


کد کنترل

520

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«اگر دانشگاه اصلاح شود مملکت اصلاح می شود.»

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

**آزمون سراسری ورودی دانشگاه‌های کشور - سال ۱۳۹۶**

**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
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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 می باشد و با متخلفین برابر مقررات رفتار می شود.

**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- Can you check whether that report has arrived and, -----, send it out to Mr. Andrew?  
1) if so                      2) rather than that      3) to do so                      4) despite that
- 102- It's a ----- carriage clock, dating from the nineteenth century.  
1) charming small brass French                      2) charming small French brass  
3) small French charming brass                      4) French brass charming small
- 103- Calcium is not only found in dairy products ----- found in many dark green vegetables.  
1) also it is                      2) and is also                      3) but is also                      4) that is also
- 104- The friendly atmosphere of the school -----.  
1) made there a pleasure studying  
2) where it was a pleasure studying  
3) made it a pleasure to study there  
4) that it was made a pleasure to study there
- 105- Davis appeared in numerous major films but practically -----.  
1) none of them great ones                      2) not ones that great  
3) nothing as great ones                      4) no great ones
- 106- I can't hear myself think because ----- outside.  
1) of the birds singing                      2) what the birds sing  
3) of the birds are singing                      4) they are the birds sing
- 107- We need a discussion soon ----- the whole business.  
1) in which reorganizes                      2) about that we reorganize  
3) if to reorganize or not                      4) on whether to reorganize
- 108- If you don't hurry, we'll miss our train. There's ----- spare.  
1) only little time to                      2) very little time to  
3) not much of time when we                      4) not enough time when we
- 109- The doctor suggested I should try aspirin or ibuprofen, -----.  
1) but neither worked                      2) and didn't work either  
3) and neither they worked                      4) but didn't they work either
- 110- What's the TV remote control doing in the cupboard? I don't remember -----.  
1) there I put it                      2) there to put it  
3) putting it there                      4) to put it there

**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- Many people ----- that young people are always in good health and optimistic about life.  
1) attain                      2) devote                      3) modify                      4) presume
- 112- When employers want to fill a(n) -----, they usually advertise the position in a newspaper or on the Internet.  
1) category                      2) vacancy                      3) prospect                      4) authority
- 113- The police ----- the cause of the accident to the bad weather and wet roads.  
1) attributed                      2) confirmed                      3) prescribed                      4) demonstrated
- 114- The teachers in this school believe that parents' ----- in their children's education is very important.  
1) compromise                      2) exposure                      3) projection                      4) participation

- 115- What you've written here is a bit ----- and your position isn't really clear.  
1) simultaneous      2) ambiguous      3) temporary      4) empirical
- 116- She performed so enthusiastically that the judges ----- her inexperience.  
1) outlined      2) undertook      3) overlooked      4) misinformed
- 117- Jane always had a strong ----- to help others, so she became a doctor.  
1) relevance      2) criterion      3) challenge      4) inclination
- 118- According to the new local ----- for water use, families are not allowed to wash their cars or water lawns during the day.  
1) guidelines      2) statistics      3) sequences      4) innovations
- 119- Everyone in the room was studying the picture ----- when the door opened. No one even noticed that someone came in.  
1) densely      2) intensely      3) crucially      4) internally
- 120- Alan doesn't ----- me in meetings. Even if I raise my hand to ask a question, he just ignores me.  
1) qualify      2) maintain      3) surround      4) acknowledge
- 121- The factory has increased the production of its shoes in an ----- to keep up with demand.  
1) impact      2) emphasis      3) attempt      4) alternative
- 122- In American supermarkets the ----- of certain fruits and vegetables no longer depends on the weather or the season.  
1) equivalence      2) exploration      3) availability      4) consequence
- 123- The guard seemed to be ----- the museum visitors and never took his eyes off them.  
1) indifferent to      2) suspicious of  
3) reluctant to      4) contemporary with
- 124- The operation can only go ahead if the child's parents ----- to it.  
1) consent      2) submit      3) commit      4) observe
- 125- Sometimes the brain is able to ----- the loss of one sense by developing another.  
1) occupy      2) distinguish      3) correspond to      4) compensate for

### 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) Their income, if lower than last year's, is enough for them to live on.  
2) If lower than that of last year, their income is enough that they live on it.  
3) If lower than that of last year, their income is as much as they can live on it.  
4) Their income, that is lower than last year's, is as much for them as to live on.
- 127-  
1) You can go out that is provided you tell where are you going.  
2) You can go out provided that you tell us where you're going.  
3) You can go out provided that you tell it is where you're going.  
4) You can go out that is provided you tell us where it is you're going.
- 128-  
1) The book was so boring that I stopped reading it.  
2) The book was too boring to stop for me reading it.  
3) The book was such boring that I stopped to read it.  
4) The book was very boring for me that I stopped to read it.
- 129-  
1) I was embarrassed that the teacher caught us to cheat during the test.  
2) I was embarrassed that the teacher caught we cheated during the test.  
3) It was embarrassing when the teacher caught us cheating during the test.  
4) It was embarrassing when the teacher caught we cheated during the test.

