indicates that children are naturally -----.

- | | | | |
|--------------|----------------|------------|--------------|
| 1) deceitful | 2) independent | 3) logical | 4) imitative |
|--------------|----------------|------------|--------------|

161-The author would be most likely to agree that the most desirable way to teach is by -----.

- | | |
|---|---|
| 1) relating facts to principles | 2) stressing the importance of learning |
| 3) insisting that pupils work independently | 4) developing pupils' ability to memorize |

162-As it is used in the passage, the word "germ" (line 17) most nearly means -----.

- | | | | |
|-----------|-----------|---------|---------|
| 1) result | 2) aspect | 3) core | 4) sort |
|-----------|-----------|---------|---------|

163-In this passage, the author develops his paragraphs primarily by the use of -----.

- | | | | |
|--------------|---------------|----------------|-------------|
| 1) narration | 2) comparison | 3) description | 4) examples |
|--------------|---------------|----------------|-------------|

164-The word "grasped" (line 9) is closest in meaning to:

- | | | | |
|--------------|----------------|-----------|---------------|
| 1) memorized | 2) illustrated | 3) listed | 4) understood |
|--------------|----------------|-----------|---------------|

Passage 3:

The process of perceiving other people is rarely translated into cold, objective terms; "She was 5 feet 8 inches tall, had fair hair, and wore a colored dress." More often, we try to get inside the other person to pinpoint his or her attitudes, emotions, motivations, abilities, ideas and characters. Furthermore, we sometimes behave as if we can accomplish this difficult job very quickly—perhaps with a two-second glance.

We try to obtain information about others in many ways. Berger suggests several methods for reducing uncertainties about others: watching, without being noticed, a person interacting with others, particularly with others who are known to you so you can compare the observed person's behavior with the known others' behavior; observing a person in a situation where social behavior is relatively unrestrained or where a wide variety of behavioral responses are called for; deliberately structuring the physical or social environment so as to observe the person's responses to specific stimuli; asking people who have had or have frequent contact with the person about him or her; and using various strategies in face-to-face interaction to uncover information about another person—questions, self-disclosures, and so on. Getting to know someone is a never-ending task, largely because people are constantly changing and the methods we use to obtain information are often imprecise. You may have known someone for ten years and still know very little about him. If we accept the idea that we won't ever fully know another person, it enables us to deal more easily with those things that get in the way of accurate knowledge such as secrets and deceptions. It will also keep us from being too surprised or shocked by seemingly inconsistent behavior. Ironically those things that keep us from knowing another person too well (e.g., secrets and deceptions) may be just as important to the development of satisfying relationship as those things that enable us to obtain accurate knowledge about a person (e.g., disclosure and truthful statements).

165-The word "pinpoint" (line 3) basically means -----.

- | | | | |
|---------------|-----------|--------------|-------------|
| 1) appreciate | 2) obtain | 3) interpret | 4) identify |
|---------------|-----------|--------------|-------------|

166-What do we learn from the first paragraph?

- 1) People are better described in cold, objective terms.
- 2) One should not judge people by their appearances.
- 3) One is usually subjective when assessing other people's personality.
- 4) The difficulty of getting to know a person is usually underestimated.

167-It can be inferred from Berger's suggestions that -----.

- 1) people do not reveal their true self on every occasion
- 2) the best way to know a person is by making comparisons
- 3) in most cases we should avoid contacting the observed person directly
- 4) face-to-face interaction is the best strategy to uncover information about a person

168-In developing personal relationships, secrets and deceptions, in the author's opinion, are -----.

- 1) things people should guard against
- 2) barriers that should be done away with
- 3) as significant as disclosures and truthful statements
- 4) personal matters that should be seriously dealt with

169-The author's purpose in writing the passage is -----.

- 1) to discuss the various aspects of getting to know people
- 2) to provide ways of how to obtain information about people
- 3) to give advice on appropriate behavior for social occasions
- 4) to call the reader's attention to the negative side of people's characters

170-The word "unrestrained" (line 10) is closest in meaning to -----.

- 1) understandable
- 2) unlimited
- 3) distinguished
- 4) personal