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نام :  
نام خانوادگی :  
شماره داوطلبی :



محل امضا:

<p>دفترچه شماره ۲ عصر جمعه ۹۵/۴/۲۵</p>		<p>«اگر دانشگاه اصلاح شود مملکت اصلاح می‌شود.» امام خمینی (ره)</p>			
<p>جمهوری اسلامی ایران وزارت علوم، تحقیقات و فناوری سازمان سنجش آموزش کشور</p>					
<p><b>آزمون سراسری ورودی دانشگاه‌های کشور - سال ۱۳۹۵</b></p>					
<p><b>آزمون اختصاصی گروه آزمایشی زبان</b></p>					
<p>تعداد سؤال: ۷۰</p>		<p>مدت پاسخگویی: ۱۰۵ دقیقه</p>			
<p>عنوان مواد امتحانی آزمون اختصاصی گروه آزمایشی زبان، تعداد، شماره سؤالات و مدت پاسخگویی</p>					
ردیف	مواد امتحانی	تعداد سؤال	از شماره	تا شماره	مدت پاسخگویی
۱	زبان انگلیسی (اختصاصی)	۷۰	۱۰۱	۱۷۰	۱۰۵ دقیقه
<p>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.</p>					



- 116- When children enter a new school, they must ----- to the new surroundings, the new teacher and the new rules.  
 1) adapt                      2) pertain                      3) allocate                      4) accompany
- 117- Students decide on a field of study based on many factors, including personal interest and career -----.  
 1) sequence                      2) register                      3) interval                      4) potential
- 118- If you work hard and are patient, ----- you will reach your goals.  
 1) randomly                      2) relatively                      3) eventually                      4) alternatively
- 119- The skeleton makes a ----- for the human body. This supports the body and protects it.  
 1) coordination                      2) framework                      3) hierarchy                      4) relevance
- 120- In the experiment, she ----- people to groups depending on their experience with using social media.  
 1) assigned                      2) assisted                      3) contributed                      4) corresponded
- 121- When two people disagree, they should try to ----- the issue peacefully, not violently.  
 1) integrate                      2) attain                      3) survive                      4) resolve
- 122- There is ----- in family structure across different countries and cultures. Families are not the same everywhere.  
 1) innovation                      2) variation                      3) mediation                      4) inclination
- 123- Unless the amount of greenhouse gases in the atmosphere stops increasing, future generations face a(n) ----- future.  
 1) unaware                      2) abstract                      3) intense                      4) dismal
- 124- Sometimes a poor test result from your doctor is the only ----- you need to change your dietary habits.  
 1) extent                      2) mission                      3) trigger                      4) training
- 125- When parents teach their children how to behave, they are trying to ----- their norms and values to the next generation.  
 1) devote                      2) transfer                      3) conform                      4) perceive

### 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) It was difficult to know how to express my refusal politely.  
 2) It was difficult to know how politely do I express my refusal.  
 3) It was difficult for me how do I know to express my refusal politely.  
 4) It was difficult for me that I know how politely I express my refusal.
- 127-  
 1) The thief, when he saw the policeman, started running as fast as he could.  
 2) The thief, that he saw the policeman, started running as fast that he could.  
 3) The thief, that saw the policeman, started running so fast that he could.  
 4) The thief, when saw the policeman, started running as fast as he could.
- 128-  
 1) If anyone object, they must say to put their complaint in writing.  
 2) If anyone objects, they must be told to put their complaint written.  
 3) Should anyone object, they must say to put their complaint written.  
 4) Should anyone object, they must be told to put their complaint in writing.
- 129-  
 1) It was very good film that I went to see it twice.  
 2) It was such a good film that I went to see it twice.  
 3) It was so good film that I went to see twice.  
 4) It was a film enough good that I went to see twice.



**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    | 3) they spoke                    | 4) who spoke            |
| 142- | 1) so they called               |                | 2) so as to call                 |                         |
|      | 3) and they were called         |                | 4) where they were called        |                         |
| 143- | 1) to understand each one       |                | 2) understanding each other      |                         |
|      | 3) of understanding another one |                | 4) of each other's understanding |                         |
| 144- | 1) the other                    | 2) other one   | 3) others                        | 4) other                |
| 145- | 1) Like all                     | 2) Alike the   | 3) The similar                   | 4) Likely as all        |
| 146- | 1) to take                      | 2) if take     | 3) they took                     | 4) that if they took    |
| 147- | 1) Unlike                       | 2) If so       | 3) Whereas                       | 4) In contrast          |
| 148- | 1) notion                       | 2) context     | 3) conflict                      | 4) authority            |
| 149- | 1) a number                     | 2) the number  | 3) numbers                       | 4) number               |
| 150- | 1) territory                    | 2) perspective | 3) destination                   | 4) institution          |
| 151- | 1) loser                        | 2) who lose    | 3) the losers                    | 4) those that they lose |
| 152- | 1) destroyed                    |                | 2) destroying                    |                         |
|      | 3) who were destroyed           |                | 4) were destroyed                |                         |
| 153- | 1) the same as                  | 2) later on    | 3) as well as                    | 4) so on                |
| 154- | 1) When they first arrived      |                | 2) At first their arriving       |                         |
|      | 3) As soon as arrived           |                | 4) To arrive first               |                         |
| 155- | 1) The more                     | 2) As more     | 3) Many more                     | 4) As many as           |

**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.

**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.
- 2) It fought against a malaria epidemic in Africa.
- 3) 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)?**

- 1) Efforts at malaria eradication failed.
- 2) 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?**

- 1) Pests are now resistant to virtually all pesticides used against them.
- 2) Despite the strength of the pesticides, they only kill baby insects.
- 3) 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.
- 2) It is evidence of evolution.
- 3) It is an inborn quality of very few insect species.
- 4) It is not affected by environmental factors.

**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
  - 2) To point out the reasons for the widespread use of computers in ESL classes
  - 3) 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.
  - 2) 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 -----.**
- 1) to help students become the receivers of knowledge
  - 2) to support an earlier assertion
  - 3) 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

**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?**

- 1) The Marbles are part of the Greek cultural inheritance.
- 2) Greece has some modern buildings for preserving the Marbles.
- 3) 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.