130-

- 1) Do members consider it desired that the Newsletter publish online?
- 2) Do members consider it desired that the Newsletter publishes online?
- 3) Do members consider it is desirable that the Newsletter published online?
- 4) Do members consider it desirable that the Newsletter be published online?

**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: I'm going to the market now.**

**B: (131) ----- going for a few minutes? I'd like to go with you.**

- 131-
  - 1) What if you get
  - 2) Would you rather hold on
  - 3) Could you hold off
  - 4) Mind if I catch up on

**A: I bought this fish to cook for my dinner tonight, but it doesn't look all that fresh to me now. (132) ----- it's still all right to eat?**

**B: Let's take a look ..... oh, if (133) -----, I wouldn't even think of it.**

- 132-
  - 1) How does it go
  - 2) Would you say
  - 3) Why don't you say
  - 4) Then you mean is

133- 
  - 1) you insist
  - 2) I were you
  - 3) it's no trouble
  - 4) I know what you mean

**A: I was supposed to buy a lot more books, but I didn't have enough money.**

**B: You are always (134) -----, I think you should look for a part-time job.**

**A: (135) ----- a job would interfere with my studies.**

**B: (136) ----- They're always looking for people to work at the stands during the sports events and concerts.**

**A: Hey, I could see the games and concerts for free while I earned money!**

**B: (137) -----, And it would not take that much time away from your studying.**

- 134-
  - 1) made of money
  - 2) short of money
  - 3) making ends meet
  - 4) rolling in money

135- 
  - 1) I'm afraid
  - 2) It's hard to say
  - 3) You have a point
  - 4) Maybe it's time

136- 
  - 1) Why not?
  - 2) I have to admit.
  - 3) I don't think so.
  - 4) What if it's true?

137- 
  - 1) Way to go
  - 2) So could I
  - 3) I doubt it
  - 4) That's right

**A: These summer days are getting to (138) -----, I couldn't even go to the pool yesterday because it was too hot.**

**B: Yeah, but according to the weather report we should (139) ----- by the end of the week.**

- 138-
  - 1) make my day
  - 2) work out for me
  - 3) be quite beyond me
  - 4) be more than I can take

139- 
  - 1) earn a living
  - 2) have our way
  - 3) have some relief
  - 4) be on good terms

**A: I don't know why, but John finds it hard to trust anyone.**

**B: Yeah, it's because he's been badly (140) ----- in the past.**

- 140-
  - 1) let down
  - 2) picked out
  - 3) dropped off
  - 4) gotten over

**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.

The United States has never had an official language. However, some people would like (141) ----- . They believe that all government meetings should be (142) ----- only in English, that all forms from driver's license applications (143) ----- tax documents should be printed only in English, that all voting materials should be in (144) ----- language than English. There are areas of the country (145) ----- in the minority. Nevertheless, if English (146) ----- the official language, other languages would probably not be used in any government proceeding. (147) ----- an "English only" policy say that immigrants (148) ----- English to become part of the society, but (149) ----- believe that it would isolate non-English speakers (150) ----- less likely that they would participate in the community.

Canada has taken a very different (151) ----- . It has several official languages. English is the official language of 59 percent (152) ----- . French is the official language of 23 percent, and 18 percent of people in Canada list (153) ----- their first language. Although English is the most common language, and only one province, New Brunswick, (154) ----- bilingual, the Canadian government provides bilingual services throughout Canada (155) ----- encourages bilingualism and multilingualism. The Canadian government actively promotes interest in and knowledge of other languages.

- |      |                                  |  |
|------|----------------------------------|--|
| 141- | 1) see that to change            | 2) to see that change                  |
|      | 3) they see it changes           | 4) to see it be changed                |
| 142- | 1) engaged                       | 2) identified                          |
|      | 3) estimated                     | 4) conducted                           |
| 143- | 1) to                            | 2) for                                 |
|      | 3) and                           | 4) with                                |
| 144- | 1) not another                   | 2) any more                            |
|      | 3) no other                      | 4) no more                             |
| 145- | 1) for English speakers are      | 2) where English speakers are          |
|      | 3) in which are English speakers | 4) with English speakers that they are |
| 146- | 1) be                            | 2) is                                  |
|      | 3) being                         | 4) were                                |
| 147- | 1) To support                    | 2) What supports                       |
|      | 3) Supporters of                 | 4) People support                      |
| 148- | 1) learning                      | 2) who learn                           |
|      | 3) must learn                    | 4) should be learned                   |
| 149- | 1) opponents                     | 2) intuitives                          |
|      | 3) commuters                     | 4) clients                             |
| 150- | 1) make                          | 2) to make                             |
|      | 3) that make it                  | 4) and make it                         |
| 151- | 1) approach                      | 2) context                             |
|      | 3) posture                       | 4) performance                         |
| 152- | 1) Canadian                      | 2) Canada's population                 |
|      | 3) of the population in Canada   | 4) of the Canadians' population        |
| 153- | 1) other languages for           | 2) another language as                 |
|      | 3) as another language           | 4) the other language for              |
| 154- | 1) is officially                 | 2) an official                         |
|      | 3) the official                  | 4) which is officially                 |
| 155- | 1) and strongly                  | 2) are strong and                      |
|      | 3) which strengthen              | 4) being so strong that                |

**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:**

For almost 5,000 years, cities changed little. Then their growth, in size and number, became rapid and resulted in an *urban revolution* or *urban explosion*. In 1700, not many people lived in cities in Great Britain, but by 1900, the majority of the British did so.

Other European countries and the United States soon achieved the same level of urbanization in an even shorter period. Today, these and other Western countries are among the most urbanized in the world, along with many Latin American countries, which have become mostly urbanized in more recent years.

The major stimulus to the urban explosion was the Industrial Revolution. It triggered a series of related events, identified by sociologist Philip Hauser (1981) as population explosion, followed by population dispersion and population implosion, and then by technoplosion. Industrialization first causes a rise in production growth, and the mechanization of farming brings about an agricultural surplus. Fewer farmers can support more people—and thus larger urban populations (*population explosion*). Workers no longer needed on the farms move to the city. There is, then, displacement of people from rural to urban areas (*population dispersion*) and a greater concentration of people in a limited area (*population implosion*). The development of other new technologies (*technoplosion*) spurs on urbanization. Improved transportation, for example, speeds the movement of food and other materials to urban centers.

The outcome of these events was the industrial city. Compared with the preindustrial city, the industrial city was larger, more densely settled, and more diverse. It was a place where large numbers of people—with a wide range of skills, interests, and cultural backgrounds—could live and work together in a limited space. Also, unlike the preindustrial city, which had served primarily as a religious or governmental center, the industrial city was a commercial hub. In fact, its abundant job opportunities attracted so many rural migrants that migration accounted for the largest share of its population growth. Without these migrants, cities would not have grown at all because of the high mortality rate brought about by extremely poor sanitary conditions.

**156- What does the passage mainly discuss?**

- 1) How cities in the United States began and developed
- 2) The changing definition of an urban area
- 3) Outcomes of overcrowding in big cities
- 4) The explanation of a phenomenon

**157- Why does the writer mention Philip Hauser in paragraph 2?**

- 1) To explore the links between sociology and urbanization
- 2) To make an argument against his definitions of certain key terms
- 3) To support his opinion about the roots of the Industrial Revolution
- 4) To illustrate the effects of the Industrial Revolution on urban explosion

**158- Which of the following is NOT mentioned about the industrial city in the passage?**

- 1) It included a city and its outlying regions.
- 2) Its emergence encouraged immigration to the cities.
- 3) It was more of a commercial center than a political one.
- 4) It was more heavily populated than the preindustrial city.

**159- What can be inferred about rural migrants in cities?**

- 1) Poor sanitation kept their death rate high.
- 2) Most of them lived in poor living conditions.
- 3) They contributed significantly to the growth of the cities.
- 4) Their migration to the cities made city borders become distinct.

**160- The writer has used all of the following methods of idea development in the passage EXCEPT**

- 1) contrast
- 2) description
- 3) definition
- 4) classification

**Passage 2:**

Only three and a half years passed between the first moon landing in 1969, and the sixth and last moon landing in 1972. But while the first landing was an enormous achievement in itself, the last landing contributed far more to the advancement of scientific knowledge. On the first mission, the two astronauts were on the moon for only a few hours and remained close to the landing site. Their time on the moon was just sufficient to conduct several experiments and collect a small sample of lunar rocks. On the last mission, however, the three men (one of whom was a geologist) spent three periods of about seven hours on the moon. With their special moon vehicle, they could travel farther from the landing site to investigate more of the lunar environment and collect a wider range of soil and rock samples.

The Apollo moon landings may not have led to any great new discovery—such as evidence of life on the moon—but they did have a significant impact on science and technology in the twentieth century. One field that was undoubtedly affected by the moon landings was computer research. NASA, the U.S. space agency, did not invent the integrated circuit (the basis of the computer), but it was the largest single consumer of integrated circuits in the early 1960s. Working for the space program motivated computer engineers, pushing them toward the development of today's personal computer.

Another related development that could be resulted at least in part from the Apollo program was the invention of the Internet. In this case, too, the moon landings served as indirect motivation for scientists and engineers in their research for ways to communicate from computers in spacecraft to computers on Earth.

In planning for future lunar missions, scientists are faced with one serious limitation to human exploration on the moon, and that is the lack of water. The availability of water would make an enormous difference for humans working on the moon for any length of time. The search for water, then, remains a high priority for space scientists.

**161- Which of the following best summarizes the author's main idea?**

- 1) Lunar missions were important to the development of science.
- 2) By the twentieth century, scientists were against traveling to the moon.
- 3) The success of previous lunar missions guaranteed the success of space travel.
- 4) Moon landings helped make inspiring, incorrect predictions about what scientists would do next.

**162- According to the passage, what did the astronauts do on the last mission?**

- 1) They spent much more time on the lunar surface.
- 2) They were able to collect lunar rocks for the first time.
- 3) They conducted the first geologic survey on the moon.
- 4) They successfully used the vehicle made on the first mission.

**163- According to the passage, the Apollo moon landings affected all of the following EXCEPT**

- 1) the genesis of the Internet
- 2) the establishment of NASA
- 3) the development of new technologies
- 4) the possibility of communication over long distances via technology

**164- The passage implies that space scientists** \_\_\_\_\_.

- 1) are not realistic about the success of future lunar missions
- 2) are concerned that there are no water resources on the moon
- 3) are worried about astronauts who work on the moon for long periods of time
- 4) still do not have enough information about the presence or absence of water on the moon

**165- What does the paragraph following the passage most probably discuss?**

- 1) Challenges astronauts face in outer space
- 2) Ways to explore whether there is water on the moon
- 3) How space scientists set priorities before their missions
- 4) Ways of dealing with water shortage on the global level

**Passage 3:**

Catastrophic events such as natural disasters are extremely traumatic for the people involved. In these situations, where one's own and others' physical safety is threatened, feelings may range from fear, to horror or helplessness. Studies of catastrophe survivors have taught psychologists how individuals who have undergone such traumas and losses respond to these circumstances. Such research is difficult: Ethics prevent psychologists from creating disastrous events in order to study their effects on volunteer subjects. The only way to study these events is to be on the scene after the catastrophe, getting the story from the survivors while it is fresh on their minds. From these stories, psychologists have theorized that responses to extreme natural and human-caused disasters occur in five stages.

The first stage begins immediately after the event and may last for a few moments or several days. During this period, victims experience psychological numbness. They may be in a state of shock and confusion, and they have difficulty comprehending what has happened. This reaction occurs whether or not they have been physically injured themselves during the event.

During the next stage, victims continue to lack awareness of what is going on around them. They appear to function automatically, without conscious control of their thinking or reacting. Later, they may not remember these moments or their actions. When there has been no warning at all of the disaster—as in an earthquake—this stage lasts longer. While people are in this phase, they are also unable to focus their attention on their surroundings or assist other people. This can result in delays in rescue efforts and the loss of lives.

In the third stage after a disaster, victims turn to each other. They pool resources and collaborate in trying to deal with the consequences. At this point, they may experience some pride at having managed to survive, they may be hopeful about the future, and they express their willingness to "roll up their sleeves" and try to rebuild. At the same time, they are physically worn out by the impact of the experience.

- 166- **The author organizes the discussion of human responses to disaster by -----.**
- 1) comparing them
  - 2) assessing their effectiveness
  - 3) listing their causes and effects
  - 4) describing the order in which they occur
- 167- **The author implies that in their studies of catastrophe survivors, psychologists -----.**
- 1) volunteer for relief programs
  - 2) sometimes have to ignore research ethics
  - 3) get the survivors to describe their experiences
  - 4) rely more on their own theories than the survivors' experiences
- 168- **Which of the following best describes the function of the underlined sentence in paragraph 2?**
- 1) It compares two psychological states.
  - 2) It describes how the first stage begins.
  - 3) It clarifies the meaning of the preceding sentence.
  - 4) It introduces a post-disaster condition which is discussed later in the passage.
- 169- **The word "this" in paragraph 3 refers to -----.**
- 1) the beginning of the second stage
  - 2) delays in issuing emergency warnings
  - 3) people's inability to focus and cooperate
  - 4) directing people's attention to their surroundings
- 170- **According to the passage, all of the following happen to victims during the third stage after a disaster EXCEPT -----.**
- 1) they try to rebuild the disaster zone
  - 2) they fail to utilize some of the resources available
  - 3) they start to react to the tragedy by helping each other
  - 4) they are still under the influence of the physical impact of the disaster